

Regular Meeting

Wednesday, September 14, 2016 7:00 PM
Auditorium, 129 Church Street, Bristol, CT 06010

1. Call to Order, National Anthem/Pledge of Allegiance, Moment of Silence	Presenter: Chris Wilson
2. Approval of Minutes - August 17, 2016 Regular Meeting	Presenter: Chris Cassin
3. Committee Reports	Presenter: Commissioners
4. Chairman's Report	Presenter: Chris Wilson
5. Superintendent Report	Presenter: Ellen Solek, Pam Brisson, Mike Dietter
6. Consent Agenda	
6.1. Personnel	
6.1.a. Administrator Hired - Effective September 19, 2016	Presenter: Chris Wilson
6.1.b. Teacher Resignations	Presenter: Chris Wilson
6.1.c. New Teacher Hires	Presenter: Chris Wilson
6.1.d. A-1 Teacher Appointment - Effective September 1, 2016	Presenter: Chris Wilson
6.1.e. A-3 Teacher Appointments - Effective September 1, 2016	Presenter: Chris Wilson
6.1.f. Sixth Year Salary Credit - Effective September 1, 2016	Presenter: Chris Wilson
6.1.g. Coaching Appointments	Presenter: Chris Wilson
6.2. Grants	
6.2.a. Alliance Grant - Year 5	Presenter: Sue Moreau
6.2.b. Bristol Preparatory Academy Lowe's Home Improvement Toolbox for Education Grant	Presenter: Larry Covino
6.2.c. Bristol Preparatory Academy Main Street Community Foundation Grant	Presenter: Larry Covino
6.2.d. Inter-District Grant - Adventures in Peace Making and Diversity 2016-2017	Presenter: Pam Brisson
7. Public Comment	
8. Deliberated Items/District Leadership Team Reports	
8.1. Request that the BOE approve the Chippens Hill Middle School Roof Project/Parapet Walls	Presenter: Sue Moreau
8.2. Request that the BOE approve the Education Specifications for the Chippens Hill Middle School Roof/Parapet Walls Project	Presenter: Sue Moreau
8.3. BOE to request City Council to establish a Building Committee for the CHMS Roof/Parapet Walls	Presenter: Sue Moreau
8.4. Request the BOE to select a member for the CHMS Nomination Building Committee	Presenter: Sue Moreau

9. Old Business

10. New Business

11. Liaison Reports

Presenter:
Commissioners

12. Information

Presenter:
Commissioners

13. VOTE TO CONVENE INTO EXECUTIVE SESSION for the purpose of discussing: 1. Superintendent Evaluation 2. Strategies for Negotiations with Local 2267 and BAPS

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

15. Adjournment

Presenter: Chris
Wilson

BOARD OF EDUCATION
Bristol, Connecticut
August 17, 2016 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, August 17, 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, David Scott, Tina Taylor, Karen Vibert and Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent of Schools, David Mills, City Council Liaison

CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

Chairman Wilson called the meeting to order at 7:00 p.m. and asked the audience to stand for the Pledge of Allegiance. A moment of silence was observed for Rosemary Fournier a Secretary at South Side School from 7/1/84 to 10/7/85; Kathryn Lyons an ESL Tutor and Substitute Teacher from 8/28/85 to 6/30/87 and 3/13/94 to 6/30/03 and Lorraine Rulli a Secretary at Hubbell from 2/28/84 to 12/1/93.

APPROVAL OF MINUTES

On motion by Commissioner Hintz and seconded by Commissioner Caggiano it was

VOTED: *That the Board of Education approve the July 6, 2016 Regular Meeting Minutes as written.*

Chairman Wilson declared the motion **PASSED** with eight commissioners in favor of the motion, and Commissioner Dube abstaining.

On motion by Commissioner Dube and seconded by Commissioner Scott it was

VOTED: *That the Board of Education approve the August 10, 2016 Special Meeting Minutes as written.*

Chairman Wilson declared the motion **PASSED** with seven commissioners in favor of the motion, and Commissioners Caggiano and Taylor abstaining.

COMMITTEE REPORTS

Communication Committee

Commissioner Caggiano reported that the committee met on Monday. He thanked the public for their response to the survey. The survey was very informative. The Blackboard Connect messaging system is all or nothing, there is no way to split a text versus a call in the system. They also received a draft proposal from Dr. Solek on a communication policy and who would generate that communication and who the communications would go to. They did not bring anything forward for approval. The committee meets on the second Monday of the month, for anyone that would like to join their discussions.

Policy Committee

Commissioner Hintz reported that the committee met on August 8th; they reviewed eight or nine policies and several were forwarded for consideration, we will address them under deliberated items.

Operation Committee

Commissioner Hintz reported that the committee met on July 19th and they considered a sidewalk deferral request at 750 Clark Avenue in front of the Arthur G. Russell Company which will appear later on the agenda.

Personnel Committee

Commissioner O'Brien reported that there has been progress. Negotiations with Local 2267 are ongoing; they will be meeting next week. They will have their initial negotiation with the BAPS unit on August 31st; there was also an open meeting with the BFT and confirmed that our initial assessment of the state plans were in line with our

consultant projections, so the discussion is on hold. There will be quite a few Personnel Committee meetings in the coming weeks regarding staffing as we head into the new school year.

Finance Committee

Commissioner Vibert reported that the committee met earlier this evening and received the final reforecast for the 2015-2016 school year budget. We are ending with a deficit of \$1,236,993 due to a multitude of things – with Special Services being one of them. They expect that this will be covered by excess cost share. In the Food Services budget, we are ending with a profit of \$14,712.00 that money will need to remain in the food services budget as it can only be used for food service purposes; we will start the 16-17 school year with a surplus. We will be making brief presentations to the Board of Finance at their monthly meeting to let them know where we stand as far as the budget goes month to month and everyone is invited to attend. Dr. Solek took a moment to say thank you to Gary Franzi on behalf of the Board of Education for his work on the budget. Mr. Franzi worked closely with City Hall to bring us to resolution on a very difficult budget and it was through his hard work that we only ended with a \$1.2 million dollar deficit.

Student Achievement Committee

Commissioner Dube reported that The Student Achievement Committee met on July 20th and reviewed revisions for several courses to align them with new national and state standards to prepare students for college and careers. The committee unanimously voted to move those revisions for approval to the Board tonight. They were for the following: Grades 6-8 ELA; World History; Communications Technology; Video Production Techniques; and TV Production. In addition, a new high school course in Multi-cultural Expressions has been designed and is recommended for approval.

CHAIRMAN'S REPORT

Chairman Wilson spoke about the Board of Education year at a glance. It was a busy ten months; the board should be proud of all the work that has been done.

He shared the district's newly established Mission Statement which is: *Teach and Learn with Passion and Purpose.*

He shared the district's newly established Beliefs, which are: 1. Excellence 2. Innovation 3. Trust 4. Inclusiveness 5. Accountability

He also shared the district's newly Core Values and Goals.

5. SUPERINTENDENT REPORT

Dr. Solek addressed today's article in the Bristol Press that declared that she was a candidate for a Superintendency in a Florida district. She wanted to state to the Board unequivocally that she is not a candidate in Florida or any other state. She enjoys very much doing the work in support of the Board of Education and working with a highly talented district leadership team, administrators, faculty and staff.

Dr. Solek announced that Rosie Vojtek, Principal at Ivy Drive School has been named president of CAS (Connecticut Association of Schools) and Chris Wilson and Karen Vibert have received the Certified Board of Education Member Award from CABA (Connecticut Association of Board of Education).

Dr. Solek reported on the district performance on the CT SAT Day results as well as reporting on the districts staffing, hiring and enrollment for the 2016-2017 school year.

CONSENT AGENDA

Dr. Solek asked the Item 6.1.a. – Administrator Hire be pulled out for further discussion.

PERSONNEL

Teacher Resignations

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

Teacher Resignations – con't

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

Angela Antonelli – CW – K-5 Library Media Specialist – Effective July 13, 2016

Tiffany Fox – SSS – Special Education – Effective August 1, 2016

Christopher McAleese – NEMS – Technology – Effective July 1, 2016

George Porter – CHMS – Science, Grade 7 – Effective August 2, 2016

Jessica Stifel – BCHS – Art – Effective June 30, 2016

New Teacher Hires - Effective August 29, 2016

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

VOTED: *That the Board of Education approve the following New Teacher Hires - Effective August 29, 2016:*

Kayla Bingham – CHMS – Math

Kristen Cavaliere – CHMS – Special Education

Sara DeFillippi – CHMS – Science

Marissa Graziano – GHS– Psychologist

Alasia Griebel – BCHS – Special Education

Justin Phee – CHMS – Psychologist

Juan Quintero – CHMS – Social Studies

Leah Storti – ID – Speech Language

Suzanne Tobin – SSS – Psychologist

A-3 Teacher Appointments

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

VOTED: *That the Board of Education approve the following A-3 Teacher Appointments:*

Dennis Griffin – BEHS – English Department Head – Effective August 29, 2016

Michelle Kalfayan – BEHS – Guidance Department Head – Effective July 1, 2016

Joseph Miller – CHMS – Purple Team Leader – Effective August 29, 2016

Jennifer Plourde – BCHS – English Department Head – Effective August 29, 2016

Teacher Request for an Unpaid Leave of Absence

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

VOTED: *That the Board of Education approve the following Teacher Request for an Unpaid Leave of Absence:*

Amanda Brezicki – MTV – Grade 5 – From Approximately August 29, 2016 through January 2, 2017

Coaching Appointments

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

VOTED: *That the Board of Education approve the following Coaching Appointments:*

Brian Archibald – .5 Faculty Manager – BCHS, effective 7/14/16

Ginny Godbout – Head Girls Soccer Coach – BCHS, effective 8/25/16

Kyle Phelan – Asst. Girls Soccer Coach – BCHS – effective 8/25/16

Lance Pepper – Interim Asst. Volleyball Coach – BCHS – effective 8/25/16

Angelina Saporito – Asst. Girls Soccer Coach – BEHS – effective 8/25/16

Holly Willette – Head Volleyball Coach – BCHS – effective 8/25/16

Tyrell Holmes – Asst. Football Coach – BEHS – effective 8/15/16

Thomas Tarantino – Asst. Football Coach – BEHS – effective 8/15/16

Adrienne Bentley – Head Girls Swim Coach – BCHS – effective 8/15/16

A-2 Athletic Appointments

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

A-2 Athletic Appointments – con’t

VOTED: That the Board of Education approve the following A-2 Athletic Appointments:

BRISTOL CENTRAL

Head Football	Jeffrey Papazian
Asst. Football	David Talmadge
Asst. Football	Kevin Taylor
Asst. Football	Matthew Gomes
Asst. Football	Ryan Broderick
Head Soccer-Boys	Nathen Jandreau
Asst. Soccer-Boys	Brian Nass
Asst. Soccer-Boys	David Greenleaf
Cross Country	Tamara Stafford-Kirk
.5 Asst. Cross Country	Paul Ryskowski
Head Soccer-Girls	Ginny Godbout
Asst. Soccer-Girls	Kyle Phelan
Asst. Soccer-Girls	TBD
Head Volleyball	TBD
Asst. Volleyball	Elaine Sherman
Interim Asst. Volleyball	Lance Pepper
Head Swimming-Girls	Adrienne Bentley
Asst. Swimming-Girls	Jody Ceglarski
Head Basketball-Boys	Timothy Barrette
Asst. Basketball-Boys	Joseph DeFillippi
Asst. Basketball-Boys	Kyle Plelan
Head Basketball-Girls	Steven Gaudet
<i>Asst. Basketball-Girls</i>	Timothy Hamel
Asst. Basketball-Girls	Monica Hayes
<i>Head Indoor Track-Co-Ed</i>	Kevin Taylor
Asst. Indoor Track-Co-Ed	Paul Ryskowski
Head Wrestling	Matthew Boissonneault
Asst. Wrestling	Matthew Krampitz
Asst. Wrestling	Jonathan Horan
Head Baseball	Sumeet “Bunty” Ray
Asst. Baseball	Shawn Mirmina
Asst. Baseball	Steven Gaudet
Head Softball	Monica Hayes
Asst. Softball	Ginny Godbout
<i>Asst. Softball</i>	Katherine Mayer
Head Track&Field-Boys	Tamara Stafford-Kirk
Asst. Track&Field-Boys	Kiara Bonilla-Jusino - Matthew Boissonneault
Head Track&Field-Girls	Michael Forgione
Asst. Track&Field-Girls	Kevin Taylor
Asst. Track&Field-Boys 1/2;Girls 1/2	Paul Ryskowski
Golf	Timothy Barrette
Tennis-Boys	Jeremy Sloate
Tennis-Girls	Richard Block
Head Boys Lacrosse	Andreas Aros
Asst. Boys Lacrosse	Michael Gissas
Head Cheerleading	TBD
Asst. Cheerleading	TBD
Faculty Manager	Brian Archibald

BRISTOL EASTERN

Head Football
 Asst. Football
 Asst. Football
 Asst. Football
 Asst. Football

Anthony Julius
 Timothy Barrette
TBD
 Richard Klett
TBD

A-2 Athletic Appointments – con't

Head Soccer-Boys
 Asst. Soccer-Boys
 Asst. Soccer-Boys
 Cross Country
 .25 Asst. Cross Country
 .25 Assistant Cross County
 Head Soccer-Girls
 Asst. Soccer-Girls
 Asst. Soccer-Girls
 Head Volleyball
 Asst. Volleyball
 Asst. Volleyball
 Head Swimming-Girls
 Asst Swimming-Girls
 Head Basketball-Boys
 Asst. Basketball-Boys
 Asst. Basketball-Boys
 Head Basketball-Girls
 Asst. Basketball-Girls
 Asst. Basketball-Girls
 Head Indoor Track-Co-Ed
 Asst. Indoor Track-Co-Ed
 Head Wrestling
 Asst. Wrestling
 Asst. Wrestling
 Head Swimming-Boys
 Asst. Swimming-Boys
 Head Baseball
 Asst. Baseball
 Asst. Baseball
 Head Softball
 Asst. Softball
 Asst. Softball
Head Outdoor Track&Field-Boys
 Asst. Outdoor Track&Field-Boys
 Head Outdoor Track&Field-Girls
 Asst. Outdoor Track&Field-Girls
 Asst. Track&Field-Boys 1/2;Girls 1/2
 Golf
 Tennis-Boys
Tennis-Girls
Head Boys Lacrosse
 Asst. Boys Lacrosse
 Head Girls Lacrosse
 Asst. Girls Lacrosse
 Faculty Manager
 Head Cheerleading
 Asst. Cheerleading

William Sweet
 Michael Greene
 Sumeet “Bunty” Ray
 Kyle Fuller
 Andrew Barton
 Jenna Donaghy
 Scott Redman
 Angelina Saporito
 Eric Steinfeld
 Stacy Rivoira
 Kelly Lejeune
 Stefanie Reay
 Nichloas Daddabbo
 Alyson Phelan
TBD
 Sumeet “Bunty” Ray
 Ryan Raponey
 Anthony Floyd
 Justine Durr
 Mark Camden
TBD
 Michael Greene
 Bryant Lishness
 John Benoit
 AJ Julius – Jeff Haadad
 Nichloas Daddabbo
 Alyson Phelan
 Michael Giovinazzo
TBD
 Brian Rooney
 Scott Redman
 Enrico Lodivico
 Nate Jandreau
 Kyle Fuller
 Michael Greene
 Anthony Floyd
 Andy Barton
 Anthony Julius
 Gregory Boulanger
 Logan Bourke
 Barbara Lessard
 Timothy Hamel
 Ryan Fisher
 Kyle Phelan
 Gary Harrigan
 John Stavens
TBD
TBD

Administrator Hire – Effective July 14, 2016

Dr. Solek wanted to congratulate and welcome Dr. Michael Dietter to his new position as the Director of Special Services.

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

VOTED: That the Board of Education approve the following Administrator Hire – Effective July 14, 2016: Dr. Michael Dietter – BOE – Director of Special Services

PUBLIC COMMENT

No one from the public wished to address the Board

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

Request for a Sidewalk Waiver at 750 Clark Avenue for AG Russell Company Inc.

Dr. Moreau discussed the Request for a Sidewalk Waiver at 750 Clark Avenue for AG Russell Company Inc. The Operations Committee reviewed a request made by the City Council to approve a sidewalk deferral at 750 Clark Avenue for the Arthur G. Russell Company. There are currently no housing units in this area. The Board of Education may request the installation of sidewalks should this ever become a walking route to a school.

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

VOTED: That the Board of Education approve the request for a sidewalk deferral at 750 Clark Avenue for the Arthur G. Russell Company and forward this recommendation to the City Council for further action.

Student Accident and Sports Insurance - 2016-2017

Dr. Moreau discussed the Student Accident and Sports Insurance for 2016-2017. The Student Accident & Athletic Insurance Program is put out for bid annually. This insurance covers students who participate in our athletic programs and is available for purchase by parents for other students. We received bids from Bollinger Insurance and Bob McCloskey Insurance. We recommend that the student accident and sports insurance be awarded to Bob McCloskey Insurance at the rate of \$98,210.00. This is the same rate as the current expiring policy. The voluntary student insurance program is available for \$18.00 for school time only or \$93.50 for around the clock coverage.

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

VOTED: That the Board of Education approve that the Student Accident and Sports Insurance for 2016-2017 be awarded to Bob McCloskey Insurance at the rate of \$98,210.00.

CURRICULUM

English Language Arts Curriculum Revisions Grades 6, 7, & 8 – Second Reading

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

VOTED: That the Board of Education approve the English Language Arts Curriculum Revisions for Grades 6, 7, and 8.

Multicultural Expressions – Second Reading

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

VOTED: That the Board of Education approve the Multicultural Expressions Course.

World History Grade 9 Revision – Second Reading

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

VOTED: That the Board of Education approve the World History Grade 9 Curriculum Revision.

Revision to Communication Technology - Second Reading

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

VOTED: That the Board of Education approve the revisions to the Communication Technology Curriculum.

Revision to TV Production - Second Reading

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

VOTED: That the Board of Education approve the revision to the TV Production Curriculum.

Revision of Video Production Techniques - Second Reading

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

VOTED: That the Board of Education approve the revisions to the Video Production Techniques Curriculum.

POLICY

Policy Affirmation - 9340 - Membership in School Board Associations

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

VOTED: That the Board of Education affirm Policy 9340 - Membership in School Board Associations.

Policy Affirmation - 9350 – Hearings

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

VOTED: That the Board of Education affirm Policy 9350 – Hearings.

Policy Revision - 9330 - Board/School District Records

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

VOTED: That the Board of Education approve Policy Revision - 9330 - Board/School District Records.

Policy Revision - 9400 - Board of Education Self Evaluation

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

VOTED: That the Board of Education approve Policy Revision - 9400 - Board of Education Self Evaluation.

New Policy - 1700 - Otherwise Lawful Possession of a Firearm

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

VOTED: That the Board of Education approve New Policy #1700 - Otherwise Lawful Possession of a Firearm.

New Policy - 4112.5 Security Check/Fingerprinting

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

VOTED: That the Board of Education approve New Policy #4112.5 Security Check/Fingerprinting.

New Policy - 4112.51 - Employment/Reference Checks

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

VOTED: That the Board of Education approve New Policy #4112.51 - Employment/Reference Checks.

New Policy - 4121 - Substitute Teachers

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

VOTED: *That the Board of Education approve New Policy #4121 - Substitute Teachers.*

The policy committee has deferred the 1000 Series to Communications and Community Relations Committee, so they will be reviewing that section.

NEW BUSINESS

There was no New Business to come before the Board.

LIAISON REPORTS

There were no Liaison Reports.

INFORMATION

Commissioner Vibert and Commissioner Taylor shared information about a recent presentation they attended with Robert Putnam, a Professor of Public Policy at Harvard. He has also served as Dean of Harvard's Kennedy School of Government had been consulted by Presidents Clinton, Bush and Obama and other national leaders, and he is an award winning author. The presentation was a summary of his newest book: "Our Kids, The American Dream in Crisis".

Commissioner Caggiano recently spoke with former Bristol Eastern student Brayden Malley who happens to be a transgender male. As we look at policies and will need to continue to look and add to them in accordance with President Obama's transgender directive on school bathrooms. He wanted to pass along a couple of things: Education and understanding are key as well as a neutral space is key for all students, so that students don't feel like they are being singled out. Braden would love to attend a policy committee meeting to answer questions and discuss policies regarding all students.

Councilor Mills shared the progress of the turf fields with the Board. Bristol Central is much further along than Bristol Eastern; there was a drain issue at Bristol Eastern which has slowed them down. Turf installation should begin at the beginning of September. He noted that when we sign with this company, they were told that there would be two crews working simultaneously, that is not happening. At the recent turf meeting there was discussion about the funds that were allocated to the board for lighting; Mr. Mills wanted to know the status. Dr. Moreau is not sure when work will begin, but that she knows that the RFP has gone out.

Commissioner Dube shared with the Board that she and a group of volunteers have been working on letters to the two students in our district with cancer; one is at South Side and the other at West Bristol. When the students received their packets, they were ecstatic. If any board member is interested in sending a note of encouragement, please see her for their addresses.

VOTE TO CONVENE INTO EXECUTIVE SESSION

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

VOTED: *That the Board of Education convene into Executive Session for the purpose of discussing: 1. Superintendent Evaluation and 2. Strategies for Negotiations with Local 2267 and BAPS. (8:29 p.m.)*

EXECUTIVE SESSION

PRESENT: Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien, David Scott, Tina Taylor, Karen Vibert and Christopher Wilson; Ellen W. Solek, Susan Kalt Moreau, Pamela Brisson, Michael Dietter, Sam Galloway, David Mills.

Executive Session was called to order (8:39 p.m.)

Discussion:

- Commissioners should run requests for information through committees.
- Discussion of 2267 negotiations
- Discussion of BAPS negotiations.
- Personnel meeting August 30th at 5:00 p.m. for the committee at 5:30 p.m. general attendees.
- Discussion of Superintendent goals.

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

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

VOTED: The Board of Education should reconvene into Public Session to take votes on any items discussed in Executive Session. (9:44 p.m.)

ADJOURNMENT

On motion by Commissioner O'Brien, seconded by Commissioner Dube it was unanimously

VOTED: With there being no other business to come before the Board of Education the meeting should be adjourned. (9:45 p.m.)

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to Board of Education

Governance section

CREATING EDUCATIONAL EXCELLENCE THROUGH ECONOMIC, RACIAL AND ETHNIC INTEGRATION

CABE believes that each child must have equal access to effective free, public education and to the services of well-educated and skillful teachers.

CABE supports efforts by the State of Connecticut:

1. to address and solve the issues of social and economic isolation in the areas of housing, transportation, employment, access to health care and social services; and
2. to make the necessary funding available to urban, suburban and rural school districts across the state to develop and sustain integrated educational programs and exchanges that create educational excellence.

CABE urges urban, suburban and rural school districts:

1. to affirm that all children can learn and accept the challenge to educate each child to his/her fullest potential;
2. to enter into interdistrict partnerships which create integrated educational excellence and promote social, cultural, ethnic and racial exchange and interaction among diverse groups;
3. to continue their efforts to increase the recruitment of qualified individuals who reflect this state's diversity to the teaching profession and administration;
4. to make parents as well as the greater community full partners in the education of all children; and
5. to recognize their critical role in creating policies, providing training, and maintaining oversight to ensure that students, regardless of gender, race, creed, national origin, or sexual orientation have equal educational opportunities and are treated equitably. [in the classroom and in other school settings.]

Explanation of change: Editorial change

COORDINATION OF SERVICES TO CHILDREN AND FAMILIES

CABE urges the state, local, and federal government to support interagency partnerships to connect children and families with comprehensive services such as special education, counseling, health, nutrition, family support and juvenile delinquency prevention. [and other comprehensive services must focus on the total needs of the child.]

CABE urges all Connecticut school boards to develop a process for structuring voluntary interagency partnerships. [Interagency collaboration for services]

Explanation of change: Editorial change

STUDENT ACHIEVEMENT AND ASSESSMENT

CABE urges all Connecticut boards of education to provide strong leadership to raise student achievement, and to create a school climate that fosters academic and personal development.

CABE urges boards of education, the State Board of Education and the General Assembly to recognize the broad range of attributes that contribute to student success, including but not limited to academic achievement, critical thinking, community service and integrity.

CABE urges the state and federal government to provide resources to support high quality professional development for all certified staff.

CABE urges the Connecticut State Department of Education to increase support and funding for educational programs supporting arts.

CABE urges the state to create and fund a system designed to share successful curricula and/or programs enhancing student achievement among school districts using the State Department of Education and Regional Education Service Centers.

[CABE urges the State Department of Education to review the SAT testing requirements for 11th graders.]

CABE urges the state and federal government to provide on-going funding resources and technical assistance to districts to evaluate assessment data and allow greater use of data-driven decision making in the adjustment of curriculum and instructional practice.

CABE supports efforts to improve student assessment programs that enhance individual student achievement and are part of a planned program for meeting educational objectives. CABE is opposed to a federal testing program.

CABE urges the State Department of Education to provide boards of education with explanatory and instructional materials one full year prior to implementing any new or revised statewide assessments.

CABE urges school boards to affirm their commitment to the improvement of student learning and to:

- Openly evaluate data on student achievement indicators;
- Discuss processes that affect the instructional program;
- Examine the impact of the district's course of study on learning;
- Review/revise district goals to focus on student progress;
- Strive to find methods to remove barriers to learning;
- Inform district staff, students, parents, and the community about student achievement in the schools; and
- Promote an excitement for learning.

Explanation of change: Deletion of 6th paragraph: There is a committee reviewing testing requirements

THE LEGISLATIVE – SCHOOL BOARD PARTNERSHIP

[CABE urges the legislature to operate in a more predictable fashion in consultation with local boards of education, giving full airing to proposals impacting local communities prior to voting on them.]

CABE urges local school boards to provide legislators with objective assessments of proposed legislation.

CABE urges members of the Legislature to exercise restraint when addressing education issues that impact local operations. Overly prescriptive law or regulation inhibits local capacity to innovate and best serve its public.

CABE supports a requirement that a local impact study be conducted before any education laws/policies are enacted by the legislature or regulations are adopted by the Connecticut Department of Education. The local impact study shall include costs and benefits of such law/policy/regulation.

Explanation of change: Deletion of 1st paragraph and combines existing resolutions “Legislative Mandates” and parts of the “Impact of Law and Regulations” resolution.

[THE NEW STATE DEPARTMENT OF EDUCATION DEFINITION OF “EXCUSED” ABSENCES

CABE urges the State Department of Education to allow boards of education to determine what constitutes an excused absence.]

Explanation of change: Recommended for deletion. This is unlikely to be achieved.

TRUANCY

CABE urges [the Governor's office,] the State Board of Education and the Connecticut General Assembly to support, through technical assistance and funding, early intervention programs developed by local school districts that involve the interagency coordination of services to students who are habitual truants or at risk of becoming truants.

Explanation of change: Editorial

LEGISLATIVE MANDATES

~~CABE urges members of the Legislature to exercise restraint when addressing education issues that impact local operations. Overly prescriptive law or regulation inhibits local capacity to innovate and best serve its public.~~

Explanation of change: Resolution was combined into “The Legislative School Board Partnership”

PROGRAMS FOR STUDENTS WITH LIMITED ENGLISH SPEAKING PROFICIENCY

CABE urges:

1. the State Department of Education to encourage locally initiated, innovative alternative approaches to educating limited English speaking students with the specific goal of attaining English proficiency as rapidly as possible; and
2. the state legislature to appropriate adequate funding to assist school boards in providing the most effective programs which educate limited English proficient students.

Explanation of change: Editorial

[STUDENT TIME ON TASK

CABE urges all Connecticut school boards to study how available time is used and to explore a variety of options for increasing the amount of time that students are actively engaged in learning.]

Explanation of change: Deletion – Districts have addressed this issue.

[IMPACT OF LAWS AND REGULATIONS

CABE supports a requirement that a local impact study be conducted before any education laws/policies are enacted by the legislature or regulations are adopted by the Connecticut Department of Education. The proposed laws/policies/regulations shall be subject to a public hearing with the results of the impact study available to the public prior to the scheduled hearing. The local impact study shall include costs and benefits of such law/policy/regulation. Board of education members and school administrators shall have the opportunity to provide input, and such input should be documented.]

Explanation of change: Recommend deletion. These issues are now included in “The Legislative School Board Partnership” resolution.

DISTRIBUTION OF INFORMATION CONCERNING REFERENDA

CABE supports an amendment to Section 9-369 of the general statutes to clearly allow prior to a referendum:

- communications to employees or contractors concerning the effect of the proposal;
- expenditures of public funds to communicate information to the community concerning the effect of the proposal; and
- the use of school communication systems to provide the time, date and place of referendums.

In addition, if the court overturns a decision by the Elections Enforcement Commission in which a violation had been found by the Commission, the Commission shall pay all legal fees, costs and expenses of such person or persons.

Explanation of change: Editorial

Finance section**PUBLIC EDUCATION FUNDING**

CABE urges the Legislature to take necessary steps to ensure that the primary sources of local district funding are protected from erosion through the development of biennial state budgets which maintain grant funding at least at existing levels and avoid imposition of mandates or state tax shifting which might result in the transfer of state obligations to local property taxes.

CABE supports the concept of full state and federal funding on a current basis for any mandated programs. CABE supports the passage of legislation making state mandates on local boards of education unenforceable unless said mandates are fully funded year to year by the state legislature.

Explanation of change: Combined existing resolution “Funding Mandatory Programs”.

THE SCHOOL FINANCE SYSTEM

The increased burden of the cost of public education, largely as a result of mandates imposed on public school systems by state government, requires a more equitable sharing by state and local funding sources. Therefore, state legislation should recognize:

1. the responsibility of the state government to provide an equitable share of total local school expenses;
2. the need for the state to distribute funds on an adequate basis with the primary responsibility for local expenditure determination to remain with the local school board;
3. that local school districts should develop, with state assistance, procedures to ensure fiscal accountability and efficiency and the most effective use of tax dollars;
4. the need to restructure the state spending cap so all federal education funds flow to school districts;
5. the state responsibility to fund court-ordered programs; and
6. the need for financial incentives to foster interdistrict and/or regional interdistrict cooperation.

CABE supports:

1. use of the most current audited data in any school finance formula;
2. continued exploration of more accurate methods of measuring the wealth of each town, the cost of appropriately educating each child - including those children who are economically disadvantaged or have other special needs, the costs associated with participation in public school choice programs, magnet schools and charter schools, and the unique cost burdens borne by poor rural and poor urban school districts;
3. monitoring of the effectiveness of school finance programs to ensure that towns spend an appropriate amount for the education of each student in order to provide substantially equal advantages taking into account differences in local costs based on relevant economic and educational factors and on course offerings of special interest in diverse Connecticut communities;
4. state funding for education provided directly to local and regional boards of education;
5. the creation of a more consistent manner of reporting and calculating per pupil expenditure;
6. reducing the cost of special education to LEAs and requiring the State to pay its fair share of the costs directly to boards of education;
7. funding for gifted and talented programs;
8. the differential in the cost of operating a secondary only regional school district be factored into the ECS Formula [and transportation formula] and that the MBR be applied separately to schools in K-6 or K-8 districts with designated or regional high schools;
9. full state funding for participation in regional vocational-agricultural programs, including transportation costs;
10. financial incentives for school districts operating extended day kindergarten programs, after school and summer remedial programs; [and]
11. adequate support for adult vocational education programs; and
12. **RESTORATION OF THE TRANSPORTATION GRANT**

Explanation of change: Deletes reference to transportation grant in #8 and adds #12.

[FUNDING MANDATORY PROGRAMS

CABE supports the concept of full state and federal funding on a current basis for any mandated programs. CABE supports the passage of legislation making state mandates on local boards of education unenforceable unless said mandates are fully funded year to year by the state legislature.]

Explanation of change: Recommend deletion resolution was combined with “Public Education Funding”.

Special Education section

CLARIFICATION AND SIMPLIFICATION OF THE STATE AND FEDERAL SPECIAL EDUCATION LAWS AND REGULATIONS

CABE urges the simplification and clarification of state and federal special education laws and regulations in order to more efficiently and effectively deliver special education programs to those students who require them.]

Explanation of change: Deletion – The issue is addressed in specific resolutions

DCF SPECIAL EDUCATION STUDENTS

CABE urges the legislature to provide that the Department of Children and Families pay a percentage of the cost for special education for students attending local school districts.

Note: To be discussed with Resolutions Committee

PLACEMENTS BY THE DEPARTMENT OF CHILDREN AND FAMILIES

CABE urges the Connecticut State Department of Education to provide for the full cost for educating students placed in private and public educational programs through DCF for children in their custody.

Note: To be discussed with the Resolutions Committee

Certification section

[CERTIFICATION RECIPROCITY

CABE urges the Commissioner of Education to establish a committee to review certification reciprocity for certified candidates possessing appropriate certification from other states.]

Explanation of change: Deletion: This issue is addressed in “Certified Educator Shortages”

Resolution Proposal

Submitted by: New London Board of Education

Subject: High Stakes Testing

Issue: Our nation's school systems have been spending growing amounts of time, money and energy on high-stakes standardized testing, in which student performance on standardized tests is used to make major decisions affecting individual students, educators and schools.

Resolution: CABE calls on the governor, state legislature and state education boards and administrators to reexamine public school accountability systems in this state, and to develop a system based on multiple forms of assessment which does not require extensive standardized testing, more accurately reflects the broad range of student learning, and is used to support students and improve schools.

Rationale: The use of high-stakes, standardized tests mandated by state and federal accountability systems, which haven't been validated as reliable measures of learning and educator effectiveness, undermines quality in public schools by hampering educators' ability to focus on the broad range of learning experiences that promote the innovation, problem solving, collaboration, and deep subject-matter knowledge that students will need to thrive in a democracy and an increasingly global society and economy.

Further Explanation: The over-emphasis on standardized testing has caused collateral damage including teaching to the test, reducing love of learning, pushing students out of school, driving excellent teachers out of the profession, and undermining school climate. Also, the Federal Elementary and Secondary Education Act's testing policies fail to appropriately assess the learning of students with disabilities and non-native English speaking students, resulting in test scores that do not accurately represent a true measure of the contributions of teachers and schools; resulting in further inequities due to perceptions and repercussions in lower resource schools.

Resolution Proposal

<u>Submitted by:</u>	Putnam Board of Education
Subject:	Legislative Mandates
Issue:	The Connecticut General Assembly has continuously passed mandates that place a burden on Local Education Agencies (LEA).
Resolution:	CABE urges the Connecticut General Assembly not to pass additional mandates concerning LEAs or municipalities without a thorough cost analysis of these mandates.
Rationale:	The State of Connecticut continues to fund education below levels which allow for the adequate education of all students in Connecticut however the General Assembly continues to pass legislation which causes Local Education Agencies (LEA) to spend scarce resources on the implementation of these mandates.

Further Explanation: The General Assembly has continuously passed legislation that has placed a burden on Local Educational Agencies. In recent years, there has been an increase in such mandates. Presently, mandates require a LEA to use a majority if not all of their professional development time to satisfy mandated requirements. These training obligations include: dating violence, bullying, restraint and seclusion training for all school personnel, school safety plans as well as dyslexia training. Recent additions to mandates include cancer awareness instruction and student data privacy. Some mandates are placed in "Implementer Bills" and have not had significant legislative vetting. The General Assembly should prohibit the use of the "Implementer Bills" to pass significant legislation.

Resolution Proposal

Submitted by: Putnam Board of Education

Subject: Burden of Proof

Issue: Connecticut State Reg, 10-76h-15 places the burden of proof on the school district when there is a dispute concerning an educational setting for a student.

Resolution: CABE urges the State of Connecticut to make the burden of proof on the party that initiated a special education hearing.

Rationale: The State of Connecticut continues to fund education below levels which allow for the adequate education of all students in Connecticut. The special protection given to parents in hearings involving special education students has caused an escalation of special education costs for Local Education Agencies (LEA).

Further Explanation: Connecticut State Reg, 10-76h-15 gives parents of special education students a greater level of protection than federal law. Connecticut's current regulation plays a key role in determining the vast majority of cases favoring the student.

Resolution Proposal

Submitted by: Vernon Board of Education

Subject: KINDERGARTEN SCHOOL AGED ENTRY

Issue: The entry date for kindergarten students to enroll in school at age five.

Resolution: CABE urges the State Legislators to adopt the date for Entry into Kindergarten to be five years old on or before September 1st

Rationale: Students are entering kindergarten not ready for learning due to their developmental (age) progress. There are students who are 4 years 8 months in kindergarten classrooms with students who may be 5 years 8 months due to the state regulations. Academic, social and emotional development and preparedness for all students entering kindergarten is a must. The state achievement gap begins in kindergarten when students who are enrolled are not developmentally prepared (mostly due to their age.)

Further explanation: Connecticut is the only state in the nation with a Kindergarten start date of January 1st at age 5. All other states either have students begin when their birthday is from various dates from July 31st to October 1st. Five states in the nation allow the individual LEA to determine when a student begins kindergarten at age 5. District research shows that 90% of kindergarten retentions are students who are born in October, November or December. Preparing students for kindergarten is critical as long as they start on the same playing field. (i.e. their age.)

Resolution Proposal

Submitted by: Vernon Board of Education

Subject: STATE TESTING IN GRADES 4, 6, 8, and 10/11

Issue: The over-testing of high-stakes state assessments in local districts to determine school ratings.

Resolution: CABE Urges the State Department of Education to mandate student testing in grades 4, 6, 8 and 10 or 11 in the areas of English language arts and mathematics.

Rationale: Currently, there is testing in Grade 3, 4, 5, 6, 7, 8 and 11 in the areas of English language arts and mathematics for all students in public schools. Science is tested in grades 5, 8, and 10. Most of the data is used to rate schools on their educational effectiveness. The state testing is summative and not formative, so this data is not used to inform student progress or drive instruction in the classroom.

Further explanation: Testing students in 7 grades levels out of 13 is excessive. High stakes testing is not recommended for students under the age of 8, which half the students in Grade 3 are enrolled – Intelligent (IQ) quotient testing is not administered for students under the age of 8. In an educational age, where there are a myriad of testing assessments used to measure student progress like SAT, PSAT, OLSAT, etc. a climate of over emphasis on testing has occurred. In a 180 day school year, there are more hours dedicated to student testing in the history of education. If the primary reason is to measure schools, then testing in only 4 grade levels will suffice.

Resolution Proposal

Submitted by: Vernon Board of Education

Subject: CREATION OF AN SDE OFFICE OF SCHOOL SAFETY & SECURITY

Issue: The need to create a State Department of Education Office of School Safety & Security to support school districts and centralize resources.

Resolution: CBE Urges the State Department of Education to create an Office of School Safety & Security to provide districts with the information, guidelines, and resources to adequately provide safe school environments for students and staff.

Rationale: Currently, there are no centralized resources (or office) that school districts can access to assist in this area of school safety and student security. School districts are forced to use other government agencies, like DAS, or local police for guidance and direction. There is no uniform standard or best practice that addresses safety and security.

Further explanation: In the wake of Sandy Hook and Columbine, school safety and student security is the top priority for all districts in Connecticut. Having the needed resources to provide adequate safeguards for children is a must in today's schools. Districts are struggling with the standards that are needed for schools and inundated from companies who want to sell their products to school districts. Just as there is a need for curriculum assistance, there should be for school security.

Resolution Proposal Form

- Submitted by:** Waterbury Board of Education
- Subject:** Reporting of In-school suspensions
- Issue:** In-school suspensions reported as an absence from school for students.
- Resolution:** Recommend that the State Department of Education not consider a student's in-school suspension as an absence from school.
- Rationale:** The legislation that created in-school suspension was based on the premise that students on out-of-school suspension lose valuable instruction time. The in-school suspension law requires programming that provides students with instruction while serving in-school suspension. Designating in-school suspension as an absence is in direct conflict with the ISS statute and its purpose and penalizes both the student and district unfairly.
- Further explanations:** n/a

Resolution Proposal Form

- Submitted by:** Waterbury Board of Education
- Subject:** Removal of Vermiculite Fireproofing
- Issue:** Removal of Vermiculite Fireproofing as Asbestos
- Resolution:** Recommend that the State Department of Education/State Department of Administrative Services allow the opportunity for asbestos testing to be performed on vermiculite fireproofing prior to it automatically being considered asbestos.
- Rationale:** Vermiculite was widely used as fireproofing 40 years ago. In limited instances, vermiculite mining occurred in proximity to asbestos mining, creating cross contamination. There is one documented location where such cross contamination occurred. The state facilities unit has ruled that all vermiculite must be assumed as containing asbestos. The cost to districts can lead to millions in remediation costs. (For one Waterbury roof replacement project, added cost was just short of 4 million). Reliable asbestos testing exists, and districts should be allowed to test vermiculite and remove/remediate/dispose accordingly.
- Further explanations:** n/a

DISTINGUISHED STATE LEGISLATOR AWARDS

Rationale: The CAFE Legislative program is critical to the purposes of the Association. The support and cooperation of Connecticut legislators is essential to the advancement of CAFE's Legislative Program. There should be established an award to be given at an appropriate time to outstanding legislators who:

1. have, through their efforts on one or more issues in the Connecticut General Assembly, made a significant contribution to public elementary and secondary education in Connecticut;
2. held office as a Senator or Representative in the Connecticut General Assembly in the year prior to the year of the award.

Award: The Award should consist of the following:

1. a framed certificate outlining the efforts of each recipient on behalf of public education
2. a permanent plaque bearing the name of each recipient located in the CAFE office.

- Process:**
1. CAFE Staff will identify critical legislative issues from the previous session of the General Assembly and indicate those legislators who played a key role in support of CAFE's position.
 2. At least two weeks prior to the presentation, the Government Relations Committee may take action to select the recipient(s) of the Distinguished Legislator(s) Award.
 3. The Government Relations Committee shall transmit to the Board of Directors, prior to presentation, the name(s) of the award recipient(s).
 4. The Vice President for Government Relations shall notify each award recipient that he/she will receive the award and will be honored.
 5. CAFE Distinguished Legislator Awards shall be presented to each recipient by the CAFE President and Vice President For Government Relations. Board members from the recipients' district(s) shall take part in the presentation.
 6. CAFE shall inform the media in an attempt to give media coverage.

DISTINGUISHED STATE LEGISLATOR AWARDS

The CABA Distinguished Legislator Award has been presented to:

1989

Representative Lynn Taborsak

1990

Representative Naomi K. Cohen

1993

Senator Kevin Sullivan

1995

Representative Anne McDonald

1996

Senator Judith Freedman

1996

Representative Cameron Staples

1998

Representative Nancy Beals

1999

Representative Denise W. Merrill

2000

Lt. Governor Jodi Rell

2003

Representative Shawn Johnston

2005

Representative Bob Godfrey

2008

Representative Richard Ferrari

2008

Representative James Spallone

Biography

Representative Douglas McCrory

For Douglas McCrory, giving back has always been a top priority. Elected as the Democratic candidate for Hartford's 7th Assembly District in 2004, Doug promised accountability and accessibility. Even before the election, however, he's been committed to strengthening neighborhoods through education, development and civic engagement.

A vice principal for the Capitol Region Education Council (CREC), Doug has been an educator for over 20 years. Beginning as a teacher at Sarah J. Rawson Elementary School, he has also taught at and served as vice principal at Lewis Fox Middle School. Recognizing the importance of strong role models and education as the keys to positive development, Doug worked with fellow teacher Sadiq Ali to found the Benjamin E. Mays Institute, which emphasizes positive self-esteem through the use of a curriculum infused with African American history and themes.

Doug has also been involved in politics at the grassroots level, serving as a Democratic Town Committee member in the 7th District for several years. Recognizing the importance of participation among people of color in the political process, Doug has continuously encouraged young people to become engaged civically, to register and vote.

A scholarship basketball player at the University of Hartford, Doug has shared his love for the sport with young people by coaching for Hartford's Northend Little League, the Hartford Hurricanes and the Boys & Girls Club. He believes in teaching children the value of academics combined with the physical discipline of sports. Doug graduated from the University of Hartford with a Master's in Business Administration, after completing his Bachelor's degree there. He also earned his Master's Degree in Elementary Administration from Sacred Heart University and is a member of the Omega Psi Phi Fraternity. Due to his strong will to better our community coupled with his academic and political success, Doug has been recognized and awarded for many accomplishments.

A Blue Hills resident and Hartford native, Doug lives with his wife Foye Smith, an attorney, and their children. He is currently serving his 6th term as State Representative and is a member of the of Appropriations, Higher Education, Education, and Legislative Management Committees. He holds the leadership title of Deputy Majority Leader and is a member of the Connecticut Black & Puerto Rican Caucus as well as the Co-Chairman of the Appropriations-Judicial & Corrections Subcommittee.

BRISTOL PUBLIC SCHOOLS

Kdg - 2 = 22

Gr. 3 - 5 = 27

ENROLLMENT FIGURES

Seventh Day: September 12, 2016

Elem.School	Pre-K	Kgn.	1	2	3	4	5	Total	Total Prev. Yr.	DIFF.
Edgewood	11	17	16	18	25	19	25			
	6	16	18	18	26	18	27			
		11	16	18		18				
Total	17	44	50	54	51	55	52	323	337	-14
Greene-Hills	14	22	20	22	26	24	21			
	15	22	21	22	25	24	21			
		22	19	22	25	24	21			
		22	20	22	25	23	21			
		23	20							
Total	29	111	100	88	101	95	84	608	640	-32
Hubbell	16	22	17	19	19	20	24			
	13	22	18	19	20	20	20			
	7	23	17	19	20	17	25			
	9		18	19						
Total	45	67	70	76	59	57	69	443	458	-15
Ivy Drive	13	21	19	21	20	24	25			
	13	20	20	22	20	23	25			
		21	22		20	22	24			
Total	26	62	61	43	60	69	74	395	407	-12
Mt. View	16	18	19	20	24	19	22			
	8	18	19	19	24	19	21			
		18	23	18		20	23			
Total	24	54	61	57	48	58	66	368	380	-12
South Side	11	21	20	19	19	21	25			
	13	18	20	18	20	22	23			
	12	19	20	18	19	23	23			
	13			19	20	22				
Total	49	58	60	74	78	88	71	478	500	-22

BRISTOL PUBLIC SCHOOLS

Kdg - 2 = 22

Gr. 3 - 5 = 27

ENROLLMENT FIGURES

Elem.School	Pre-K	Kgn.	1	2	3	4	5	Total	Total Prev. Yr.	DIFF.	
Stafford		17	22	19	24	26	22				
		18	22	17	24	27	19				
		19	22	17	23	27	19				
		19	22	18			21				
Total	0	73	88	71	71	80	81	464	459	5	
West Bristol		18	21	19	26	22	23				
		18	21	19	25	21	22				
		17	20	18	25	21	22				
		18	20	19	25	21	21				
		18	22	18		21	21				
Total	0	89	104	93	101	106	109	602	637	-35	
BECC	10										
	7										
	8										
	8										
	9										
	10										
	4										
	7										
	10										
	7										
Speech	16		speech moved from EPH								
Total	96	0	0	0	0	0	0	96	71	25	
TOTALS	286	558	594	556	569	608	606	3777	3889	-112	
Total K - 5		558	594	556	569	608	606	3491	3546	-55	

Projections										
Prowda		593	599	552	554	605	586	3489		2

Elementary Class Size Averages

Pre-K	Kgn.	1	2	3	4	5	K - 5
11.0	19.2	19.8	19.2	22.8	21.7	22.4	20.8

Range	4-16	11-23	16-23	17-22	17-27	17-27	19-27
	excludes speech						

BRISTOL PUBLIC SCHOOLS

Kdg - 2 = 22

Gr. 3 - 5 = 27

ENROLLMENT FIGURES

Mid. School	6	7	8	Total	Total Prev. Yr.	DIFF.
Chippens Hill	264	241	267	772	720	52
Greene-Hills	116	106	101	323	293	30
Northeast	165	147	156	468	431	37
West Bristol	115	92	84	291	290	1
Total	660	586	608	1854	1734	120

Projections						
Prowda	650	576	611	1837		17

High School	9	10	11	12	Total	Total Prev. Yr.	DIFF.
BCHS	299	311	262	267	1139	1147	-8
BEHS	270	291	292	308	1161	1202	-41
BPA	11	14	12	10	47	31	16
Total	580	616	566	585	2347	2380	-33

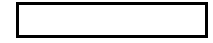
Projections							
Prowda	611	576	599	577	2363		-16

Number Attending	Total to Date	Total Prv. Yr.	DIFF.
Total PreK-5	3777	3889	-112
Total Gr.6-8	1854	1734	120
Total Gr.9-12	2347	2380	-33
Gr. Total Enrolled	7978	8003	-25

Difference in K-12 totals between Prowda & Bristol

Prowda	Bristol	DIFF.
7689	7692	-3

SUMMARY		DIFFERENCE		
Total SPED Ret/Res	14	Total SPED Hired	11	-3
Total Reg Ret/Res	21	Total Reg Hired	15	-6
Total Admin	5	Total Admin Hired	3	-2
TOTAL RET/RES	40	TOTAL HIRED	29	-11 NET COST SAVINGS \$1,554,442



Nathaniel P. Ziegler

Objective

A combination of education and experience have provided the ability to team effectively with administrators, teachers, support staff, and parents in order to promote student achievement, enhancing district-wide programming, and evolve with the districts changing needs. I am committed to ensuring equal access to education so that all students will meet the academic standards set forth by the Connecticut Department of Education and achieve their full potential. My strong leadership and interpersonal skills, along with my flexibility and experience in and out of the district, make me a valuable candidate for the position of Supervisor of Special Education.

Experience

Director of Special Education

Hartford Board of Education

Hartford, CT

August 2012 - Current

- Responsible for supervision of special education programs and supervision and evaluation of special education staff
- Assist building administrators with the process of interviewing and selecting new hires
- Use of computer data management system for the development and record management of special education students and monitoring compliance with state regulations
- Provide ongoing professional development at the district, building, and community level
- Address and respond to state complaints and due process requests
- Case manage the referral process and out of district students
- Coordinate and communicate department meetings within portfolio schools, provide legal updates and address compliance concerns
- Provide training and certification in Crisis Prevention and Intervention

Director of Special Education

City of Northampton

2010 - 2012

Associate Director of Pupil Services

City of Northampton

2008 - 2010

- Assisting the Superintendent of Schools with administrative tasks, special education programming, and curriculum development, in order to maintain and enhance the Northampton Public schools
- Contributing to the development of district-wide goals and procedures related to special education and related services
- Integrating and coordinating regular and special education services, which includes providing the collaboration and support necessary for addressing the diverse needs of students in inclusive settings
- Overseeing private out of district placements, Early Childhood Services, English Language Education and the implementation and evaluation of pre-referrals as well as leading preventative meetings prior to mediation and litigation
- Collaborating with Principals, Vice Principals, Guidance staff, and Early Childhood Coordinators, in order to implement state special education regulations, IDEA, ADA, and ELE regulations
- Establishing standards and guidelines for internal evaluations of programming and staff
- Participating in Committees and Subcommittees within the district, in order to promote the quality of academic programs and services
- Assisting with the recruiting and hiring of special education and related services faculty and staff
- Providing open lines of communication and collaboration with the local PAC members and parents regarding special education programming and services

Education

Certificate of Advanced Graduate Studies, Special Education Administration

- American International College Springfield, MA 2009

Masters of Education, Special Education

- American International College Springfield, MA 2002

Bachelor of Arts, Psychology

- Indiana University of Pennsylvania Indiana, Pennsylvania 1997

Certifications

- Intermediate Administration and Supervision (092), CT
- Special Education: Comprehensive (165), Grades K-12, CT
- Superintendent /Assistant Superintendent, MA
- Special Education Administrator, All Levels, MA
- Special Needs, 5-12, Professional, MA

Professional Organizations

- Connecticut Administrators of Special Education
- Council for Exceptional Children
- International Dyslexia Association
- Western Massachusetts Learning Centers for Children, Advisory Council (previous)
- Western Massachusetts Association of Special Education Administrators (previous)

Municipal/Elected Positions

City Counselor at Large for the City of Easthampton Easthampton, MA 2012 - 2016

- Committee Chair for Property, Ordinance Clerk, and Appointments Subcommittees

References

- Additional references are available on request

Chelsea Berg

Objective: Seeking an elementary teaching position in Bristol Public Schools.

Education: Central Connecticut State University, New Britain, CT
Bachelor of Science in English, May 2015

Certification: Connecticut Teacher Certification, K-6 (013)
Connecticut Teacher Certification, English, 7-12, (015), Pending

Teaching Experience:

Stafford Elementary School – Bristol, CT
Literacy Intern, Grades K-5

August 2015 - Present

- Piloting an added special to the school to allow for common teacher planning time at each grade level (*Love of Learning*).
- Promoting literacy by designing and implementing literacy-based lessons that are aligned with Common Core State Standards at each grade level.
- Conducting 45-minute whole-classroom lessons for grade levels K-5 on a weekly basis.
- Collaborating with a variety of school professionals and using a variety of different resources to enhance classroom lessons.
- Implementing cooperative learning, team-building, and positive social interactions through literacy based lessons and activities.

Greene-Hills School – Bristol, CT
Building Aid / Building Substitute

May 2015 – June 2015

- Substituted in grade levels K-8.
- Implemented various lessons in all subject areas and grade levels.
- Substituted specials (Physical Education, Technology Education, etc.).

Stafford Elementary School - Bristol, CT
Student Teacher, Grade 4

January 2015 - May 2015

- Designed and implemented a mathematics unit based on the UbD model.
- Created or implemented lessons in all of the content areas.
- Actively participated in PPT's as they occurred.
- Differentiated lessons for high and low achievers on a daily basis.
- Worked directly with Special Education teachers and case managers to provide learning disabled students with appropriate accommodations and modifications on a daily basis.
- Attended data team meetings on a monthly basis.
- Regularly team-taught a variety of lessons with cooperating teacher.
- Planned and collaborated with grade level team weekly.

- Daily planned and implemented lessons that utilized technology (SMARTBoard, computers, document cameras, Chromebooks, etc.).
- Corrected students work daily, provided feedback to students, and used student work as evidence/data.
- Communicated with parents regularly at pick-up and at parent-teacher conferences.
- Classroom management primarily fostered by positive behavior reinforcement, using the *Class DoJo* point system.

Related Work Experience:

Play & Learn Child Development Center, LLC – Thomaston, CT

Teacher's Assistant

May 2012 – August 2015

- Assist in planning and implementing toddler lesson plans.
- Engaging the children in a wide variety of activities and projects that foster exploration and learning through hands-on experiences.
- First-Aid, CPR, and Epi-Pen Certified (exp. 10/2016)

Honors:

The Henry L. & Nellie E. Blakeslee Scholarship – Thomaston, CT: Fall 2010 – Spring 2015

Central Connecticut State University: *Cum Laude Honor* – Spring 2015

President's List Standing – Spring 2015

Dean's List Standing – Fall 2013, Spring 2014, Fall 2014, Spring 2015

Memberships in Professional Organizations:

Sigma Tau Delta International English Honor Society – Member since 2012

Kappa Delta Pi International Honor Society in Education – Member since 2014

Professional Development Activities:

Bristol Public Schools – Bristol, CT

- Data Team
- Webb's Depth of Knowledge
- Close Reading
- Team Building

Central Connecticut State University – New Britain, CT

- Literacy Essentials Conference – April 2014-2015
- Orff Schulwerk: The Pedagogy of the Imagination – October 2014

Cassandra J. Casner

CAREER OBJECTIVE

To positively influence students to become successful and independent individuals while maintaining a comfortable and educational learning atmosphere suitable for student development and growth.

PERSONAL SKILLS

- ❖ Exceptional behavior management skills and strategies
- ❖ Possess outstanding communicational and interpersonal abilities, both orally and in writing
- ❖ Outstanding personality, capable of handling varied tasks
- ❖ Capacity to solve challenging and complex problems with ease and sincerity
- ❖ Extremely organized and efficient with time management

EDUCATION

University of Saint Joseph—West Hartford, CT
Anticipated Masters in Special Education Spring 2017

Southern Connecticut State University—New Haven, CT
Bachelor of Arts in English—3.69 Overall GPA—Dean's List/Cum Laude

EMPLOYMENT HISTORY

Kelly Educational Staffing—Farmington, CT
February 2016- Present

- ❖ Long-term substitute teacher in behavioral GOAL classroom with 7 Kindergarten, First, and Second grade students
- ❖ Successfully managed two educational paraprofessional staff members
- ❖ Creatively modified and instructed all areas of academics to students
- ❖ Employed behavior management strategies daily

Hillside Equestrian Meadows—Wolcott, CT
May 2012-Present

- ❖ Train and manage sales of five or more young horses
- ❖ Give instructional riding lessons to students looking to participate in horse shows
- ❖ Successfully instruct students at horse shows

Rivendell Farm—Durham, CT
October 2014- Present

- ❖ Give instructional horseback riding lessons to students of all ages and abilities
- ❖ Give instructional therapeutic horseback riding lessons to individuals with disabilities
- ❖ Assist head trainer at horse shows
- ❖ Co-Coach for High School and Middle School Horseback riding team

Bristol Public Schools—Bristol, CT
September 2013- February 2016

- ❖ Paraprofessional in Alternative Special Education Program for behaviorally challenged students
- ❖ PMT Certified
- ❖ Assist classroom teacher in all areas of teaching including English, Math, Science, and History
- ❖ Readily prepare homework and "busy work" for students to complete as well as working closely with teacher to develop weekly lesson plans
- ❖ Work one-on-one with students requiring extra help or behavior strategies
- ❖ Adequately use positive reinforcement and behavior management techniques to maintain a safe and constructive learning atmosphere

Bouncing Pony Farm—Morris, CT

Michael DiDominizio

Summary

- A highly qualified special education teacher who strives to lead by making a positive learning experience for all learners. Works to improve school climate for all students learn grade level content as well as attaining the 21st Century skills to become productive members of society.

Education

EDUCATIONAL ADMINISTRATION 092 CERTIFICATE –PENDING- UNIVERSITY OF BRIDGEPORT

SIXTH YEAR DEGREE IN EDUCATION - AUGUST, 2009 - UNIVERSITY OF NEW ENGLAND

MASTER OF SCIENCE IN EDUCATION- DECEMBER 2007- WALDEN UNIVERSITY

-Curriculum, Instruction, & Assessment

BACHELOR OF SCIENCE IN SPECIAL EDUCATION- JUNE 1998- GEORGIA SOUTHWESTERN STATE UNIVERSITY

Skills & Abilities

- Fast Learner
- Data Driven Curriculum Expertise
- Self-Motivated
- Critical Thinker
- Creative and Interactive Lesson Plans
- Leadership Orientation
- Special Education Law Expertise

Experience

SPECIAL EDUCATION TEACHER | WILBY HIGH SCHOOL, WATERBURY, CT | 9/15-PRESENT

- Co-Taught Special Education Teacher
- Develop IEP's and Behavioral Plans, administer achievement evaluations

SPECIAL EDUCATION TEACHER | ENLIGHTENMENT SCHOOL, WATERBURY, CT | 10/02-9/15

- Self-contained special education teacher for expelled students
- Math Data Team Leader

SPECIAL EDUCATION TEACHER- TYRRELL MIDDLE SCHOOL, Wolcott, CT- 9/00-10/02

-Self-contained special education teacher for emotional disturbed and learning disabled students

SPECIAL EDUCATION TEACHER- CURTIS SCHOOL, Cheshire, CT- 9/98-9/00

-Self-contained special education teacher for emotionally disturbed student in residential educational setting

Accomplishments/Leadership Initiatives

- Educational Leadership Internship/Project- 2016
 - PBIS leader:
 - Developed/Revised PBIS Program
 - Created agendas and lead PBIS Meetings
 - Created PBIS Handbook and documents
 - Collected, organized and analyzed discipline data
 - Trained staff on PBIS principles and leadership roles
- Lead EIP Meetings-2016
- Assisted in coordinating the Naugatuck Valley C.T.C Bridge Program for graduating students at Wilby High School
- Member of Leadership Team at Wilby High School: assisted in revising school's improvement plan-2016
- Assisted and coordinated SAT schedule and proctor assignments with guidance staff at WHS-2016
- Collected, organized, and analyzed Discipline Data in SWIS Data Base
- Nominated for Enlightenment School's Teacher of The Year- 2012
- Math Data Team Leader at Enlightenment School- 2012
- 4.0 GPA in Master's in Education
- President's List (4.0 GPA) during Bachelor's Degree in Education

Diana R. Gavrilis

Professional Credentials:

**Certified School Psychologist, CT (070)
Connecticut Association of School Psychologists**

Educational Background:

Sixth Year Certificate

The University of Hartford, West Hartford, CT 06107 (2008)
Major: School Psychology certification program [Completed 69 credits in a National Association of School Psychologists, Approved & NCATE Recognized Program]

Master of Science

The University of Hartford, West Hartford, CT 06107 (2007)
Major: School Psychology
Specialization in Clinical Child Counseling

Bachelor of Arts

The University of Hartford, West Hartford, CT 06107 (2004)
Major: Psychology
Magna Cum Laude
Departmental Honors
Psi Chi: Member of the National Honor Society in Psychology

Professional Training:

Platt Technical High School, Milford, CT 06461 (2007-2008)

Completed 1200+ hour internship site training with a certified school psychologist. Responsible for testing, individual counseling, group counseling, collaboration, and programmatic intervention.

Jefferson Elementary, New Britain, CT 06050 (2006-2007)

Completed 600+ hour practicum site training with a certified school psychologist in a rural school district. Responsible for testing, and counseling.

D.M.H.A.S., Middletown, CT 06457 (2004)

Worked with a forensic psychologist conducting competency to stand trial evaluations, attended seminars and workshops at Whiting Forensic.

860-462-1519

The University of Hartford, West Hartford, CT 06107 (2001-2003)

Research assistant of a very productive research team that studied hypnotic suggestibility and pain reduction when coupled with one of six psychological interventions for controlling pain.

The Village for Children and Families, Hartford, CT 06105 (2002)

Assisted in various aspects with children that have emotional, behavioral, and social difficulties.

Professional Competencies and Skills:

Cognitive Assessment	Personality Assessment
Group Counseling	Individual Counseling
Case management	Consultation
Functional Behavioral Assessment	SYMLOG
Assessment and Management of Suicide	Grief/Loss
LSCI	CPI
Family Counseling	Psychoeducational Assessment

Professional Development:

Best Practices in LD and Nondiscriminatory Assessment:

Advanced training in the use of the KABC-II and Academic Ability Test with Culturally and Linguistically Diverse Students, presented by Sam Ortiz.

Capturing Kids Hearts:

Advanced clinical training in building relationships with all students and colleagues, creating a safe environment for learning, and developing self-managing classrooms.

Life Space Crisis Intervention

The skills of connecting to and reclaiming troubled children and youth involved in self-defeating patterns of behavior.

Woodcock Johnson Tests of Cognitive Abilities-Third Edition

Advanced training in administration and interpretation of the WJ-III.

Wechsler Intelligence Scale for Children-Fourth Edition

Advanced training with Jerome Sattler in the administration and interpreting the WISC-IV, WIPPSI, and WAIS-III.

Assessing and Managing Suicide Risk

Clinical competencies in the assessment and management of suicide risk in adults and children by the American Association of Suicidology.

860-462-1519

Treatment of Childhood Grief and Loss

Core competencies for working with children struggling with grief and loss issues.

Employment History:

2012-2014

Wilby High School, Waterbury, CT 06704

School Psychologist

Collaborating with pupil service personnel and instructional staff, serving in consultative roles within and out of the classroom. As well, collaborating with parents and being a contributing member of the PPT process. Responsibilities also include testing (an average of 85-100, evaluations per year), crisis intervention, counseling, functional behavioral assessments, create behavioral intervention plans personalized for each student, transition planning, an active member of the school wide Positive Behavioral Intervention Support team, and a certified Nonviolent Crisis Intervention trainer for the district.

2008 – 2012

West Side Middle School, Waterbury, CT 06708

School Psychologist

Responsibilities include evaluations (an average of 80-100 evaluations per year), written assessments, crisis intervention, counseling, functional behavioral assessments, create behavioral intervention plans personalized for each student, transition planning, an active member of the school wide Positive Behavioral Intervention Support team, and a certified Nonviolent Crisis Intervention trainer for the district. Additionally, facilitating social skills and anger management groups, collaborating with pupil service personnel and instructional staff, serving in consultative roles within and out of the classroom. As well, collaborating with parents and being a contributing member of the PPT process.

1999 - 2007

Dellaria Salon, Farmington, CT 06032

Manager

Responsibilities included maintaining an energetic environment with a staff of twenty. Scheduling, ordering inventory, hiring and terminating employees. Marketing, advertising, and developing a standard of excellence for the company.

1986 - 1999

Olympia Diner, Newington, CT 06111

Manager

Responsibilities included scheduling employees, payroll, purchasing and billing, just in time ordering, hiring and terminating employees, and all of the multi-tasking that is generally involved with running a restaurant.

Jesse Gumpert

EDUCATION

Master of Science in Special Education

Central Connecticut State University, September 2011-December 2013

Southern Connecticut State University, August 2010-December 2010

Certification in Special Education, 165-K-12

Southern Connecticut State University, May 2009

Theatre/Fine Arts Courses, University of North London, London, UK, July-August 2002

B. A. in Theatre/Fine Arts, Eastern Connecticut State University, 1997-2002

TEACHING EXPERIENCE

Special Education Teacher

August 2013- June 2016

Middle School of Plainville, Plainville CT

- Case manager for 6th grade special education students.
- Regular contact with parents regarding student progress.
- Development of IEP goals and objectives.
- Triennial testing with Woodcock-Johnson IV and evaluation report writing.
- Co-planning with regular education teachers in all academic areas.
- Creation and distribution of modified materials and supplementals to students.
- Frequent use of Google Drive for forms, spreadsheets, and documents.
- Transition 5th grade students and families to Middle School.
- Implement tier 1, 2, and 3 interventions.
- Coordinate support services related to IEPs.
- Create schedules for incoming students.
- Consulted on the creation of and implemented Behavior Intervention Plans.
- In class support in all academic areas with a focus in Math and Language Arts.
- Collaborated with academic teams to convert test materials to Google platform.

Special Education Teacher

August 2011- July 2013

Wamogo High School, Litchfield, CT

- Provided resource room support for high school students grades nine through twelve.
- Modified assessment materials as needed per IEP and individual needs.
- Maintained parent communication regarding academic progress and behavior.
- Maintained communication with special services staff regarding student progress.
- Prepared and delivered annual and triennial PPT reports and evaluation reports.
- Developed IEPs based on individual student needs.
- Administered achievement testing using the Woodcock-Johnson III.
- Customized student programming based on vocational and therapeutic needs.

Special Education Teacher

August 2009- June 2011

Amity Middle School, Bethany, CT

- Co-taught with eighth grade content teachers.
- Modified assessment materials as well as assignments per individual student needs.
- Maintained parent communication regarding academic progress and behavior.
- Maintained communication with special services staff regarding student progress.
- Prepared and delivered annual and triennial PPT reports and evaluation reports.
- Developed IEPs based on individual student needs.
- Administered achievement testing using the Woodcock-Johnson III.
- Administered CMT Checklist.
- Co-advised the 2009-10 Leo Club.
- Designed behavior improvement plans for individual student needs.
- Recorded minutes for eighth grade interdisciplinary team daily meetings.

Paraprofessional/Teacher's Aide

June 2004-January 2009

Amity School District #5, Woodbridge, CT

- Provided Special Education program support in a life skills-based classroom with ID population.
- Aided in one-to-one academic inclusion at the junior high and high school level.
- Job coached special needs students at the high school level.
- Assisted advisor of special needs extracurricular clubs and activities such as Best Buddies and Unified Sports.

RELATED EXPERIENCE

Amity Athletics

March 2011-June 2011

- Goalie coach, Amity High School Varsity/JV girls' lacrosse team

Camp Coordinator, Travelin' Teens

May 2008-August 2010, summer 2012

Town of Orange Park and Recreation Department

- Booked, planned, organized, and oversaw daily summer outings for 39 youths ages 11-15, including transportation to all venues in and out of state.
- Coordinated budget and spending with Town of Orange.
- Supervised counselor staff.
- Arranged mass mailings promoting extra camp-related activities

Zoe Mendal

EDUCATION

Connecticut Office of Higher Education's Alternate Route to Teacher Certification

General Science 7-12 (034)

Hofstra University - Honors College, Hempstead, N.Y.

B.A. Biology; minor in Biochemistry

Major GPA: 3.84 Cumulative GPA: 3.9

Honors/Awards: Summa cum laude, Tri-Beta Biological Honor Society, Biology Undergraduate Research Fellowship, Phi Beta Kappa Honors Society, Honors College Graduate with Distinction, Presidential Scholarship

RELEVANT WORK EXPERIENCE

Saint Mary School; Middle School Math, Science, and Literature

Newington, CT

Full-time Teacher; 8th grade class advisor

August 2015-August 2016

- ◆ Designed and implemented differentiated, multi-age model lesson plans for five different 5-8th grade subjects, aligned to Hartford Archdiocesan curriculum standards
- ◆ Provided weekly afterschool tutoring for 3-8th grade students
- ◆ Organized fundraising, service and social events on behalf of the 8th grade class, and orchestrated graduation activities

Saint Mary School Summer Program

Newington, CT

Program Co-Director

June 2016-August 2016

- ◆ Developed an exciting, enriching environment for campers age 4-12 while working with parents and staff to maintain order and safety
- ◆ Planned and coordinated a range of full-day academic, athletic, and artistic camp activities

Saint Brigid School; Middle School Math and Science

West Hartford, CT

Permanent Full-time Substitute Teacher

November 2014-June 2015

- ◆ Carried out all responsibilities and duties of a full-time teacher and offered weekly tutoring
- ◆ Assistant director of drama club's spring musical

Mad Science of Western New England

Indian Orchard, MA

After-school and Summer Program Instructor

June 2014 – present

- ◆ Lead students in a variety of interactive, creative explorations of the world around them

Hofstra University Biology Department

Hempstead, NY

Teaching Assistant and Tutor

September 2013-May 2014

- ◆ Prepared and maintained laboratory classroom, including equipment setup and solutions preparation
- ◆ Aided students in study skill development, scientific writing, and laboratory methods

RELATED EXPERIENCE

Student Teaching

Simsbury High School: Biology II & Intro to Physical Science

Simsbury, CT

February – March, 2016

National Shellfisheries Association Annual Conference

Jacksonville, FL, *Spring 2014*

Field Study Abroad in Galapagos Islands and Amazon Basin

Ecuador, *January 2014*

Hofstra University Undergraduate Biology Research Fellow

Hempstead, NY *Summer 2013*

SPECIAL SKILLS AND INTERESTS

Red Cross Water Safety Instructor Certification

June 2014 – present

The Bushnell Center for the Performing Arts

Harford, CT

Usher/Volunteer

West Hartford Girls' Softball League

West Hartford, CT

Fundraising Volunteer

Connecticut Ultimate (Frisbee) Club

Central CT area

Athlete

South Windsor Women's Volleyball League

South Windsor, CT

Athlete

Jamie M. O'Meara

Certifications

Elementary Education 013; Special Education 165; Adult Education 088; ESL 107; NEDP

Experience

Adult and Continuing Education

- Teach classes in GED preparation, SAT preparation, and Computer Basics at various sites
- March 2011 to present at Education Connection, Litchfield, CT

Classroom Teacher

- Taught second, third, fourth, fifth grades; Professional Certification 013
- Training included: Guided Reading, Columbia Writing Project, BEST Mentor
- Member of test development committee: created district-wide math assessments
- Member of the Science Fair Committee
- 1997 to 2005 in the Winchester Public Schools, Winchester, CT

Research Assistant/ Project Coordinator/ University Assistant

- Worked extensively on program evaluations for grants through the School of Education
- Quantitative and qualitative analyses using SPSS; Designed surveys; Published results
- 2004 to 2009 in the Center for Community & School Action Research, New Haven, CT

Education

2015-2016 Capitol Region Education Council, Hartford, CT
Advanced Alternate Route to Certification in Special Education

2002-2008 Southern Connecticut State University, New Haven, CT
Master of Science Degree in Research, Statistics, and Measurement; GPA of 3.97

1993-1996 Central Connecticut State University, New Britain, CT
Bachelor of Science Degree in Education; Math, Science, Geography
Graduated Magna Cum Laude; G.P.A of 3.75

Additional Information

Boards and Committees:

Assistant Director, Little People of America District I New England
Secretary, Harwinton Library Board of Trustees

Data Analyses: Parametric and non-parametric statistics including ANOVA; MANOVA; ANCOVA; multiple regression; multivariate analysis; psychometrics including item analysis; nonparametric statistics; reliability analysis; factor analysis; chi-square tests

Jamie M. O'Meara

Certifications

Elementary Education 013; Special Education 165; Adult Education 088; ESL 107; NEDP

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Kristy Ricciardone

Objective

To obtain a challenging position within a professional environment providing opportunity for growth and career development.

Profile

Accomplished educator with demonstrated ability to teach, motivate, and direct students while maintaining high interest and achievement. Articulate communicator able to effectively interact with diverse populations of students at a variety of academic levels. Consistently maintain excellent relations with students, parents, faculty, and administrators. Self-motivated with strong planning, organizational and leadership skills. Flexible and versatile. Poised and competent with demonstrated ability to easily transcend cultural differences. Excellent team-building skills. Relentless commitment to student's academic, emotional and behavioral growth.

Skills Summary

- | | | |
|---|-------------------------|--|
| ⊗ Classroom Management | ⊗ Standardized | ⊗ CCSS/SRBI/RTI |
| ⊗ Creative Lesson Planning | ⊗ Testing/Scoring | ⊗ Special Needs Students/IEPs |
| ⊗ Curriculum Development | ⊗ Learner Assessment | ⊗ Excellent Oral/Written Communication |
| ⊗ FBA/BIP's – Data Collection and Analysis. | ⊗ Experiential Learning | ⊗ PBIS Committee Member |

Certifications

- ◆ *Connecticut Teacher's Certification, Professional Special Education(265) K-12,*
- ◆ *Certified Senior Trainer- Life Space Crisis Intervention (2008) (2014)*

Education

UNIVERSITY OF SCRANTON – Scranton, PA
MS.ED. Curriculum and Instruction GPA 3.97/4.0

CENTRAL CONNECTICUT STATE UNIVERSITY – New Britain, CT
BS.ED. Special Education GPA: 3.59/4.0

Professional Experience

Annie Fisher Montessori Magnet School Hartford, CT. (Nov 2013 – present)

Special Education Teacher/Compliance Monitor

- Instruct special education students and students requiring intervention in academic subjects using a variety of techniques to reinforce learning and to meet students' varying needs and interests.
- Confer with suburban school districts, parents, administrators, testing specialists, social workers, and other professionals to assess students, develop individualized education programs (IEPs) and behavior intervention plans designed to promote students' educational, physical, and social/emotional development.
- Assist in the adoption, creation, and implementation of school wide policies/procedures in regards to Special Education, Discipline, Behavior, RTI/SRBI.

Kristy Ricciardone

- Train certified and non-certified staff in Life Space Crisis Intervention.
- Conduct Functional Behavior Assessments (FBA) and create Behavior Intervention Plans.
- Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Provide crisis intervention to students in inclusive classrooms (Pre-K – 8th grade).
- Ensure that all special education case managers and related service personnel abide by Federal and State laws when holding Planning and Placement team meetings as well as writing and implementing Individualized Education Programs.
- Assist in the program and curriculum development of the Erdkinder Middle School Program.
- Co- teach middle school language arts class.

Chippens Hill Middle School, Bristol, CT

(2010 – November 2013)

Special Education Teacher- GOAL self-contained classroom

- ◆ Teach core subjects aligned with CCSS and regular education curriculum to students in grades 6-8 with significant emotional and behavioral difficulties.
- ◆ Manage and shape student behavior to increase self-regulation and participation into the general education setting.
- ◆ Interact with and participate in consultations with specialists as appropriate in order to plan and prepare each student's individualized educational program in accordance with goals/objectives.
- ◆ Administer NWEA, CMT, and educational testing to all students on caseload.
- ◆ Utilize data obtained from standardized testing to drive instruction and increase student academic achievement.
- ◆ Supervise, evaluate, and plan assignments for paraprofessionals.
- ◆ Collaborate with outside agencies such as DCF, Juvenile Justice, and ICAPS, as needed to meet students and family's needs.
- ◆ Conduct Functional Behavioral Assessments and create varying levels of Behavior Intervention Plans.

Northwest Village School Wheeler Clinic, Plainville, CT

(2001 – 2010)

Special Education Teacher- High School Team (grades 9-12)

- ◆ Plan, develop, and implement curriculum and educational programs in accordance with educational/treatment goals and students' abilities.
Manage student behavior utilizing crisis intervention strategies and restorative practices to encourage best possible student educational experience.
- ◆ Interact with and participate in consultations with specialists as appropriate in order to plan and prepare each student's individualized educational program in accordance with goals/and objectives.
- ◆ Attend multi-disciplinary meetings to facilitate comprehensive program planning.
- ◆ Maintain accurate and complete student records, and prepare reports on children and activities, as required by laws, clinic policies, and administrative regulations.
- ◆ Supervise, evaluate, and plan assignments for teacher assistants, and vocational assistants.
- ◆ Prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of state and school systems.

- ◆ Train certified and non-certified staff in Life Space Crisis Intervention

- ◆ Collaborate with agencies such as DCF, Juvenile Justice, and ICAPS, as needed to meet students and family's needs.

Sheryl L. Roche

Education

Alternate Route to Certification (ARC) May 2016
Secondary Certification in Mathematics

Northwestern University (1999)
J.L. Kellogg Graduate School of Management
Executive Masters Program
Masters of Business Administration

University of Iowa (1981)
Engineering School
Bachelor of Science
Biomedical Engineering

Teaching Experience

Avon Public Schools – May 2014-June 2016

Mathematics Teacher (April 2016 – June 2016 – LTS)

- Taught Calculus, Statistics and Geometry
- Prepared lessons, class activities, quizzes and tests.

Student Teaching (February 22 – April 4, 2016)

- Taught Honors Pre-calculus and Trigonometry/Statistics.
- Prepared syllabi, class notes, quizzes and tests.
- Used Smart Board technology and TI Interactive to teach curriculum.

Mathematics Teacher (October 2014 – June 2015 – LTS)

- Taught Pre-Algebra (honors and non-honors) to seventh grade students.
- Prepared lessons, class activities, quizzes and tests.
- Interacted with peers to create a positive learning environment.
- Communicated with parents to enhance learning behavior.

Substitute Teacher (May 2014 – Present)

- Worked with math teachers to continue learning during their absence.
- Worked at the middle school and high school.

Tredyffrin Easttown School District – 2002-2013

Mathematics Teacher (March – April 2011 – Emergency Certified)

- Taught Honors Pre-calculus and Trigonometry/Algebra 3.
- Prepared syllabi, class notes, quizzes and tests.
- Used Smart Board technology and TI Interactive to teach curriculum.

Mathematics Tutor (January 2005 – June 2013)

- Tutored over 5000 students per year at Conestoga High School in all math disciplines.
- Private tutored a regular clientele in all math subjects and SAT prep.
- Created math curriculum for students to improve their math skills.
- Assisted Department Chair on many activities to improve teaching environment for students.

Volunteer (August 2002 – June 2013)

- Executive member of the Board of Trustees For FLITE (Foundations for Learning in Tredyffrin Easttown). Served as Chair of FLITE for two years.
- President of the PTO for TEMS for two years.
- Launched a PTO website for parents, teachers and students.
- Designed and wrote the copy for the PTO website.
- Chaired the school store including purchasing, organizing and selling school supplies.
- Increased the profit by more than two fold.

Professional Experience**W.W. Grainger – 1992-2002****Regional General Manager/Cross Functional Team Leader**

- Responsible for sales and operations for the Mid-Atlantic Region: \$315M, 36 branch locations, approximately 575 employees including 7 District Managers, 112 Territory Managers and 36 Branch Managers.
- Established a balance between sales performance, gross profit, productivity, customer service index and inventory.
- Drove evolution toward call centers, telesales, centralized distribution centers and Internet channels as key critical success factors.
- Created and executed the strategic direction for the Region for sales growth, product deployment, marketing efforts and staffing needs to meet the company's budget requirements and growth plans.
- Created a government team to penetrate and significantly grow federal and state business in the Baltimore and DC markets.

Product Category Director

- Responsible for the Pumps, Plumbing and Fluid Power product categories with sales over \$450M.
- Improved Economic Earnings by 15.3% and gross margin by 6%.
- Designed a price/cost management strategy that provided market competitive pricing while optimizing Economic Earnings. Negotiated with key suppliers to achieve category goals.
- Conducted annual planning sessions with strategic and alliance suppliers and set the direction for approximately 210 suppliers.
- Designed and implemented product positioning strategies that aligned with overall marketing segment and company strategies.
- Responsible for a team of 24 people including two Supply Managers, an Operations Manager and 15 technical support individuals.

Operations Manager

- Responsible for Inbound, Outbound and Transportation of a 1.1M sq. ft. building with \$70M in product inventory and a turnover rate of 12.
- Managed an operations team of approximately 320 employees including 10 supervisors across three shifts.
- Developed a monthly rewards and recognition system that greatly improved productivity.
- Designed a process to improve safety and housekeeping in high traffic areas. Completed one year with no lost time accidents.

Key Account Manager

- Increased sales growth by over 35% for key account sales of industrial products.
- Developed long-term relationships with customers leading to value-added contractual supply agreements.
- Maintained an account package of \$2M while creating business growth plans for the entire market.
- Achieved President's Club in 1994.

Team Roles

- Integrated team to design the key human resource benefits for Grainger. Presented a comprehensive plan and three-year implementation schedule for seven areas of human capital.
- Three-year advisor for a Leadership Development Candidate.
- Leadership role on new Performance Excellence Process.
- Mentor for females on fast growth tracks within the company.
- Co-chair for MBA team activities.

Dow Chemical Company – 1989-1992

Sr. Applications Development Engineer

- Started the Applications role for the medical market segment for Dow Plastics by vertical penetration with key accounts for engineered plastics.
- Provided technical consultation to Tier One accounts on design recommendations and plastic selection for new medical products.
- Leadership role on the Medical Market Team in developing strategic positioning.
- Key member of material replacement task force for defining and developing new materials resulting in 30M lbs. in new business.
- Dow Diamond Achiever.

Baxter Healthcare Corporation – 1982-1989

International Program Manager

- Responsible for directing and coordinating an international team for a \$40M program for intravenous drug therapy.
- Established internal regulatory and marketing requirements in Europe and AMPAC to obtain government approval.
- Developed and implemented international and domestic marketing strategy and business plans to execute market trials.
- Responsible for implementation and testing of state-of-the-art manufacturing process.

Project Manager

- Completed technical feasibility assessment of state-of-the-art FFS application.
- Provided technical development and acted as contractual liaison with key vendors.
- Coordinated technical group efforts including: process, material development, regulatory submissions and packaging.
- Adhered to aggressive time schedule to meet business objectives.

Quality Control Superintendent

- Managed and developed administrative and hourly employees in job activities that spanned across divisional product lines.
- Directed implementation and start-up of four new product lines.

- Developed schedules and assured quality commitment for areas of responsibility.
- Responsible for three cost centers including developing budgets and assuring cost containment.

Corporate Quality Control Engineer

- Represented Quality Assurance on quality issues across multi-divisional areas in project task groups.
- Quality representative on feasibility studies for several new products and manufacturing transfers.
- Prepared, analyzed, and represented key quality concerns to senior management.

Senior Engineer, Engineer

- Established quality guidelines for renal therapy product lines.
- Wrote specifications for new product lines and revised specifications for existing products.
- Tested and analyzed product capability limits and evaluated product complaints.
- Made recommendations regarding product enhancements.
- Coordinated and presented information for technical feasibility review meetings.

University of Iowa / Mayo Clinic – 1980-1982
Biomedical Research Assistant

Keila Vega Rosario

Objective: To achieve meaningful employment with a successful institution where I can develop skills and abilities regarding my academic preparation and experience and become a key employee.

Overview of qualifications:

- Accomplished and Goal-Orientated.
- Working in a fast-paced environment.
- Work with and without supervision.
- Be aware to daily changes in schedule.

Certifications:

- Science Teacher Certification.
- Chemistry Teacher Certification.
- Full Validation Program Certification.

Technology:

- Microsoft Word
- Microsoft Excel
- Microsoft Power Point
- Power Teacher
- Compass Learning

Education:

- Interamerican University of Puerto Rico, Ponce, Puerto Rico.
- Master's Degree in Chemistry Curriculums and Teaching.

June 2010 ~ May 2012

- University of Puerto Rico. Arecibo, Puerto Rico Campus.
- Bachelor's Degree in Chemical Technology. Major: Industrial Chemical Processes.
- Associates Degree in Chemical Engineering. Major: Chemical Engineering.

Aug 2000 ~ May 2004

Employment history (Teacher):

List of regular duties:

- Prepare Daily Plans using Department of Education standards and curriculum.
- Use of technology to prepare classes, laboratories, and special projects.
- Keep in contact and organize meetings with student's parents.

Dr. Joseph S. Renzulli Gifted and Talented Academy, Hartford, Connecticut, USA Aug 2014- Present
Department of Education (DE), Honors Science Teacher, 6th, 7th, and 8th grades

- Power Teacher and Compass Learning.
- Organize and lead clusters.

Escuela Intermedia Cacique Agüebaná, Bayamón, Puerto Rico Aug 2013- July 2014
Departamento de Educación de Puerto Rico (DE), Science Teacher, 8th grade.

- School Recycling Activities.
- SIE System.

Chrjstian Military Academy, Vega Baja, Puerto Rico Jan 2012-Sep 2012
Mathematics & Science Teacher. Grades: 8th to 12th.

- Bilingual education.
- School Recycling Activities.
- Skiffer System.

University High School, Rio Piedras, Puerto Rico Jan 2010-April 2010
Chemistry Teacher (University Practice). Grade: High School (10th). Chemistry class.

- Completely digital education (Power Point).

Programa Educativo Alcance, Arecibo, Puerto Rico Feb 2009-Dec 2009

Mathematics (regular class terms) and Science Teacher (summer courses). Grades: High School (9th-12th)

Employment history (Tutor):

University of Puerto Rico, Mayaguez , Departamento de Educación de Puerto Rico (DE), Fondos bajo el Título IV, Parte B de 21st, Century Community Learning Centers, Tecnorecreate. Mathematics and Science Teacher. March 2013-June 2013

- Basic mathematics and science knowledge (7th to 9th).

Resilient Consulting Inc, Programa ALAS Educación para la vida, Programa Pasaporte para mi Éxito Educativo y Profesional, Puerto Rico. Mathematics Teacher. Dec 2012-Feb 2013

- High school mathematics review (12th)

Learning Together, Vega Baja, Puerto Rico Jan 2012-May 2012
Teacher. Grade: Elementary School, Secondary School, and College Level.

- Tutoring and personalize techniques per student.
- Help students in their diary homework.

NETS Institution, Puerto Rico Jan 2011-May 2011
Mathematics Teacher. Grade: Secondary School (7th and 8th).

- Prepare Daily Plans.
- Tutoring and personalize techniques per student.
- Help students in their diary homework.

Employment history (Industry):

Biovail Laboratories, Dorado, Puerto Rico May 2008-July 2008
Area: Chemistry laboratory analyst. Area: Finish Product. Department: QC.

- Drug tests analysis (Disintegration Equipment, Hardness, Friability, HPLC, GC).

July 2007-April 2008
Area: Packaging Operator (Training Specialist). Area: Packaging. Department: Manufacturing.

- In charge to the training's area.

Oct 2006-June 2007
Area: Laboratory Analyst. Area: Technology Transfer. Department: QC.

- Run a Protocol, Experimental Studies.
- Write Laboratory Investigations and follow up to the approbation step.
- Member of the Standard's verification and control program.

Pfizer Global Manufacturing, Vega Baja, Puerto Rico Aug 2005- June 2006
Laboratory Analyst. Area: Finish Product Laboratory, Department: QC.

- Do monthly inspections to the laboratory.
- Drug tests analysis.

Bristol Myers Squibb Co, Barceloneta, Puerto Rico. July 2004- July 2005
Laboratory Analyst. Area: Analytical Research and Development. Department: Validation.

- Run Validations and Develop Analytical Methods (drug tests analysis).
- Write Solubility Protocol & Report.
- Buy Laboratory Reagents, Glassware and Standards.

**BOARD OF EDUCATION
Bristol, Connecticut**

RECOMMENDATIONS TO BOARD FOR SIXTH YEAR SALARY CREDIT
EFFECTIVE 9/1/2016

Name	Assignment	Transcribed Course Work	Work Shops/CEU Equivalent	Instructor of College Course/s	Authorship	Travel	Total Credits
Fanelli, Christine	EPH Grade 5	39					39
Porter, Elizabeth	CHMS Science	30					30
Mooney, Christine	EPH Math Coach	30					30

8/31/16

Coaches Going Before the Board of Education for Approval

Name: Nicole Arkey		Address: 266 Mulberry Street
City: Southington	State: CT	Zip: 06479
Current Occupation: CT Institute for the Blind - Administrative Assistant		
Position: Head Cheerleading Coach	School: BCHS	Level: High School
Coaching/Playing Experience: Cheered Coach Cheerleading Cheered Internationally	Level: High School and College High School Professional	Years: 9 Years 2 Years 5 Years
Date Paperwork Completed for Human Resources: 8/22/16		
Certification Required: Yes		
Coaching Permit Current: Yes	Valid Dates: Pending	
First Aid Current: Yes	Valid Dates: 7/26/16 – 7/25/18	
CPR Current: Yes	Valid Dates: 7/26/16 – 7/25/18	
Recommend to Hire Date: 8/25/15	By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Jennifer Broderick		Address: 382 Sonstrom Rd	
City: Bristol	State: CT		Zip: 06010
Current Occupation: Guidance Counselor - CHMS			
Position: Volleyball Coach	School: West Bristol		Level: Middle School
Coaching/Playing Experience: Volleyball Head Coach Volleyball Asst. Coach Head Tennis Coach	Level: HS HS HS	Years: 13 Years 2 Years 7 Years	
Date Paperwork Completed for Human Resources: 8/17/16			
Certification Required: Yes			
Coaching Permit Current: Yes		Valid Dates: 7/6/20	
First Aid Current: Yes		Valid Dates: 8/17/15 – 8/17/17	
CPR Current: Yes		Valid Dates: 8/17/15 – 8/17/17	
Recommend to Hire Date: 8/17/16		By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

**2015-16 ALLIANCE DISTRICT GRANT CARRYOVER TO 2016-17
USE OF FUNDS DESCRIPTION**

District: Bristol
Date Submitted: 7/20/2016

	<u>Initiative Description</u> <i>(list out intended uses)</i>	<u>Alliance District Grant Carryover \$</u>	<u>Priority School District Grant Carryover \$</u>
Talent:			
Academics:			
	Behavior Interventionist Salary (100 line) to assist in implementing		
Culture & Climate:	restorative practices at Hubbell and Stafford Schools	\$	46,012
	Behavior Interventionist Benefits (200 line)	\$	9,400
	Operations: 81 Chromebooks for on-line assessments - (600 line)	\$	24,347
	2 Chromebook Carts - (700 line)	\$	3,000
	TOTAL:	\$	82,759 \$
			-

2016-17 Alliance Grant Year 5 – Positions Funded

The Connecticut State Department of Education initiated an Education Cost Sharing (ECS) conditional funding grant, to the 30 lowest performing districts, known as the Alliance Districts Grant at the start of the 2012-13 school year. These dollars are part of the full ECS Grant, but must be applied for under specific conditions and approved apart from the rest of the district’s ECS grant.

Alliance District Grant*	Education Cost Sharing Grant	TOTAL ECS FUNDING
\$3,446,362	\$41,657,310	\$45,103,672

*The legislature reduced the amount of funding from the last fiscal year of \$4,048,611 to the current level. The Joint Boards agreed to close the gap by appropriating \$599,135

Below is a listing of all positions funded by the Alliance Grant:

Position	Role	Total Salaries & Benefits
16 Kindergarten Teachers	full day teachers	\$1,206,826
9.5 Literacy Coaches	coach teachers to improve literacy instruction	\$1,058,865
3.0 Administrators, 60 days of floating principal for elementary coverage	Elementary Supervisor, Supervisor of Assessment & Evaluation, 2-.5 Ass't Principals at GH-WB	\$508,446
5.3 Instructional Support Teachers	Provide small group literacy intervention at 5 elementary schools	\$606,274
1 math coach	Improve math instruction of elementary teachers	\$68,975
1.5 PK Teachers	Non - School Readiness Grant classes	\$155,297
1.5 PK Paraprofessionals	Non - School Readiness Grant classes	\$46,968
2 literacy interns**	Provide small group literacy intervention	\$43,000
1 IT Professional	Assure connectivity during on-line assessments	\$90,874
2 Behavior Intervention Specialists* .5 at BC, BE, EPH, STA	Work with students on families to improve attendance and climate	\$115,683
2.5 math interns**	Provide middle school math intervention	\$41,304
Portions of Grants Office staff salaries	Accounting for this grant	\$59,771
TOTAL STAFF: 45.8 FTE/41.3 FTE		TOTAL: \$4,002,283

*1 paid with carry-over funds **Interns should be subtracted from the FTE’s as they are not tenure track.

Remaining funds pay for family math nights, literacy instructional materials, Chromebooks, teacher stipends and attendance incentives.

Bristol should receive \$45,103,672 in ECS funding next year. However, if the Alliance District program is discontinued or Bristol no longer qualifies, the portion of ECS that we have targeted to specific goals becomes part of our General Fund allocation from the City.

Lawrence Covino - Update: Lowe's Education Grant

From: Lowe's Toolbox for Education <info@toolboxforeducation.com>
To: <lindseykleidman@ci.bristol.ct.us>
Date: 5/11/2016 11:04 AM
Subject: Update: Lowe's Education Grant

Details about your Lowe's Toolbox for Education grant.

[View The Online Version](#)



Follow Us   

Dear Lindsey,

Congratulations! Your group has been selected to receive a 2016 Lowe's Toolbox for Education grant from the Lowe's Charitable and Educational Foundation (LCEF).

Your grantee kit will be sent to you at the school via United Parcel Service (UPS). Please watch for it to arrive between the 18th and the 30th of May. If you would like to follow the progress of your package, go to www.UPS.com, look for "Track by Reference #" and enter the following reference number: LOS161000002880

Please make note of the arrival dates listed above for your grantee packet. We have experienced an increase in the number of schools that have lost their award packets including the grant check. As such, we will charge a replacement fee of \$75 (deducted from your grant award) if your grantee packet needs to be reissued. Due to the volume of grants awarded by the LCEF, the replacement packet won't be sent out until the next grant cycle. Thank you.

Your kit will include:

- Your award letter
- Your grant check
- A flyer with several tools for you to announce your successful grant application

Project name: Lobby Beautification Project
 Amount awarded: \$2,000.00

And look for a Grant Success poster in a separate USPS mailing tube. It is perfect for celebrating this honor at your school.

You can visit the Toolbox website after June 1st to determine your closest store and the name of the store manager. This information plus useful tips and more customizable tools can be found on the "[Winner's Circle](#)" section of the [Lowe's Toolbox site](#).

We applaud your dedication to improving your school. We wish you much success and look forward to hearing about your progress. Within the next few months we will be contacting you via email to find out how you are progressing with your project. Your timely response and feedback will be critical to the continued success of the program.

Toolbox for Education grants are reserved for approved school improvement projects that can be completed within one year of grant receipt. It is Lowe's hope that the project will be completed as outlined in the awarded application. However, we do understand that sometimes minor changes need to be made to the original proposal. If your scheduled completion date or your project plans change, please contact us to discuss alternative solutions.

If you have questions about your Toolbox for Education grant, the folks at PTO Today are ready to help. Please feel free to contact them via [e-mail](#) or call 800-644-3561 x210.

Sincerely,
 James Frison
 Community Relations
 Lowe's Companies, Inc

Main Street

COMMUNITY FOUNDATION

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June 14, 2016

Mr. Larry Covino
Bristol Public Schools/Bristol Preparatory Academy
210 Redstone Hill Road
Bristol, CT 06010

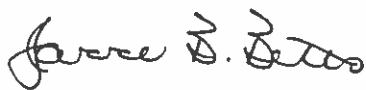
Dear Larry:

On behalf of the Main Street Community Foundation, I am pleased to inform you that a grant of \$1,500 has been awarded to the Bristol Public Schools/Bristol Preparatory Academy from the Bristol Brass General Grant Fund, the Tedesco-Gallant Charitable Fund and the Ronald F. & Emilie P. Duhaime Family Fund at the Main Street Community Foundation. This grant will enable the Academy to integrate physical education into their weekly lessons.

I am enclosing a grant agreement which outlines the terms and conditions of accepting this grant. Please read the grant agreement carefully, sign and return the agreement within 14 days in the enclosed envelope.

Congratulations on this grant award in recognition of your important efforts. If you have any questions, contact me at the Foundation office.

Sincerely,



Jarre B. Betts
Vice President of Programs

Enc.

Cc: Ellen Solek, ED.D






STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Interdistrict Cooperative Grant Awardees 2016-17

FROM: Mark Linabury, Chief 
Bureau of Choice Programs

DATE: July 19, 2016

SUBJECT: Interdistrict Cooperative Grant 2016-17

This memorandum serves to provide information on the General Assembly’s adopted budget in which the Interdistrict Cooperative Grant’s allocation was reduced by \$1,001,999. As a result of the reduction, the Connecticut State Department of Education (CSDE) reduced all Interdistrict Cooperative grants.

This translates into a 14.87 percent reduction to all affected grants. Based on the budget (see table below), the 2016-17 preliminary grant award is:

Project No.	Program Name	Amount
17-017-01	Adventures in Peacemaking & Diversity for Compass Learners	\$68,826

NOTE: This is a preliminary notice of the award and does not constitute an official grant award letter. Final grant award letters will not be issued until the CSDE staff approves grantee budget information.

In order to process this preliminary grant award, please prepare the attached ED114 Budget Form and Narrative to reflect the grant award amount listed above. Please send the Budget Form and Narrative by email on or before July 25, 2016 to janet.foster@ct.gov.

If you have any questions, please contact Janet Foster, Interdistrict Cooperative Grant Program Manager, at janet.foster@ct.gov or 860-713-6561.

Best wishes for continued success in your program.

ML:jf
cc: Janet Foster, Program Manager

Attachment



**Connecticut State Department of Education
Bureau of Choice Programs
Interdistrict Cooperative Grant Program**

ED 114

Fiscal Year 2017

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME: Bristol Public Schools		
GRANT TITLE: INTERDISTRICT COOPERATIVE PROJECT TITLE: Adventures in Peacemaking & Diversity CORE-CT CLASSIFICATION: FUND: 11000 SPID: 17045 PROGRAM: ___-__ BUDGET REFERENCE: 2017 CHARTFIELD 1: _____ CHARTFIELD 2: SDE _____		
GRANT PERIOD: 7/01/16 – 6/30/17		AUTHORIZED AMOUNT: \$68,826
CODES	DESCRIPTIONS	BUDGET AMOUNT
100	Personal Services/Salaries	\$1,050
200	Personal Services/Employee Benefits	
300	Purchased Professional & Technical Services	43,845
400	Purchased Property Services	
500	Other Purchased Services	23,931
600	Supplies	
700	Property	
800	Other Objects	
917	Indirect Costs	
	TOTAL	\$68,826

_____ ORIGINAL REQUEST DATE

DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

_____ DATE OF APPROVAL

_____ REVISED REQUEST DATE

BUDGET INSTRUCTIONS AND GUIDELINES (ED 114)

CODE	OBJECT	AMOUNT
100	PERSONAL SERVICES-SALARIES: Amounts paid to both permanent and temporary grantee employee, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	
	Classroom coverage Professional Development Training: 6 Bristol Substitute Teachers x \$175 = \$1,050	\$ 1,050
200	PERSONAL SERVICES-EMPLOYEE BENEFITS: Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	
300	PURCHASED PROFESSIONAL/TECHNICAL SERVICES: Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the services provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	
	<p>Bristol Youth Services (BYS): \$43,845</p> <p><u>Classroom Instruction / Group Work / Family Support / Program Coordination</u> \$30,795</p> <p>Classroom Instruction: Professional staff person facilitate a minimum of 4 lessons in each of the 12 classrooms that link the field learning to the academic content standards and prepare students through a series of diversity activities to meet their pen pals face-to-face including writing prompts and reading. Coordinates and leads field learning days; acts as liaison between field learning sites and school. 215 hrs. @ \$24.12 = \$5,185</p> <p>Student & Family Support Services: Administers pre and post-tests with all students; collects data and maintains portfolios; facilitates socio-educational support groups w/students; provides comprehensive wrap around services including outreach to parents/guardians and makes home visits as necessary, family crisis management, brief counseling, advocacy and referrals services; afterschool and summer tutoring, leadership training, community conversations and service learning; facilitates and manages behavioral interventions during Field Learning and Vacation Workshops. Acts as a liaison between sister-classrooms and supports students and teachers. Works with students during the summer to help sustain learning and provide safe and supportive programming. \$22,137.5</p> <p>Program Coordination: Supervisor informs, trains and directs staff; ensures delivery of program components, and organizes, summarizes and reports data. \$2,165.90</p> <p>Technical and Administrative Support: arranges transportation; translates forms, copies and distributes to schools and parents; enters registration to vacations workshops and tallies surveys. \$1,305.85</p> <p><u>Northend School</u> \$13,050</p> <p>Classroom coverage during PD Training: 6 Substitute Teachers x \$175 = \$1,050</p> <p>Student & Family Support Services: Administers pre and post-tests with all students; collects data and maintains portfolios; facilitates socio-educational support groups w/students provides comprehensive wrap around services including outreach to parents/guardians and home visits as necessary, family crisis management, brief counseling, advocacy and referrals services; afterschool and summer tutoring, leadership training, community conversations and service learning; facilitates and manages behavioral interventions during Field Learning and Vacation Workshops. Acts as a liaison between sister-classrooms and supports students and teachers. Works with students during the summer to help sustain learning and provide safe and supportive programming. \$12,000</p>	\$ 43,845

CODE	OBJECT	AMOUNT
400	Purchased Property Services	
500	OTHER PURCHASED SERVICES: Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$23,931
	<p><u>FIELD LEARNING</u></p> <p><u>Outdoor Experiential Education at Pine Lake Challenge Course:</u> \$5,181 3rd, 4th, 5th grades/280 students; No fee for parents. 3 days x \$1,727</p> <p><u>Colonial Times and the Underground Railroad: (\$4,400) IN-KIND</u> Queen Ann Nzinga Center (QANC) and PLCC 2 days with 48 5th students per day @ \$2,200 = \$4,400</p> <p><u>Admission Fees for Field Learning – interactive: (\$525) IN-KIND</u> Old State House: 105 students & adults = \$525 Recycling Center: 105 students and adults = In-Kind Roxbury Mines: No admission cost Sessions Woods: No admission cost Tunxis Trail / Tore’s Den: No admission cost</p> <p><u>VACATION WORKSHOPS:</u> \$14,750 Spring series: 5 days total @ \$2,110/day (with 80 students) = \$10,550 Summer: 5 days with 24 students @ \$175/student = \$4,200</p> <p><u>TRANSPORTATION:</u> \$ 4,000 7 Field Learning trips and 5 Vacation Workshop days</p>	
600	SUPPLIES: Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	
700	PROPERTY: Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement or equipment.	
800	OTHER OBJECTS: Amounts paid for goods and services not otherwise classified above.	
917	INDIRECT COSTS: Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim.	
	TOTAL AMOUNT	\$68,826