

## Regular BoE Meeting

Wednesday, June 7, 2023 7:00 PM

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

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

2. **STAFF AND STUDENT RECOGNITION**

3. **APPROVAL OF MINUTES**

4. **COMMITTEE REPORTS**

5. **STUDENT REPRESENTATIVE REPORTS**

6. **CHAIR REPORT**

7. **SUPERINTENDENT REPORT**

8. **CONSENT AGENDA**

8.1. PERSONNEL

8.1.a. Teacher Retirement - Effective June 30,  
2023

8.1.b. New Teacher Hires - Effective August 28,  
2023

8.1.c. A-1 Resignation - Effective June 14, 2023

8.1.d. A-2 Resignation - Effective May 29, 2023

8.1.e. Teacher Request for Unpaid Leave of  
Absence

8.2. GRANTS

8.2.a. Ellen P. Hubbell School and Stafford  
School were named as a recipient of the Laura  
Bush Foundation for America's Libraries Grant

8.2.b. SDE Primary Mental Health Grant, "BOOST"  
Grant managed by FRC application approval \*

9. **PUBLIC COMMENT**

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

10.1. Special Services Report

11. **CURRICULUM REVISION**

11.1. New Course - Introduction to Business  
Curriculum - First Reading

12. **TEXTBOOK ADOPTION**

12.1. Textbook - Introduction to Business -  
First Reading

12.2. Textbook-Accounting I/II (First Reading)

**13. POLICY REVISION**

13.1. Policy 1416 - Community Relations -  
Fiscal Authorities

13.2. Policy 1600 - Relations between Non-  
Public and other Educational Organizations and  
the Schools

13.3. Policy 1640 - Relations with Colleges  
and Universities Shared Services

13.4. Policy 1660 - Cooperative Arrangements  
with Business and Industry

**14. NEW BUSINESS**

**15. BUILDING REPORTS**

**16. INFORMATION/LIAISON REPORTS**

**17. ADJOURNMENT**

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

**19. STAFF AND STUDENT RECOGNITION**

**20. APPROVAL OF MINUTES**

**21. COMMITTEE REPORTS**

**22. STUDENT REPRESENTATIVE REPORTS**

**23. CHAIR REPORT**

**24. SUPERINTENDENT REPORT**

**25. CONSENT AGENDA**

25.1. PERSONNEL

25.1.a. Teacher Retirement - Effective June 30,  
2023

25.1.b. New Teacher Hires - Effective August 28,  
2023

25.1.c. A-1 Resignation -Effective June 14, 2023

25.1.d. A-2 Resignation - Effective May 29, 2023

25.1.e. Teacher Request for Unpaid Leave of  
Absence

25.2. GRANTS

25.2.a. Ellen P. Hubbell School and Stafford  
School were named as a recipient of the Laura  
Bush Foundation for America's Libraries Grant

25.2.b. SDE Primary Mental Health Grant, "BOOST"  
Grant managed by FRC application approval \*

**26. PUBLIC COMMENT**

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

27.1. Special Services Report

**28. CURRICULUM REVISION**

28.1. New Course - Introduction to Business  
Curriculum - First Reading

**29. TEXTBOOK ADOPTION**

29.1. Textbook - Introduction to Business -  
First Reading

29.2. Textbook-Accounting I/II (First Reading)

**30. POLICY REVISION**

30.1. Policy 1416 - Community Relations -  
Fiscal Authorities

30.2. Policy 1600 - Relations between Non-  
Public and other Educational Organizations and  
the Schools

30.3. Policy 1640 - Relations with Colleges  
and Universities Shared Services

30.4. Policy 1660 - Cooperative Arrangements  
with Business and Industry

**31. NEW BUSINESS**

**32. BUILDING REPORTS**

**33. INFORMATION/LIAISON REPORTS**

**34. ADJOURNMENT**

### Fine Arts Student Recognition Listing

Student Last Name	Student First Name	School	Award
Doyle	Aidan	BEHS	All State Music Festival
Gammell	Eva	BEHS	All State Music Festival
Brew	Ginelle	GHS	CAS Elem Arts Award
Chatfield	Antonio	IVY	CAS Elem Arts Award
D'Emmanuele	Dennis	SSS	CAS Elem Arts Award
Gabbert	Sophia	STA	CAS Elem Arts Award
Hirx	Lillian	MTV	CAS Elem Arts Award
Leary	Raeghan	IVY	CAS Elem Arts Award
Lindsay	Aiden	EDG	CAS Elem Arts Award
Mayorga	Alessandro	STA	CAS Elem Arts Award
Ortiz	Kathalina	HUB	CAS Elem Arts Award
Palacios Diaz	Ana	SSS	CAS Elem Arts Award
Palaia	Lucas	MTV	CAS Elem Arts Award
Riker	Nolan	WBS	CAS Elem Arts Award
Seeger	Amelia	HUB	CAS Elem Arts Award
Smith	Emera	WBS	CAS Elem Arts Award
Velez	Sandiel	EDG	CAS Elem Arts Award
Walters	Grace	GHS	CAS Elem Arts Award
Cody	Sarah	BEHS	CAS HS Performing Arts Award
Garcia-Cyr	Selena	BCHS	CAS HS Performing Arts Award
Peri	Avigayil	BEHS	CAS HS Visual Arts Award
Phan	Elizabeth	BCHS	CAS HS Visual Arts Award
Baim	Andrew	CHMS	CMEA Elem Honors Band
D'Emanuele	Dennis	SSS	CMEA Elem Honors Band
Deschaine	Carter	GHS	CMEA Elem Honors Band
Diaz	Isabell	GHS	CMEA Elem Honors Band
Ferrucci	Blake	WBS	CMEA Elem Honors Band
Floyd	Quinn	CHMS	CMEA Elem Honors Band
Memmott	Mikayla	MTV	CMEA Elem Honors Band
Seeger	Amelia	HUB	CMEA Elem Honors Band
Van Alstyne	Eli	WBS	CMEA Elem Honors Band

Aldama	Carlos	GHS	Fire Prevention Poster Winner
Palaseos-Diaz	Anna	SSS	Fire Prevention Poster Winner
Cuevas	Samantha	BAIMS	Northern Region HS Music Festival
Doyle	Aidan	BEHS	Northern Region HS Music Festival
Gammell	Eva	BEHS	Northern Region HS Music Festival
Kovitch	Jillian	BCHS	Northern Region HS Music Festival
Serafin	Christopher	BEHS	Northern Region HS Music Festival
Almesri	Mohamed	CHMS	Northern Region MS Music Festival
Bougie	Mia	NEMS	Northern Region MS Music Festival
Bush	Hailey	CHMS	Northern Region MS Music Festival
Caez	Keriani	BAIMS	Northern Region MS Music Festival
Coko	Olivia	NEMS	Northern Region MS Music Festival
Delage	Aibhlin	BAIMS	Northern Region MS Music Festival
Delgado	Aidan	CHMS	Northern Region MS Music Festival
dos Santos	Nathan	CHMS	Northern Region MS Music Festival
Joy	Alaina	NEMS	Northern Region MS Music Festival
Malley	Quinn	CHMS	Northern Region MS Music Festival
Martin	Erin	BAIMS	Northern Region MS Music Festival
Moriarty	Nathan	NEMS	Northern Region MS Music Festival
Osnaga	David	BAIMS	Northern Region MS Music Festival
Parks	Isaiah	BAIMS	Northern Region MS Music Festival
Rodriguez	Izabella	BAIMS	Northern Region MS Music Festival
Rupert	Zoey	NEMS	Northern Region MS Music Festival
Szymanski	Emma	CHMS	Northern Region MS Music Festival
Torres	Xerena	CHMS	Northern Region MS Music Festival
Vastola	Antonietta	NEMS	Northern Region MS Music Festival
Bryan	Shyann	CHMS	Scholastic Art Award Nomination
Caron	Samantha	NEMS	Scholastic Art Award Nomination
Joy	Alaina	NEMS	Scholastic Art Award Nomination
Mayle	Sean	CHMS	Scholastic Art Award Nomination
Pazik	Maja	NEMS	Scholastic Art Award Nomination
Peri	May	NEMS	Scholastic Art Award Nomination
Phan	Elizabeth	BCHS	Scholastic Art Award Nomination

Rupert	Zoey	NEMS	Scholastic Art Award Nomination	
Foote	Zephaniah	BEHS	Tri-M Music Honor Society Induction	
Gabriella	Piendak	BEHS	Tri-M Music Honor Society Induction	
Gammell	Eva	BEHS	Tri-M Music Honor Society Induction	
Gawle	Lucas	BEHS	Tri-M Music Honor Society Induction	
Gianluca	Morello	BEHS	Tri-M Music Honor Society Induction	
Kish	Thomas	BEHS	Tri-M Music Honor Society Induction	
Koczur	Jase	BEHS	Tri-M Music Honor Society Induction	

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: [May 3, 2023 Meeting Recording](#) Passcode: 40@!32pL

**BRISTOL BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**Wednesday, May 3, 2023 – 7:00 p.m.**  
**Regular Meeting Minutes**

The Bristol Board of Education meeting was held on Wednesday, May 3, 2023, at 7:00 p.m. at the Bristol Board of Education auditorium and via the Zoom Meeting Platform.

**PRESENT:** Commissioners: Russell Anderson, Eric Carlson, Jill Fitzsimons-Bula, Kristen Giantonio, Shelby Pons, Maria Simmons, and Todd Sturgeon; **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent and Dr. Michael Dietter, Deputy Superintendent and Lynn Boisvert, Business Manager

**EXCUSED:** Commissioners: Jennifer Dube and Dante Tagariello

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

Vice Chair Kristen Giantonio called the meeting to order at 7:00 p.m. and asked the audience to stand for The Pledge of Allegiance. Vice Chair Giantonio asked the audience to observe a moment of silence for Beryl Harrigan a Teacher at Patterson and John J. Jennings Schools from September 1962 to June 1992 and Deanna Sato a teacher at Bristol Eastern and Bristol Central from September 1973 to June 1997.

Vice Chair Giantonio read the meeting norms into the record.

**STAFF AND STUDENT RECOGNITION** – The Board recognized the following staff, students and district accolades:

1. YES Academy Students
2. CABE Student Leadership Awards
3. Staff Achievement Award Winners
4. NAMM - Best Communities for Music Education Award
5. Costa Rica 2023 Trip Recap

**APPROVAL OF MINUTES**

**April 5, 2023 Regular Meeting**

*On a motion by Russell Anderson and a second, by Eric Carlson, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to approve April 5, 2023, Regular Meeting minutes as written.*

**April 19, 2023 Special Meeting - Meet & Greet**

*On a motion by Russell Anderson and a second, by Eric Carlson, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to approve April 19, 2023, Special Meeting – Meet & Greet minutes as written. Commissioners Pons and Fitzsimons-Bula Abstained.*

**April 19, 2023 Special BoE Meeting**

*On a motion by Eric Carlson and a second, by Russell Anderson, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to approve April 19, 2023, Special BoE Meeting minutes as written. Commissioner Fitzsimons-Bula Abstained.*

**COMMITTEE REPORTS**

**Communication Committee**

Commissioner Giantonio reported that the committee met on April 26th the meeting consisted of several discussion items. The committee reviewed usage rates from ParentSquare and received an explanation from the Superintendent about the Advisory Councils that she will be creating in our district. A partnership update was given from the Farm

**Communication Committee – con't**

to School Program with Shelburne Farm in Vermont, Strategic Planning and parent engagement were reviewed, and the committee had a lively discussion about parent engagements in our community and reviewed how we can extend our Communications with the school district by exploring some social media options.

**Policy Committee**

Commissioner Giantonio reported that Committee met on April 26th and continued to discuss gate fees and student activity fees. With the discussion lasting an hour and another committee meeting following it, a motion was made to move all other policies to the next regularly scheduled meeting.

**Student Achievement Committee**

Commissioner Sturgeon reported that the committee met on April 19th. There were a couple of Information Only items on the agenda – the school calendar regarding religious observances and the BAIMS Lottery. There was quite a bit of conversation regarding the school calendar, according to Policy 6115 Ceremonies and Observances student absences for religious observation shall be excused, and no field trips, exams, or projects will be held or scheduled on such holidays. Dr. Carbone did report that the district sends out a yearly memo on creating a supportive environment for those students who may be celebrating different holidays during the school year. The second information item was the BAIMS Lottery. Dr. Carbone and Mrs. Fortin presented the current status of enrollment in Lottery BAIMS the current data shows that we have a very high retention rate of students that will be returning to BAIMS Grade 6 has a retention rate of 97% in grade 7 has a retention rate of 98%.

**Finance Committee**

Commissioner Simmons reported that the committee met on April 12th. Commissioners received updates related to the general fund balance which remains in deficit north of 4 million as well as the cafeteria budget which operates in a positive cash position while we are in a deficit position we do expect the deficit to be covered by our excess cost reimbursement. The committee reviewed a bid waiver and unanimously voted to move it to the full board for a vote, it will appear later on this evening's agenda, and the committee discussed gate fees at Bristol Central and Bristol Eastern. Commissioners requested further information showing the deposits and draws in each cash account to better understand the character of fundraising and expenses.

**STUDENT REPRESENTATIVE REPORTS**

**Bristol Central High School**

BCHS Junior Student Representative, Isabel Paolino provided the monthly Student Representative report. Highlights from the report included a spring sports update, spring break, SAT scores for Juniors, theater performance of Chicago, students attending Latin Day, students vs. faculty game to raise money for the graduation party, the InterAct Club activities, Junior Prom, and upcoming AP testing.

**Bristol Eastern High School**

Senior Student Representative Pushpita Hossain provided the monthly report for Rita Gao, while Rita attended a UCONN event. Highlights from the report included a spring sports update, an update on Mrs. Klima, she did not win National Teacher of the Year, but BE is so proud of her accomplishments, club updates, a report on a successful Culture Day, Career Exploration Day, AP testing, the upcoming Junior and Senior proms and the theater presentation of Pippen.

**CHAIR REPORT**

Vice Chair Giantonio provided the monthly Chair Report. Changes have been made to committees. They were read into the record as follows:

Alternate to the Communications and Community Relations Committee will be Maria Simmons, who will be replacing Eric Carlson.

Alternate to the Student Achievement Committee will be Maria Simmons, who will be replacing Dante Tagariello.

## **SUPERINTENDENT REPORT**

Dr. Carbone presented the monthly Superintendent Report. Highlights from the report include Dr. Carbone's recognition of the student accomplishments and representative reports that were presented this evening, the formal introduction of Jessica Lemos as the new Special Services Supervisor for the high schools, the BAIMS gala will be held this weekend, May 6, 2023. We are very excited to formally open the Rockwell Theater to the Bristol community and the state. The program begins at 5 pm for a mocktail reception with a formal performance beginning at 6 pm. During the event, we will recognize the community members who supported this project as well as the building committee members who helped make the theater and the school a reality. Kevin Raponey, former student and current professional performer will be our headliner along with our very own drama and theater production members at BE and BC for a night we are calling "Broadway on the Boulevard". Tickets are still available. Dr. Carbone recognized the many people who have worked to make the evening possible. Lea McCabe, Lisa Carroll, Susan Everett, Michelle Crowley, David Foulds, Mary Perlin, April Berube, Brian Burke, Ryan Hill, Shannon Burton, Jesse Gamble, Theresa MacDonald, Lindsey DiPietro, BCHS Central Stage Tech Crew, and BEHS Print Shop. Dr. Carbone also shared, On April 20, KultureCity, the nation's leading nonprofit on sensory accessibility and acceptance for those with invisible disabilities, partnered with Bristol Public Schools to launch a first-of-its-kind partnership with a school district during an official ribbon-cutting ceremony at Ivy Drive Elementary School. Connecticut State Department of Education's Special Education Director Bryan Klimkiewicz and KultureCity Board Members Sean Culkin and Evelyn Yang joined the leadership of KultureCity along with the members of the Bristol Board of Education, administration, and Principal Emily Gomes to officially launch our partnership. We will continue expanding this partnership with the greater Bristol community with more to come on these possibilities. Dr. Carbone shared that the first staff meeting for the New Edgewood PreK Academy occurred on April 26, 2023. Staff from our school readiness programs and BECC were able to tour Edgewood School and conduct a staff meeting to begin the transition programming for staff and materials. Also, Kindergarten Orientation will be held May 10th from 5:30-6:30 at each of our elementary and K-8 schools. We are entering the last 6 weeks of school, for our graduating seniors and their families, some dates and times to keep in mind are the BCHS Senior Prom will be May 19, 2023, at the Aqua Turf, BEHS Senior Prom will be May 20, 2023, at the Farmington Club; BCHS Graduation - June 13, 2023, 6:00 pm and BEHS Graduation - June 13, 2023, 6:00 pm.

## **CONSENT AGENDA**

Vice Chair Giantonio called for a motion to approve the Consent Agenda, which will now include Items 8.A.1. through 8.A.5.

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to approve the Consent Agenda as written.*

## **PERSONNEL**

### **VIII.A.1. Administrative Resignation**

Gervais, Jeremy - BEHS - Assistant Principal - Effective July 1, 2023

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to accept the Administrative Resignation as written.*

### **VIII.A.2. Teacher Retirement - Effective June 30, 2023**

Gworek, Gary - NEMS - Grade 7 Social Studies Teacher

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to accept the Teacher Retirement as written.*

### **VIII.A.3. Teacher Resignations**

Hanson, Alba - STAF - Literacy Coach - effective April 24, 2023

Wayton, Matthew - BCHS - Special Education Teacher - effective April 17, 2023

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to accept the Teacher Resignations as written.*

### **VIII.A.4. New Teacher Hires - Effective August 31, 2023**

Levesque, Robyn - WB - Grade 7 Math Teacher

McLaughlin, Meredith - WB - Psychologist

Mullaney, Courtney - CHMS - Grade 7 Math Teacher

Reddick, Katherine - BEHS - Latin Teacher

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to approve the New Teacher Hires as written.*

### **VIII.A.5. A-1 Resignation - Effective June 14, 2023**

Cawley, Meghan - CHMS - Silver Team Leader

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to accept the approve the A-1 Resignation as written.*

### **PUBLIC COMMENT**

No members of the public wished to address the Board.

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

#### **April 1 Enrollment Count for the 2022-2023 School Year**

Dr. Kim Culkin presented the April 1 Enrollment Count for the 2022-2023 School Year. Commissioners were provided a revised copy of the enrollment report received via email at their seats. In particular, there is a Pre-K enrollment number that is updated and also a distinction between students attending our programs to destinations separated by their home schools. Dr. Culkin provided the summary of the April 2023 enrollment report as well as a comparison to the April enrollment report of 2022. As of April 2023, in grades Pre-k through Grade 5 total number of students enrolled in Bristol Public Schools not including our students attending the destination programs is 3,578 which is 101 students more than the year prior. The enrollment of students in Bristol Public Schools attending Grades 6 through 8 again separating out our students attending our destinations program is a total enrollment of 1,499 students and which is 282 students less compared to that same time last year. High School enrollment, students in grades 9 through 12 and this includes our students attending Bristol Preparatory Academy and our community vocational programs is 2,542 which is an increase of 148 students compared to last year's total. In April the number of students being provided programming at our Destinations Program which is a program for grades K through 12 is 41 students an increase of 20 students compared to last school year. The overall number of students attending Bristol Public Schools at the time of your April quarterly report was 7,660 and that's a slight decrease of only 13 students compared to the previous April.

#### **2023-2024 Fiscal Year Budget Reduction**

Lynn Boisvert, Business Director presented the 2023-2024 Fiscal Year Budget Reductions. The city asked for an overall reduction of one million dollars from the BoE Approved FY24 BOE Budget, after review these changes were recommended to the Finance Committee, who at its April 12 meeting, unanimously voted to bring these changes to the full board for approval. The following is a list of the reductions:

### **2023-2024 Fiscal Year Budget Reduction- cont'd**

- Reduction of \$500,000 to the Group insurance line coming from the City Insurance Reserve Fund
- \$228,096 in Retirements/Resignations since January of Cert and Non-Cert Staff
- \$50,000 in Regular Pupil Transportation by realigning routes
- \$30,000 Band Uniforms were cut from the budget
- \$38,644 in additional Benefits from grant funds reducing the Insurance line by a total of \$538,644
- \$25,000 in Kitchen Maintenance Repairs moved from the GF to the Foodservice budget.
- \$50,000 increase in Excess Cost Revenues due to the State's Excess Cost formula

All of these changes bring our FY24 budget to \$127,067,260

Vice Chair Giantonio called for a motion to approve the 2023-2024 Fiscal Year Budget Reductions.

*On a motion by Todd Sturgeon and a second by Russell Anderson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to approve the 2023-2024 Fiscal Year Budget Reductions.*

### **Bid Waiver Request for TinaRose Produce**

Lynn Boisvert, Business Director presented the Bid Waiver Request for TinaRose Produce. At the April 12<sup>th</sup> Finance Committee meeting, we presented the Bid waiver for TinaRose Produce. It is a vendor that is used for the fresh fruits and vegetables grant that we received for \$254,000 and it is also a fill-in vendor for the National School Lunch Program for fresh vegetables that we cannot receive from the DOD provider that we have in a contract with because we have gone over the threshold for the grant amount; we need to seek a bid waiver for TinaRose produce.

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) resolves to authorize the Business Services Department to seek a bid waiver from the City Board of Finance for produce purchases from TinaRose Produce and forward to the City Board of Finance for consideration and any action.*

### **Innovate and Elevate Continuation Plan 6-month Review**

Dr. Dietter presented the Innovate and Elevate Continuation Plan 6-month Review. The plan remains the same, we are date stamping and making clerical and directory changes.

### **Special Services Report**

Amy Martino, Director of Special Services presented the monthly Special Services Report. As of April 1, 2023, 1,789 of the 8,226 enrolled Bristol Public Schools students are identified as requiring Special Education programming. This enrollment reflects 21.75% of the total BPS student population. As of March 2023, 114 students with disabilities require out-of-district placements at private special education school programs. There are 78 students requiring special education programming services at other public out-of-district schools, including magnet schools.

During the month of March 2023, 8.3% of newly registered students were identified as students with special education programming needs at the time of registration. Three (3) students enrolled in BPS during the month of March 2023 received their programs and services at out-of-district special education school programs at the time of enrollment. During the month of March, there were twelve (12) 211 and five (5) 911 calls.

### **NEW BUSINESS**

There was no New Business to come before the Board.

### **BUILDING REPORTS**

Dr. Dietter, Deputy Superintendent provided the monthly building reports.

BC/BE Culinary Project we have finalized construction documents in the estimate submission has been made to the Office School Grants and Construction Grants and review we are slotted as a priority grant for June 30t.

Edgewood Renovation we are finalizing our construction documents and the estimate has also been submitted to Office School Grants and Construction Grants for priority Grant with a June 30th response anticipated.

Chippens Hill M.S. ESSR/ARF Funds we are looking to do some of air conditioning and ventilation upgrades finalizing construction documents and estimate with an anticipated construction completion timeline of August 24<sup>th</sup>. We are really starting to formulate that plan.

Northeast Middle School (New Building) we have been shortlisted at the State Legislature. At a recent meeting, the building committee did approve QA&M as our architect for the project. The RFQ is out for a Construction Manager at Risk and we are waiting for final approval from the state. We have set the stage with the preliminary work, so once the approval happens, we can hit the ground running.

Greene-Hills we have hired the firm Sav-Mor for the construction. Submittals of the proposals and subcontractors has started and we are looking to mobilize construction in earnest a late June we anticipate two shifts of work through the summer to have heat in the fall when it gets cooler. We will provide updates throughout the summer.

Dr. Carbone clarified that we will apply for the grant by June 30, 2023, however, we do not anticipate a response until next year. Yet we have applied and will soon hear a response about Northeast Middle School.

#### **INFORMATION/LIAISON REPORTS**

Liaison Reports were given by Commission Simmons for Bristol Eastern and South Side School; Commissioner Giantonio shared a report from West Bristol and shared information regarding the Jane Doe No More class that she recently attended.

#### **ADJOURNMENT**

There being no other business to come before the Board, and,

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons and Simmons and Sturgeon) voted to adjourn the meeting (8:22 p.m.).*

Respectfully Submitted,



Susan Everett, Recording Secretary  
Bristol Board of Education

**BRISTOL BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**Wednesday, May 24, 2023 – 6:00 p.m.**  
**Special Board of Education Meeting**

A Special Bristol Board of Education meeting was held on Wednesday, May 24, 2023, at 6:00 p.m. in the Auditorium of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Russell Anderson, Eric Carlson, Jill Fitzsimons-Bula, Kristen Giantonio, Shelby Pons, Dante Tagariello, and Chair Jennifer Dube

**EXCUSED:** Commissioners: Maria Simmons and Todd Sturgeon

**ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy, Superintendent, Lynn Boisvert, Finance Director, and Tim Callahan, School Project Manager

**1. CALL TO ORDER/PLEDGE OF ALLEGIANCE**

Chair Dube called the Special Meeting to order at 6:01 p.m. and read the meeting norms into the record.

Tim Callahan, School Project Manager provided background information and a brief description of each of the requests before the Board this evening.

**2. BCBS Culinary Arts Program Alteration Education Specifications Approval**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education approves the Education Specifications for the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, located at 480 Wolcott Street, Bristol, Connecticut and to forward to City Council for action.*

**3. Request City Council to authorize BoE to establish a building committee for the BCBS Culinary Arts Program Alteration**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to establish the Operations Committee as the building committee with regard to the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.*

**4. Request City Council to authorize BoE to apply for the school construction grant for the BCBS Culinary Arts Program Alteration**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept or reject a grant for the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.*

**5. Request the Authorization of Schematic Design for the BCBS Culinary Arts Program Alteration**

*On a motion by Eric Carlson and second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to hereby authorize at least the preparation of schematic drawings and outline specifications for the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.*

**6. BEHS Culinary Arts Program Alteration Education Specifications Approval**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education approves the Education Specifications for the Bristol Eastern High School Culinary Arts Program Alteration Project located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut, and to forward to City Council for action.*

**7. Request City Council to authorize BoE to establish a building committee for the BEHS Culinary Arts Program Alteration**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to establish the Operations Committee as the building committee with regard to the Bristol*

**Request City Council to authorize BoE to establish a building committee for the BEHS Culinary Arts Program Alteration – cont'd**

*Eastern High School Culinary Arts Program Alteration Project located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut.*

**8. Request City Council to authorize BoE to apply for the school construction grant for the BEHS Culinary Arts Program Alteration**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Board of Education requests the City of Bristol City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept or reject a grant for the Bristol Eastern High School Culinary Arts Program Alteration located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut.*

**9. Request the Authorization of Schematic Design for the BEHS Culinary Arts Program Alteration**

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to hereby authorize at least the preparation of schematic drawings and outline specifications for the Bristol Eastern High School Culinary Arts Program Alteration Project located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut.

**10. Edgewood School Targeted Alterations Project Education Specifications Approval**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education approves the Education Specifications for the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut and to forward to City Council for action.*

A question followed regarding the amount of money the city will be responsible for.

**11. Request City Council to authorize BoE to Establish a building committee for the Edgewood School Targeted Alterations Project**

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to establish the Edgewood School Targeted Alterations Project Committee as the building committee with regard to the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut.

**12. Request City Council to authorize BoE to apply for the school construction grant for the Edgewood School Targeted Alterations Project**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept or reject a grant for the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut.*

**13. Request the Authorization of Schematic Design for the Edgewood School Targeted Alterations Project**

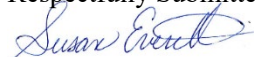
On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to hereby authorize at least the preparation of schematic drawings and outline specifications for the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut.

**14. ADJOURNMENT**

There being no other business, and,

*On a motion by Eric Carlson and a second, by Kristen Giantonio, the Board of Education unanimously voted to adjourn the meeting. (6:18 p.m.)*

Respectfully Submitted,



Susan Everett, Recording Secretary  
Bristol Board of Education

# Alexandra Butler

Special Education/Regular Education Teacher, Provisional Educator Certification

## EXPERIENCE

### **Meriden Public Schools- Meriden, CT**

August 2021-Present

- Special Education Teacher in a Self Contained Behavior Program.
- Knowledge of Emotional Disturbance, ADD/ADHD, ODD, SLP, Learning Disabilities, Intellectual Disabilities, and Autism Spectrum Disorder
- Development and implementation of IEPs and behavior plans.
- Responsible for implementation of academic curriculum, social emotional curriculum, reading interventions, writing interventions, and math interventions
- Implementing, collaborating with the BCBAs, and monitoring behavior plans
- Progress monitoring
- Collaboration, professional communication, scheduling PPTs, supervision of behavior technicians, and supervision of paraprofessionals

### **Bristol Public School- Bristol, CT**

August 2021-Present

- Bristol Central High School Cheerleading
- Varsity and Junior Varsity Cheerleading Coach
- Teach and develop skills for time management of school, athletics, and community activities

### **Consolidated School District of New Britain-New Britain, CT**

August 2016- August 2021

- Special Education Teacher in a Self Contained Behavior Program.
- Knowledge of Emotional Disturbance, ADD/ADHD, ODD, SLP, Learning Disabilities, Intellectual Disabilities, and Autism Spectrum Disorder
- Development and implementation of IEPs and behavior plans.
- Responsible for implementation of academic curriculum, social emotional curriculum, reading interventions
- Implementing and monitoring behavior plans
- Progress monitoring
- Collaboration, professional communication, scheduling and supervision of paraprofessionals
- RELAY Program supervisor
- Renovation committee

## SKILLS

CT Seds

Individual Education Plans

Functional Behavioral

Assessments/ Behavior

Intervention Plans

Educational Assessments

Differentiated Instruction

PBIS

Specialized Classroom Management

SPIRE Reading Intervention

SBAC/iReady Instruction

Collaboration

Technology Integration

Google Platforms

Jamboard

PearDek

iReady

SBA

Professional Development/  
Awards

PMT Certified

Previously CPI Certified

Kappa Delta Pi

Dean's List

President's List

- Interview Committee
- Taught summer school in self contained special education PreK-2

### **Hartford Public Schools-Hartford, CT**

November 2015 - June 2016

- Long Term Substitute Teacher (3rd grade) / Building Sub(PreK-8th)-Burr School.
- Handled disciplinary aspects, including behaviors, followed behavior protocols and plans

### **Seymour Public Schools-Seymour, CT**

August 2015 - November 2015

- Special Education Teacher Interim- Bungay School (Grades K-2).
- Inclusion and resource room hours
- Created and made changes to para schedules and student schedules
- Created DTI books

## **EDUCATION**

### **University of Hartford, West Hartford CT — BA**

August 2011 - May 2015

Bachelor of Science in Integrated Elementary Education (K-6)/ Special Education (K-12)

### **Central Connecticut State University, New Britain CT — MA**

September 2017 - May 2023

Masters in Special Education for certified Special Education teachers.

# Michele F. Carriere

## Teaching Certification:

*CT Teaching Initial Certification – 043 – Health Pre-K - 12*  
*CT Teaching Initial Certification – 044 – Physical Education, Pre-K - 12*

## Experience:

Education Staffing Solutions  
**Long-Term Building Substitute at Chippens Hill Middle School** New Britain, CT  
March 2023 – Current

- Classroom management
- Execute lesson plans prepared by regular teacher

MC Nutrition and Fitness Coaching  
**Owner and Operator** Bristol, CT  
January 2019 – Current

- Providing one-on-one nutrition and fitness coaching to clients virtually and in person
- Facilitating small group coaching to clients' wellness coaching virtually and in person

The Edge Fitness Clubs  
**Group Fitness Instructor** Bristol, CT & West Hartford, CT  
June 2018 – April 2020

- Classes Taught: Boot Camp, Strength and Conditioning, Body Conditioning, and Spinning
- Observed participants and inform them of corrective measures necessary for skill improvement
- Instructed participants in maintaining exertion level to maximize benefits from exercise routines

Stanley Black & Decker (SBD) New Britain, CT, Farmington, CT and Southington, CT  
**Director of Nutrition and Group Exercise** August 2017 – April 2020

- Directed all nutrition programming and coaching for employees on site and globally
- Instructed Boot camp, Total Body Strength and Conditioning and Body Flow classes on site
- Conducted company lectures on a variety of health, wellness, and fitness topics
- Oversaw programming and created all content for the SBD Workplace Fitness Center website

L.A. Fitness Clubs  
**Group Fitness Instructor** Bristol, CT & West Hartford, CT  
2015 – April 2020

- Classes Taught: Boot Camp, Strength and Conditioning, Body Works & Abs, Mat Pilates, and Spinning
- Observed participants and inform them of corrective measures necessary for skill improvement
- Instructed participants in maintaining exertion level to maximize benefits from exercise routines

Fitness on the Go  
**Boot Camp Fitness Instructor** Burlington, CT  
January 2015 – April 2017

- Classes Taught: Boot Camp, Teen Strength and Conditioning
- Observed participants and inform them of corrective measures necessary for skill improvement
- Instructed participants in maintaining exertion level to maximize benefits from exercise routines

Bristol Public Schools  
**Physical Education and Health Teacher** Bristol, CT  
January 2009 – June 2012

- Memorial Boulevard School – Health & Wellness
- Ivy Drive Elementary School – Physical Education, Health/Wellness, Adaptive Physical Education and CT Unified Sports Coach
- John J. Jennings Elementary School – Physical Education and Health/Wellness
- Started and coached first ever Unified Sports program for Bristol Public Schools
- Advocated and collaborated for adapted physical education class for medically fragile and special education scholars
- Recognized in 2009 for the adapted physical education classes and Peaceful Playground Program
- Organized and coached Special Olympics for Bristol Public Schools

CIAC Athletic Director's Association

Cheshire, CT

**Athletic Trainer/Lecturer**

September 2003 – June 2012

- Educated CT coaches on various Sports Medicine, Health and Injury Prevention topics
- Illustrated liability, best practices and concussion management

HealthSouth Select Sports Medicine

Bristol, CT

**Certified Athletic Trainer**

August 2002 – June 2012

- Provided treatment and care to physical therapy patients in a clinical setting
- Provided Sports Medicine coverage to high school athletes at Bristol Eastern High School

**Education:**

Central Connecticut State University

New Britain, CT

**Post-Baccalaureate Certification K-12 Physical Education and Health**

May 2008

GPS 3.93

Sacred Heart University

Fairfield, CT

**Bachelors of Science, Athletic Training, Human Movement, and Exercise Physiology**

May 2003

*Graduated Magna Cum Laude, Awarded medal of academic excellence*

GPA 3.76

**Certifications:**

International Sports Sciences Association (ISSA) Certified Online Business Health and Fitness Coach, Current - Since 2021

ISSA Certified Health Coach, Current - Since 2021

ISSA Certified Transformational Specialist, Current – Since 2019

ISSA Master Sports Nutritionist, Current – Since 2019

ISSA Master Sports Nutritionist, Current – Since 2019

ISSA Master Personal Trainer, Current – Since 2017

CT Licensed Athletic Trainer, Current - Since October 2006

National Strength and Conditioning Association Certified Strength and Conditioning Specialist, Current Since – August 2006

National Athletic Trainers Association Board of Certification Certified Athletic Trainer, Current Since - April 2003

American Heart Association Basic Life Support (BLS) for Healthcare Provider, AED, and First Aid, Current - Since September 2001

**Volunteer Work:**

Chapter 126, 2015 – 2019

CT Special Olympics, 1994 – 2018

CT Unified Sports, 2008 – 2011

**Personal Skills:**

Self-motivated, interpersonal skills, communication skills, hard-working, flexible, diligent, organized, eager to learn and grow

**Classroom**

**Technology Skills:** Mac OS, Google Platform, Google Docs, Chromebooks, Windows OS, Microsoft Office Excel, Word, PowerPoint; SMART Boards, Health and Fitness Tracking and Monitors

Intro to Business 1 CTE Curriculum



**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 clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
<b>Course</b>	Introduction to Business 1
<b>Course Description for Program of Studies</b>	This is a basic business course designed to familiarize students with a variety of topics in the field of business. Students will gather a basic understanding of general business, economics, management, marketing, business law, and accounting and finance. Overall, the course gives students a broad exposure to business operations and a solid background for additional business courses.
<b>Grade Level</b>	9-10
<b>Pre-requisites</b>	N/A
<b>Credit (if applicable)</b>	0.5

[Unit 1: Economics](#)

[Unit 2: Management](#)

[Unit 3: Business Law](#)

[Unit 4: Marketing](#)

[Unit 5: Accounting & Finance](#)

## UNIT 1: Economics

At the completion of this unit, students will have a basic understanding of what economics is, the laws of supply/demand and how to measure an economy.

### UNWRAPPED STANDARDS

MBA Research CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands the economic principles and concepts fundamental to business operations	Understand fundamental economic concepts to obtain a foundation for employment in business.	<p>Explain the concept of economic resources (EC:003, LAP-EC-014) (CS)</p> <p>Describe the concepts of economics and economic activities (EC:001, LAP-EC-006) (CS)</p> <p>Determine economic utilities created by business activities (EC:004, LAP-EC-013) (CS)</p> <p>Explain the principles of supply and demand (EC:005, LAP-EC-011) (CS)</p>	<p>Goods</p> <p>Services</p> <p>Wants</p> <p>Needs</p> <p>Scarcity</p> <p>Economics</p> <p>Equilibrium</p> <p>Supply</p> <p>Demand</p>
Understands the economic principles and concepts fundamental to business operations	Understand the nature of business to show its contributions to society.	<p>Explain the role of business in society (EC:070, LAP-EC-070) (CS)</p> <p>Describe types of business models (EC:138) (SP)</p> <p>Describe factors that affect the business environment (EC:105, LAP-EC-105) (SP)</p> <p>Explain how organizations adapt to today's markets (EC:107, LAP-EC-107) (SP)</p>	<p>Business</p> <p>Consumers</p> <p>Factors of Production</p> <p>Inflation</p> <p>Deflation</p> <p>Depression</p> <p>Recession</p> <p>Recovery</p> <p>Prosperity</p> <p>Unemployment</p>
Understands the economic principles and concepts fundamental to business operations	Understand economic systems to be able to recognize the environments in which businesses function.	<p>Explain the types of economic systems (EC:007, LAP-EC-017) (CS)</p> <p>Identify factors affecting a business's profit (EC:010, LAP-EC-002) (CS)</p> <p>Explain the concept of competition (EC:012, LAP-EC-008) (CS)</p>	<p>Competition</p> <p>Profit</p> <p>Market Economy</p> <p>Command Economy</p> <p>Mixed Economy</p> <p>Business Cycle</p>
Understands the economic principles and concepts fundamental to business operations	Acquire knowledge of the impact of government on business activities to make informed economic decisions.	Determine the relationship between government and business (EC:008, LAP-EC-016) (CS)	<p>Capital</p> <p>Inflation</p> <p>GDP</p>

		Discuss the supply and demand for money (EC:096) (MN) Explain the role of the Federal Reserve System (EC:097) (MN)	Standard of Living Debt Deflation Depression Recession Recovery Prosperity Unemployment
--	--	---	--

## UNIT 1: ESSENTIAL QUESTIONS

- How do different types of economies compare (what to produce, how to produce, for whom to produce)?
- Why study economics?
- What are the advantages and disadvantages of the different economies?
- What role do governments and consumers play in the economic cycle?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
<a href="#">Fundamentals Economics</a>	<ul style="list-style-type: none"> <li>● I can determine the difference between wants and needs.</li> <li>● I can identify how economic activity is measured and list the four phases of a business cycle.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px; text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>● <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul> <p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Create a supply and demand curve.</li> <li>● Interpret a chart of statistics to identify trends and current state of an economy.</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Summative Quiz</li> </ul>
x	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<p><b>Pacing:</b></p>	<p>3 Blocks</p>											
<a href="#">Nature of Business</a>	<ul style="list-style-type: none"> <li>● I can explain the four factors of production and the role of scarcity in decision-making.</li> <li>● I can explain how banks “create” money and earn profits.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px; text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul> <p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Class Discussion</li> <li>● Research the causes of inflation and the impact on the economy.</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Summative Quiz</li> </ul>
x	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<p><b>Pacing:</b></p>	<p>2 Blocks</p>											
<a href="#">Economic Systems</a>	<ul style="list-style-type: none"> <li>● I can compare/contrast the three types of economic systems.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response</td> </tr> </table>		Selected Response	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Using a graphic organizer or a table, compare the 3 types of economic systems</li> </ul>						
	Selected Response											

		Constructed Response		<ul style="list-style-type: none"> <li>Research countries that align with each economic system.</li> </ul>
<b>Pacing:</b>	3 Blocks	x Performance (P)		<b>Assessments:</b> <ul style="list-style-type: none"> <li>Summative Quiz</li> </ul>
		Observation		
<a href="#">Government</a>	<ul style="list-style-type: none"> <li>I can understand the roles of government and consumers in an economic system.</li> </ul>	Selected Response		<b>Mandatory Lessons/Activities:</b> <ul style="list-style-type: none"> <li>Outline outside influences on a business and their impact on the business.</li> <li>Analyze the effects of government regulations on different business situations.</li> </ul>
<b>Pacing:</b>	3 Blocks	x Observation		<b>Assessments:</b> <ul style="list-style-type: none"> <li>Summative Quiz</li> </ul>
		Constructed Response		
		Performance		
			<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li></li> </ul>	
			<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</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
Businesses have free-rein in the United States.	This will be the first time they are seeing this content due to the introductory level of this course.	Compare the economy of the United States with that of another country.	Student choice in topics to research

#### RESOURCES

Textbook - TBD

## UNIT 2: Management

At the completion of this unit, students will have a basic understanding of the ways a business can be owned, organized and operated.

### UNWRAPPED STANDARDS

MBA Research CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department	Recognize management's role to understand its contribution to business success	Explain management theories and their applications (SM:030) (MN) Explain motivation theories and their applications (SM:080) (MN)	Planning Organizing Staffing Directing Management Plan Organizational Chart Departmentalization Management Levels Motivation Inspiration
Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions	Apply knowledge of business ownership to establish and continue business operations.	Explain types of business ownership (BL:003, LAP-BL-001) (CS)	Sole Proprietorship Unlimited Liability Partnership LLC Corporation Stock Franchise NonProfit Cooperative Producer Processor Manufacturers Wholesaler Retailer
Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others	Employ leadership skills to achieve workplace objectives.	Explain the concept of leadership (EI:009, LAP-EI-016) (CS) Explain the nature of ethical leadership (EI:131, LAP-EI-131) (CS)	Leadership Human Resources Integrity Autocratic Democratic Free-reign Teams

			Delegate
--	--	--	----------

## UNIT 2: ESSENTIAL QUESTIONS

- What is the most effective form of business ownership?
- What roles do managers play?
- How do “teams” help businesses run smoothly?
- Why do leadership styles vary?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
<a href="#">Management Role</a>	<ul style="list-style-type: none"> <li>● I can explain the four functions of management.</li> <li>● I can identify the differences in various management structures.</li> <li>● I can name the necessary skills for effective management.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>● <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Analyze various ethical/management dilemmas by using problem-solving methods</li> <li>● Create a chart symbolizing the roles of managers and their importance</li> </ul>
x	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	3 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Summative Quiz</li> </ul>								
<a href="#">Business Ownership</a>	<ul style="list-style-type: none"> <li>● I can identify the differences in the major forms of business organizations and ownership.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Identify local, national, and international businesses that align with different categories of ownership.</li> </ul>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	2 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Summative Quiz</li> </ul>								
<a href="#">Leadership</a>	<ul style="list-style-type: none"> <li>● I can describe the qualities of a leader.</li> <li>● I can identify the main types of leadership styles.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Selected Response</td> </tr> </table>		Selected Response	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Perform self-analysis of personal leadership qualities</li> <li>● Create an organizational chart</li> </ul>						
	Selected Response											

		<table border="1"> <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>		Constructed Response	x	Performance (P)		Observation		<ul style="list-style-type: none"> <li>● Outline current trends in management and leadership within the business world</li> </ul>
	Constructed Response									
x	Performance (P)									
	Observation									
<b>Pacing:</b>	3 Blocks		<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>● Summative Quiz</li> <li>● Reflection on Own Leadership Style</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
Everyone is fit to be a leader. Being a leader is easy.	This will be the first time they are seeing this content due to the introductory level of this course.	Research leadership styles of successful and unsuccessful business owners.	Self-assessment and reflection of personal leadership qualities.
RESOURCES			
TBD - Textbook Leadership Style Self-Assessment Ethical/Management Dilemmas			

UNIT 3: Business Law			
At the completion of this unit, students will have a basic understanding of where laws come from, what constitutes a crime and the basic components of a contract.			
UNWRAPPED STANDARDS			
MBA Research CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business	Acquire foundational knowledge of business laws and regulations to understand their nature and scope.	Comply with the spirit and intent of laws and regulations (BL:163, LAP-BL-163) (CS)	Civil Law Criminal Law Common Law

operations and transactions		Discuss the nature of law and sources of law in the United States (BL:067) (SP) Describe the United States' judicial system (BL:068) (SP) Describe methods used to protect intellectual property (BL:051) (SP)	Crime Statute Ordinance Constitution Antitrust Consideration Trademark Patent Copyright
Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions	Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts.	Describe the nature of legally binding contracts (BL:002) (SP)	Tort Genuine Agreement
Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions	Acquire foundational knowledge of the legal environment in which businesses operate to protect the company's well-being.	Describe factors affecting the settlement of legal matters (BL:159) (SP) Describe the litigation process (BL:160) (SP) Discuss the arbitration/mediation process (BL:161) (SP)	Settlement Litigation Arbitration Mediation Procedural Law

## UNIT 3: ESSENTIAL QUESTIONS

- What are laws and why do we have them?
- How does a contract differ from an agreement?
- What are the basic requirements, rights, and responsibilities when entering into a contract?
- What is the difference between civil law and criminal law?
- What are the types of business related crimes?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
<a href="#">Foundation al Law Knowledge</a>	<ul style="list-style-type: none"> <li>● I can identify the difference between civil and criminal law.</li> <li>● I can explain the sources of laws and how the legal system evolved in our society.</li> <li>● I can compare/contrast patents, trademarks, copyrights.</li> <li>● I can explain the role of government agencies in our legal system.</li> <li>● I can identify the elements of a crime.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>● <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Research a government agency and show their role in our legal system.</li> <li>● Compare and Contrast Civil and Criminal Law</li> <li>● Explain the process of obtaining a patent/copyright/trademark.</li> </ul>
x	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	5 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Summative Quiz</li> </ul>								
<a href="#">Contracts</a>	<ul style="list-style-type: none"> <li>● I can understand the key elements of a contract.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Review elements of a contract.</li> <li>● Discuss Rights and Responsibilities when entering into a contract.</li> </ul>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	2 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Create a contract between self and parent/guardian.</li> </ul>								

<a href="#">Business' Well-Being</a>	<ul style="list-style-type: none"> <li>I can explain the difference between arbitration and mediation.</li> <li>I can describe the litigation process.</li> </ul>	<table border="1"> <tr> <td>x</td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>	x	Selected Response	x	Constructed Response	x	Performance (P)		Observation	<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Mandatory Lessons/Activities:</b> <ul style="list-style-type: none"> <li>Class Discussion</li> <li>Outline key issues in business disputes</li> </ul>
x	Selected Response											
x	Constructed Response											
x	Performance (P)											
	Observation											
<b>Pacing:</b>	2 Blocks		<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>Research a key issue in business and produce a deliverable</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
All laws are the same between individuals and businesses.	This will be the first time they are seeing this content due to the introductory level of this course.	Write a law for the classroom providing justification.	Develop a contract between student and parent about an issue of their choice.

### RESOURCES

Textbook - TBD

## Unit 4: Marketing

At the completion of this unit, students will have a basic understanding of what marketing is and the ways to reach a target market.

### UNWRAPPED STANDARDS

MBA Research CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy	Understand marketing's role and function in business to facilitate economic exchanges with customers.	Explain marketing and its importance in a global economy (MK:001, LAP-MK-004) (CS)	Target Market Market Marketing

organizational objectives		Describe marketing functions and related activities (MK:002, LAP-MK-001) (CS)	Break Even Point Wholesaler Demographics Marketing Mix Direct Distribution Indirect Distribution Retailer Marketing Concept Channel of Distribution Market Research Relationship Marketing Advertising Sales Approach
---------------------------	--	---	---

## UNIT 4: ESSENTIAL QUESTIONS

- How is Marketing used in a business?
- What are the most effective ways to reach a target market?
- Why is marketing important in our global economy?
- How do marketing strategies impact individuals, business, and society?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
<a href="#">Marketing</a>	<ul style="list-style-type: none"> <li>● I can explain how marketing is used in a business.</li> <li>● I can identify and describe the 4 P's of marketing.</li> <li>● I can determine the most effective ways to reach a specific target market.</li> <li>● I can explain the importance of marketing in the global economy.</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></td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)		Constructed Response (CR)	x	Performance (P)	x	Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>● <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Evaluation of the 4 P's and their impact on the economy and marketing</li> <li>● Identify the functions of marketing</li> <li>● Evaluate advertisements to determine target markets</li> </ul>
	Selected Response (SR)											
	Constructed Response (CR)											
x	Performance (P)											
x	Observation (O)											
<b>Pacing:</b>	5 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Create an advertisement for a specific target market using the 4 P's.</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
Advertisements are meant for everyone. Marketing is only sales. Marketing is the same across the world. The global economy is not impacted by marketing.	This will be the first time they are seeing this content due to the introductory level of this course.	Create an advertisement to a market of their choosing.	Student choice with advertisement creation.

### RESOURCES

## UNIT 5: Accounting & Finance

At the completion of this unit, students will have a basic understanding of what is the purpose of accounting, the time value of money and various components of loans.

### UNWRAPPED STANDARDS

MBA Research	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	Acquire a foundational knowledge of accounting to understand its nature and scope.	Describe the need for financial information (FI:579, LAP-FI-579) (CS) Explain the concept of accounting (FI:085, LAP-FI-085) (CS)	Accounting Assets Liabilities Accounting equation Financial accounting Managerial accounting Revenue Expenses Capital Variable costs
Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	Implement accounting procedures to track money flow and to determine financial status.	Describe the nature of cash flow statements (FI:091, LAP-FI-091) (SP) Prepare cash flow statements (FI:092) (MN) Explain the nature of balance sheets (FI:093, LAP-FI-093) (SP) Describe the nature of income statements (FI:094, LAP-FI-094) (SP)	Balance sheet Financial statement Income statement Statement of cash flows Statement of owner's equity Auditor Net income
Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	Acquire a foundational knowledge of finance to understand its nature and scope.	Explain the role of finance in business (FI:354, LAP-FI-354) (CS) Discuss the role of ethics in finance (FI:355, LAP-FI-355) (SP)	Stakeholders Securities Rule of 72
Understands tools, strategies, and	Manage financial resources to ensure solvency.	Describe the nature of budgets (FI:106,	Budgeting

systems used to maintain, monitor, control, and plan the use of financial resources		LAP-FI-106) (SP) Interpret financial statements (FI:102) (MN)	Creditors Amortization Interest Compounding Principal
---	--	---	---

## UNIT 5: ESSENTIAL QUESTIONS

- What is accounting?
- Who uses financial information?
- What is the time value of money (what does it cost, how does it grow?)
- What are the components of a loan?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
<a href="#">Foundation al Accounting Knowledge</a>	<ul style="list-style-type: none"> <li>● I can explain the role of accounting in business.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>● <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Sort Accounts into Assets, Liabilities, and Equity</li> <li>● Participation in Classroom Discussion</li> <li>●</li> </ul>				
x	Selected Response (SR)											
x	Constructed Response (CR)											
<b>Pacing:</b>	1 Block	<table border="1" style="width: 100%;"> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Performance (P)		Observation (O)	<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Summative Quiz</li> </ul>				
	Performance (P)											
	Observation (O)											
<a href="#">Accounting Procedures</a>	<ul style="list-style-type: none"> <li>● I can interpret financial statements.</li> </ul>	<table border="1" style="width: 100%;"> <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 style="text-align: center;">x</td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)	x	Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Review various financial statements</li> <li>● Interpret financial statements</li> <li>● Summarize findings of financial statements</li> <li>● Determine the viability of a business based on the information in the financial statements.</li> </ul>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
x	Observation (O)											
<b>Pacing:</b>	3 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Performance Task: Interpret and Summarize findings of financial statements.</li> </ul>								
<a href="#">Foundation</a>	<ul style="list-style-type: none"> <li>● I can determine the purpose of</li> </ul>		<p><b>Lesson Progression and Standards Connection:</b></p>	<p><b>Mandatory Lessons/Activities:</b></p>								

<a href="#">al Finance Knowledge</a>	financial information in the operation of a business.	<table border="1"> <tr><td>x</td><td>Selected Response</td></tr> <tr><td>x</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	x	Constructed Response		Performance (P)		Observation	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Class Discussion</li> <li>• Share with class and demonstrate various online calculators to compare/contrast loans and savings plans.</li> </ul>
x	Selected Response											
x	Constructed Response											
	Performance (P)											
	Observation											
<b>Pacing:</b>	1 Block		<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>• 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>• Summative Quiz</li> </ul>								
<a href="#">Financial Resources</a>	<ul style="list-style-type: none"> <li>• I can evaluate factors that determine the affordability of a loan.</li> <li>• I can calculate interest for loans and investments</li> </ul>	<table border="1"> <tr><td></td><td>Selected Response</td></tr> <tr><td>x</td><td>Constructed Response</td></tr> <tr><td>x</td><td>Performance</td></tr> <tr><td>x</td><td>Observation</td></tr> </table>		Selected Response	x	Constructed Response	x	Performance	x	Observation	<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Mandatory Lessons/Activities:</b> <ul style="list-style-type: none"> <li>• Use online calculators to compare/contrast loans and savings plans</li> <li>• Calculate interest for loans and investments</li> </ul>
	Selected Response											
x	Constructed Response											
x	Performance											
x	Observation											
<b>Pacing:</b>	3 Blocks		<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>• 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>• Performance Quiz</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
Businesses always have money. Businesses always make money.	This will be the first time they are seeing this content due to the introductory level of this course.	Create financial statements using Google Sheets/Microsoft Excel	Students can work in pairs to complete performance activities.

### RESOURCES

TBD - Textbook  
Online Loan Calculators

Google Sheets or Microsoft Excel

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

June 7, 2023  
\_\_\_\_\_  
(Meeting Date)

	<b>Decision Item</b>
X	<b>Information Item</b>

**AGENDA REPORTING FORM**

**TOPIC:** [Policy 1416 - Community Relations - Fiscal Authorities](#)

---

**BACKGROUND:**

Policy 1416 - Community Relations - Fiscal Authorities. This policy was reviewed in our Policy Meeting on May 24, 2023. There were no changes made and no action was taken.

**COST:** \_\_\_\_\_ \$0 \_\_\_\_\_ **FUNDING SOURCE:** \_\_\_\_\_

**RECOMMENDATIONS/COMMENTS:**

**ATTACHMENTS:**

**TOPIC PRESENTER:** Dr. Michael Dietter

**CONTACT NUMBER:** 860-584-7006

**SUPERINTENDENT:** Catherine M. Carbone, E.d.D.  
Catherine M. Carbone, Ed.D.

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

## **Community Relations**

### **Relations between Non-Public and other Educational Organizations and the Schools**

It shall be the policy of the Board to cooperate to the fullest possible extent with other school districts, and with other local, state, and regional schools, agencies and organizations in the solution of educational problems of common concern. This cooperation shall extend to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities, and construction of facilities which may be efficiently utilized on a cooperative basis, such as television facilities, special facilities for performing arts, and any other facility where it may be advantageous to serve a broader area than this district with a single facility.

In carrying out this policy the Superintendent shall include in recommendations to the Board an evaluation of the desirability and feasibility of cooperation with other agencies in endeavors which could benefit the district.

**Policy Adopted: July 7, 1993**

## **Community Relations**

### **Relations with Colleges and Universities Shared Services**

The Bristol Board of Education shall cooperate with institutions of higher learning in the use of facilities belonging to the district when such will not restrict their use by students of the district, including those enrolled in the adult education programs. Such participation shall require the approval of the Board of Education.

The Superintendent shall be authorized to administer such arrangements, which shall periodically be re-evaluated and reviewed for Board approval.

**Policy Adopted: July 7, 1993**

## **Community Relations**

### **Cooperative Arrangements with Business and Industry**

The Bristol Board of Education will, whenever possible, cooperate with employers in offering high school courses, or with the approval of the State Board of Education, offer vocational training courses to such employer's employees. Such courses will be given on the premises of the employers for the benefit of any employee who (1) wishes to obtain a high school diploma or (2) wishes to improve his/her employment status.

No expense for such service may accrue to the Board of Education or to the State Board of Education.

Legal Reference: Connecticut General Statutes

[10-21](#) Vocational guidance.

[10-21a](#) Accredited courses offered by employers.

[10-21b](#) Programs offered jointly by boards of education and business firms; neighborhood assistance.

**Policy Adopted: July 7, 1993**

### Fine Arts Student Recognition Listing

Student Last Name	Student First Name	School	Award
Doyle	Aidan	BEHS	All State Music Festival
Gammell	Eva	BEHS	All State Music Festival
Brew	Ginelle	GHS	CAS Elem Arts Award
Chatfield	Antonio	IVY	CAS Elem Arts Award
D'Emmanuele	Dennis	SSS	CAS Elem Arts Award
Gabbert	Sophia	STA	CAS Elem Arts Award
Hirx	Lillian	MTV	CAS Elem Arts Award
Leary	Raeghan	IVY	CAS Elem Arts Award
Lindsay	Aiden	EDG	CAS Elem Arts Award
Mayorga	Alessandro	STA	CAS Elem Arts Award
Ortiz	Kathalina	HUB	CAS Elem Arts Award
Palacios Diaz	Ana	SSS	CAS Elem Arts Award
Palaia	Lucas	MTV	CAS Elem Arts Award
Riker	Nolan	WBS	CAS Elem Arts Award
Seeger	Amelia	HUB	CAS Elem Arts Award
Smith	Emera	WBS	CAS Elem Arts Award
Velez	Sandiel	EDG	CAS Elem Arts Award
Walters	Grace	GHS	CAS Elem Arts Award
Cody	Sarah	BEHS	CAS HS Performing Arts Award
Garcia-Cyr	Selena	BCHS	CAS HS Performing Arts Award
Peri	Avigayil	BEHS	CAS HS Visual Arts Award
Phan	Elizabeth	BCHS	CAS HS Visual Arts Award
Baim	Andrew	CHMS	CMEA Elem Honors Band
D'Emanuele	Dennis	SSS	CMEA Elem Honors Band
Deschaine	Carter	GHS	CMEA Elem Honors Band
Diaz	Isabell	GHS	CMEA Elem Honors Band
Ferrucci	Blake	WBS	CMEA Elem Honors Band
Floyd	Quinn	CHMS	CMEA Elem Honors Band
Memmott	Mikayla	MTV	CMEA Elem Honors Band
Seeger	Amelia	HUB	CMEA Elem Honors Band
Van Alstyne	Eli	WBS	CMEA Elem Honors Band

Aldama	Carlos	GHS	Fire Prevention Poster Winner
Palaseos-Diaz	Anna	SSS	Fire Prevention Poster Winner
Cuevas	Samantha	BAIMS	Northern Region HS Music Festival
Doyle	Aidan	BEHS	Northern Region HS Music Festival
Gammell	Eva	BEHS	Northern Region HS Music Festival
Kovitch	Jillian	BCHS	Northern Region HS Music Festival
Serafin	Christopher	BEHS	Northern Region HS Music Festival
Almesri	Mohamed	CHMS	Northern Region MS Music Festival
Bougie	Mia	NEMS	Northern Region MS Music Festival
Bush	Hailey	CHMS	Northern Region MS Music Festival
Caez	Keriani	BAIMS	Northern Region MS Music Festival
Coko	Olivia	NEMS	Northern Region MS Music Festival
Delage	Aibhlin	BAIMS	Northern Region MS Music Festival
Delgado	Aidan	CHMS	Northern Region MS Music Festival
dos Santos	Nathan	CHMS	Northern Region MS Music Festival
Joy	Alaina	NEMS	Northern Region MS Music Festival
Malley	Quinn	CHMS	Northern Region MS Music Festival
Martin	Erin	BAIMS	Northern Region MS Music Festival
Moriarty	Nathan	NEMS	Northern Region MS Music Festival
Osnaga	David	BAIMS	Northern Region MS Music Festival
Parks	Isaiah	BAIMS	Northern Region MS Music Festival
Rodriguez	Izabella	BAIMS	Northern Region MS Music Festival
Rupert	Zoey	NEMS	Northern Region MS Music Festival
Szymanski	Emma	CHMS	Northern Region MS Music Festival
Torres	Xerena	CHMS	Northern Region MS Music Festival
Vastola	Antonietta	NEMS	Northern Region MS Music Festival
Bryan	Shyann	CHMS	Scholastic Art Award Nomination
Caron	Samantha	NEMS	Scholastic Art Award Nomination
Joy	Alaina	NEMS	Scholastic Art Award Nomination
Mayle	Sean	CHMS	Scholastic Art Award Nomination
Pazik	Maja	NEMS	Scholastic Art Award Nomination
Peri	May	NEMS	Scholastic Art Award Nomination
Phan	Elizabeth	BCHS	Scholastic Art Award Nomination

Rupert	Zoey	NEMS	Scholastic Art Award Nomination	
Foote	Zephaniah	BEHS	Tri-M Music Honor Society Induction	
Gabriella	Piendak	BEHS	Tri-M Music Honor Society Induction	
Gammell	Eva	BEHS	Tri-M Music Honor Society Induction	
Gawle	Lucas	BEHS	Tri-M Music Honor Society Induction	
Gianluca	Morello	BEHS	Tri-M Music Honor Society Induction	
Kish	Thomas	BEHS	Tri-M Music Honor Society Induction	
Koczur	Jase	BEHS	Tri-M Music Honor Society Induction	

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: [May 3, 2023 Meeting Recording](#) Passcode: 40@!32pL

**BRISTOL BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**Wednesday, May 3, 2023 – 7:00 p.m.**  
**Regular Meeting Minutes**

The Bristol Board of Education meeting was held on Wednesday, May 3, 2023, at 7:00 p.m. at the Bristol Board of Education auditorium and via the Zoom Meeting Platform.

**PRESENT:** Commissioners: Russell Anderson, Eric Carlson, Jill Fitzsimons-Bula, Kristen Giantonio, Shelby Pons, Maria Simmons, and Todd Sturgeon; **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent and Dr. Michael Dietter, Deputy Superintendent and Lynn Boisvert, Business Manager

**EXCUSED:** Commissioners: Jennifer Dube and Dante Tagariello

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

Vice Chair Kristen Giantonio called the meeting to order at 7:00 p.m. and asked the audience to stand for The Pledge of Allegiance. Vice Chair Giantonio asked the audience to observe a moment of silence for Beryl Harrigan a Teacher at Patterson and John J. Jennings Schools from September 1962 to June 1992 and Deanna Sato a teacher at Bristol Eastern and Bristol Central from September 1973 to June 1997.

Vice Chair Giantonio read the meeting norms into the record.

**STAFF AND STUDENT RECOGNITION** – The Board recognized the following staff, students and district accolades:

1. YES Academy Students
2. CABE Student Leadership Awards
3. Staff Achievement Award Winners
4. NAMM - Best Communities for Music Education Award
5. Costa Rica 2023 Trip Recap

**APPROVAL OF MINUTES**

**April 5, 2023 Regular Meeting**

*On a motion by Russell Anderson and a second, by Eric Carlson, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to approve April 5, 2023, Regular Meeting minutes as written.*

**April 19, 2023 Special Meeting - Meet & Greet**

*On a motion by Russell Anderson and a second, by Eric Carlson, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to approve April 19, 2023, Special Meeting – Meet & Greet minutes as written. Commissioners Pons and Fitzsimons-Bula Abstained.*

**April 19, 2023 Special BoE Meeting**

*On a motion by Eric Carlson and a second, by Russell Anderson, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to approve April 19, 2023, Special BoE Meeting minutes as written. Commissioner Fitzsimons-Bula Abstained.*

**COMMITTEE REPORTS**

**Communication Committee**

Commissioner Giantonio reported that the committee met on April 26th the meeting consisted of several discussion items. The committee reviewed usage rates from ParentSquare and received an explanation from the Superintendent about the Advisory Councils that she will be creating in our district. A partnership update was given from the Farm

### **Communication Committee – con't**

to School Program with Shelburne Farm in Vermont, Strategic Planning and parent engagement were reviewed, and the committee had a lively discussion about parent engagements in our community and reviewed how we can extend our Communications with the school district by exploring some social media options.

### **Policy Committee**

Commissioner Giantonio reported that Committee met on April 26th and continued to discuss gate fees and student activity fees. With the discussion lasting an hour and another committee meeting following it, a motion was made to move all other policies to the next regularly scheduled meeting.

### **Student Achievement Committee**

Commissioner Sturgeon reported that the committee met on April 19th. There were a couple of Information Only items on the agenda – the school calendar regarding religious observances and the BAIMS Lottery. There was quite a bit of conversation regarding the school calendar, according to Policy 6115 Ceremonies and Observances student absences for religious observation shall be excused, and no field trips, exams, or projects will be held or scheduled on such holidays. Dr. Carbone did report that the district sends out a yearly memo on creating a supportive environment for those students who may be celebrating different holidays during the school year. The second information item was the BAIMS Lottery. Dr. Carbone and Mrs. Fortin presented the current status of enrollment in Lottery BAIMS the current data shows that we have a very high retention rate of students that will be returning to BAIMS Grade 6 has a retention rate of 97% in grade 7 has a retention rate of 98%.

### **Finance Committee**

Commissioner Simmons reported that the committee met on April 12th. Commissioners received updates related to the general fund balance which remains in deficit north of 4 million as well as the cafeteria budget which operates in a positive cash position while we are in a deficit position we do expect the deficit to be covered by our excess cost reimbursement. The committee reviewed a bid waiver and unanimously voted to move it to the full board for a vote, it will appear later on this evening's agenda, and the committee discussed gate fees at Bristol Central and Bristol Eastern. Commissioners requested further information showing the deposits and draws in each cash account to better understand the character of fundraising and expenses.

## **STUDENT REPRESENTATIVE REPORTS**

### **Bristol Central High School**

BCHS Junior Student Representative, Isabel Paolino provided the monthly Student Representative report. Highlights from the report included a spring sports update, spring break, SAT scores for Juniors, theater performance of Chicago, students attending Latin Day, students vs. faculty game to raise money for the graduation party, the InterAct Club activities, Junior Prom, and upcoming AP testing.

### **Bristol Eastern High School**

Senior Student Representative Pushpita Hossain provided the monthly report for Rita Gao, while Rita attended a UCONN event. Highlights from the report included a spring sports update, an update on Mrs. Klima, she did not win National Teacher of the Year, but BE is so proud of her accomplishments, club updates, a report on a successful Culture Day, Career Exploration Day, AP testing, the upcoming Junior and Senior proms and the theater presentation of Pippen.

## **CHAIR REPORT**

Vice Chair Giantonio provided the monthly Chair Report. Changes have been made to committees. They were read into the record as follows:

Alternate to the Communications and Community Relations Committee will be Maria Simmons, who will be replacing Eric Carlson.

Alternate to the Student Achievement Committee will be Maria Simmons, who will be replacing Dante Tagariello.

## **SUPERINTENDENT REPORT**

Dr. Carbone presented the monthly Superintendent Report. Highlights from the report include Dr. Carbone's recognition of the student accomplishments and representative reports that were presented this evening, the formal introduction of Jessica Lemos as the new Special Services Supervisor for the high schools, the BAIMS gala will be held this weekend, May 6, 2023. We are very excited to formally open the Rockwell Theater to the Bristol community and the state. The program begins at 5 pm for a mocktail reception with a formal performance beginning at 6 pm. During the event, we will recognize the community members who supported this project as well as the building committee members who helped make the theater and the school a reality. Kevin Raponey, former student and current professional performer will be our headliner along with our very own drama and theater production members at BE and BC for a night we are calling "Broadway on the Boulevard". Tickets are still available. Dr. Carbone recognized the many people who have worked to make the evening possible. Lea McCabe, Lisa Carroll, Susan Everett, Michelle Crowley, David Foulds, Mary Perlin, April Berube, Brian Burke, Ryan Hill, Shannon Burton, Jesse Gamble, Theresa MacDonald, Lindsey DiPietro, BCHS Central Stage Tech Crew, and BEHS Print Shop. Dr. Carbone also shared, On April 20, KultureCity, the nation's leading nonprofit on sensory accessibility and acceptance for those with invisible disabilities, partnered with Bristol Public Schools to launch a first-of-its-kind partnership with a school district during an official ribbon-cutting ceremony at Ivy Drive Elementary School. Connecticut State Department of Education's Special Education Director Bryan Klimkiewicz and KultureCity Board Members Sean Culkin and Evelyn Yang joined the leadership of KultureCity along with the members of the Bristol Board of Education, administration, and Principal Emily Gomes to officially launch our partnership. We will continue expanding this partnership with the greater Bristol community with more to come on these possibilities. Dr. Carbone shared that the first staff meeting for the New Edgewood PreK Academy occurred on April 26, 2023. Staff from our school readiness programs and BECC were able to tour Edgewood School and conduct a staff meeting to begin the transition programming for staff and materials. Also, Kindergarten Orientation will be held May 10th from 5:30-6:30 at each of our elementary and K-8 schools. We are entering the last 6 weeks of school, for our graduating seniors and their families, some dates and times to keep in mind are the BCHS Senior Prom will be May 19, 2023, at the Aqua Turf, BEHS Senior Prom will be May 20, 2023, at the Farmington Club; BCHS Graduation - June 13, 2023, 6:00 pm and BEHS Graduation - June 13, 2023, 6:00 pm.

## **CONSENT AGENDA**

Vice Chair Giantonio called for a motion to approve the Consent Agenda, which will now include Items 8.A.1. through 8.A.5.

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to approve the Consent Agenda as written.*

## **PERSONNEL**

### **VIII.A.1. Administrative Resignation**

Gervais, Jeremy - BEHS - Assistant Principal - Effective July 1, 2023

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to accept the Administrative Resignation as written.*

### **VIII.A.2. Teacher Retirement - Effective June 30, 2023**

Gworek, Gary - NEMS - Grade 7 Social Studies Teacher

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to accept the Teacher Retirement as written.*

### **VIII.A.3. Teacher Resignations**

Hanson, Alba - STAF - Literacy Coach - effective April 24, 2023

Wayton, Matthew - BCHS - Special Education Teacher - effective April 17, 2023

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to accept the Teacher Resignations as written.*

### **VIII.A.4. New Teacher Hires - Effective August 31, 2023**

Levesque, Robyn - WB - Grade 7 Math Teacher

McLaughlin, Meredith - WB - Psychologist

Mullaney, Courtney - CHMS - Grade 7 Math Teacher

Reddick, Katherine - BEHS - Latin Teacher

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to approve the New Teacher Hires as written.*

### **VIII.A.5. A-1 Resignation - Effective June 14, 2023**

Cawley, Meghan - CHMS - Silver Team Leader

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to accept the approve the A-1 Resignation as written.*

### **PUBLIC COMMENT**

No members of the public wished to address the Board.

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

#### **April 1 Enrollment Count for the 2022-2023 School Year**

Dr. Kim Culkin presented the April 1 Enrollment Count for the 2022-2023 School Year. Commissioners were provided a revised copy of the enrollment report received via email at their seats. In particular, there is a Pre-K enrollment number that is updated and also a distinction between students attending our programs to destinations separated by their home schools. Dr. Culkin provided the summary of the April 2023 enrollment report as well as a comparison to the April enrollment report of 2022. As of April 2023, in grades Pre-k through Grade 5 total number of students enrolled in Bristol Public Schools not including our students attending the destination programs is 3,578 which is 101 students more than the year prior. The enrollment of students in Bristol Public Schools attending Grades 6 through 8 again separating out our students attending our destinations program is a total enrollment of 1,499 students and which is 282 students less compared to that same time last year. High School enrollment, students in grades 9 through 12 and this includes our students attending Bristol Preparatory Academy and our community vocational programs is 2,542 which is an increase of 148 students compared to last year's total. In April the number of students being provided programming at our Destinations Program which is a program for grades K through 12 is 41 students an increase of 20 students compared to last school year. The overall number of students attending Bristol Public Schools at the time of your April quarterly report was 7,660 and that's a slight decrease of only 13 students compared to the previous April.

#### **2023-2024 Fiscal Year Budget Reduction**

Lynn Boisvert, Business Director presented the 2023-2024 Fiscal Year Budget Reductions. The city asked for an overall reduction of one million dollars from the BoE Approved FY24 BOE Budget, after review these changes were recommended to the Finance Committee, who at its April 12 meeting, unanimously voted to bring these changes to the full board for approval. The following is a list of the reductions:

### **2023-2024 Fiscal Year Budget Reduction- cont'd**

- Reduction of \$500,000 to the Group insurance line coming from the City Insurance Reserve Fund
- \$228,096 in Retirements/Resignations since January of Cert and Non-Cert Staff
- \$50,000 in Regular Pupil Transportation by realigning routes
- \$30,000 Band Uniforms were cut from the budget
- \$38,644 in additional Benefits from grant funds reducing the Insurance line by a total of \$538,644
- \$25,000 in Kitchen Maintenance Repairs moved from the GF to the Foodservice budget.
- \$50,000 increase in Excess Cost Revenues due to the State's Excess Cost formula

All of these changes bring our FY24 budget to \$127,067,260

Vice Chair Giantonio called for a motion to approve the 2023-2024 Fiscal Year Budget Reductions.

*On a motion by Todd Sturgeon and a second by Russell Anderson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) voted to approve the 2023-2024 Fiscal Year Budget Reductions.*

### **Bid Waiver Request for TinaRose Produce**

Lynn Boisvert, Business Director presented the Bid Waiver Request for TinaRose Produce. At the April 12<sup>th</sup> Finance Committee meeting, we presented the Bid waiver for TinaRose Produce. It is a vendor that is used for the fresh fruits and vegetables grant that we received for \$254,000 and it is also a fill-in vendor for the National School Lunch Program for fresh vegetables that we cannot receive from the DOD provider that we have in a contract with because we have gone over the threshold for the grant amount; we need to seek a bid waiver for TinaRose produce.

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Simmons, and Sturgeon) resolves to authorize the Business Services Department to seek a bid waiver from the City Board of Finance for produce purchases from TinaRose Produce and forward to the City Board of Finance for consideration and any action.*

### **Innovate and Elevate Continuation Plan 6-month Review**

Dr. Dietter presented the Innovate and Elevate Continuation Plan 6-month Review. The plan remains the same, we are date stamping and making clerical and directory changes.

### **Special Services Report**

Amy Martino, Director of Special Services presented the monthly Special Services Report. As of April 1, 2023, 1,789 of the 8,226 enrolled Bristol Public Schools students are identified as requiring Special Education programming. This enrollment reflects 21.75% of the total BPS student population. As of March 2023, 114 students with disabilities require out-of-district placements at private special education school programs. There are 78 students requiring special education programming services at other public out-of-district schools, including magnet schools.

During the month of March 2023, 8.3% of newly registered students were identified as students with special education programming needs at the time of registration. Three (3) students enrolled in BPS during the month of March 2023 received their programs and services at out-of-district special education school programs at the time of enrollment. During the month of March, there were twelve (12) 211 and five (5) 911 calls.

### **NEW BUSINESS**

There was no New Business to come before the Board.

### **BUILDING REPORTS**

Dr. Dietter, Deputy Superintendent provided the monthly building reports.

BC/BE Culinary Project we have finalized construction documents in the estimate submission has been made to the Office School Grants and Construction Grants and review we are slotted as a priority grant for June 30t.

Edgewood Renovation we are finalizing our construction documents and the estimate has also been submitted to Office School Grants and Construction Grants for priority Grant with a June 30th response anticipated.

Chippens Hill M.S. ESSR/ARF Funds we are looking to do some of air conditioning and ventilation upgrades finalizing construction documents and estimate with an anticipated construction completion timeline of August 24<sup>th</sup>. We are really starting to formulate that plan.

Northeast Middle School (New Building) we have been shortlisted at the State Legislature. At a recent meeting, the building committee did approve QA&M as our architect for the project. The RFQ is out for a Construction Manager at Risk and we are waiting for final approval from the state. We have set the stage with the preliminary work, so once the approval happens, we can hit the ground running.

Greene-Hills we have hired the firm Sav-Mor for the construction. Submittals of the proposals and subcontractors has started and we are looking to mobilize construction in earnest a late June we anticipate two shifts of work through the summer to have heat in the fall when it gets cooler. We will provide updates throughout the summer.

Dr. Carbone clarified that we will apply for the grant by June 30, 2023, however, we do not anticipate a response until next year. Yet we have applied and will soon hear a response about Northeast Middle School.

#### **INFORMATION/LIAISON REPORTS**

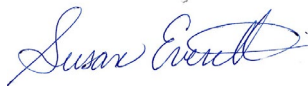
Liaison Reports were given by Commission Simmons for Bristol Eastern and South Side School; Commissioner Giantonio shared a report from West Bristol and shared information regarding the Jane Doe No More class that she recently attended.

#### **ADJOURNMENT**

There being no other business to come before the Board, and,

*On a motion by Todd Sturgeon and a second by Eric Carlson the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons and Simmons and Sturgeon) voted to adjourn the meeting (8:22 p.m.).*

Respectfully Submitted,



Susan Everett, Recording Secretary  
Bristol Board of Education

**BRISTOL BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**Wednesday, May 24, 2023 – 6:00 p.m.**  
**Special Board of Education Meeting**

A Special Bristol Board of Education meeting was held on Wednesday, May 24, 2023, at 6:00 p.m. in the Auditorium of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Russell Anderson, Eric Carlson, Jill Fitzsimons-Bula, Kristen Giantonio, Shelby Pons, Dante Tagariello, and Chair Jennifer Dube

**EXCUSED:** Commissioners: Maria Simmons and Todd Sturgeon

**ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy, Superintendent, Lynn Boisvert, Finance Director, and Tim Callahan, School Project Manager

**1. CALL TO ORDER/PLEDGE OF ALLEGIANCE**

Chair Dube called the Special Meeting to order at 6:01 p.m. and read the meeting norms into the record.

Tim Callahan, School Project Manager provided background information and a brief description of each of the requests before the Board this evening.

**2. BCBS Culinary Arts Program Alteration Education Specifications Approval**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education approves the Education Specifications for the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, located at 480 Wolcott Street, Bristol, Connecticut and to forward to City Council for action.*

**3. Request City Council to authorize BoE to establish a building committee for the BCBS Culinary Arts Program Alteration**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to establish the Operations Committee as the building committee with regard to the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.*

**4. Request City Council to authorize BoE to apply for the school construction grant for the BCBS Culinary Arts Program Alteration**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept or reject a grant for the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.*

**5. Request the Authorization of Schematic Design for the BCBS Culinary Arts Program Alteration**

*On a motion by Eric Carlson and second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to hereby authorize at least the preparation of schematic drawings and outline specifications for the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.*

**6. BEHS Culinary Arts Program Alteration Education Specifications Approval**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education approves the Education Specifications for the Bristol Eastern High School Culinary Arts Program Alteration Project located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut, and to forward to City Council for action.*

**7. Request City Council to authorize BoE to establish a building committee for the BEHS Culinary Arts Program Alteration**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to establish the Operations Committee as the building committee with regard to the Bristol*

**Request City Council to authorize BoE to establish a building committee for the BEHS Culinary Arts Program Alteration – cont'd**

*Eastern High School Culinary Arts Program Alteration Project located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut.*

**8. Request City Council to authorize BoE to apply for the school construction grant for the BEHS Culinary Arts Program Alteration**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Board of Education requests the City of Bristol City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept or reject a grant for the Bristol Eastern High School Culinary Arts Program Alteration located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut.*

**9. Request the Authorization of Schematic Design for the BEHS Culinary Arts Program Alteration**

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to hereby authorize at least the preparation of schematic drawings and outline specifications for the Bristol Eastern High School Culinary Arts Program Alteration Project located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut.

**10. Edgewood School Targeted Alterations Project Education Specifications Approval**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education approves the Education Specifications for the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut and to forward to City Council for action.*

A question followed regarding the amount of money the city will be responsible for.

**11. Request City Council to authorize BoE to Establish a building committee for the Edgewood School Targeted Alterations Project**

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to establish the Edgewood School Targeted Alterations Project Committee as the building committee with regard to the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut.

**12. Request City Council to authorize BoE to apply for the school construction grant for the Edgewood School Targeted Alterations Project**

*On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept or reject a grant for the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut.*

**13. Request the Authorization of Schematic Design for the Edgewood School Targeted Alterations Project**

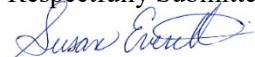
On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to hereby authorize at least the preparation of schematic drawings and outline specifications for the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut.

**14. ADJOURNMENT**

There being no other business, and,

*On a motion by Eric Carlson and a second, by Kristen Giantonio, the Board of Education unanimously voted to adjourn the meeting. (6:18 p.m.)*

Respectfully Submitted,



Susan Everett, Recording Secretary  
Bristol Board of Education

# Alexandra Butler

Special Education/Regular Education Teacher, Provisional Educator Certification

## EXPERIENCE

### **Meriden Public Schools- Meriden, CT**

August 2021-Present

- Special Education Teacher in a Self Contained Behavior Program.
- Knowledge of Emotional Disturbance, ADD/ADHD, ODD, SLP, Learning Disabilities, Intellectual Disabilities, and Autism Spectrum Disorder
- Development and implementation of IEPs and behavior plans.
- Responsible for implementation of academic curriculum, social emotional curriculum, reading interventions, writing interventions, and math interventions
- Implementing, collaborating with the BCBAs, and monitoring behavior plans
- Progress monitoring
- Collaboration, professional communication, scheduling PPTs, supervision of behavior technicians, and supervision of paraprofessionals

### **Bristol Public School- Bristol, CT**

August 2021-Present

- Bristol Central High School Cheerleading
- Varsity and Junior Varsity Cheerleading Coach
- Teach and develop skills for time management of school, athletics, and community activities

### **Consolidated School District of New Britain-New Britain, CT**

August 2016- August 2021

- Special Education Teacher in a Self Contained Behavior Program.
- Knowledge of Emotional Disturbance, ADD/ADHD, ODD, SLP, Learning Disabilities, Intellectual Disabilities, and Autism Spectrum Disorder
- Development and implementation of IEPs and behavior plans.
- Responsible for implementation of academic curriculum, social emotional curriculum, reading interventions
- Implementing and monitoring behavior plans
- Progress monitoring
- Collaboration, professional communication, scheduling and supervision of paraprofessionals
- RELAY Program supervisor
- Renovation committee

## SKILLS

CT Seds

Individual Education Plans

Functional Behavioral

Assessments/ Behavior

Intervention Plans

Educational Assessments

Differentiated Instruction

PBIS

Specialized Classroom Management

SPIRE Reading Intervention

SBAC/iReady Instruction

Collaboration

Technology Integration

Google Platforms

Jamboard

PearDek

iReady

SBA

Professional Development/  
Awards

PMT Certified

Previously CPI Certified

Kappa Delta Pi

Dean's List

President's List

- Interview Committee
- Taught summer school in self contained special education PreK-2

### **Hartford Public Schools-Hartford, CT**

November 2015 - June 2016

- Long Term Substitute Teacher (3rd grade) / Building Sub(PreK-8th)-Burr School.
- Handled disciplinary aspects, including behaviors, followed behavior protocols and plans

### **Seymour Public Schools-Seymour, CT**

August 2015 - November 2015

- Special Education Teacher Interim- Bungay School (Grades K-2).
- Inclusion and resource room hours
- Created and made changes to para schedules and student schedules
- Created DTI books

## **EDUCATION**

### **University of Hartford, West Hartford CT — BA**

August 2011 - May 2015

Bachelor of Science in Integrated Elementary Education (K-6)/ Special Education (K-12)

### **Central Connecticut State University, New Britain CT — MA**

September 2017 - May 2023

Masters in Special Education for certified Special Education teachers.

# Michele F. Carriere

## Teaching Certification:

*CT Teaching Initial Certification – 043 – Health Pre-K - 12*  
*CT Teaching Initial Certification – 044 – Physical Education, Pre-K - 12*

## Experience:

Education Staffing Solutions  
**Long-Term Building Substitute at Chippens Hill Middle School** New Britain, CT  
March 2023 – Current

- Classroom management
- Execute lesson plans prepared by regular teacher

MC Nutrition and Fitness Coaching  
**Owner and Operator** Bristol, CT  
January 2019 – Current

- Providing one-on-one nutrition and fitness coaching to clients virtually and in person
- Facilitating small group coaching to clients' wellness coaching virtually and in person

The Edge Fitness Clubs  
**Group Fitness Instructor** Bristol, CT & West Hartford, CT  
June 2018 – April 2020

- Classes Taught: Boot Camp, Strength and Conditioning, Body Conditioning, and Spinning
- Observed participants and inform them of corrective measures necessary for skill improvement
- Instructed participants in maintaining exertion level to maximize benefits from exercise routines

Stanley Black & Decker (SBD) New Britain, CT, Farmington, CT and Southington, CT  
**Director of Nutrition and Group Exercise** August 2017 – April 2020

- Directed all nutrition programming and coaching for employees on site and globally
- Instructed Boot camp, Total Body Strength and Conditioning and Body Flow classes on site
- Conducted company lectures on a variety of health, wellness, and fitness topics
- Oversaw programming and created all content for the SBD Workplace Fitness Center website

L.A. Fitness Clubs  
**Group Fitness Instructor** Bristol, CT & West Hartford, CT  
2015 – April 2020

- Classes Taught: Boot Camp, Strength and Conditioning, Body Works & Abs, Mat Pilates, and Spinning
- Observed participants and inform them of corrective measures necessary for skill improvement
- Instructed participants in maintaining exertion level to maximize benefits from exercise routines

Fitness on the Go  
**Boot Camp Fitness Instructor** Burlington, CT  
January 2015 – April 2017

- Classes Taught: Boot Camp, Teen Strength and Conditioning
- Observed participants and inform them of corrective measures necessary for skill improvement
- Instructed participants in maintaining exertion level to maximize benefits from exercise routines

Bristol Public Schools  
**Physical Education and Health Teacher** Bristol, CT  
January 2009 – June 2012

- Memorial Boulevard School – Health & Wellness
- Ivy Drive Elementary School – Physical Education, Health/Wellness, Adaptive Physical Education and CT Unified Sports Coach
- John J. Jennings Elementary School – Physical Education and Health/Wellness
- Started and coached first ever Unified Sports program for Bristol Public Schools
- Advocated and collaborated for adapted physical education class for medically fragile and special education scholars
- Recognized in 2009 for the adapted physical education classes and Peaceful Playground Program
- Organized and coached Special Olympics for Bristol Public Schools

CIAC Athletic Director's Association

Cheshire, CT

**Athletic Trainer/Lecturer**

September 2003 – June 2012

- Educated CT coaches on various Sports Medicine, Health and Injury Prevention topics
- Illustrated liability, best practices and concussion management

HealthSouth Select Sports Medicine

Bristol, CT

**Certified Athletic Trainer**

August 2002 – June 2012

- Provided treatment and care to physical therapy patients in a clinical setting
- Provided Sports Medicine coverage to high school athletes at Bristol Eastern High School

**Education:**

Central Connecticut State University

New Britain, CT

**Post-Baccalaureate Certification K-12 Physical Education and Health**

May 2008

GPS 3.93

Sacred Heart University

Fairfield, CT

**Bachelors of Science, Athletic Training, Human Movement, and Exercise Physiology**

May 2003

*Graduated Magna Cum Laude, Awarded medal of academic excellence*

GPA 3.76

**Certifications:**

International Sports Sciences Association (ISSA) Certified Online Business Health and Fitness Coach, Current - Since 2021

ISSA Certified Health Coach, Current - Since 2021

ISSA Certified Transformational Specialist, Current – Since 2019

ISSA Master Sports Nutritionist, Current – Since 2019

ISSA Master Sports Nutritionist, Current – Since 2019

ISSA Master Personal Trainer, Current – Since 2017

CT Licensed Athletic Trainer, Current - Since October 2006

National Strength and Conditioning Association Certified Strength and Conditioning Specialist, Current Since – August 2006

National Athletic Trainers Association Board of Certification Certified Athletic Trainer, Current Since - April 2003

American Heart Association Basic Life Support (BLS) for Healthcare Provider, AED, and First Aid, Current - Since September 2001

**Volunteer Work:**

Chapter 126, 2015 – 2019

CT Special Olympics, 1994 – 2018

CT Unified Sports, 2008 – 2011

**Personal Skills:**

Self-motivated, interpersonal skills, communication skills, hard-working, flexible, diligent, organized, eager to learn and grow

**Classroom**

**Technology Skills:** Mac OS, Google Platform, Google Docs, Chromebooks, Windows OS, Microsoft Office Excel, Word, PowerPoint; SMART Boards, Health and Fitness Tracking and Monitors

Intro to Business 1 CTE Curriculum



**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 clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
<b>Course</b>	Introduction to Business 1
<b>Course Description for Program of Studies</b>	This is a basic business course designed to familiarize students with a variety of topics in the field of business. Students will gather a basic understanding of general business, economics, management, marketing, business law, and accounting and finance. Overall, the course gives students a broad exposure to business operations and a solid background for additional business courses.
<b>Grade Level</b>	9-10
<b>Pre-requisites</b>	N/A
<b>Credit (if applicable)</b>	0.5

[Unit 1: Economics](#)

[Unit 2: Management](#)

[Unit 3: Business Law](#)

[Unit 4: Marketing](#)

[Unit 5: Accounting & Finance](#)

## UNIT 1: Economics

At the completion of this unit, students will have a basic understanding of what economics is, the laws of supply/demand and how to measure an economy.

### UNWRAPPED STANDARDS

MBA Research CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands the economic principles and concepts fundamental to business operations	Understand fundamental economic concepts to obtain a foundation for employment in business.	Explain the concept of economic resources (EC:003, LAP-EC-014) (CS) Describe the concepts of economics and economic activities (EC:001, LAP-EC-006) (CS) Determine economic utilities created by business activities (EC:004, LAP-EC-013) (CS) Explain the principles of supply and demand (EC:005, LAP-EC-011) (CS)	Goods Services Wants Needs Scarcity Economics Equilibrium Supply Demand
Understands the economic principles and concepts fundamental to business operations	Understand the nature of business to show its contributions to society.	Explain the role of business in society (EC:070, LAP-EC-070) (CS) Describe types of business models (EC:138) (SP) Describe factors that affect the business environment (EC:105, LAP-EC-105) (SP) Explain how organizations adapt to today's markets (EC:107, LAP-EC-107) (SP)	Business Consumers Factors of Production Inflation Deflation Depression Recession Recovery Prosperity Unemployment
Understands the economic principles and concepts fundamental to business operations	Understand economic systems to be able to recognize the environments in which businesses function.	Explain the types of economic systems (EC:007, LAP-EC-017) (CS) Identify factors affecting a business's profit (EC:010, LAP-EC-002) (CS) Explain the concept of competition (EC:012, LAP-EC-008) (CS)	Competition Profit Market Economy Command Economy Mixed Economy Business Cycle
Understands the economic principles and concepts fundamental to business operations	Acquire knowledge of the impact of government on business activities to make informed economic decisions.	Determine the relationship between government and business (EC:008, LAP-EC-016) (CS)	Capital Inflation GDP

		Discuss the supply and demand for money (EC:096) (MN) Explain the role of the Federal Reserve System (EC:097) (MN)	Standard of Living Debt Deflation Depression Recession Recovery Prosperity Unemployment
--	--	---	--

## UNIT 1: ESSENTIAL QUESTIONS

- How do different types of economies compare (what to produce, how to produce, for whom to produce)?
- Why study economics?
- What are the advantages and disadvantages of the different economies?
- What role do governments and consumers play in the economic cycle?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
<a href="#">Fundamentals Economics</a>	<ul style="list-style-type: none"> <li>• I can determine the difference between wants and needs.</li> <li>• I can identify how economic activity is measured and list the four phases of a business cycle.</li> </ul>	<table border="1"> <tr> <td>x</td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>• <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• Create a supply and demand curve.</li> <li>• Interpret a chart of statistics to identify trends and current state of an economy.</li> </ul>
x	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	3 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>• 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Summative Quiz</li> </ul>								
<a href="#">Nature of Business</a>	<ul style="list-style-type: none"> <li>• I can explain the four factors of production and the role of scarcity in decision-making.</li> <li>• I can explain how banks “create” money and earn profits.</li> </ul>	<table border="1"> <tr> <td>x</td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Research the causes of inflation and the impact on the economy.</li> </ul>
x	Selected Response (SR)											
x	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>• 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Summative Quiz</li> </ul>								
<a href="#">Economic Systems</a>	<ul style="list-style-type: none"> <li>• I can compare/contrast the three types of economic systems.</li> </ul>	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> </table>		Selected Response	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• Using a graphic organizer or a table, compare the 3 types of economic systems</li> </ul>						
	Selected Response											

		Constructed Response		<ul style="list-style-type: none"> <li>Research countries that align with each economic system.</li> </ul>
<b>Pacing:</b>	3 Blocks	x Performance (P)	<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>Summative Quiz</li> </ul>
<a href="#">Government</a>	<ul style="list-style-type: none"> <li>I can understand the roles of government and consumers in an economic system.</li> </ul>	Selected Response	<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Mandatory Lessons/Activities:</b> <ul style="list-style-type: none"> <li>Outline outside influences on a business and their impact on the business.</li> <li>Analyze the effects of government regulations on different business situations.</li> </ul>
<b>Pacing:</b>	3 Blocks	x Observation	<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>Summative Quiz</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
Businesses have free-rein in the United States.	This will be the first time they are seeing this content due to the introductory level of this course.	Compare the economy of the United States with that of another country.	Student choice in topics to research

#### RESOURCES

Textbook - TBD

## UNIT 2: Management

At the completion of this unit, students will have a basic understanding of the ways a business can be owned, organized and operated.

### UNWRAPPED STANDARDS

MBA Research CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department	Recognize management's role to understand its contribution to business success	Explain management theories and their applications (SM:030) (MN) Explain motivation theories and their applications (SM:080) (MN)	Planning Organizing Staffing Directing Management Plan Organizational Chart Departmentalization Management Levels Motivation Inspiration
Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions	Apply knowledge of business ownership to establish and continue business operations.	Explain types of business ownership (BL:003, LAP-BL-001) (CS)	Sole Proprietorship Unlimited Liability Partnership LLC Corporation Stock Franchise NonProfit Cooperative Producer Processor Manufacturers Wholesaler Retailer
Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others	Employ leadership skills to achieve workplace objectives.	Explain the concept of leadership (EI:009, LAP-EI-016) (CS) Explain the nature of ethical leadership (EI:131, LAP-EI-131) (CS)	Leadership Human Resources Integrity Autocratic Democratic Free-reign Teams

			Delegate
--	--	--	----------

## UNIT 2: ESSENTIAL QUESTIONS

- What is the most effective form of business ownership?
- What roles do managers play?
- How do “teams” help businesses run smoothly?
- Why do leadership styles vary?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
<a href="#">Management Role</a>	<ul style="list-style-type: none"> <li>• I can explain the four functions of management.</li> <li>• I can identify the differences in various management structures.</li> <li>• I can name the necessary skills for effective management.</li> </ul>	<table border="1"> <tr> <td>x</td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>• <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• Analyze various ethical/management dilemmas by using problem-solving methods</li> <li>• Create a chart symbolizing the roles of managers and their importance</li> </ul>
x	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	3 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>• 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Summative Quiz</li> </ul>								
<a href="#">Business Ownership</a>	<ul style="list-style-type: none"> <li>• I can identify the differences in the major forms of business organizations and ownership.</li> </ul>	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• Identify local, national, and international businesses that align with different categories of ownership.</li> </ul>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	2 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>• 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Summative Quiz</li> </ul>								
<a href="#">Leadership</a>	<ul style="list-style-type: none"> <li>• I can describe the qualities of a leader.</li> <li>• I can identify the main types of leadership styles.</li> </ul>	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> </table>		Selected Response	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• Perform self-analysis of personal leadership qualities</li> <li>• Create an organizational chart</li> </ul>						
	Selected Response											

		<table border="1"> <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>		Constructed Response	x	Performance (P)		Observation		<ul style="list-style-type: none"> <li>● Outline current trends in management and leadership within the business world</li> </ul>
	Constructed Response									
x	Performance (P)									
	Observation									
<b>Pacing:</b>	3 Blocks		<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>● Summative Quiz</li> <li>● Reflection on Own Leadership Style</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
Everyone is fit to be a leader. Being a leader is easy.	This will be the first time they are seeing this content due to the introductory level of this course.	Research leadership styles of successful and unsuccessful business owners.	Self-assessment and reflection of personal leadership qualities.

### RESOURCES

TBD - Textbook  
Leadership Style Self-Assessment  
Ethical/Management Dilemmas

## UNIT 3: Business Law

At the completion of this unit, students will have a basic understanding of where laws come from, what constitutes a crime and the basic components of a contract.

### UNWRAPPED STANDARDS

MBA Research CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business	Acquire foundational knowledge of business laws and regulations to understand their nature and scope.	Comply with the spirit and intent of laws and regulations (BL:163, LAP-BL-163) (CS)	Civil Law Criminal Law Common Law

operations and transactions		Discuss the nature of law and sources of law in the United States (BL:067) (SP) Describe the United States' judicial system (BL:068) (SP) Describe methods used to protect intellectual property (BL:051) (SP)	Crime Statute Ordinance Constitution Antitrust Consideration Trademark Patent Copyright
Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions	Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts.	Describe the nature of legally binding contracts (BL:002) (SP)	Tort Genuine Agreement
Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions	Acquire foundational knowledge of the legal environment in which businesses operate to protect the company's well-being.	Describe factors affecting the settlement of legal matters (BL:159) (SP) Describe the litigation process (BL:160) (SP) Discuss the arbitration/mediation process (BL:161) (SP)	Settlement Litigation Arbitration Mediation Procedural Law

## UNIT 3: ESSENTIAL QUESTIONS

- What are laws and why do we have them?
- How does a contract differ from an agreement?
- What are the basic requirements, rights, and responsibilities when entering into a contract?
- What is the difference between civil law and criminal law?
- What are the types of business related crimes?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
<a href="#">Foundation al Law Knowledge</a>	<ul style="list-style-type: none"> <li>● I can identify the difference between civil and criminal law.</li> <li>● I can explain the sources of laws and how the legal system evolved in our society.</li> <li>● I can compare/contrast patents, trademarks, copyrights.</li> <li>● I can explain the role of government agencies in our legal system.</li> <li>● I can identify the elements of a crime.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>● <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Research a government agency and show their role in our legal system.</li> <li>● Compare and Contrast Civil and Criminal Law</li> <li>● Explain the process of obtaining a patent/copyright/trademark.</li> </ul>
x	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	5 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Summative Quiz</li> </ul>								
<a href="#">Contracts</a>	<ul style="list-style-type: none"> <li>● I can understand the key elements of a contract.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Review elements of a contract.</li> <li>● Discuss Rights and Responsibilities when entering into a contract.</li> </ul>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	2 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Create a contract between self and parent/guardian.</li> </ul>								

<a href="#">Business' Well-Being</a>	<ul style="list-style-type: none"> <li>I can explain the difference between arbitration and mediation.</li> <li>I can describe the litigation process.</li> </ul>	<table border="1"> <tr> <td>x</td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>	x	Selected Response	x	Constructed Response	x	Performance (P)		Observation	<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Mandatory Lessons/Activities:</b> <ul style="list-style-type: none"> <li>Class Discussion</li> <li>Outline key issues in business disputes</li> </ul>
x	Selected Response											
x	Constructed Response											
x	Performance (P)											
	Observation											
<b>Pacing:</b>	2 Blocks		<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>Research a key issue in business and produce a deliverable</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
All laws are the same between individuals and businesses.	This will be the first time they are seeing this content due to the introductory level of this course.	Write a law for the classroom providing justification.	Develop a contract between student and parent about an issue of their choice.

### RESOURCES

Textbook - TBD

## Unit 4: Marketing

At the completion of this unit, students will have a basic understanding of what marketing is and the ways to reach a target market.

### UNWRAPPED STANDARDS

MBA Research CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy	Understand marketing's role and function in business to facilitate economic exchanges with customers.	Explain marketing and its importance in a global economy (MK:001, LAP-MK-004) (CS)	Target Market Market Marketing

organizational objectives		Describe marketing functions and related activities (MK:002, LAP-MK-001) (CS)	Break Even Point Wholesaler Demographics Marketing Mix Direct Distribution Indirect Distribution Retailer Marketing Concept Channel of Distribution Market Research Relationship Marketing Advertising Sales Approach
---------------------------	--	---	---

## UNIT 4: ESSENTIAL QUESTIONS

- How is Marketing used in a business?
- What are the most effective ways to reach a target market?
- Why is marketing important in our global economy?
- How do marketing strategies impact individuals, business, and society?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
<a href="#">Marketing</a>	<ul style="list-style-type: none"> <li>● I can explain how marketing is used in a business.</li> <li>● I can identify and describe the 4 P's of marketing.</li> <li>● I can determine the most effective ways to reach a specific target market.</li> <li>● I can explain the importance of marketing in the global economy.</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></td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)		Constructed Response (CR)	x	Performance (P)	x	Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>● <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Evaluation of the 4 P's and their impact on the economy and marketing</li> <li>● Identify the functions of marketing</li> <li>● Evaluate advertisements to determine target markets</li> </ul>
	Selected Response (SR)											
	Constructed Response (CR)											
x	Performance (P)											
x	Observation (O)											
<b>Pacing:</b>	5 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Create an advertisement for a specific target market using the 4 P's.</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
Advertisements are meant for everyone. Marketing is only sales. Marketing is the same across the world. The global economy is not impacted by marketing.	This will be the first time they are seeing this content due to the introductory level of this course.	Create an advertisement to a market of their choosing.	Student choice with advertisement creation.

### RESOURCES

## UNIT 5: Accounting & Finance

At the completion of this unit, students will have a basic understanding of what is the purpose of accounting, the time value of money and various components of loans.

### UNWRAPPED STANDARDS

MBA Research	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	Acquire a foundational knowledge of accounting to understand its nature and scope.	Describe the need for financial information (FI:579, LAP-FI-579) (CS) Explain the concept of accounting (FI:085, LAP-FI-085) (CS)	Accounting Assets Liabilities Accounting equation Financial accounting Managerial accounting Revenue Expenses Capital Variable costs
Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	Implement accounting procedures to track money flow and to determine financial status.	Describe the nature of cash flow statements (FI:091, LAP-FI-091) (SP) Prepare cash flow statements (FI:092) (MN) Explain the nature of balance sheets (FI:093, LAP-FI-093) (SP) Describe the nature of income statements (FI:094, LAP-FI-094) (SP)	Balance sheet Financial statement Income statement Statement of cash flows Statement of owner's equity Auditor Net income
Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	Acquire a foundational knowledge of finance to understand its nature and scope.	Explain the role of finance in business (FI:354, LAP-FI-354) (CS) Discuss the role of ethics in finance (FI:355, LAP-FI-355) (SP)	Stakeholders Securities Rule of 72
Understands tools, strategies, and	Manage financial resources to ensure solvency.	Describe the nature of budgets (FI:106,	Budgeting

systems used to maintain, monitor, control, and plan the use of financial resources		LAP-FI-106) (SP) Interpret financial statements (FI:102) (MN)	Creditors Amortization Interest Compounding Principal
---	--	---	---

## UNIT 5: ESSENTIAL QUESTIONS

- What is accounting?
- Who uses financial information?
- What is the time value of money (what does it cost, how does it grow?)
- What are the components of a loan?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
<a href="#">Foundation al Accounting Knowledge</a>	<ul style="list-style-type: none"> <li>● I can explain the role of accounting in business.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>● <i>Each of the above standards should be found throughout the unit sequences.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Sort Accounts into Assets, Liabilities, and Equity</li> <li>● Participation in Classroom Discussion</li> <li>●</li> </ul>				
x	Selected Response (SR)											
x	Constructed Response (CR)											
<b>Pacing:</b>	1 Block	<table border="1" style="width: 100%;"> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Performance (P)		Observation (O)	<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Summative Quiz</li> </ul>				
	Performance (P)											
	Observation (O)											
<a href="#">Accounting Procedures</a>	<ul style="list-style-type: none"> <li>● I can interpret financial statements.</li> </ul>	<table border="1" style="width: 100%;"> <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 style="text-align: center;">x</td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)	x	Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Review various financial statements</li> <li>● Interpret financial statements</li> <li>● Summarize findings of financial statements</li> <li>● Determine the viability of a business based on the information in the financial statements.</li> </ul>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
x	Observation (O)											
<b>Pacing:</b>	3 Blocks		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Performance Task: Interpret and Summarize findings of financial statements.</li> </ul>								
<a href="#">Foundation</a>	<ul style="list-style-type: none"> <li>● I can determine the purpose of</li> </ul>		<p><b>Lesson Progression and Standards Connection:</b></p>	<p><b>Mandatory Lessons/Activities:</b></p>								

<a href="#">al Finance Knowledge</a>	financial information in the operation of a business.	<table border="1"> <tr><td>x</td><td>Selected Response</td></tr> <tr><td>x</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	x	Constructed Response		Performance (P)		Observation	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Class Discussion</li> <li>• Share with class and demonstrate various online calculators to compare/contrast loans and savings plans.</li> </ul>
x	Selected Response											
x	Constructed Response											
	Performance (P)											
	Observation											
<b>Pacing:</b>	1 Block		<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>• 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>• Summative Quiz</li> </ul>								
<a href="#">Financial Resources</a>	<ul style="list-style-type: none"> <li>• I can evaluate factors that determine the affordability of a loan.</li> <li>• I can calculate interest for loans and investments</li> </ul>	<table border="1"> <tr><td></td><td>Selected Response</td></tr> <tr><td>x</td><td>Constructed Response</td></tr> <tr><td>x</td><td>Performance</td></tr> <tr><td>x</td><td>Observation</td></tr> </table>		Selected Response	x	Constructed Response	x	Performance	x	Observation	<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Mandatory Lessons/Activities:</b> <ul style="list-style-type: none"> <li>• Use online calculators to compare/contrast loans and savings plans</li> <li>• Calculate interest for loans and investments</li> </ul>
	Selected Response											
x	Constructed Response											
x	Performance											
x	Observation											
<b>Pacing:</b>	3 Blocks		<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>• 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>• Performance Quiz</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
Businesses always have money. Businesses always make money.	This will be the first time they are seeing this content due to the introductory level of this course.	Create financial statements using Google Sheets/Microsoft Excel	Students can work in pairs to complete performance activities.

### RESOURCES

TBD - Textbook  
Online Loan Calculators

Google Sheets or Microsoft Excel

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

June 7, 2023

(Meeting Date)

<input type="checkbox"/>	<b>Decision Item</b>
<input checked="" type="checkbox"/>	<b>Information Item</b>

**AGENDA REPORTING FORM**

**TOPIC:** [Policy 1416 - Community Relations - Fiscal Authorities](#)

---

**BACKGROUND:**

Policy 1416 - Community Relations - Fiscal Authorities. This policy was reviewed in our Policy Meeting on May 24, 2023. There were no changes made and no action was taken.

**COST:** \_\_\_\_\_ \$0 \_\_\_\_\_ **FUNDING SOURCE:** \_\_\_\_\_

**RECOMMENDATIONS/COMMENTS:**

**ATTACHMENTS:**

**TOPIC PRESENTER:** Dr. Michael Dietter

**CONTACT NUMBER:** 860-584-7006

**SUPERINTENDENT:** Catherine M. Carbone, Ed.D.  
Catherine M. Carbone, Ed.D.

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

## **Community Relations**

### **Relations between Non-Public and other Educational Organizations and the Schools**

It shall be the policy of the Board to cooperate to the fullest possible extent with other school districts, and with other local, state, and regional schools, agencies and organizations in the solution of educational problems of common concern. This cooperation shall extend to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities, and construction of facilities which may be efficiently utilized on a cooperative basis, such as television facilities, special facilities for performing arts, and any other facility where it may be advantageous to serve a broader area than this district with a single facility.

In carrying out this policy the Superintendent shall include in recommendations to the Board an evaluation of the desirability and feasibility of cooperation with other agencies in endeavors which could benefit the district.

**Policy Adopted: July 7, 1993**

## **Community Relations**

### **Relations with Colleges and Universities Shared Services**

The Bristol Board of Education shall cooperate with institutions of higher learning in the use of facilities belonging to the district when such will not restrict their use by students of the district, including those enrolled in the adult education programs. Such participation shall require the approval of the Board of Education.

The Superintendent shall be authorized to administer such arrangements, which shall periodically be re-evaluated and reviewed for Board approval.

**Policy Adopted: July 7, 1993**

## **Community Relations**

### **Cooperative Arrangements with Business and Industry**

The Bristol Board of Education will, whenever possible, cooperate with employers in offering high school courses, or with the approval of the State Board of Education, offer vocational training courses to such employer's employees. Such courses will be given on the premises of the employers for the benefit of any employee who (1) wishes to obtain a high school diploma or (2) wishes to improve his/her employment status.

No expense for such service may accrue to the Board of Education or to the State Board of Education.

Legal Reference: Connecticut General Statutes

[10-21](#) Vocational guidance.

[10-21a](#) Accredited courses offered by employers.

[10-21b](#) Programs offered jointly by boards of education and business firms; neighborhood assistance.

**Policy Adopted: July 7, 1993**