

Regular BoE Meeting

Wednesday, May 4, 2022 7:00 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

II. STAFF and STUDENT RECOGNITION

III. APPROVAL OF MINUTES

IV. COMMITTEE REPORTS

V. STUDENT REPRESENTATIVE REPORTS

VI. CHAIR REPORT

VII. SUPERINTENDENT REPORT

VIII. CONSENT AGENDA

VIII.A. PERSONNEL

VIII.A.1. Administrative Retirement - Effective
July 22, 2022

VIII.A.2. Teacher Retirements - Effective June 30,
2022

VIII.A.3. Teacher Resignations

VIII.A.4. New Teacher Hires

VIII.A.5. A-1 Resignation

VIII.A.6. A-2 Resignations

VIII.A.7. A-3 Resignation

VIII.A.8. Teacher Request for Unpaid Leave of
Absences

VIII.A.9. TEAM Mentors/Cooperating Teachers
Applicants

IX. PUBLIC COMMENT

X. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

X.A. NEMS New Building Conceptual Design Approval

X.B. Authorized Signatory Resolution for the Bristol
Board of Education

X.C. Peru Trip - April 2023

X.D. Special Services Leadership Team Report

XI. CURRICULUM REVISION

XI.A. K-2 Math Curriculum - Second Reading

XI.B. Black and Latino Studies - First Reading

XI.C. Modern Band - Middle School - First Reading

XI.D. Modern Band - High School - First Reading

XI.E. 6th Ukulele, 7th Digital Music, 8th Song Writing - First Reading

XI.F. Chorus/Vocal Ensemble MS - Second Reading

XI.G. Chorus/Vocal Ensemble HS - Second Reading

XI.H. Digital Media Production - Second Reading

XI.I. Advanced Digital Media Production - Second Reading

XII. NEW BUSINESS

XIII. BUILDING REPORTS

XIV. INFORMATION/LIAISON REPORTS

XV. ADJOURNMENT

Jennifer Dube, **Chair**
Kristen Gintantonio, **Vice-Chair**
Dante Tagariello, **Secretary**
Eric Carlson
Shelby Pons
John Sklenka
Todd Sturgeon
Karen Vibert
Christopher Wilson



BRISTOL BOARD OF EDUCATION
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Catherine M. Carbone, Ed.D.
Superintendent of Schools

Michael Dietter, Ed.D.
Deputy Superintendent of Schools

BOARD OF EDUCATION
May 4, 2022 ~ 7:00 PM – Regular Meeting

STAFF and STUDENT RECOGNITION LISTING

I. STAFF and STUDENT RECOGNITION

1. Invention Convention Winners

Emerson Dell'Aera – Edgewood School
Elijah Simmons – South Side School

2. 100 Women of Color Award – Tamara Stafford–Kirk – P.E. Teacher – Bristol Central

3. CABE Student Leadership Awards

Carson Rivoira – Bristol Central
Sydney Rodriguez – Bristol Central
Zainab Hasan – Bristol Eastern
Logan Crowley – Bristol Eastern
Kobe Senethong – Chippens Hill
Adiba Hossain – Chippens Hill
Muktadhir Mahmud Chowdhury – Northeast
Ibrahim Hakan Nizam – Northeast
Donato Salzillo – Greene–Hills
Sasha Majancik – Greene–Hills
Harrison Riker – West Bristol
Alexis Waida – West Bristol

4. CTPTA Teacher of the Year – Julia Darcy – Grade 5 – Greene–Hills

5. Staff Achievement Award Winners

Danielle Autencio – LEAD Special Education Teacher – Hubbell Elementary School
Jennifer Broderick – Guidance Counselor – Chippens Hill Middle School
Kristine DeLeo – Elementary Principal – Hubbell Elementary School
Kevin Komanetsky – Math Interventionist – Greene–Hills K8 School
Lorraine Wright – EXCEL Paraprofessional – Mountain View Elementary School
Rosetta Mastroianni – EL/Spanish Teacher – Northeast Middle School
Ronald Sadecki – Electrician – Districtwide

6. Teacher Appreciation Week

7. Administrative Assistants Day

8. Para-Professional Appreciation

*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: [April 6, 2022 Meeting Recording](#) **Passcode: 7Z!nOrg\$***

**BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, April 6, 2022 – 7:00 p.m.
Regular Meeting Minutes**

The regular meeting of the Bristol Board of Education was held on Wednesday, April 6, 2022, at 7:00 p.m. at the Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, John Sklenka, Todd Sturgeon, Dante Tagariello, Karen Vibert (virtual), and Christopher Wilson (virtual); **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Jill Browne, Business Director, and Jolene Lusitani, Council Liaison

EXCUSED: Commissioner Shelby Pons

CALL TO ORDER/PLEDGE OF ALLEGIANCE/ MOMENT OF SILENCE

Chair Dube called the meeting to order at 7:00 p.m. and asked attendees to stand for the Pledge of Allegiance. Chair Dube asked attendees to join her in a moment of silence for Rita Southey a Secretary for the Adult Education/Alternative Education program from 1980 to 2011 and Nancy Webster a Secretary at Memorial Boulevard School from 1981 to 2005.

Chair Dube read the meeting norms.

- *All participants will actively participate, engage in the work of the meeting, and have an equal voice and airtime.*
- *Assume positive intentions by respecting and honoring the diversity of opinions, beliefs, and perspectives.*
- *Cultivate trust by being honest and focusing on ideas, practices, and the work...not people.*
- *Norms will be upheld during all meetings and in all interactions outside of formal meetings.*

VOTE TO CONVENE INTO EXECUTIVE SESSION

Chair Dube called for a motion to convene into Executive Session for the purpose of discussing documents related to stipends within the Bristol Federation of Teachers contract for years 2022-2025. Chair Dube invited Dr. Carbone and Dr. Galloway, to join the Board in Executive Session.

On a motion by John Sklenka and a second by Dante Tagariello, the Board of Education unanimously voted to Convene into Executive Session for the purpose of discussing: documents related to stipends within the Bristol Federation of Teachers contract for years 2022-2025. (7:02)

EXECUTIVE SESSION

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, John Sklenka Todd Sturgeon, Dante Tagariello, Karen Vibert (virtual), and Christopher Wilson (virtual); **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, and Dr. Sam Galloway, Director of Talent Management

Called to Order: 7:04 p.m.

Documents related to stipends within the Bristol Federation of Teachers contract for years 2022-2025. Dr. Galloway shared information regarding the Stipend Committee discussion and next steps.

RECONVENE INTO PUBLIC SESSION

Chair Dube called for a motion to Reconvene into Public Session

On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education unanimously voted to Reconvene into Public Session (7:09)

STAFF and STUDENT RECOGNITION

The Board recognized the following staff and students. Staff and students were present online and in person to be recognized by the board.

Bristol Central - Boys Basketball

Bristol Central Boys Indoor Track

Model U.N. Student Presentation – Bristol Eastern

Greene-Hills Odyssey of the Mind Teams

Fund for Teachers Fellowship Grant Recipient - Shelly Nocera – Bristol Eastern

Art and Music Student Recognition

APPROVAL OF MINUTES

March 2, 2022 – Regular Meeting

On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education voted to approve the March 2, 2022, Regular Minutes as written. Commissioner John Sklenka abstained.

COMMITTEE REPORTS

Communications – Commissioner Giantonio reported that the committee met and reviewed the BPS logo and rebranding feedback from the survey that was sent out to the community. Community survey options were also discussed, the committee will be exploring alternate survey options (other than Goggle) for future parent surveys. The committee was shown the Bristol Public Schools website redesign.

Finance – Commissioner Tagariello reported that the Finance committee met on March 9 and had a very short meeting. Commissioner Tagariello reported on items specifically related to the expense lines, there were a couple of overages in certain areas, the areas include General Character Line, Transportation, Maintenance, and Special Services. In the General Character and the Maintenance lines, we did expect those to trend downward closer to the budget; regarding Transportation, we are currently in negotiations with First Student to apply adjustments to that line because they missed several routes, meaning they were not compliant with their existing contract. Regarding Special Services, we had four additional outplacements creating an overage. The City had received the Excess Cost Grant, it was not adjusted into the additional revenue lines at the time of the report so we will expect to see that next month. The cafeteria is showing a healthy balance of \$600,000 at the time of the report. Lastly, we had implemented a budget freeze that was ongoing, and the only expenses that we are currently allowed are food, direct support, special services, and repairs

Operations - Commissioner Carlson reported that the committee met on March 9. The committee discussed the Chippens Hill underground storage tank and reviewed two design options; the above ground, lead time is 14 to 16 weeks, while with the underground tank there is 14-month lead time. The Edgewood roof project, the committee approved a motion to complete the temporary patch not to exceed \$60,000. The full roof will be replaced next summer. The committee discussed the kickoff meeting with DRA Architects in which we looked at different option layouts and discussed the high school culinary

Operations – cont’d

arts project. The committee also received an update on the traffic study progress at Hubbell, Southside, and Greene-Hills. Dr. Dietter gave an update on the BAIMS Mutual Use Agreement. The administration is working on a list of blackout dates and the rental agreement is still being worked on. We anticipate a draft version next month.

Policy - Commissioner Giantonio reported that the committee met and discussed a revision to Policy 6146 – Graduation Requirement that will appear later on the agenda. The committee also discussed three (3) existing policies #1324 – Fundraising; #1325 – Advertising and #3280 – Gifts, Donations, and Bequests. There were several community members present that evening from our booster clubs. It was decided that in the April time slot for regular policy and communications committee meetings we would have a booster club workshop instead; to allow for discussion of these policies, and hear ideas and feedback from our community.

STUDENT REPRESENTATIVE REPORTS

Bristol Central – Fatima Aamir – Junior Representative from Bristol Central reported on recent activities from BC, highlights from the report included the boys’ basketball team playing at Mohegan Sun and winning the State Championship for Division II. Many spring sports have started such as tennis, lacrosse softball, and track. Administrators and students participated in Read Across America Day at South Side School; Ms. Banda’s transitional program is making cards for various occasions for purchase; the National Honor Society enrolled new members, the induction ceremony will be held at the end of April. Students across the State have submitted proposals to improve their schools and win \$20,000 to fund them. BCHS had five (5) finalists, and they are waiting for the winners to be announced. The Class of 2023 took the state administration of the digital version of the SAT. 100 BC students took the Apple test to earn the seal of biliteracy. The theater department staged an amazing production of The Lion King.

Bristol Eastern – Pushpita Hossain – Junior Representative from Bristol Eastern reported on recent activities from BE, highlights from the report included congratulations to student Ella Nichols for becoming an NHSCA wrestling Champion last month, and a spring sports update was given. The Model UN team had a successful four-day trip to New York City in between the many meetings with peers from many different places the team did quite a bit of sightseeing. BEHS held its first cultural day on March 25. It was student-driven and hosted by the Diversity Club. Students attended school in their culture’s clothing and country’s flag, students participated in a parade around the school and ended the day with booths, music, and dancing during the last block of the day. Pushpita shared information on a variety of school clubs and upcoming activities. SATs were held for Juniors from March 22 to March 25. Junior students were assigned days to complete their tests within given time periods. These standardized tests were quite different as we have transitioned from paper to digital. Classes are wrapping up their units as they prepare for AP exams. Students and staff are looking forward to the April break.

SUPERINTENDENT REPORT - Dr. Carbone presented the monthly Superintendent Report. Dr. Carbone shared information with the Board regarding the following topics: Scholars in grades 3-8 will participate in the Smarter Balance Statewide Testing window from April 25 through May 27 individual schools will communicate the assessment calendar and dates of testing in the coming weeks. The last day of school and the high school graduation date will be voted on later this evening. Barring any unforeseen circumstances, the last day of classes will be Wednesday, June 15, 2022. Parents will be receiving information regarding summer school. Summer School dates for Extended School Year are July 5 to August 4 and the General Program are July 6 - August 10. Bristol Public Schools has been notified that an additional allocation to the 21st Century After School/Summer School Grants have been awarded. Ivy Drive, South Side, Hubbell, Northeast, and Bristol Eastern were awarded grant monies. In total, \$560,000

SUPERINTENDENT REPORT – CON’T

has been awarded to extend the school year and summer school this year and next. Lieutenant Governor Bysiewicz, State Department of Education Commissioner Russell-Tucker, and Mayor Caggiano visited Bristol Central to recognize the five (5) Voice 4 Change submissions from Bristol Central. The 54 winners and the five (5) Commissioner’s Choice Award winners will be awarded this Friday 4/8 at 10:15 a.m. you can watch the awards live on YouTube, Dr. Carbone will send out the link, later this week. Dr. Carbone also shared a BAIMS Update, the fourth lottery pull is underway. 232 scholars in Grades 6-8 have already confirmed their enrollment for next year. The school’s mission and vision have been developed by the staff led by the newly appointed principal Dr. Sarli. We have begun the process to select a mascot, student submissions have been accepted and the selections will be narrowed down to two options and they will be sent out for a final selection. We are rounding out the hiring of staff.

CONSENT AGENDA

Chair Dube called for approval of the Consent Agenda which included Items X.A.1. through X.A.2.

On a motion by Eric Carlson and a second by John Sklenka, the Board of Education voted to approve the Consent Agenda which included Items X.A.1. through X.A.2. Commissioners Giantonio, Sturgeon, and Tagariello opposed the vote.

PERSONNEL

X.A.1. Teacher Resignations

Buzinsky, Roxanne - WB - Art Teacher - effective June 15, 2022
Capozzi, Tracy - EDGE/NEMS - Speech and Language Pathologist - effective March 9, 2022
Ende, Alexandria - WB - Grade 4 Teacher - effective June 15, 2022
Felsky, Lainey - STAF - Speech and Language Pathologist - effective June 15, 2022
Hasler, Kristen - BCHS - Chemistry/Biology Teacher - effective June 15, 2022
Huntley, Loretta - BCHS - On-Track Coordinator - effective June 15, 2022
Kearney, Katie - WB - Grade 8 Science Teacher - effective June 15, 2022
Twiggs, Tina - BCHS - Family and Consumer Science - effective June 15, 2022
Uraco, Rachel - ID - Grade 4 Teacher - effective June 15, 2022

On a motion by Eric Carlson and a second by John Sklenka, the Board of Education voted to approve the Teacher Resignations.

*Eric Carlson – Yea
Jennifer Dube – Yea
Kristen Giantonio – Nay
John Sklenka – Yea
Todd Sturgeon – Nay
Dante Tagariello – Nay
Karen Vibert – Yea
Christopher Wilson – Yea*

X.A.2. New Teacher Hires

Brewer, James - CHMS - 6-8 Science Teacher - effective August 23, 2022
Coer, Jessica - EPH - Grade 3 Teacher - effective March 17, 2022
Humerick, Jacob - BAIMS - Instrumental Teacher - effective August 23, 2022
MacDonald, Scott - BAIMS - 6-8 ELA Teacher - effective August 23, 2022
Mamuya, LaShay - BAIMS - Middle School Math Teacher - effective August 23, 2022

X.A.2. New Teacher Hires – cont’d

On a motion by Eric Carlson and a second by John Sklenka, the Board of Education voted to approve the Teacher Resignations.

- Eric Carlson – Yea*
- Jennifer Dube – Yea*
- Kristen Giantonio – Nay*
- John Sklenka – Yea*
- Todd Sturgeon – Nay*
- Dante Tagariello – Nay*
- Karen Vibert – Yea*
- Christopher Wilson – Yea*

PUBLIC COMMENT

The following public comment was read into the record:

Amy Greaves – 17 Summer Glen – addressed the Board regarding the no-confidence petition, SEL, and DEI.

The following public comments were given virtually or in person.

- Morris Patton – 49 Field Street – addressed the Board regarding the ongoing no-confidence petition.
- Craig Minor – 88 Anderson Avenue – addressed the Board regarding the consent agenda process.
- Michelle McKenney – 87 Collins Road – addressed the Board regarding literacy instruction.
- Tom Baril – 498 East Road – addressed the Board regarding R.G. I. (Radical Gender Ideology) gender issue.
- Deborah Baril – 498 East Road – addressed the Board regarding R.G. I. (Radical Gender Ideology) gender issue.
- Emily Bailey – 41 Leon Road – addressed the Board regarding Healthy Balanced Curriculum.
- Jennifer VanGorder – 272 Candlewood Drive – addressed the Board regarding the virtual open house.
- Kristen Bevins – 41 Leon Road – addressed the Board regarding school communications.
- Richard Saporito – 212 Stafford Avenue – addressed the Board regarding curriculum.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

High School Graduation Date and End of Year Closing Date

Dr. Galloway presented the High School Graduation Date and End of Year Closing Date.

Traditionally, the closing day of school, as well as the high school graduation date, has been set at the April Board meeting. Based on the summary of closing dates and upon completion of 181 school days, the last day of school for the 2021-2022 school year will be Wednesday, June 15, 2022. (This date will be subject to change in the event additional emergency closing days are required in the interim to the end of the school year). High school graduations will be scheduled for the evening of Wednesday, June 15, 2022.

On a motion by Karen Vibert and a second by John Sklenka, the Board of Education unanimously voted to approve the high school graduation date and the last day of the 2021-2022 school year as Wednesday, June 15, 2022, following completion of the 181 school days. This date may be subject to change in the event additional emergency closing days are required in the interim to the end of the school year.

NEMS Authorization of Preparation of Schematic Drawings

Timothy Callahan presented the Northeast Middle School Authorization of Preparation of Schematic Drawings. The State of CT requires the Board of Education and City Council to approve the preparation of schematic drawings and outline specifications. This motion is needed as part of the application process

NEMS Authorization of Preparation of Schematic Drawings – cont’d

On a motion by Eric Carlson and a second by John Sklenka, the Board of Education unanimously resolves to authorize at least the preparation of schematic drawings and outline specifications for the Northeast Middle School project located at 530 Stevens Street in Bristol, CT, and to forward on to City Council for action.

Approve FF&E package for BAIMS (Revised)

Dr. Dietter presented the Revised Approval of the FF&E package for BAIMS. This was approved in January. However, due to changes in the technology package, the state is requesting reapproval. In order for the State to grant approval for us to post a Request for Proposal, the Board of Education must move to approve the Furniture, Fixture, and Equipment (FF&E) package for the Bristol Arts & Innovation Magnet School. Please be advised, that the BAIMS FF&E package has been vetted and approved by the BAIMS building committee, and is well within the allocated budget for the project.

On a motion by Dante Tagariello and a second by Eric Carlson, the Board of Education unanimously resolves to certify these FF&E - TECHNOLOGY final plans and project manuals as prepared for bidding dated 1/21/22 - REVISED 4/1/22 - and the professional cost estimate, completed in accordance with Level 3 of ASTM International Standard E1557, Standard of Classification of Building Elements and Related Sitework-UNIFORMAT II for this project, dated 1/21/22 - REVISED 4/1/22 - for the Memorial Boulevard Intradistrict Arts Magnet School Renovation Project have, been reviewed and are approved.

Vote to Approve Stipend Committee Recommendations

Dr. Galloway presented the Vote to Approve Stipend Committee Recommendations. As discussed during the Stipend Committee meetings, the recommended Bristol Federation of Teachers stipends have been established and require a Board vote.

On a motion by Karen Vibert and a second by John Sklenka, the Board of Education unanimously voted to approve the recommended Bristol Federation of Teachers Stipends for contract years 2022-2025.

Vote to Approve New Bristol Public Schools Logo

Dr. Carbone presented the Vote to Approve the New Bristol Public Schools Logo. At last month's Communications Committee meeting, the administration shared logo options with commissioners. Two options were selected and students, families, administrators, and staff were surveyed. 45% of all respondents voted for Option 1 (Navy "Bristol") and the Communications and Community Relations Committee voted to bring Option 1 to the Board for a vote. Once approved, the new logo and color scheme will be used across the district beginning July 1, 2022.

On a motion by John Sklenka and a second by Kristen Gianonio, the Board of Education unanimously voted to approve logo Option #1 as the new logo for the Bristol Public Schools effective July 1, 2022.

Special Services Leadership Team Report

Dr. Kimberly Culkin presented the monthly Special Services Leadership Team Report. Dr. Culkin acknowledged that today, April 6th is National Paraeducator Appreciation Day and thanked the Bristol Public School para educators for all that they do for our students and our community. Dr. Culkin provided the commissioners with the monthly Special Services enrollment data. As of March 1, 2022, 1,694 of 8,089 Bristol students are identified as students requiring Special Education programming. This enrollment reflects 20.94% of the total BPS student population. During the month of February, three (3) of the 31 newly registered students were identified as students with special needs at the time of registration. During the month of February, no students newly enrolled in Bristol Public Schools were receiving their programs and services through an out-of-district special education school program at the time of enrollment. As of March 1, 2022, 122 of our 1,694 identified students require out-of-district

Special Services Leadership Team Report – cont’d

placements at special education school programs and 71 students require special education programming services at other public out-of-district schools such as magnet schools. These numbers reflect one (1) additional private out-of-district program placement and no change in a public school placement as compared to overall out-of-district placements the previous month. Dr. Culkin shared we will soon have our flagship sensory room completed at Ivy Drive School. This room was made possible by the use of ESSER funding and in partnership with Kulture City. Kulture City is a nonprofit organization based out of Birmingham, Alabama that is committed to spreading awareness for Sensory Sensitivity for those with Autism, Dementia, PTSD, or other like conditions. Its mission is to create a world where all individuals regardless of their disabilities/sensory needs can be accepted and included. The Kulture City organization is known to us thanks to a connection through Brian Burke, our Communications Director. Brian has helped to coordinate the start of a partnership aimed at bringing to life sensory rooms in multiple locations across BPS. Commissioners were provided pictures of the room in process. For those who are not familiar with what a sensory room is, a sensory room is a space designed to help an individual with sensory issues learn to regulate their brain’s negative reactions to external stimuli by developing coping skills for these experiences. In some cases, it may be a whole room, or it can simply be a space set aside in a corner of a larger room. Sensory spaces typically built by Kulture City are mostly found at large venues such as stadiums, zoos, aquariums, and nature centers, across the country and around the globe. The sensory room at Ivy Drive is the optimal size space according to our Kulture City partners. Bristol Public Schools will be the first in a public school setting in New England and outside of Alabama.

Commissioner Tagariello inquired about who would replace items if they were to break. Dr. Culkin will look further into replacements.

CURRICULUM REVISION

Middle School Theater (Grades 6-8) (Second Reading)

Dr. Samantha Sarli presented the Middle School Theater (Grades 6-8) Curriculum. This is the middle school concentration and exploratory curriculum. Concentration students meet every other day for 80 minutes all year long, exploratory students will engage in theater once every four days, for 40 minutes, for a full semester (equivalent to approximately 24 classes). There are 9 units of study in 6th and 7th grade, and 8 units of study for 8th grade for the concentration curriculum. The exploratory curriculum takes 2 units from each grade level to round out the exploratory theater pathway.

Theater (Grades 6) Curriculum Revision

On a motion by Todd Sturgeon and a second by Kristen Giantonio, the Board of Education unanimously voted to approve Grade 6 Theater Curriculum.

Theater (Grades 7) Curriculum Revision

On a motion by Todd Sturgeon and a second by John Sklenka, the Board of Education unanimously voted to approve Grade 7 Theater Curriculum.

Theater (Grades 8) Curriculum Revision

On a motion by Todd Sturgeon and a second by Kristen Giantonio, the Board of Education unanimously voted to approve Grade 8 Theater Curriculum.

POLICY REVISION

Policy 6146 - Graduation Requirements

Dr. Dieter presented Policy 6146 - Graduation Requirements. The proposed revisions ensure alignment with Connecticut State Department of Education requirements for the class of 2023 and clarify world language credit regarding seal of biliteracy.

Policy 6146 - Graduation Requirements – cont’d

On a motion by Kristen Giantonio and a second by Todd Sturgeon, the Board of Education unanimously voted to approve Policy 6146 - Graduation Requirements.

NEW BUSINESS

No New Business to come before the Board.

BUILDING REPORTS

MBIAMS Update

Dr. Dieter provided the Memorial Boulevard Intradistrict Arts Magnet School Update. The project continues toward completion. The turnover date continues to be June 1. As a reminder, the turnover marks the date in which our Bristol Public Schools employees will have access to spaces for training on the various facilities and systems and general operations, this is not the date that we will occupy the building with our students. Dr. Dieter had the pleasure of giving a tour to 20 future BAIMS teachers. This was the first occasion this group has been in the space together as a cohort. The excitement and energy will certainly fuel our success through the next few months as the tasks of outfitting classrooms, operationalizing program-specific procedures, and ultimately welcoming students and families becomes a reality. Dr. Dieter offered a special thanks to our Office of Teaching and Learning Supervisors and Director as well as our Bristol Public Schools Tech department and other teacher leaders that provided feedback regarding our FF&E lists. This was an enormous undertaking and it was organized by Tara Landon and Mr. Callahan. The final FF&E procurement process is now underway with your motion this evening, and we look forward to transitioning into that process and our close collaboration with Roger Rousseau at City Hall to make the program a reality for September. Pictures were cycling through for Commissioners to see. Dr. Dieter offered to give a tour to any Board Members that would like to see the building.

Northeast Middle School Project

Mr. Callahan gave a report regarding the Northeast Middle School Project. As you know we have hired QA&M and D’Amato Downes to help us with this project. We are meeting with the State tomorrow to review where we have been and where we are going in terms of this project. That means we are going to be reviewing the facilities plans, we are going to be reviewing the demographic studies, we are going to talk about how we have done our due diligence on the existing condition documentation and now we are bringing forward this project, which is the second piece. As the Boulevard fades, we will move into this project. Tomorrow we have a chance to meet with everybody to explain what it's going to be so that we can get into the pipeline for June 30th. We will be submitting paperwork which is a schematic design and Ed Spec for this project. Local approvals will be on the 16th, it would be the joint CIP Approval of the \$75.4. Local approvals of the schematic plans, Ed Specs, and estimates by the Board of Education, City Council, and Building Committee will be from May 17th to June 14th and we will be submitting the O49, the document for getting your grant on June 20, 2022.

Commissioner Carlson shared that he recently toured Northeast Middle School and he can see why we need a new school.

Edgewood Roof Project

Mr. Callahan gave a report regarding the Edgewood Roof Project. This is moving along well. We just spent time at Friar Architects. We have our schematic design, we have a layout. Currently, we are at 1.3 million and we are hoping that the budget holds the day as they are going through the estimating right now. We anticipate with a lot of these projects that numbers are going to be kind of interesting. Also getting projects done on time and materials delivered on time has been a struggle lately and Mr. Callahan thinks it is going to continue to be our struggle so we will keep the Board posted on anything that goes on with these schools.

BCHS & BEHS Culinary Arts Lab Project

Mr. Callahan gave a report on the BCHS & BEHS Culinary Arts Lab Project. DRA has been hired for the BCHS & BEHS culinary arts project. We have \$500,000 set aside for Eastern and \$470,000 set aside for Central and they are working on plans. They did pick up some existing condition documents. We had a long arduous contract signing we just got that cleared. We are going to be meeting with them to get this project going.

ESSER/ARF Funds

Mr. Callahan gave a report on the ESSER/ARF Funds that he is working on. We have set up an ESSER/ARF committee. We have 6.9 million set aside for Chippens and 1.6 million set aside for Hubbell. We will hold our first meeting tomorrow night (4/7/22) and will be starting with the RFP process for engineering for those services so we will be going out to get the RFP, working with Roger Rousseau, and then we will be interviewing and hiring engineers to do these projects.

Liaison Reports

Commissioner Carlson gave a report from Northeast Middle School. NEMS and AVID ran a drive to collect supplies for Ukraine, they raised three (3) carloads of supplies. Bob Maxon from NBC-30 came to visit the Green Team as they were getting ready for their winter unit, he shared his experiences growing up in Upstate New York.

Information

Commissioner Vibert shared information with the Board. There is a Facebook Mountain View Community page. There are Mountain View school members, but it also has residents from the area. The group got together a few weeks ago and decided they are going to start doing cleanups. They spent several hours and they cleaned up seven (7) huge garbage bags of trash on the Mountain View grounds. They plan on going back because Mountain View has a very large backyard. Commissioner Vibert thanked the group on behalf of the Board. She is reporting this because it is a great organization and through her, they are putting out a call to other Facebook community groups to plan similar activities in their area; let's get all of our school grounds cleaned up.

ADJOURNMENT

With no other business to come before the board, the Board of Education meeting was adjourned. (9:14 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
April 20, 2022 – Special Meeting Minutes

A Special Meeting of the Bristol Board of Education was held on Wednesday, April 20, 2022, at 6:00 p.m. at the Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Commissioner Carlson, Jennifer Dube, Kristen Giantonio (virtual), Dante Tagariello, Shelby Pons, John Sklenka, Karen Vibert, and Christopher Wilson (virtual);

ALSO PRESENT: Jill Browne, Dr. Catherine Carbone, Dr. Michael Dietter, and Dr. Galloway, Carly Fortin (virtual), Brian Burke (virtual), Kristi Riccardone (virtual), and Jeremy Gervais (virtual)

1. CALL TO ORDER and PLEDGE OF ALLEGIANCE

Chair Dube called the meeting to order at 6:05 p.m. and apologized for the delayed start, as we were having technical difficulties. Chair Dube asked attendees to stand for the Pledge of Allegiance.

2. Discussion Concerning the Appointment of a Director of Finance

Commissioners were provided a copy of Lynn Boisvert's resume at their seats. Commissioner Tagariello, Chair of the Finance Committee spoke briefly regarding the interview process and shared the members of the interview team. Commissioner Sklenka, Chair of the Personnel Committee shared Mrs. Boisvert's work experience with the Board.

3. Possible Action Concerning the Appointment of a Director of Finance*

Chair Dube called for a motion to appoint Lynn Boisvert as the Director of Finance.

On a motion by Dante Tagariello and second, by John Sklenka, the Board of Education unanimously approved the Appointment of Lynn Boisvert as the Director of Finance with an effective date to be determined.

Mrs. Boisvert was present in the audience and stood to address the Board briefly.

4. Adjournment

There being no other business to come before the Board. Chair Dube adjourned the meeting (6:11 p.m.).

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

Nathaniel Austin ~~(Mathley)~~

EDUCATION

University of Connecticut, Storrs, CT
Master of Arts, Curriculum and Instruction

Expected Graduation Date May 2022

Study Abroad, London, United Kingdom

Spring, 2022

University of Connecticut, Storrs, CT
2021

May 10,

Bachelor of Science, Education
Bachelor of Arts, History
Minor: Political Science

CLASSROOM EXPERIENCE

Queen Elizabeth's School, Internship, Barnet, England, UK

January 11, 2022 - Present

- Constructing curricular materials to increase diversity and inclusion in UK classrooms
- Facilitating sessions on applying to American universities for prospective UK applicants
- Co-teaching classes in Philosophy, Religion, and Society; History; and Higher Project Qualification courses

Mansfield Middle School, Internship, Mansfield, CT

August 30, 2021 - December 8, 2021

- Collaborated with other education professionals to enhance the equity in the Mansfield Middle enrichment program
- Assisted in development of inquiry-based curriculum to engage enrichment students
- Cotaught current events curricula for 8th grade students based in project-based learning
- Collaborated on the Witness Stone Program with regional educators

Glastonbury High School, Long-Term Social Studies Substitute, Glastonbury, CT May 3, 2021 - June 10, 2021

- Taught two classes of 11th grade United States History, one class of 12th grade Themes of US History, and two classes of 10th grade Modern World History as the full-time educator
- Created innovative curriculum to engage students in-person and online during the COVID-19 pandemic
- Co-crafted a week-long project that engaged students in historical work through a creative presentation
- Utilized technology to balance the quality of education of both e-learners and in-person students

Smith Middle School, Student Teaching Practicum, Glastonbury, CT

January 25, 2021 - April 30, 2021

- Taught five 8th grade United States History classes as the full-time educator
- Assisted in creating online curriculum due to the COVID-19 Pandemic
- Taught virtually from January to April, 2021 becoming well versed in various online systems
- Engaged students in collaborative learning after returning in-person
- Planned and executed a three-week unit on enslavement in the United States
- Participated in multiple 504/IEP meetings as the educator giving feedback

Smith Middle School, Clinical Practicum, Glastonbury, CT

September 11, 2020 - December 11, 2020

- Observed five classes of 8th grade United States History
- Taught one lesson a week on a variety of topics within US colonial history
- Adapted curriculum to a Zoom teaching format
- Experimented with online educational tools as a part of pivoting towards fully online lesson planning

Mansfield Middle School, Clinical Practicum, Mansfield, CT

January 22, 2020 - May 8, 2020

- Observed two world history classes in order to gain more exposure to teaching and classroom management; specifically dealing with seventh graders
- Assisted in creating online curriculum due to the COVID-19 Pandemic
- Assisted students with group projects in social studies and History Day

Debra Bouldin

Elementary Teacher

Engaging and structured elementary teacher with an extensive track record of building meaningful relationships with students to help them achieve their best.

Experience

August 2013 - Current

Grade 3 - Sanchez Elementary School, Hartford, CT

Consistently improved and met student growth goals each year. Implements and leads Expeditionary Learning Curriculum. Designs Small Group Differentiated instruction based on data. Utilizes Foundations curriculum and Eureka Math Curriculum. Implements Student Led Conferences to present to families. TEAM Mentor. Equity and Innovation Grant Decision Making Committee, 2022. District Level Professional Development Leader in ELA and Math. Summer Curriculum Institute Created Language Arts Grades 3-5. Member School Governance Council. Math Family Night Committee- Field Trip Coordinator for Grade 3.

August 2011- June 2013

Grade 5, 3, 2 – MLK Jr. Elementary School, Hartford, CT

Developed and implemented daily lesson plans in all curricular areas. Instructed students in differentiated small group lessons. Utilized and taught Pearson & Eureka Math Program.

March 2011 – June 2011

Grade K-2 Math Tutor – North Street School, Windsor Locks

Researched and created remediation math program. Created assessments. Identified students for concentrated math instruction. Implemented instructional supports for individuals and small groups.

August 2010 – Feb 2011

Long-Term Substitute Teacher, Windsor Locks, CT

Developed and implemented daily lesson plans in all curricular areas. Instructed Using Lucy Calkins Reading and Writing Workshop curriculum. Utilized and taught Everyday Math Curriculum. Differentiated instruction for all levels including special education. Created and organized strategy groups for language arts and math using M.A.P. data.

Education

University of Hartford:

**Master of Science, Elementary Education
(4.0 G.P.A.) Spring 2010**

University of Connecticut:

**Bachelor of Science, Business and
Marketing**

Certification

CT Teaching Certificate # C072021000801
Professional Educator

Skills and Awards

2021 Hartford Public School
Teacher of the Year Finalist

- Sanchez Elementary
Teacher of the Year 2021
- Organization
- Data Analysis
- Google Classroom
- Classroom Management
- Smart Notebook
- LETRS Trained – Phonics

Contact

Marianne Sullivan

EDUCATION

Sixth Year: Educational
Administration & Supervision-
2012-2014
University of Bridgeport

Continuing Education: 2005-2006
University of New England

Master of Science: Elementary
Education- 2002-2003
University of Bridgeport

Bachelor of Science: Management-
1988-1992 Post University

CERTIFICATION

092-Intermediate Administrator
Certificate-Provisional

013-Elementary Education-
Professional

TRAINING

Google Certified Level 1

State of CT TEVAL Process

Teacher Education and Mentoring
Program (TEAM)

Hill for Literacy -CK3LI Monthly
Trainings/Meetings

Positive Behavioral Interventions
& Supports (PBIS)

Scientific Research Based
Interventions (SRBI)

OBJECTIVE

To obtain an assistant principal position.

LEADERSHIP EXPERIENCE

VICE-PRINCIPAL/LITERACY FACILITATOR -
REGAN ELEMENTARY SCHOOL
Waterbury, CT ▪ August 2021- present

VICE-PRINCIPAL/TITLE 1 LITERACY -
WASHINGTON ELEMENTARY SCHOOL
Waterbury, CT ▪ August 2016- June 2021

- assume the duties/responsibilities of Principal when absent
- administrator of PBIS & School Safety Team
- supervise lunch and assemblies
- supervise arrival, dismissal procedures
- input and manage referral data
- facilitate Common Planning Time (CPT) & Instructional Data Team (IDT) meetings
- create school schedules
- monitor student behavior and implement Waterbury Public Schools Discipline Code
- evaluate safety procedures to ensure safety and security
- guide new teachers through developing individualized growth plans, uniquely based on their own needs as educators
- implement CK3LI-The Connecticut K-3 Reading Initiative
- conduct training on best research-based literacy practices

ADMINISTRATOR OF SUMMER SCHOOL- ROTELLA
INTER-DISTRICT MAGNET SCHOOL
Waterbury, CT ▪ January 2014- July 2014

- develop summer school curriculum
- scheduled/planned meetings
- enrolled students in classes
- organized bussing & ordered supplies
- administered surveys/compiled data

To Whom it May Concern,

I would like to be a TEAM mentor because I have had the opportunity of learning from a wide range of people, across many disciplines who have shared their experiences and insights with me so I could become a better person, teacher, athlete and family member. I feel that as a TEAM mentor I could be the one to impart my twenty years of teaching experience to someone else. A beginning teacher can learn how to engage students and have a positive classroom environment where students feel comfortable both socially and academically by learning from my experiences and/or observing my lessons. Planning and implementing instructional content is a crucial part of the development of a teacher and I can provide the appropriate guidance in this area as well.

I am qualified to be a TEAM mentor because two of my strengths are communication and collaboration. These two attributes are key for any partnership to work where progress is the desired outcome. I am a firm believer that if communication is open and honest, progress is sure to follow. Collaboration goes hand in hand with communication in my view. Collaboration is a give and take where all parties are valued and heard from and is also a definite hallmark of progress.

I was a grade 5 teacher at South Side School for seventeen years and I am now in my third year teaching science at CHMS. Over the years I have served in many capacities in the school community. Some of these positions include: technology leader, webmaster, science leader, invention convention coordinator, after school and homebound tutor, summer enrichment teacher, reading intervention summer school teacher, school newspaper advisor and after school athletic program teacher. All of these positions gave me a variety of experiences that I will be able to share with a beginning teacher.

Thank you,
Craig Bernier

To whom it may concern,

My name is Logan Bourke and I have worked as a math teacher at Eastern high school for ten years. There I teach Algebra 2 co-taught, Pre-Calculus, and Statistics to Junior and Senior students. In past years, I have also taught Algebra 1 and Geometry. I wish to be trained as a mentor because education has given me so much that I feel as though it is time for me to give back by assisting others who wish to benefit as I have as they join the profession. I believe that I have a unique perspective on mathematics education, one that I feel is worth sharing with new educators and that I wish to see implemented in more classrooms. I also possess several strengths that I feel will make me a strong candidate for mentorship. I am very reflective of my own practice, participate in non-mandated professional activities, am able to work cooperatively as a team member to aid the growth of students, and have worked to improve the induction of student teachers in the past.

When I say that education has given me so much, I don't believe that I can ever truly comprehend myself how much it actually has given me. My mother was the first in my family to attend college and made sure to reinforce the importance of working hard in school. I followed her directions blindly and can only now see all the benefits that doing has led to as I look back on my journey to where I am. In Mrs. V's poetry class, I learned to love reading. In Mr. W's Calculus class, I learned that I could persevere through any challenge if I worked hard enough. During tennis practice, I learned the importance of exercise and corrected many unhealthy habits that I had begun to fall into. At the first college I attended, I learned that I wanted to be a teacher and at CCSU, I met my wife. Now, within my role as a teacher, I feel it is important to help others benefit from their education. I try my best to incorporate assignments that address multiple modalities, so that the artists can express themselves. I work to create rigorous lessons, so that even the highest achieving students are challenged. I coach tennis, running it as a no-cut program that accepts all willing participants. Last, but not least, I encourage each of my students to continue their education well after graduation because you truly do not know how far it can take you. I wish to be trained as a mentor so that they can do even more to help other individuals benefit from a system that has given me so much.

Every now and then a current student of mine will ask why I became a math teacher and it always seems to surprise them when I say that I hated math growing up. Math class was always boring. I absentmindedly copied down any notes that were being written on the chalkboard and when my teacher asked if anyone had any questions, I was always too afraid to seek assistance by speaking up. After school, I would stare blankly at my homework, unable to make sense of my notes, feeling helpless with no person or resource that I could turn to for help. I wanted to do well each year and I tried really hard, but more often than not, I just couldn't retain what was being covered in math class.

That was at least, until I took Calculus during my senior year of high school. Despite being the most challenging math course I had taken up to that point, Calculus did something that no other math course had ever done. It challenged me to use what we had learned to solve real world problems. Solving one problem gave me a framework that I could apply to another problem and soon a wealth of understanding developed. Suddenly, retention was less difficult. I began to seek out additional challenges, and math eventually became my favorite subject. As a teacher, I believe that my past experiences have given me a unique perspective on mathematics education that I now try to utilize working as a mathematics teacher. Each day, I work very hard to help my students connect what we are learning in class to the real world. For example, my Algebra 1 class will be asked to determine how long it will take for them to earn enough money to buy a car, my Geometry students will approximate how tall they would be if they suddenly turned into the Hulk, and my Statistics students design and play unfair games, similar to that which casino's use to guarantee that they make a profit. By giving my students several opportunities throughout the year to make such connections, I believe they engage with each lesson more productively, retain the material more effectively, and are more willing to seek assistance if and when they need it. They may also, at least a teacher can hope, derive some enjoyment every now and then. It isn't always easy, but it almost always seems as though it is time well spent because I've seen time and time again that if the students can see themselves in their work, they can persevere and succeed through any challenge. I believe this mindset is my greatest strength as a math teacher. As a mentor I would work to assist a beginning teacher see how to help their students make these connections so that more students can benefit from that which helped me most in my own mathematics education. .

While my past experiences have shaped my perspective and how I approach each lesson, I believe I also possess certain additional qualities that are needed to be a mentor. In particular, I believe that I have an affinity for self-reflection. After each lesson, I make notes about how the lesson went and how it could be changed in the future. Then during the following year, I look back on my notes and make any adjustments I believe would best meet the needs of that year's students. It is rare that I give the exact same lesson in two consecutive years as I believe improvement can always be made.

Additionally, I actively seek out professional development opportunities to address weaknesses that I have identified in my own pedagogy. I, for example, signed up to join our districts Dine and Discuss on Grading for Equity, by Joe Feldmen. After receiving the text last year, I read it over the summer and immediately implemented a more equitable grading methodology in my own classroom. Now, my students are no longer given homework, their mastery of each unit standard is assessed on a five point scale, and they are given multiple opportunities throughout each unit to demonstrate mastery of each standard. When informally surveyed throughout the past year, students are very

pleased with how they are assessed, feel it is fair, and feel as though it encourages them to work towards mastery rather than merely check off a to-do item by submitting an assignment. The feedback from parents has been positive as well. It has taken some time for them to understand that each grade represents mastery of a standard, but once they do, they feel empowered to connect their child's grade to a particular missing assignment in Google Classroom and are satisfied when mastery is achieved. This summer I have also applied to a professional development session run through the University of New Haven to better prepare myself to teach a new course that we will be offering next year and I have applied to begin my sixth-year certificate at UCONN to learn more about technology within the classroom.

Within my classroom, the math department, the school, and our district itself, I have managed to work cooperatively within several teams to assist in the development of students. I have been fortunate to work with two very strong coteachers and value the time I spend working alongside them. Thomas Montague, in particular, just plain makes me a better math teacher. During class, he teaches alongside me and we play off one another in front of the students. I will show them one way to solve a problem and he will show them "a better way". He will make a mistake on purpose and I will ask if any student can "help him out". Activities such as these challenge the students to analyze multiple methods and critique the rationale of others. Before each class, I will propose an approach to the next topic and he will either agree wholeheartedly or challenge my decision and work with me to find an approach that works for all the diverse needs of our students. Outside of the classroom, I work collaboratively with two colleagues as advisors in our school's Lancer Nation group. As advisors, we work to train juniors and seniors as mentors to underclassmen. These students go into freshmen and sophomore advisory homerooms to facilitate activities and offer advice. The results seem to speak for themselves as a majority of our current mentors were once underclassmen who had a Lancer Nation mentor of their own at some point. Although it has taken me some time to connect so well with a colleague such as Tom and to see the results of our Lancer Nation efforts, I am confident that I can develop a working relationship that encourages productive collaboration with a beginning teacher.

Last but not least of my qualities that I believe are necessary to be a mentor, is my commitment to improve teacher induction processes. On two occasions I have been asked to work with students preparing to enter the teaching profession. I completed much of my initial observation time at New Britain High School. Prior to beginning my own student teaching experience, I was asked to speak in front of a class of CCSU students preparing to begin their observations. My cooperating teacher expressed that I had been the only observer of hers to ask to take a more active role within the class and help students alongside her. She wanted to encourage such behavior in future groups and put

my name forward to the CCSU professor running that semester's observations. After completion of my own student teaching experience, I was then asked to speak in front of a newer cohort and to serve as a mentor making myself available to their questions and concerns. I was asked by the head of the math department, Dr. Robyn Kalder, to share anecdotes of my first few months working as a teacher at Pulaski Middle School in New Britain. I found both experience very rewarding and hope that I can continue to provide additional insight to these beginning teachers.

After ten years of what I consider to be a successful teaching career, I believe I am prepared to take on additional challenges and to share all that I have learned. As the adage goes, you don't really understand something well unless you can teach it. As a mentor I hope to both reflect on my own teaching practice, as well as, help a future colleague find their own voice within the classroom. I wish to be trained as a mentor so that I can share what I have learned about engaging students within real-world learning situations. I believe I have several qualities that would make me a successful mentor and feel confident that this training will help provide me with the relevant knowledge that I need to succeed. Thank you for your consideration and I look forward to hearing from you soon.

Sincerely,
Logan Bourke
loganbourke@bristol12.org
Math Teacher
Bristol Eastern High School



BRISTOL EASTERN HIGH SCHOOL

632 KING STREET
BRISTOL, CONNECTICUT 06010
TELEPHONE: (860) 584-7876 FAX: (860) 584-4886

Mr. Michael Higgins

Principal

Mr. Jeremy Gervais

Assistant Principal

Mrs. Melanie Vetrano

Assistant Principal

March 21, 2022

To the TEAM Coordinating Committee:

My name is Rebecca McElwee and I currently teach English at Bristol Eastern High School. While I have taught various electives and levels in my eighteen years at BEHS, I currently instruct Accelerated English 3 and AP Language and Composition students. I write to you today because I wish to be trained as a TEAM mentor and cooperating teacher so that I can support the next generation of aspiring teachers.

Approximately nine years ago, I received TEAM training, which enabled me to mentor two student-teachers, one of whom was hired by the district and is currently teaching at Bristol Eastern. Unfortunately, I did not attend refresher training because my teaching assignment was not conducive to hosting a student teacher. I regret not maintaining my certification as a TEAM mentor, however, as I believe I can offer burgeoning educators the support they need to progress in the profession.

Any mentee would benefit from my nearly two decades worth of experience, as well as from my hard-working example. My professional evaluations have never earned below proficient (in some years I have even earned exemplary ratings) and I have been invited to share instructional practices during professional development sessions at various points in my career. Furthermore, I have garnered a reputation for being meticulous in my practice because I regularly self-assess and improve upon my instruction, never teaching the same novel in the same way two years in a row. These habits have prompted me to volunteer for curriculum revision work with the Office of Teaching and Learning on numerous occasions, both in the past when Connecticut adopted Common Core and in the present as we are undergoing a paradigm shift in the humanities. Therefore, I would be able to facilitate reflective practices for any teacher or student-teacher placed under my guidance. My work on committees preparing professional development for teachers this past summer coupled with my current work with the school's culture and climate team would also inform my work with any mentee, allowing me to lead new teachers to consider not only the way they deliver the curriculum but the way they promote social emotional learning.

Overall, I feel that my previous experience as cooperating teacher, my professional reputation, and my participation in various district endeavors qualify me for TEAM training. Please accept my application and allow me to give back to the teaching profession.

Sincerely,
Rebecca McElwee

3/23/22

Lance Pepper
Bristol Central
Grade 11 Health

Team Mentor Committee,

Ever since I was first employed by the Bristol Public School System I have had nothing but positive interactions with the multiple schools across the district I have been a part of. I had the honor of working with my TEAM Mentor Sara Hale during the first few years of my teaching career. This mentorship laid the foundation for the teacher I am today. I was able to meet with Sara regularly in order to ensure I was implementing the best practices for the students I was working with. I have always wanted to give back to those new teachers and have the opportunity to mentor them through TEAM and the student teaching process. Over the course of my six years of teaching in Bristol, I have had the opportunity to collaborate with many teachers across the district and various disciplines. These opportunities have allowed me to grow as a professional and my goal would be to pass those practices down to the individuals I would be mentoring.

In addition to being able to provide future teachers with the best practices and knowledge to become a great educator, I would also like to help mold the new teachers in the district. Over the past few years there have been several new hires in the PE/Health department that I have already helped mentor. I have a passion for helping other teachers develop themselves and introduce new ways of teaching to these new educators. The training will allow me to advance my mentoring skills in order to ensure our teachers have the best training possible to become successful educators in the Bristol Public School System.

Over the course of my time in Bristol, I have had the opportunity to be a member of multiple committees. I was a part of the Greene-Hills Climate and Culture, School Safety, School Leadership Team along with implementing several new initiatives regarding behavior and career readiness. One thing I was able to implement was a Career Day for all middle school students. The career day was run with students taking the lead for various aspects of the day. While mentoring the students in how to run a large scale event the students gained valuable experience in implementing a school wide goal. One transferable skill from that event that can be applied to mentoring a student teacher or new teacher is the ability to guide and not do. I will be able to suggest various ideas in order to help develop the teacher. The purpose of a mentor is to guide the individual to become the best they can be, not just dictate and I will be able to do that with the mentee I would be paired with.

If I am given the opportunity to become a TEAM mentor, I will dedicate myself to enhancing teachers in not just our field of education but especially in Bristol Public Schools. My involvement with both in school committees, the community and athletics across the district will allow me to help guide the new teachers to be the best they can be. A mentorship is not just over when the requirements are met but should last a lifetime. Educators are always looking for ways to become better at their craft and I would be honored to be a part of student teachers and newly hired teachers in their professional development.

Thank you for your consideration,
Lance Pepper

Lindsay Gagnon
Ellen P. Hubbell School
Grade 3

March 19, 2022

To Whom It May Concern,

I am very interested in participating in TEAM Mentor/Cooperating Teacher training. Currently, I teach third grade at Ellen P. Hubbell School, but I also have 3 years of experience teaching 5th grade at EPH. After graduating from college, I began my teaching career as a long term substitute in a Kindergarten classroom in Waterbury, CT as well as in a 4th grade classroom in Burlington, CT. I knew that I enjoyed teaching from a young age but when working with these elementary aged students felt more like a privilege rather than a chore, I truly knew I chose the perfect career path for myself. I was then hired as a new 5th grade teacher at Hubbell School for the 2018-2019 school year and I have been working for Bristol Public School ever since. At the beginning of my career in BPS, I proceeded to enter the Reading and Language Arts Master's program at Central Connecticut State University and earned my degree as a Reading Specialist in December of 2021. Through my years of teaching so far, I have had amazing mentors who taught me the skills that are not taught in undergraduate or graduate school programs, but are learned through experience. These skills include classroom management, time management, and communication skills with parents, staff and administrators. I would love to be able to share my knowledge gained through these experiences and guide a new teacher in a positive way. I have a repertoire of instructional practices including technology, classroom management, and collaborative skills that will prepare a new teacher for success.

Over the past 5 years of working in a classroom setting, I feel that I have many skills and strategies that a new teacher could benefit from. I have excellent classroom management skills and have learned to build relationships with all of my students. The students in my classroom feel comfortable, cared for, and safe due to the connections I've built and my instruction on SEL strategies. By working so hard to build relationships with these children, I am able to help them reach their full academic potential. I am well-versed in motivating reluctant learners and have consistently moved students from below grade level to grade level expectations. I am also very dedicated to this profession. I am one of the first staff members to arrive in the morning and one of the last to leave. During the time before and after school, my team and I collaborate, analyze data and plan for our scholars' success. We spend countless hours looking at student performance and brainstorming ways to help all students reach grade level expectations. By having the opportunity to be part of our team, a student teacher will learn how to plan, analyze student performance, and learn from our discourse. Another strength of mine is technology. I have used new and innovative technology platforms and incorporated them into my instruction for student success such as integrating the use of PearDeck to reinforce Foundations strategies during WINN. Having worked in schools with great financial need, I am creative in finding ways to fund projects and initiatives that benefit scholars. I have received a grant from The Bristol Education Foundation as well as grants from The Carmine and Frank Mangini Foundation. I am active in the PTA and volunteer for various school-sponsored events throughout the school year. I also serve on Hubbell School's Climate Committee and the District CIIC Committee and provide professional learning to my colleagues based off of my work in these committees. As a teacher, I am continuously looking for ways to continue my learning. I have attended professional development conferences of my choosing and have worked to become a teacher who is consistently reflecting on and learning about new, research-based practices.

In closing, I hope you will consider me for the position of a Team Mentor and Cooperating Teacher. I am passionate about teaching, learning, and am hardworking. I have excellent classroom management, time management and communication skills. I truly believe that all of my experience and work within my school and district would positively impact the career of a new teacher.

Sincerely,

Lindsay Gagnon



BRISTOL EASTERN HIGH SCHOOL

632 KING STREET
BRISTOL, CONNECTICUT 06010
TELEPHONE: (860) 584-7876 FAX: (860) 584-4886

Vetrano

Mr. Michael Higgins

Principal

Mr. Jeremy Gervais

Assistant Principal

Mrs. Melanie

Assistant Principal

March 20, 2022

Carly Fortin
Director of Office of Teaching and Learning
Bristol Board of Education
129 Church Street
Bristol, CT 06010

Dear Mrs. Fortin,

Please consider my application for mentorship in the TEAM program. My path to becoming a teacher was full of inspiration in the form of mentors who each offered me a unique and invaluable facet of what a teacher could be. Life is cyclical and serendipitous. The times in my life when I have needed a role model most, I have benefitted by that being delivered and it is these mentors who have formed the pedagogy I have adopted in my practice and who I am as an educator.

The most integral part of becoming a teacher is the student teaching experience. I have heard horror stories of mentors not being invested in the process and offering no feedback. Fortunately for me, my mentor teacher and TEAM mentor quite literally prepared me for the classroom and shaped me into who I am. Most importantly, I walked away from my experience understanding that I am a lifelong learner, a student myself. The best gift they gave me was helping me recognize my strengths during a time when I was critical of myself. To lean on my fellow teachers and to build each other up; being a part of professionals who understand that our development is interdependent on each other; that we teach each other and we learn ourselves.

Learning to question ourselves as teachers, to take the step from receiving feedback and use that for personal reflection and growth, and transition into learning to question yourself is invaluable. This gift is a rarity and I received this from my first administrator as a new teacher. The thoughtful tools I was given to grow, forced me to want to be better. It furthered an intrinsic drive within myself to always be more efficient, prepared, and responsive in my planning, instruction, assessment, and relationships with colleagues and students alike. Her wisdom was a reflection of all that I aspired to learn and created a hunger to strive to ask myself hard questions, research to find innovative answers, and challenge myself to discover new ways to become an integral part of my district.

Having life come full circle has provided me with a new perspective and the desire to give back to future generations, the same gifts that I have so generously been bestowed by those who walked this path before me. In graduate school I spent my practicum observation hours in the classroom of my former teacher. During

“BE Safe, BE Responsible, BE Respectful, BE Kind”

her first year of teaching here in Bristol she gave me the gift of authenticity and connection. Her classroom was the epitome of a positive inclusive climate. Even as a nervous 24 year old rookie she was herself, and accepted us for ourselves and made us feel valued. Fast forward 15 years, and observed her not as my teacher but an educator. Unsure of how I could replicate her craft, she responded, “You won’t. You will be you. And you will follow your heart. And you will love them. And they will know.” And so I did. Just this week, after almost 10 years, my favorite teacher became a substitute in MY classroom. Meeting her yet again, as a peer, I knew that she had given me yet another gift. Without her, and those like her that inspired me, I would not be committed to bettering my craft. Where one circle had opened so long ago, it had come full circle.

I want to become a mentor to pass these gifts on to future generations of teachers. While I may not be the teachers they were and our journeys may not look the same, I know that I too can offer incoming teachers the opportunity to develop their own pedagogy in meaningful ways. As an 8 year veteran in Bristol, I have taught grades 9-12 in both academic and accelerated classes. Being a member of the At Promise Team for students who have historically struggled academically and behaviorally gave me new insight into teaching and relationships with students, that I greatly miss since teams no longer exist. I have successfully collaborated with 4 special education teachers in co taught classrooms, and was asked to serve as a model pairing in one of those groupings as well as lead a professional development with said special education teacher on differentiation. Through these years I have served on several committees including PBIS, SBDI, and climate and culture. For a period I volunteered on the district’s CIIC committee. I was asked by Human resources to assist in administrative interviews for BAIMS. Most recently I jumped at the opportunity to be a part of the first ARCTEL TESOL cohort to gain dual certification for ELL and will have a sheltered EL English class next year. In addition to my professional learning, I’ve brought my students on field trips to NYC and organized a fieldtrip for Juniors to attend a cultural exhibition at the Wadsworth Atheneum, free of charge. Just this year I became a co-advisor for the Class of 2025. All of these experiences can be viewed as what I contribute to the school and district, but in reality they are what shape me.

As a teacher or mentor applicant, I am no better than those before or after me, but what I can offer future educators is to pass down the gifts I have been given. I can offer student teachers the chance to have a safe space to grow in my classroom and develop their purpose as a teacher. To me, that does not mean to teach like me or run their classroom like I do, rather to allow them access to my various roles in the building and community and time to experiment with their visions on how to implement the curriculum and aid them in reflecting on their personal strengths and weaknesses. I believe that I have a good understanding of the current state standards, teacher evaluation rubric, lesson plan structure, all of which is reflected in my own personal evaluations from four different administrators. While those things are important, so much more important to me is knowing that whomever I am paired with I can provide with a broad and diverse experience of what being a teacher is. Teaching isn’t only doing what is easy in a perfect situation with the right lesson plan, it is the exact opposite: nothing going right, your lesson falling apart, and having the foresight and flexibility to pick up the pieces in the moment and do what is right for the kids in front of you. I am certain that I won’t be the perfect cooperating teacher, but I will be my authentic self and my student teacher will learn and grow with my help and guidance.

Thank you for your consideration.

Respectfully,
Shelly Nocera

My name is Danielle Autencio, I am the Lead Teacher for the LEAD program and I teach in a classroom with 10 students from grades 1-5 in the LEAD program at Ellen P. Hubbell School. I hold my provisional educator certificate. I hold multiple certificates, I have Elementary Gen Education grade 1-6, Special Education g K-12, as well as my 092 certificate at the end of this school year. I have taken the courses and passed the test, just need to finish this school year then apply for that certificate. I have been teaching at Ellen P. Hubbell School for 5 years, all years as an EAGLE/LEAD teacher and I have had students from grades 1-5.

I am prepared to work cooperatively as a team mentor as I have learned a lot this year as a Lead teacher for the LEAD program. I have running agendas, weekly meetings where I train staff on new curriculum, procedures, IEP writing, program structures and expectations, etc. As the Lead teacher of the program I also find myself supporting new teachers and current teachers with issues that arise and giving advice and supporting them to find answers or the person to contact in situations. When I say supporting teachers I mean supporting all aspects, parent communication, parent issues, student behavior, lesson writing, classroom routines, expectations, supervision of paraprofessionals, and many other issues. I always keep an open communication and make sure to meet weekly and always have check-ins to make teachers feel comfortable and familiar with asking for support, bringing questions and concerns to me and finding answers together rather than just telling them what to do.

One thing I have learned as well is to always base instruction and decisions on student data. When I meet with teachers I typically ask them to bring data or use my own data to help support the teaching and decision making process. I like to support teachers and use distributive leadership as a mindset, making sure I am building the capacity of the staff working with me to ensure they are able to bring what they learned and become leaders themselves.

As a teacher in a self-contained program I have experience working with adult learners. I have had multiple paraprofessionals in my program. I have trained and worked with many different personalities, skill sets, and experience. I always focus on making the environment a team feeling and use distributive leadership within my own classroom. I provide constant feedback, training and support to allow the staff to feel confident and work together as adults to reach the same goal, student growth.

I have been on multiple different school and district committees such as the school leadership team, lead for the culture and climate team, BOOST program last year, the after school program this year, unified sports, Equity team, District Climate team. I also participate in non-mandated professional activities such as CREC PD's, Technology academy trainings (8 last year), IEP training through Protraxx, program collaboration between LEAD and Breakthrough with weekly meetings with the school psychologist for BreakThrough and Destinations, District Observations where I have had teachers and paras in other programs come to my classroom to observe me and my staff, middle school and preschool observations to provide feedback and facilitate smooth transitions for our LEAD students.

I love teaching. I was meant for this, I found my calling and I found my home here at Ellen P. Hubbell School. The culture, high expectations of ALL students and staff, as well as the

feeling of togetherness are all reasons why I love coming to work. After being a part of this for multiple years I made the decision to go for my 092 educational leadership and apply for the lead teacher position. This year I have seen how much I enjoy working with new teachers and paraprofessionals alike to build a love for working in schools with kids. I would love to be able to continue working with new teachers to build a strong foundation for school.s programs, and the entire Bristol Public Schools to support our scholars with the best of the best because they deserve it.

Jessica Lundquist
Bristol Central High School
9th/12th- English 1 & 4
March 21, 2022

Members of the TEAM Coordinating Committee,

As a humanities teacher, human connection drives my thought process on a daily basis. I believe that the relationships that we have with one another is vital to our progress in society. Although teachers primarily teach alone, success in the profession relies just as much as the community around each individual teacher. Without other educators to learn from, we all risk stagnation. My first year of teaching, like nearly all first-year teachers, was over whelminging. I absolutely looked forward to my Thursday meetings with my TEAM mentor. It was the best opportunity to debrief my successes and failures every week. She listened patiently, most of the time responding with quality advice, but sometimes with a laugh. I also looked forward to having the opportunity to not only identify some of my weaknesses, but think through them with someone who understands. My days teaching felt more purposeful when addressing my classroom goals in meaningful, targeted ways. Reflecting both in person and on paper allowed me to grow in my profession. I believe the best application of what I have learned about education, and will eagerly continue to learn, is in mentorship. I want to be a valuable source of human connection for someone- a piece of the larger community that encourages and guides new teachers to learn, reflect and grow.

I can offer a beginning teacher opportunities to discuss, problem solve, plan and reflect on their practice. My background in English makes me a valuable resource for helping mentees write and revise their reflections. As an interim member of Bristol Central's On-Track Team, I have developed high-quality target task assessments and was a part of meetings that tracked and analyzed data. I am committed to education and to the larger Bristol community. I feel that, as a public servant and Bristol resident, I can best give to my community through teaching. Mentoring is an extension of that. As a more recent graduate of a master's program in curriculum and instruction, I can also offer new teachers a fresh perspective on education that aligns with shifts in Bristol's curriculum. I am familiar with the newer literacy look-fors, the development of quality learning targets, and have taken part in anchor-text novel discussions and piloting. Moreover, I can offer a new teacher a positive mentality and a supportive environment to talk and learn. In mentorship, I will also be given an additional opportunity to reflect on my own practice and will continually evaluate how I can be a better teacher for our students.

The variety of mentors I have had in my life, primarily through Bristol public schools, have all helped shape the educator I am. It would be my absolute pleasure to serve the community as a TEAM mentor and usher in a new generation of Bristol teachers.

Thank you for your consideration,

Jessica Lundquist

Jessica Lundquist



**SCHOOL BOARD
PRESENTATION**

— 2022 —



SCHOOL BOARD PRESENTATION

Peru: Incan Adventure *April 6, 2023 - April 15, 2023*

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Welcome to Explorica and thank you for your interest in student travel!

As a licensed tour operator, Explorica is proud to be able to give your students the opportunity of a lifetime! When your school travels with Explorica, you'll bring your classroom lessons to life and offer your students valuable exposure to a city outside of their home town. It's an educational adventure for both you and your students.

Before we begin, here's a little more about us:

Founded in 2000, Explorica helps teachers create educational tours full of authentic, interactive learning experiences. We specialize in connecting teachers and students to new cultures, languages and people on educational tours across the globe.

We believe we can create a better world by enriching every student with a cultural experience through travel. We aim to be the product leader in educational travel, helping teachers and students discover the wonders of the world through safe and reliable tour experiences. And we do this with a passion for delighting customers and connecting travelers to the world.

Explorica's combination of exclusive online tools and personalized service enables us to create tours uniquely suited to provide both the best value and the most customized tours in the industry.

Every Explorica tour includes flights or bus transportation, accommodations, on-tour transportation, most meals and an expert, full-time Tour Director dedicated to your group. What's more, as a WorldStrides organization, we have a network of more than 45 offices around the globe. And with our veteran Program Consultants, Customer Care Representatives, and comprehensive, user-friendly website, we're always here to support you from the moment you contact us, to the minute you shout bon voyage!

Join more than one million teachers and students in experiencing the world on Explorica tours!

Happy travels!

Sincerely,

Matt Wertz
President & CEO



Hotel information

Even though you'll be far from home, your comfort won't be compromised. That's because when you travel with Explorica, you'll stay in clean, safe, attractive hotels that provide modern amenities and easy access to major attractions.

It is Explorica's policy to accommodate students in safe and clean hotels. We follow the three "C"s for our hotels – clean, comfortable and convenient. Upgraded hotels are available upon request.

The selection of our hotels is based on proximity to tour sights, comfort, quality and safety. Students are roomed in either triple or quad accommodations based on the hotel availability. Students have the option to upgrade to twin rooming for \$45 per night. Paying adults (23 or older) are roomed in twin/double accommodations and a \$45 per night double/twin rooming supplement is included in the adult total cost (\$75 per night for cruises and ferries). Adults have the option to upgrade to a single room for an additional \$40 per night.

HOTEL SAMPLE SPECIFIC TO CUZCO, PERU

Hotel Mabey Palacio Imperial

Standard Quality

Hotel Description

Mabey Palacio Imperial Cusco is located in the city of Cusco, in a quiet point of connection to various places, a few blocks from the main avenue. The hotel has a structure decorated with warm and innovative details, using the finest wood to provide a warm, one of the most important tourist centers of the country, where traditional culture, history and rich history. Mabey Cusco offers 45 rooms plus a restaurant, bar, with all services and facilities so that you make the most of during their stay in the city center of the world.

Group Leader Evaluations

"The hotel was nice and had great common spaces for hanging out. Excellent breakfast and nice rooms."



Meal information

Explorica provides breakfast and dinner daily on all tours (unless otherwise indicated on your itinerary). Explorica makes sure all travelers have the opportunity to experience local cuisine with their meals, such as a tapas dinner in Spain, crêpes in France or wiener schnitzel in Germany.

Tour director

Your tour director is responsible for organizing the overall logistics of the trip. He or she will be with you from the beginning of the tour until the end to oversee the arrangements for all transportation, meals, accommodations and sightseeing. The tour director can also provide a wealth of information and suggestions for your free time. Local guides are your resource for detailed destination information and help supplement the travel experience.

Communication on tour

Explorica provides a Tour Diary for each group that travels. We were the first company to develop the diary and have been providing this service for 10 successful years. Our online Tour Diary lets parents and friends see pictures of the group as they travel, so they know their children are safe, happy, learning and having fun. Here is an example of a posting for a group that traveled on our Galápagos Islands tour in February 2017:

“Day 2 - Hello everyone! Today was a wonderful first day! After breakfast we went to visit the highlights of Quito, museums, churches, plazas, government palace, and more. Then we had lunch in a traditional restaurant of the old town, after that we went to the equator line; there we had fun practicing some experiments and some of us got a certification as ‘egg master.’ We went back to the hotel and at night kids had dinner, and finally it was time to prepare everything to Galapagos! Tomorrow we leave early. We’re having a great time!”



Safety and security

All tour directors come highly recommended with at least five years of experience in the industry. In addition to their safety expertise, we provide 24/7 emergency support, and have a global presence with over 45 offices around the world.

Explorica also offers each traveler the option to purchase the Travel Protection Plan at \$12/day or \$18/day for the Travel Protection Plan Plus.

Explorica has a \$50 million Liability Insurance Policy (see below). We can have the school information printed on the certificate before traveling.

We are a member of USTOA: United States Tour Operators Association's \$1 Million Travelers Assistance Program. As an Active Member of USTOA, Explorica, Inc. is required to post \$1 million with USTOA to be used to reimburse, in accordance with the terms and conditions of the USTOA Travelers Assistance Program, the advance payments of Explorica, Inc. customers in the unlikely event of Explorica, Inc. bankruptcy, insolvency or cessation of business. Further, the \$1 million posted by Explorica, Inc. may be sufficient to provide only a partial recovery of the advance payments received by Explorica, Inc. Complete details of the USTOA Travelers Assistance Program may be obtained by writing to USTOA at 275 Madison Avenue, Suite 2014, New York, New York 10016, by email to information@ustoa.com or by visiting their website at www.USTOA.com.

In addition to the USTOA, Explorica is affiliated with the following notable organizations: Student Youth Travel Association (SYTA), National Tour Association (NTA), European Tour Operators Association (ETOA), Better Business Bureau (BBB), International Air Transportation Association (IATA), World Youth Student & Educational (WYSE) Travel Confederation, British Educational Travel Association (BETA). We also partner with iJET, a leading worldwide security and risk management organization, for additional assistance in evaluating global conditions.



Liability policy

To Whom It May Concern,

We understand that many school officials have expressed concern about allowing their students to travel. We want to assure you that the safety of the tour participants is Explorica's number one priority and that we have policies and procedures in place to protect the school, school district, teachers and participants involved with this tour.

Explorica's liability insurance is one of the largest in the industry at \$50 million. This insurance coverage extends to cover certain individuals acting on behalf of Explorica as tour directors, program leaders, chaperones, and volunteer speakers. Your school can be named as additional insured, if desired.

We of course share your concern for the students' safety and peace of mind. Our optional Cancel for Any Reason travel protection plan provides medical, baggage and cancellation insurance coverage for our travelers. We also have a network of support staff in the United States as well as a 24-hour emergency service for groups and their families. We offer additional peace of mind for parents and friends of our travelers by providing an online Tour Diary that is updated with pictures and journal entries by the Tour Director throughout the trip.

If you would like to discuss this matter further, we would be happy to speak with you at any time. Please call us at 1.888.310.7120.

Sincerely,
Stephane Cosse
VP Operations



Payment options

FULL PAYMENT

Pay in full at time of enrollment.

MONTHLY AUTOMATED PLAN

Pay your \$50 deposit plus any travel protection plan fees with a credit card or checking account upon enrollment, and the balance of your tour fee will be automatically charged to your card or debited from your account in equal monthly installments until 35 days prior to your departure date. Please note that you must make all payments by credit card, debit card or checking account. If two consecutive payments are returned NSF or declined, we will change your account to the 4-Step Manual Plan.

4-STEP MANUAL PLAN

Pay your \$99 deposit upon enrollment, and then pay \$500 toward your balance 30 days later. At 110 days prior to departure 75% of the balance is due. At 65 days prior to departure the remainder of the balance is due. You must make each payment manually.

GENERAL PAYMENT INFORMATION

We accept MasterCard, Visa, ACH checking account payments (and require a credit card or ACH payment for our monthly payment plan), money orders and personal checks. Please note personal checks are only accepted until 75 days prior to departure and ACH payments until 65 days prior to departure.

Each month we will automatically charge the credit cards or debit the checking accounts of participants who choose our monthly payment plan; we will send email reminders of payments due to all other participants approximately two weeks in advance of the payment due date. You will receive payment reminders only through email and not through the mail. Payments that are late are subject to a \$50 late fee. The date of payments is determined by the date of receipt at Explorica. If you are not paid in full by 75 days prior to your departure or do not meet the conditions of your payment plan, then your tour reservation will be cancelled (subject to standard cancellation policy).

Payments rejected due to insufficient funds, disputed by your credit company, returned to us by the drawer's bank, or returned due to a stop-payment order are subject to a \$35 non-refundable fee. We reserve the right to cancel reservations for any participant who does not meet his or her contractually obligated payment schedule. Any bounced checks are subject to a \$35 non-refundable fee.



Insurance policy

EXPLORICA'S TRAVEL PROTECTION PLANS

Through Trip Mate, our third-party travel protection plan provider, four out of five Explorica travelers protect their tours with our travel protection plans. Explorica offers two great plans that help protect your educational travel investment.

EXPLORICA'S TRAVEL PROTECTION PLAN

Our standard travel protection plan covers you for the following events:

- ›A traveler's injury, sickness, or death of a family member
- ›Theft of passport or visas
- ›Flight cancellations due to strike or bad weather
- ›Loss of luggage and personal effects
- ›Trip cancellation or trip interruption due to covered reasons such as a covered sickness, illness, injury or death
- ›Trip cancellation or trip interruption due to terrorist acts, as defined

EXPLORICA'S TRAVEL PROTECTION PLAN PLUS

Along with providing you the same benefits as our standard Travel Protection Plan, the Explorica Travel Protection Plan Plus also includes our exclusive Cancel For Any Reason Waiver Benefit. With our Cancel For Any Reason Waiver Benefit, if you cancel your trip for any reason not otherwise covered by this policy, we will reimburse you for 75% of the non-refundable cancellation fees which apply to your trip, provided:

- 1) Payment for this plan is received by Explorica within 14 days of your initial deposit/payment for your trip; and
- 2) You cancel your trip thirty (30) days or more before your scheduled trip departure date.

This Cancel For Any Reason Waiver Benefit does not cover: 1) penalties associated with any air or other travel arrangements not provided by Explorica; or 2) the failure of Explorica to provide the bargained-for travel arrangements due to cessation of operations for any reason.

The Cancel For Any Reason Waiver Benefit is provided by Explorica and is not an insurance benefit underwritten by United States Fire Insurance Company and must be purchased within 14 days of your initial payment for your trip.



Insurance policy cont.

TRAVEL PROTECTION PLAN BENEFITS

The following benefits apply to both of Explorica's high-quality Travel Protection Plans:

TRIP INTERRUPTION

If you have to interrupt your Explorica trip after departure due to a covered injury, sickness or death (your own or that of a traveling companion or a family member) or for other covered reasons such as: cancellation of arrangements by an airline due to strike or bad weather; a documented theft of passports or visas; or a terrorist incident which occurs in a city which is listed on the itinerary of your trip and within 30 days prior to your scheduled departure date for your trip, as defined, you will be reimbursed up to the trip cost for the unused, non-refundable land or water arrangements and the additional transport charges paid to return home or to rejoin your trip (limited to economy one-way airfare, or first class if your original tickets were first class).

TRAVEL DELAY

Reimburses up to \$100 per day (maximum of \$500) for reasonable accommodation and traveling expenses until travel becomes possible if you are delayed for 12 hours or more due to a covered reason such as a common carrier delay; injury, sickness or death of you or your traveling companion; quarantine; loss of passport, travel documents or money; or natural disaster.

MEDICAL EXPENSE/EMERGENCY ASSISTANCE

Provides reimbursement up to \$25,000 for reasonable and customary medical expenses incurred while on your trip; emergency dental treatment received during your trip, up to \$750; the costs for emergency transport to home or an appropriate hospital, including escort expense (both, if deemed necessary by the attending physician), for a covered injury or sickness which occurs while on your trip; or the cost of homeward carriage if deceased, up to \$50,000.



Insurance policy cont.

BAGGAGE & PERSONAL EFFECTS

Coverage up to \$2,000 for direct physical loss or damage to your baggage, passports or visas while on your trip. A \$600 maximum limit applies to jewelry, gems, watches, cameras and camera equipment, and furs; a \$300 per article limit applies to all other items. If, while on your trip, your baggage is delayed for more than 24 hours, we will reimburse you up to \$100 for the purchase of necessary additional clothing and personal articles.

PRE-EXISTING CONDITIONS WAIVER

The plan exclusion for pre-existing conditions is waived if you purchase the plan within 14 days of your initial deposit/payment for your trip.

A “Certificate of Coverage” which provides complete details of the plan, including conditions, exclusions and limitations is available to you on our website under the Travel Protection Plan or at any time by request.

The Explorica Travel Protection Plan benefits are administered by: Trip Mate, Inc. (In CA, dba Trip Mate Insurance Agency), 9225 Ward Parkway, Suite 200, Kansas City, Missouri 64114; tel. 1.800.888.7292.

The Explorica Travel Protection Plan is underwritten by United States Fire Insurance Company, Morristown, NJ.

The cost for Explorica’s Travel Protection Plan is \$12 per day of your tour, maximum \$180. This plan must be purchased at the time of enrollment, and cannot be refunded once selected.

The cost for Explorica’s Travel Protection Plan Plus is \$18 per day of your tour, maximum \$270. This plan must be purchased at the time of enrollment, and cannot be refunded once selected.



Positive feedback

After every tour Explorica asks our program leaders to create an evaluation to judge our overall pre-tour, during tour, and post-tour performance as a company. Everything is judged and it is a great way to provide feedback for us to improve as a company. Oftentimes we are given such positive feedback that we want to share it with potential Explorica program leaders.

Linda L., English & German teacher, Bowdoin, ME

My students had the time of their lives on this trip. Our tour director was so knowledgeable and incredible that Berlin, Prague and Munich just came alive during these 10 days. What an experience!

Michelle D., Coburg, ON

Well-organized, educational and safe travel — I couldn't ask for more! I have students knocking on my door the first day back asking, "Where is the trip next year?"

Joe H., Spanish teacher, Chandler, AZ

I LOVE teaching, but I LOVE traveling more! What better experience can we bring to the lives of our students than actually living in the countries we study?!

Kathleen W., French teacher, Higganum, CT

A wonderful experience for the students, especially hitting Carnevale in Venice. Our tour director enlivened the whole trip with his wit, charm and depth of knowledge.



Peru: Incan Adventure

April 6, 2023 - April 15, 2023

Wander through the parks and beaches of the Miraflores District in Lima, visit the Indian Market in Pisac, ride a train up to the Incan city of Machu Picchu, travel to Lake Titicaca to explore its artificial islands and visit an indigenous Uros Island family.

Tour specifics

TOUR ITINERARY:

Day 1 Start Tour

›Meet your Tour Director and check into hotel

Day 2 Hola Lima

›Lima Guided Sightseeing Tour: Government Palace, City Hall, Cathedral of Lima, Miraflores, San Isidro, San Francisco Convent visit

›Museum of Archaeology & Anthropology visit

Day 3 Lima—Cuzco

›Fly to Cuzco

›Cuzco Guided Sightseeing Tour: Tambo Mach'ay, Qenko, Puca Pucara, Sacsayhuaman Fortress visit

Day 4 Cuzco--Sacred Valley

›Sacred Valley Excursion: Ollantaytambo Fortress visit, Pisac Indian Market, Wildlife Sanctuary visit

Day 5 Sacred Valley--Machu Picchu

›Train ride to Aguas Calientes (Machupicchu Pueblo)

›Explore Machu Picchu

›Hike to Intipunku

Day 6 Machu Picchu--Cuzco

›Machu Picchu free time

›Transfer back to Cuzco

Day 7 Cuzco--Lake Titicaca

›Travel to Puno

›Andahuaylillas Chapel guided visit

›Raqchi Temple guided visit

›Shop at local ceramics market

Day 8 Uros Islands & Taquile Island

›Cruise to Uros Islands & Taquile Island

›Visit with indigenous Uros families

›Hike Taquile Island

Day 9 Puno to Lima & Flight Home

›Sillustani Temple guided visit

›Fly to Lima

›Fly home

Day 10 Return Home

TOUR INVESTMENT:

Travelers under 23 years \$3,502.00*

Travelers 23 and above \$3,987.00*

*Sign up by April 28, 2022 and use voucher code

Travel4N to receive this discounted price!

INCLUDED:

Round-trip airfare, on-tour tipping, all transportation, sightseeing tours and site visits, all hotels with private bathroom, breakfast, lunch and dinner daily, full-time multi-lingual tour director.



Peru: Incan Adventure

explorica.com/Schacht-3175

April 07 - April 16, 2023

Day 1 Hola Lima

Meet your tour director and check into hotel

Day 2 Lima landmarks

Lima guided sightseeing tour: Government Palace, City Hall, Cathedral of Lima, Miraflores, San Isidro, San Francisco Convent visit
Museum of Archaeology & Anthropology visit

Day 3 Lima--Cuzco

Fly to Cuzco
Cuzco guided sightseeing tour: Tambo Mach'ay, Qenko, Puca Pucara, Sacsayhuaman Fortress visit

Day 4 Cuzco--Sacred Valley

Sacred Valley excursion : Ollantaytambo Fortress visit, Pisac Indian Market, Wildlife Sanctuary visit

Day 5 Sacred Valley--Machu Picchu

Train ride to Aguas Calientes (Machupicchu Pueblo)
Explore Machu Picchu
Hike to Intipunku

Day 6 Machu Picchu--Cuzco

Machu Picchu free time
Transfer back to Cuzco

Day 7 Cuzco--Lake Titicaca

Travel to Puno
Andahuaylillas Chapel guided visit
Raqchi Temple guided visit
Shop at local ceramics market

Day 8 Uros Islands & Taquile Island

Cruise to Uros Islands & Taquile Island
Visit with indigenous Uros families
Hike Taquile Island

Day 9 End tour

Sillustani Temple guided visit
Fly to Lima
Fly home

Day 10 Return home



Reserve Your Spot!



Tour Center ID: Schacht-3175
Registration deadline: April 28, 2022

What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare
- Breakfast daily
- 8 overnight stays in hotels with private bathrooms
- Lunch daily
- Dinner daily
- Full-time services of a professional tour director
- Visits to select attractions as per itinerary
- Tour Diary™
- Local Guide and Local Bus Driver tips; see note regarding other important tips
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Optional excursions, optional pre-paid Tour Director and multi-day bus driver tipping, among other individual and group customizations will be listed as separate line items in the total trip cost, if included.

Tour investment

Students (travelers under the age of 23): \$3,537

Adults (age 23 and over): \$4,022

Price reflects savings of \$200 scholarship. Sign up by 4/28/2022 & enter code Travel4N in order to take advantage of this limited-time offer!

Automatic monthly payment plan

Pay just \$50 upon enrollment and the balance will be divided into equal monthly payments, charged automatically to your credit card or checking account. As of March 23, 2022, your monthly payment would be just \$336.70. (Manual plan also available; learn more on explorica.com/paymentplans.)

Travel protection

Most Explorica travelers protect their investment with one of our trusted plans, starting from just \$12 per day. To learn more, visit explorica.com/cfar.

Enroll online,
by phone, or by mail



Visit explorica.com/Schacht-3175



Use Schacht-3175 to register



1.888.310.7121

←explorica→
by WorldStrides

Download and complete
a paper application on
explorica.com/resources

Mail to:
PO Box 9033
Charlottesville, VA 22906-9033



EXPLORICA'S TRAVEL PROTECTION PLAN

Our standard travel protection plan covers you for the following events:

- A traveler's injury, sickness, or death of a family member
- Theft of passport or visas
- Flight cancellations due to strike or bad weather
- Loss of luggage and personal effects
- Trip cancellation or trip interruption due to covered reasons such as a covered sickness, illness, injury or death (Travel Protection Plan must be purchased in order to receive medical coverage on tour)
- Trip cancellation or trip interruption due to terrorist acts, as defined

EXPLORICA'S TRAVEL PROTECTION PLAN PLUS

Along with providing you the same benefits as our standard Travel Protection Plan, the Explorica Travel Protection Plan Plus also includes our exclusive Cancel For Any Reason Waiver Benefit.

With our Cancel For Any Reason Waiver Benefit, if you cancel your trip for any reason not otherwise covered by this policy, we will reimburse you for 75% of the non-refundable cancellation fees which apply to your trip, provided:

1. Payment for this plan is received by Explorica within 14 days of your initial deposit/payment for your trip; and
2. You cancel your trip thirty (30) days or more before your scheduled trip departure date.

This Cancel For Any Reason Waiver Benefit does not cover: 1) penalties associated with any air or other travel arrangements not provided by Explorica; or 2) the failure of Explorica to provide the bargained-for travel arrangements due to cessation of operations for any reason.

The Cancel For Any Reason Waiver Benefit is provided by Explorica and is not an insurance benefit underwritten by Arch Insurance Company and must be purchased within 14 days of your initial payment for your trip.

COVID & EXTENUATING CIRCUMSTANCE POLICY

<https://www.explorica.com/travel-with-confidence>

We have both group AND individual flexibility options laid out in this specific policy related to COVID, and are adopting it for the future in case something similar (hopefully not needed) happens, so we aren't caught off guard by something that hasn't happened in this country for over 100 years. There's an FAQ at the bottom, but here's the plan highlights:

TRAVEL WITH CONFIDENCE

We've had more than 77,000 travelers explore the world with us in the past year and have every expectation that if you have a future program planned, your trip will operate as scheduled. However, should you have any concerns, our WorldClass Flexibility policies remain in place for all groups and individuals.

WorldClass Flexibility For Individuals

If closures, government regulations, or travel restrictions due to COVID-19 prevent Explorica by WorldStrides from delivering your tour, the group's Program Leader can postpone or move the tour with no fees or choose to cancel for the group. We'll do our best to communicate to the Program Leader a decision as to if the tour can operate within 45-60 days of departure. Any trip participant who has to cancel will receive back any money previously paid to Explorica minus all non-refundable fees and the following: a \$399 cancellation fee for international tours, a \$289 cancellation fee for domestic air tours, or a \$149 cancellation fee for domestic bus tours.

If you have purchased the **Travel Protection Plan Plus**, you will be refunded all monies paid toward the trip, less \$75 and the cost of the protection plan.

WorldClass Flexibility For Groups

At any time up to 45 days prior to departure for domestic tours and 60 days prior for international tours, the group's Program Leader can work with Explorica to change tour dates or destinations for any reason. The group will pay no change fees, just the difference (if applicable) in the price of the new trip. This flexibility protects groups that choose to postpone their tour before it is known whether or not the tour can safely run with respect to COVID-19.

Stress-Free Individual Flexibility

We have every expectation that if you have a future program planned, your trip will operate as scheduled following the guidelines and requirements of your destination.

If your 2020 or 2021 international trip was postponed until after January 1, 2022, your reduced cancellation fees will remain in place until 151 days before your new departure date. After that time, our WorldClass Flexibility policies remain in place for all groups and individuals.

Commitment Free For 2023

Any new traveler that registers for an international trip through March 31, 2022, for a tour departing after January 1, 2023, will receive a **full refund** if they cancel their enrollment by July 1, 2022. Travelers must pay in full or sign up for monthly payments in order to qualify. Applies to international tours only.

2023 Peru COVID Procedures

<https://pe.usembassy.gov/covid-19-information/>

Travel Requirements for Entering Peru

- On January 18, 2022, the Government of Peru extended the COVID-19 health emergency through August 28, 2022.
- Full COVID Vaccination is required for entry, commercial travel between provinces by land and air, and for entry into enclosed spaces.
 - Peruvians, resident foreigners, and non-resident foreigners 12 years of age or older must present proof of being fully vaccinated 14 days prior to boarding at their point of origin. Peruvians, resident foreigners, and non-resident foreigners 12 years of age or older who are not fully vaccinated must present a molecular test with a negative result (within 48 hours) prior to boarding an incoming flight to Peru, in accordance with current health regulations. Children under 12 years of age must only be asymptomatic prior to boarding an incoming flight to Peru.
 - From February 28, 2022, all passengers older than 12 years of age using commercial transportation to travel between provinces by land must present proof of vaccination to travel (as of January 27, 2022, individuals 40 and older must have received their booster). If they are not fully vaccinated, they must present a molecular test with a negative result (within 48 hours) prior to boarding their commercial transport.
 - From February 28, 2022, all passengers older than 12 years of age using commercial transportation to travel domestically via air must present proof of vaccination to travel. If they are not fully vaccinated, they must present a molecular test with a negative result (within 48 hours) prior to boarding their domestic flight (as of January 27, 2022, individuals 40 and older must have received their booster).
 - From December 10, 2021, in all provinces of Peru, adults over the age of 18 must show proof of vaccination to enter enclosed spaces (locations consisting of economic activity and/or places of worship). They may show their physical or virtual vaccination card demonstrating they have completed their COVID-19 vaccination travel (as of January 27, 2022, individuals 40 and older must have received their booster). In the case of restaurants, masks can only be removed when eating or drinking.
 - To enter coliseums and sports stadiums, those over 12 years of age must present their physical or virtual card that certifies that they have completed, in Peru and/or abroad, their vaccination schedule against COVID-19, requiring additionally the booster dose for those over 18 years of age.
- **Testing exception for participants who have recovered from COVID-19** – participants will still have to test, but if they have recovered from COVID-19 they should bring a certificate of recovery from their doctor in case the test still comes up positive.

- **Close contacts** – close contacts up to 10 days prior to departure should NOT travel, even if they are testing negative. Insurance will kick in here for refunds. Please note that this is CURRENT policy - we cannot predict exactly what this will look like 1 year from now.

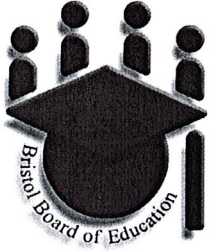
Travel Requirements for Re-Entry to the United States

- A negative test result or a certificate of recovery is required to return to the U.S.
- Participants must follow country requirements for isolation. Day 0 is the date of the positive test.
- If the country does not have a required isolation period, the steps to return to the U.S. are as follows:
 - Participant isolates for a minimum of 5 days. If asymptomatic, WorldStrides arranges a test on day 6, and if negative, participant is able to fly home on day 7. Day 0 is the date of the positive test.
 - If the day 6 test is positive, the participant may test again using a home test on day 7, 8, and 9. If they get a negative result, WorldStrides will arrange a test for their return flight later that day and arrange a flight home for the following day.
 - If they are still testing positive on day 9 and asymptomatic or symptoms are improving, WorldStrides will contact our Doctors on Call to set up a consultation on day 10 to issue a Certificate of Recovery to return to the U.S. on day 11.

Quarantine Procedures

- If a student tests positive, Andrea Schacht will stay behind with that student in a separate room at the quarantine approval hotel in the city where the traveler tested positive. Schacht will accompany the student back to the U.S. when permitted to do so.
- We have anticipated the potential need for an additional (parent) chaperone to ensure the remaining students are appropriately supervised. Again please note this is CURRENT policy, as we do not yet know what the requirements will look like 1 year from now.

		Costs	
If	Then	PLUS protection	No Insurance (not an option for this tour)
I can't leave the states because I test positive for COVID	You will file a claim with TripMate to recoup your funds	Only loss is cost of insurance	You would lose 100% of your costs if you did not protect your trip with insurance.
Our entire trip is canceled due to changes to COVID travel restrictions	If your trip cannot be postponed or changed due to COVID restricting movement, then COVID policy will apply (see next table)	\$75 loss + cost of insurance	\$399 flat cancellation fee with no insurance
I become ill and/or test positive during our trip	You will be required to isolate for 5+ days depending on Peru's guidelines. Worldstrides will provide a consultation with one of their Doctors on Call to explain the quarantine process. Andrea Schacht will stay with you and accompany you on the flight home when appropriate.	Explorica by WorldStrides will cover \$2,000 in quarantine costs, TripMate will cover an additional \$500.	You would only get the \$2,000 in coverage, and would be responsible for any overages.
I need to quarantine or am unable to return to the US due to a positive COVID test	See above - we will also reissue your return flight ticket once you are cleared to return home by Peru or by our Doctors on Call	We have not seen any losses at this point due to quarantine restrictions - airlines have been very helpful about rescheduling flights due to positive COVID cases. WorldStrides covers \$2000 up front of Quarantine coverage for each individual traveler, and TripMate covers an additional \$500.	See above



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.

Name of School:	Bristol Eastern			
Date of Request:	March 27, 2022			
Trip Destination:	Peru			
Proposed Dates:	April 6-15th, 2023			
Approx. # Students:	12			
Grade Levels:	10-12th graders			
Requesting Teacher(s):	Andrea Schacht			
Chaperones	1. Claudia Lanza	5.		
	2.	6.		
	3.	7.		
	4.	8.		
	<i>If more teachers/chaperones are required, please attach a list on a separate piece of paper.</i>			
Transportation	<input checked="" type="checkbox"/> Bus	<input type="checkbox"/> Train	<input checked="" type="checkbox"/> Plane	<input type="checkbox"/> Car
	<input type="checkbox"/> Other:			
Lodging	<input checked="" type="checkbox"/> Hotel/Motel	<input type="checkbox"/> Private Homes	<input type="checkbox"/> Other:	

Name of Travel Agency	Explorica		
Total Estimated Budget	\$3537.00		
Total Estimated Cost to Student	\$3537.00		
Fundraising	Are fund raising activities planned?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	Please describe:		

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

BACKGROUND: On April 6-15,2023 Mrs. Andrea Schacht, Ms. Claudia Lanza and students at Bristol Eastern High School will be expanding their classroom by embarking on a nine day, educational adventure on an Explorica tour to Peru. Peru, officially the Republic of Peru, is a country in western South America. It is bordered in the north by Ecuador and Colombia, in the east by Brazil. The country is divided in 3 well-distinguished types of terrain: the Coast, crossed by green valleys separated by desert plateaus; the Andes mountain chain with its snow-capped peaks,deep valleys, canyons and never-ending winding roads, and the Amazon rainforest covered by a lush and evergreen forest.

From the shores of the Pacific Ocean to the banks of Lake Titicaca, the students will immerse themselves in the natural splendor and rich history of Peru. The land has been home to some of the world’s most ancient civilizations. The roots of the Inca Empire in Cuzco are like no other on earth. Highlights of the tour include visits to Lima, Peru’s capital, Cuzco, the Sacred Valley of the Incas, from where Machu Picchu, the fabled “Lost City of the Inca” and one of the New Seven Wonders of the World is just a train ride away. After visiting Machu Picchu and Aguas Calientes our tour continues through the majestic Andes to Lake Titicaca, the highest lake in the world, and the unique Uros islands. Full details can be found in the attached itinerary.

In addition to gaining greater cultural sensitivity, global citizenship, environmentalism and an international perspective on their studies, students return home feeling more confident and independent—qualities that stay with them throughout their academic, professional and personal lives. We will be touring with Explorica; an accredited company with 40 years of experience.

The dates of our proposed trip are from Thursday, April 6th-Saturday, April 15th, 2023. This allows for students to settle back into their homes before starting classes on Monday, April 17th . One school day will be taken in order to go on this trip. This trip is being presented a year in advance in order to allow families to make affordable monthly payments and plan ahead.

All students have the Travel Protection Plus Plan included in their tour price. This plan ensures that we will be covered under most extenuating circumstances against cancelation of the trip up to 30 days prior.

EXPLORICA'S TRAVEL PROTECTION PLAN PLUS

Along with providing you the same benefits as our standard Travel Protection Plan, the Explorica Travel Protection Plan Plus also includes our exclusive Cancel For Any Reason Waiver Benefit.

With our Cancel For Any Reason Waiver Benefit, if you cancel your trip for any reason not otherwise covered by this policy, we will reimburse you for 75% of the non-refundable cancellation fees which apply to your trip, provided:

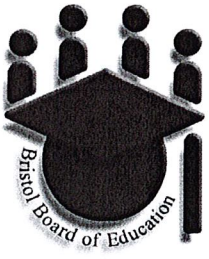
1. Payment for this plan is received by Explorica within 14 days of your initial deposit/payment for your trip; and
2. You cancel your trip thirty (30) days or more before your scheduled trip departure date.

This Cancel For Any Reason Waiver Benefit does not cover: 1) penalties associated with any air or other travel arrangements not provided by Explorica; or 2) the failure of Explorica to provide the bargained-for travel arrangements due to cessation of operations for any reason.

The Cancel For Any Reason Waiver Benefit is provided by Explorica and is not an insurance benefit underwritten by Arch Insurance Company and must be purchased within 14 days of your initial payment for your trip.

Please attach a copy of the full brochure from the travel agency.

- [Peru 2023 Covid Procedures.pdf](#)
- [Peru 2023 Pamphlet.pdf](#)
- [Peru 2022 School Board.pdf](#)
- [TRAVEL PROTECTION PLAN.pdf](#)



Bristol Public Schools
Field Trip Request Form
 (Use for all Field Trips)
 Page 1 of 2

Name of School:	Bristol Eastern			
Date of Request:	March 27, 2023			
Trip Destination:	Peru			
Proposed Dates:	April 6-15, 2023			
Type of Trip	<input checked="" type="checkbox"/> Curriculum-based	<input checked="" type="checkbox"/> Enrichment	<input type="checkbox"/> Recreational	<input type="checkbox"/> Athletic
	<input type="checkbox"/> Other:			
Approx. # Students:	12			
Grade Levels:	10-12th			
Requesting Teacher(s):	Andrea Schacht			
Chaperones	1. Claudia Lanza		5.	
	2.		6.	
	3.		7.	
	4.		8.	
	<i>If more teachers/chaperones are required, please attach a list on a separate piece of paper.</i>			
Transportation	<input checked="" type="checkbox"/> Bus	<input type="checkbox"/> Train	<input checked="" type="checkbox"/> Plane	<input type="checkbox"/> Car
	<input type="checkbox"/> Other:			
Lodging	<input checked="" type="checkbox"/> Hotel/Motel	<input type="checkbox"/> Private Homes	<input type="checkbox"/> Other:	
Total Estimated Budget	\$3500.00			

Total Estimated Cost to Student	\$3500.00		
Fundraising	Are fund raising activities planned?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	Please describe:		
Food.	Will lunch or snacks be provided?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Please describe how food will be provided so that the school is aware of potential dietary needs:			
Health Approval	Please provide the date when the field trip plan and proposed student list was reviewed with the school nurse (See signed School Health Field Trip Approval Form)		

Plan and Educational Rationale: Please attach a detailed plan for the proposed trip with a separate statement that describes the importance of the trip to the students' classroom education and the district's specific curricular focus for those children.

I have read the DISTRICT GUIDELINES FOR PLANNING PUPIL FIELD TRIPS, and I hereby request approval to plan a school-sponsored trip.

Andrea Schacht & Claudia Lanza
Name of Requester

March 27, 2022
Date

FOR OVERNIGHT and/or OUT OF STATE TRIPS ONLY

What comparable educational experience is available in the Bristol area? None	
Proposed dates	<u>April 6-15, 2023</u>
Proposed lodging information	<u>Hotels</u>

FOR TRIPS OUTSIDE OF THE CONTINENTAL U.S. ONLY:

Please attach the approval of Exhibit A- Field Trip Request Form for Travel Outside the Continental United States

APPROVALS

	Approval Needed	Timeline	From	Signature	Date
<i>Trips that do not include a signed School Health Field Trip Approval form should not be approved.</i>					
	Day Field Trip	4 weeks before	Principal only		
	APPROVAL FOR PLANNING OF: Overnight OR Out of state OR Out of country trip	12 weeks before	Principal		
			Superintendent		
	FINAL APPROVAL FOR Overnight OR Out of state OR Out of country trip	4 weeks before	Principal		
			Superintendent		



Bristol Public Schools
Office of Teaching & Learning

Department	Career and Technical Education (CTE)
Department Philosophy	Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
Course	Digital Media Production (2022)
Course Description for Program of Studies	The first level course which focuses on using professional video and photo cameras, and the software used to edit them. Students make their own videos similar to what content creators post on YouTube and other video services.
Grade Level	9-12
Pre-requisites	None
Credit (if applicable)	0.5

Resource-[CSDE](#)

[UNIT 1: Introduction to Digital Media Concepts](#)

[UNIT 2: Fundamental Camera Techniques](#)

[UNIT 3: Basic Editing](#)

[UNIT 4: Phases of Digital Media Production](#)

[UNIT 5: Digital Media Advanced Editing](#)

UNIT 1: Introduction to Digital Media Concepts

UNWRAPPED STANDARDS

<u>Advance CTE Standard</u>	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.13 Consider intellectual property issues when creating Web pages.	ITPC01.13.01 Explain the concept of intellectual property. ITPC01.13.02 Differentiate between copyright and trademarks.	Define the legal concerns of copyrights, ethics, releases, and royalties.	Copyright infringement Royalties Communication Feedback Copyright Trademark Scope Storage
ESS01.01 Complete required training, education, and certification to prepare for employment in a particular career field.	ESS01.01.01 Identify training, education and certification requirements for occupational choice.	Identify various career paths in digital/video production. Identify proper methods of transport and storage for appropriate production and personal equipment.	

UNIT 1: Introduction to Digital Media Concepts

- What are the career opportunities available in this field?
- Why is it important to understand proper equipment handling?
- Why is it important to understand media laws?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ITPC 01.13	<ul style="list-style-type: none"> • I can identify any legal concerns of copyrights, ethics, releases, and royalties. • I can use legal parameters to make decisions about where, when, and what to film. 	<table border="1"> <tr> <td style="text-align: center;">X</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">X</td> <td>Constructed Response (CR)</td> </tr> </table>	X	Selected Response (SR)	X	Constructed Response (CR)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • Apply understanding of legal and ethical issues related to video as demonstrated in classroom activities 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Presentation on the legal concerns of media.</i> 				
X	Selected Response (SR)											
X	Constructed Response (CR)											
Pacing:	1-2 days	<table border="1"> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Performance (P)		Observation (O)	<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. • 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics. 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Digital Media research projects assessed via presentation rubric</i> • <i>Daily teacher observations of student activities and projects</i> 				
	Performance (P)											
	Observation (O)											
ESS01.01	<ul style="list-style-type: none"> • I can identify and research career opportunities available in the Digital Media field. • I can identify multiple professionals in various career paths within the industry. • I can identify and demonstrate proper methods of transporting and storing equipment. • I can describe the essential components of a media storage facility. 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • Create a research document for careers • Demonstrate understanding of use and storage of equipment through classroom equipment as demonstrated through in class exercises 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Presentation on careers related to the field</i> • <i>Career research project activity</i> • <i>Proper equipment storage task</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											

	<ul style="list-style-type: none"> I can describe the adverse effects of improper storage on media equipment. 			
Pacing:	1-2 days		CCSS Connections: <ul style="list-style-type: none"> 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently. 	Assessments: <ul style="list-style-type: none"> Digital Media research projects assessed via presentation rubric Daily teacher observations of student activities and projects. Student observation of equipment storage and care.

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
<ul style="list-style-type: none"> Anything on the internet is free and legal to use. You need a person's permission to record them 	<ul style="list-style-type: none"> No prior knowledge needed 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Independent research of career related opportunities Reflection Making connections in students' daily exposure to created digital content.

UNIT 2: Fundamental Camera Techniques

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ESS02.02 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.	ESS02.02.02 Record information needed to present a report on a given topic or problem.	<ul style="list-style-type: none"> Identify and organize the personnel and equipment you will need to record in the field 	White Balance Iris Aperture ISO Shutter Tripod Monopod
ITPC01.03 Design and employ the use of motion graphics to create a visual Web/digital designs	ITPC01.03.02 Create product visual design. <ul style="list-style-type: none"> Apply principles and elements of design Apply color theory to select appropriate colors Create and/or implement the look and feel of the product. Create graphical images and videos. Enhance digital communication presentation using a photographic process Evaluate visual appeal. 	<ul style="list-style-type: none"> Identify the important elements of composition/framing Identify the use of white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations. Identify camera movement methods Identify camera stabilization methods 	Auto Focus Manual Focus Audio Peaking Pan Zoom Tilt Dolly Pedestal

UNIT 2: Fundamental Camera Techniques

- What tools are used in video productions?
- Why is it important to control camera operation concepts when recording?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ESS 02.02	<ul style="list-style-type: none"> • I can analyze a production event and describe the necessary equipment and personnel. • I can describe the roles of each person and piece of equipment in the production. 	<table border="1"> <tr> <td style="text-align: center;">X</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">X</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	X	Selected Response (SR)	X	Constructed Response (CR)		Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Written camera operation procedures documents.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Visual presentation of standard equipment and personnel to bring to the field</i>
X	Selected Response (SR)											
X	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
Pacing:	5-6 days		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Assess students on technical vernacular using tests and or quizzes.</i> • <i>Daily teacher observations of student activities and projects</i> 								
ITPC 01.03	<ul style="list-style-type: none"> • I can apply white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations. • I can describe and use camera movements, stabilization, and composition. • I can transfer my knowledge of camera settings to new and different environments. 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Video projects requiring camera stabilization and movement theories.</i> • <i>Basic field video to demonstrate understanding of equipment use.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Presentation of the different camera operations, paired with simulation and camera work.</i> • <i>Lesson-Live demonstration of the different camera operations and how they work and can be adjusted.</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	5-6 days		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Assess students on technical vernacular using tests and or quizzes.</i> • <i>Daily teacher observations of student activities and projects</i> 								

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
<ul style="list-style-type: none"> ● <i>You can put the camera in auto mode and it will record great footage no matter the setting.</i> ● <i>Operating a video camera is only for professionals.</i> 	<ul style="list-style-type: none"> ● <i>There is no prior knowledge needed</i> 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● <i>Independent opportunities to record live events</i> ● <i>Reflection</i> ● <i>Making connections in students' daily exposure to created digital content.</i>

UNIT 3: Basic Editing

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC 01.09 Create and implement a digital communication product to meet customer needs.	<p>ITPC01.09.04 Create product visual design</p> <ul style="list-style-type: none"> ● Apply principles and elements of design. ● Apply color theory to select appropriate colors. ● Create and/or implement the look and feel of the product. ● Create graphical images and videos. ● Apply knowledge of typography. ● Enhance digital communication presentation using a photographic process. ● Alter digitized images using an image manipulation program. ● Alter digitized video using a video manipulation program. ● Evaluate visual appeal. <p>ITPC01.09.05 Produce content for a digital communication product.</p> <ul style="list-style-type: none"> ● Produce or acquire graphics content. ● Produce or acquire motion graphics content. ● Produce or acquire audio content. ● Produce or acquire video content 	<ul style="list-style-type: none"> ● Create graphics and titles appropriate to the project. ● Describe terminology specific to nonlinear video editing ● Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics. 	<p>Frame Key Frame Transfer Import Export Chroma Key Clip Codec Cut Composting Compression Digital Video Drop-Frame Drop-Out Final Cut FPS Frame Rate Image Stabilizer JPEG MP4 J-Cut Noise Reduction Raster Rough Cut Ripple-Edit</p>
ITPC01.08 Employ knowledge of Web design, programming, and administration to develop and maintain Web applications.	<p>ITPC01.08.01 Implement functional design criteria.</p> <ul style="list-style-type: none"> ● Identify, utilize and create reusable components. 	<ul style="list-style-type: none"> ● Apply Digital file management and organization ● Describe digital file management and organization 	

UNIT 3: Basic Editing

- How can video editing impact the effectiveness of a video message?
- Why is digital file management essential in creating videos?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ITPC 01.09	<ul style="list-style-type: none"> • I can create graphics and titles appropriate to the video project and the intended theme. • I can describe terminology specific to nonlinear video editing. • I can describe and utilize digital file management and organization to support project workflow. 	<table border="1"> <tr> <td></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	X	Constructed Response (CR)	X	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Editing a basic video demonstrating ability to create graphics and titles.</i> • <i>Video projects requiring the use of video editing skills</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Live demonstration of software</i> • <i>Video project</i>
	Selected Response (SR)											
X	Constructed Response (CR)											
X	Performance (P)											
	Observation (O)											
Pacing:	10-14 days		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently. 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Unit quizzes and/or tests on key concepts and standards</i> • <i>Daily teacher observations of student activities and projects</i> 								
ITPC 01.08	<ul style="list-style-type: none"> • I can manage and organize the digital files for the project. • I can identify symbols used in video editing software and purpose/meaning/usefulness. • I can use the tools in video editing software to create digital content. 	<table border="1"> <tr> <td></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Managing digital file storage and organization.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Live demonstration of software</i> • <i>Video project</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	10-14 days		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics. 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Unit quizzes and/or tests on key concepts and standards</i> • <i>Daily teacher observations of student activities and projects.</i> 								

			<ul style="list-style-type: none"> 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently. 	
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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
<ul style="list-style-type: none"> <i>We have no experience editing videos so there's no point starting.</i> <i>Editing will be quick and easy.</i> <i>We can save it in post-production</i> 	<ul style="list-style-type: none"> <i>No prior knowledge necessary.</i> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> <i>Independent opportunities to edit footage</i> <i>Reflection</i> <i>Making connections in students' daily exposure to created digital content.</i>

UNIT 4: Phases of Digital Media Production

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.07 Demonstrate the effective use of tools for digital communication production, development and project management to complete web/digital communication projects.	<p>ITPC01.07.01 Select and use appropriate software tools</p> <ul style="list-style-type: none"> ● Demonstrate proficiency in the use of digital imaging, digital video techniques, and equipment. ● Demonstrate knowledge of available graphics, video, motion graphics, web software programs ● Demonstrate knowledge of available project management and collaborative tools ● Demonstrate knowledge of integrated development environments(such as Visual Studio, Dreamweaver, Flash, Waterproof, etc). ● Manipulate images, video, and motion graphics. ● Demonstrate knowledge of the basic principles of motion graphics. 	<ul style="list-style-type: none"> ● Describe the pre-production, production, and post production documentation processes. ● Describe Lighting equipment and theory with regards to video productions ● Apply Lighting equipment and theory with regards to video productions ● Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 910 texts and topics. 	<p>Pre-Production Production Post-Production Storyboard B-Roll Edit Import Export MP4 MP3 LED Studio 3-point Lighting Back Light Main Light Light Board</p>
ITPC01.06 Prepare digital communication product specifications to communicate specifications with various audiences.	<p>ITPC01.06.01 Prepare functional specifications.</p> <ul style="list-style-type: none"> ● Develop flowchart/navigational blueprints. ● Develop storyboards. ● Determine delivery platform(s). ● Design system architecture. ● Design user interface. ● Design navigational schema <p>ITPC01.06.03 Create final project plan.</p> <ul style="list-style-type: none"> ● Identify and obtain tools and resources to do the job. ● Identify and evaluate risks. ● Develop a detailed task list. ● Identify critical milestones. ● Identify interdependencies. 	<ul style="list-style-type: none"> ● Identify who your audience is, and what you want them to do or feel after viewing your video. ● Describe the process used for concept development ● Plan Lighting equipment and theory with regards to video productions ● Identify pre-production, production, and post-production documentation processes. ● Evaluate a shooting location for video production technical needs. 	

UNIT 4: Phases of Digital Media Production

- Why are the three phases of video production important?
- How do you properly light a shot for video production?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ITPC 01.07	<ul style="list-style-type: none"> • I can describe the pre-production, production, and post production documentation processes. • I can describe lighting equipment and theory with regards to video productions. • I can apply lighting equipment and theory with regards to video productions. • I can explain the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context (ex: three point lighting, key light, back light, fill light) 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	X	Constructed Response (CR)	X	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Video projects utilizing all three phases of video production.</i> • <i>Manipulating lighting equipment to appropriately light a shot.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Presentation on basic lighting setup and the process for all three phases of production</i> • <i>Live demonstration of lighting equipment</i> • <i>Full digital media project starting with the Pre-Production stage</i>
	Selected Response (SR)											
X	Constructed Response (CR)											
X	Performance (P)											
	Observation (O)											
Pacing:	7-14 days		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. • 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics. • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently. 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Assess students on technical skills using project rubrics and documents.</i> • <i>Daily teacher observations of student activities and projects</i> 								

ITPC 01.06	<ul style="list-style-type: none"> I can identify the intended message and audience for the video production project. I can describe the process used for concept development. I can plan lighting equipment and theory with regards to video production. I can utilize and describe the pre-production, production, and post-production documentation processes. I can evaluate a shooting location for video production technical needs. 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> Video projects utilizing all three phases of video production. Manipulating lighting equipment to appropriately light a shot. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> Presentation on basic lighting setup and the process for all three phases of production Live demonstration of lighting equipment Full digital media project starting with the Pre-Production stage
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	7-14 days		<p>CCSS Connections:</p> <ul style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics. 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently. 	<p>Assessments:</p> <ul style="list-style-type: none"> Assess students on technical skills using project rubrics and documents. Daily teacher observations of student activities and projects 								

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
<ul style="list-style-type: none"> You can plan the day of the event Everything will go as planned Shoot what you need and that will be enough 	<ul style="list-style-type: none"> Understanding Camera Operation 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Independent opportunities to edit footage Reflection Making connections in students' daily exposure to created digital content.

UNIT 5: Digital Media Advanced Editing

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.07 Demonstrate the effective use of tools for digital communication production, development and project management to complete web/digital communication projects.	<p>ITPC01.07.01 Select and use appropriate software tools.</p> <ul style="list-style-type: none"> ● Demonstrate proficiency in the use of digital imaging, digital video techniques, and equipment. ● Demonstrate knowledge of available graphics, video, motion graphics, web software programs. 	<ul style="list-style-type: none"> ● Edit video using special effects and advanced editing techniques. ● Edit audio elements to support the visual component of video. ● Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 910 texts and topics. 	<p>Effects Frame Key Frame Transfer Import Export Chroma Key Clip Codec Cut Composting Compression Digital Video Drop-Frame Drop-Out Final Cut FPS Frame Rate Image Stabilizer JPEG MP4 J-Cut Noise Reduction Raster Rough Cut Ripple-Edit Peak Transition Effect Controls Media Exposure Color Correct Essential Graphics</p>
ITPC01.09 Create and implement a digital communication product to meet customer needs.	<p>ITPC01.09.04 Create product visual design</p> <ul style="list-style-type: none"> ● Apply principles and elements of design. ● Apply color theory to select appropriate colors. ● Create and/or implement the look and feel of the product. ● Create graphical images and videos. ● Apply knowledge of typography. ● Enhance digital communication presentation using a photographic process. ● Alter digitized images using an image manipulation program. ● Alter digitized video using a video manipulation program. ● Evaluate visual appeal. <p>ITPC01.09.05 Produce content for a digital communication product.</p> <ul style="list-style-type: none"> ● Produce or acquire graphics content. ● Produce or acquire motion graphics content. ● Produce or acquire audio content. ● Produce or acquire video content 	<ul style="list-style-type: none"> ● Audio elements of a project contribute significantly to the impact of the video. ● Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. ● Special effects can make a video more effective and impactful 	

ITPC01.08 Employ knowledge of Web design, programming, and administration to develop and maintain Web applications.	ITPC01.08.01 Implement functional design criteria. <ul style="list-style-type: none"> Identify, utilize and create reusable components. 	<ul style="list-style-type: none"> Apply Digital file management and organization Describe digital file management and organization 	
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UNIT 5: ESSENTIAL QUESTIONS

- How do advanced editing techniques support the development of the production theme?
- Why are special effects used in video productions?
- Why is it important to consider audio elements when recording a shot?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ITPC01.07	<ul style="list-style-type: none"> I can edit videos using special effects and advanced editing techniques. I can edit audio elements to support the visual component of video. I can determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context. 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td>X</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	X	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> Create short video projects to demonstrate special effects and advanced editing techniques. Utilize various audio equipment to support the visual component of video. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> Model various special effect techniques, then have students engage in performance based tasks. Engage students in special effect projects
	Selected Response (SR)											
x	Constructed Response (CR)											
X	Performance (P)											
	Observation (O)											
Pacing:	7-14 days		<p>CCSS Connections:</p> <ul style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. 	<p>Assessments:</p> <ul style="list-style-type: none"> Project rubrics and documents on technical skills and concepts. Daily teacher observations of student activities and projects 								
ITPC01.09	<ul style="list-style-type: none"> I can manage and manipulate the audio elements of a project. I can use special effects in a video to make a video more effective and impactful. 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> </table>		Selected Response (SR)	x	Constructed Response	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> Learn antiquated and current special effects; how they are applied 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> Lead classroom discussion and model audio components for video productions. Engage students in audio related projects 				
	Selected Response (SR)											
x	Constructed Response											

		<table border="1"> <tr><td></td><td>(CR)</td></tr> <tr><td>x</td><td>Performance (P)</td></tr> <tr><td></td><td>Observation (O)</td></tr> </table>		(CR)	x	Performance (P)		Observation (O)		<ul style="list-style-type: none"> Model various audio techniques, then have students engage in performance based tasks 		
	(CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	7-14 days		CCSS Connections: <ul style="list-style-type: none"> 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics. 	Assessments: <ul style="list-style-type: none"> Project rubrics and documents on technical skills and concepts. Daily teacher observations of student activities and projects 								
ITPC01.08	<ul style="list-style-type: none"> I can apply, manage, and organize digital files when editing a video 	<table border="1"> <tr><td></td><td>Selected Response</td></tr> <tr><td>x</td><td>Constructed Response</td></tr> <tr><td>x</td><td>Performance (P)</td></tr> <tr><td></td><td>Observation</td></tr> </table>		Selected Response	x	Constructed Response	x	Performance (P)		Observation	Lesson Progression and Standards Connection: <ul style="list-style-type: none"> Learn and apply digital file management skills to video project's 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> Lead classroom discussion and model file management techniques Engage students in file management related projects
	Selected Response											
x	Constructed Response											
x	Performance (P)											
	Observation											
Pacing:	7-14 days		CCSS Connections: <ul style="list-style-type: none"> 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently. 	Assessments: <ul style="list-style-type: none"> Project rubrics and documents on technical skills and concepts. Daily teacher observations of student activities and projects 								

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
<ul style="list-style-type: none"> Editing video is quick and easy Video is more important than audio File management isn't important 	<ul style="list-style-type: none"> Understanding basic editing Understanding basic camera operation 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Independent opportunities to capture and edit footage Reflection Making connections in students' daily exposure to created digital



Bristol Public Schools
Office of Teaching & Learning

Department	Career and Technical Education (CTE)
Department Philosophy	Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
Course	Advanced Digital Media Production (2022)
Course Description for Program of Studies	The advanced digital production course stresses the importance of teamwork. Through a variety of production projects, students will experience the duties of key positions within a television studio. From pre-production to post-production, students will participate in a variety of production roles including: script writer, storyboard designer, performer, anchor, camera operator, floor manager, audio director, teleprompter, technical director, assistant technical director, graphic designer, editor, director, and producer. This advanced course will focus on both studio and field production techniques. Students will have an opportunity to develop TV production skills and post-production techniques. Students will be expected to assist with the TV production of community and school events. Field assignments may require providing your own transportation. This class incorporates current technology used in Television Production Studios.
Grade Level	9-12
Pre-requisites	Digital Media Production (2022)
Credit (if applicable)	0.5

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[Module 2/UNIT 2: Live Video Switcher and Streaming Applications](#)

[Module 3/UNIT 3: Advanced Audio Operations](#)

[Module 4/UNIT 4: Advanced Camera Techniques](#)

[Module 5/UNIT 5:Advanced Lighting Operations](#)

Module 1: Introduction to Television Productions

UNWRAPPED STANDARDS

<u>Advance CTE Standard</u>	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.04 Gather and analyze digital communication customer requirements to best meet consumer needs.	ITPC01.04.01 Gather data to identify customer requirements. <ul style="list-style-type: none"> ● Determine client’s needs and expected outcomes. ITPC01.04.02 Collect requirements data from customers and competing websites. <ul style="list-style-type: none"> ● Determine the target audience 	<ul style="list-style-type: none"> ● The Television Production industry requires planning. ● There are many career paths in the video industry. ● Every video needs to be carefully crafted to meet the needs of clients. 	Audience Contract Purpose Client Scope Salary Corporate Advertisement Public Service Announcement Fiction Non-Fiction Documentary
ESS01.01 Complete required training, education, and certification to prepare for employment in a particular career field.	ESS01.01.01 Identify training, education and certification requirements for occupational choice.	<ul style="list-style-type: none"> ● The Television Production Industry is extremely competitive, and you have to be willing to work your way up the ladder. 	

Module 1: Introduction to Television Productions

- What are career opportunities in the Television Production Industry?
- Why is it important to determine who the target audience will be for a television production?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ITPC 01.04	<ul style="list-style-type: none"> • I can determine the target audience for a product. • I can analyze television programming schedules to identify/predict targeted audiences. 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • Determine the target audiences for various Television productions. • Review Television programming schedules to evaluate target audiences 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Co-regulated class discussion on the purpose of various media and the target audiences.
	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
Pacing:	1-2 days		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently 	<p>Assessments:</p> <ul style="list-style-type: none"> • Reflection • Measure daily understandings via teacher observation of student activities and projects 								
ESS01.01	<ul style="list-style-type: none"> • I can investigate the various careers in Television and Media Production. • I can research a career of interest related to television/media production. 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • Create a research document for careers in Television Production 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Research potential job opportunities using online resources
	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
Pacing:	2 days		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently 	<p>Assessments:</p> <ul style="list-style-type: none"> • Measure student understanding based on presented research projects. • Reflection • Measure daily understandings via teacher observation of student activities and projects 								

Module 2: Live Video Switcher and Streaming Applications

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.03 Design and employ the use of motion graphics to create a visual web/digital designs.	ITPC01.03.02 Create product visual design. <ul style="list-style-type: none"> ● Create graphical images and videos. ● Apply knowledge of typography. ● Alter digitized images using an image manipulation program. ● Alter digitized video using a video manipulation program. 	<ul style="list-style-type: none"> ● Special effects alter the reality of the viewer. ● Digital images and text can greatly enhance your video. 	Stream Live Host Encoder Bandwidth Upload Download Bitrate Scene Input Layer Stream Key Public / Private / Unlisted Channel Preview Program Transition Crop Strike
ITPC01.07 Demonstrate the effective use of tools for digital communication production, development and project management to complete web/digital communication projects.	ITPC01.07.01 Select and use appropriate software tools. <ul style="list-style-type: none"> ● Select and use appropriate software tools. ● Demonstrate knowledge of available graphics, video, motion graphics, web software programs. ● Manipulate images, video, and motion graphics. 	<ul style="list-style-type: none"> ● Split second decisions requiring thorough knowledge of streaming software is required to create a visually appealing production. 	
ITC 05.03 Employ project management knowledge to oversee IT projects.	ITC05.03.02 Define scope of work to achieve individual and group goals. <ul style="list-style-type: none"> ● Identify size and specifics of the task. ● Formulate task sequence. ● Plan multiple tasks simultaneously. ● Identify potential problems. ● Develop contingency plans. 	<ul style="list-style-type: none"> ● Production staff working behind the scenes have to accomplish many small tasks quickly in order to run an event. 	

Module 2: Live Video Switcher and Streaming Applications

- What is the sole purpose of the production crew?
- How can you use multiple factors to maximize production value of an event?
- In what ways do special effects contribute to a production?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ITPC01.03	<ul style="list-style-type: none"> • I can select or create text necessary for production enhancement. • I can select, create, or modify photos, videos and audio for a production. • I can ensure the integrity of the production theme in my creative decisions. 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td></td> <td>Constructed Response (CR)</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)		Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Select and modify multiple types of media to prepare them for production.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Practice with photo / video editing processes to remove backgrounds, save various types of media, and move files from location to location.</i>
	Selected Response (SR)											
	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	2 days		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>In class activities requiring students to prepare various forms of media for production.</i> • <i>Measure daily understandings via teacher observation of student activities and projects</i> 								
ITPC 01.07	<ul style="list-style-type: none"> • I can prepare and operate hardware / software combinations for a production recording. • I can prepare and operate hardware / software combinations for a production live stream. 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td></td> <td>Constructed Response (CR)</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)		Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Configure a video switcher to run a recorded production.</i> • <i>Configure a computer to run a live streamed production.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Setup and run multiple productions (live and recorded) where students change roles.</i>
	Selected Response (SR)											
	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	5-6 days		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Successful performance of productions</i> 								

ITC 05.03	<ul style="list-style-type: none"> • I can define my roles and responsibilities on the production crew. • I can explain the connections between the different roles and responsibilities for the members of my production crew. • I can accomplish my individual tasks in order to help the production crew accomplish the objective. 	<table border="1"> <tr> <td data-bbox="695 147 737 207"></td> <td data-bbox="737 147 1016 207">Selected Response</td> </tr> <tr> <td data-bbox="695 207 737 267">x</td> <td data-bbox="737 207 1016 267">Constructed Response</td> </tr> <tr> <td data-bbox="695 267 737 328"></td> <td data-bbox="737 267 1016 328">Performance (P)</td> </tr> <tr> <td data-bbox="695 328 737 388"></td> <td data-bbox="737 328 1016 388">Observation</td> </tr> </table>		Selected Response	x	Constructed Response		Performance (P)		Observation	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Plan the procedure for the setup and operation of a production.</i> • <i>Prepare multiple live stream productions with rotating roles.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Creation of a list of steps or flowchart to document the actions required by individuals to accomplish collective objectives.</i>
	Selected Response											
x	Constructed Response											
	Performance (P)											
	Observation											
Pacing:	1-2 days		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • <i>10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>List of steps for each role for setup, operation, and strike of an event.</i> • <i>Measure daily understandings via teacher observation of student activities and projects</i> 								

Module 3: Advanced Audio Operations

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC 01.09 Create and implement a digital communication product to meet customer needs.	ITPC01.09.05 Produce content for a digital communication product. <ul style="list-style-type: none"> ● Produce or acquire audio content. 	Audio is an important component of a video production	Acoustics Echo Ambience Amp Gain Pickup Pattern Level XLR Phantom Power Mixer Condenser Microphone Lavalier Lapel Windscreen Pop Filter Equalizer Pan Mono Stereo Mute

Module 3: Advanced Audio Operations

- How can audio improve or diminish the quality of a production?
- Why is audio an important element of a quality production?
- How does the integration of audio equipment support the final product?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ITPC01.09	<ul style="list-style-type: none"> • I can identify tools and equipment needed for a specific production. • I can describe the functionality and integration of audio equipment (i.e. microphones, soundboards, speakers...) to achieve the desired effect. • I can operate audio equipment for a live or recorded production. 	<table border="1"> <tr> <td style="text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Students will use multiple components of audio technologies as they integrate into different systems.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Recording Productions</i> • <i>Live Productions</i>
x	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	3-4 Classes		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Performance assessments utilizing audio technologies in multiple applications.</i> • <i>Measure daily understandings via teacher observation of student activities and projects</i> 								

Module 4: Advanced Camera Techniques

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.06 Prepare digital communication product specifications to communicate specifications with various audiences.	ITPC01.06.03 Create final project plan. <ul style="list-style-type: none"> ● Identify and obtain tools and resources to do the job. ● Develop a detailed task list. ● Identify interdependencies. 	<ul style="list-style-type: none"> ● Camera settings and camera movement allow for professional video 	ISO White Balance Aperture Color profile Exposure Depth of field ND filter Zebra Gimbal Tripod Monopod SLider Boom Crane Bitrate Lens

Module 4: Advanced Camera Techniques

- Why is it important for a camera operator to manually control and adjust video camera functions?
- Why is it important for a camera operator to control how the camera moves?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments				
ITPC01.06.03	<ul style="list-style-type: none"> • I can control the manual camera functions of digital cameras. • I can make creative decisions for the production by self-selecting camera settings to match the intended production theme. 	<table border="1"> <tr> <td style="text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Students will learn how to intentionally configure manual camera settings to create a specific look or feel.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>In class demonstration of equipment followed by individual or small group practice opportunities.</i>
x	Selected Response (SR)							
x	Constructed Response (CR)							
Pacing:	2-3 days	<table border="1"> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	Performance (P)		Observation (O)	<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Performance based assessments may be used in conjunction with written responses.</i> • <i>Measure daily understandings via teacher observation of student activities and projects</i>
x	Performance (P)							
	Observation (O)							
Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> • I can investigate the various lens settings and their impact on the product. • I can apply lens settings as needed to capture a quality shot. • I can use lens settings to create the desired effect on the product. 	<table border="1"> <tr> <td style="text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Students will learn how different lenses create different effects when recording.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Hands on demonstrations paired with online research utilizing various equipment.</i>
x	Selected Response (SR)							
x	Constructed Response (CR)							
Pacing:	1-2 days	<table border="1"> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	Performance (P)		Observation (O)	<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Performance based assessments may be used in conjunction with written responses.</i> • <i>Measure daily understandings via teacher observation of student activities and projects</i>
x	Performance (P)							
	Observation (O)							

Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> I can utilize tripods, monopods, and dollies in a media production. I can describe how camera movement relates to video experience from the audience perspective. 	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>		Selected Response		Constructed Response	x	Performance (P)		Observation	Lesson Progression and Standards Connection: <ul style="list-style-type: none"> Students will learn how different camera movements create a different experience for the audience. 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> Hands on demonstrations paired with online research utilizing various equipment.
	Selected Response											
	Constructed Response											
x	Performance (P)											
	Observation											
Pacing:	1 day		CCSS Connections: <ul style="list-style-type: none"> 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently 	Assessments: <ul style="list-style-type: none"> Performance based assessments may be used in conjunction with written responses. Measure daily understandings via teacher observation of student activities and projects 								

Module 5: Advanced Lighting Operations

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.06 Prepare digital communication product specifications to communicate specifications with various audiences.	ITPC01.06.03 Create final project plan. <ul style="list-style-type: none"> ● Identify and obtain tools and resources to do the job. ● Identify and evaluate risks. 	<ul style="list-style-type: none"> ● Appropriate amount of light is required when shooting video. 	Fresnel LED Incandescent Tungsten Halogen Fluorescent Spotlight Key light Back light Fill light Three point lighting system Back lit Flag Reflector Diffuser Voltage Amperage Ohms Circuit DMX Shutter Gel

Module 5: Advanced Lighting Operations

- Why is it important to properly light a stage area for video shoots?
- What are the differences between remote and studio lighting?
- Why is it important to create a lighting plan for a television production?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ITPC 01.06	<ul style="list-style-type: none"> • I can investigate lighting techniques and their effect on a video production. • I can use lighting technologies and techniques to develop a “feel” of a shot. • I can apply cable safety concepts when setting up a production. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • Students will explore various lighting technologies as they prepare to light studio sets and recording locations in the field. • Students will learn how to lay cables, secure them, and wrap them in ways which will ensure safety and equipment longevity. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Students will plan and execute lighting designs in studio locations and locations in the field.
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	3-4 classes		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently 	<p>Assessments:</p> <ul style="list-style-type: none"> • Performance based assessments may be used in conjunction with written responses. • Measure daily understandings via teacher observation of student activities and projects 								