

## Regular Meeting

Wednesday, May 4, 2016 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

<b>1. Call to Order, National Anthem/Pledge of Allegiance, Moment of Silence</b>	
<b>2. Staff and Student Recognition</b>	
2.1. Bristol Eastern Student Writing	<b>Presenter:</b> Carly Fortin
2.2. CABA Student Leadership Awards	<b>Presenter:</b> Dr. Solek
2.3. All State Musicians	<b>Presenter:</b> Ken Bagley
2.4. 2016 Staff Award Recipients	<b>Presenter:</b> Dr. Moreau
<b>3. Approval of Minutes</b>	
<b>4. Committee Reports</b>	
<b>5. Student Representative Reports</b>	
<b>6. Superintendent Report</b>	
<b>7. Consent Agenda</b>	
7.1. Personnel	
7.1.a. Teacher Retirement - Effective June 30, 2016	<b>Presenter:</b> Sam Galloway
7.1.b. A-1 Teacher Resignation	<b>Presenter:</b> Sam Galloway
7.1.c. Coaching Resignations	<b>Presenter:</b> Chris Cassin
7.1.d. Coaching Appointments	<b>Presenter:</b> Chris Cassin
7.2. Grants	
7.2.a. Adult Education Program Improvement Project (PIP) Grant	<b>Presenter:</b> Larry Covino
7.2.b. Stocker Foundation Grant	<b>Presenter:</b> Jeannine Audette
7.2.c. Liberty Bank Foundation Grant	<b>Presenter:</b> Jeannine Audette and Erika Coleman
7.2.d. Alliance Grant - Year 5	
<b>8. Public Comment</b>	
<b>9. Deliberated Items/District Leadership Team Reports</b>	
9.1. Bristol Central French Exchange - February 2017	<b>Presenter:</b> Anya Rochester, Teresa DiCarlo, Amy Bastiaanse
9.2. Secondary Summer School	<b>Presenter:</b> Larry Covino
9.3. Healthy Food Certification Statement	<b>Presenter:</b> Sue Moreau

10. **Textbook Adoption**

10.1. A.P. Human Geography Textbook Adoption - **Presenter:** Amy  
Second Reading Bastiaanse

11. **New Business**

12. **Information**

13. **Liaison Reports**

14. **VOTE TO CONVENE INTO EXECUTIVE SESSION for the  
purpose of discussing:1. Superintendent's  
Evaluation and 2. Pending Claims and Litigation**

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

16. **Adjournment**

<u>School</u>	<u>Last name</u>	<u>First Name</u>	<u>Inst./ Voice</u>	<u>Group</u>	<u>All-State</u>	<u>Region</u>	<u>Level</u>
BCHS	Andrews	Simon	Trumpet	Band		Northern Region	High School
BCHS	Cantarero	Dorsye	Flute	Band		Northern Region	High School
BCHS	Greenbacker	Jared	Tenor	Chorus		Northern Region	High School
BCHS	Watstein	Molly	Soprano	Chorus		Northern Region	High School
BCHS	Andrews	Simon	Trumpet	Honor Band		ASBDA Honor Band	
BCHS	Borelli	Dominic	Flute	Honor Band		ASBDA Honor Band	
BCHS	Cantarero	Dorsye	Flute	Honor Band		ASBDA Honor Band	
BCHS	Derosier	Isabelle		Honor Band		ASBDA Honor Band	
BCHS	Greenbacker	Jared		Honor Band		ASBDA Honor Band	
BCHS	Lauretti	Michael		Honor Band		ASBDA Honor Band	
BCHS	Leszko	Spencer		Honor Band		ASBDA Honor Band	
BCHS	Sarmiento	Tiffany		Honor Band		ASBDA Honor Band	
BCHS	Woolley	Monica		Honor Band		ASBDA Honor Band	
BEHS	Calderon	Juan	Bass	Chorus		Northern Region	High School
BEHS	Cushing	Dylan	Tenor	Chorus		Northern Region	High School
BEHS	Friedman	Kara	Clarinet	Band	All-State Orche	Northern Region	High School
BEHS	Girard	Matthew	Trumpet	Band		Northern Region	High School
BEHS	Krosnicki	Brenda	Alto	Chorus		Northern Region	High School
BEHS	Mika	Alex	Bass	Chorus		Northern Region	High School
BEHS	Baranowski	Emily				Uconn First Chair Honor Band	
BEHS	Edgerly	Kim				Uconn First Chair Honor Band	
BEHS	Goodwin	Ben				Uconn First Chair Honor Band	
BEHS	Krosnicki	Brenda				Uconn First Chair Honor Band	
BEHS	Pearson	Jared				Uconn First Chair Honor Band	
BEHS	Roberts	Tyler				Uconn First Chair Honor Band	
CHMS	Arbuckle	Avery	Bari Sax	Band		Northern Region	Middle School
CHMS	Ashworth	Luke	Trombone	Band		Northern Region	Middle School
CHMS	Doyle	Sarah	Clarinet	Band		Northern Region	Middle School
CHMS	Fasci	Anthony	Tenor	Chorus		Northern Region	Middle School
CHMS	Hildebrabd	Caitlin	Soprano	Chorus		Northern Region	Middle School
CHMS	Moderacki	Erin	Alto	Chorus		Northern Region	Middle School
CHMS	Trestman	Devora	Flute	Orchestra		Northern Region	Middle School
CHMS	Woolley	Cory	Alto Sax	Band		Northern Region	Middle School
GHMS	Drapeau	Christian	Alto	Chorus		Northern Region	Middle School
NEMS	Clark	Joshua	Clarinet	Band		Northern Region	Middle School
NEMS	Collin	Madison	Trumpet	Band		Northern Region	Middle School
NEMS	Fishbein	Abigail	Clarinet	Orchestra		Northern Region	Middle School
NEMS	Gardiner	Abigail	Alto	Chorus		Northern Region	Middle School
NEMS	Girard	Erin	Alto Sax	Band		Northern Region	Middle School
NEMS	Khut	Angelina	Trombone	Band		Northern Region	Middle School
NEMS	Lavoie	Zachary	Trombone	Band		Northern Region	Middle School
NEMS	Luukko	Erika	Euphonium	Band		Northern Region	Middle School
NEMS	Rubio	Isabella	Trombone	Orchestra		Northern Region	Middle School
NEMS	Strahowski	Mikayla	Alto	Chorus		Northern Region	Middle School
NEMS	Udoh	Jade	Flute	Orchestra		Northern Region	Middle School
NEMS	Udoh	Jade	Flute	Orchestra		Northern Region	Middle School
NEMS	Woznicki	Jacob	Tuba	Orchestra		Northern Region	Middle School
WBMS	Xiong	Victoria	Alto	Chorus		Northern Region	Middle School

**BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**April 6, 2016 – Regular Meeting Minutes**

The regular meeting of the Bristol Board of Education was held on Wednesday, April 6, 2016 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien, Tina Taylor, Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent of Schools, David Mills, City Council Liaison; and Student Representatives Cassidy Yates and David Kaminski

**EXCUSED:** Commissioners Karen Vibert and David Scott

**CALL TO ORDER AND PLEDGE OF ALLEGIANCE**

Chairman Wilson called the meeting to order at 7:06 p.m. and asked the audience to stand for the National Anthem; The National Anthem was performed by an instrumental group from Chippens Hills Middle School under the direction of Lisa LaDone. The audience remained standing for the Pledge of Allegiance.

**STAFF AND STUDENT RECOGNITION**

**MLK Award Recipient - Rachel Roloff - West Bristol School**

Michelle LeVasseur, Principal at West Bristol School spoke about Rachel Roloff; a seventh grader at West Bristol who back in January was named the winner of the University of Connecticut poster contest honoring Dr. Martin Luther King. Rachel was deemed the winner in the 7<sup>th</sup>-8<sup>th</sup> grade age group, out of over 100 entries. We are very proud of her work and efforts to promote Dr. King's message. Rachel stood and showed her winning picture to the board members and explained how she came up with her winning drawing.

**Connecticut Art Education Association Elementary Art Educator of the year - Walter Lewandowski**

South Side School art teacher Walter Lewandowski has been selected as the Connecticut Art Education Association Elementary Art Educator of the year. Lori Eschner and David Huber stood to acknowledge Mr. Lewandowski. Mrs. Eschner read quotes from his elementary peers and read some of his many accolades and achievements. Mr. Huber spoke of Mr. Lewandowski's work with the children at South Side. There will be a dinner recognizing him and a few other colleagues statewide on Sunday, May 1, 2016 in Farmington. Mr. Lewandowski spoke briefly about his experiences and what it means for him to work in Bristol. Congratulations to Mr. Lewandowski, we are incredibly proud of his work with our students and for his contributions to art education across the entire state.

**Best Community for Music Education**

Mr. Bagley spoke about Bristol being honored with the Best Communities for Music Education designation from the NAMM (National Association of Music Merchants) foundation for its outstanding commitment to music education. Bristol joins 476 districts across the country receiving this prestigious award in 2016. To qualify for the Best Communities designation, Bristol answered detailed questions about funding, graduation requirements, music class participation, instruction time, facilities, support for the music program, and community music-making programs. One of more than 2000 applicants, Bristol joins 12 other Connecticut school districts in this special designation.

**APPROVAL OF MINUTES**

On motion by Commissioner Hintz and a seconded by Commissioner Taylor it was

**VOTED:** *That the Board of Education approve the March 2, 2016 Regular Meeting Minutes as written.*  
Commissioner O'Brien abstained from the vote.

## STUDENT REPRESENTATIVE REPORTS

**Bristol Central** – David Kaminiski reported on Bristol Central activities. Thanks to teacher Gail Dickau, Captain Mark Fedor from the United States Coast Guard visited Bristol Central. He was a 1987 graduate of BCHS and went on to do many great things. He attended the Coast Guard Academy after graduating from Bristol Central. He told the students everything they needed to know about the Coast Guard and its mission. We learned about his time at the academy and then moved on to the operational Coast Guard. Following his discussion students had the opportunity to ask any question they had, when answering Captain Fedor would answer with his Coast Guard answer and the other his civilian answer. At the end of the day students had a better understanding of how the Coast worked. Big thanks to Mrs. Dickau, who had Capt. Fedor as a student and been coordinating the visit for a long time. Friday March 4<sup>th</sup>, Bristol Central honored Dr. Ken Cormier with the 2016 Distinguished Alumni award at a power breakfast for gifted and talented writing students. Professor Cormier graduated from Bristol Central in 1986 and has spent his life in scholarly pursuits at the University of Connecticut, University of Michigan and now at Quinnipiac where he is a professor of English and Writing. He has inspired hundreds of Bristol students in writing workshops for the last several years. He is a gifted performance poet, lyricist, vocalist and guitarist; he merges all of these into a greater experience for the BCHS community. Finally, seventy works of art were featured at the BCHS Art Show last month, 38 students and 22 teachers' submitted paintings, drawings and photographs for a first time exhibit that turned the school library into an art museum and performance area from March 21<sup>st</sup> to April 1<sup>st</sup>. Judges chose senior Juliana Ciralli's mixed media painting "Antarctica" as Best in Show (the work was on display this evening) other awards were given for Best Painting, Best Drawing and Best Photograph. English and Art classes used the exhibit searching for inspiration to produce a writing response to the work. All visitors casted ballots for their Fan Favorite pieces, and the winner of the Fan Favorite Award was Sophomore Jonathan Rindfleisch's "Not Quite a Number Three" (the work was on display this evening). The art show was funded by a mini grant from the School Business Partnership Foundation. Ms. Gale Dickau and Paul Pinette used the grant to stage a culturally inspiring series of events, showcasing both the visual and performance arts in March. Parent conferences allowed parents to also view the exhibit; nearly a thousand visitors signed the registry for the art show. With the art show as the backdrop, the library became the venue for a school wide academic quiz bowl, a competition devised by BCHS Trivia King, Mr. Greenleaf. The two top teams competed at an evening event for friends, family and faculty.

**Bristol Eastern** – Cassidy Yates reported on Bristol Eastern activities. She shared the responses she received regarding taking the SAT's during the sophomore year. Some students thought it would be helpful to have exposure to the test earlier especially with the profound effect they have on post graduate plans; some students thought it was concerning because some schools and scholarships want to see all test scores, not just the high ones and taking them during sophomore year, they may not be ready. Others thought that students would not take them seriously, knowing they have the opportunity to take them again in their junior year. In less than a month, 210 Bristol Eastern students will be sitting down to take their AP tests; proctors will pass out 458 exams from the eighteen classes that they offer. Next year we will be offering two more; AP Human Geography and AP Capstone. Students just finished selecting their classes for next year and fifty students signed up for Geography and which will be offered not only to upper class man, but to freshman as well. More than thirty students are looking to take the first class of AP Capstone /AP Seminar; if students take the second class of the AP Capstone along with four additional courses they will earn an AP Capstone degree from the College Board when they graduate. In order to prepare for all the advanced placement classes that will be offered next year, they will have five teachers attending Taft this summer to receive specialized training. Educators at Eastern want to extend their reach into the community, one of the ways they plan to do this is with a group called "BE and Beyond". This Thursday from 5:00-7:30 they have planned family activity night at the Cambridge Park Community Center. Teachers and administrators will be playing board games and doing arts & crafts with younger students in the Bristol Community. On May 7<sup>th</sup> BEHS will be hosting a clothing and toy drive to support the Senior Class; they will get paid per pound for their donation, they may use the money raised for the senior class gift.

Chairman Wilson called David back up to tell the board about his recent acceptance into the Air Force Academy, he will leave for training in mid June and will begin his classes in the Fall. Congratulations to David!

## **SUPERINTENDENT REPORT:**

### **Connecticut Coalition for Justice in Education Funding (CCJEF) Update**

Dr. Solek introduced guest speaker Jim Finley, CCJEF Director to give the board an update on the status of the CCJEF case. Chairman Wilson has been the board of education representative to CCJEF for the last five or six years. The foundation of the organization is engaged in a fight for equitable and realistic educational funding for everyone in Connecticut. Chairman Wilson invited Mr. Finley here this evening to update the board on the status of the CCJEF case and going forward what the coalition may anticipate in terms of timeline and outcomes for the resolution of that case. Mr. Finley gave the board a brief update of the cases status. Thanked the City and Board for their loyal support of the coalition. They were formed in November of 2005 when they initiated litigation and they finally got their day in court in January of this year. There are parents, students, boards of education, municipalities, education associations, superintendent's organizations and teacher unions; they are the broadest coalition ever to be formed in the state of Connecticut. The case is being fought pro-bono and they have invested millions of dollars into this on behalf of the coalition. He encouraged the board members to visit their website [www.ccjef.org](http://www.ccjef.org) to stay up to date with the case and view great resources that will explain their adequacy argument. Commissioners had no questions for Mr. Finley.

## **COMMITTEE REPORTS**

### **Finance Committee**

Commissioner Hintz reported that the committee met earlier this evening and we are currently facing some unplanned expenditures in the budget and if the trend continues at the rate that it is going, we anticipate having a deficit of \$1,744,939 or 1.63 % of the budget. That is assuming that the Board of Finance and City Council reimburses the \$464,753 excess cost money that has been promised to us. The cafeteria budget is a little bit better news, it is a moving target, but it looks like the deficit will about \$14,000 for the year. Chairman Wilson clarified that a lot of the deficit is not because we have not been operating the schools in a prudent manner; it is mainly driven by Special Education costs. We do vet this information in committee every month and we have been aware of this trend and we are managing the best we can with resources what we have. We will be bringing this to the Board of Finance in the months to come, based on an agreement we have regarding Special Education funding.

### **Policy Committee**

Tina Taylor reported that the committee met on March 14th to go over the 9000 Series which is the Roles and Responsibility of the Board. There are many policies that will be presented later this evening. The last meeting was cancelled due to weather; they will meet again in May.

### **Student Achievement**

Commissioner Dube reported that the committee met on March 16 to consider several items. Amy Bastiaanse, the Supervisor of Humanities, requested the committee approve the introduction of a new Advanced Placement course, AP Human Geography. This class would give Grade 9 students an opportunity to achieve college credit while in high school. The committee unanimously approved the request for consideration later tonight as a full board. Secondly, the committee heard a request from Dr. Rosie Vojtek for a waiver on the BOE policy to allow a BYOD pilot for elementary students. The committee voted to present the request to the Board's policy committee. Also, the committee listened to a presentation about how CREC conducts reviews of special education programs. D r. Margaret McDonald from CREC said reviews are customized to the districts' specifications. The State provides money to districts that work together to provide a solution that benefits more than one district. The committee took the information under advisement.

## **CONSENT AGENDA**

Item 7.1.a. Administrator Retirement was pulled out by Commissioner Hintz for discussion.

## **PERSONNEL**

**Teacher Retirements - Effective June 30, 2016**

On motion by Commissioner Taylor and a seconded by Commissioner Dube it was unanimously

***VOTED: That the Board of Education accept the following Teacher Retirements, Effective 6/30/16:***

***Vernessa Elder – CW – Psychologist***

***David Friedman – CW – Speech Language***

**Teacher Resignations**

On motion by Commissioner Taylor and a seconded by Commissioner Dube it was unanimously

***VOTED: That the Board of Education accept the following Teacher Resignations:***

***Jennifer Fitzsimmons – MTV – Grade 4 – Effective April 8, 2016***

***Alissa Freking – CHMS – Math, Grade 8 – Effective June 30, 2016***

**Grants**

On motion by Commissioner Taylor and a seconded by Commissioner Dube it was unanimously

***VOTED: That the Board of Education approve the following Grants:***

***District Technology Support for Transition to New Standards***

***Drive 2N2 Grant***

***PUSH and PUT Grant***

***SELF (Social Emotional Learning For Our Future) - West Bristol School***

***TOPS (Translation, Outreach, Programming and Support Services) for Spanish speaking parents/children) at West Bristol FRC***

***Quality Enhancement Grant for Bristol FRC for FY 2016-2017***

**Administrator Retirement - Effective June 30, 2016**

Dr. Richard Gagliardi our Supervisor of Science, Technology and Engineering will be leaving the district; he is retiring. After 40 years as an educator, he has been in Bristol for 17 years. Mr. Gagliardi stood to be recognized and spoke briefly. Dr. Solek also shared her personal story of how she and Dr. Gagliardi were in the same doctoral program. Dr. Gagliardi will be missed.

On motion by Commissioner Taylor and a seconded by Commissioner Hintz it was unanimously

***VOTED: That the Board of Education accept the following Administrator Retirement - Effective June 30, 2016:***

***Richard Gagliardi – BOE – Supervisor of Science, Technology & Engineering***

**PUBLIC COMMENT**

Karen Giantonio – 25 Allentown Road – addressed the Board regarding 4th grade class sizes at West Bristol School.

Chairman Wilson addressed the class size issue and the district resource issue.

**DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS****Bristol Eastern Trip to Madrid, Paris and Rome April**

There was discussion regarding the length of the trip versus the number of places the students will be visiting and the students departure date.

On motion by Commissioner Hintz and a seconded by Commissioner Dube it was unanimously

***VOTED: That the Board of Education approve the Bristol Eastern Trip to Madrid, Paris and Rome in April 2017.***

### **Bristol Central Trip to Italy November 2016**

Chairman Wilson reiterated that parents should buy the trip insurance, in the event the trips have to be canceled.

On motion by Commissioner Hintz and a seconded by Commissioner Dube it was unanimously

***VOTED: That the Board of Education approve the Bristol Central Trip to Italy in November 2016.***

### **Elementary Summer Enrichment Program**

The Elementary Summer Enrichment Summer Program is a self-sustaining program the runs for four weeks at Ivy Drive School. This is the district's Summer School option for students entering Kindergarten to Sixth Grade.

On motion by Commissioner O'Brien and a seconded by Commissioner Taylor it was unanimously

***VOTED: That the Board of Education approve the Elementary Summer Enrichment Program.***

### **High School Graduation Date and End of Year Closing Date**

Traditionally the closing day of school has been set at the April meeting along with the high school graduation date. Following the completion of 181 schools days; Thursday June 9, 2016 will be the last of school. Promotional exercises will take place in the morning at the middle schools on Thursday, June 9, 2016.

High school graduations will be scheduled for the evening of Thursday, June 9, 2016.

#### Summary of Closing Information to Date

School Closed: 1/5 GH only, 2/5, 2/8

Late Openings: 2/9, 2/10, 3/21

Early Dismissals: 9/8, 9/9, 2/23

On motion by Commissioner Taylor and a seconded by Commissioner Dube it was unanimously

***VOTED: That the Board of Education approve the High School Graduation Date and End of Year Closing Date as Thursday, June 9, 2016; following completion of the 181th day of school. The closing date for K-5, K-8, middle, and high schools will be scheduled at the end of the school day on Thursday, June 9, 2016.***

### **Greene-Hills School 181 School Days Waiver**

Greene-Hills School was closed on January 5, 2016 due to a building emergency while all other schools were in session. We are asking to waive one day of attendance, so that students at Greene-Hills School will begin their summer break with the rest of the district. The last day of classes for Greene Hill students will be Thursday, June 9, 2016. This one day waiver is in accordance with CT State Statue (CGS § 10-16) which requires public schools to provide at least 180 days of actual school sessions for kindergarten through grade 12.

Teachers at Greene-Hills will work on June 10, 2016.

On motion by Commissioner Dube and a seconded by Commissioner Grabowski it was unanimously

***VOTED: That the Board of Education approve waiving one day of attendance for students at Greene-Hills School due to the emergency closure; in accordance with CT State Statue (CGS § 10-16).***

Commissioner O'Brien inquired about where we were in regards to the responsibility of that break. Dr. Moreau reported that there is a meeting tomorrow that will address some the issues that have risen, and we have had Corporation Council look into all of the contracts that may have had a part in this incident. She will have a Building Committee once she has more information.

### **Amendment to the 2016-2017 School Calendar**

The previously approved 2016-2017 school calendar requires an amendment because Sunday, January 1, 2017 is being observed on Monday, January 2, 2017.

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

***VOTED: That the Board of Education approve the Amendment to the 2016-2017 School Calendar.***

### **Hubbell Roof Project Approval Request**

Dr. Moreau presented the Hubbell Roof Project Approval Request. She called the commissioners attention to the diagram on the wall depicting the Hubbell School and the areas that need to be replaced. The replacement requires the BOE to approve the Plans, Specs, and Professional Cost Estimate. This is a requirement to submit with the ED042 for final approval by the state.

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

***VOTED: That the Board of Education approve the Plans, Specs, and Professional Cost Estimate for the Ellen P. Hubbell Roof Project. This is a requirement to submit with the ED042 for final approval by the state.***

### **Certified Resolution**

We are updating the district's Certified Resolution to reflect the new board, and affirm the signing authorities.

On motion by Commissioner Dube and a seconded by Commissioner Taylor it was unanimously

***VOTED: That the Board of Education approve the updated Certified Resolution.***

### **Curriculum Revision**

#### **A.P. Human Geography Curriculum – Second Reading**

Amy Bastiaanse, Supervisor of Humanities and World Languages presented the new A.P. Human Geography Curriculum. This is an introductory college course in human geography. As a district, we have the mission of ensuring that all students will be college-ready. This course will enable students to acquire college credit while in high school, helping the district achieve its goal of increasing the number of students who take a course that bears college credit prior to graduation. The curriculum will challenge our highest performing students through critical thinking, reading, writing, and inquiry. Students entering ninth grade will be eligible to enroll in this course, providing an early opportunity for advanced studies.

On motion by Commissioner Dube and a seconded by Commissioner Grabowski it was unanimously

***VOTED: That the Board of Education approve A.P. Human Geography Curriculum.***

### **Textbook Adoption**

#### **A.P. Human Geography Textbook Adoption - First Reading**

Amy Bastiaanse, Supervisor of Humanities and World Languages presented the AP Human Geography Textbook Adoption. This is a new course being offered to Bristol high school students in grades 9-12. *Human Geography: People, Place, and Culture, A.P Edition* is the text being recommended to support the curriculum. This text aims to teach students to appreciate the diversity of people, places, and cultures, and understand the role people play in shaping the world. The goals of this edition are to provide geographic context to global, regional, national and local issues and to teach students to think geographically and critically about these issues. The textbook aligns with the curriculum's content and skills, supports authentic, performance-based assessments, provides test prep sample questions, and suggests numerous on-line supplements to support academic growth. This is the first reading of the text. Commissioners can direct any questions to Ms. Bastiaanse in the subsequent month.

## **Policy Revision**

### **Policy 6153 – Field Trip**

Pam Brisson presented revisions to the Field Trip Policy. Principals at the high, middle and elementary school levels have requested that the regulation and supporting documents to the field trip policy be revised in the following ways:

1. In the regulation, the deadline for approval moves from 2 weeks to 4 weeks to allow more time to communicate about any health concerns;
2. In the permission slip, parents need to indicate that it is their responsibility to inform the school nurse of any allergies;
3. In the field trip request form, the teacher needs to indicate whether food will be provided and when they reviewed information about the trip with the school nurse.

On motion by Commissioner Taylor and a seconded by Commissioner Caggiano it was unanimously

***VOTED: That the Board of Education approve revisions to Policy 6153 Field Trip Policy.***

Dr. Moreau will be presenting the 9000 Series Policy Revisions. Some of the policies have been revised and will require approval while others have no revisions and will just need to be affirmed.

### **Policy 9000: Bylaws of the Board of Education - Roles of Board Members**

On motion by Commissioner O'Brien and a seconded by Commissioner Taylor it was unanimously

***VOTED: That the Board of Education approve revisions to Policy 9000: Bylaws of the Board of Education - Roles of Board Members.***

### **Policy 9020: Public Statements**

This policy was revised and talks about statements made to the public by the Board of Education. The most important piece of this policy is that you speak as a Board, and the Superintendent of Schools is the spokesperson for the Board of Education on many topics.

On motion by Commissioner Hintz and a seconded by Commissioner Dube it was unanimously

***VOTED: That the Board of Education approve revisions to Policy 9020: Public Statements.***

### **Policy 9030: Bylaws of the Board of Education – Commitment to Democratic Principles in Relation to Community, Staff, Students.**

This policy was not revised. It highlights topics of communication with staff and students and visits to schools. For example official visits by Board members will be conducted by letting the building administrators know. In regards to social interaction in the community; individual Board members have no special authority excepting when they are convened as a full Board.

On motion by Commissioner Taylor and a seconded by Commissioner Hintz it was unanimously

***VOTED: That the Board of Education affirm Policy 9030: Bylaws of the Board of Education – Commitment to Democratic Principles in Relation to Community, Staff, Students.***

### **Policy 9121: Bylaws of the Board of Education – Duties of Officers**

This is a revision, it was not stated that the Vice Chair can sit in the absence of the Chair.

On motion by Commissioner Taylor and a seconded by Commissioner O'Brien it was unanimously

**Policy 9121: Bylaws of the Board of Education – Duties of Officers – CON’T**

*VOTED: That the Board of Education approve revisions to Policy 9121: Bylaws of the Board of Education – Duties of Officers.*

**Policy 9250: Bylaws of the Board of Education – Remuneration and Reimbursement**

This is an affirmation of the existing policy.

On motion by Commissioner Dube and a seconded by Commissioner Taylor it was unanimously

*VOTED: That the Board of Education affirm Policy 9250: Bylaws of the Board of Education – Remuneration and Reimbursement.*

**Policy 9270: Bylaws of the Board of Education – Conflict of Interest**

This policy is important in terms of members of the Board of Education want to be sure that they have disclosed any interests they have in contracts or obligations that the district engages in.

On motion by Commissioner Taylor and a seconded by Commissioner Dube it was unanimously

*VOTED: That the Board of Education affirm Policy 9270: Bylaws of the Board of Education – Conflict of Interest.*

**Policy 9322: Public and Executive Sessions – Public Meetings**

This policy is guided by public statutes; it talks about public meetings, speakers and public comment. It covers workshops and how the public may give brief comments at those sessions and most importantly that we are guided by the Freedom of Information Act, and any document that the Board deals with may be requested by the public.

On motion by Commissioner Taylor and a seconded by Commissioner Caggiano it was unanimously

*VOTED: That the Board of Education approve Policy 9322: Public and Executive Sessions – Public Meetings.*

Chairman Wilson wanted to comment on this policy. He would like to add parents and guardians to the list of people who are allowed to speak at a meeting; to address non- custodial parents who may not be Bristol residents, however they do have a right to speak.

Dr. Moreau walked commissioners through the addition of the requested wording.

At the bottom of the second page under Regular and Special Meetings it reads:

*The following members of the public may speak at meetings of the Board:*

*Bristol residents, students and employees of the Board; non-resident consultants to the Board and/or administration invited by the Board.*

It will now read:

The following members of the public may speak at meetings of the Board:

Bristol residents, parents and guardians, students and employees of the Board; non-resident consultants to the Board and/or administration invited by the Board.

On motion by Commissioner Taylor and a seconded by Commissioner Caggiano it was unanimously

***VOTED: That the Board of Education amend the previous motion to reflect the addition of “parents and guardians” to the list of people who can address the Board of Education.***

### **UNFINISHED BUSINESS**

In February, the Board made a motion to table the Special Education Review; however, it should not have been postponed, and going forward we will fix that. We should have addressed it last month, and postponed it again to this month, because you can only postpone an item for one meeting. He was reading his parliamentary books, and recognized the mistake; we will do it right in the future. We are now bringing the motion off the table. The motion read: That the Board of Education authorize the administration to engage CREC to perform a Special Education review of the Bristol Public Schools.

Commissioner O’Brien asked that a price be included in the motion, so we have an idea of what this review will cost.

Discussion followed regarding how the review will be conducted and the type of information the Board hopes to gain from this review.

On motion by Commissioner Hintz and a seconded by Commissioner Taylor it was

***VOTED: That the Board of Education authorize the administration to engage CREC to perform a Special Education review of the Bristol Public Schools, not to exceed \$45,000.***

Commissioner Caggiano abstained.

### **NEW BUSINESS**

There was no New Business to come before the Board.

### **INFORMATION**

There was no Information to come before the Board.

### **LIASION REPORTS**

Commissioner Grabowski reported that Dr. Solek will be visiting a PTA meeting at Ivy Drive and they are very excited to have her visiting with them. At Northeast School, the drama club performed the Lion King Jr., 98 students, parents and staff members, contributed to this event and from what he heard it was very good, he was not able to attend.

Commissioner Taylor reported that tonight at Greene Hills they were hosting their One Book, One School celebration the book was Charlotte’s Web. This years theme has been super heros and students loved that.

Commissioner Dube reported that at West Bristol, the Bristol Blues visited the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades, Read Across America was celebrated with their own school wide story and a snack, it was well attended. Parents and special guest visited classrooms to share a story and a special treats. 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade showed off their talents at the second annual talent show and lastly the K-8 students participated in our bed races to celebrate students who successfully completed our attendance challenge.

Commissioner Caggiano reported that he visited Stafford a couple of weeks ago and he really interesting visit with Principal Youngberg. He met with Special Education teachers, Speech and Language pathologists, he was taken by the great work that these teachers are doing and the broad range of their past experiences.

Chairman Wilson called commissioners attention to handouts at their places, one of which was Board & Administrator a monthly publication that we subscribe to that offers best practices and how to operate for Boards and Administrators. There was also some of information on the advocacy highlights of the bills we are following in the legislature. If you find things that interest you and you know some legislators and you want to pigeon hole

about any of these issues, feel free to do so. He also left the CREC newsletter, because there is a Bristol student in there and he wanted the Board to be aware that she was being recognized.

#### **VOTE TO CONVENE INTO EXECUTIVE SESSION**

On motion by Commissioner Dube, seconded by Commissioner Taylor it was unanimously

***VOTED: That the Board of Education Convene into Executive Session for the purpose of discussing: Superintendent Evaluation and Self Assessment.***

#### **EXECUTIVE SESSION**

**PRESENT:** Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien, Tina Taylor, Karen Vibert, Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent of Schools, David Mills, City Council Liaison; and Student Representatives Cassidy Yates and David Kaminski

Executive Session was called to order *(9:08 p.m.)*

The Board discussed the Superintendent Evaluation and Self Assessment.

#### **ADJOURNMENT**

There being no other business to come before the Board of Education the meeting was adjourned. *(9:57 p.m.)*

Respectfully Submitted

***Susan P. Everett***

Susan P. Everett

Executive Secretary to Board of Education

**BOARD OF EDUCATION**  
Bristol, CT  
**Special Meeting – April 12, 2016**

A Special Meeting of the Bristol Board of Education was held on Tuesday, April 12, 2016 at 7:00 p.m., in the Auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Commissioners Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien, David Scott, Tina Taylor, Karen Vibert, Christopher Wilson; Ellen W. Solek, Superintendent, Gary Franzi, Director of Finance, Sam Galloway, Human Resources Director and Kim Hapken, Director of Special Services

**EXCUSED:** Susan Moreau, Deputy Superintendent

Chairman Wilson called the meeting to order at 7:00 p.m.

**Review of reduction scenarios to the 2016-2017 Board of Education Proposed Budget.**

Chairman Wilson gave a brief overview of the history of education funding in Bristol. Dr. Solek and Mr. Franzi presented three budget scenarios to bring the Board of Education budget down from the current increase of 4.47% to the City's target of a 1.4% increase.

**Charter Revision Position on Term Limits.**

Chairman Wilson conducted a discussion with the Board, regarding term limits for board commissioner and the City Charter.

**ADJOURNMENT:**

The being no other business to come before the Board, the meeting was adjourned. *(8:07 p.m.)*

Respectfully Submitted:

*Ellen W. Solek, Ed.D.*

Ellen W. Solek

**III.APPENDICES  
APPENDIX A**

**APPLICATION COVER  
FOR 2016 –17 ADULT EDUCATION PROGRAM IMPROVEMENT PROJECTS  
Bureau of Health/Nutrition, Family Services and Adult Education**

**Title Of Grant:** Building Bridges for Success

**Applicant Organization:** Bristol Adult Education Center  
210 Redstone Hill Road  
Bristol, CT 06010

**Initiated By:** Lawrence S. Covino, Director-Bristol Adult Education Center  
860-585-4368  
lawrencecovino@ci.bristol.ct.us

**Project Director:** Lawrence S. Covino, Director-Bristol Adult Education Center

**Submitted By:** Ellen W. Solek, Ed. D  
Superintendent of Schools  
860-584-7002

**Signature of Superintendent of  
Schools or Chief Executive  
Officer of Agency:** \_\_\_\_\_

Priority Area	Code	Funds Requested	Matching Funds
Transition: Preparing for 21 <sup>st</sup> Century Careers– <i>Elementary ESL and ABE/GED</i>	AE-13-1E		
Transition: Preparing for 21 <sup>st</sup> Century Careers - <i>Secondary</i>	AE-13-1S		
Family Literacy – <i>Elementary ESL and ABE/GED</i>	AE-13-2E		
Family Literacy- <i>Secondary</i>	AE-13-2S		
Nontraditional Adult Education Instruction and Services	AE-13-3		
Expansion of the National External Diploma Program	AE-13-4	30,000	7,500
Transition: Post-Secondary Education and Training	AE-13-5	35,000	8,750
Transition: Integrated Basic Education and Skills Training (I-BEST)	AE-13-6		
English Language Acquisition/ Civics Education	AE-13-7	25,000	6,250
CT Adult Virtual High School	AE-13-8		
<b>Total Funds Requested</b>		<b>90,000</b>	<b>22500</b>
<b>Date Submitted:</b> April 18, 2016	<b>Date of Board/Agency Approval:</b> May 4, 2016		



	Talent AD Costs	Academic AD Costs	Climate AD Costs	Operations AD Costs	Non-Reform AD Costs	TOTAL AD
100: Personnel Services - Salaries	\$ 1,364,432	\$ 1,869,295	\$ 51,960	\$ 102,310	\$ -	\$ 3,387,997
200: Personnel Services - Benefits	\$ 231,933	\$ 303,618	\$ 8,094	\$ 40,752	\$ -	\$ 584,397
300: Purchased Professional and Technical Services	\$ 5,400	\$ -	\$ 50	\$ 6,100	\$ -	\$ 11,550
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ 21,386	\$ -	\$ 21,386
500: Other Purchased Services	\$ 8,440	\$ -	\$ 1,800	\$ -	\$ -	\$ 10,240
600: Supplies	\$ 1,120	\$ 26,750	\$ 5,171	\$ -	\$ -	\$ 33,041
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 1,611,325</b>	<b>\$ 2,199,663</b>	<b>\$ 67,075</b>	<b>\$ 170,548</b>	<b>\$ -</b>	<b>\$ 4,048,611</b>

**TOTAL SALARIES & BENEFITS                    \$        3,972,394**

## 2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

<b>Local Education Agency: Bristol Public Schools</b>	
<b>FY 2016 Alliance District Allocation: 4,048,611</b>	<b>FY 2016 PSD Allocation (if applicable):</b>
<b>Contact Person: Susan Kalt Moreau, Ph.D.</b>	<b>Contact Title: Deputy Superintendent of Schools</b>
<b>Telephone: 860.584.7006</b>	<b>E-mail Address: suemoreau@ci.bristol.ct.us</b>
<b>Name of Superintendent: Ellen W. Solek Ed.D.</b>	
<b>Signature of Superintendent:</b>	<b>Date:</b>
<b>Name of Board Chair: Christopher Wilson</b>	<b>Local Board Approval of Plan (Yes/No): May 4, 2016</b>
<b>Signature of Board Chair:</b>	<b>Date:</b>

## 2016-17 Talent Priorities

**Step 1: Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.**

<input type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

**Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.**

**Talent Priorities:**

**Aligned SMART Goals:**

1.1.	<p>Embedded Literacy Coaching: The district staffs each K-5, 6-8 and 9-12 with one literacy coach and 2 at each of the K-8's. All literacy coaches in grades K through 8 received a 4-week training in the Literacy Collaborative training at Lesley University. Follow-up training and implementation are provided to schools depending upon their implementation year for K-2 and 6-8. Coaches work directly with teachers observing implementation and following up with conversations about ways to improve implementation of the models. Further, literacy teachers participate as members of school Literacy Team in discussions and decision-making about the fidelity of implementation.</p>	<ol style="list-style-type: none"> <li>1. Grades K-5: increase the percentage of students scoring "meets" or "exceeds" on the Benchmark Assessment for ____ % in March 2016 to ____ % in March 2017.</li> <li>2. Grades 3-8: Use Spring 2016 Smarter Balanced Assessment data as a baseline for measuring the improvement of students' acquisition of literacy skills across disciplines. (Consider how results are disseminated without the ELA Performance Task.)</li> <li>3. All coaches and administrators in K-8 schools will be trained in the Literacy Collaborative Framework.</li> <li>4. Decrease the percentage of students scoring substantially deficit, from ____% in May 2016 to less than ____ % in May 2017, according to the Benchmark Assessment.</li> <li>5. 100% of K-5 and Gr 6-8 ELA teachers will self-identify components of Readers Workshop about which they require additional training, using audio and/or videotaping of their teaching.</li> <li>6. Teachers will be monitored by literacy coaches for fidelity of assessment administration of the BAS and provided with targeted learning opportunities as a result of those data.</li> <li>7. Grades 6-8: Increase the percentage of students from _____ % in June 2016 to _____ % in June 2017 scoring "proficient" and "advanced," according to the Scholastic Reading Inventory (SRI) proficiency bands.</li> <li>8. Schools implementing Literacy Collaborative will use the Fidelity of</li> </ol>
1.2.	<p>Transformational Literacy Leadership: Coaching will be provided to building administrators in the supervision of literacy by K-5 elementary supervisor, literacy supervisors, 6-8 humanities supervisor, and/or building literacy coaches. Administrators and coaches will organize, analyze and report timely district data on student literacy acquisition, using metrics identified in #1.1. School leaders will be assisted in creating building-level literacy goals and teachers will be in creating Student Learning Objectives (SLO's) and Professional Performance Objectives (PPO's) for purposes of administrator and teacher evaluation and School Improvement Plans. Teachers in K-8 will be observed regarding their implementation of curriculum literacy standards with fidelity. The results of the walk-through observations -- to be conducted by district literacy leaders and building administrators -- will inform decisions about differentiated, ongoing and embedded professional training.</p>	<ol style="list-style-type: none"> <li>1. All monthly administrative meetings will include coaching/training for administrators on supervising literacy curricula implementation.</li> <li>2. Percentage of PPO SMART goals achieved by administrators and teachers will improve related to implementation of adult actions in the instruction of literacy skills and knowledge.</li> </ol>
1.3.	<p>The Supervisor of Assessment and Evaluation, in concert with content-area supervisors and the district's Professional Development and Evaluation Committee (PDEC), will identify areas of strength and weakness in administrator and teacher pedagogy related to literacy instruction.</p>	<ol style="list-style-type: none"> <li>1. Conduct a school-by-school and grade-by-grade comparison of 2015 spring to 2016 spring student assessment data from the SBA and BAS to identify additional teacher training needs in both job-embedded coaching and that which occurs on full-day professional development and during Staff Day hours.</li> </ol>

1.4.	Provide K-5 teachers with coaching in mathematics instruction.	1. Grade-level SBA mathematics scores will improve by 3 percentage points from March 2016 to March 2017.
1.5	Implement co-teaching with a literacy teacher and content-area teacher (social studies in 2016-17 and science in subsequent years) in grades 6-8 as a model classroom for observation by other content-area teachers as the first step in fully integrating literacy across content areas.	1. Students' ability to use evidence to support claims in written responses to discipline-based reading materials will improve by at least one band of performance (i.e. proficient to exemplary) as evidenced in writing rubrics on common assessments from September to May.
1.6	Restructure the responsibilities of K-2 and 6-8 literacy coaches to provide direct support in the literacy framework to staff in grades 3-5, a group of teachers not directly supported previously through the literacy framework due to limited resources.	1. In K-8 schools, revise schedules of elementary literacy coaches to extend training and coaching to Grade 3 teachers. Revise job descriptions of middle school literacy coaches to train and coach teachers in grades 4 and 5. 2. In K-5 schools, shift duties of literacy coach to provide training and coaching to teachers in Grade 3. 3. In K-5 schools, shift duties of K8 literacy leaders and elementary supervisor to provide training to teachers in grades 4 and 5. K3 literacy coaches will participate in this professional training and provide follow-up support. 4. Student achievement goal for grades 3-5 addressed in #1.1, above.

**Step 3: Directions:** Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
8.5 Literacy Coaches	1.1	1 Coach for each of six K-5 schools, 1.75 coaches for each of two K-8 Schools	\$ 776,644
1.0 elementary math coach	1.4	4 math coaches work with elementary teachers on a weekly basis	\$ 67,989
3.5 Administrators, 60 days of floating elementary principal	1.1, 1.2, 1.3	Supervisor of Elementary Education, two .5 Supervisors of K-8 Literacy, Supervisor of Assessment and Evaluation, .3 Early Learning Supervisor	\$ 482,713
Literacy Coach Stipends 4 @ \$3,000	1.1	Stipends for 4 coaches who are still in training at Lesley University	12,000
226 days of substitute coverage @ \$111/day	1.1	Substitute teachers for literacy coaching conversations	25,086
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 1,364,432</b>

<b>200: Personnel Services - Benefits</b>			
Health Insurance, Dental and Medicare	1.1	Employee Benefits for Literacy Coaches	\$ 164,456
Medicare	1.4	Medicare for math coach	\$ 986
Health Insurance, Dental and Medicare	1.1, 1.2, 1.3	Supervisor of Elementary Education, two .5 Supervisors of K-8 Literacy, Supervisor of Assessment and Evaluation, floating elementary principal	\$ 66,491
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 231,933.09</b>
<b>300: Purchased Professional and Technical Services</b>			
Lesley University Site Visit Fees		Lesley University Site Visit fees	\$ 5,400.00
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 5,400.00</b>
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -

<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
on-line teacher evaluation system		Maintain teacher and administrator evaluation materials	\$ 1,200.00
3 staff travel to Tennessee to customize the on-line evaluation system \$1500 airfare, \$1800 hotels, \$60 per diem meals X 3 X 3days = \$540		Hotel, airfare, meals for 3 days	\$ 3,840.00
Lesley University Site Visit Fees		2 coaches with 2 visits each (4 visits total)	\$ 3,400.00
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ 8,440.00</b>
<b>600: Supplies</b>			
20 copies @ \$56		Guided Reading book to be used with teachers in grades 3-5.	\$ 1,120.00
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			<b>\$ 1,120.00</b>
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			<b>\$ -</b>
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			<b>\$ -</b>
<b>Talent Subtotal:</b>			<b>\$ 1,610,205.09</b>

## 2016-17 Academic Priorities

**Step 1: Place an "X" beside the district's 2016-17 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.**

<input type="checkbox"/>	Common Core-aligned curriculum transition	<input checked="" type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input checked="" type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Supports for special populations	<input checked="" type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: _____

**Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.**

Academic Priorities:		Aligned SMART Goals:
2.1	Provide Tier II intervention(s) in early literacy for students in Kindergarten to Grade 3	1. 100% of students not meeting expectations in Kindergarten through Grade 3 will receive Tier II or Tier III intervention. 2. Instructional Support caseload reports will be analyzed to measure student academic reading growth from Fall 2016/entry date to Spring 2017. 3. Students in Kindergarten through Grade 3 who score at "meets" or "exceeds" expectations according to the Bristol Instructional Level Expectations Chart for reading of the March 2017 BAS will increase by at least 10% from Spring 2016.
2.2	Provide a full-day Kindergarten program to all students who are 5 years old before January 1, 2016 and those who are aged 6 and have never been enrolled in school.	1. Seventy-four percent of Kindergarten students will score at an instructional level 8 or above on the Benchmark Assessment May 2017 administration. Data will be disaggregated into Non-High Need and High-Need subgroups. Targets are to determined in each school based upon students enrolled as of October 1, 2016. 2. _____ % of Kindergarten students will score at an instructional level C or above on the March 2017 BAS administration and/or an instructional level D or above on the end-of-year instructional level reading data collected.

2.3	Provide Tier II intervention to students scoring below the Bristol Instructional Level Expectations in reading.	1. The percentage of students exited from Tier II reading intervention, because they have achieved on-grade level performance, in grades K-2 will increase from ____ % in the 2015-2016 school year to ____ % in 2016-17. (Students exited due to qualifying for special education will be eliminated from this data set.)
2.4	Provide Tier II intervention in mathematics to elementary students where staff is available. (Each high school offers a math foundations course to students whose class and assessment data indicate they require support to close a knowledge gap. Middle school students receive math intervention based upon prior SBA scores, common assessment scores, and course grades. We have little to no consistent direct service elementary math support. Instead, we use a coaching model to improve the knowledge and strategy toolkit of our teachers with an expectation that they will impact student achievement.)	1. Students receiving intervention will improve by at least a half-level growth in their performance on the Math SBA in Spring 2017 as compared to Spring of 2016.

**Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.**

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
16 kindergarten teachers	2.1	Full time teachers providing full day kindergarten instruction.	\$ 999,107.00	\$ -
6.3 Instructional Support Teachers, 2 literacy interns	2.2	Instructional support teachers providing Tier II instruction to students in grades K-3	\$ 635,985.12	\$ -
1.5 PK teachers, 1.5 PK paraprofessionals	2.3	Provide an early learning experience for at-risk 4 year olds	\$ 167,853.00	\$ -
2.5 mathematics interns	2.4	Provide Tier II mathematics intervention	\$ 40,000.00	
math night stipends @ \$20/hour	2.4	Teacher stipends for organizing family math night	\$ 1,000.00	
Part time intern @ \$80/day	2.2	Partial cost of an intern at Bristol Preparatory Academy	\$ 6,000.00	
REACH Reading Intern @ \$90/day	2.3	Cost of part-time reading intern at NEMS	\$8,100.00	
School Data Team Stipends @ \$20/hour	2.2	Stipends for School Data Team meetings outside of school hours	\$ 11,250.00	
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 1,869,295.12</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				

Health, Dental and Medicare	2.1	Benefits for 16 kindergarten teachers	\$ 195,084.66	\$ -
Health, Dental and Medicare	2.2	Benefits for 6.3 instructional support teachers	\$ 107,229.33	\$ -
Health, Dental, Medicare, FICA	2.3	1.5 PreK teachers & 1.5 PreK Paraprofessionals		
Medicare, FICA	2.4	1 mathematics intern, Bristol Prep Intern	\$ 1,304.00	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 303,617.99</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
\$2,000	2.4	Food and materials for a city-wide math night	\$ 2,000.00	\$ -
5 LLI Kits@ \$4950 for Grades 4 & 5	2.2	Level Literacy Intervention Kits	\$ 24,750.00	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			<b>\$ 26,750.00</b>	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Academic Subtotal:</b>			<b>\$ 2,199,663.11</b>	\$ -

## 2016-17 Culture and Climate Priorities

**Step 1: Place an "X" beside the district's 2016-17 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2014-15 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.**

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism
<input checked="" type="checkbox"/>	Behavior management
<input type="checkbox"/>	Wraparound services

<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Other: _____

**Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.**

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Provide assistance to schools to intervene with families of students with chronic attendance problems related to mental health. An increasing number of students are being identified as having school attendance anxiety at such a level that school accommodations have been identified in a 504 Plan. School refusal, increased number of requests to go to the nurse's office as an anxiety accommodation	Increase the number of parents, of students identified as chronically absent, from 2 in the 2015-16 school year to 4 in the 2016-17 school year who complete the School Refusal Assessment parent section.
3.2.	Utilize the skills of a clinical social worker as an ad hoc member of each school's SRBI team to create action plans to improve the attendance of regular education students.	The LCSW will continue to be included as an ad hoc member of each high schools SRBI team when the discussion focuses on attendance concerns.
3.3.	Determine why individual students are chronically absent and create plans to reduce the number of chronically absent students. Our theory of action is: If we increase the attendance of chronically absent students, we may increase the course passing rate in core courses. Intervention is intended to reduce the drop out rate by increasing credit attainment.	individual students with an attendance intervention plan will improve their attendance from the 2015-16 school year to the 2016-17 school year.
3.4.	Continue utilizing the PBIS training and implementation as a whole school climate initiative.	Each school will decrease the number of middle-of-year and end-of-year out of school suspensions by 1 percentage point.
3.5	Strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies.	Each school will increase the number of parents participating in activities and meetings by 10%.

**Step 3:** Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
1 FTE shared by 2 high schools	3.1, 3.2, 3.3	Licensed Clinical Social Worker	\$ 48,960.00	\$ -
Stipends for teachers	3.5	Design and attend activities for parents	\$ 3,000.00	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 51,960.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
medical, medicare, FICA			\$ 8,093.81	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 8,093.81</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
SWIS Training	3.4		\$ 50.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 50.00</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>500: Other Purchased Services</b>				

6 SWIS Contuation Fees @ \$300/school	3.4	Input PBIS Data	\$ 1,800.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ 1,800.00</b>	<b>\$ -</b>
<b>600: Supplies</b>				
Attendance incentives	3.1, 3.2, 3.3, 3.4	Schools will be provided funds to incentivize students to attend school as part of their attendance plan.	\$ 4,085.38	\$ -
Materials for parent activities	3.5		\$ 1,086.00	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			<b>\$ 5,171.38</b>	<b>\$ -</b>
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>Climate Subtotal:</b>			<b>\$ 67,075.19</b>	<b>\$ -</b>

## 2016-17 Operations Priorities

**Step 1: Place an "X" beside the district's 2016-17 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.**

<input checked="" type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input checked="" type="checkbox"/>	School operations	<input type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input type="checkbox"/>	Other: _____

**Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2016-17 quarterly progress monitoring. Add or remove rows as necessary.**

Operations Priorities:		Aligned SMART Goals:
4.1.	Provide just-in-time technological support during assessment windows and for use of technology in each classroom.	
4.2.	Maintain accurate accounting of Alliance Grant dollars. The Alliance Grant is one of many grants received by the district, we allocated a percentage of each grant to the total cost of grants management. These staff do not manage general fund dollars.	
4.3.	Provide an alternative grade 9 experience for up to 45 students who have demonstrated math and/or literacy achievement that puts them at risk for failure in algebra and/or English 1 as a means for improving those students opportunity to graduate with their 4-year cohort. Learner knowledge gaps have been exacerbated by CCSS curriculum revisions in mathematics and literacy . Bristol does not have the financial resources to hire additional intervention staff in mathematics and literacy at the secondary level for it's 2 high schools and 4 middle school programs.	75% of grade 9 students enrolled in Bristol Preparatory Academy will return to their attendance area high school for grade 10 as measured by growth in SRI reading and math scores to the 7th grade level or above.
4.4.		

**Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.**

<b>Cost:</b>	<b>Alignment:</b>	<b>Description:</b>	<b>AD Investment:</b>	<b>PSD Investment:</b>
<b>100: Personnel Services - Salaries</b>				
1 Instruction Technologist	4.1	IT technician dedicated to computer based assessment	\$ 61,696.13	\$ -
.15 clerk, .2 Accountant, .35 Grant Manager	4.2	Partial Salaries of Staff Accountant, Grants Manager and Clerical Staff to manage the Alliance Grant funds	\$ 40,613.80	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 102,309.93</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
IT health, medicare, FICA	4.1		\$ 25,178.88	\$ -
Grant Management Staff health, Medicare and FICA	4.2		\$ 15,572.80	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 40,751.68</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
Cleaning Services	4.3	Cleaning contract for Bristol Prep	\$ 6,100.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 6,100.00</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
\$21,386 for 4 classroom spaces (approximately 4,000 sq.ft.)	4.3	Rent for Bristol Preparatory Academy, Alternate Education Program	\$ 21,386.00	\$ -
			\$ -	\$ -
			\$ -	\$ -

<b>400: Purchased Property Services Subtotal:</b>			<b>\$ 21,386.00</b>	<b>\$ -</b>
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>600: Supplies</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>Operations Subtotal:</b>			<b>\$ 170,547.61</b>	<b>\$ -</b>

## Non-Reform Budget - Optional Section

**Directions:** In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
			\$ -
			\$ -
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -

<b>300: Purchased Professional and Technical Services</b>			
			\$ -
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -

<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>Talent Subtotal:</b>			\$ -

## FY 17 AD and PSD Budget Summary

**Directions:** Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 1,364,432.00	\$ 1,869,295.12	\$ -	\$ 51,960.00	\$ -	\$ 102,309.93	\$ -	\$ -	\$ 3,387,997.05	\$ -
200: Personnel Services - Benefits	\$ 231,933.09	\$ 303,617.99	\$ -	\$ 8,093.81	\$ -	\$ 40,751.68	\$ -	\$ -	\$ 584,396.57	\$ -
300: Purchased Professional and Technical Services	\$ 5,400.00	\$ -	\$ -	\$ 50.00	\$ -	\$ 6,100.00	\$ -	\$ -	\$ 11,550.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,386.00	\$ -	\$ -	\$ 21,386.00	\$ -
500: Other Purchased Services	\$ 8,440.00	\$ -	\$ -	\$ 1,800.00	\$ -	\$ -	\$ -	\$ -	\$ 10,240.00	\$ -
600: Supplies	\$ 1,120.00	\$ 26,750.00	\$ -	\$ 5,171.38	\$ -	\$ -	\$ -	\$ -	\$ 33,041.38	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 1,611,325.09</b>	<b>\$ 2,199,663.11</b>	<b>\$ -</b>	<b>\$ 67,075.19</b>	<b>\$ -</b>	<b>\$ 170,547.61</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,048,611.00</b>	<b>\$ -</b>

**Instructions: Please Double-click anywhere on sheet below and scroll down in order to type superinte**

## Appendix A. Statement of Assurance

**CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS**

**PROJECT TITLE:** 2016-17 Alliance and Priority School District

**THE APPLICANT:** Ellen W. Solek, Ed.D.

The Bristol Public Schools

(insert Agency/School/)

- A. The applicant has the necessary legal authority to apply for and receive the grant;
- B. The filing of this application has been authorized by the applicant's governing body and the applicant has been duly authorized to file this application for and on behalf of said agency and the applicant has an authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be carried out under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal regulations and other policies and administrative directives of the State Board of Education and the State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the applicant;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of grant funds;
- G. The applicant will submit a final project report (within 60 days of the project completion) and interim reports, as specified, to the Connecticut State Department of Education, in accordance with the project records and access thereto as the Connecticut State Department of Education may require;
- H. The Connecticut State Department of Education reserves the exclusive right to use, reproduce, and/or publish any part or parts of any summary, abstract, reports, public information, or other materials from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to disseminate the results and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education and the State Department of Education from any and all claims, damages, and liabilities, including reasonable attorneys' fees, arising out of or from the project.

J. The applicant will protect and save harmless the State Board of Education including legal fees and costs, if any, arising out of any breach of the duties application for the grant;

---

ndent's name. Please print and have Superintendent sign.

**nces**

**ICATION**

5 |

**t Consolidated Application**

\_\_\_\_\_ HEREBY ASSURES THAT:

\_\_\_\_\_ (CBO Name)

re proposed grant;

ning body, and the undersigned official applicant, and otherwise to act as the tion;

will be administered by or under the

ederal laws and in compliance with board of Education and the Connecticut

agency;

bursement of all funds awarded;

ect completion) and such other ncluding information relating to the of Education may find necessary;

ght to use and grant the right to use ations, records and materials resulting

ill be made to continue the project ng;

from financial loss and expense

from financial loss and expense,  
as, in whole or part, described in the

---

**Teacher has a concern (behavioral or academic)**

- Tier I classroom interventions
- Differentiate instruction
- Begin informal documentation and data collection

**Tier I Collaboration**  
**Concerns shared with team (grade level, data, behaviorist, PBIS coach, department, etc)**

- Teacher informs parent/guardian of concerns
- Teacher collaborates with team and relevant staff
- Teacher shares assessment data
- SMART GOAL *"By the end of six weeks student will..."*
- Team identifies intervention and progress monitoring instrument
- Team sets date for follow up
- Implementation of intervention plan (6-8 weeks)
- Teacher informs parent/guardian of intervention/outcome of meeting

**Student meets or exceeds goal**

- Continue interventions
- Dismiss student if appropriate

**Problem Persists**

- Student does not meet SMART GOAL or has little growth

**Teacher requests meeting with SRBI Team**

- Teacher completes *Request for SRBI*
- Teacher completes *Request for SRBI Letter*

**SRBI Team Chair reviews request**

**SRBI Team meeting is scheduled**

- Teacher provides a summary of student and concerns, answers questions
- Team develops **Tier II** action plan records on **Progress Monitoring Form**
- Team determines date to reconvene team

**Implementation of Plan (8-20 weeks)**

- Intervention with fidelity including frequency and duration
- Frequent parent contact

**SRBI Follow-up Meeting**

- SRBI plan is reviewed
- If student is progressing, program continues
- If student is showing limited progress, program modification should be considered
- Update interventions as needed
- Schedule follow up meeting
- Communicate with parent/guardian

**Tier II Interventions are Successful**

- Continue interventions

**Insufficient Progress Over Two or More SRBI Cycles. Develop Tier III Plan**

- Dismiss student if appropriate

#### Develop Tier III Plan

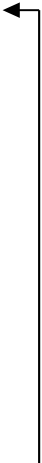
- Team develops Tier III action plan and records on Pro
- Frequency and duration increase
- Consider referral for special education evaluation

form  
**Parent**

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**Progress Monitoring Form**

# French Exchange

# 2017

## Bristol Central High School

## **TABLE OF CONTENTS**

Page 3: Anticipated Expenses

Page 4: Narrative about the Exchange

Page 5-6: Itinerary (draft)

## Trip to France: Anticipated Expenses

Category	Cost	Subtotals	Total Costs
1. School bus to and from airport	\$650X 2	\$1,300	
2. Air fare with fees and taxes	\$1200 (x28)	\$33,600	
3. Excursions in France (estimated based on prices two years ago); includes tips	\$450 per person (x28)	\$12,600	
4. Emergency fund	\$50 per student (x25)	\$1,250	
5. Travel insurance (plane)	\$100 per person (x28)	\$2,800	
<b>TOTAL COST</b>		<b>51,550</b>	
<b>Costs per student</b>		<b>2,060</b>	
*Extra money built in for flight or unexpected expenses; if it is not needed, it will be refunded as it has been with past practice.			

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

As part of our ongoing efforts to broaden the horizons of our students, as well as to meet the national, state and curricular standards of world language learning, we hope to continue an exchange between BCHS and the students of the Lycée Jean Monnet that is currently in its fifth cycle (tenth year). It is important to note that our exchange programs make Bristol more competitive with surrounding towns that offer more years of language study and similar programs. This field trip would allow us to provide similar real-world experiences that other disciplines at BCHS do in more local field trips to learn about careers and real-world application of content knowledge. Immersing students in French culture and helping them to interact with our rapidly changing world would help them to begin to navigate our planet as global citizens who must have twenty-first century skills in order to be successful after high school. These students would have no serious disciplinary issues and must have good attendance. They must be enrolled in French or have hosted a French student in the last round of the exchange.

The French teachers and students came to stay with us in March of 2016. They were housed by Bristol families and attended classes with their correspondents. The French students took trips to Boston, New York, Yale, and Mystic. We included BCHS students on a visit to Ellis Island, Liberty Island and the 9/11 Memorial. In February of 2017, we hope to send our students for a similar experience in France. Students would stay in the homes of the students who came to Bristol. They would attend classes and be able to take excursions to Paris, Normandy, and Versailles. Our French exchange partners live about forty-five minutes outside of Paris. All costs of food and housing would be borne by the host families. Our French counterparts would plan the excursions and we would use a bus service for ground transportation and Globe Travel to handle the airline tickets.

The dates of our proposed journey are Friday, February 17<sup>th</sup> 2017 until Saturday, February 25<sup>th</sup> 2017.



**EXCHANGE WITH THE LYCÉE JEAN MONNET – BRISTOL CENTRAL HIGH SCHOOL**

**Chaperone Contact Information:**

TO BE ADDED WHEN CHAPERONES/TEACHER HOSTS ARE CONFIRMED

>>Take flight from New York or New Jersey or Boston. Arrive in Paris. Coach bus to high school. **Arrival in the early afternoon.**

**Paris tours: Eiffel Tower, Montparnasse Tower, Arc de Triomphe, Louvre Museum, Seine River Cruise, Les Invalides Tour, Sacré Coeur visit, Paris Story tour, Catacombes tour**

**Normandy tours: American Cemetery, Omaha Beach, World War 2 Museum and Memorials**

**Versailles: Tour of the Palace and gardens**

## IN-PERSON REGISTRATION INFORMATION

*In person registration will be held in the*

*Bristol Central High School library on:*

*Thursday July 7, 2-6pm, and Friday*

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

*(2) separate checks, one for the class or*

*classes, and one for the book deposit. Make*  
*checks payable to:*

City of Bristol

Summer School Registration Form

Name \_\_\_\_\_

Address \_\_\_\_\_

School \_\_\_\_\_

City \_\_\_\_\_

Phone \_\_\_\_\_

Emergency Contact \_\_\_\_\_

Phone \_\_\_\_\_

Period 1 \_\_\_\_\_

Semester \_\_\_\_\_ Full Year \_\_\_\_\_

Period 2 \_\_\_\_\_

Semester \_\_\_\_\_ Full Year \_\_\_\_\_

Amount Paid \_\_\_\_\_ Check # \_\_\_\_\_

Book Deposit \_\_\_\_\_ Check # \_\_\_\_\_



# Bristol Secondary Summer School 2016

**July 11—August 12**

Bristol Central High School

480 Wolcott Street

Bristol, Connecticut

Phone: 860.584.7735 ext. 122

email: [stevegaudet@ci.bristol.ct.us](mailto:stevegaudet@ci.bristol.ct.us)



## ONLINE REGISTRATION

*Easy. Convenient and quick:*

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

**[www.bristol.k12.ct.us/hsss](http://www.bristol.k12.ct.us/hsss)**

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

**All classes will be held at:**

Bristol Central High School

480 Wolcott Street

Bristol, Connecticut

Classes will meet beginning Monday July 11  
through Friday August 12, 2016. Period 1  
classes will run from 8:00 am—9:50 am with  
a five minute break. Period 2 classes will be  
from 10:00 am— 11:50 am. Room assignments  
are available online and will be posted on the  
first day of class. Semester 1 classes run  
from 7/11-7/26, Semester 2 classes run from  
7/27-8/12. All classes run Monday—Friday.



## TUITION AND FEES

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

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

## All non-Bristol Public School

### Students:

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

Please make checks payable to:

### City of Bristol

No refunds after July 13, 2016

### Book Deposit

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

Courses may be combined or cancelled depending on enrollment.

## SUMMER COURSE OFFERINGS:

### 9TH GRADE

World History

Physical Science

Algebra I

English 9

### 10TH GRADE

Modern Amer. Hist.

Biology

Geometry

English 10

## 11TH & 12TH GRADE COURSES:

English 11 & Algebra 2

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

## ONLINE COURSE OFFERINGS:

**Civics and English 12** will be offered through Edgenuity Program. To register for these courses please call 860.584.7735 ext 122 or register online @[www.bristol.k12.ct.us/hsss](http://www.bristol.k12.ct.us/hsss) When you register on line please bring your \$25 book deposit check or money order made payable to: City of Bristol, to your first period teacher on the first day of classes. There is no book deposit for online courses.

**Semester 1 courses run from July 11 to July 26 and Semester 2 from July 27 to August 12. August 12 is a make up day.**

Additional information available at

[www.bristol.k12.ct.us/hsss](http://www.bristol.k12.ct.us/hsss)

## Summer School

### Rules & Regulations

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

### Attendance Policy

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

### To Receive Credit for the Course:

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

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

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

# SUMMER SCHOOL

## RULES & REGULATIONS

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

### Attendance Policy

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

### To Receive a Passing Grade, Students Must

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

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

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Registration Information

### IN-PERSON REGISTRATION:

Bristol Central High School  
480 Wolcott Street, Bristol;  
Library

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

### What you need to register:

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

**City of Bristol**

## **ONLINE REGISTRATION**

*Easy. Convenient and quick:*

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

**[www.bristol.k12.ct.us/msss](http://www.bristol.k12.ct.us/msss)**

### What you need to register:

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

**Bristol Public Schools**

**Middle School  
Summer School  
2016**

**July 11 - Aug 12  
Monday - Friday**



**"Committed to Excellence"**

**Bristol Central High School  
480 Wolcott Street  
Bristol, CT 06010  
Phone: 860.584.7735  
ext. 122**

**Or online at  
[www.bristol.k12.ct.us/msss](http://www.bristol.k12.ct.us/msss)  
Email questions to:  
[stevegaudet@ci.bristol.ct.us](mailto:stevegaudet@ci.bristol.ct.us)**



**BRISTOL SUMMER SCHOOL**

**2016**

## Course Descriptions

### Social Studies

**Grade 6 Time: 9:20 am. –10:20am**  
Students will learn about ancient countries customs and cultures, while actively engaging in reading nonfiction texts and writing.

**Grade 7 Time 8:15am-9:15am**  
Students will take a geographical walk through Europe, Asia, and Africa. They will read about the cultures as well as do research on the countries.

**Grade 8 Time 11:35am-12:35am**  
Students will discover American History from colonization through the Civil War using a variety of reading and writing strategies. They will engage in discussions of how America's history impacts us today.

### Middle School Math

**Grade 6 Time: 10:30am-11:30am**  
The emphasis for students is placed on improving computational skills with decimals, fractions, ratios, proportions, percents, and integers. Concepts in geometry/measurement and statistics/probability are taught.

**Grade 7 Time: 11:35am-12:35pm**  
The emphasis for students is placed on improving computational skills with integers, exponents, fractions, proportions and percents. Algebraic reasoning skills, geometry and measurement, and statistics and probability are also taught.

**Grade 8 Time: 8:15am-9:15am**  
The emphasis for students is placed on improving algebraic reasoning skills, computational skills with real numbers and exponents, geometry/measurement, statistics/probability, patterns/functions and proportion and percent.

### Language Arts

#### Grade 6 8:15am-9:15am

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

#### Grade 7 9:20am-10:20am

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

#### Grade 8 10:30am-11:30pm

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

### Middle School Science

#### Grade 6 11:35am-12:35pm

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

#### Grade 7 10:30am-11:30am

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

#### Grade 8 9:20am-10:20am

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

#### Bristol Central High School

480 Wolcott Street

Bristol, CT 06010

Phone: 860.584.7735

ext. 122

Or online at

[www.bristol.k12.ct.us/msss](http://www.bristol.k12.ct.us/msss)

Email questions to:

[stevegaudet@ci.bristol.ct.us](mailto:stevegaudet@ci.bristol.ct.us)

### Summer School Registration Form

First Course's Title/Time: \_\_\_\_\_

Second Course's Title/Time: \_\_\_\_\_

Third Course's Title/Time: \_\_\_\_\_

#### Tuition per class

**Bristol Residents: No Fee**

**Non-Bristol Residents: \$225**

#### Book Deposit

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

#### Make Checks Payable to:

Student's Name \_\_\_\_\_

Parent/Guardian's Name \_\_\_\_\_

Address \_\_\_\_\_

Emergency Contact \_\_\_\_\_

Phone Number \_\_\_\_\_

Current school and Grade \_\_\_\_\_

Amount Paid \_\_\_\_\_ Check # \_\_\_\_\_

Book Deposit \_\_\_\_\_ Check # \_\_\_\_\_

Email questions to:

[stevegaudet@ci.bristol.ct.us](mailto:stevegaudet@ci.bristol.ct.us)



## Textbook Recommendation to the Board of Education

**Subject/Course:** A.P. Human Geography  
**First Presentation BOE Meeting Date:** 4/6/16

**Grade Level:** 9-12  
**Second Presentation BOE Meeting Date:**

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

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

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	Rubric Score Total	Readability
SS-AP Human Geography	<i>Human Geography People, Place, and Culture</i>	Erin H. Fouberg, Alexander B. Murphy, and H.J. De Blij	11	2015	Wiley	51	1370 Lexile
SS-AP Human Geography	<i>The Cultural Landscape An Introduction to Human Geography</i>	James M. Rubenstein	11	2014	Pearson	48	1270 Lexile
SS-AP Human Geography	<i>Human Geography</i>	Jon C. Malinowski and David H. Kaplan		2013	McGraw hill	47	n/a

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

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
SS-AP Human Geography	<i>Human Geography People, Place, and Culture</i>	Erin H. Fouberg, Alexander B. Murphy, and H.J. De Blij	11	2015	Wiley	Hoboken, NJ	<a href="http://www.wiley.com">www.wiley.com</a>

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

*Human Geography: People, Place, and Culture, AP Edition* aims to teach students to appreciate the diversity of people, places, and cultures, and understand the role people play in shaping the world. The goals of this edition are to provide geographic context to global, regional, national and local issues and to teach students to think geographically and critically about these issues. The textbook aligns with the curriculum's content and skills, supports authentic, performance-based assessments, provides test prep sample questions, and suggests numerous on-line supplements to support academic growth.

## Textbook Recommendation to the Board of Education

<b>Student Materials Needed</b>				
<b>Quantity</b>	<b>Item Name</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Distribution: #Texts per School</b>
100	<i>Human Geography People, Place, and Culture</i>	\$150.00	\$15,000.00	50

<b>Teacher Materials Needed</b>				
<b>Quantity</b>	<b>Item Name</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Distribution: # per School</b>
2 of each	Text Art PPTs Image Gallery Clicker Questions Student Web Resources Area and Demographic Data Careers and Resources for Geoscience Students Geo Media Library Lecture PowerPoints Test Bank (Word) Appendices Pre-Lecture Questions Practice Questions ArcGIS Online Demographic Data Map Videos Basemaps	\$0	\$0	1 of each per school

<b>TOTAL COST</b>	
Total Cost for Student Texts/Materials	\$15,000.00
Total Cost for Teacher Materials	\$0
Shipping estimate	\$108.00
<b>GRAND TOTAL</b>	<b>\$15,108.00</b>

<b>Textbook Selection Committee</b>		
<b>Staff member</b>	<b>School</b>	<b>Grade/Course Taught</b>
John Stavens	Bristol Eastern High School	9
Kevin Estela	Bristol Central High School	9

