

## Regular BoE Meeting

Wednesday, February 1, 2023 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/MEETING NORMS**

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 Resignation - Effective  
March 31, 2023

VIII.A.2. Administrative Hires

VIII.A.3. Teacher Resignations

VIII.A.4. New Teacher Hires

VIII.A.5. A-2 Hire - Effective January 3, 2023

VIII.A.6. A-3 Resignation - Effective January 17,  
2023

VIII.A.7. A-3 Hire - Effective January 3, 2023

VIII.A.8. 6th Year Salary Credit - Effective  
February 1, 2023

IX. **PUBLIC COMMENT**

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

X.A. 2023 - 2024 Program of Studies

X.B. 2023-2024 and 2024-2025 School Calendars -  
First Reading

X.C. Quarterly Enrollment Update

X.D. BAIMS - London, England Trip - April 2025

X.E. Connecticut Automatic Admissions Program - CAAP

X.F. CT Grown for CT Kids Grant Approval

X.G. Special Services Report

**XI. CURRICULUM REVISIONS**

XI.A. Rising Educator I - Second Reading

**XII. TEXTBOOK ADOPTION**

XII.A. ECE Physics Textbook Selection - Second Reading

**XIII. POLICY REVISIONS**

XIII.A. Policy 1251 - Loitering or Causing a Disturbance

XIII.B. Policy 1316 - Conduct on School Property

XIII.C. Policy 1322 - Contests for Students

**XIV. NEW BUSINESS**

**XV. BUILDING REPORTS**

**XVI. INFORMATION/LIAISON REPORTS**

**XVII. ADJOURNMENT**

The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please go to: [January 4, 2023 Meeting Recording](#). Passcode: T4ak%\*^!

**BRISTOL BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**Wednesday, January 4, 2023 – 7:00 p.m.**  
**Regular Meeting Minutes**

The Bristol Board of Education meeting was held on Wednesday, January 4, 2023, at 7:00 p.m. at the Bristol Board of Education auditorium and via the Zoom Meeting Platform.

**PRESENT:** Commissioners: Russell Anderson, Jennifer Dube, Kristen Giantonio, Todd Sturgeon, Dante Tagariello, and Karen Vibert; **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent and Jolene Lusitani, Council Liaison

**EXCUSED:** Commissioners Eric Carlson and Shelby Pons

**I. CALL TO ORDER/ PLEDGE OF ALLEGIANCE/MEETING NORMS**

Chair Dube called the meeting to order at 7:01 p.m. and asked the audience to stand for The Pledge of Allegiance. Chair Dube asked the audience to join her in a moment of silence for Matthew Sportelli a Teacher at Stafford, City Wide, Patterson, Northeast, and Hubbell from 9/3/58 to 6/30/1989.

Chair Dube read the meeting norms into the record.

**II. STAFF AND STUDENT RECOGNITION**

BAIMS Art Gallery Opening - Pushpita Hussain – Senior Student Representative - Bristol Eastern H.S.- Pushpita was present online and she shared information about the art show and the grant she received to have the gallery opening. The show was called the “A Florissant” which means coming to view or existence or flowering which honors her own name Pushpita which means flowered or blossomed. Pushpita was able to connect her community and show her passion and love of art. This program was made possible through Group Tape, which offered a grant to provide support and resources to young youth that lack rich learning opportunities for a desired project. Pushpita wanted to create an event that showcased the identity of our respective communities and by connecting with these local artists here in Connecticut the gallery came to life. The installation is still up until the end of January so if you all have time you should definitely check that out.

2. Bristol Business Education Foundation Mini-Grant Winners – A reception was held earlier in the evening to present the following grant winners

1. Marcy Deschaine - Mountain View School - Capturing Our Learning - Awarded: \$1,000.00
2. Holly Caruso Pugliese - South Side School - Magic Carpet - Awarded: \$1,995.41
3. Nicole Redman - BECC/Edgewood - Communication Beyond the Classroom - Awarded: \$1,935.00
4. Bridget Gohla - ACCESS Program - BEHS/BCHS - Operation Renovation - Awarded: \$422.00
5. Lindsey DiPietro - BAIMS - Make Your Mark Mural at BAIMS - Awarded: \$1,878.64

The Business Education Foundation, through donations, grants and partnerships is able to fund programs not normally included in the school or City budget. The Foundation also promotes partnerships that enable Bristol Public Schools to benefit from corporate grants and matching gifts. These partnerships educate the community on the needs of Bristol Public Schools and deepen community support.

**III. APPROVAL OF MINUTES**

**December 7, 2022 - Regular BoE Meeting**

*On a motion by Dante Tagariello and a second, by Kristen Giantonio, the Board of Education approved the December 7, 2022 Regular meeting minutes as written.*

#### **IV. COMMITTEE REPORTS**

**Finance Committee** – Dante Tagariello shared that Budget Workshops will be held Tuesday, January 17, and January 24 from 6-8 p.m. Commissioner Tagariello encouraged the public to attend the workshops.

**Operations Committee** – Russell Anderson reported that the committee met and discussed the Bristol Central and Bristol Eastern culinary arts project we also discussed the Chippens Hill UST update. We discussed the updates for the Edgewood school project and a motion was made to engage with the JCG Architects in the amount of \$24,500 for conceptual design and to forward that to the board for approval. The NEMS project update was discussed as well as the ESSR APR Hubbell School Project update. Athletic fields were discussed and a donation proposal for Bristol Central High School for batting cages, this donation was made by a former member of Bristol Central High School. There was a review of the 2023-24 Capital Improvement Plan and there was a vote to approve the 2023-24 Capital Improvement Plan and to forward it to the full board to take action.

**Student Achievement** – Todd Sturgeon reported that the committee met on December 21<sup>st</sup> and approved the 23-24 committee calendar. They also approved the K-5 Physical Education Health curriculum which will be coming to the full board tonight for approval. They received information on Cartooning and Animation, also on Advanced Personal Finance Curriculum and a presentation about BPS Career Pathways was presented by Dr. Rechenberg. The committee also discussed the Reach Academy Charter school and that was tabled for further discussion.

#### **V. STUDENT REPRESENTATIVE REPORTS**

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

BCHS Junior Representative, Isabel Paolina gave her first report to the Board. Highlights from her report included Winter sports are off to a great start with wrestling, basketball, indoor track and boys' swim and dive. The wrestling team won their opening night against Enfield. Boys' basketball had a close game against Eastern with an end score of 44 to 49, Ram Mountain packed the student section to support the team. Girls' basketball started off strong with four wins and two loses. The InterAct members help to bring the holiday spirit to the seniors at the Bristol Senior Center. They helped with the holiday dinner along with gingerbread house making, it brought a lot of joy to the seniors during the holiday season. InterAct members also donated gifts to families in our own community. Students dressed up for spirit week leading up to Christmas and the school came together for Festus once again which was a huge success many fun games were played along with performances from the dance team, teachers, and the male cheerleaders. Our annual holiday concert also took place for the band and choral students. Latin students celebrated the ancient Roman Holiday of Saturnalia. Students dressed up, played games and music and put on performances and ate food. Students are working hard to prepare for midterms.

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

Senior Representative Max Stavens shared happenings from Bristol Eastern. Highlights from his report included In sports, the boys' basketball team is currently 4-1, the highlight of which was their victory in the holiday tournament over the break. Our lady Lancers currently have two great wins against Manchester and Lewis Mills as well as a few hard-fought battles. Wrestling, swimming, and indoor track are in full competition. mode. The Theater Arts program had a smashing success with 12 Angry jurors in early December. The on and off-stage members were awesome as usual. They are now getting ready for the spring musical which will be Pippin, the show is set for early May and we hope to see as many people there as possible. Before the break, there was a student vs teachers basketball game as well as some holiday theme games we had two competitive games and the teachers came away with thrilling wins in both games; we hope to reestablish this great tradition. Looking ahead, the 8<sup>th</sup>-grade open houses are next Tuesday, January 10<sup>th</sup>. Most college application deadlines are approaching in the next few weeks and many seniors are starting to hear of acceptances to schools they applied to in early admission rounds; next up will be scholarship season. We will wrap up this first semester and have a successful midterm week following MLK Day. Shortly after we will be receiving recommendations and making course selections for the 2023-2024 school year. There is still a lot of winter to go and that will include sports contests, SAT testing, mastery-based credit project completions, the celebration of African American History Month, and plans for the celebration of school safety and diversity.

Chair Dube also announced Rita Gao as the new Junior Student Representative of Bristol Eastern High School. Rita was online for this evening's meeting and will give her first report at the February BoE meeting.

## **VI. CHAIR REPORT**

Chair Dube reported that Commissioner Christopher Wilson resigned last month from the Board of Education. Chair Dube shared a history of Mr. Wilson's accolades as a board member. Chris Wilson was online and spoke about his time on the Board.

## **VII. SUPERINTENDENT REPORT**

Dr. Carbone presented the monthly Superintendent Report. Dr. Carbone shared that the district will be notifying all families in Grades Prek-7 of their next school year assignments beginning the week of January 17. The letter will inform parents of their child's next school year assignment aligned with the redistricting plan. In early February a second letter will be sent to all families that are being assigned to a new school community. This second letter will outline the parent orientation dates and locations as well as the dates set for school visits by school administrators and school visits for students. Dr. Carbone shared the dates for visits: Week of March 6, 2023 - Administrators visit students; Week of March 13, 2023- Students visit schools; Week of March 21, 2023- K-5 Parent Orientation; Week of March 26, 2023-K-8 and 6-8 Parent Orientation. Under the Reimagining Plan 2023 topic. Dr. Carbone provided an update regarding the NEMS Project. The district has received confirmation from the Office of Schools Construction and Grants that the project that was submitted for a larger NEMS was placed on the priority list and will be considered during this legislative session.

## **VIII. CONSENT AGENDA**

Chair Dube called for a motion to approve the Consent Agenda, which included Items 8A.1. through 8.A.4.

*On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert, and Dube) voted to unanimously approve the Consent Agenda as written.*

### **VIII.A. PERSONNEL**

#### **VIII.A.1. Administrator Retirement**

Cassin, Christopher - BOE - Supervisor of Athletics - Effective February 1, 2023

*On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert, and Dube) voted to unanimously accept the Administrator Retirement as written.*

#### **VIII.A.2. Teacher Resignation**

Jacques, Stephanie - CW - 6-12 Mathematics Coach - Effective January 30, 2023  
*On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert, and Dube) voted to unanimously accept the Teacher Resignation as written.*

#### **VIII.A.3. New Teacher Hires**

Coyle, Melaney - ID - Social Worker - Effective January 9, 2023  
Therrien, Sydney - BE/BC - Special Education Teacher - Effective Date TBD  
Wilson, Rachel - WB - Grade 7 Special Education Teacher - Effective Date TBD

*On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert, and Dube) voted to unanimously approve the New Teacher Hires as written.*

#### **VIII.A.4. A-3 Hire - Effective August 23, 2022**

Chasse, Erin - EDGE - Elementary Science Leader

**VIII.A.4. A-3 Hire - Effective August 23, 2022 – cont'd**

*On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert and Dube) voted to unanimously approve the A-3 Hires as written.*

Dr. Carbone took a moment to recognize the retirement of Christopher Cassin, Supervisor of Athletics, Effective February 1, 2023. Mr. Cassin has served the Bristol Public Schools for 39 years and has spearheaded several programs and relationships that are still active to date.

**IX. PUBLIC COMMENT**

No members of the public wished to address the Board.

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

**X.A. 21st Century Grant Bid Waiver**

At the December 14, 2022, Board of Education Finance Committee meeting, a bid waiver was requested for the 21st Century Grant. To provide food for the afterschool program.

*On a motion by Karen Vibert and a second by Dante Tagariello, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert, and Dube) voted unanimously to authorize the Business Service Department to seek a Bid Waiver from the City Board of Finance for purchases from Cravings Eatery for the after school feeding program.*

**X.B. Emergency Connectivity Bid Waiver**

At the December 14, 2022, Board of Education Finance Committee meeting, a bid waiver was requested for the Federal Emergency Connectivity Fund.

*On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert, and Dube) voted unanimously to authorize the Business Service Department to seek a Bid Waiver from the City Board of Finance for purchases from IT Outlet for student Chromebooks.*

**X.C. Approval of 2023 Board of Education Regular Meetings**

In accordance with Section 1-21 of the Connecticut General Statutes and in keeping with Board of Education policy, a schedule of Board of Education meeting dates for the 2023 calendar year is required by the Town and City Clerk. The Regular Board of Education meeting will be held on the first Wednesday of every month (except July, August, and September) at 7:00 p.m. virtually or in the Auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

*On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert, and Dube) voted to unanimously approve the 2023 Board of Education Regular Meetings dates as presented.*

**X.D. Capital Improvement Plan (CIP) Approval**

Peter Fusco, Facilities Director presented the Capital Improvement Plan. Commissioners have received a copy of the CIP spreadsheet. At the December 21, 2022, Operations Committee meeting, the committee voted to approve the presented Capital Improvement Plan (CIP). The next step is for the Board of Education to approve it and forward it to the 10-year CIP Committee and the City Board of Finance. Questions followed regarding working with the comptroller and the bonding capacity of the city.

*On a motion by Kristen Giantonio and a second by Dante Tagariello, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert, and Dube) voted unanimously to approve Board of Education*

**X.D. Capital Improvement Plan (CIP) Approval – cont'd**

*approves the 2023-2024 Capital Improvement Plan and forward it to the City's Board of Finance and the 10-year CIP Committee.*

**X.E. Edgewood School Conceptual Design**

Dr. Dietter presented the Edgewood School Conceptual Design item. At the December 21, 2022, Operations Committee meeting, three options were reviewed for projects at Edgewood School. The preferred option was to move forward with Targeted Alterations. It is the recommendation of the Project Manager to engage with an architect for a conceptual design to move this forward.

*On a motion by Todd Sturgeon and a second by Dante Tagariello, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert, and Dube) voted unanimously to approve engaging with JCJ Architects in the amount of \$24,500 for Conceptual Design for Targeted Alterations at Edgewood School, located at 345 Mix Street, Bristol.*

**X.F. Edgewood School Conceptual Estimate**

Dr. Dietter presented the Edgewood School Conceptual Estimate. At the December 21, 2022, Operations Committee meeting, the three options were reviewed for projects at Edgewood. The preferred option was to move forward with Targeted Alterations. It is the recommendation of the Project Manager to engage with an estimator for a conceptual estimate.

*On a motion by Russell Anderson and a second by Todd Sturgeon, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert, and Dube) voted unanimously to approve engaging with D'Amato Construction in the amount of \$15,008 for a Conceptual Estimate for Targeted Alterations at Edgewood School, located at 345 Mix St. Bristol.*

**X.G. Donation Proposal – Bristol Central H.S. Athletic Department Batting Cages**

Dr. Dietter presented the Bristol Central H.S. Athletic Department Batting Cages. At the December 21, 2022, Operations Committee meeting, the committee voted to approve a proposed donation of batting cages. The cages would be for use with hardball and softball. Any scholar-athlete the plays baseball or softball will have access to the cages. The donation is written in a way that the donation is not to exceed \$25,000. We have an estimate, it is roughly \$20,000 and with our other plans that we have around upgrades to athletics and facilities, we would be building a similar structure at Bristol Eastern High School.

*On a motion by Russell Anderson and a second by Kristen Giantonio, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert, and Dube) voted unanimously to approve approves the donation, to be used for batting cages at Bristol Central High School, for an amount not to exceed of \$25,000.*

**X.H. BEHS Trip to Costa Rica – April 2023**

Michael Higgins, Principal at Bristol Eastern High School presented the BEHS Trip to Costa Rica – April 2023. Prior to language teacher Andrea Schacht leaving BPS for another school district back in October, she had submitted and the board had approved a trip abroad to Peru featuring a trip to Machu Picchu and other Peruvian cultural destinations. BEHS only has a handful of students and chaperones attending so in order to make the trip happen, BEHS was to partner with another school going. That other school has since canceled their trip rendering the trip as a whole, canceled. Justin McDermott, who was kind enough to take over for the trip after Mrs. Schacht's departure was just recently notified of this change which came from Explorica - the company planning the trip's itinerary. In an effort to keep a trip abroad on the same April week for our students, Explorica offered three different packages that would be different but equally culturally enhancing for the students. Two were Costa Rica packages and one was for the Galapagos Islands. Ultimately, the families voted for one of the two Costa Rican packages. Benefits of this package include:

- There would be a significant decrease in cost to your travelers - about \$840 will be refunded to each traveler
- While a day shorter than the Peru trip, this tour focuses on the different cultures of Costa Rica, traveling to both the Pacific and the Caribbean sides of the country, where you'll be able to partake in activities such as a

### **X.H. BEHS Trip to Costa Rica – April 2023 – cont'd**

Caribbean dance lesson, Caribbean flavors cooking class, a visit to an Indigenous Reserve that farms cacao beans for chocolate, as well as a relaxing yoga class in a rainforest setting.

- This option provides your students each day with new introductions to the various cultures in Costa Rica

*On a motion by Kristen Giantonio and a second by Dante Tagariello, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert, and Dube) voted to unanimously approve the Bristol Eastern High School trip to Costa Rica from April 7, 2023 to April 15, 2023.*

### **X.I. CTE Pathway Overview**

Dr. Rechenberg, Secondary STEM Supervisor presented the CTE Pathway Overview. In conjunction with core academics, the Bristol Schools Career and Technical Education (CTE) pathways are designed to support student exploration of high skill, high demand, and/or high-wage careers. Each pathway provides students an opportunity to gain college credit and/or industry recognized credentials. Students are encouraged to complete a minimum of 1.5 credits in a pathway or concentration area. A pathway is a series of courses designed to support exploration for a specific career objective (i.e. Accounting and Finance), whereas a career concentration represents the broader industry (i.e. Business). Questions followed regarding a possible pathway in Law Enforcement/Criminal Justice and or trades.

### **X.J. Lieutenant Dustin DeMonte and Sergeant Alex Hamzy Public Safety Scholarship**

Dr. Dieter presented the Lieutenant Dustin DeMonte and Sergeant Alex Hamzy Public Safety Scholarship. The Lieutenant Dustin DeMonte and Sergeant Alex Hamzy Public Safety Scholarship will be awarded annually to a senior in good standing from BCHS and BEHS, enrolling in a two or four-year college or university, majoring in Criminal Justice or Public Safety. The scholarship will be in the amount of \$1,500.00. The scholarship is initially funded through the collaborative efforts of the Bristol Police Union and the employees of Bristol Public Schools. More information about the scholarship and how to donate will be available in the coming days. The fund will be managed by The Main Street Community Foundation. Members from each of the groups accompanied Dr. Dieter during the presentation.

### **X.K. Special Services Report**

Dr. Kim Culkin presented the monthly Special Services Report. As of December 1, 2022, 1,700 of 8,120 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 November 2022, 13.64% of newly registered students were identified as students with special education programming needs at the time of registration. No students newly enrolled in BPS during the month of November 2022 were receiving their programs and services at out-of-district special education school programs at the time of enrollment. During the month of November 2022, 46 risk assessments were conducted by BPS staff. As of December 1, 2022, 118 of our 1,700 identified students require out-of-district placements at private special education school programs and 71 students require special education programming services at other public out-of-district schools including magnet schools.

## **XI. CURRICULUM REVISION**

### **XI.A. K-5 PE Curriculum Revision**

Sara Hale, PE/Wellness Dean presented the K-5 PE Curriculum Revision. The curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework. Students will participate in activities that promote social-emotional well-being while working on improving physical fitness and team-building skills. They will be given a solid foundation which will extend into an opportunity to develop intermediate and advanced skills. An emphasis will be placed on the importance of a healthy lifestyle and physical fitness to address the increase in childhood diseases. Students will assess personal needs, interests, abilities, and opportunities related to physical fitness with a focus on personal improvement. The curriculum is designed to allow students to select from a variety of activities:

### **K-5 PE Curriculum Revision – cont'd**

1. Team sports, e.g., basketball, soccer, and volleyball.
2. Individual and health-related activities, e.g., weight training, weight control, walk/jog, aerobic conditioning activities.
3. Lifetime, leisure activities, e.g. Badminton, tennis, and backyard games.

*On a motion by Kristen Giantonio and a second by Todd Sturgeon, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert and Dube) voted unanimously to approve the K-5 PE Curriculum Revision.*

### **XI.B. Cartooning and Animation Curriculum**

Ken Bagley presented the Cartooning and Sequential Art Curriculum. This course introduces students to the concepts of Cartooning and other sequential arts. The units are designed to take the students through the creative process to develop and design their own sequential projects. The units below outline the key learning topics for the half-credit, semester-long course. Mr. Bagley thanked the teachers that worked to create the curriculum.

*On a motion by Kristen Giantonio and a second by Todd Sturgeon, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert and Dube) voted unanimously to waive the second reading of the curriculum and to approve the curriculum as presented.*

### **XI.C. Advanced Personal Finance**

Dr. Rechenberg presented the Advance Personal Finance. This accelerated course is ideal for students striving to get a head start on real-life financial challenges affecting them now and in the future. Students will take a deeper dive into topics from Personal Finance. The course will examine personal incomes and budgets, home and consumer financing, insurance of personal assets, personal investing, and retirement planning. Topics will include the time value of money, investments, loans and credit, cash management, taxes, life and health insurance, and estate planning. Students will gain the knowledge and skills necessary to successfully navigate the complex world of financial literacy. Students will have the opportunity to articulate the credit with this course with the Personal Finance course at Tunxis Community College (BFN 110). Students will earn .5 high school credits with the potential to earn three college credits through the Tunxis Community College's Career Pathways program. In order to take this course, students must be in grades 10 through 12 and have earned an average of 75 or higher in the prerequisite Personal Finance course. Questions followed regarding credits being used at other universities.

*On a motion by Todd Sturgeon and a second by Kristen Giantonio, the Board of Education (Commissioners Anderson, Giantonio, Sturgeon, Tagariello, Vibert and Dube) voted unanimously to waive the second reading of the curriculum and to approve the curriculum as presented.*

## **XII. TEXTBOOK ADOPTION**

### **XII.A. ECE Physics Textbook Selection**

Dr. Rechenberg presented the ECE Physics Textbook Selection. Physics teachers met to review three physics textbooks and determine which text best aligned to the University of Connecticut curriculum. Each of the selected textbooks were scored using the district rubric for textbook selection. The three textbooks reviewed and their rubric score are listed below:

1. AP Physics 1 (Edvantage) - 25 on Rubric
2. Physics Principles with Applications (Giancoli) - 29 on Rubric
3. College Physics 11th Edition (Serway-Vuille) - 44 on Rubric
- 4.

The physics teachers have selected College Physics 11th edition (Serway-Vuille) as its score shows tight alignment to the University of Connecticut and Bristol ECE Physics curriculum. This is the first reading of the textbooks. Books can be previewed in Dr. Rechenberg's office during the intervening month.

**XI. NEW BUSINESS**

There was no New Business to come before the Board.

**XII. BUILDING REPORTS**

**MBIAMS Committee Update**

Dr. Dieter MBIAMS Committee has not met formally. Dr. Dieter shared that the first school production in the theater on Friday, January 6. It is a small production that will be attended by the parents or guardians of the participants. The mezzanine was fitted with safety rails and they will be painted. We will keep the audience out of that area. Things are moving along and we are really looking forward to opening the doors to the community and having a larger event in that space.

In Mr. Callahan's absence, Dr. Dieter presented all building reports/updates.

**High School Culinary Project Update**

We are working through our construction documents right now they have been submitted to OSCGR priority Grant and that will be taken up on June 30th.

**ESSER/ARP Building Committee Update**

We are working through the survey and existing documents in an engineering presentation to the building committee and that's going to happen Thursday, January 5th.

**NEMS Building Committee Update**

Lastly, regarding the Northeast Middle School building committee update we did meet and walk the site with a representative of OSCGR we've been shortlisted for state legislator approval and we do anticipate the approvals will come through in June.

**XIII. INFORMATION/LIAISON REPORTS**

Commissioner Dube shared a liaison report from BAIMS. She highlighted numerous activities from the building.

**XVI. ADJOURNMENT**

There being no other business to come before the Board, the meeting should adjourn. (8:13 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary  
Bristol Board of Education

**BRISTOL BOARD OF EDUCATION**  
**BUDGET WORKSHOP MEETING MINUTES**  
**Tuesday, January 17, 2023**

A Budget Workshop of the Bristol Board of Education was held on Tuesday, January 17, 2023, from 6:00 p.m. to 8:00 p.m. in the Board of Education Auditorium and via the Zoom meeting platform.

**PRESENT:** Commissioners: Russell Anderson (Arrived at 6:30 p.m.), Eric Carlson, Jennifer Dube, Jill Fitzsimons-Bula, Kristen Giantonio, Dante Tagariello, Maria Simons, and Todd Sturgeon, Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Lynn Boisvert, Dr. Dr. Kimberly Culkin, Carly Fortin, and Dr. Samuel Galloway

**EXCUSED:** Commissioner Shelby Pons

**Call to Order:**

Chair Dube called the workshop to order at 6:00 p.m.

**Discussion of Superintendent's 2023-2024 Recommended Budget**

Central Office Administration presented the 2022-23 budget. During this evening's workshop, the administrative team presented the context of the FY24 budget and discuss the summary of the FY24 general fund budget proposal. After each component of the presentation, time was given for questions or discussion from Commissioners.

Commissioners posed questions regarding the number of FT teachers paid out of grant vs. general fund; addressing the financial impact on the percentage of students passing the AP assessment; how our college and career readiness data compares to contiguous districts; title schools; the number of students in the 46% band that received ESY services; further details pertaining to \$650,000 grant; more information about Partnerships with Community partners and who are our community partners; additional information regarding homeless transportation and the additional funds referenced in the presentation; use of City projections when calculating utility costs; items included in the Special Education Professional Services line; explanation of magnet and special education magnet costs and an explanation of CREC's increase in tuition.

Central Office Administration did address some of the questions posed this evening, however, those requiring additional information will be addressed at the top of next week's budget presentation on Tuesday, January 24, 2023 at 6:00 p.m.

**Adjournment**

With no other business before the committee, the meeting was adjourned. (7:48 p.m.)

Respectfully Submitted:



Susan Everett

Executive Assistant to the Board of Education

**BRISTOL BOARD OF EDUCATION**  
**BUDGET WORKSHOP MEETING MINUTES**  
**Tuesday, January 24, 2023**

A Budget Workshop of the Bristol Board of Education was held on Tuesday, January 24, 2023, from 6:00 p.m. to 8:00 p.m. in the Board of Education Auditorium and via the Zoom meeting platform.

**PRESENT:** Commissioners: Russell Anderson, Eric Carlson, Jennifer Dube, Jill Fitzsimons-Bula, Shelby Pons, Maria Simons, and Dante Tagariello; Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Lynn Boisvert, Dr. Kimberly Culkin, Carly Fortin, and Dr. Samuel Galloway

**EXCUSED:** Commissioners: Kristen Giantonio and Todd Sturgeon

**Call to Order:**

Chair Dube called the workshop to order at 6:15 p.m.

**Discussion of Superintendent's 2022-2023 Recommended Budget**

Central Office Administration presented Part 2 of the FY24 Budget. During this evening's workshop, the administrative team presented the Grant Revenue Review, the Cafeteria Budget and the summary and conclusion of this year's budget presentation. After each component of the presentation, time was given for questions or discussion from Commissioners.

Commissioners posed questions regarding how we are forecasting the State Alliance Grant; the difference between the Grant Manager and Communications Director in terms of getting grant funds for the district; questions regarding the FY24 funding source totals; College and Career Readiness offerings and expectations; why some districts did not have deficits like Bristol; Perkins Loan Allocation for Career Readiness; is there data to support the success of programs funded by ESSR and ARP funds and the need for more information regarding lunch participation projections.

A summary of both evening's presentations was provided; no other questions were asked of the administration.

**Adjournment**

With no other business before the committee, the meeting was adjourned. (7:26 p.m.)

Respectfully Submitted:



Susan Everett

Executive Assistant to the Board of Education

# Kristen Curley

## EDUCATION and CERTIFICATION

### Connecticut Professional Educator Certification:

*Comprehensive Special Education K-12 (065)*

*Teaching English to Speakers of Other Languages Pre-K-12 (111)*

### Connecticut Provisional Educator Certification:

*Noncredit Mandated Program (107)*

### Bachelor of Science: Special Education

May 1999 Southern CT State University

### Master of Science: TESOL/Bilingual/Multicultural Education

May 2004 Southern CT State University

## PROFESSIONAL EXPERIENCE

### *10/01/2019-Present Meriden Board of Education, Meriden, CT*

#### **K-12 Special Education Teacher/Diagnostician-** Middle school students with disabilities

- Inclusion co teacher, resource room teacher, curriculum modifications, testing accommodations, co-teaching
- IEP development: IEP Direct
- Educational evaluation: Woodcock Johnson Test of Achievement, Woodcock-Muñoz Batería 3, Key Math, iReady, SBAC

### *8/13/1999-10/01/2019 Department of Correction: Manson Youth Institution Cheshire, CT*

#### **K-12 Special Ed Teacher/Diagnostician-** 14 to 22 year old incarcerated male students with disabilities

- Resource room instruction, curriculum modifications, testing accommodations, co-teaching
- IEP development, Woodcock Johnson Test of Achievement, Woodcock-Muñoz Batería 3, Key Math, Test of Adult Basic Education, CASAS: Employability Competency Skills, GED pre-assessments

#### **English as a Second Language** - 14 to 22 year old incarcerated male English as a Second Language students

- Intake, interview, placement of non-English speaking students
- Plan and implement individualized English goals, quarterly program assessments, quarterly ESL promotions to general program
- Collaboration with regular classroom teachers to modify curriculum for ESL students
- Spanish GED assessment and instruction
- USD #1 ESL Curriculum Revision Committee Chair 2015

## ADDITIONAL PROFESSIONAL EXPERIENCE

### *1/2005-5/2014 Farmington Public Schools: Farmington Continuing Education Farmington, CT*

#### **GED English/Social Studies/Science Instructor-** adult students ages 17 to 70 years old

- Planning, placement, and instruction for the GED exam
- CASAS: Work Life and GED pre-assessments
- Connecticut Virtual High School: FCE facilitator

#### **English as a Second Language** - Adult English as a Second Language students

- Planning and instruction of oral, written, reading, and listening activities
- CASAS: Work Life assessments

#### **Mandated Education Program Facilitator** – program manager

- Represent Farmington Continuing Education at statewide leader meetings
- Plan and facilitate staff meetings and professional development
- Data entry coordinator: CARS statewide adult education reporting system
- GED facilitation: interview, application processing and test appointment facilitation
- Assessment coordinator: plan, proctor, score, and placement of all students within FCE
- CASAS: Work Life assessments, both print and digital versions

### *8/2015 to present Private Tutor Central Connecticut*

- Interview, assess, and plan for remedial instruction: English Language Arts, Spanish, Composition, Literature, Math, History, Science, French, Computers, High School Electives; grades K to 12

# Kristen Curley

## SCHOOL & FACILITY INVOLVEMENT AWARDS & RECOGNITION

### **Committees**

Department of Correction MVP card recipient- 35 cards  
Health and Safety Committee  
USD #1 Language Arts Committee  
USD #1 ESL Curriculum Committee  
Special Olympics Committee  
Recycling Committee  
Manson Youth Institution Employee Running Club

### **Other**

Employee Wellness Presenter  
CASAS District wide trainer

### **Awards**

Manson Youth Institution Public Relations Award  
Manson Youth Institution Teacher of the Year Award

## VOLUNTEER EXPERIENCE

Southington Community YMCA- Childcare Parent Advisory Committee 2008-2011  
Kelley Elementary School, Southington, Connecticut- PTO Secretary 2011-2016  
Kelley Elementary School, Southington, Connecticut- TerraCycle Chair (\$40,000 Playground Contest Winner) 2013 to 2019  
Hartford Marathon Foundation- Collar Crew Captain for the Eversource Hartford Marathon 2016-2018  
Winding Trails, Farmington, Connecticut- Summer trail series and kid's series weekly volunteer 2015-2019  
JFK Middle School, Southington, Connecticut- Cross Country Parent Volunteer Coordinator 2017-2019  
Southington High School, XC, Track and Field- Volunteer Coordinator, Booster Club President, Secretary, VP 2019 to present  
Ironman Mont Tremblant, Rev3, Hartford Track Club, Hartford Marathon Foundation: race/event volunteer 2014 to 2019  
CT Special Olympics Law Enforcement Torch Run and Penguin Plunge Fundraiser/Participant 2010 to 2019

## OTHER NOTABLE EXPERIENCE

Philadelphia Marathon 2011, 2015  
Newport Marathon 2013  
Ironman Lake Placid 2016  
Ironman Chattanooga 2018 and 2021  
Ironman Mont Tremblant 2019  
Wintergreen Festival Ultramarathon 2019  
Casco Bay SwimRun 2018  
Yale New Haven Closer to Free Ride 100 mile charity bike ride 2015  
Bike MS 100 mile charity bike ride 2017  
ERRACE 100 mile charity bike ride 2016 and 2018

# Sarah Guerin

## Licensure

CT Elementary Education (1-6) - #C092022000051

MA Elementary Education (1-6) - #534060

## Professional Experience

4th Grade Classroom Teacher, Reed School (PreK-8) Waterbury, Connecticut. August 2022-Present

- Created and maintained a welcoming, friendly, engaging, and nurturing classroom environment
- Created engaging whole group and small group lesson plans
- Used many classroom management strategies

District Substitute Teacher, Patrick E. Bowe Elementary School (K-5) Chicopee, Massachusetts. May 2022-June 2022

- Asked to stay on as a building substitute teacher after my student teaching was over by the principal.
- Assisted all students in the classroom in ELA and Math

Student Teacher, Patrick E. Bowe Elementary School (K-5) Chicopee, Massachusetts, January 2022- May 2022.

- Facilitated whole and small group writing instruction to a diverse classroom of learners
- Provided English Language Arts small group instruction within a tiered instructional model
- Utilized hands on manipulatives in order to bring math instruction to real-world applications

Coach, Skyhawks Camp, June 2019-January 2020

- Worked with children of all ages, teaching sport skills and life lessons through sports
- Explained and created activities to keep the children engaged throughout the week

## Education/Honors Awards

College of Our Lady of The Elms, Chicopee, Massachusetts. Bachelor of Arts, Elementary Education, 2022.

Elms Women's Basketball Captain 2021-2022

Dean's List Fall 2018- Spring 2022

## **Elaine Peralta-Frias**

### **PROFILE**

Highly motivated bicultural/bilingual professional seeking a clinical social work position that offers opportunities for continued clinical independence and growth. Have strong interest in working with youth and their families in the various environments including the home. Experienced in providing mental health treatment and case management services to youth with social, emotional, and behavioral difficulties as well as supporting their families. Growing knowledge and experience providing home-based intensive therapeutic services as well as case management services to children, youth and their families. Provided outpatient therapeutic services to children, youth, and adults in an outpatient setting as well as conducting home-based bio-psychosocial assessment with parents of youth.

### **EDUCATION**

*Master of Science in Clinical Social Work-May 2014*  
*Fordham University, West Harrison, NY 10604*

*Bachelor of Science in Social Work-May 2012*  
*University of Saint Joseph West Hartford, CT*  
*Concentration in Latino Community Practice*  
*Dean's List*

*Associate Degree of Science in Office Technology-May 2001*  
*The College of Technology, New York, NY*

### **EMPLOYMENT EXPERIENCE**

**Hartford Public Schools, Hartford, CT**

**9/2019-Present**

***School Social Worker***

- Provides mental health assessment and treatment to children with special education or at-risk children
- Complete Developmental history with the parents to provide support and accommodations for the children in school.
- Maintains clinical records of students who are receiving services at school
- Provides crisis management and coordinates triage
- Conduct support groups with students and parents
- Complete referrals in the community for mental health services and basic needs for the student and their families.
- Support the teachers to create a healthy environment for the students in their classrooms.

- Connect with community providers and The Department for Children and Families.

**Greater Hartford Family Advocacy Center, Hartford, CT**

**2/2018-Present**

***Mental Health Clinician-VOCA and PSB-CBT***

- Works daily with intake specialist and advocates to triage referrals
- Provides mental health assessment and treatment to children victims of physical and/or sexual abuse
- Provides mental health assessment and treatment to non-offending caregivers of children victims of physical and/or sexual abuse
- Provides mental health assessment and treatment to youth with problem sexual behavior
- Provides crisis management and coordinates triage
- Maintains clinical records of clients referred to program
- Maintains certification and licensure requirements according to discipline
- Actively participates in clinical supervision on a scheduled basis
- Attends community multidisciplinary meetings
- Participates in Feedback Sessions
- Participates in program development
- Provides case management services
- Identifies and communicates with appropriate community providers when needed
- Provides supervisor with program activity data
- Attends and contributes to program clinical meetings
- Participates in Family Night events
- Attends relevant local and regional continuing education programs according to program needs and financial capability
- Participates in program and community in-service activities
- Participates in program educational opportunities for professional student education

**The Village for Families and Children, Hartford CT**

**5/5/14-2/23/2018**

**Intensive In-Home Child and Adolescent Psychiatric Services (IICAPS)**

***Clinician/Mental Health Counselor***

- Provide weekly home-based individual, therapy, family therapy, and parent guidance to children and youth with significant psychiatric histories as well as parent guidance sessions.
- Provide 24-hour crisis management support, intensive case management, and advocacy services.
- Manage a case load of 7-8 children/youth; averaging 5.5 hours of direct service per week per child/youth.
- Responsible for conducting bio-psychosocial assessment, co-creating treatment plan with child/youth and parent, continually updating treatment plan, and ensuring timely completion of all necessary paperwork.
- Collaborate with service providers and community resources to ensure wrap approach and continuity of care.
- Continually assess for safety of child/youth and family and keeps the Program Manager apprised of all situations which involve the safety issues in the program or community.

**Catholic Charities, New Britain, CT**

**8/2012-5/2014**

**Juvenile Justice Intensive Evaluation (JJIE) and Department of Children and Families (DCFIE) Program**

***Child Development Specialist/Administrative Assistant***

- Meet with youth to provide overview of the program, identify personal strengths, discuss vocational interests, and motivate youth to fully engage in evaluation process.
- Provide support to program psychologist by administering brief neuropsychological screening tool vocational assessment and various self-report rating sheets.
- Independently write sections of final comprehensive psychological evaluation.
- Administrate the Youth Case Conference Guidcline Sheet to prepare youth for the final meeting.
- Encourage and model continued development of life skills through involvement of psycho-educational activities.
- Provide supervision of youth and ensure physical safety during program hours.
- Provide transportation for youth and/or legal guardian(s) for various evaluation related activities, when necessary.
- Seek out collateral information from multiple sources and continually monitor progress on request collateral immediately after receiving the releases to avoid delay.
- Performs vital administrative duties to support the JJIE/DCFIE program including but not limited to: transportation support; inviting participants to the final meeting; providing general overview of flow at team conference meeting; documenting meetings with minutes; summarizing salient information from the meeting and preparing it for final report; and maintain final case folders in accordance to agency policy and procedures.
- Participates in staff meetings, case management conferences, staff development workshops, and related in-services; coordinates and facilitates conferences and meeting as required.

**Catholic Charities, Waterbury, CT**

**12/2010-8/2012**

**Juvenile Justice Intensive Evaluation (JJIE) and Department of Children and Families (DCFIE) Program**

***Administrative Assistant/Driver***

- Performed vital administrative duties to support the JJIE/DCFIE program including but not limited to: translation support; inviting participant to the final meeting; preparing room for meeting and providing handouts; documenting meetings with minutes summarizing salient information from the meeting and preparing it for final report; and maintained final case folders in accordance to agency and procedures.
- Sought out collateral information from multiples sources and continually monitored progress on requested collateral immediately after receiving the releases to avoid delay.
- Responsible for ensuring continual availability of program and psychological testing supplies.
- Assisted staff in program, as necessary, to ensure timely completion of report and mailed the final report to court and/or DCF.
- Provided daily transportation to youth in the program as well as their legal guardian(s) to ensure attendance at all required meeting associated with the evaluation process.

- Ensure safety of youth during transportation by properly maintaining vehicle and receiving conduct to behavior during transportation.
- Utilized transportation time with youth for opportunities of engagement in the evaluation process and motivating them to make changes.

**Companions and Homemakers, Farmington, CT**

**09/2008-12/2008**

***Companion/Person Care***

- Provided a safe comfortable environment for clients.
- Assisted with phone calls and correspondence.
- Provided recreational activities and friendly conversation.
- Transported of client to physical and recreational activities.

**PRACTICUM EXPERIENCE IN SOCIAL WORK**

**Catholic Charities, New Britain, CT**

**9/2013-5/5/14**

**Outpatient Mental Health Program/Juvenile Justice Intermediate Evaluation (JJIE) Program/Department of Children and Families (DCFIE) Program**

***Social Work Intern***

- Under direct supervision of Licensed Clinical Psychologist and Licensed Clinical Social Worker provide individual therapy to children, adolescents, and adults with chronic mental health conditions.
- Conduct home-based bio-psychosocial assessment with legal guardian(s) of youth referred for comprehensive psychological evaluation and independently write sections of the assessment for final report.
- Complete initial evaluation services to clients served in the program and maintain case records in accordance with agency policies and procedures.
- Attend and practice in clinical team meeting, mandatory training, and weekly individual supervision.

**Catholic Charities, Waterbury, CT**

**12/2010-8/2012**

**Juvenile Justice Intensive Evaluation (JJIE) and Department of Children and Families (DCFIE) Program**

***Social work Intern***

- Worked with JJIE/DCFIE Program Clinician responsible for conducting home-based bio-psychosocial assessments with the legal guardian(s) and assisted interdisciplinary team to produce final evaluation report for court or DCF.
- Assisted parents and youth to complete self-report questionnaires and independently team to produce final evaluation report for court or DCF.

- Assisted parents and youth to complete self-report questionnaires and independently and accurately score questionnaires.
- Planned and implemented recreational activities for youth participating in the program.

**Environmental Science Magnet School, Hartford, CT**

**9/2010 – 12/2010**

***Social Work Intern***

- Provided group and individual support and counseling services to children in grades 1-6 from diverse racial ethnic backgrounds.
- Communicated and collaborate with teachers to enhance children's academic performance.
- Engaged parents in school activities and counseling as needed.
- Maintained record of services.
- Attend PPT meetings.

**ADDITIONAL EXPERIENCE**

***03/2006 - 12/2010*** Dattco, New Britain, CT

***School Bus Driver***

***03/2004 to 02/2006*** American Language Communication Center, New York, NY

***Accounts Receivable Clerk***

***1/2002 to 12/2002 TCI:*** The College of Technology, New York, NY

***Administrative Assistant, Department of Students Affairs***

**SKILLS**

- Fluent in English and Spanish
- Proficient in MS Office including Word, Excel, PowerPoint, Outlook, and Access in the windows 95/98/me/xp/vista/seven environments
- Connecticut state CDL license class B with Passenger endorsement.

**PROFESSIONAL DEVELOPMENT TRAINING**

- Eye Movement Desensitization and Reprocessing (EMDR)
- Motivational Interviewing
- Writing Effective Treatment Plans and Documentation
- Writing Progress Notes to Reflect Planned Interventions
- Diversity and Cultural Competence
- Assessing and Intervening with Suicidal and Self-Injurious Youth
- Mental Health First Aid USA
- Problematic Sexual Behavior-Cognitive-Behavioral Therapy Model for Youth Ages 9-14 and Their Caregivers
- Working with Complex Trauma, Attachment Wounds and Dissociation in Children and Adolescents

- Interweave Systems Model with Children and Adolescents: A Master Class on The EMDR Interweave with Young Clients
- Introduction to Play

*References Available Upon Request*

**BOARD OF EDUCATION  
Bristol, Connecticut**

**RECOMMENDATIONS TO BOARD FOR SIXTH YEAR SALARY CREDIT  
EFFECTIVE 02/01/2023**

Name	Assignment	Transcribed Course Work	Work Shops/CEU Equivalent	Instructor of College Course/s	Authorship	Travel	Total Credits
Davies, Jammy	BEHS, Special Education Teacher	30					30
Papazian, Jeffrey	BCHS, Special Education Teacher	30					30
Turner, Eric	WB, Special Education Teacher	30					30

# 2023 - 2024 District Calendar



Teach and Learn  
with  
Passion and  
Purpose

AUGUST							1
S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
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27	TMD	PDD	PDD	31			

SEPTEMBER							20
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17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

OCTOBER							21
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22	23	24	25	26	27	28	
29	30	31					

NOVEMBER							18
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DECEMBER							16
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JANUARY							20
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21	22	23	24	25	26	27	
28	29	30	31				

EXPLANATION OF DATES		
Aug.	28	Teacher Meeting Day
Aug.	29-30	Teacher Professional Development Days
Aug.	31	First Day of School
Sep.	4	Labor Day - No School
Oct.	9	Indigenous People Day/Columbus Day - No School
Oct.		PDD - Shortened Day: 9-12 only PSAT Administration
Nov.	7	Professional Development Day - No School
Nov.	10	Veterans Day - No School
Nov.	22	Thanksgiving Recess - Shortened Day All
Nov.	23 & 24	Thanksgiving Recess - No School
Dec.	22	Holiday Recess - Shortened Day All
Dec./Jan.	25 - 2	Holiday Recess - No School
Jan.	1	New Years Day Observance - No School
Jan.	16	Martin Luther King Jr. Day - No School
Feb.	19	Presidents' Day - No School
Feb.	20	Vacation Day - No School
Mar	29	Good Friday - No School
April	8-12	Spring Break - No School
May	27	Memorial Day - No School
June	11	Projected Last Day of School

Parent Conference Days: Shortened Days		
Elem:	October	(Snow Date: Nov.)
	March	(Snow Date: April)
K-8:	October	(Snow Date: Nov.)
	March	(Snow Date: April)
MS:	October	(Snow Date: Nov.)
	March	(Snow Date: April)
HS:	October	(Snow Date: Nov.)
	March	(Snow Date: April)

Shortened Days Not Listed Above:
Elementary, K-8 and Middle School - Last 3 days of school
High School - Midterms on the 88-91st school days; Final Exams - Last five days of school

Emergency Days:
Students must attend school 181 days. With no snow days the last day of school will be <b>June 11th</b> . Each snow day will advance the last day of school forward to no later than June 30.

FEBRUARY							19
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MARCH							20
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APRIL							17
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JUNE							7
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30							

Total Days of School: 181	
No School	
Shortened Day - All	
Shortened Day - 9-12 only	

# 2024 - 2025 District Calendar



Teach and Learn  
with  
Passion and  
Purpose

AUGUST						
S	M	T	W	T	F	S
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25	26	TMD	PDD	PDD	OFF	31

SEPTEMBER							20
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OCTOBER							22
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NOVEMBER							17
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DECEMBER							16
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JANUARY							21
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26	27	28	29	30	31		

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Nov.	11	Veterans Day - No School
Nov.	27	Thanksgiving Recess - Shortened Day All
Nov.	28 & 29	Thanksgiving Recess - No School
Dec.	23	Holiday Recess - Shortened Day
Dec./Jan.	24-1	Holiday Recess - No School
Jan.	1	New Years Day Observance - No School
Jan.	15	Martin Luther King Jr. Day - No School
Feb.	17	Presidents' Day - No School
Feb.	18	Vacation Day - No School
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April	14-18	Spring Break - No School
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	March	(Snow Date: April )
MS:	October	(Snow Date: Nov. )
	March	(Snow Date: April )
HS:	October	(Snow Date: Nov. )
	March	(Snow Date: April )

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Purpose			
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MARCH			
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30	31		

APRIL			
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MAY			
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JUNE			
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Total Days of School:
No School
Shortened Day - A
Shortened Day - 9





















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181		
-12 only		

Kdg = 22  
 Gr. 1 - 2 = 23  
 Gr. 3 - 5 = 28

As of January 3, 2022

3-Jan-22

19-Jan-21

Elem.School	Pre-K	Kgn.	1	2	3	4	5	Total	Total Prev. Yr.	DIFF.
Edgewood		21	18	22	21	24	25			
		22	17	21	20	24	25			
<b>Total</b>	<b>0</b>	<b>43</b>	<b>35</b>	<b>43</b>	<b>41</b>	<b>48</b>	<b>50</b>	<b>260</b>	<b>256</b>	<b>4</b>
Hubbell		22	19	23	21	20	24			
		22	22	24	21	21	25			
		22	22	23	20	22				
<b>Total</b>	<b>0</b>	<b>66</b>	<b>63</b>	<b>70</b>	<b>62</b>	<b>63</b>	<b>49</b>	<b>373</b>	<b>385</b>	<b>-12</b>
Greene-Hills	13	20	17	22	20	22	23			
	13	20	19	20	17	20	23			
		21	19	23	19	18	23			
		21	17	23	20	20	23			
		20	19		17		23			
<b>Total</b>	<b>26</b>	<b>102</b>	<b>91</b>	<b>88</b>	<b>93</b>	<b>80</b>	<b>115</b>	<b>595</b>	<b>595</b>	<b>0</b>
Ivy Drive	15	18	20	19	16	22	21			
	15	19	20	20	16	24	19			
		18	19	23	16	21	19			
<b>Total</b>	<b>30</b>	<b>55</b>	<b>59</b>	<b>62</b>	<b>48</b>	<b>67</b>	<b>59</b>	<b>380</b>	<b>374</b>	<b>6</b>
Mt. View	13	21	19	18	21	19	17			
	13	22	17	19	17	21	17			
	16			19		18	17			
	16									
<b>Total</b>	<b>58</b>	<b>43</b>	<b>36</b>	<b>56</b>	<b>38</b>	<b>58</b>	<b>51</b>	<b>340</b>	<b>312</b>	<b>28</b>
South Side	13	19	22	19	24	21	23			
	11	17	18	22	24	22	23			
	16	20	23	21	25	21	24			
	16	18		23		20				
<b>Total</b>	<b>56</b>	<b>74</b>	<b>63</b>	<b>85</b>	<b>73</b>	<b>84</b>	<b>70</b>	<b>505</b>	<b>484</b>	<b>21</b>

Kdg = 22  
 Gr. 1 - 2 = 23  
 Gr. 3 - 5 = 28

Elem.School	Pre-K	Kgn.	1	2	3	4	5	Total	Total Prev. Yr.	DIFF.
Stafford		16	22	20	16	21	21			
		17	20	21	16	20	21			
		17	21	21	16	19	21			
<b>Total</b>	<b>0</b>	<b>50</b>	<b>63</b>	<b>62</b>	<b>48</b>	<b>60</b>	<b>63</b>	<b>346</b>	<b>346</b>	<b>0</b>
West Bristol		21	20	19	19	23	23			
		20	20	21	20	24	22			
		21	20	21	21	22	24			
		21	17	20	20	23	24			
		20	19	19						
<b>Total</b>	<b>0</b>	<b>103</b>	<b>96</b>	<b>100</b>	<b>80</b>	<b>92</b>	<b>93</b>	<b>564</b>	<b>555</b>	<b>9</b>
BECC	7									
	9									
	10									
	10									
	6									
	7									
	12									
	10									
	11									
	9									
	13									
	7									
	10									
Speech	25									
<b>Total</b>	<b>146</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>146</b>	<b>141</b>	<b>5</b>
<b>TOTALS</b>	<b>316</b>	<b>536</b>	<b>506</b>	<b>566</b>	<b>483</b>	<b>552</b>	<b>550</b>	<b>3509</b>	<b>3448</b>	<b>61</b>
<b>Total K - 5</b>		<b>536</b>	<b>506</b>	<b>566</b>	<b>483</b>	<b>552</b>	<b>550</b>	<b>3193</b>	<b>3189</b>	<b>4</b>

Elementary Class Size Averages

	Kgn.	1	2	3	4	5	K-5
	19.9	19.5	21.0	19.3	21.2	22.0	20.5

Range	Pre-K	Kgn.	1	2	3	4	5
	16-22	17-23	18-24	16-25	18-24	17-25	

excludes  
Speech

Kdg = 22  
 Gr. 1 - 2 = 23  
 Gr. 3 - 5 = 28

Mid. School	6	7	8			Total	Total Prev. Yr.	DIFF.
Chippens Hill	238	249	243			730	738	-8
Greene-Hills	94	94	110			298	303	-5
Northeast	135	120	144			399	438	-39
West Bristol	107	95	107			309	301	8
<b>Total</b>	<b>574</b>	<b>558</b>	<b>604</b>			<b>1736</b>	<b>1780</b>	<b>-44</b>

High School	9	10	11	12	Total	Total Prev. Yr.	DIFF.
BCHS	329	322	305	270	1226	1221	5
BEHS	338	289	272	232	1131	1112	19
BPA	5	12	21	17	55	52	3
<b>Total</b>	<b>672</b>	<b>623</b>	<b>598</b>	<b>519</b>	<b>2412</b>	<b>2385</b>	<b>27</b>
<b>Community/Vocational Program</b>					<b>21</b>	<b>21</b>	<b>0</b>
					<b>2433</b>	<b>2406</b>	<b>27</b>

	Number Attending	Total to Date	Total Prev. Yr.	DIFF.
	<b>Total PreK-5</b>	<b>3509</b>	<b>3448</b>	<b>61</b>
	<b>Total Gr. 6-8</b>	<b>1736</b>	<b>1780</b>	<b>-44</b>
	<b>Total Gr. 9-12</b>	<b>2433</b>	<b>2406</b>	<b>27</b>
	<b>Sub Total</b>	<b>7678</b>	<b>7634</b>	<b>44</b>
<b>Special Education Program: Citywide</b>	<b>ASEP</b>	<b>20</b>	<b>25</b>	<b>-5</b>
	<b>Sub Total</b>	<b>7698</b>	<b>7659</b>	<b>39</b>
<b>Bristol Students Enrolled But Not Attending a Bristol Public School and Counted in the State Report</b>	<b>Spec. Ed. Out Pl. Priv.</b>	<b>118</b>	<b>111</b>	<b>7</b>
	<b>BTEC</b>	<b>15</b>	<b>25</b>	<b>-10</b>
	<b>Sub Total</b>	<b>133</b>	<b>136</b>	<b>-3</b>
	<b>Gr. Total Enrolled</b>	<b>7831</b>	<b>7795</b>	<b>36</b>
<b>Magnet Students</b>		<b>302</b>	<b>321</b>	<b>-19</b>



BRISTOL PUBLIC SCHOOLS

ENROLLMENT FIGURES  
2019 - 2020

BRISTOL PUBLIC SCHOOLS

ENROLLMENT FIGURES  
2019 - 2020



EDUCATIONAL  
TOURS

# International Travel Program Proposal

Bristol Arts and Innovation Magnet School / Lisa Carroll



**Curtain Time in London - Spring 2023**

[eftours.com/CIL](http://eftours.com/CIL)

# Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Educational Tours, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every last detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators and students can focus on the bigger picture.

You'll find all the details and more on the next few pages.

## What's contained in this document

- Pg. 2** Safety
- Pg. 4** Liability protection
- Pg. 6** Affordability
- Pg. 7** Educational value
- Pg. 8** Itinerary specifics
- Pg. 8** Cost and payment options
- Pg. 9** Sample hotels
- Pg. 10** Sample meals
- Pg. 11** Next steps

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

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# Safety

**Your students' safety is our number one priority. We would never send a traveler to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with U.S. and international authorities, that's a statement we can back up with real insight. Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we make sure every situation is taken care of.**

**\*For specific information on EF's response to COVID-19, visit [eftours.com/covid](https://www.eftours.com/covid)**

## Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

## 24/7 emergency support

In the event that anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

## Your team

This group is fully committed to your school's trip and the safety of every traveler.

### **Operations Safety & Incident Response**

**Team** – This team is strategically based in our Boston, Panama, Tokyo, and Zurich offices to accommodate for all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, they can facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities.

### **Emergency Services & Support Team**

– Our support team is available 24/7 to help resolve any issue, from a missed flight to a lost passport to more serious on-tour incidents. They also facilitate communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

**Tour Director** – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and also communicate information to help travelers stay safe in a foreign destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're also culturally connected and expertly trained to support impactful learning experiences.

**Tour Consultant** – This itinerary expert is devoted to the growth of your students. They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to offering fundraising advice and creating long-term travel programs for your school community. They work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

**Traveler Support** – Our team of support specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

**Chaperones** – For every six travelers who enroll on your school's tour, your group is eligible to bring along a chaperone for free (the first spot goes to the Group Leader). This allows for a 6:1 ratio of students to chaperones, who assist Group Leaders with supervision of students to help keep them safe.

# Protection for travelers, schools, and districts

We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.

## General liability insurance

All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our **\$50 million General Liability Policy**, regardless of whether or not the tour is affiliated with the school. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement, which includes a release of liability of their Group Leader, school, and school board.

## Flexibility to change tours

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in the U.S. and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

### *Peace of Mind*

#### *Provided to all groups*

We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides groups with flexibility to change the dates and destination of their tours in uncertain times. This program accounts for such circumstances and can be enacted up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

### *COVID Peace of Mind*

#### *Provided to groups departing before October 1, 2022*

In addition to our standard Peace of Mind Program, EF provides an exclusive COVID-19 Peace of Mind Program to account for situations related to the COVID-19 pandemic. This program is automatically included for all travelers and can be enacted up to 45 days prior to departure at the group level, while specific options can be implemented at the individual level.

### *COVID Care Promise*

*Provided to all groups*

If your child is diagnosed with COVID-19 while on tour, we will coordinate and facilitate support services and logistics including translation services, connections with local health care providers, communication with family, and flights home at no additional cost.

## **Protection for individual travelers**

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with the Global Travel Protection Plan and Global Travel Protection Plan Plus.

### ***Global Travel Protection Plan***

*Available to all travelers*

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation for specified reasons.

### ***Global Travel Protection Plan Plus***

*Available to all travelers*

To further protect your investment from the unexpected, this plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

## **Background checks for adult travelers**

EF requires all adults (18 years and older) to pass a criminal background check before traveling on our student tours. This provides a safer tour experience for all travelers and aligns with the process and expectations of many school districts for adults who volunteer in schools or chaperone school activities. The secure process, provided by a leading professional provider, only identifies those individuals who could present a risk to student travelers while on tour.

# Affordability

**We believe every student should have the opportunity to travel. That's why we're dedicated to providing the lowest prices possible and giving travelers multiple resources for managing payments.**

**Tour Consultants work closely with teachers to build a tour that's exactly right for your students. Through discussions with your teacher, they take into account learning objectives, cost, timing considerations, and any other factors to craft a tour that's accessible to as many students as possible.**

## Resources for managing cost and payments

***Automatic Payment Plan*** – Our recommended payment plan offers the ability to break the tour fee into smaller installments. With most tours planned well in advance, travelers can enroll for only \$95, then pay over a long period of time—often up to 18 months or two years—with final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

***Donation pages*** – Each student has access to their own unique and customizable donation page. The easy-to-share page makes it simple for friends and family to contribute a little something that is automatically applied to the balance of the tour, with no fees whatsoever.

***Global Citizen Scholarship Fund*** – EF Educational Tours provides \$100,000 worth of scholarships to students across the country every year. Any student is able to apply for the Global Citizen Scholarship, which is awarded on both a merit and need basis.

***Risk-free enrollment period*** - New travelers who enroll by October 1, 2022 can cancel for any reason up to 14 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.

# Educational value

Our tours help prepare students for the future by teaching them more about the world, themselves, and the impact they can have on the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:

- Expand their knowledge of the world around them
- Grow more confident and independent
- Understand new people, places, and cultures
- Discover more about themselves

To learn more about EF's educational philosophy, visit <https://www.eftours.com/our-story/educational-approach>

## EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



## Earning credit for new experiences

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays—all while making their travel experience even more engaging.

- Students in grades 6 - 12 can earn .5 elective high school credit by successfully completing the final project as part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9 - 12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$215.
- Educators traveling on student tours may earn up to 45 free hours toward relicensure OR 3 or 6 graduate level credits (\$285/\$450) through Southern New Hampshire University.

# Itinerary specifics

For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans, and more.

## Price of the proposed tour

The tour program price covers a wide range of services that ensure students have an incredible experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, plus logistical support and details once the group reaches their destination.

## Tour Price Quote

### Curtain Time in London

Prepared For Lisa Carroll	Prepared On September 1, 2022
Your Tour Number 2579944JD	Your Tour Website <a href="http://www.eftours.com/2579944JD">www.eftours.com/2579944JD</a>

<b>Lowest Price</b> Price valid for travelers enrolled September 1, 2022 - September 30, 2022*	
<b>Student</b> <b>\$3,609</b> or \$196 / 18 mos	<b>Adult</b> <b>\$4,059</b> or \$221 / 18 mos
<b>Price Breakdown</b>	
Program Price .....	\$3,419
Global Travel Protection .....	\$190

\*Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at [eftours.com/baggage](http://eftours.com/baggage). All prices subject to verification by an EF Tour Consultant. Program price validity excludes special discounts. To view EF's Booking Conditions, visit [eftours.com/bc](http://eftours.com/bc).

## Your travel details

Total Length  
7 days

Departing From  
Boston (MA)

Requested Travel Dates  
Saturday, April 13, 2024 - Friday, April 19, 2024

### Your Departure Date Range

Earliest  
Thu. Apr. 11

Requested  
Sat. Apr. 13

Latest  
Mon. Apr. 15



## Your experience includes

### An All-Inclusive Tour

Round trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at [www.eftours.com/2579944JD](http://www.eftours.com/2579944JD).

### Full-time Tour Director

Your culturally connected Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

### Expert Local Guides

Your expert local guides are natural historians, adding cultural insight and global perspective on your sightseeing tours.

### Personalized Learning Support

Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project for academic credit.

### Continuous Support

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

### Worldwide Presence

EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

### 24-hour Emergency Service

Travelers and their families can count on EF's dedicated emergency service team.

### Peace of Mind Program

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances. Learn more about your flexible options at [eftours.com/peaceofmind](http://eftours.com/peaceofmind).

# Sample hotels

Every hotel we work with must meet our high standards for safety, quality, and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters. Please note that hotels abroad may have different amenities than travelers are accustomed to in the United States.

Here are some examples of hotels students might stay in on tour:

## PI Croydon | London

[www.premierinn.com](http://www.premierinn.com)

Just a 15-minute train journey to Central London, this hotel is within walking distance of East Croydon Train Station. Whitgift Shopping Centre is also nearby. Our Croydon Town Centre Premier Inn has everything you'd expect: incredibly comfy beds in every room, the on site Thyme Restaurant and free Wi-Fi for 30 minutes in every bedroom.

## Ramada Hounslow | London

Steps away from a tube station, this hotel boasts a modern design and free WiFi throughout the property. Guests may decide to stroll through the nearby shopping area or cozy up in the lounge or their own room after a day on tour.

## Atrium Great | London

<http://www.atriumhotelheathrow.co.uk/>

The Atrium Hotel offers a comfortable bed in a cozy room equipped with a fridge and tea and coffee making facilities. The hotel has a coffee lounge where breakfast and freshly brewed coffee is served in the mornings. The coffee lounge is open 24/7 for breakfast and late night snacks.

# Sample meals

**Meals are selected to establish a more immersive cultural experience and give students an idea of how locals eat. Below are some examples of local dishes travelers may try at the destination that your teacher has chosen, but please note that meals can vary from tour to tour.**

On tour, breakfast generally is simple and will be at the hotel; it could be plated or buffet-style. **Lunch** typically is your chance to make culinary discoveries of your own. **Dinners** will be a mix of familiar dishes and local specialties. All meals will be a mix of familiar dishes and local specialties all served from a pre-set group menu.



### **Ireland & The United Kingdom: Sample Meals**

Soup, chicken with mashed potatoes and gravy, fruit salad

Fish and chips, salad

Naan bread, chicken curry, ice cream

# How I can help with next steps

My name is Kelly Harris and I am Bristol Arts and Innovation Magnet School's dedicated Tour Consultant. That means I'll be working with Lisa Carroll every step of the way to make sure everything is perfectly planned.

I hope this overview has given you the information you need to feel confident in EF as an educational travel provider. Should you have any questions or need any additional information, please don't hesitate to reach out to me directly. EF is excited to partner with your school to bring this life-changing experiential learning opportunity to your students.

Sincerely,

Kelly Harris  
kelly.harris@ef.com

**“I am now more confident than ever in the safety and experiences of my students after working with EF on this trip. As a leader, I am committed to ensuring a global mindset throughout my district and student/teacher travel.”**

**Angela M., Administrator, Brunswick, ME**

**“I advocate for travel because the world is vast and diverse. If we want to truly understand our neighbors in other states or countries, we must reach out and meet them where they live. Travel provides a glimpse into another world that our students may have Googled or watched on a device, but living it with the smells, food, smiles, and various challenges teaches flexibility, tolerance, understanding, and empathy.”**

**- Chuck C., Group Leader, Central, SC**

### **From a single tour to a whole program**

A single tour can open up endless possibilities for a small group of students. Our goal at EF is to bring that experience to as many students as possible, including the broadest collection of students at your school. By progressing from a single tour to a consistent travel program, you'll not only build a culture of exploration, but you'll provide the opportunity of travel to even more students. We can work directly with you and your staff to establish a framework for your travel program that's tailored specifically to your school's needs and goals.



EDUCATIONAL  
TOURS

Watch videos, read  
reviews, and enroll on your  
teacher's Tour Website

[eftours.com/](http://eftours.com/)










This is also your tour number

# CURTAIN TIME IN LONDON

7 or 9 days | England

The lights dim and the voices hush. The curtain rises and you're swept away by the performance on stage. London's theater scene has something for every audience. Tragedies, comedies, and musicals. Long-running favorites and groundbreaking debuts. You'll explore theater's roots at Shakespeare's Globe and learn about its present and future during backstage tours and lectures. And of course, London is a show in its own right.

## YOUR EXPERIENCE INCLUDES:

-  **Full-time Tour Director**
-  **Sightseeing:** 1 sightseeing tour led by an expert, licensed local guide (2 with extension); 1 walking tour
-  **Entrances:** 2 theater performances; picnic shopping experience meal in London; Globe Theatre; with extension: Anne Hathaway's birthplace; 1 theater performance; Technical Theater Workshop
-  **Experiential learning:** 1 theater workshop; 1 interactive lecture
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; 5 overnight stays in hotels with private bathrooms (7 with extension); European breakfast and dinner daily
-  



Anyone can see the world.

# YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

*@Eftours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday*

– MELISSA, TRAVELER



## CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at [eftours.com/](http://eftours.com/)

Your teacher's Tour Website



## What you'll experience on your tour

### Day 1: Fly overnight to England

#### Day 2: London

- Meet your Tour Director at the airport in London, a city of 8 million people that has become one of the world's great melting pots while maintaining a distinct character that's all its own.
- Take a walking tour of London. Stops may include the Strand, Trafalgar Square, Leicester Square, and Covent Garden.

#### Day 3: London

- On your expertly guided tour of London, admire architectural marvels like the Baroque domes and spires of St. Paul's Cathedral, the 17th-century church designed by Sir Christopher Wren. Enjoy checking out the lively five-way intersection at Piccadilly Circus. You may even get a chance to witness the ceremonial Changing of the Guard. And don't forget to snap a picture of Big Ben and the Houses of Parliament.
- Time to see more of London or
  - ➦ visit Windsor Castle.

#### Day 4: London

- Take a backstage tour of a theater.
- Take advantage of free time to get to know the city at your own pace.
- Enjoy an authentic fish and chips dinner.
- Attend an evening theater performance.

#### Day 5: London

- Full day to see more of London or
  - ➦ embrace your inner wizard during a Harry Potter tour at Oxford.

### Day 6: London

- Visit the Globe Theatre. Imagine London in 1599: Queen Elizabeth I reigned, William Shakespeare was the master of the quill, and the Globe Theatre opened its doors to the public. While the original Globe went up in flames during a performance, the new Globe Theatre is a modern-day replica, built just 250 yards from the original site. Take a tour of this theater-in-the-round and imagine being packed in with a crowd 3,000 strong, watching a first-run Shakespeare play. The antics of the Globe's rowdy spectators rival those of arena rock show audiences; theatergoers were known to hurl rotten food at onstage villains. During your Shakespearean workshop, delve into the inner workings of the playhouse and channel your inner thespian as you recite some of the Bard's most epic works.
- Enjoy free time at Borough Market. Explore the international stalls, taking in all of the different, aromatic scents. Shop for food, then sit down for a delicious picnic dinner.
- Attend an evening theater performance.

### Day 7: Depart for home

#### ➦ 2-DAY TOUR EXTENSION

##### Day 7: London | Stratford-upon-Avon

- Visit Anne Hathaway's cottage and the birthplace of William Shakespeare.
- Attend an evening performance by the Royal Shakespeare Company.

##### Day 8: Stratford-upon-Avon | London

- Return to London.
- Participate in a Technical Theater Workshop.

### Day 9: Depart for home



*And finally, the London Tower Bridge. <3 #eftours2013 #eftours*

– ASHLIE, TRAVELER



Via Instagram

*The week I spent in England was one of the best in my life. I saw things I never imagined I would or could. The Tower of London is mind-boggling because you get to walk the ground on which kings and queens have walked on. There are the iconic spots that everyone wants to see like Big Ben, the London Eye, and Buckingham Palace.*

– YESELY, TRAVELER



Tour review

## TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

— The easiest ways to —

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**Enroll by mail**  
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Two Education Circle  
Cambridge, MA 02141

*My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.*

—CHARLOTTE, PARENT OF TRAVELER

“ Tour review

## THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 55 years, EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- **We always offer the lowest prices** so more students can travel.
- **We're fully accredited, just like your school**, so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have more than 600 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director is with your group** every step of the way on tour, providing insight about your destinations as well as great local tips.





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

<b>Department</b>	Career and Technical Education (CTE)
<b>Department Philosophy</b>	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 concentration areas pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 5 career concentration areas and pathways: (1) Education; (2) Health & Medical Sciences; (3) Hospitality Management; (4) Business & Communications; (5) Engineering & Technical Sciences. Each career concentration pathway 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.
<b>Course</b>	Rising Educators I
<b>Course Description for Program of Studies</b>	<p><i>Created with support from the American Federation of Teachers (AFT) and the National Education Association (NEA), the EdRising Curriculum emphasizes the development of key skills, knowledge, and dispositions for high school students as they take their first steps on the path to accomplished teaching. The curriculum includes more than 60 lesson topics organized into five domains. These five domains represent the foundational areas for any rising educator to explore. Within each domain, there are a number of lesson topics. As the teacher leader, you get to select which lesson topics you want to cover in your Academy program. Each lesson topic offers three lesson plans of varying lengths (1-period, 3-period, or 5-period), so you can choose how deeply you want to explore any given topic. (Topics are listed below.)</i></p> <p><b>Rising Educators I Course Modules:</b> <i>You, Your Profession, Your Students</i></p> <ul style="list-style-type: none"> <li>● <i>YOU-Self awareness, Personal Expectations, Improvement, Reflectiveness</i></li> <li>● <i>YOUR PROFESSION-Understanding The School System, Planning A Path, Being A Professional, Context For Great Teaching</i></li> <li>● <i>YOUR STUDENTS-Development, Connecting With Students, Diverse Learners</i></li> </ul>
<b>Grade Level</b>	9-12
<b>Pre-requisites</b>	Child Family Community
<b>Credit (if applicable)</b>	0.5 credit

[Module 1: Structures, Opportunities and Resources](#)

[Module 2: Reflection & Growth](#)

[Module 3: Community Impact on Learning](#)

## Module 1: Structures, Opportunities and Resources

### UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
<p>4.1 Analyze career paths within early childhood, education &amp; related services.</p> <p>4.6 Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations.</p>	<p>4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.</p> <p>4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.</p> <p>4.1.4 Analyze the impact of early childhood, education, and services occupations on individual/family, local, state, national, and global economies.</p> <p>4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.</p> <p>4.6.6 Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth and adults and their families.</p>	<p>The role and purpose of school has evolved throughout history.</p> <p>Education Policy is created on a local, state, and federal level and impacts educators and their students.</p> <p>There are many jobs and careers within the education field with varying education requirements.</p> <p>Professionalism can be described in a variety of ways.</p> <p>Educators' professionalism and values influence relationships with their students as well as their teaching methods.</p> <p>There are various resources available to students in their communities but they are not always matched with the resources they need.</p>	<ul style="list-style-type: none"> <li>● Appropriated</li> <li>● Conflict of interest</li> <li>● Decentralized</li> <li>● Funding</li> <li>● Legislation</li> <li>● Mandates</li> <li>● Organizational Chart</li> <li>● Accreditation</li> <li>● Professional Learning Communities (PLCs)</li> <li>● Ethics</li> <li>● Code of ethics</li> <li>● Morals</li> <li>● Values</li> <li>● High personal standards</li> </ul>

## Module 1: Structures, Opportunities, and Resources

### What is the Purpose of School?

**Essential Questions:**

What is the purpose of schooling in the 21st century?

How have the expectations of teachers changed in the history of education?

How does understanding the history and purpose of schooling promote a teacher’s development and student success?

CEA Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
	<ul style="list-style-type: none"> <li>I can articulate how education policy has evolved through American history.</li> <li>I can describe how teacher roles have changed through American History.</li> <li>I can collaborate with my peers to reach consensus on how educators should approach the purpose of school.</li> </ul>	<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><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>Each of the above standards should be found throughout the unit sequences.</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>Philosophy of Education</li> </ul>
	Selected Response (SR)											
X	Constructed Response (CR)											
X	Performance (P)											
	Observation (O)											
<p><b>Pacing:</b> 3 Blocks</p>			<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li><a href="#">CCSS.ELA-LITERACY.CCRA.W.10</a></li> <li><a href="#">CCSS.ELA-LITERACY.CCRA.W.1</a></li> <li>CCSS.ELA-LITERACY.CCRA.SL.1</li> <li>CCSS.ELA-LITERACY.CCRA.SL.2</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Defend your position on the purpose of education (debate or essay)</li> </ul>								

### How does my district work?

**Essential Questions:**

What is policy, how is it formed and how will it affect me as an educator?

How do political organizations, like school boards, influence the work of educators?

How do school systems and their organization influence the work of educators?

<p>Hyperlink standard code Advance CTE.</p>	<ul style="list-style-type: none"> <li>I can identify the government structures used in creating educational policy on a federal, state, and local level.</li> <li>I can evaluate the local policies that influence my opportunities as a student.</li> <li>I can hypothesize how the policies discussed may affect my work as</li> </ul>	<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></td> <td>Performance (P)</td> </tr> </table>		Selected Response (SR)	X	Constructed Response (CR)		Performance (P)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>Each of the above standards should be found throughout the unit sequences.</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>Guest Speakers from BPS</li> </ul>
	Selected Response (SR)									
X	Constructed Response (CR)									
	Performance (P)									
<p><b>Pacing:</b> 3 Blocks</p>			<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.SL.1</li> <li>CCSS.ELA-LITERACY.CCRA.SL.2</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Policy Evaluation</li> </ul>						

	an educator.	Observation (O)		
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## Career Paths, Roles, and Opportunities

**Essential Questions:**

How would you describe and explain different roles in education?

What are the requirements and features of educator preparation programs at colleges and universities?

Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> <li>I can categorize career opportunities in the educational field.</li> <li>I can determine the requirements of educators preparation programs at colleges and universities.</li> </ul>	<table border="1"> <tr> <td>X</td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>	X	Selected Response		Constructed Response		Performance (P)		Observation	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>Each of the above standards should be found throughout the unit sequences.</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>Guest Speakers from various jobs throughout the district</li> </ul>
			X	Selected Response								
	Constructed Response											
	Performance (P)											
	Observation											
<p><b>Pacing:</b> 3 Blocks</p>		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.SL.1</li> <li>CCSS.ELA-LITERACY.CCRA.SL.2</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Quiz</li> </ul>									

## Professionalism

**Essential Question:**

What is a professional educator?

How do professional teachers maintain their values as individuals and uphold the values and policies of the institutions that employ them?

How is mastery of content knowledge a significant marker of a professional educator?

Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> <li>I can explain how a teacher's persona impacts connections between teacher, students, and colleagues.</li> <li>I can define professionalism and describe values and characteristics of teacher professionalism.</li> <li>I can explain how teachers maintain their values as individuals and uphold the values and policies of the schools they represent.</li> <li>I can argue that mastery of content knowledge is a significant marker of a professional educator.</li> </ul>	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>		Selected Response	x	Constructed Response		Performance		Observation	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>Each of the above standards should be found throughout the unit sequences.</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li></li> </ul>
				Selected Response								
x	Constructed Response											
	Performance											
	Observation											
<p><b>Pacing:</b> 3 Blocks</p>		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.W.10</li> <li>CCSS.ELA-LITERACY.CCRA.W.1</li> <li>CCSS.ELA-LITERACY.CCRA.SL.2</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Creation of a code of ethics</li> </ul>									

## Mapping Resources Available to Support Students

**Essential Questions:**

How could you compile a resource sheet of individuals and organizations available to support students?

How do accomplished teachers' partner with others to share resources?

What does practicing sharing information about student resources in groups look like in action?

Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> <li>I can link students to appropriate resources based on individual needs.</li> <li>I can explain the importance of teachers' collaborating with the community to provide resources to address student needs.</li> </ul>	<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	<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li>Each of the above standards should be found throughout the unit sequences.</li> </ul>	<b>Mandatory Lessons/Activities:</b> <ul style="list-style-type: none"> <li>Scavenger Hunt to compile local resources.</li> </ul>
		Selected Response										
	Constructed Response											
X	Performance (P)											
	Observation											
<b>Pacing:</b> 3 Blocks	<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li><a href="#">CCSS.ELA-LITERACY.CCRA.W.10</a></li> <li><a href="#">CCSS.ELA-LITERACY.CCRA.SL.2</a></li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>Scenario-based Assessment</li> </ul>										

### ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<ul style="list-style-type: none"> <li>Teaching is a job, not a profession.</li> <li>Teachers have to dress and act a very specific way to be considered professional.</li> <li>There is only one way to be professional.</li> <li>Sometimes it is necessary to sacrifice high personal standards to be successful.</li> <li>There is a clear right and wrong in most situations.</li> <li>Ethics do not vary and are universal.</li> <li>Personal ethics and professional ethics usually align.</li> <li>All students learn in the same way.</li> <li>The purpose of school today in no way relates to the history of schooling in the past.</li> <li>Going into education means becoming a teacher.</li> <li>Teachers may not realize that identifying the resource is not enough to serve the student, the teacher will need to demonstrate a level of sophistication as a collaborator to not only identify the resource but also utilize the resource effectively.</li> <li>Teachers may believe that resources are like checklists and can be applied in a blanket fashion. Each student is an individual and each need is unique to that student.</li> <li>Teachers may trust that people identified as resources will know exactly what to do and will be willing to provide services requested by the teacher. Resourceful teachers know how to navigate the waters of collaboration to create a team of professionals focused on supporting the student.</li> </ul>	

- *Teachers may believe that all the resources they will need will be available on the school campus.*

## RESOURCES

Rising Educator Slide Decks located in Rising Educator Curriculum Folder

## Module 2: Reflection & Growth

### UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
<p>4.2 Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.</p> <p>4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.</p> <p>4.5 Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.</p> <p>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</p>	<p>4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults.</p> <p>4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.</p> <p>4.2.5 Analyze strategies that promote growth and development of children, youth and adults.</p> <p>4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.</p> <p>4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.</p> <p>13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.</p> <p>13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.</p>	<p>All individuals have biases that can affect their teaching and learning.</p> <p>There are strategies educators can use to minimize or remove bias from their instruction.</p> <p>Utilizing someone's passions and strengths supports individual success.</p> <p>Practicing reflective habits helps educators to continually improve their craft over time.</p>	<ul style="list-style-type: none"> <li>● <i>Collective expertise</i></li> <li>● <i>Mutual agreement</i></li> <li>● <i>Reciprocity</i></li> <li>● <i>Open lines of communication</i></li> <li>● <i>Responsive feedback</i></li> <li>● <i>Metacognition</i></li> <li>● <i>Implicit Bias</i></li> <li>● <i>Marginalized</i></li> </ul>

## Module 2: Reflection & Growth

### Understanding Bias, Equity, & You

**Essential Questions:**

- What is bias? What are some examples?
- How can we recognize and reflect on our own biases?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> <li>• I can define and give examples of bias.</li> <li>• I can examine and reflect and examine my own biases.</li> <li>• I can develop strategies to minimize bias in my own instruction.</li> </ul>	Selected Response (SR)	<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li>• <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<b>Mandatory Lessons/Activities:</b> <ul style="list-style-type: none"> <li>• <i>Identifying bias in a variety of sources/resources.</i></li> </ul>
<b>Pacing:</b> 5 Blocks		X Constructed Response (CR)		
		Performance (P)		
			Observation (O)	

### Asset Based Approach

**Essential Question:**

- What is the difference between an asset-based perspective and a deficit-based perspective?
- How will recognizing students' passions and strengths help them in their studies?
- How do you identify and examine personal strengths and weaknesses?
- What is the importance of emphasizing student strengths rather than weaknesses?

Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> <li>• I can identify the difference between asset based and deficit based perspectives.</li> <li>• I can predict how utilizing students' passions and strengths will positively impact their learning and academic achievement.</li> <li>• I can determine my own personal</li> </ul>	Selected Response (SR)	<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li>• <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<b>Mandatory Lessons/Activities:</b> <ul style="list-style-type: none"> <li>• <i>Personality assessments, values inventory etc.</i></li> </ul>
<b>Pacing:</b> 0.5 Blocks		x Constructed Response (CR)		
		x Performance (P)		

	<p>strengths and weaknesses.</p> <ul style="list-style-type: none"> <li>I can justify why emphasizing students strengths instead of weaknesses better supports students' success.</li> </ul>	<table border="1"> <tr> <td data-bbox="684 90 741 172"></td> <td data-bbox="741 90 1024 172">Observation (O)</td> </tr> </table>		Observation (O)		<p><i>how that has impacted or could impact your education.</i></p>
	Observation (O)					

## Reflective Habits of Mind

### Essential Questions:

- What are key reflective practices and models to self-assess, practice, and create action plans around improving practice and becoming role models for students as they develop their own reflective habits of mind?
- How do teachers use reflective practices to become more aware of their knowledge as professionals, challenge their assumptions of everyday practices, and consider new ways of teaching that can improve the quality of learning?
- What role do ethical practices play in education to develop reflective habits?

	<ul style="list-style-type: none"> <li>I can appraise a variety of practices and strategies to help me to develop reflective habits of mind.</li> </ul>	<table border="1"> <tr> <td data-bbox="684 573 741 686">X</td> <td data-bbox="741 573 1024 686">Selected Response</td> </tr> </table>	X	Selected Response	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>Each of the above standards should be found throughout the unit sequences.</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li></li> </ul>				
X	Selected Response									
<p><b>Pacing:</b> 3 blocks</p>	<ul style="list-style-type: none"> <li>I can explain how teachers use reflective practices to help their students.</li> </ul>	<table border="1"> <tr> <td data-bbox="684 703 741 751"></td> <td data-bbox="741 703 1024 751">Constructed Response</td> </tr> <tr> <td data-bbox="684 751 741 816"></td> <td data-bbox="741 751 1024 816">Performance (P)</td> </tr> <tr> <td data-bbox="684 816 741 915"></td> <td data-bbox="741 816 1024 915">Observation</td> </tr> </table>		Constructed Response		Performance (P)		Observation	<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.SL.2</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Quiz</li> </ul>
	Constructed Response									
	Performance (P)									
	Observation									

## Growth Mindset

### Essential Question:

- How can the brain change and impact an individual's outlook on learning?

<p>Hyperlink standard code Advance CTE.</p>	<ul style="list-style-type: none"> <li>I can defend why having a growth mindset is important to individual success.</li> </ul>	<table border="1"> <tr> <td data-bbox="684 1081 741 1195"></td> <td data-bbox="741 1081 1024 1195">Selected Response</td> </tr> <tr> <td data-bbox="684 1195 741 1260"></td> <td data-bbox="741 1195 1024 1260">Constructed Response</td> </tr> </table>		Selected Response		Constructed Response	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>Each of the above standards should be found throughout the unit sequences.</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li></li> </ul>
	Selected Response							
	Constructed Response							
<p><b>Pacing:</b> 1 block</p>		<table border="1"> <tr> <td data-bbox="684 1276 741 1325"></td> <td data-bbox="741 1276 1024 1325">Performance</td> </tr> <tr> <td data-bbox="684 1325 741 1429">x</td> <td data-bbox="741 1325 1024 1429">Observation</td> </tr> </table>		Performance	x	Observation	<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.SL.1</li> <li>CCSS.ELA-LITERACY.CCRA.SL.2</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Class Discussion/ Debate</li> </ul>
	Performance							
x	Observation							

## High Personal Standards

**Essential Question:**

- How can high personal standards and strong ethical beliefs lead to success?

Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> <li>● I can explain how high personal standards and strong ethical beliefs lead to success.</li> <li>● I can develop my own code of strong ethical beliefs that will contribute to my future success.</li> </ul>	Selected Response	<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li>● <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<b>Mandatory Lessons/Activities:</b>
		Constructed Response		
<b>Pacing:</b> 5 Blocks		Performance	<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>● <a href="#">CCSS.ELA-LITERACY.CCRA.W.10</a></li> <li>● <a href="#">CCSS.ELA-LITERACY.CCRA.SL.2</a></li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>● <i>Revision of Code of Ethics</i></li> </ul>
		x Observation		

### ADDITIONAL CONSIDERATIONS

#### COMMON MISCONCEPTIONS

- Implicit bias does not affect people’s beliefs about other people.
- Implicit bias is the same as stereotyping.
- Having biases make me a bad person.
- People who are typically marginalized (non-white, non-male, non-middle class, non-Christian, cisgender, non-disabled, U.S.-born citizen, etc.) cannot be biased.
- People who have a diverse group of friends can’t be biased.
- Trying to fix biases is a waste of time.
- Sometimes it is necessary to sacrifice high personal standards to be successful.
- There is a clear right and wrong in most situations.
- Ethics do not vary and are universal.
- Personal ethics and professional ethics usually align.

#### OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT

### RESOURCES

Rising Educator Slide Decks located in Rising Educator Curriculum Folder

## Module 3: Community Impact on Learning

### UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
<p>4.5 Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences</p> <p>4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.</p>	<p>4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.</p> <p>4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.</p>		<p>Awareness            Attitude            Bias            Asset-based Approach vs. Deficit Based            Cultural Competence            Discrimination            Lesson Delivery            Ethnocentrism vs. Cultural Relativism            Institutional Racism            Knowledge            Prejudice            Racism            Stereotype/Stereotype            Threat            Skills</p>

## Module 3: Community Impact on Learning

Who are you and how has it impacted your learning?

Essential Questions:

- How do your cultural beliefs and values impact your educational experience?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments				
Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> <li>• I can recognize examples of how my cultural beliefs and values have impacted my educational experience.</li> </ul>	<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> </table>		Selected Response (SR)	X	Constructed Response (CR)	<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li>• <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<b>Mandatory Lessons/Activities:</b> <ul style="list-style-type: none"> <li>• <i>Self Reflection Activity</i></li> </ul>
		Selected Response (SR)						
X	Constructed Response (CR)							
<b>Pacing:</b> 3 Blocks		<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Performance (P)		Observation (O)	<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.CCRA.SL.1</li> <li>• CCSS.ELA-LITERACY.CCRA.SL.2</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
	Performance (P)							
	Observation (O)							

## Other Peoples' Identity and Learning

Essential Questions:

- How do other people's cultural beliefs and values impact their educational experience?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments				
	<ul style="list-style-type: none"> <li>• I can recognize how people's cultural beliefs and values have impacted their educational experience.</li> </ul>	<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="width: 20px;"></td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> </table>		Selected Response (SR)		Constructed Response (CR)	<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li>• <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<b>Mandatory Lessons/Activities:</b> <ul style="list-style-type: none"> <li>• <i>Listening Activity</i></li> <li>• <i>Culturally Responsive Teaching Article and Activity</i></li> </ul>
		Selected Response (SR)						
	Constructed Response (CR)							
<b>Pacing:</b> 5 Blocks		<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Performance (P)</td> </tr> </table>		Performance (P)	<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.CCRA.SL.1</li> <li>• CCSS.ELA-LITERACY.CCRA.SL.2</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>•</li> </ul>		
	Performance (P)							

		Observation (O)		
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### Teachers Understanding their Learners

Essential Questions:

Why is it important to identify the role and significance of bias before, during, and after we enter a classroom?  
 How can you evaluate what students need, why they need it and how best to provide it?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> <li>I can identify ways to create space to better understand all learners in the classroom community.</li> </ul>	<table border="1"> <tr> <td style="text-align: center;">X</td> <td>Selected Response (SR)</td> </tr> <tr> <td></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)		Constructed Response (CR)		Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>Each of the above standards should be found throughout the unit sequences.</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>Reflection essay: How we can create comfortable environments in our classrooms.</li> <li>Create a get to know you activity/survey</li> </ul>
X		Selected Response (SR)										
	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<b>Pacing:</b> 2 Blocks			<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.SL.2</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>End of Module Assessment/Activity</li> </ul>								

### 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"> <li>Culturally responsive teaching is mostly about understanding race.</li> <li>Talking about other cultures makes learning culturally responsive.</li> <li>All students learn the same and teachers just adjust for learning levels.</li> </ul>			

<b>RESOURCES</b>			
Rising Educator Slide Decks located in Rising Educator Curriculum Folder			

Rising Educator Slide Decks located in Rising Educator Curriculum Folder