

## Regular BOE Meeting

Wednesday, June 6, 2018 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

<b>1. CALL TO ORDER/NATIONAL ANTHEM/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE</b>		
<b>2. STAFF AND STUDENT RECOGNITION</b>		
2.1. 2019 Teacher of the Year		<b>Presenter:</b> Carly Fortin
2.2. Music Student Festival Participation Recognition		<b>Presenter:</b> Ken Bagley
2.3. Invention Convention Presentation		<b>Presenter:</b> Dr. Sue Moreau
2.4. Student Performance - BEHS - "All Shook Up" Production		<b>Presenter:</b> Dr. Sue Moreau
<b>3. APPROVAL OF MINUTES</b>		
<b>4. COMMITTEE REPORTS</b>		<b>Presenter:</b> Commissioners
<b>5. CHAIRMAN REPORT</b>		
<b>6. STUDENT REPRESENTATIVE REPORT</b>		
<b>7. SUPERINTENDENT REPORT</b>		
<b>8. CONSENT AGENDA</b>		
8.1. Personnel		
8.1.a.	Teacher Retirements	
8.1.b.	New Teacher Hires	
8.1.c.	Teacher Request for an unpaid Leave of Absence	
<b>9. PUBLIC COMMENT</b>		
<b>10. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS</b>		
10.1.	French Exchange -February 2019	<b>Presenter:</b> Anya Rochester
10.2.	Italian Study Abroad - February 2019	<b>Presenter:</b> Gina Gallo
10.3.	Cancellation of Bristol Eastern Trip to Greece	<b>Presenter:</b> Sue Moreau
10.4.	Child Nutrition Program Designee	<b>Presenter:</b> Dr. Sue Moreau
10.5.	Special Education Report	<b>Presenter:</b> Mike Dietter
10.6.	2018-2019 Bristol Board of Education Operating Budget Approval	<b>Presenter:</b> Jill Browne and Sue Moreau
<b>11. CURRICULUM REVISION</b>		
11.1.	Accounting I Curriculum - Second Reading	<b>Presenter:</b> Carly Fortin

**12. TEXTBOOK ADOPTION**

- |       |                                                                            |                                  |
|-------|----------------------------------------------------------------------------|----------------------------------|
| 12.1. | AP Computer Science Textbook Recommendation - Second Reading               | <b>Presenter:</b> Lisa Bernabe   |
| 12.2. | AP Environmental Science Textbook Adoption - Second Reading                | <b>Presenter:</b> Lisa Bernabe   |
| 12.3. | A.P. U.S. Government and Politics Textbook Recommendation - Second Reading | <b>Presenter:</b> Amy Bastiaanse |
| 12.4. | AP Seminar Textbook Recommendation - Second Reading                        | <b>Presenter:</b> Amy Bastiaanse |
| 12.5. | AP Research Textbook Recommendation - Second Reading                       | <b>Presenter:</b> Amy Bastiaanse |
| 12.6. | Information Processing I Textbook Recommendation - Second Reading          | <b>Presenter:</b> Carly Fortin   |

**13. POLICY REVISION**

- 13.1. Policy 3110 - Budget Planning - Affirm
- 13.2. Policy 3230 Federal Funds - Affirm
- 13.3. Policy 3121 Local Government Involvement in Budget Preparation - Revise
- 13.4. Policy 3170 Budget Administration - Revise
- 13.5. Policy 6161.3 Property, Equipment, and Supplies - Individuals with Disabilities Education Act - Revise
- 13.6. Policy 3210 Local Funds - Remove
- 13.7. Policy 6161.21 Fees, Fines and Charges - Renumbered
- 13.8. Policy 6162.51 Surveys of Students (Student Privacy) - New

**14. NEW BUSINESS**

**15. INFORMATION**

**16. LIAISON REPORTS**

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

The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please go to: <http://nutmegtv.org/video-on-demand/single/?id=35770>

**BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**May 2, 2018 – Regular Meeting Minutes**

The regular meeting of the Bristol Board of Education was held on Wednesday, May 2, 2018 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Jeff Caggiano, Joseph Grabowski, Karen Hintz, Thomas O'Brien, Tina Taylor, Karen Vibert and Christopher Wilson; Dr. Susan Kalt Moreau, Superintendent, Dr. Catherine Carbone, Assistant Superintendent, and Dr. Sam Galloway, Director of Human Resources and Peter Kelley, Council Liaison

**EXCUSED:** Commissioners: Jennifer Dube

**CALL TO ORDER/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 National Anthem and remain standing for the Pledge of Allegiance. The National Anthem was performed by the Bristol Eastern Instrumental Band under the direction of Amy Bouvin and arranged by student Luke Ashley.

Chairman called for a moment of silence for Tina Della Bernarda a math Teacher at Northeast, Hubbell, Greene-Hills, Edgewood, South Side, O'Connell and Jennings from 9/2/69 to 6/30/09. Mary Louise Dinneen a Teacher at Callen and Mountain View from 9/5/67 to 6/30/02.

Chairman Wilson read the Mission Statement and the Goals of the Board of Education.

**STAFF ACHIEVEMENT AWARDS**

Dr. Moreau presented the 2018 Staff Award Winners. Each year the Board of Education selects staff members who go above and beyond the expectations of their job description to be honored with a Staff Award. A dinner in their honor will be held on May 30, 2018 at 5:30 p.m. Recipients were present in the audience and stood to be recognized.

**Staff Award Recipients:**

Bridget Gohla – Special Education Teacher- ACCESS Program  
Michael Higgins – Assistant Principal – Bristol Eastern High School  
Peter Kosciukiewicz – Art Teacher – Chippens Hill Middle School  
Kathy Krawiec – Behavior Intervention Specialist – Chippens Hill Middle School  
Derrick Lachance – Grade 3 Teacher – West Bristol School  
Kelly Lynne Thibodeau – French Teacher – Bristol Eastern High School

**CABE STUDENT LEADERSHIP AWARDS**

Dr. Moreau presented this year's CABE Student Leadership Awards. The CABE Student Leadership Awards Program was developed to give local boards of education the opportunity to recognize student achievement and potential. Students nominated by their school principal should exhibit the following leadership skills: Willingness to take on challenges, Capability to make difficult decision, Concern for others, Ability to work with others, Willingness to commit to a project, Diplomacy, Ability to understand issues clearly and Ability to honor a commitment. Students stood to receive their award and be recognized.

**Award Recipients:**

Olivia Rajotte - BCHS  
Jacob Nelson – BCHS

Sarah Snedeker - NEMS  
Kiana Ouellette – NEMS

Mason Coco - GHS  
Gabriela Poniat – GHS

**APPROVAL OF MINUTES - April 4, 2018 – Regular Meeting Minutes**

On motion by Commissioner O'Brien and seconded by Commissioner Grabowski it was

***VOTED: That the Board of Education approve the minutes from the April 4, 2018 Regular Meeting as written. Commissioners Caggiano and Hintz abstained.***

**COMMITTEE REPORTS**

**Finance** - Commissioner Vibert reported that the committee met last night; there has not been much change. Dr. Dietter and Mrs. Browne will give their individual reports. She has been attending city meetings over the past few months as they have been discussing the 2018-2019 budget. This evening the Board of Finance voted on our Food Service budget which was for a little under 3 million dollars; they also voted on our General Operating budget which was \$111,530,624; if it stays at that amount it is likely that we will be making some cuts. The Joint board will be meeting again on May 21<sup>st</sup> to vote on the budget. If you would like to support the budget, please join us in Council Chambers on May 21<sup>st</sup>.

Mrs. Brown reported that there is very little change from our budget status report from last month. We are currently showing an operating budget of \$-1,328,685.00; that total will change, based on the expected revenue from our May installment of Excess Cost and our other revenues (rentals, tuitions and Medicaid) will offset the remainder budget year spending. She expects that we will end the year, where we are now; with a \$1.2 - \$1.3 million-dollar deficit. We will be monitoring that very closely and will need to make a formal request to the City at the next City Board of Finance meeting on May 22<sup>nd</sup>. Following that meeting she will have an updated total for the Board, as discussed last night, the Board will be notified if a special meeting is held with the Board of Finance. Mrs. Browne, called commissioners attention to the budget summary sheet, two items (Benefits and Athletics) appear to have large available balances totals. In the Benefits and Fixed it appears that we have \$850,674 available but included in that total are what we pay in Medicaid, Social Security and those parts of our salaries. In Athletics and Student Activities we have not encumbered our stipends for Spring coaches or student activities, so those numbers will not be what they appear currently. Mrs. Browne shared that Position Control Training with Tyler Technologies has been set up for May 22<sup>nd</sup> and 23<sup>rd</sup>. The Business Office will be working with the HR Department during the training. Regarding transfers, there was not much activity during the month of April. One item was brought to the attention of the committee last night and does not require a vote, it was a transfer of \$15,975 from Districtwide Speech Pathology to Special Education Professional Services and a \$10,000 transfer from Northeast Middle School Speech Pathology to Districtwide Special Education Professional Services. There was an update to the cafeteria budget. Following discussions with the Assistant Comptroller for the City an updated end of year inventory worksheet was created. The information was disaggregated out to End of Year Inventory and Carryover Revenue. Our expected deficit has decreased because of this; our end of year inventory at the end of the 16-17 school year was \$48,501 along with the income less expenses and our carryover revenue that means we begin this year (17-18) with a \$50,501 carryover revenue. With that carried over into our current year, and then we monitor our incomes less expenses we are projecting right now a cafeteria deficit of \$18,887. Commissioner Vibert added that we have a projected deficit due to our excess cost share monies not being what we expected.

Dr. Dietter reported that the district currently has forty (40) displaced (students who arrived in Bristol as result of the natural disasters last Fall) students enrolled. The number remains steady at 40, we have had students moving in and moving out of the district. We received notification today, via email that the State is moving forward with a process for applying for reimbursement of funds expended. There will be more information to follow, he will give an update at the next committee meeting. Our Marginal Cost Report which we have been reporting out on for the past several months represents new enrollments (which could be new students to the district or newly identified students). The net increase in the student count is 16 newly enrolled students. Those students represent a cost of services that we did not anticipate of

**Finance – con't**

approximately \$95,000; 20% of the new enrollments were eligible for special services which is approximately 5% higher than the State average.

**Communications and Community Relations** – Commissioner Caggiano reported that the committee met on April 25<sup>th</sup> and reviewed and discussed a draft of the spring newsletter, which will be coming out soon. Sarah Mitchell is working on that and has done a great job. They also looked at ways to improve getting messages and news to the community; Dr. Carbone has joined the committee and she has a lot experience with Twitter and Facebook and other areas. We will be working with other groups such as BDA and other organizations so that the good news about Bristol schools gets out into the community. Linda Rich attended the meeting to share information about fundraising for the FRC's.

**Student Achievement** – In the absence of Commissioner Dube, Commissioner Caggiano reported that the committee met on April 23<sup>rd</sup> and the District Accountability Plan was presented by Carly Fortin; we will be hearing more about the plan and from each of our schools in the upcoming months. Linda Rich was also in attendance and shared information about fundraising for the FRC's. The committee received the first reading of three AP courses that appear later in the agenda, as well as the addition of three new AP courses.

**Policy** - Commissioner Taylor reported that the committee met on April 9<sup>th</sup> and reviewed thirteen (13) policies that appear later on tonight's agenda. Commissioner Taylor shared that each policy that appears on the agenda has been thoroughly reviewed and discussed by the committee.

**Personnel** – Commissioner O'Brien reported that the committee met to discuss staff awards that were announced earlier this evening.

**Operations** – Commissioner Hintz reported that committee met on April 20<sup>th</sup> and discussed the aging oil tanks at and eligible funding for their removal; a presentation was given by Taylor Domingue a junior at Bristol Eastern and a student in Mrs. Dilernia's AP Environmental Science class to construct of rain garden on the King Street side of Bristol Eastern; the project will be sponsored by the Pequabuck River Watershed Association; new eligibility markers for the CEP program have been identified to include children who are on Medicaid; the district is now looking to add two new schools to the Community Eligibility Provisions Program; this topic will be discussed later this evening.

**CHAIRMAN REPORT**

Chairman Wilson shared the following topics with the Board: Attendance at the National School Board Association meeting in San Antonio; Graduation Plans for 2018, Funding update from CREC and the CABA legislative wrap up and Bristol being selected as a pilot community for use of the Diversity Equity Toolkit.

Any board members interested in attending a graduation please contact Susan Everett or Dr. Moreau.

**STUDENT REPRESENTATIVES REPORT**

Bristol Eastern Student Representative Madison Fostervold reported on the following topics: Student Council blood drive held in honor of English teacher Mr. Bonetta, the upcoming Friends of Rachel Carwash, BE Clean club Choices Matter event; Auditions for a graduation speaker, annual True Colors field trip to UCONN, the upcoming Junior Prom at the Doubletree, BETA production of "All Shook Up" and results from the end of year survey that she conducted at Eastern. Madison will be attending the University of Connecticut in the Fall.

Bristol Central Student Representative Olivia Rajotte reported on the following topics: the recent visit of Italian Exchange students with Bristol Central families, the recent Mr. BCHS Contest with winner Nick

**STUDENT REPRESENTATIVES REPORT – con’t**

Osuch and the event raising \$4,500 for the CT Leukemia and Lymphoma Society, May 1<sup>st</sup> Decision Day for seniors; Olivia has committed to the University of Connecticut in Storrs where she is leaning towards a major in International Business with a double minor in Italian and Spanish.

**SUPERINTENDENT REPORT**

Dr. Moreau shared the following topics to the Board:

Earth Day Video - Student Sienna Wilkie and CATE Teacher Michael LeClair – BEHS

Dr. Moreau welcomed Dr. Catherine Carbone, Assistant Superintendent to the table for her first meeting.

National Football Foundation Scholar Athlete Awards – Michael Guzman, Dathan Hickey and Isaiah Dellard

CT Council of Language Teachers – Students from Gina Gallo’s Italian Class - BCHS

CT Public Television Scholarship – Selena Norton – Senior - BCHS

CT Women’s Basketball Hall of Fame - Tony Floyd

2018-2019 Budget Update

**CONSENT AGENDA**

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

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

**PERSONNEL**

**Administrator Hire**

Gomes, Emily – BEHS – Assistant Principal – Effective - July 1, 2018

**Teacher Retirements**

Donoghue, Carole: SSS – 2<sup>nd</sup> grade – Effective June 30, 2018

Kazmierczak, Honorata: CHMS – Art – Effective April 1, 2018

LaRue, Laurie: EDGE – 1<sup>st</sup> grade – Effective June 30, 2018

Swenton, Gail: SSS – Speech Language Pathologist – Effective June 30, 2018

**New Teacher Hire - Effective April 23, 2018**

Natalie Griffin - CHMS – Special Education Teacher-Extended Resource - Effective April 23, 2018

**Coaching Appointments**

Anthony Lowell – .5 Asst. Outdoor Track Coach – BCHS – Effective 3/21/18

Ian Wagemaker – Asst. Boys Lacrosse – BCHS – Effective 3/17/18

**Policy Affirmations**

Policy 5113.1: Work Permits

Policy 5116: School Census

Policy 5117: School Attendance areas

Policy 5122: Assignment of Teachers to classes

Dr. Moreau recognized Emily Gomes as the new Assistant Principal at Bristol Eastern. Mrs. Gomes was present in the audience and stood to be recognized.

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

## **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**

### **Authorized Signatory for the Bristol Board of Education – Assistant Superintendent**

Catherine Carbone, Ed.D. was named Assistant Superintendent of School at the March Board of Education meeting. The Board must now add Dr. Carbone as an authorized signatory for the Bristol Board of Education.

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

***VOTED: That the Board of Education approve Assistant Superintendent Catherine Carbone, Ed.D. as an Authorized Signer of the Bristol Board of Education.***

Chairman Wilson declared the motion **PASSED**, following the reading of the authorization resolution and a roll call vote of seven (7) commissioners in favor of the motion

### **Quarterly Enrollment Numbers**

Dr. Galloway presented the Quarterly Enrollment Numbers. Following his report a request for a breakout of CREC magnet schools was made as well as the breakout of Arts Magnet schools.

### **Board of Education approval of Ed Spec for the BCHS Underground Storage Tank**

The BOE is eligible for reimbursement for the removal and replacement of underground storage tanks. The Bristol Central High School tank is nearing 30 years old and must be removed and replaced to remain compliant with the State of CT guidelines.

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

***VOTED: That the Board of Education approve the decision of the Bristol Central High School Underground Storage Tank Replacement Committee (Operations Committee) to approve the education specifications for the Underground Storage Tank Replacement at Bristol Central High School located at 480 Wolcott Street in Bristol, CT and forward to the City Council for approval.***

### **Board of Education approval of Ed Spec for the BEHS Underground Storage Tank**

The BOE is eligible for reimbursement for the removal and replacement of underground storage tanks. The Bristol Eastern High School tank is nearing 30 years old and must be removed to remain compliant with the State of CT guidelines.

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

***VOTED: That the Board of Education approve the decision of the Bristol Eastern High School Underground Storage Tank Replacement Committee (Operations Committee) to approve the education specifications for the Underground Storage Tank Replacement at Bristol Eastern High School located at 632 King Street in Bristol, CT and forward to the City Council for approval.***

### **CEP APPROVAL**

The Community Eligibility Program was successfully implemented at West Bristol and Hubbell Schools beginning in the 2016-17 School year. At their April meeting, the Operations Committee reviewed the details of adding schools to the program following a change in qualifications. We now upload Medicaid eligibility as another determinate to qualify students for free breakfast and lunch. As of April 2<sup>nd</sup>, five additional schools had a pre-certification rate above 40%; qualifying the schools to apply for admission into the CEP. The Operations Committee recommended that the Board approve the District's application for: Chippens Hill MS, Greene-Hills, Ivy Drive, South Side, and Stafford schools to apply for CEP; if approved,

**CEP APPROVAL – con’t**

all students in these school will receive breakfast and lunch free of charge. The reapplication of West Bristol and Hubbell will provide them with a new four year participation window.

On motion by Commissioner Hintz; seconded by Commissioner Vibert it was

***VOTED: That the Board of Education approve the application to add Chippens Hill MS, Greene-Hills, Ivy Drive, South Side, and Stafford schools to the Community Eligibility Provision.***

Chairman Wilson declared the motion **PASSED**, following a roll call vote of six (6) commissioners in favor of the motion and one (1) Commissioner Caggiano, opposed.

**CURRICULUM REVISION**

**AP Computer Science Curriculum - Second Reading**

Lisa Bernabe presented the AP Computer Science Curriculum. It is becoming increasingly important to prepare students for computer science related careers in our rapidly changing global society. CT currently has 6500 open computing jobs, paying salaries significantly above the state average. Yet in 2015, CT only had 400 computer science college graduates. There are fewer AP exams taken in CT in computer science than in any other STEM subject area. We must provide students with opportunities in this field in high school in order to open up the career pathways of which students may not have current knowledge.

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

***VOTED: That the Board of Education approve the AP Computer Science Curriculum.***

**AP U.S. Government and Politics Curriculum - Second Reading**

Amy Bastiaanse presented the AP U.S. Government and Politics curriculum. The AP U.S. Government and Politics curriculum and exam have been redesigned by the College Board and implementation will take place in the 2018-19 school year. The new curriculum provides a more focused approach that allows for further depth of study, defines a set of disciplinary practices that require students to analyze, compare, interpret and communicate political information, specifies 15 Supreme court Cases and 9 Foundational Documents to study, and requires students to complete a research project. The revised curriculum needs to be adopted to meet the new demands of the AP U.S. Government and Politics coursework and exam.

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

***VOTED: That the Board of Education approve the AP U.S. Government and Politics Curriculum.***

**AP Seminar Curriculum - Second Reading**

Amy Bastiaanse presented AP Seminar Curriculum. The AP Seminar course is the first of two courses in the AP Capstone program. AP Seminar requires students to investigate real-world issues from multiple perspectives, synthesize information from multiple sources, develop their own lines of reasoning, and design and deliver oral and visual presentations, both individually and as part of a team. These are the same skills and practices that colleges expect students to have after completing the equivalent college course in high school. The popularity of this course is growing since its pilot in 2016-17, and offers students an early opportunity to earn high school English and college credit simultaneously. The AP Seminar course will prepare students with the academic knowledge, skills and dispositions to be successful in AP Research, the second course in the AP Capstone program.

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

***VOTED: That the Board of Education approve the AP Seminar Curriculum.***

### **AP Research Curriculum - Second Reading**

Amy Bastiaanse presented AP Research Curriculum. The AP Research course is the second course in the AP Capstone program. Students further their skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and gather the artifacts in the development of their work in a portfolio. The course culminates in an academic paper and a presentation with an oral defense. The skills taught in this course reflect the CT Core Standards in reading, writing, speaking and listening, skills that are interdisciplinary in nature and applicable to any content. This course will prepare students with the academic knowledge, skills and dispositions that will empower them for success in school and in life.

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

**VOTED: That the Board of Education approve the AP Research Curriculum.**

### **TEXTBOOK RECOMMENDATION**

#### **AP Computer Science Textbook Recommendation - First Reading**

Lisa Bernabe presented the AP Computer Science Textbook Recommendation. This is the first time that Bristol Public Schools will be offering an AP Computer Science course. A committee has thoroughly reviewed several textbooks that meet the AP Computer Science AP Course Audit curricular requirements and has selected:

- Lewis, John, and William Loftus. *Java Software Solutions: Foundations of Program Design*. New York, NY: Pearson.

This text was developed for courses in Java programming and will provide students with a strong foundation in programming techniques through the integration of real-world examples and programming exercises. Commissioners are welcome to stop in the Office of Teaching and Learning to review the textbook in the intervening month. It will be on the June meeting agenda for a vote.

#### **AP Environmental Science Textbook Adoption - First Reading**

Lisa Bernabe presented the AP Environmental Science Textbook Recommendation. Our current AP Environmental Science text was approved and purchased in 2008 and is now starting to include outdated information. A committee has thoroughly reviewed several textbooks that meet the AP Environmental Science AP Course Audit curricular requirements and has selected:

- Friedland, Andrew and Rick Relyea. *Environmental Science for AP*. W. H. Freeman and Company.

This text was specifically written for the AP Environmental course and is designed to help students achieve success on the AP Environmental Science Exam. The content of the text is organized in manageable modules and each chapter provides built-in supports to best prepare students for the exam. Commissioners are welcome to stop in the Office of Teaching and Learning to review the textbook in the intervening month. It will be on the June meeting agenda for a vote.

#### **A.P. U.S. Government and Politics Textbook Recommendation - First Reading**

Amy Bastiaanse presented the A.P. U.S. Government and Politics Textbook Recommendation. The AP U.S. Government and Politics curriculum has been revised by the College Board and requires an updated text to meet the demands of the new curriculum. *American Government Institutions and Policies* 16<sup>th</sup> Edition is the text being recommended to support instruction of this course. This text will provide the background students need to comprehend the case studies and other primary documents required to understand the foundations of the United States Constitution. This text will support students in achieving success on the AP

**A.P. U.S. Government and Politics Textbook Recommendation - First Reading – con't**

U.S. Government and Politics exam. The textbook aligns with the curriculum's content and skills, supports authentic, performance-based assessments, provides test prep sample questions, and suggests numerous on-line supplements to support academic growth. Commissioners are welcome to stop in the Office of Teaching and Learning to review the textbook in the intervening month. It will be on the June meeting agenda for a vote.

**AP Seminar Textbook Recommendation - First Reading**

Amy Bastiaanse presented AP Seminar Textbook Recommendation. The focus of AP Seminar is writing an argument. *They Say I Say* provides a structure for writing an argument while at the same time, allowing for synthesis of multiple resources to help students develop their own. The readings provided in the text reflect a range of ideological perspectives and can serve as sources for a student's own writing. One unique feature of this text is the *They Say I Say* Blog where students have the opportunity to access additional texts. Students can also participate in the commentary feature of the blog. Portions of the text would be specifically taught to all students such as technique and the *They Say I Say* formula. Other portions can be individualized depending upon student interest and need. Questions at the end of each reading allow for critical thinking. *They Say I Say* will serve as a resource to attain the curriculum objectives of AP Seminar. Commissioners are welcome to stop in the Office of Teaching and Learning to review the textbook in the intervening month. It will be on the June meeting agenda for a vote.

**AP Research Textbook Recommendation - First Reading**

Amy Bastiaanse presented the AP Research Textbook Recommendation. AP Research, the second course in the AP Capstone program, requires students to deeply explore an academic topic, idea or issue of individual interest. Students design, plan and implement a yearlong investigation to address their research question. *Practical Research: Planning and Design* supports the curriculum expectations of AP Research as students persevere through their inquiry journey. The text scaffolds the steps of the research process and each chapter requires the student researcher to reflect on the targeted step of the process as it relates to their own research. The text is accessible online and provides students with practical application exercises and videos to support and extend their learning. Commissioners are welcome to stop in the Office of Teaching and Learning to review the textbook in the intervening month. It will be on the June meeting agenda for a vote.

**Information Processing I Textbook Recommendation - First Reading**

Carly Fortin presented the Information Processing I Textbook Recommendation. The Information Processing, I curriculum was approved in March 2018. A textbook resource for the course was last purchased in 2006. Due to the updated standards at the state level for Career and Technical Education, the revisions made to our Bristol curriculum, incorporating a broader range of technical skills and applications, and changes in the technology utilized within the course, new textbooks are required. The broad goals of the course seek to ensure that students are proficient users of technology not only for their own use as students but also to develop proficiency in the use of technical applications for business, since this course is the introductory course to other business courses in the CTE department. Two textbooks are being recommended for the course. One, *Learning by Doing: Google Apps*, primarily supports the curricular objectives that develop students' technological skills for education and home use. The second textbook, *Discovering Computers and Microsoft Office 365 and Office 2016*, is geared toward business applications of the software and content needed within the business industry. Commissioners are welcome to stop in the Office of Teaching and Learning to review the textbook in the intervening month. Commissioners are welcome to stop in the Office of Teaching and Learning to review the textbook in the intervening month. It will be on the June meeting agenda for a vote.

**POLICY REVISION**

**Policy 5117.4 - Intra-district Transfer – Revised**

The Policy Committee of the Board of Education is recommending approval of the policy.

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

***VOTED: That the Board of Education approve the revisions to Policy 5117.4 - Intra-district Transfer.***

**Policy 5117.5 - School Attendance Areas - Racial Balance – Revised**

The Policy Committee of the Board of Education is recommending approval of the attached policy.

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

***VOTED: That the Board of Education approve the revisions to Policy 5117.5 - School Attendance Areas – Racial Balance.***

**Policy and Regulation 5118.1 - Homeless Students - Revised**

The Policy Committee of the Board of Education is recommending approval of the policy and regulation revision.

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

***VOTED: That the Board of Education approve the revisions to Policy and Regulation 5118.1 - Homeless Students.***

**Policy and Regulation 5125- Student Records and Confidentiality – Revised**

The Policy Committee of the Board of Education is recommending approval of the policy and regulation revision.

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

***VOTED: That the Board of Education approve the revisions to Policy and Regulation 5125- Student Records and Confidentiality.***

**Policy and Regulation 5131.111 - Video Surveillance – Revised**

The Policy Committee of the Board of Education is recommending approval of the policy and regulation revision.

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

***VOTED: That the Board of Education approve the revisions to Policy and Regulation 5131.111 - Video Surveillance.***

**Policy 5145.12 - Search and Seizure – Revised**

The Policy Committee of the Board of Education is recommending approval of the policy and regulation revision.

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

***VOTED: That the Board of Education approve revisions to Policy 5145.12 - Search and Seizure.***

**Policy and Regulation 6146 - Graduation Requirements - Revised**

The Policy Committee of the Board of Education is recommending approval of the policy and regulation revision.

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

***VOTED: That the Board of Education approve the revisions to Policy and Regulation 6146 - Graduation Requirements.***

**Policy and Regulation - 6153 - Field Trips – Revised**

The Policy Committee of the Board of Education is recommending approval of the policy and regulation revision.

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

***VOTED: That the Board of Education approve the revisions to Policy and Regulation - 6153 - Field Trips.***

**INFORMATION**

Commissioner Hintz shared information regarding an Interfaith Coalition presentation on May 21<sup>st</sup> at 6:30 p.m. at the Bristol Boys and Girls Club.

**LIAISON REPORTS**

Council Liaison Peter Kelley praised the entire Edgewood staff for their collaboration, cooperation and teamwork in their building.

Commissioner Taylor reported on Greene Hills School upcoming events

Commissioner Caggiano reported on events at West Bristol for Commissioner Dube.

Commissioner Vibert reported on events at Bristol Eastern and Business Education Foundation event.

Chairman Wilson reported on the Memorial Boulevard Intradistrict Arts Magnet School Committee.

**VOTE TO CONVENE INTO EXECUTIVE SESSION**

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

***VOTED: That the Board of Education vote to convene into EXECUTIVE SESSION for the purpose of discussing: Superintendent Evaluation. (9:25 p.m.)***

**EXECUTIVE SESSION**

**PRESENT:** Commissioners: Jeff Caggiano, Joseph Grabowski, Karen Hintz, Thomas O'Brien, Tina Taylor, Karen Vibert and Christopher Wilson; Dr. Susan Kalt Moreau, Superintendent,

**EXCUSED:** Commissioner Jennifer Dube

Executive Session was called to order at 9:35p.m.

**Superintendent Evaluation**

Commissioners discussed the Superintendent's Evaluation.

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

**ADJOURNMENT**

There being no other business to come before the Board of Education the meeting was adjourned. (*10:01 p.m.*)

DRAFT

# JOSHUA L. BLUMENTHAL

---

## Professional Summary

A dynamic Art Teacher with strong classroom management skills demonstrated through 4+ years of classroom experience. Excellent parent-teacher communication record and student motivation techniques. Experienced in differentiating in a diverse elementary classroom. Motivated professional with experience addressing student needs and ensuring proper student development.

## Skills

- Experience with special-needs students
- Restorative Justice Approach
- Excellent Lesson planning
- Student-centered learning
- Strong collaborator & Self Starter
- TEAM Certified

## Experience

**Art Teacher, 09/2016 to Current**

**Hartford Public Schools** - 960 Main Street, 8th Floor, Hartford, Ct 06103

- Restorative Justice Approach training

**Art Teacher, 09/2014 to 06/16**

**East Hartford Public Schools** - 1110 Main Street, East Hartford, Ct 06108

- TEAM Certified
- Improved student's analytical skills by introducing state-of-the-art computer program technologies.
- Modified the Fine Arts curriculum for special-needs students based upon a variety of instructional techniques and technologies.
- Met with parents to resolve conflicting educational priorities and issues.
- Implemented reading and writing activities to increase student learning and support Common Core Standards
- Successfully improved student participation in the classroom through integration of creative role-playing exercises.
- Facilitated a positive learning environment and age appropriate creation processes.

**Substitute Teacher, 09/2013 to 09/2014**

**Kelly Educational Staffing Services** - 76 Batterson Park Road, Farmington, CT 06032

- Fulfilled a variety of assignments on a day-to-day basis
- Facilitated a positive classroom environment.
- Followed through successfully with activities for student learning.
- Provided detailed reports of student performance and behavior

## Education

**Bachelor In Science: Art Education, 2013**

**Central Connecticut State University** - 1615 Stanley St, New Britain, CT 06053

## Certifications

Connecticut Provisional Art, Pre-Kindergarten through Grade 12 (Type 042)

**Eric Henne**

**OBJECTIVE**

To obtain a full time job teaching physical education/health at the elementary or secondary level.  
Also interested in coaching at the high school level.

**EDUCATION**

**Springfield College**, Springfield, MA  
Bachelor of Science in Movement and Sports Studies, May 2011  
*Minor: Health Education*

**Licenses (CT): Physical Education (044)  
Health (043)**

**Licenses (MA): Physical Education (22)  
Health (21)**

**Professional GPA: 3.35**

**AWARDS**

4 Time Bristol Eastern High School Varsity Tennis MVP  
4 year Varsity tennis player at Springfield College  
1<sup>st</sup> team All-NEWMAC tennis sophomore year in college

**TEACHING EXPERIENCE (ELEMENTARY)**

*Physical Education Teacher, Noah Wallace Elementary School, Farmington, CT* Fall '15-Spring '17

- Completed two years in the district.
- Increased fitness among students by coaching before and after-school intramurals.
- Integrated mentoring into daily classes to recognize talents and needs of students.

*Physical Education Teacher, Stevens Elementary School, Rocky Hill, CT* Spring, 2015

- Taught Physical Education on and off at the school for about 3 months.
- Worked closely with other P.E. teacher to co-teach multiple classes.
- Created and taught lessons in cooperative games as well as basketball.

*Student Teacher, Zanetti Montessori School, Springfield, MA* Spring, 2011

- Worked as a full-time student teacher for 7 weeks.
- Was responsible for the design and implementation of lesson plans for grades K-8.
- Taught lessons in the units of striking, volleying, and dribbling.

*Student Teacher, Alfred M. Glickman Elementary School, Springfield, MA* Fall, 2009

- Taught adapted physical education to multiple students.
- Worked with students with autism and Down syndrome.
- Designed separate lesson plans for each student.
- Taught lessons in fitness, spelling, locomotor skills, directionality and balance.

### TEACHING EXPERIENCE (SECONDARY)

- Physical Education Teacher, Somers High School, Somers, CT* Fall 2017-present
- Teaching freshman and sophomore Physical Education.
- Physical Education Teacher, Thomas Edison Magnet Middle School, Meriden, CT* Fall, 2015
- Was responsible for the completion of State Fitness Testing during my time there.
  - Helped create and implement a "Project Adventure" unit.
  - Took on additional responsibility by agreeing to coach the school soccer team.
- Physical Education/Health Teacher, Rockville High School, Vernon, CT* Winter 2014-15
- Taught both Physical Education and Health class for 3 months.
  - Attended curriculum meetings and faculty meetings on a regular basis.
- Health Teacher, Southington High School, Southington, CT* Spring, 2014
- Taught freshman & sophomore Health for 3 months.
  - Also taught an Adapted Health class with students with special needs.
- Physical Education/Health Teacher, Plainville High School, Plainville, CT* Winter 2013-14
- Filled in for two different teachers on medical leave.
  - Taught units/lessons in floor hockey, badminton, and weight training.
  - Also taught Health/Life Skills classes.

### RELATED EXPERIENCE AND COACHING EXPERIENCE

- Alternate Director, Michael Filipek Tennis Academy, Avon, CT* Summer 2012-present
- Teach tennis from 9-4 every day in the summer.
  - Oversee both students and peers as a director.
- Tennis Coach, Newington High School, Newington, CT* Spring 2012-Spring 2015
- Helped refine and coach skills for over 50 girls during the spring season.
  - Displayed a high level of excellence by compiling a winning record of 31-17 across 3 seasons.
- Tennis Coordinator, New Britain Parks & Recreation, New Britain, CT* Summer 2004-Winter 2016
- Coordinated all tennis lessons (every season) for students and adults of all ages.
  - \*Also worked with Bristol Parks & Recreation as a tennis instructor until 2011.

### ATHLETICS/ACTIVITIES

- Men's Tennis, Springfield College, Springfield, MA** 2007-2011
- Division III Athlete
  - 4 year All-NEWMAC varsity competitor

### CERTIFICATIONS

American Red Cross Child and Adult CPR & First Aid.  
Coaching certificate obtained as well.

Aurora Matraku

Objective To describe professional credentials and experience.

Summary Highly motivated and confident educator of knowledge in art  
Excellent lesson developing, organizational, time management, planning, and communication skills  
Strong computer skills, including Microsoft Office, Photoshop, Illustrator

Education Central Connecticut State University, New Britain, CT 2013- 2017  
Bachelors of Science Degree in Education  
Major: Art Education (PK-12)

Teaching Duggan School -Waterbury, CT

Experience Student Teacher (Grades PK-8) Fall 2017  
-Observed and evaluated behavior management, classroom interaction, and classroom management  
-Developed and taught various lessons in different mediums such as drawing, painting, clay, and sculpture.  
-Attended school events such as open house, meetings, assessment reviews and Professional Development days  
Kennedy High School –Waterbury, CT  
Student teacher (Grades 9-12) Fall 2017  
-Observed and evaluated behavior management, classroom interaction, and classroom management  
-Developed and taught various lessons in different mediums such as drawing, painting, collage and sculpture.  
-Attended school events such as open house, meetings, field trips, assessment reviews and Professional Development days.  
Middle School of Plainville- Plainville, CT  
Teacher Assistant (Grades 6-8) Fall 2017 -30 hrs  
-Assisted and observed Art Teacher with classroom activities  
-Planned and implemented lesson  
Plainville High School –Plainville, CT  
Teacher Assistant (Grades 10) Spring 2017

- Assisted and observed Art Teacher with classroom activities
- Planned and implemented art game on gender inequality among famous artist couples

Work

- Experience
- Duggan School –Waterbury January- currently  
Long Term Art Substitute
  - Kidz Childcare Preschool/ Daycare August 2014-September 2017  
Preschool teacher

Languages      Fluent in Albanian (speaking, reading, writing), Conversational Spanish

- Honors
- 2013-2017 Central Connecticut State University Dean's List
  - 2011-2013 National Honors Society
  - 2011-2012 National Spanish Honor Society
  - 2013 Connecticut Association of Schools Arts Banquet for Visual and Performing Arts
  - 2013 Distinguished Art Student of the Year – Watertown High School

References      Available upon request



**Bristol Public Schools**  
**Field Trip Request Form for Travel**  
**Outside the Continental United States**  
**Page 1 of 2**

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

<b>Name of School:</b>	Bristol Central & Bristol Eastern High Schools	
<b>Date of Request:</b>	April 25, 2018	
<b>Trip Destination</b>	La Queue lez Yvelines, France	
<b>Proposed Dates:</b>	February 13-22, 2019	
<b>Number of Students participating (approximately)</b>	25	
<b>Grade level of students:</b>	9-12	
<b>Name of teacher(s) making request</b>	Anya Rochester & Kelly Lynne Thibodeau	
<b>Number and names of chaperones:</b>		
1. Anya Rochester 860-680-1401	2. Kelly Lynne Thibodeau-Nemeth 203-213-2277	
3. Kelly Monahan-DiNoia 860-202-4645		

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

<b>Transportation:</b>	<input checked="" type="radio"/> <b>X Bus</b> <input type="radio"/> Train <input checked="" type="radio"/> <b>X Plane</b> <input type="radio"/> Car <input type="radio"/> Other
<b>Estimated Total Budget</b>	\$39,575
<b>Estimated Cost to student</b>	\$1,583
<b>Are fund-raising activities planned?</b> <input type="radio"/> Yes (please describe) <input checked="" type="radio"/> <b>X No</b>	<b>Description of fund-raising activities</b>

**Name of Travel Agency**

Globe Travel

**Lodging**

- Hotel/Motel
- X Private Homes**
- Other

***Insurance Arrangements for Staff and Students: (Please describe and attach a copy of the insurance coverage arranged for this trip). Please list any excursion that may be part of the exchange/trip that will be taken outside of the itinerary created by the travel agency.***

**Proposed Itinerary: Please write a brief narrative explaining the purpose and educational value of the proposed trip.**

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

## **Proposal for an Exchange: BCHS and BEHS and the Lycée Jean Monnet in La Queue-lez- Yvelines, France**

### Educational Value

As part of our ongoing efforts to broaden the horizons of our students, as well as meet the national, state and curricular standards of world language learning, we hope to continue the exchange between BCHS and BEHS and the students of the Lycée Jean Monnet that is currently in its seventh cycle (14<sup>th</sup> year). It is important to note that our exchange programs make us more competitive with surrounding towns that offer more years of language study and similar programs. This field trip also allows us to provide similar real-world experiences that other disciplines at BCHS and BEHS do in more local field trips to learn about careers and real-world application of content knowledge. Immersing students in French culture and helping them to interact with our rapidly-changing world helps them to begin to navigate our planet as global citizens who must have twenty-first century skills in order to be successful after high school.

The French teachers and students came to stay with us in March of 2018. They were housed by Bristol families and attended classes with their correspondents. The French students took trips to Boston, New York, Yale, and Mystic. BCHS and BEHS students joined the French students on a visit to Ellis Island and the 9/11 Memorial, an experience that would be repeated in France with the French students accompanying BC and BE students to Normandy. In February of 2019, we hope to allow our students a similar experience in France. Students will be staying in the homes of the students who came to Bristol. They will attend classes and participate in excursions to Paris, Normandy, and Versailles. Our French counterparts will plan the excursions and the cost of food and housing will be borne by the host families.

The dates of our proposed journey are from Wednesday, 2/13/19 to Friday, 2/22/19. Students going to France will have no serious disciplinary issues and must have good attendance. They must be enrolled in French or have hosted a French student in the last round of the exchange.

## ITINERARY

### EXCHANGE WITH THE LYCÉE JEAN MONNET – BRISTOL CENTRAL HIGH SCHOOL AND BRISTOL EASTERN HIGH SCHOOL

Day 1 Arrival Coach bus to le lycée. Arrive at le lycée Jean Monnet

Day 2 School welcome: breakfast + welcome by Principal and/or Assistant Principal + Guided tour of school + Courses with French students until 5:30 p.m. (Lunch with French hosts)

Night time (*Pot luck supper*) at the high school - French families provide food, drink, and

Weekend: 1/2 day Versailles then rest of weekend with families entertainment

Day 3 Full day in Paris (1) (French hosts pack lunch)

Leave from train station Montfort at 8:25 a.m. (arrive 9:02 a.m. at Paris-Montparnasse)

- Morning: Eiffel Tower (10:30), Bateaux mouches (cruise on the Seine)
- Afternoon: Montmartre, Arc de Triomphe, Place de la Concorde, Champs-Élysées, the Catacombes.
- Evening: dinner and late afternoon in Paris.

Return at 9:41 p.m. at Garancières (train leaves at 8:58 p.m. at Paris-Montparnasse)

Day 4: Full day Normandy French+Americans (French hosts pack lunch)

Leave school in a coach bus at 6:00 a.m.

- Morning: Visit the Mémorial de Caen + Arromanches (lunch at Arromanches).
- Afternoon (1.30 pm): Visit the American cemetery (Colleville-Sur-Mer) + Pointe du Hoc.

Return to the school around 8:30 p.m.

Day 5: Full day in Paris (2) (French hosts pack lunch)

Leave from train station Montfort at 8:25 a.m. (arrive 9:02 a.m. at Paris-Montparnasse)

- Morning: Visit of the Louvre. Lunch in the Tuileries garden.
- Afternoon: Notre-Dame de Paris, le Quartier Latin, souvenir shopping/free time

Day 6: Versailles and gardens and Parly II.

### Trip to France: Anticipated Expenses

Category	Cost	Final Cost	Total Cost
1. Bus to and from airport	\$900 X 2	\$1,800	\$1,800
2. Airfare with fees and taxes	\$750 (x28)	\$21,000	\$22,800
3. Excursions in France (estimated based on prices two years ago); includes tips	\$400 per person (x28)	\$11,200	\$34,000
4. Emergency fund	\$55 per student (x25)	\$1,375	\$35,375
5. Travel insurance	\$150 per person (x28)	\$4,200	\$39,575
<b>TOTAL COST</b>			<b>\$39,575</b>
<b>Divided by 25 students</b>	<b>\$1,583</b>		
*Extra money built in for flight or unexpected expenses; if it is not needed, it will be refunded as it was two years ago.			



**GLOBE  
TRAVEL  
SERVICE**

***BUSINESS TRAVEL MANAGEMENT***

## ***OUR BACKGROUND***

Globe Travel has built a strong business on the foundation of excellent service to the market since 1975. Our organization is dedicated to providing each traveler with the best fares, courteous service and will always strive to meet the demanding needs of the ever changing travel market.

We are a full service travel management company that offers corporate travel, meeting and planning services, incentives, groups as well as leisure travel. Being a full service company allows us to maximize our resources to the benefit of all of our customers.



## ***OUR PRIMARY RESOURCE***

Our staff includes professionals with an average of over 25 years of experience in the travel industry. We have a dedicated team of corporate travel agents that will ensure our customers are the #1 priority. Our agents are second to none and always strive to maintain the highest quality of service. In addition, many of our employees have previously managed or owned travel businesses prior to joining our team.

## ***OUR TECHNICAL RESOURCES***

Globe Travel's reservation system is SABRE. This system is the most highly advanced airline computer reservation system in the world market. Sabre is operated by the Sabre Travel Information Network. With the various software products we have, we can continuously provide the most cost effective itineraries for your travelers.

## ***OUR TRAVEL MANAGEMENT***

Globe Travel has assisted many corporations to determine the level of control and configuration needed for their travel management program. Every corporation is different and that difference must be reflected in the program. We strongly believe in customizing our services to meet the needs of the customer. Our team will help create an effective Travel Policy that can give you proven savings on your bottom line travel expenses. We can also help to make changes to an existing policy to be sure current travel trends are being reflected.

### ***Service Fees***

- |                                                             |                     |
|-------------------------------------------------------------|---------------------|
| • Air or rail ticket, ticket exchanges or reissues          | \$30.00 per ticket  |
| • Mileage air ticket, mileage upgrade or airline coupon     | \$45.00 per ticket  |
| • Internet air ticket on non-airline site, e.g. Orbitz, etc | \$45.00 per ticket  |
| • Hotel, car and limousine reservations only                | \$25.00 per booking |
| • Passport renewals or visa processing assistance           | \$25.00 per item    |

## ***OVERVIEW***

- Extraordinary customer service
- Constantly monitoring all savings options
- Reliable cost effective travel reservation process – reflecting corporate travel policy
- Globe Travel Service will monitor all purchasing and act as central point of contact for all vendor contract negotiations
- Implement preferred air programs and offer preferred rates on hotels and cars
- Dedicated experienced team to service your travelers
- Access to worldwide travel assistance 24 hours a day, 7 days a week through our 24 hour after hours emergency service as well as an answering service which will allow a traveler to speak directly to the agent they booked with in case of an emergency
- Customized reports to reflect potential and proven savings
- E-ticket report – all unused non-refundable tickets will be captured and monitored through each individual travelers profile as well as a master report
- We also offer a vacation department to assist your employees with personal travel as well as a meeting planning department
- The scope of our services goes above and beyond your expectations by offering the personal touch to every reservation

***“At Globe Travel we never promise more than we can deliver”***



225 North Main Street Suite 80  
Bristol, CT 06010  
Office Hours:  
Monday – Friday  
8:30am – 5:30pm  
860.584.9197  
800.942.4080

Branch Locations: Eagleview Employee Center 1 Mohegan Sun Blvd- Uncasville, CT 06382  
Momentum Travel & Experiences 1 Mohegan Sun Blvd – Uncasville, CT 06382

# STUDENT BASIC

GROUP TRAVEL PROTECTION



Trip Cancellation	Trip Cost*
Trip Interruption	150% of Trip Cost*
Travel Delay - 6 hours	\$750 (\$150/day)
Emergency Evacuation & Repatriation	\$100,000
Cancel for Any Reason (CFAR)**	Optional

Non-Insurance Worldwide Emergency Assistance Services Included

\*Up to the lesser of the Trip Cost paid or the limit of Coverage for which benefits are requested and the appropriate plan cost has been paid. Maximum limit of \$10,000

\*\* CFAR coverage is 75% of the nonrefundable trip cost. CFAR is optional and available for individuals or your entire group. Trip cancellation must be 48 hours or more prior to scheduled departure. CFAR must be purchased with or before the final payment for Your trip. This benefit is not available to residents of New York State.

Cost:

\$1500 - 40 per student    \$1500 - 59 - CFAR  
\$2000 - 45 per student    \$2000 - 64 - CFAR

# GROUP LITE

GROUP TRAVEL PROTECTION PLAN



## SCHEDULE OF INSURANCE COVERAGE AND OTHER NON-INSURANCE SERVICES

Trip Cancellation	Trip Cost*
Trip Interruption*	Trip Cost**
Travel Delay - 12 hours	\$500 (\$100/day)
Baggage/Personal Effects	\$500
Accident & Sickness Medical Expense	\$10,000
Emergency Evacuation & Repatriation	\$20,000
Non-Insurance Worldwide Emergency Assistance Services	Included

\*For \$0 Trip Cost, there is no Trip Cancellation and Trip Interruption is limited to \$500 return air only.  
\*\*Up to the Trip Cost insured, up to a maximum of \$5,000 per person.

Cost: \$1500 - \$98 - per student  
\$2000 - \$124 per student



**Bristol Public Schools**  
**Field Trip Request Form for Travel**  
**Outside the Continental United States**  
**Page 1 of 2**

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

<b>Name of School:</b>	Bristol Central High School	
<b>Date of Request:</b>	May 2, 2018	
<b>Trip Destination</b>	Taormina, Italy	
<b>Proposed Dates:</b>	February 15-23	
<b>Number of Students participating (approximately)</b>	Max 20	
<b>Grade level of students:</b>	10-12 grade	
<b>Name of teacher(s) making request</b>	GINA GALLO	
<b>Number and names of chaperones:</b>		
	1.Kathleen Archibald	2.Kristine Monaco

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

<b>Transportation:</b>	<input type="radio"/> X Bus <input type="radio"/> Train <input type="radio"/> X Plane <input type="radio"/> Car <input type="radio"/> Other
<b>Estimated Total Budget</b>	\$50,000
<b>Estimated Cost to student</b>	\$2,500
<b>Are fund-raising activities planned?</b>	<b>Description of fund-raising activities n/a</b>
<input type="radio"/> Yes (please describe) <input type="radio"/> No	
<b>Name of Travel Agency</b>	Globe Travel

**Lodging**

- Hotel/Motel
- X Private Homes
- Other

***Insurance Arrangements for Staff and Students: (Please describe and attach a copy of the insurance coverage arranged for this trip). Please list any excursion that may be part of the exchange/trip that will be taken outside of the itinerary created by the travel agency.***

**Proposed Itinerary: Please write a brief narrative explaining the purpose and educational value of the proposed trip.**

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

**Program Outline:**

The incredible city of Taormina is located in southern Italy, an area known for its beautiful beaches, fantastic food and enchanting ambiance. In February 2019, Bristol students and staff would like to travel to Italy, where they will be housed by local families and attend an accredited language school. From there, they will have the opportunity to learn about and visit some of the most stunning and historically rich cities in the world. Travel will take place during February; therefore, students and teachers will miss minimal school hours in CT. The lead chaperone of this trip has previously attended classes at this academy and has a working relationship with the staff and the host families to insure the integrity and quality of instruction.

We are requesting permission to offer this exchange almost one year in advance to ensure that students and parents have enough time to prepare for the trip. We would like to give families sufficient time to both save for travel costs as well as help plan this educational experience. We will take the proper travel precautions when planning this trip and have inquired about travel insurance as well as travel rules and regulations. This exchange is a once in a lifetime opportunity; with your support and approval we can facilitate an interest in, and an understanding of, this great culture among our students.

**The Benefits of this Experience:**

In an ever-changing global society, our school system must remain on the cutting edge of education. This program provides the opportunity for our classroom curriculum to merge with 21<sup>st</sup> century global education. This opportunity will allow learners of all levels and styles to see, read and experience the Italian language and culture. Students who participate in this study will be tested into a level of study that is appropriate for each individual.

It is not realistic to expect that all BCHS students will be able to have the opportunity to study abroad for a semester or an extended period of time. This program will allow total immersion in the Italian language and culture for a shorter period, at a reasonable price. The importance of a study abroad program is a topic discussed in classrooms across the nation. The following list was compiled by Diversity Abroad, a website that discussed the importance of a study abroad experience. This list highlights the effectiveness of a study abroad experience and its impact on the face of education across the nation.

When studying abroad students will have the opportunity to gain skills such as:

- The ability to adapt to unfamiliar environments
- The ability to learn from different teaching styles
- The opportunity to learn to effectively communicate among diverse groups
- The willingness to challenge oneself and comfort zones

- The knowledge of a foreign language  
By studying abroad students will benefit from many unique experiences unavailable at the high school level. Such experiences include:
  - Learning from students from different cultural, ethnic and national backgrounds
  - Honing cross-cultural communication skills
  - Mastering a foreign language
  - Exposure to new ideas and philosophies
- For many students study abroad is a life-changing experience. Students come back from study abroad more independent, confident and eager to take on any challenge, academic, professional or personal. There are many personal benefits to study abroad. Some of these benefits include:
- Increased self-confidence
  - Independence and maturity
  - Global networking of friends
  - Appreciation of other cultures as well as appreciation for the American culture
  - Ability to face challenges in the future
  - Learn to creatively solve problems
  - Better understanding of personal strengths and weaknesses
- The knowledge gained during this program will continue far beyond the week-long time frame for Bristol Central students and teachers. The understandings that the students will develop from this experience are directly linked to the World Language Curriculum and District Power Standards. The following list of Power Standards has been taken from the level 2 set of standards.
- **Power Standard 1** states: Students will understand and interpret spoken and written language on a variety of topics. This is an interpretive skill that will allow students to understand the topics discussed during the class. A learning opportunity such as this will allow students to use authentic materials to aid their interpretive skills.
  - **Performance Standard 2** states: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. Students will be able to listen to actual conversations and be a part of the culture and traditions. The students will be asked to give their opinions and express ideas and feelings about the information they are seeing. In order to insure that all students are benefiting from this teaching technique these activities will be differentiated to make the language accessible to all language learners.
  - **Performance Standard 3** states: Students will present information, concepts and ideas to listeners or readers on a variety of topics. The students will be asked to speak to the teacher and native Italian speakers. The opportunity to interact on a daily basis with Italian people in their own environment is not available in the course of the normal school day. Having students respond to the different situations presented offers them the opportunity to experience real-life communication.

- **Performance Standard 4** states: Students will demonstrate an understanding of the traditions, products, practices and perspectives of the cultures studied. There is no better way for students to experience the culture and traditions of a place than to experience them first hand. The students will be walking the streets of Italy and attending courses taught by native speakers of Italian.
- **Performance Standard 5** states: Students will reinforce and expand their knowledge of other areas of study through the World Language. The students left in the US will be able to view an entire culture via the experience of their teacher and their classmates. The study of a culture will show the students a broader world view from their seats in Bristol, Connecticut. Besides the obvious links to Italian history, art and culture, there will be seminars on Italian music, cinema and archaeology that will engage but the student and teacher. This experience will make them better citizens of our country as well as better citizens of the world.
- **Performance Standard 6** states: Students will acquire and use information from a variety of sources only available in the world language, using technology, print audiovisual, media, data and human resources. This experience will allow the students to tap into the newest facets of technology and media studies.

One can continue drawing parallels between the benefits of this program and the Bristol education standards. The curriculum is based on these as well as other standards to support the highest quality of learners. The Italian curriculum for all levels discusses topics such as the geography of central southern Italy, the study of ancient history and culture and the study of tradition and daily life.

Additionally, this exchange program can help the school achieve its maximum potential. The goals set by NEASC state that the curriculum must emphasize depth of understanding and application of knowledge through:

- Inquiry and problem-solving
- Higher order thinking
- Cross-disciplinary learning
- Authentic learning opportunities both in and out of school
- Informed and ethical use of technology<sup>1</sup>

This program focuses on higher order thinking and cross disciplinary learning. It is an opportunity that will set us apart from area high schools; we will focus on **authentic** learning opportunities in the target language, at the epicenter of culture and traditions. Students will be pushed beyond their comfort zones, will be encouraged to inquire about new topics, and will be forced to problem solve to communicate effectively in a foreign country.

NEASC also states that the district must provide the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using

---

<sup>1</sup> NEASC standard 2

assessment results and current research<sup>2</sup>. This opportunity will allow teachers themselves to delve deeper into the study of language and culture. Along with students, staff will be able to attend lessons every day; thus, this will become a learning experience that will affect all students of Italian at BCHS for years to come

In conclusion, this experience will bring a new vision to the Italian classrooms at Bristol Central High School. The historical stories, grammar concepts and geographical studies one reads about in the textbook will be brought to life. This groundbreaking educational program will prove more valuable than simply telling students about a specific city, concept or tradition; instead, students will be able to live it. This proposal is a step toward bringing BCHS to the forefront of global education, allowing teachers and students the unique opportunity to enhance their knowledge, become better global citizens, and continue on their path to becoming lifelong learners.

### Tentative Itinerary for Bristol, CT - Faculty: Gina Gallo February 2019 Program

<b>Fri Day one</b>	Depart U.S.	
<b>Sat Day two</b>	ARRIVE CATANIA  <b>4:00 PM</b>	Arrive Catania – students picked up and brought to host families. Settle in at host families Welcome Pizza and Orientation at Babilonia (with Alessandro) Placement Exam (written and oral)  Dinner times with families vary
<b>Sun Day three</b>	8:00 AM	Bristol High School Group <b>Excursion Hiking Mt Etna</b> – guided in English
<b>Mon Day four</b>	9:15 AM  9:30 AM to 11:00 AM  11:00 AM to 11:30 AM  11:30 AM to 1:00 PM  <b>2:00 PM to 4:00 PM</b>  <b>4:00 PM</b>	Arrive at Babilonia  Babilonia Language Classes (language analysis)  Break  Babilonia Language Classes (communicative activities)  <b>Walking Tour of Taormina</b> – Historical and Logistical tour (in English) includes entrance fees and tour of the Teatro Greco  <b>Babilonia Social activity – Pictionary</b>
<b>Tues Day five</b>	9:30 AM to 11:00 AM  11:00 AM to 11:30 AM  11:30 AM to 1:00 PM  <b>1:30 PM to 3:30 PM</b>  4:00 PM	Babilonia Language Classes (language analyses)  Break  Babilonia Language Classes (communicative activities)  Visit to Forz D’Agro visit Chocolate Museum, explore mountain top town where scenes from The Godfather were filmed, hike through town, visit Church where wedding in The Godfather was filmed  Babilonia Seminario
<b>Wed Day six</b>	9:30 AM to 11:00 AM  11:00 AM to 11:30 AM	Babilonia Language Classes (language analyses)  Break

<sup>2</sup> NEASC standard 3

	11:30 AM to 1:00 PM  <b>2:00 PM to 5:00 PM</b>	Babilonia Language Classes (communicative activities)  Guided Exploration of local artisans – (possibilities - stone artist, marzipane, ceramics, granita, leather)
<b>Thurs Day seven</b>	9:30 AM to 11:00 AM  11:00 AM to 11:30 AM  11:30 AM to 1:00 PM  <b>2:00 PM</b>	Babilonia Language Classes (language analyses)  Break  Babilonia Language Classes (communicative activities)  <b>Babilonia Activity - Hike to Isola Bella – take funivia back up the mountain to Taormina center</b>
<b>Fri Day eight</b>	9:30 AM to 11:00 AM  11:00 AM to 11:30 AM  11:30 AM to 1:00 PM  <b>3:00 PM</b>	Babilonia Language Classes (language analyses)  Break  Babilonia Language Classes (communicative activities)  <b>Babilonia activity: Hands on Cooking Experience – Caponata - (with Babilonia Ristrot)</b>
<b>Sat Day nine</b>	DEPART CATANIA	Airport transfer to return to the U.S.

# babilonia

CENTER FOR ITALIAN STUDIES  
taormina, sicily.

## STUDY ABROAD PROGRAM IN TAORMINA, ITALY 2019

### February 8 Day Program

Taormina, in Sicily, is the ideal study abroad location for students who are interested in a genuine immersion into Italian culture and language. A quaint medieval town, Taormina welcomes everyone in the charming everyday life of its vibrant community. Surrounded by architecture boasting Greek, Roman, Arabic, Byzantine, French and Spanish roots, simply meandering through Taormina's winding, hilly streets uncovers a classroom of history. Students attend classes in a nationally registered historic 19th century estate where language classes are limited to a maximum of 10 students per class. Students live with local Italian families and enjoy breakfast and dinner each day.

#### Program includes:

- orientation and Pizza Welcome Party
- host family accommodations for 7 nights (in double room)
- breakfast and dinner in host family daily (7 days)
- first day package (totebag, folder, notepad, pen, student discount card)
- guided tour of Taormina
- guided tour of the Greek Theater
- Italian language classes Mon-Fri 9:30 AM to 1:00 PM
- Italian culture classes in Italian culture, history, literature and/or art
- cooking session (caponata)
- guided full day excursion and hike on Mt Etna
- guided hike to Isola Bella with funivia ride
- excursion to Forz d'Agro with visit to Chocolate Museum
- roundtrip transportation to and from Catania's Fontanarossa Airport
- free PCs available & free wireless connection (Mon to Fri 8:30 - 5:00 at school)

**COST PER STUDENT: 1155 Euro**



via timoleone, 10 - 98039 taormina -- [www.study-abroad-programs@babilonia.it](http://www.study-abroad-programs@babilonia.it) - (+39) 0942 23441

To assist families and students in budgeting for the study tour, students have several payment options.

**One Payment:**

Full payment due by October 1<sup>st</sup>      **discounted price**      =      **1100 Euro**

or

**Payment plan:**    Oct 1      payment of 400 Euro due  
                          Nov 1      payment of 400 Euro due  
                          Dec 1      payment of 355 Euro due      =      **1155 Euro**

**Payment Methods**

**1) Wiring information:**

Bank Transfer Information:

Bank name:            INTESA San PAOLO  
Branch name:        Agenzia di Taormina  
Address:              Corso Umberto 17  
                             98039 Taormina (ME),Italia  
Transfer for:         BABILONIA srl Centro di Lingua e Cultura Italiana  
IBAN Code:          IT 92 Q0306982590100000000262  
BIC Code (swift)    BCITITMM285

Student Name: First and last name (Identify for whom payment is made)

**All bank expenses are to be met by the student. Transfers must be made in Euro since currency conversions vary daily and transfer of money often takes several days to process.**

---

**2) Payment can also be made through Paypal**

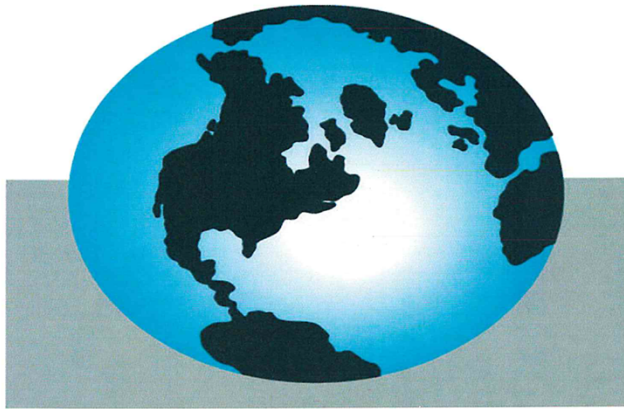
Go to [www.paypal.com](http://www.paypal.com) and click on "Send Money". Payment can be made by using

the email address: [director@babilonia.it](mailto:director@babilonia.it)

---

**Bank wiring fees vary – check to see if your bank offers "international bill pay" which allows you to transfer money in Euro. Credit Unions often charge lower fees.**

**PayPal fees are generally higher than wiring fees.**



**GLOBE  
TRAVEL  
SERVICE**

***BUSINESS TRAVEL MANAGEMENT***

## ***OUR BACKGROUND***

Globe Travel has built a strong business on the foundation of excellent service to the market since 1975. Our organization is dedicated to providing each traveler with the best fares, courteous service and will always strive to meet the demanding needs of the ever changing travel market.

We are a full service travel management company that offers corporate travel, meeting and planning services, incentives, groups as well as leisure travel. Being a full service company allows us to maximize our resources to the benefit of all of our customers.



## ***OUR PRIMARY RESOURCE***

Our staff includes professionals with an average of over 25 years of experience in the travel industry. We have a dedicated team of corporate travel agents that will ensure our customers are the #1 priority. Our agents are second to none and always strive to maintain the highest quality of service. In addition, many of our employees have previously managed or owned travel businesses prior to joining our team.

## ***OUR TECHNICAL RESOURCES***

Globe Travel's reservation system is SABRE. This system is the most highly advanced airline computer reservation system in the world market. Sabre is operated by the Sabre Travel Information Network. With the various software products we have, we can continuously provide the most cost effective itineraries for your travelers.

## ***OUR TRAVEL MANAGEMENT***

Globe Travel has assisted many corporations to determine the level of control and configuration needed for their travel management program. Every corporation is different and that difference must be reflected in the program. We strongly believe in customizing our services to meet the needs of the customer. Our team will help create an effective Travel Policy that can give you proven savings on your bottom line travel expenses. We can also help to make changes to an existing policy to be sure current travel trends are being reflected.

### ***Service Fees***

- |                                                             |                     |
|-------------------------------------------------------------|---------------------|
| • Air or rail ticket, ticket exchanges or reissues          | \$30.00 per ticket  |
| • Mileage air ticket, mileage upgrade or airline coupon     | \$45.00 per ticket  |
| • Internet air ticket on non-airline site, e.g. Orbitz, etc | \$45.00 per ticket  |
| • Hotel, car and limousine reservations only                | \$25.00 per booking |
| • Passport renewals or visa processing assistance           | \$25.00 per item    |

## ***OVERVIEW***

- Extraordinary customer service
- Constantly monitoring all savings options
- Reliable cost effective travel reservation process – reflecting corporate travel policy
- Globe Travel Service will monitor all purchasing and act as central point of contact for all vendor contract negotiations
- Implement preferred air programs and offer preferred rates on hotels and cars
- Dedicated experienced team to service your travelers
- Access to worldwide travel assistance 24 hours a day, 7 days a week through our 24 hour after hours emergency service as well as an answering service which will allow a traveler to speak directly to the agent they booked with in case of an emergency
- Customized reports to reflect potential and proven savings
- E-ticket report – all unused non-refundable tickets will be captured and monitored through each individual travelers profile as well as a master report
- We also offer a vacation department to assist your employees with personal travel as well as a meeting planning department
- The scope of our services goes above and beyond your expectations by offering the personal touch to every reservation

***“At Globe Travel we never promise more than we can deliver”***



225 North Main Street Suite 80  
Bristol, CT 06010  
Office Hours:  
Monday – Friday  
8:30am – 5:30pm  
860.584.9197  
800.942.4080

Branch Locations: Eagleview Employee Center 1 Mohegan Sun Blvd- Uncasville, CT 06382  
Momentum Travel & Experiences 1 Mohegan Sun Blvd – Uncasville, CT 06382

# STUDENT BASIC

GROUP TRAVEL PROTECTION



Trip Cancellation	Trip Cost*
Trip Interruption	150% of Trip Cost*
Travel Delay - 6 hours	\$750 (\$150/day)
Emergency Evacuation & Repatriation	\$100,000
Cancel for Any Reason (CFAR)**	Optional

Non-Insurance Worldwide Emergency Assistance Services Included

\*Up to the lesser of the Trip Cost paid or the limit of Coverage for which benefits are requested and the appropriate plan cost has been paid. Maximum limit of \$10,000

\*\* CFAR coverage is 75% of the nonrefundable trip cost. CFAR is optional and available for individuals or your entire group. Trip cancellation must be 48 hours or more prior to scheduled departure. CFAR must be purchased with or before the final payment for Your trip. This benefit is not available to residents of New York State.

Cost:

\$1500 - 40 per student    \$1500 - 59 - CFAR  
\$2000 - 45 per student    \$2000 - 64 - CFAR

# GROUP LITE

GROUP TRAVEL PROTECTION PLAN



## SCHEDULE OF INSURANCE COVERAGE AND OTHER NON-INSURANCE SERVICES

Trip Cancellation	Trip Cost*
Trip Interruption*	Trip Cost**
Travel Delay - 12 hours	\$500 (\$100/day)
Baggage/Personal Effects	\$500
Accident & Sickness Medical Expense	\$10,000
Emergency Evacuation & Repatriation	\$20,000
Non-Insurance Worldwide Emergency Assistance Services	Included

\*For \$0 Trip Cost, there is no Trip Cancellation and Trip Interruption is limited to \$500 return air only.  
\*\*Up to the Trip Cost insured, up to a maximum of \$5,000 per person.

Cost: \$1500 - \$98 per student  
\$2000 - \$124 per student



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

<b>Department</b>	Business and Finance
<b>Department Philosophy</b>	The Business Department curriculum enables students to acquire and strengthen literacy, numeracy, decision-making and computer skills through a series of three coordinated course pathways: Accounting, Computer Information Systems and Business Management. Students will actively use technology as a tool to gather, analyze and communicate information, solve problems and make responsible, ethical decisions. Our focus will be to assist and encourage each student to use education to develop leadership, interpersonal and technological skills necessary for post-secondary, professional and personal success in a competitive global marketplace.
<b>Course</b>	Accounting 1
<b>Course Description for Program of Studies</b>	This course is highly recommended for all students who wish to pursue a degree in any area of business in college. Students receive an introduction to basic accounting concepts and principles with an emphasis on their practical application: recording, classifying, and summarizing financial information that flows within a business enterprise. The accounting cycle is examined within the areas of sales, purchases, cash, receivables, and payroll.
<b>Grade Level</b>	10 - 12
<b>Pre-requisites</b>	Algebra 1
<b>Credit (if applicable)</b>	1 credit <i>Students may earn college credits for ACC 100 Basic Accounting through Tunxis Community College's College Career Pathways (CCP) Program.</i>

P indicates standard will be a priority for the unit; S indicates a supporting standard

<b>District Learning Expectations and Standards</b> <i>All standards are priority standards.</i>	<b>Unit #1</b>	<b>Unit #2</b>	<b>Unit #3</b>	<b>Unit #4</b>	<b>Unit #5</b>	<b>Unit #6</b>	<b>Unit #7</b>	<b>Unit #8</b>	<b>Unit #9</b>
A-1: Describe career opportunities in the accounting profession.									X
A-2: Explain the need for a code of ethics in accounting and ethical responsibilities required of accountants.	X								
B-3: Define assets, liabilities, equity, revenue, expenses, gains, and losses.	X	X							
B-4: Describe methods for controlling and safeguarding cash.			X				X		
B-5: Record transactions affecting accounts receivable, including uncollectible accounts, write-offs, and recoveries.							X		
B-6: Explain the difference between the periodic and perpetual inventory methods.									
B-7: Determine the cost of inventory for businesses and apply appropriate valuation methods.									X
B-8: Identify, calculate, and record depreciation and depletion and explain the impact on the financial statements.									
B-9: Apply transactions for accounts payable and other short-term debt.		X					X		
B-10: Record transactions for long-term debt instruments.									
B-11: Describe and record equity-related transactions.		X					X		X
B-12: Describe and record revenue-related transactions.		X					X		
B-13: Analyze transactions involving accruals									
B-14: Describe and record expense-related transactions.		X					X		
C 15. Analyze and describe how basic business transactions impact the accounting equation.	X	X		X		X			X

<b>District Learning Expectations and Standards</b> <i>All standards are priority standards.</i>	<b>Unit #1</b>	<b>Unit #2</b>	<b>Unit #3</b>	<b>Unit #4</b>	<b>Unit #5</b>	<b>Unit #6</b>	<b>Unit #7</b>	<b>Unit #8</b>	<b>Unit #9</b>
C 16. Explain the need for adjusting entries and record basic adjusting entries.				X		X			X
C 17. Complete the closing process.						X			X
D 18. Describe the users and uses of financial information.					X				X
D 19. Describe the information provided in each financial statement and how the statements relate.					X				X
E 20. Calculate component percentages.					X				X
E 21. Discuss the information that can be obtained from analyzing financial statements.					X				X
F 22. Prepare and maintain payroll records.								X	

### **2015 Accounting Standards**

- A. Accounting Profession: Explain the role that accountants play in business and society.
- B. Accounting Principles: Identify and describe generally accepted accounting principles (GAAP/IFRS) and explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements.
- C. Accounting Process: Complete the various steps of the accounting cycle in order to prepare financial statements.
- D. Financial Reports: Develop an understanding and working knowledge of financial statements.
- E. Financial Analysis: Access the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.
- F. Special Applications: Apply appropriate accounting principles to payroll.

**UNWRAPPED STANDARDS**

**Unit 1 - Debits and Credits**

<b>CTE Performance Standards</b>	<b>Type of Standard</b>	<b>Concepts and Disciplinary-Specific Vocabulary</b>	<b>Academic Vocabulary</b>
A-2: Explain the need for a code of ethics in accounting and ethical responsibilities required of accountants.	X Content Knowledge	Business Ethics	Ethics
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
B-3: Define assets, liabilities, equity, revenue, expenses, gains, and losses.	X Content Knowledge	Account Title Accounting Accounting System Owner's Equity Proprietorship Sale on Account Service Business Account Classification	Account Asset Capital Corporation Equities Expense Liability Partnership Proprietorship Revenue Withdrawal
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
C 15. Analyze and describe how basic business transactions impact the accounting equation.	X Content Knowledge	Accounting Equation Account Balance Accounting Records Financial Statements T Account Normal Balance Chart of Accounts	Debit Credit Transaction
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		

**UNIT ESSENTIAL QUESTIONS**

Unit 1 - Debits and Credits

1. What is Accounting?
2. What is the Accounting Equation?
3. What are T accounts and how are they used in analyzing transactions?
4. What are the rules of debits and credits?

CTE Standard	Objective(s) The students will be able to:	Summative Assessment Strategy	Additional Student Outcomes							Common Learning Experiences	
<b>A1, A2, B3</b>	Define accounting terms related to starting a service business organized as a proprietorship and to changes that affect the accounting equation.	<b>X</b> Selected Response	X	Reading		Writing		Math		Tech.	Analyze and record a variety of transactions on T Accounts. (Use common mastery problem.)
		Constructed Response									
		Performance									
		Observation									
<b>C15</b>	Identify accounting practices related to analyzing transactions into debit and credit parts.	<b>X</b> Selected Response	X	Reading		Writing		Math		Tech.	
		Constructed Response									
		Performance									
		Observation									
<b>C15</b>	Use T accounts to analyze transactions showing which accounts are debited or credited for each transaction.	Selected Response	X	Reading		Writing		Math		Tech.	
		Constructed Response									
		<b>X</b> Performance									
		Observation									
<b>C15</b>	Analyze how transactions affect accounts in an accounting equation, including transactions to set up a new business.	<b>X</b> Selected Response	X	Reading		Writing		Math		Tech.	
		Constructed Response									
		<b>X</b> Performance									
		Observation									
<b>C15</b>	Analyze how transactions affect owner's equity.	<b>X</b> Selected Response	X	Reading		Writing		Math		Tech.	
		Constructed Response									
		<b>X</b> Performance									
		Observation									

<b>ADDITIONAL CONSIDERATIONS</b>			
<b>COMMON MISCONCEPTIONS</b>	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>	<b>ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY</b>	<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>
<p>“If you like math you will be good in accounting.”            Reading skills and the ability to follow multi-step complex procedures are equally as important as mathematical ability.</p>	<p>Students must be able to follow and commit to memory complex, multi-step procedures.</p>	<p>For advanced students, a challenge problem is available for further enhancement.</p>	

**UNWRAPPED STANDARDS**

**Unit 2 - General Journal and Posting**

<b>CTE Performance Standards</b>	<b>Type of Standard</b>	<b>Concepts and Disciplinary-Specific Vocabulary</b>	<b>Academic Vocabulary</b>
B-3: Define assets, liabilities, equity, revenue, expenses, gains, and losses.	X Content Knowledge	Double Entry Accounting General Journal Sales Invoice Source Document General Ledger Opening an Account Correcting Entry Proving Cash	Check Entry Invoice Journal Journalizing Memorandum Receipts Ledger Account Number File Maintenance Posting
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
B-9. Apply transactions for accounts payable and other short-term debt.	X Content Knowledge	Accounts Payable Short-term debt Sales Invoice	Cash Check Invoice
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
B-11: Describe and record equity-related transactions.	X Content Knowledge	General Journal Post Reference in a Journal Post Reference in a Ledger	Cash Memorandum Withdrawal Sales Investment
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
B-12: Describe and record revenue-related transactions.	X Content Knowledge	Accounts Receivable General Journal Sales Invoice	Invoice Receipts Prove cash
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		

B-14: Describe and record expense-related transactions.	X	Content Knowledge	General Journal	Checks Miscellaneous Utilities
	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product development		
		Learning Behavior		
C 15. Analyze and describe how basic business transactions impact the accounting equation.	X	Content Knowledge	Double Entry Accounting Source Document Correcting Entry Accounting Software	Entry Journalizing Posting
	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product development		
		Learning Behavior		

**UNIT ESSENTIAL QUESTIONS**

Unit 2 - General Journal and Posting

1. What is a general journal and how is it used?
2. How are transactions analyzed and journalized into their debit and credit parts using a general journal?
3. What is chart of accounts and how is it used?
4. What is a general ledger?
5. What is the process for posting transactions from the general journal to the general ledger?

<b>CTE Standard</b>	<b>Objective(s)</b> The students will be able to:	<b>Summative Assessment Strategy</b>		<b>Additional Student Outcomes</b>							<b>Common Learning Experiences</b>	
<b>B3, B9, B11, B12, B14, C15</b>	Use GAAP to apply accounting practices related to journalizing and posting from a general journal to a general ledger.	X	Selected Response	X	Reading		Writing	X	Math	X	Tech.	<ul style="list-style-type: none"> <li>• Analyze and journalize transactions in the general journal. Post transactions from the general journal to the general ledger. (Use common mastery problem.)</li> </ul>
			Constructed Response									
		X	Performance									
			Observation									
<b>B4</b>	Prove cash.	X	Selected Response	X	Reading	X	Writing	X	Math		Tech.	<ul style="list-style-type: none"> <li>• Use accounting software to journalize and post a common application problem.</li> </ul>
			Constructed Response									
		X	Performance									
			Observation									
<b>B3, C15</b>	Analyze, journalize, and post correcting entries.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	
			Constructed Response									
		X	Performance									
			Observation									
<b>B3</b>	Prepare a chart of accounts for a service business organized as a sole proprietorship.	X	Selected Response	X	Reading	X	Writing		Math		Tech.	Students will prepare a chart of accounts for a service business. (Use common application problem.)
			Constructed Response									
		X	Performance									
			Observation									

<b>ADDITIONAL CONSIDERATIONS</b>			
<b>COMMON MISCONCEPTIONS</b>	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>	<b>ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY</b>	<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>
	<p>Students must have the ability to properly classify account titles under the proper account classification.</p> <p>Understand and apply the normal balance side of accounts.</p> <p>Students must be able to follow and commit to memory complex, multi-step procedures.</p>	<p>For advanced students, a challenge problem is available for further enhancement.</p>	

**UNWRAPPED STANDARDS**

**Unit 3 -Cash Control Systems**

<b>CTE Performance Standards</b>	<b>Type of Standard</b>	<b>Concepts and Disciplinary-Specific Vocabulary</b>	<b>Academic Vocabulary</b>
B-4: Describe methods for controlling and safeguarding cash.	X Content Knowledge	Bank Statement Blank Endorsement Checkbook Reconciliation Checking Account Code of Conduct Debit Card Dishonored Check Electronic Funds transfer Over Draft Petty Cash Petty Cash Slip Post-Dated Check Restrictive Endorsement Special Endorsement	Endorsement
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		

**UNIT ESSENTIAL QUESTIONS**

Unit 3 - Cash Control Systems

1. How are business checking accounts maintained?
2. What is a checkbook reconciliation and what is the process to reconcile the business checkbook to the bank statement?
3. What is petty cash, how is it established, and how is it replenished?
4. What is an electronic funds transfer (EFT) and how is it recorded?

<b>CTE Standard</b>	<b>Objective(s)</b> The students will be able to:	<b>Summative Assessment Strategy</b>		<b>Additional Student Outcomes</b>						<b>Common Learning Experiences</b>		
<b>B4</b>	Identify and apply accounting concepts and practices related to using cash control systems.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	Analyze and record a variety of transactions related cash control systems. (Use common mastery problem.)
			Constructed Response									
		X	Performance									
			Observation									
<b>B4</b>	Prepare business papers related to using a checking account.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	
			Constructed Response									
		X	Performance									
			Observation									
<b>B4</b>	Journalize transactions related to service charges, dishonored checks, EFT, and establishing/replenishing petty cash.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	
			Constructed Response									
		X	Performance									
			Observation									

**ADDITIONAL CONSIDERATIONS**

<b>COMMON MISCONCEPTIONS</b>	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>	<b>ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY</b>	<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>
As long as there are checks then there is money in the account.  You do not need to balance the checkbook.	Students must be able to follow and commit to memory complex, multi-step procedures.	For advanced students, a challenge problem is available for further enhancement.	

**UNWRAPPED STANDARDS**

**Unit 4 - The Worksheet**

<b>CTE Performance Standards</b>	<b>Type of Standard</b>	<b>Concepts and Disciplinary-Specific Vocabulary</b>	<b>Academic Vocabulary</b>
C 15. Analyze and describe how basic business transactions impact the accounting equation.	X Content Knowledge	8 Column Work Sheet Balance Sheet Income Statement	Adjustments Consumed
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
C 16. Explain the need for adjusting entries and record basic adjusting entries.	X Content Knowledge	Balance Sheet Fiscal Period Income Statement Net Income Net Loss Trial Balance 8 Column Work Sheet	Adjustments Consumed
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		

**UNIT ESSENTIAL QUESTIONS**

Unit 4 - The Worksheet

1. What is a worksheet and how is it used?
2. What is the process to complete a worksheet?
3. How is net income/net loss calculated?

<b>CTE Standard</b>	<b>Objective(s)</b> The students will be able to:	<b>Summative Assessment Strategy</b>	<b>Additional Student Outcomes</b>							<b>Common Learning Experiences</b>	
<b>C15, C16</b>	Define accounting terms related to a worksheet for a service business organized as a proprietorship.	X Selected Response	X	Reading		Writing		Math		Tech.	Analyze and prepare a work sheet for a service business. (Use common mastery problem.)
		Constructed Response									
		Performance									
		Observation									
<b>C15</b>	Complete a work sheet for a service business.	X Selected Response	X	Reading		Writing	X	Math		Tech.	
		Constructed Response									
		X Performance									
		Observation									

**ADDITIONAL CONSIDERATIONS**

<b>COMMON MISCONCEPTIONS</b>	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>	<b>ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY</b>	<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>
	<p>Students must be able to follow and commit to memory complex, multi-step procedures.</p> <p>Understand and apply the normal balance side of accounts.</p>	For advanced students, a challenge problem is available for further enhancement.	

**UNWRAPPED STANDARDS**

**Unit 5 - Financial Statements**

<b>CTE Performance Standards</b>	<b>Type of Standard</b>	<b>Concepts and Disciplinary-Specific Vocabulary</b>	<b>Academic Vocabulary</b>
D 18. Describe the users and uses of financial information.	X Content Knowledge	Stakeholders Stockholder	Credit Financial Institutions
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
D 19. Describe ( <i>and prepare</i> ) the information provided in each financial statement and how the statements relate.	X Content Knowledge	Accounting Equation Component Percentages Expense Net Income Net Loss Revenue	Asset Balance Equity Liability
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
E 20. Calculate component percentages.	X Content Knowledge	Component Percentages	Percentage
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
E 21. Discuss the information that can be obtained from analyzing financial statements.	X Content Knowledge	Acceptable Component Percentage Unacceptable Component Percentage	
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		

**UNIT ESSENTIAL QUESTIONS**

Unit 5 - Financial Statements

1. How is financial information summarized and reported for a proprietorship?
2. What is the purpose of the income statement and how is it prepared?
3. What is the purpose of the balance sheet and how is it prepared?

<b>CTE Standard</b>	<b>Objective(s)</b> The students will be able to:	<b>Summative Assessment Strategy</b>	<b>Additional Student Outcomes</b>							<b>Common Learning Experiences</b>	
<b>D18, D19</b>	Identify and apply accounting concepts and financial statements for a service business organized as a proprietorship.	X Selected Response	X	Reading		Writing	X	Math		Tech.	<ul style="list-style-type: none"> <li>• Prepare and analyze an Income Statement and Balance Sheet for a service business. (Use common mastery problem.)</li> <li>• Use accounting software to journalize and post a common application problem.</li> </ul>
			Constructed Response								
		X	Performance								
			Observation								
<b>D19, E20, E21</b>	Prepare and analyze an income statement and balance sheet for service business.	X Selected Response	X	Reading	X	Writing	X	Math	X	Tech.	
			Constructed Response								
		X	Performance								
			Observation								

**ADDITIONAL CONSIDERATIONS**

<b>COMMON MISCONCEPTIONS</b>	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>	<b>ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY</b>	<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>
		For advanced students, a challenge problem is available for further enhancement.	

**UNWRAPPED STANDARDS**

**Unit 6 - End of Fiscal Period for a Proprietorship**

<b>CTE Performance Standards</b>	<b>Type of Standard</b>	<b>Concepts and Disciplinary-Specific Vocabulary</b>	<b>Academic Vocabulary</b>
C 15. Analyze and describe how basic business transactions impact the accounting equation.	X Content Knowledge	8 Column Worksheet Balance Sheet Income Statement	Adjustments Consumed
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
C 16. Explain the need for adjusting entries and record basic adjusting entries.	X Content Knowledge	Balance Sheet Fiscal Period Income Statement Net Income Net Loss Trial Balance 8 Column Work Sheet	Adjustments Consumed
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
C 17. Complete the closing process.	X Content Knowledge	Adjusting Entries Closing Entries Permanent Accounts Temporary Accounts Post-Closing Trial Balance Accounting Cycle Fiscal Period Generally Accepted Accounting Principles (GAAP) Financial Accounting Standards Board (FASB) Revenue, Expenses, Income Summary, Drawing/Dividends (REID)	Close Out
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		

**ESSENTIAL QUESTIONS**

Unit 6 - End of Fiscal Period for a Proprietorship

1. What is the purpose of adjusting entries and how are they recorded?
2. What is the purpose of closing entries and how are they recorded?
3. What is the purpose of a post-closing trial balance and how is it prepared?
4. What is the accounting cycle for a service business organized as a proprietorship?

CTE Standard	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes						Common Learning Experiences		
<b>C15, C16</b>	Define and identify accounting terms related to adjusting and closing entries for a service business organized as a proprietorship.	X	Selected Response	X	Reading		Writing		Math		Tech.	<ul style="list-style-type: none"> <li>• Prepare adjusting and closing entries for a service business. (Use common mastery problem.)</li> <li>• Prepare a post-closing trial balance.</li> </ul>
			Constructed Response									
		X	Performance									
			Observation									
<b>C17</b>	Record adjusting and closing entries.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	
			Constructed Response									
		X	Performance									
			Observation									
<b>C17</b>	Prepare a post-closing trial balance.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	
			Constructed Response									
		X	Performance									
			Observation									

**ADDITIONAL CONSIDERATIONS**

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Students often forget that temporary accounts (revenue, expense, drawing) are not included within a post-closing trial balance.			

**UNWRAPPED STANDARDS**

**Unit 7 - Special Journals and Subsidiary Ledgers**

<b>CTE Performance Standards</b>	<b>Type of Standard</b>	<b>Concepts and Disciplinary-Specific Vocabulary</b>	<b>Academic Vocabulary</b>
B-4: Describe methods for controlling and safeguarding cash.	X Content Knowledge	Petty Cash	Reconcile
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Petty Cash Slip	
	Physical Skill		
	Product development		
	Learning Behavior		
B-5: Record transactions affecting accounts receivable, including uncollectible accounts, write-offs, and recoveries.	X Content Knowledge	Cash Discount	
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Retail Merchandising Business Special Journal Subsidiary Ledger	
	Physical Skill	Controlling Account	
	Product development	Contra Account	
	Learning Behavior	Schedule of Accounts Receivable Account Receivable Ledger Cash Receipts Journal	
B-9. Apply transactions for accounts payable and other short-term debt.	X Content Knowledge	Credit Memorandum	
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Purchase Invoice	
	Physical Skill	Purchases Discount	
	Product development	Purchases Return	
	Learning Behavior	Special Journal Account Payable Ledger Contra Account Schedule of Accounts Payable Cash Discount Controlling Account	

B-11: Describe and record equity-related transactions.	X	Content Knowledge	Capital Stock Share of Stock	
	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product development		
		Learning Behavior		
B-12: Describe and record revenue-related transactions.	X	Content Knowledge	Special Journal Contra Account Sales Allowance Sales Journal Sales Discount Contra Account List Price Trade Discount Debit Memorandum Cash Discount Batch Report Batching Out Cash Receipts Journal Credit Card Sale Terminal Summary Point of Sale Terminal	Terminal
	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product development		
		Learning Behavior		
B-14: Describe and record expense-related transactions	X	Content Knowledge	Cash Payments Journal	
	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product development		
		Learning Behavior		

**UNIT ESSENTIAL QUESTIONS**

Unit 7 - Special Journals and Subsidiary Ledgers

1. What is the difference between a proprietorship and a corporation?
2. What is the difference between a service business and a merchandising business?
3. What is a special journal?
4. How are special journals used to journalize transactions (purchases, cash payments, sales, and cash receipts journals)?
5. What are contra accounts and how are they used?

CTE Standard	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes							Common Learning Experiences	
<b>B5, B9, B11, B12, B14</b>	Define and identify accounting terms related to purchases, cash payments, sales, and cash receipts for a merchandising business organized as a corporation.	X	Selected Response	X	Reading		Writing	X	Math	X	Tech.	<ul style="list-style-type: none"> <li>• Analyze and journalize transactions in special journals. Post transactions from the special journals to the ledgers. (Use common mastery problem.)</li> </ul>
			Constructed Response									
		X	Performance									
			Observation									
<b>B5, B9, B11, B12, B14</b>	Use GAAP to apply accounting practices related to journalizing and posting from the special journals: <ul style="list-style-type: none"> <li>• Purchases Journal</li> <li>• Cash Payments Journal</li> <li>• Sales Journal</li> <li>• Cash Receipts Journal</li> </ul> to the general and subsidiary ledgers for a merchandising business organized as a corporation.	X	Selected Response	X	Reading	X	Writing	X	Math	X	Tech.	<ul style="list-style-type: none"> <li>• Use accounting software to journalize and post a common application problem.</li> </ul>
			Constructed Response									
		X	Performance									
			Observation									
<b>B5, B9, B14</b>	Journalize and post correcting entries affecting customer accounts.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	
			Constructed Response									
		X	Performance									
			Observation									

<b>B4</b>	Prepare a petty cash report and journalize the reimbursement of the petty cash fund.	X	Selected Response	X	Reading	X	Writing	X	Math		Tech.	Prepare a petty cash report and journalize the reimbursement of the petty cash fund. (Use common application problem.)
			Constructed Response									
		X	Performance									
			Observation									

<b>ADDITIONAL CONSIDERATIONS</b>			
<b>COMMON MISCONCEPTIONS</b>	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>	<b>ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY</b>	<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>
	<p>Mastery of journalizing and posting knowledge and skills learned to date is vital to success in this unit.</p> <p>Students must be able to follow and commit to memory complex, multi-step procedures.</p>		For advanced students, a challenge problem is available for further enhancement.

**UNWRAPPED STANDARDS**

**Unit 8 - Payroll**

<b>CTE Performance Standards</b>	<b>Type of Standard</b>	<b>Concepts and Disciplinary-Specific Vocabulary</b>	<b>Academic Vocabulary</b>
F22. Prepare and maintain payroll records.	X Content Knowledge	Hourly	Allowance Period Withholding
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Hourly Employee Medicare Tax Net Pay	
	Physical Skill	Pay Period	
	Product development	Payroll	
	Learning Behavior	Payroll Taxes Salaried Employee Salary Social Security Tax Total Earnings W2 Form W4 Form Withholding Allowance	

**UNIT ESSENTIAL QUESTIONS**

Unit 8 - Payroll

1. How are gross pay and net pay calculated?
2. What are the mandatory taxes and how are they recorded?
3. What is the purpose of a W-2 and W-4 form?

<b>CTE Standard</b>	<b>Objective(s)</b> The students will be able to:	<b>Summative Assessment Strategy</b>		<b>Additional Student Outcomes</b>						<b>Common Learning Experiences</b>		
<b>F22</b>	Define accounting terms related to payroll accounting, taxes, and records.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	Use common application problem.
			Constructed Response									
			Performance									
			Observation									

**ADDITIONAL CONSIDERATIONS**

<b>COMMON MISCONCEPTIONS</b>	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>	<b>ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY</b>	<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>
You take home all of the money that you earn.  Only employees pay Social Security and Medicare taxes.	Students must be able to follow and commit to memory complex, multi-step procedures.	This topic is further developed in Accounting 2.	

**UNWRAPPED STANDARDS**

**Unit 9 - End of Fiscal Period for a Corporation**

<b>CTE Performance Standards</b>	<b>Type of Standard</b>	<b>Concepts and Disciplinary-Specific Vocabulary</b>	<b>Academic Vocabulary</b>
B-11: Describe and record equity-related transactions.	X Content Knowledge		Dividends
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
C 15. Analyze and describe how basic business transactions impact the accounting equation.	X Content Knowledge	8 Column Worksheet Balance Sheet Income Statement	Adjustments Consumed
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
C 16. Explain the need for adjusting entries and record basic adjusting entries.	X Content Knowledge		
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		
C 17. Complete the closing process.	X Content Knowledge		
	X Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product development		
	Learning Behavior		

D 18. Describe the users and uses of financial information.	X	Content Knowledge	Earnings Per Share Price Earnings Ratio Statement of Stockholder's Equity Par Value Current Liabilities Long Term Liabilities Supporting Schedule Insider Trading Management Decision Making Investor Relations	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product development		
		Learning Behavior		
D 19. Describe the information provided in each financial statement and how the statements relate.	X	Content Knowledge	Net Sales Cost of Merchandise Sold Gross Profit on Sales Flow of Financial Statements	Taxes Income Tax Tax Brackets
	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product development		
		Learning Behavior		
E 20. Calculate component percentages.	X	Content Knowledge	Component Percentages	
	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product development		
		Learning Behavior		
E 21. Discuss the information that can be obtained from analyzing financial statements.	X	Content Knowledge	Earnings Per Share Price Earnings Ratio Statement of Stockholder's Equity Par Value Current Liabilities Long Term Liabilities Supporting Schedule Working Capital	
	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product development		
		Learning Behavior		

A 1. Describe career opportunities in the accounting profession.	X	Content Knowledge	Financial Accountants Managerial Accountants Cost Accountants CPAs Auditors and Internal Accountants
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product development	
		Learning Behavior	

**UNIT ESSENTIAL QUESTIONS**

Unit 9 - End of Fiscal Period for a Corporation

1. How are corporate earnings distributed to stockholders?
2. What are the corporate financial statements and how are they prepared?
3. How are adjusting entries and closing entries prepared for a merchandising business organized as corporation?
4. What is the accounting cycle for a merchandising business organized as a corporation?

CTE Standard	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes							Common Learning Experiences	
<b>B11</b>	Define and identify accounting terms related to declaration and payment of dividends.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	Prepare and journalize transactions related to the declaration and payment of dividends. (Use common application problem.)
			Constructed Response									
		X	Performance									
			Observation									
<b>C15</b>	Complete a worksheet for a merchandising business organized as a corporation, including the calculation and recording of federal income taxes.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	Prepare a worksheet. (Use common application problem.)
			Constructed Response									
		X	Performance									
			Observation									
<b>B7, D18, D19, E20, E21</b>	Prepare and analyze an Income Statement, Statement of Stockholder's Equity, and Balance Sheet for a merchandising business organized as a corporation.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	Prepare and analyze financial statements. (Use common application problem.)
			Constructed Response									
		X	Performance									
			Observation									
<b>C16, C17</b>	Define and identify accounting terms related to adjusting and closing entries for a merchandising business organized as a corporation.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	<ul style="list-style-type: none"> <li>• Prepare adjusting and closing entries for a service business. (Use common mastery problem.)</li> </ul>
			Constructed Response									
		X	Performance									
			Observation									
<b>C17</b>	Record adjusting and closing entries for a merchandising business organized as a corporation.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	<ul style="list-style-type: none"> <li>• Prepare a post-closing trial balance.</li> </ul>
			Constructed Response									
		X	Performance									
			Observation									

CTE Standard	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes							Common Learning Experiences	
<b>C17</b>	Prepare a Post-Closing Trial Balance for a merchandising business organized as a corporation.	X	Selected Response	X	Reading		Writing	X	Math		Tech.	<ul style="list-style-type: none"> <li>Prepare adjusting and closing entries for a service business. (Use common mastery problem.)</li> <li>Prepare a post-closing trial balance.</li> </ul>
			Constructed Response									
		X	Performance									
			Observation									
<b>A1, A2, B3, B4, B5, B7, B9, B11, B12, B14, C15, C16, C17, D18, D19, E20, E21</b>	Independently complete all steps within the accounting cycle for a merchandising business organized as a corporation for a month.		Selected Response	X	Reading		Writing	X	Math	X	Tech.	This is a Depth of Knowledge Level 4 Performance Based authentic accounting project in which students will complete all accounting activities for a merchandising business organized as a corporation for a month using accounting software.
			Constructed Response									
		X	Performance									
			Observation									
<b>A1</b>	Identify various career opportunities within the accounting profession.		Selected Response	X	Reading	X	Writing		Math		Tech.	Students will explore various opportunities within the accounting profession and their associated academic requirements.
		X	Constructed Response									
			Performance									
			Observation									
			Observation									

<b>ADDITIONAL CONSIDERATIONS</b>			
<b>COMMON MISCONCEPTIONS</b>	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>	<b>ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY</b>	<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>
	Students must be able to follow and commit to memory complex, multi-step procedures.	For advanced students, a challenge problem is available for further enhancement.	

<b>RESOURCES</b>
Connecticut State Department of Education 2015 CTE Performance Standards and Competencies



## Textbook Recommendation to the Board of Education

**Subject/Course:** AP Computer Science

**Grade Level:** 10 - 12

**First Presentation BOE Meeting Date:** May 2, 2018

**Second Presentation BOE Meeting Date:** June 6, 2018

**Describe need for the textbook/materials:** This is the first time that Bristol Public Schools will be offering an AP Computer Science course.

**Listed below are textbooks/materials evaluated by the Textbook Selection Committee:**

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	Rubric Score Total	Readability
AP Computer Science	Objects First with Java	David J. Barnes & Michael Kolling	6th	2016	Pearson	31	College Level
AP Computer Science	Java Methods: Object Oriented Programming and Data Structures	Maria Litvin & Gary Litvin	3rd	2015	Skylight Publishing	40	College Level
AP Computer Science	Java Software Solutions: Foundations of Program Design	Lewis, John and William Loftus	9th	2018	Pearson	41	College Level

**The following textbook(s)/materials are recommended by the Textbook Selection Committee**

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
AP Computer Science	Java Software Solutions: Foundations of Program Design	Lewis, John and William Loftus	9th	2018	Pearson	New York, NY	<a href="https://www.pearson.com/us/higher-education/product/Lewis-Java-Software-Solutions-9th-Edition/9780134462028.html?tab=resources">https://www.pearson.com/us/higher-education/product/Lewis-Java-Software-Solutions-9th-Edition/9780134462028.html?tab=resources</a>

**Reasons for recommendation (include information on match to curriculum concepts and skills):** There is a strong correlation between this textbook and the standards in the AP Computer Science curriculum as well Bristol's curriculum objectives. The text provides multiple opportunities for students to achieve the concepts and skills through real-world programming exercises. There is a strong emphasis on problem solving throughout the text. The text is presented at an appropriate depth that builds on a natural progression of first explaining the concepts and how to use them before teaching students how to write code for them. Critical concepts are highlighted throughout the text and summarized at the end of each chapter and are accompanied by fully implemented examples to provide clarification. The text also includes an online component where students can practice and be provided with immediate and corrective feedback. Programming projects are included and vary in difficulty to address the differing abilities of students. Video Notes are also available to students who may need extra help in understanding important concepts. There are also valuable teacher resources such as Power Point Slides and a test bank to support instruction.

## Textbook Recommendation to the Board of Education

<b>Student Materials Needed</b>				
<b>Quantity</b>	<b>Item Name</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Distribution: #Texts per School</b>
25	Java Software Solutions: Foundations of Program Design with MyLab Programming	\$118.50	\$3184.69	25 - BEHS

<b>Teacher Materials Needed</b>				
<b>Quantity</b>	<b>Item Name</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Distribution: # per School</b>
1	Instructor Resources	\$0	Included at No Charge	1 - BEHS

<b>TOTAL COST</b>	
Total Cost for Student Texts/Materials	\$2962.50 (textbooks) + \$222.19 (shipping)
Total Cost for Teacher Materials	\$0
<b>GRAND TOTAL</b>	<b>\$3184.69</b>

<b>Textbook Selection Committee</b>		
<b>Staff member</b>	<b>School</b>	<b>Grade/Course Taught</b>
David Bittel	BEHS	AP Computer Science
Lisa Bernabe	OTL	Supervisor of 6-12 Science



## Textbook Recommendation to the Board of Education

**Subject/Course:** AP Environmental Science  
**First Presentation BOE Meeting Date:** May 2, 2018

**Grade Levels:** 11-12  
**Second Presentation BOE Meeting Date:** June 6, 2018

**Describe need for the textbook/materials:** Our current AP Environmental Science text was approved and purchased in 2008 and is now starting to include outdated information.

**Listed below are textbooks/materials evaluated by the Textbook Selection Committee:**

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	Rubric Score Total	Readability
AP Environmental Science	Essential Environment: The Science Behind the Stories	Jay H. Withgott, Matthew Laposata	5th	2015	Pearson	42	College level
AP Environmental Science	Living in the Environment	G. Tyler Miller Jr., Scott Spoolman	18th	2015	Cengage	47	College level
AP Environmental Science	Environmental Science for AP	Andrew Friedland, Rick Relyea	2nd	2015	W.H. Freeman and Company	51	College level

**The following textbook(s)/materials are recommended by the Textbook Selection Committee**

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
AP Environmental Science	Environmental Science for AP	Andrew Friedland, Rick Relyea	2nd	2015	W.H. Freeman and Company	New York, NY	<a href="https://www.highschool.bfwpub.com/catalog">https://www.highschool.bfwpub.com/catalog</a>

**Reasons for recommendation (include information on match to curriculum concepts and skills):** There is a strong correlation between the textbook and the standards in the AP Environmental Science curriculum as well Bristol's curriculum objectives. The text provides multiple opportunities for students to achieve the concepts and skills in the curriculum through "Do the Math Boxes" which allow students to review and practice basic math concepts, highlighted vocabulary and definitions, chapters broken down into manageable modules, as well as AP style multiple choice and free response questions at the end of every chapter. The content is both current and accurate. Each chapter begins with a case study to spark discussion. The text promotes higher order thinking and authentic activities. The publisher also provides valuable supplemental resources including teacher edition, resource flash drive, and ExamView Assessment Suite.

## Textbook Recommendation to the Board of Education

<b>Student Materials Needed</b>				
<b>Quantity</b>	<b>Item Name</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Distribution: #Texts per School</b>
125	Environmental Science for AP	\$135.14	\$16,892.50 + shipping	75 – BEHS, 50 - BCHS

<b>Teacher Materials Needed</b>				
<b>Quantity</b>	<b>Item Name</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Distribution: # per School</b>
2	ExamView Assessment Suite	\$215.89	Free Product	1-BEHS, 1-BCHS
2	Teacher Resource Flash Drive	\$431.79	Free Product	1-BEHS, 1-BCHS
2	Teacher's Edition	\$203.99	Free Product	1-BEHS, 1-BCHS

<b>TOTAL COST</b>	
Total Cost for Student Texts/Materials	\$16, 892.50 (student texts) + \$337.85 (shipping)
Total Cost for Teacher Materials	No charge
<b>GRAND TOTAL</b>	<b>\$17,230.35</b>

<b>Textbook Selection Committee</b>		
<b>Staff member</b>	<b>School</b>	<b>Grade/Course Taught</b>
Timothy Barrette	BCHS	AP Environmental Science
Elizabeth DiLernia	BEHS	AP Environmental Science
Lisa Bernabe	OTL	Supervisor of 6-12 Science



## Textbook Recommendation to the Board of Education

**Subject/Course:** AP U.S. Government and Politics  
**First Presentation BOE Meeting Date:** 5/2/18

**Grade Level:** 11-12  
**Second Presentation BOE Meeting Date:** 6/6/18

**Describe need for the textbook/materials:**

The College Board has revised the AP U.S. Government and Politics curriculum and exam.

**Listed below are textbooks/materials evaluated by the Textbook Selection Committee:**

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	Rubric Score Total	Readability
AP U.S. Government & Politics	<i>American Government Institutions and Policies</i>	Wilson, Dilulio, Jr., Bose and Levendusky	16th	2019	Cengage	50/54	1350 Lexile
AP U.S. Government & Politics	<i>Government in America: People, Politics and Policy</i>	Edwards, Wattenberg and Howell	17th	2018	Pearson	48/54	not available
AP U.S. Government & Politics	<i>American Government Roots and Reform</i>	Connor and Sabato	13th	2018	Sage	41/54	not available

**The following textbook(s)/materials are recommended by the Textbook Selection Committee**

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
<b>AP U.S. Government &amp; Politics</b>	<i>American Government Institutions and Policies</i>	Wilson, Dilulio, Jr., Bose and Levendusky	16th	2019	Cengage	Boston, MA	www.ceng age.com

**Reasons for recommendation (include information on match to curriculum concepts and skills):**

*American Government Institutions and Policies* will provide the background students need to comprehend the College Board required readings for AP U.S. Government and Politics. This text will support students in achieving success on the AP U.S. Government and Politics exam. Within each chapter are primary documents and supplemental material which require the reader to analyze, compare, interpret and communicate political information. The skills needed to attain the content align with the following CT Core Reading and Writing Standards: RH 11-12.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 11-12.1, 7, 8 and are embedded within the curriculum document.

**Textbook Recommendation to the Board of Education**

Student Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: #Texts per School
150	<i>American Government Institutions and Policies</i> AP Edition Wilson 16 <sup>th</sup> Edition ISBN - 9781337861120	\$160.25	\$24,037.50	BC – 115 BE - 35

Teacher Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: # per School
3	<i>Teacher’s Resource Guide: American Government: Institutions and Policies</i> , AP Edition Wilson 16 <sup>th</sup> Edition	\$0	\$0	2 – BEHS 1 - BCHS
3	<i>Fast Track to a 5: American Government: Institutions and Policies</i> , AP Edition Wilson 16 <sup>th</sup> Edition	\$0	\$0	2 – BEHS 1 - BCHS
1	Product Implementation – WebEx HS National Geographic Learning 1 <sup>st</sup> Edition	\$0	\$0	Webinar training for all teachers of the course
3	<i>American Government: Institutions and Policies</i> , AP Edition Wilson 16 <sup>th</sup> Edition	\$0	\$0	2 – BEHS 1 - BCHS

TOTAL COST	
Total Cost for Student Texts/Materials	\$24,037.50 + \$1442.25 (S & H)
Total Cost for Teacher Materials	\$0
<b>GRAND TOTAL</b>	<b>\$25,479.75</b>

**Textbook Selection Committee**

<b>Staff member</b>	<b>School</b>	<b>Grade/Course Taught</b>
Jeffrey Fleischman	BEHS	AP U.S. Government and Politics
Ginny Torreso	BCHS	AP U.S. Government and Politics
Amy Bastiaanse	Office of Teaching and Learning	Supervisor Humanities, WL and Library Media





## Textbook Recommendation to the Board of Education

**Subject/Course:** AP Seminar

**Grade Level:** 10-11

**First Presentation BOE Meeting Date:** 5/2/18 **Second Presentation BOE Meeting Date:** 6/6/18

**Describe need for the textbook/materials:** AP Seminar is a new course that requires a supporting text to guide instruction.

**Listed below are textbooks/materials evaluated by the Textbook Selection Committee:**

Subject/Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	Rubric Score Total	Readability
AP Seminar	<i>Habits of the Creative Mind</i>	Miller and Jurecic	n/a	2016	Bedford/St. Martin's	36/54	Not available
AP Seminar	<i>Student's Guide to Writing College Papers</i>	Turabian	4th	2010	University of Chicago Press	26/54	Not available
AP Seminar	<i>They Say/I Say: with Readings and 2016 MLA Update</i>	Graff, Birkenstein, Durst	4th	2016	Norton	40/54	Flesch-Kincaid Grade level of 11.6

**The following textbook(s)/materials are recommended by the Textbook Selection Committee**

Subject/Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
AP Seminar	<i>They Say/I Say: with Readings and 2016 MLA Update</i> ISBN- 978-0-393-64329-9	Graff, Birkenstein, Durst	4th	2016	Norton	New York, NY	<a href="http://books.wwnorton.com">http://books.wwnorton.com</a>

**Reasons for recommendation (include information on match to curriculum concepts and skills):**

Seminar is all about developing an argument. This text provides a template for writing an argument while at the same time, allowing for synthesis of multiple resources to develop your own. The following CCSS standards can be addressed using this text:

Craft structure reading standards RI.5, RI.6 and Integration of Ideas RI.8, RI.9

Writing arguments: W1a-e, Research and Build Presentation W.4, W.5, W.6, W.7, W.8, W.9b

One unique feature of this text is the “They Say I Say Blog” where students have the opportunity to access updated texts not in the text itself.

Students can also participate in the commentary feature of the blog. The blog does not require students to provide identification or an email address.

This text will set students up for research which is the second course within the Capstone program. Examples include instruction on citing sources, conducting research, and responding to non-fiction.

**Textbook Recommendation to the Board of Education**

Student Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: #Texts per School
30	<i>They Say/I Say: with Readings and 2016 MLA Update, 4<sup>th</sup> edition</i> ISBN- 978-0-393-64329-9	\$45.00	\$1350.00	30 to BEHS

Teacher Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: #Texts per School
1	Instructor’s Desk copy	\$0	\$0	1
1	Teacher’s Guide by Jim Burke	\$0	\$0	1
1	Coursepack	\$0	\$0	1
1	They Say/I Say Blog	\$0	\$0	1
1	Write Site	\$0	\$0	1

TOTAL COST	
Total Cost for Student Texts/Materials	\$1350.00 + \$57.38 (S&H)
Total Cost for Teacher Materials	\$0
GRAND TOTAL	\$1407.38

**Textbook Selection Committee**

<b>Staff member</b>	<b>School</b>	<b>Grade/Course Taught</b>
Joanne Peluso	BEHS	AP Seminar
Amy Bastiaanse	Office of Teaching and Learning	Supervisor Humanities, WL & Library Media





## Textbook Recommendation to the Board of Education

**Subject/Course:** AP Research

**Grade Level:** 11 - 12

**First Presentation BOE Meeting Date:** 5/2/18 **Second Presentation BOE Meeting Date:** 6/6/18

**Describe need for the textbook/materials:** AP Research is a new course that requires a supporting text to guide instruction.

**Listed below are textbooks/materials evaluated by the Textbook Selection Committee:**

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	Rubric Score Total	Readability
AP Research	<i>Practical Research: Planning and Design</i>	Leedy and Ormrod	11th	2016	Pearson	48/54	Not available
AP Research	<i>Research Matters: A Guide to Research Writing</i>	Howard and Taggart	2nd	2013	McGraw Hill	38/54	Not available
AP Research	<i>Handbook of the Arts in Qualitative Research</i>	Knowles and Cole	n/a	2008	Sage	21/54	Not available

**The following textbook(s)/materials are recommended by the Textbook Selection Committee**

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
AP Research	<i>Practical Research: Planning and Design</i> ISBN – 13 = 9780133741322	Leedy and Ormrod	11th	2016	Pearson	North America headquarters – New York, NY	www.pears on.com

**Reasons for recommendation (include information on match to curriculum concepts and skills):**

**Textbook Recommendation to the Board of Education**

<b>Student Materials Needed</b>				
<b>Quantity</b>	<b>Item Name</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Distribution: #Texts per School</b>
30	<i>Practical Research: Planning and Design 11<sup>th</sup> Edition</i> ISBN – 13 = 9780133741322	\$90.60	\$2921.85	30 to BEHS

<b>Teacher Materials Needed</b>				
<b>Quantity</b>	<b>Item Name</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Distribution: # per School</b>

<b>TOTAL COST</b>	
Total Cost for Student Texts/Materials	\$2718.00 + \$203.85 (S&H)
Total Cost for Teacher Materials	\$0
<b>GRAND TOTAL</b>	\$2921.85

<b>Textbook Selection Committee</b>		
<b>Staff member</b>	<b>School</b>	<b>Grade/Course Taught</b>
Jason Cirillo	BEHS	AP Research
Amy Bastiaanse	Office of Teaching and Learning	Supervisor Humanities, WL & Library Media





## Textbook Recommendation to the Board of Education

**Subject/Course:** Information Processing I

**Grade Level:** 9-12

**First Presentation BOE Meeting Date:** May 2, 2018

**Second Presentation BOE Meeting Date:** June 4, 2018

**Describe need for the textbook/materials:** The curriculum for Information Processing was approved by the Board of Education in March 2018. The curriculum was revised to reflect current CT standards for this course within Career and Technical Education. The revision also included revised objectives that reflect recent advances in technology and software. Resources for this course have not been purchased since 2006. The materials students are using to guide them through their work are out of date and not aligned to the current curriculum. To address the content and skills within the curriculum, resources addressing Microsoft Office software in addition to Google applications were reviewed.

**Listed below are textbooks/materials evaluated by the Textbook Selection Committee:**

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	Rubric Score Total	Readability
Information Processing I	<i>Discovering Computers: Microsoft Office 365 and Office 2016</i>	Freund, Last, Pratt, Sebak, Vermaat, Campbell, and Frydenberg	1	2017	Cengage Learning	48	n/a
Information Processing I	<i>Microsoft Office 365 and Office 2016</i>	Bsken, Cram, Duffy, Friedrichsen, and Reding	1	2017	Cengage Learning	46	n/a
Information Processing I	<i>Learn by Doing: Google Apps</i>	BE Publishing team	2	2018	BE Publishing	45	n/a
Information Processing 1	<i>The Google Docs Specialist</i>	Courtney Snyder	1	2016	BE Publishing	31	n/a

**The following textbook(s)/materials are recommended by the Textbook Selection Committee:**

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
Information Processing I	<i>Discovering Computers: Microsoft Office 365 and Office 2016</i>	Freund, Last, Pratt, Sebak, Vermaat, Campbell, and Frydenberg	1	2017	Cengage Learning	Independence, KY	<a href="http://NGL.Cengage.com">http://NGL.Cengage.com</a>
Information Processing I	<i>Learn by Doing: Google Apps</i>	BE Publishing team	1	2018	BE Publishing	Warwick, RI	<a href="http://www.bepublishing.com">www.bepublishing.com</a>

**Reasons for recommendation (include information on match to curriculum concepts and skills):**

*Discovering Computers: Microsoft Office 365 and Office 2016* is being recommended as one of two textbooks for the Information Processing I course for the following reasons:

- *Discovering Computers: Microsoft Office 365 and Office 2016* closely aligns with the Computer Information Standards (A, B, C, D, E, and F) as well as the CT Computer Information Performance Standards, 1-9. The following sections of the textbook have a strong correlation with the curriculum of the course: Concepts, Windows 10, Office 2016, Word 2016, Excel 2016, and PowerPoint 2016. The content and modules included within the textbook closely align to the curriculum objectives of the course including content regarding hardware and software and modules that support the application of specific skills.
- The textbook, written by industry professionals, provides introductory knowledge and understanding of computers and computer applications, through hands-on activities and projects that relate to real-world applications and uses at home, in school and in the workplace. Within each section, students are asked to provide recommendations and make decisions about the choices made in various scenarios.
- The textbook promotes authentic and performance-based assessments based on the content needed to succeed in school and the workplace through project-based learning opportunities.

*Learn by Doing: Google Apps* is being recommended as one of the two textbooks for the Information Processing I course for the following reasons:

- *Learn by Doing: Google Apps* closely aligns with the Computer Information Standards (A, C, E, and F) as well as the CT Computer Information Performance Standards, 1, 4, 7-9. Correlation of standards to content encompasses significant parts of the following sections of the textbook: Drive, Gmail, Docs, Sheets, and Slides.
- The textbook, written by industry professionals, provides introductory knowledge and understanding of computers and computer applications, through hands-on activities and projects that relate to real-world applications and uses at home, in school and in the workplace.
- The textbook promotes authentic and performance-based assessments based on the content needed to succeed in school and the workplace through project-based learning opportunities.

## Textbook Recommendation to the Board of Education

Student Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution:
80	<i>Discovering Computers and Microsoft Office 365 and Office 2016</i> (ISBN 9781305871809), Cengage Learning	\$142.50	\$11,400.00	BCHS – 40 BEHS – 40
80	<i>Learn by Doing: Google Apps</i>	\$78.95	\$6,316.00	BCHS – 40 BEHS – 40
Teacher Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: # per School
4	Instructor Website for <i>Discovering Computers and Microsoft Office 365 and Office 2016</i>	\$118.50 provided at no cost	\$0.00	BCHS-2, BEHS-2

4	Cengage Learning testing, powered by Congero Instant Access for <i>Discovering Computers and Microsoft Office 365 and Office 2016</i>	\$59.00, provided at no cost	\$0.00	BCHS-2, BEHS-2
4	<i>Learn by Doing: Google Apps</i> Instructor On-line Resources, 5 Year Access per License TB-GAPPS-TG	\$449.95, provided at 50% cost	\$899.90	BCHS-2, BEHS-2

**TOTAL COST**

Total Cost for student materials	\$17,716.00
Total Cost for teacher materials	\$ 899.90
Shipping and Handling 10%	\$ 859.00
<b>GRAND TOTAL</b>	<b>\$19,474.90</b>

**Textbook Selection Committee**

<b>Staff member</b>	<b>School</b>	<b>Grade/Course Taught</b>
John Harris	Bristol Eastern High School	CTE Business Courses
Michelle Sampierre	Bristol Central High School	CTE Business Courses

**Business**

**Budget: Planning**

In developing each annual operating budget, it shall be the policy of the Bristol Board of Education to provide an optimum educational program for the children of the district. It shall seek to provide resources, within the budget, for all the services, materials, and equipment essential in the program of each school.

The Board shall expect the budget to reflect the educational priorities established for the school system, and its preparation shall be based on a study of these priorities.

Before presenting the budget to the public and city authorities, the Board will scrutinize it thoroughly so that once adopted and approved, it can be adhered to with few internal changes.

Legal Reference: Connecticut General Statutes

[10-51](#) Fiscal Year. Budget. Payments by member towns. (regional school districts).

[10-222](#) Appropriations and budget.

**Policy Adopted: July 6, 1994**  
**Affirmed: June 6, 2018**

**Business**

**Local Government Involvement in Budget Preparation**

The City Board of Finance shall be a board of estimate and apportionment of expenditures of said city and of any subdivision thereof. At the first meeting in the month of March, and annually, or as soon as practical thereafter, it shall make an estimate of the expenditures for each department in as minute detail as is practicable, for the next ensuing fiscal year beginning July 1st.

The Board of Finance shall annually determine the amount to be expended for the public schools in the preparation of its budget and the expenditure of such sum annually shall be in the discretion of the Board of Education.

Legal Reference: *Charter for the City of Bristol*, Sec. 25, paragraphs J and N.

**CT General Statutes – 10-222**

**Policy Adopted: July 6, 1994**  
**Revised: June 6, 2018**

## Business

### Budget Administration

Connecticut General Statutes authorize the Board of Education to expend funds appropriated by the town for the operation and maintenance of the schools and their educational programs. The Superintendent of Schools, through the ~~Assistant to the Superintendent~~ for Business **Official**, shall direct budget expenditures and budget management, shall develop expenditure projections, and shall keep the Board of Education informed of the status of the budget. The Superintendent, through the ~~Assistant to the Superintendent~~ for Business **Official**, shall expend budgetary funds as close to the original administrative planning and Board approval as feasible.

No financial liability in excess of the adopted and approved budget total shall be authorized.

To assist the Board in carrying out its fiscal and general district responsibilities, the ~~Assistant to the Superintendent~~ for Business **Official** shall prepare a monthly financial statement which shall include for each line item in the budget:

1. Amounts budgeted;
2. Amounts expended;
3. Amounts encumbered or obligated; and
4. Unencumbered balances.

At the close of the fiscal year, the Superintendent shall request that the Board of Education approve transfers, prepared by the ~~Assistant to the Superintendent~~ for Business **Official**, from and among accounts as necessary to avoid over expenditures of line items. **In the event of a surplus in the budget, the Board of Education will formally make a request of the Board of Finance to carry over up to 1% of the appropriated budget. Amounts in excess of 1% of the original appropriation** ~~Final unexpended amounts in the annual operating budget shall be returned to the City of Bristol at the end of the fiscal year.~~

### Connecticut General Statutes 10-262

Policy Adopted: July 6, 1994  
Revised: June 6, 2018

## **Instruction**

### **Comparability of Services**

The Superintendent or his/her designee shall pursue funding under Title I of the Academic Achievement of the Disadvantaged, as amended by the Every Student Succeeds Act (ESSA) to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Comparability, is defined, for purposes of this policy, that the District uses state and local funds to provide services to Title I schools that are comparable to those offered in non-Title I schools in order to get federal funding under ESSA.

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Board of Education to ensure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Establish and maintain a district-wide salary schedule that is applicable to all staff whether assigned to Title I or non-Title I schools.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for equivalence among all schools in all schools with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.

The District shall maintain records that are updated annually documenting its compliance with this ESSA requirement.

## Instruction

### Comparability of Services (continued)

**Note:** The district will be considered to have met the comparability requirements of Title I, Part A if it has filed with the State Board of Education a written assurance that it has established and implemented (1) a district-wide salary schedule and (2) policies to ensure equivalence in resources. (U.S.C. 6321(c)(2))

For the purposes of determining comparability in compliance with 20 U.S.C. 6321(c), the District, may exclude:

1. State and local funds expended for English Learners language instruction education programs.
2. Excess costs associated with providing services to students with disabilities.
3. Unexpected changes in enrollment or personnel assignments occurring after the beginning of the school year.
4. Staff salary differentials for years of employment.
5. Other expenditures from supplemental state or local funds consistent with the intent of Title I (serving only children who are failing, or most at risk of failing, to meet the State's standards)

The Superintendent or his/her designee shall provide in a timely manner all assurances, documentation, or other information required by the State Department of Education to demonstrate the District's compliance with Title I fiscal requirements.

The Superintendent or his/her designee shall maintain reports and other documentation demonstrating compliance with the requirements of this policy.

Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

**Note:** The comparability requirements of 20 U.S.C. Section 6321(c) shall not apply to a district that does not have more than one building from each grade span. (20 U.S.C. Section 6321(c)(4))

Legal Reference: Title I Improving Basic Programs Operated by State and Local Educational Agencies, Improving Every Student Succeeds Act, P.L. 114-95, **Section 1118c of Title I, ESEA/ESSA**  
20 U.S.C. Section 6321(c)  
*Agostini v. Felton* 521 U.S. 103 (1997)

**Policy Adopted: December 1, 2010**  
**Revised: June 6, 2018**

## **Recommend Removal**

**3210  
Policy**

### **Business**

### **Local Funds**

### **Bond Sales**

Sale of bonds to benefit departments of the City of Bristol is regulated by the City Charter which provides that the Board of Finance shall have sole power to determine the necessity for, and manner of, issuing bonds by the City and Town of Bristol, or any subdivision thereof or district therein. The members of the Board of Finance shall constitute a board of sinking fund commissioners for the City. The board of sinking fund commissioners, as a whole or acting through a subcommittee, shall have the care and management of any sinking fund already established or that may be established, to provide for the payment of the principal and interest of the bonds issued by the City.

Legal Reference: *City Charter for the City of Bristol*, Sec. 25, paragraph W.

**Policy Adopted: July 6, 1994**

## **Instruction**

### **Fees, Fines and Charges**

The Bristol Board of Education recognizes its responsibility to purchase books and supplies to meet the needs of instruction in the schools of Bristol. The Board of Education also recognizes that it is the responsibility of each student to exercise care in the use of instructional materials. A student may be assessed costs of replacing any materials or property which are lost or damaged through his or her negligence.

### **Textbooks**

1. The Board of Education feels it is the responsibility of the student, who has the loan of textbooks, workbooks, etc., to maintain and care for each textbook or workbook until it is returned to the proper authority at the end of the school year or upon the completion of its use.
2. If proper use or normal care is not practiced by the student, the student will be expected to pay a fee to cover the cost of replacement or repair.

#### A. Damaged books

The charges for damaged books will be determined by the principal and the book custodian.

#### B. Lost books

The student will reimburse the school system for the replacement cost of the book.

### **Fees for Materials of Non-Required Projects**

Students involved in special interest work over and above the basic instructional program may be charged for materials necessary in their chosen project.

### **Athletic Uniforms and Equipment**

Students will be responsible for the care and safe return of athletic uniforms and equipment loaned to them. Students will be required to pay the full costs for uniforms or equipment damage due to misuse or negligence. Students will be responsible for full replacement cost for lost uniforms or equipment.

The Supervisor of Physical Education and Athletics shall develop and implement appropriate uniform control procedures which shall be subject to the approval of the Superintendent of Schools.

## **Instruction**

### **Fees, Fines and Charges**

#### **Uniforms**

Students will be responsible for care and safe return of uniforms loaned to them. Students will be required to pay the full costs of repairs for uniform damage due to misuse or negligence. Students will be responsible for full replacement cost for lost uniforms.

The supervisor of the activity shall develop and implement appropriate uniform control procedures which shall be subject to the approval of the Superintendent of Schools.

#### **Fines For Inappropriate Use of Library Materials**

In order to encourage borrowers to return books promptly so that others may use them, the library imposes a fine on patrons who keep library materials beyond the due date. Where applicable, a fine of five (5) cents per item per day up to a maximum no greater than replacement cost. If a book or other item is lost the borrower will only be charged for the replacement and reprocessing costs. In the case of damaged books or items, actual repair costs or replacement costs may be imposed.

Materials from the reserve collection kept beyond the specific stated period will incur a fine of ten (10) cents per item per day up to a maximum no greater than replacement cost.

#### **Field Trips**

In general, transportation costs for field trips must be borne by the student. In view of this fact, discretion should be used in planning field trips to avoid unreasonable costs. A minimal insurance cost for each student will also be required.

#### **Lab Fees**

No system of lab fees will be permitted. However, students in courses offered in grades seven through twelve may be charged for loss or breakage of equipment due to misuse or negligence after the facts have been determined.

#### **Other Fees**

In accordance with Board policy, the cost of the following items is to be borne by the student:

- Cap and gown for graduation;
- Class ring;
- Yearbook;

**Instruction**

**Fees, Fines and Charges**

- Charity drives;
- Class dues;
- Materials used in club activities;
- Musical instruments for participating in a school band or orchestra except those provided by the school;
- Club dues; and
- Dances.

Legal Reference: Connecticut General Statutes

[10-221\(c\)](#) Boards of Education to prescribe rules.

**Policy Adopted: April 5, 1995**

**Affirmed: June 6, 2018**

BRISTOL PUBLIC SCHOOLS  
Bristol, Connecticut



# PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

~Page 1~

UPDATE MAILING NO. 3

APRIL 13, 2018

The Protection of Pupil Rights Amendment (PPRA) of 1978, sometimes referred to as the Hatch Amendment is a federal law intended to protect the rights of students and their parents/guardians in programs funded by the U.S. Department of Education (ED).

The PPRA was written to protect student and parent/guardian rights in two specific ways. First, any material used by students in ED funded surveys, analyses, or evaluations will be made available to parents/guardians to inspect prior to use with their child. Secondly, it ensures that schools and contractors acquire written parental consent before a minor student is required to participate in ED funded surveys, analyses or evaluations which may reveal personal information about the following:

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

Parents/guardians are given the right to grant permission for their child to participate in

the surveys, analyses or evaluations requiring the above content or they also have the choice to opt their child out of sharing such information with the school. Parental rights under PPRA transfer from the parents/guardians to a student who is 18 years old or an emancipated minor under state law.

## Notification Requirements

There are three types of notification the school must provide parents/guardians and students.

They are as follows:

1. A general notification of their rights under PPRA.
2. A notification of *specific* events. The following activities require notification:
  - a. Activities involving the collection, disclosure, or use of personal information collected from students for marketing purposes or for selling that information, or otherwise providing it to others for that purpose;
  - b. The administration of any survey containing one or more of the eight protected areas listed above; and

# PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

~Page 2~

- 
3. A notification of the policies school districts are required to develop, in consultation with parents, under PPRA. The district shall provide the notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in the policies.

### Policy Requirements

PPRA requires that school districts, in



consultation with parents/guardians, develop the following local policy concerning student privacy, parents access to information, and administration of certain physical examinations to minors:

1. The right of a parent/guardian of a student to inspect, upon the request of the parent/guardian, a survey created by a third party before the survey is administered or distributed by a school to a student, and any applicable procedures for granting a request by a parent/guardian for reasonable access to the survey within a reasonable period of time after the request is received;
2. Arrangements to protect student privacy that are provided by the district in the event of the administration or distribution of a

survey to a student containing one or more of the eight protected areas of information;

3. The right of a parent/guardian or student to inspect, upon the request of the parent/guardian, any instructional material used as part of the educational curriculum for the student, and any applicable procedures for granting a request by a parent for reasonable access to instructional material within a reasonable period of time after the request is received;
4. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the district in the event of such collection, disclosure, or use;
5. The right of a parent of a student to inspect, upon request, any instrument used in the collection of personal information (a student or parent's first and last name, a home or other physical address, a telephone number, or a Social Security identification number) before the instrument is administered or distributed to a student, and any applicable procedures for granting a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.



## PROTECTION OF PUPIL RIGHTS AMENDMENT

---

### Policy Implications

Policy #6162.51, “Surveys of Students (Student Privacy),” pertains to this topic. This is a mandated policy for inclusion in the district’s policy manual.

*A mandated policy to consider. Boards are required to develop and adopt this policy.*

In an effort to maintain the viability of our samples, we have again looked at the sample materials. We have updated them again. They follow for your consideration. At the present time, the federal Department of Education has not altered the requirements of PPRA. These samples are provided as a “revisit” to this issue, allowing the local district to consider the potential of looking anew at this required policy area with the possibility of making some modifications in the existing policy.

# THE PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of  
Pupil Rights Amendment  
(PPRA)

protects the rights of  
parents and students

April 2018

---

## Instruction

### Surveys of Students (Student Privacy)

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. The Board of Education recognizes the staff's need to collect input from students and parents in order to assist decision-making related to curriculum and instruction, program development and operations. To this end, the Board supports the use of appropriate surveys in accordance with the guidelines contained within this policy. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses must not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements of Policy 6141.11. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

**Note:** The term "survey" includes an evaluation.

Prior to administering a survey, the Superintendent must approve all surveys that include reference to any of the factors listed below. In addition, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. religious practices, affiliations, or beliefs of the student or the student's parent/guardian.

## **Instruction**

### **Surveys of Students (Student Privacy) (continued)**

In the event the District plans to survey students to gather information included in the above list, the District will obtain written consent from the parent/guardian in advance of administering the survey. The notification/consent form will also apprise the parent/guardian of their right to inspect the survey prior to their child's participation.

Surveys conducted for other agencies, organizations or individuals must have the approval of the Superintendent of Schools as to content and purpose. The results of such approved surveys must be shared with the Board of Education.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

For surveys not funded in any part by the federal government, parents/guardians need not give written consent, but must instead be given prior notice of the survey with the opportunity to opt their child out of participation if the survey elicits information concerning any of the eight protected areas listed above.

Overall survey results following decisions must be shared with all parties who request such information.

## **Marketing**

It is the Board's policy not to collect, disclose, or use personal information gathered from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, or educational institutions, such as:

- a. College or other postsecondary education recruitment, or military recruitment;
- b. Book clubs, magazines and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used in schools;
- d. Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information about students;
- e. Student recognition programs; and
- f. The sale by students of products or services to raise funds for school-related activities or education-related activities.

## **Instruction**

### **Surveys of Students (Student Privacy) (continued)**

**Note:** *“Personal Information” means individually identifiable information including a student’s or parent’s first and last name, home address, telephone number or social security number. 20 U.S.C. §1232h(c)(6)(E).*

### **Inspection of Instructional Material**

Parents/guardians of a student shall also have the right to inspect and review upon written request to the Building Principal, any instructional material used as part of the educational curriculum. The District shall grant access to instructional material within a reasonable period of time, identified as within 30 calendar days, after a parental request is received.

**Note:** *The term “instructional material” means instructional material that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). **It does not include academic tests or academic assessments.***

### **Notification**

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in District schools. The District shall also notify parents/guardians within a reasonable period of time after any substantive change to this policy.

(cf. 6141.11 – Curriculum Research/Experimental Projects)  
(cf. 6161 – Equipment, Books and Materials: Provision/Selection)  
(cf. 6161.1 – Evaluation/Selection of Instructional Materials)  
(cf. 6161.12 – Reconsideration of Materials)

Legal Reference: Elementary and Secondary Education Act of 1965, 20 U.S.C. §1232h  
Protection of Pupil Rights Amendment, as amended by the Every Student Succeeds Act, Pub. L. 114-95  
Regulation 34 CFR Part 98 (PPRA Regulations)

Policy adopted: June 6, 2018

**Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)**

PPRA affords parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

**Consent:** Before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

**Receive notice and an opportunity to opt a student out of-**

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

**Inspect, upon request and before administration or use-**

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The Bristol Board of Education has developed and adopted policies, regarding student privacy rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Individual schools in the Bristol Public Schools will directly notify parents and eligible students of these policies at the beginning of the school year and after any substantive changes. The Bristol Public Schools will also directly notify parents and eligible students, such as through U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities listed below and provide an opportunity to opt a student out of participating. Parents will also be provided an opportunity to review any pertinent surveys.

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.

*Parents/eligible students who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office - U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605



**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

**WRITTEN CONSENT OF STUDENT SUBMISSION TO  
SURVEYS, PERSONAL ANALYSIS, OR EVALUATIONS**

(This form is to be used to provide as required by federal law written consent of a student's parent or guardian to the student's participation in a survey, a personal analysis, or an evaluation.)

Name of Student: \_\_\_\_\_

Address: \_\_\_\_\_

Grade/School Year: \_\_\_\_\_ Birthdate of Student: \_\_\_\_\_

Name of Student's Parent or Guardian: \_\_\_\_\_

Address of Parent or Guardian: \_\_\_\_\_

The survey, personal analysis, or evaluation reveals the following information: (check all those applicable)

- Political affiliations or beliefs of the student or the student's parent.
- Religious beliefs, practices, or affiliations of the student or the student's parent.
- Mental or psychological conditions that may embarrass the student or his/her family.
- Sexual behavior and attitudes.
- Illegal, anti-social, self-incriminating or demeaning behavior.
- Critical appraisals of other individuals with whom the student has a close family relationship.
- Legally recognized privileged or confidential relationships, including a relationship with a lawyer, physician, or minister.
- Income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program.)

A copy of the personal analysis, survey, or evaluation is attached for your review.

I, (name of parent/guardian of student), consent to the participation of (name of student) in the attached survey, personal analysis, or evaluation.

\_\_\_\_\_  
(Signature of Parent/Guardian)

\_\_\_\_\_  
(Date)