

Regular Meeting

Wednesday, March 1, 2017 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

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

2. **SEUSSICAL PERFORMANCE VIGNETTE - Mountain View School**

3. **STAFF AND STUDENT RECOGNITION**

3.1. Bristol Eastern Wrestling Team Class L State Title

3.2. 2017 Bristol Scholastic Art Award Winners Certificate Presentation **Presenter:** Lori Eschner

4. **APPROVAL OF MINUTES - February 1, 2017 Regular Meeting**

5. **COMMITTEE REPORTS** **Presenter:** Commissioners

6. **CHAIRMAN REPORT** **Presenter:** Chris Wilson

7. **STUDENT REPRESENTATIVE REPORT**

8. **SUPERINTENDENT REPORT**

9. **CONSENT AGENDA**

9.1. Personnel

9.1.a. Teacher Retirement

9.1.b. New Teacher Hires

9.1.c. Ph.D. Salary Credit

9.1.d. Sixth Year Salary Credit - Effective February 1, 2017

9.2. Grants

9.2.a. Carl D. Perkins Federal Grant

9.2.b. Education of Homeless Children and Youth

9.2.c. Consolidated Federal Grant

9.2.d. Immigrant and Youth Education Program

9.3. Policy Affirmation

9.3.a. Policy 1313 - Gifts to School Personnel - Affirmed

9.3.b. Policy 1324 - Fundraising Activities/Funds Management - Affirmed

9.3.c. Policy 1411 - Law Enforcement Agencies - Affirmed

10. **PUBLIC COMMENT**

11. DELIBERATED ITEMS

11.1. POLICY REVISION

11.1.a. Policy 1110.1 - Parent Involvement - New

11.1.b. Policy 1112.5 - Media Access to Students
- New

11.1.c. Policy 5131.601/4118.236 - Medical
(Palliative) Use of Marijuana - New

11.1.d. Policy 5145.6 - Students - Student
Grievance Procedure (Title IX) - New

11.1.e. Policy 1120 - Board of Education Meetings
- Revised

11.1.f. Policy 1140 - Distributions of Non-
Instructional Materials by Students (Use of
Students) - Revised

11.1.g. Policy 1170 - Recognition of Staff
Members and Community Members - Revised

11.1.h. Policy 1312 - Public Complaints - Revised

11.1.i. Policy 5113 - Students -
Attendance/Excuses/Dismissal/Truancy - Revised

11.1.j. Policy 5145.14/5145.15 - Students - On
Campus Recruitment/Directory Information -
Revised

11.1.k. Policy 1220 - Citizen's Advisory -
Removal

11.1.l. Policy 1250 - Visits to School - Removal

11.1.m. Policy 1340 - Access to School and
Materials - Removal

12. NEW BUSINESS

13. INFORMATION

14. LIAISON REPORTS

15. ADJOURNMENT

BOARD OF EDUCATION
Bristol, Connecticut
February 1, 2017 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, February 1, 2017 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut. **To see the meeting and hear full reports please go to:** <http://nutmegtv.org/video-on-demand/single/?id=34202>.

PRESENT: Commissioners: Jennifer Dube, Joseph Grabowski, Thomas O'Brien, David Scott, Tina Taylor, Karen Vibert and Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent, Sam Galloway, Director of Human Resources, David Mills, City Council Liaison; and Student Representatives Alexandra Allen and Colin Savino

EXCUSED: Commissioners Jeff Caggiano and Karen Hintz

CALL TO ORDER/ NATIONAL ANTHEM/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

Chairman Wilson called the meeting to order at 7:02 p.m. and asked the audience to stand for the National Anthem. The National Anthem was performed by Molly Watstein, a vocalist from Bristol Central High School. The audience remained standing for the Pledge of Allegiance.

A moment of silence was observed for Anthony Acampora a principal at John J. Jennings and Ivy Drive Schools from September 1964 to June 1999, Barry Carlson a football coach at Bristol Eastern from September 1964 to June 1971 and Leonard (Bob) Lewandowski a Social Studies Teacher at Bristol Central High School from January 1961 to June 1996.

COMMITTEE REPORTS

Finance – Commissioner Vibert reported that the committee met earlier this evening. The general budget is right where we need to be; 55% of the budget has been expended and we are at the 55% mark in the school year. In regards to Special Education, we continue to watch this account; we are not overly concerned right now. We have spent 90% of the budget, but those encumbrances will come out towards the end of the year. If there are no surprises, we will be okay in Special Education account. There was robust conversation during the meeting regarding special education funding and how DCF places students here on a regular basis, we will need to look at this practice in much more detail. The cafeteria budget seems to be okay, we may be a little over at the end of the year, but if we are, it would only be by about 4-6% of the budget.

Operations – Commissioner Vibert provided the Operations report. The committee met on January 17th. The 10-Year Capital Plan was discussed. Included for 2017-18 are the removal of an oil tank and replacement of the HVAC system at South Side School. The out years include several renovation projects. The order of those may be impacted by the feasibility study that will be conducted this year. The city had graciously provided a \$100,000 capital account and small projects in the schools quickly used up the \$100,000. There was a school rentals overview, and the committee believes we should publicize the extent to which community groups use of our facilities. There was an CEP (Community Eligibility Program) update given; participation has increased at both Hubbell and West Bristol schools. The most significant increase has been the number of students enjoying breakfast. Those schools are accumulating a slight surplus each month. They also discussed a Healthy Foods Disclaimer, PTA/PTO and booster groups may sell foods that are not listed in the choices required in our child nutrition plan when school is not in session, with the approval of the Board of Education. Commissioner Hintz, who is a member of the Mayor's Task Force on Energy shared with the groups a variety of low impact ways to save energy such as unplugging appliances, SmartBoards and always turning off lights when the area is unoccupied.

Dr. Moreau provided an overview of the feasibility study that will be conducted this year.

Personnel – Commissioner O’Brien reported that the committee met and concluded negotiations with Local 818. The group has reviewed the contract and the board will be discussing it in Executive Session. If approved, the Board will have all the unions under contract. He also reported that the Board has asked Dr. Moreau who was slated to retire at the end of this school year to extend her contract for another two years, and she has agreed.

Communication and Community Relations – Commissioner Dube provided the Communication and Community Relations report. The committee met on Monday, January 30th. All the policies discussed will be reviewed by the Policy Committee at their upcoming meeting on February 13th.

Student Achievement - Commissioner Dube reported that the committee met on Wednesday, January 18th and they discussed two curricula, which will be presented later on the agenda. The committee has conducted a review of our minority hiring practices. Mr. Galloway gave a great presentation, and he will keep the committee posted.

APPROVAL OF MINUTES

On motion by Commissioner O’Brien and seconded by Commissioner Dube it was

VOTED: That the Board of Education approve the minutes from the January 4, 2017 Regular Meeting as written. Commissioner Taylor abstained.

CHAIRMAN REPORT

Chairman Wilson updated the Board and the public on the following topics: The CREC Statistical Review and the Memorial Boulevard School Tour.

STUDENT REPRESENTATIVE REPORTS

Alexandra Allen from Bristol Eastern discussed the time students have to pass from class to class and the student locker usage. Alexandra also shared her suggestions on ways to create more passing time. Colin Savino from Bristol Central shared recent and upcoming Rambassador, National Honor Society, InterAct club and Grad Party Committee activities. He also wanted to acknowledge and congratulate the Girls and Boys indoor track teams who will compete at the Class L championships.

SUPERINTENDENT REPORT

Accountability Reports were presented to the Board. Dan Sonstrom, Principal at Northeast Middle School and Michelle LeVasseur, Principal at West Bristol School along with Assistant Principals Kristen DeLeo, Marty Nowbilski and teachers Ally Duval and Rocco Martino presented their schools’ accountability reports to the board.

CONSENT AGENDA

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

VOTED: That the Board of Education approve the following Consent Agenda items:

PERSONNEL

Coaching Resignations

Brian Rooney - Assistant Baseball Coach - BEHS - Effective 1/23/17

Coaching Appointment

Neil Lalonde - Volunteer Boys Basketball Coach - BEHS - Effective 1/10/17

Grants

Unified Sports Program Grant

PUBLIC COMMENT

No one from the public wished to address the Board.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

Bristol Central Italian Exchange - November 2017

Gina Gallo, Teresa Di Carlo and Amy Bastiaanse presented the Bristol Central Italian Exchange. As part of our ongoing efforts to broaden the horizons of our students as well as meet the national, state and curricular standards of world language learning, we hope to continue the 10-year partnership between BCHS and G. Nolfi Classical High School in Fano, Italy. The students will be housed by local families and will have the opportunity to learn about and visit some of the most stunning and historically rich cities in the world. Although travel will take place during the first week in November and students and teachers will miss three days of school, they will attend language classes and cultural symposiums every day while in Italy. All costs of food and housing will be borne by the Italian host families.

Three students who have participated in the exchange in the past, shared their experiences with the Board. They explained what a positive experience it was for each of them, how they have made international friends, plan to continue Italian studies in college, and even how the experience brought them out of their comfort zone and such an experience was good for them.

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

VOTED: That the Board of Education approve the November 2017 Bristol Central Italian Exchange.

Bristol Central and Bristol Eastern Trip to Quebec - February 2018

Since 2004, Bristol students have enjoyed an active exchange with the La-Queue-lez-Yvelines in France. This trip has cost around \$1600. In order to provide all students with the opportunity to experience immersion in French, we are requesting permission to take 20-30 students to Quebec on February 8, 2018 until February 11, 2018. Bristol Central High School has done similar trips in 2008, 2010 and 2012 and did a joint trip with Bristol Eastern in 2014 and all trips were successful. During this trip, students will experience activities in French based on the Quebecoise folkloric lifestyle and visit sites integral to the Quebecoise experience. The tour group, Jumpstreet, specializes in providing educational tours that enhance the world language classroom and focus on students speaking French. The students will travel by bus, thus avoiding airport security levels.

On a motion by Commissioner Dube; seconded by Commissioner Tina Taylor it was unanimously

VOTED: That the Board of Education approve the February 2018 - Bristol Central and Bristol Eastern Trip to Quebec.

Preliminary Calendar for the 2017-2018 and 2018-2019 School Years (Second Presentation)

Copies of the calendar were sent to all bargaining groups and PTO/PTA Presidents asking them to review and submit input to the Human Resources Office by January 20, 2017. No changes were recommended.

On a motion by Commissioner Vibert; seconded by Commissioner Tina Taylor it was unanimously

VOTED: That the Board of Education approve the Preliminary Calendar for the 2017-2018 and 2018-2019 School Years.

Preliminary Calendar for the 2017-2018 and 2018-2019 School Years (Second Presentation) - con't

Commissioner Taylor thought at our next calendar review we might want to look at eliminating Columbus Day and perhaps incorporate Three Kings Day.

Enrollment Update

Board of Education members have asked to receive a quarterly review of enrollment figures. Dr. Sam Galloway presented the quarterly update. Highlights from Dr. Galloway's report include: Kindergarten and Grade 2 at Greene Hills are being watched; at South Side their Kindergarten levels are being watched as well, the principals at both schools are in regular communication with Dr. Galloway regarding their levels and any changes that may occur. The elementary class average is 20. At Chippens Hill, the numbers in Grades 6 and 7 are a concern, he is in constant communication with Matt Harnett, and they are looking for creative ways to work with this; Greene Hills is capped in the 6th grade so adjustments are made if students move into the area. At West Bristol, we are also watching Grade 6, and adjustments are made as necessary. The total enrollment at both high schools is 1,122; our current total student enrollment is 8,236.

CURRICULUM REVISION

Personal Career Planning Curriculum

Dr. Pam Brisson presented the Personal Career Planning curriculum. This is a .25 credit course that will be offered in the Career and Technology Education Department.

On a motion by Commissioner Dube; seconded by Commissioner Scott it was unanimously

VOTED: That the Board of Education approve the Personal Career Planning Curriculum.

Learn to Lead Curriculum

Dr. Pam Brisson presented the Learn to Lead curriculum. This is a .25 credit course that will be offered in the Career and Technology Education Department.

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

VOTED: That the Board of Education approve the Learn to Lead Curriculum.

Old Business

There was no Old Business to come before the Board.

New Business

There was no New Business to come before the Board.

Information/Liaison Reports

Councilman Mills spoke about the turf field rental fee. Currently local sports groups such as Bristol soccer, lacrosse, etc would like a reduced rental rate to use the fields. This has been in discussion and The Mayor and Mr. Cassin will be making an announcement soon about the discounted fee rates and the rates for outside to rent the field. This is being proposed to create a fund for maintaining the fields. He also informed the board that there is a new marketing person in town, Mark Thomas is part of the Mayor's marketing team, and he thinks he would be a good idea to set up a meeting to discuss promoting all the great things happening in our schools.

Commissioner Vibert reported that members of the board as well as Dr. Solek attended the Legislative Breakfast held last week at the Capitol. A great deal of attention was paid to the burden of proof. She brought back information for commissioners who could not attend. She asked that it be scanned and

Information/Liaison Reports – con't

distributed. Not only Board member, but members of the public should know what is happening at the legislature, and they should be contacting their local legislators as well.

Commissioner Dube mentioned the Mentoring program and what an honor it is to participate in the program. It is just as rewarding for the mentor as it is for the mentee. If you have time, please consider participating in the program.

Commissioner Scott shared information and activities from Hubbell and Edgewood Schools.

VOTE TO CONVENE INTO EXECUTIVE SESSION

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

VOTED: *That the Board of Education convene into Executive Session for the purpose of discussing the Local 818 contract.*

EXECUTIVE SESSION

PRESENT: Commissioners: Jennifer Dube, Joseph Grabowski, Thomas O'Brien, David Scott, Karen Tina Taylor Vibert and Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent, Sam Galloway, Director of Human Resources,

Executive Session was called to order at 8:59 p.m.

Local 818 Contract

Commissioners considered the Local 818 Contract.

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

Local 818 Contract Approval

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

VOTED: *That the Board of Education approve the Local 818 contract.*

Adjournment

There being no other business to come before the Board of Education the meeting should adjourn. (9:17 p.m.)

Respectfully Submitted

Susan P. Everett

Susan P. Everett
Executive Secretary to Board of Education

Mountain View Elementary
School
Improvement Plan
2016--2017



School Leadership Team

Julie Scirpo, Kindergarten

Gina Martineau, Grade One

Noreen Dakin, Grade Two

Marcy Deschaine, Grade Three

Maureen Schaefer, Grade Four

Stacey Pratt, Grade Five

Christine Heimgartner, Special Education

Deborah Rogan Literacy Coach

Polly Geda, Instructional Support

Mary Hawk, Principal

To improve the education of the children at Mountain View for the 2016-2017 school year we are going to focus on:

- Language Arts Focus

- K- Sight word development
- 1-2 Guided Reading - discussing within the text, about the text, and beyond the text.
- 3-5- Written Response to the text

Mathematics

- Schoolwide implementation of Math workshop
- Weekly PLC collaboration meetings

- Improved Attendance

- Monthly meetings
- Individual incentives
- Grade level incentives

- Climate

- Positive Behavior Supports
- Volunteer Recognition
- Teacher Recognition

Our mission is:

“To inspire a lifelong love of learning in a nurturing community”

ELA Data Analysis

Smarter Balance Comparison of ELA results of percentage of students who received a 3 or better on the Smarter Balanced Assessment

	Gr 3 14-15	Gr 3 15-16	Gr 4 14-15	Gr 4 15-16	Gr 5 14-15	Gr 5 15-16
State		54%		55.6%		58.8%
District	49%	49%	53%	52%	58%	61%
Mountain View	64%	50%	40%	64%	50%	61%

March 2016 Benchmark Assessment Results (DNM-Does Not Meet; A- Approaching; M%E Meets & Exceeds)

	3rd Grade			4th Grade			5th Grade		
	DNM	A	M&E	DNM	A	M&E	DNM	A	M&E
District	18%	12%	70%	19%	13%	68%	18%	13%	69%
MTV	16%	10%	73%	13%	6%	81%	10%	15%	75%

ELA Student Achievement Goals

Kindergarten

Smart Goal for 2016-2017:

By June 2017, 80% of Kindergarten students will demonstrate mastery in sight word fluency as evidenced by the Fountas and Pinnell Optional High Frequency word Assessment and BAS.

Rational:

CCSS: RL 3.1-10, RI 3.1-10, RF 3. 3-4

The Common Core calls for all students to be able to read grade level texts with purpose and understanding and to read with sufficient accuracy and fluency to support reading.

Interim data Measure:

The team will use “dipstick” assessments to track students progress. Letter identification, sound identification, sight words assessments and running records will be completed based on students mastery of each assessment. These assessments are developmentally necessary when learning to read.

Current Team Strengths in this area and if/then hypothesis for our adult changes in practice:

The team has received training in the areas of readers workshop for the past 2 years. Our direct reading instruction continues through literacy collaborative trainings. If our team improves upon the effectiveness of our teaching and we continually use our assessment

ELA Student Achievement Goals

Kindergarten

Adult Practice Smart Goal :

By June 2017, 100% of Kindergarten teachers will implement new sight word instructional strategies. Focused on coordinating the implementation of sight words as a team and integrating sight word in all aspects of instruction instead of in isolation.

<u>STEPS</u>	<u>Persons Responsible</u>	<u>Due Date</u>
Complete Literacy Collaborative Syllabus topics during professional development	Individual teacher	On-going throughout the school year on extended day Wednesdays.
Plan and implement topics and strategies from Literacy Collaborative trainings	Instructional Data Team	On-going monthly following syllabus and schedule.
Based on our ongoing sight word assessments, we will analyze data and plan	Instructional Data Team	Ongoing during extended day meetings when time is provided.

ELA Student Achievement Goals

1st Grade

Smart Goal for 2016-2017:

By June 2017, 80% of students in grade 1 will read a level J instructionally as measured by the grade level Benchmark Assessment.

Rational:

Literacy Collaborative is designed to assist teachers in becoming more effective in teaching young students to read and write. If we focus on the questions we use;with in, about, and beyond the text the students will deepen their comprehension of literature.

Interim data Measure:

We will use running record assessments to track students' progress, following Bristol protocols. Letter identification, sight words assessments and running records will be completed based on students mastery of each assessment. These assessments were used because they are developmentally necessary when learning to read. Students not making gains will receive additional small group instruction from literacy staff and/or classroom teacher and paraprofessionals. Targeted groups will be identified and will receive an additional 15 minutes of support daily.

Current Team Strengths in this area and if/then hypothesis for our adult changes in practice:

Our team has received training in the areas of readers workshop for the past 2 years

ELA Student Achievement Goals

1st Grade

Adult Practice Smart Goal:

By June 2017, 100% of grade 1 teachers will implement Literacy Collaborative topics as determined by our team syllabus.

<u>STEPS</u>	<u>Persons Responsible</u>	<u>Due Date</u>
Complete Literacy Collaborative Syllabus topics during professional development	Individual teacher	On-going throughout the school year on extended day Wednesdays.
Plan and implement topics and strategies from Literacy Collaborative trainings	Instructional Data Team	On-going monthly following syllabus and schedule.
Based on our running records and Benchmark Assessment, we will analyze data looking for areas interfering with progress, and plan lessons to	Instructional Data Team	On going during instructional data team meetings monthly when time is provided.

ELA Student Achievement Goals

2nd Grade

Smart Goal for 2016-2017:

By Spring 2017, 80% of grade 2 students will demonstrate growth by 2 or more reading levels, as measured by the Spring grade level Benchmark Assessment

Rational:

Literacy Collaborative is designed to assist teachers in becoming more effective in teaching young students to read and write.

Interim data Measure:

We will use running records to track student progress with accuracy and comprehension. This data will drive our instruction in guided reading groups. Also, identified students will receive additional small group instruction from the literacy support staff and/or para-professionals.

Current Team Strengths in this area and if/then hypothesis for our adult changes in practice:

Our team has been participating in literacy collaborative this year. This year we are receiving professional development and literacy training through a literacy coach. If our team improves upon the effectiveness of our teaching and we continually use our assessment data to drive our planning, then students will become better readers

ELA Student Achievement Goals

2nd Grade

Adult Practice Smart Goal 1:

By June 2017, 100% of grade 2nd grade teachers will implement Literacy Collaborative topics as determined by our team syllabus.

<u>STEPS</u>	<u>Persons Responsible</u>	<u>Due Date</u>
Complete Literacy Collaborative Syllabus topics during professional development	Individual teacher	On-going throughout the school year on extended day Wednesdays.
Create flexible guided reading groups that target reading comprehension support.	Individual teacher	On-going throughout the school year.
Based on our running records and Benchmark Assessment, we will analyze data looking for areas interfering with progress -- and plan lessons to deliver	Instructional Data Team	On going during extended day meetings when time is provided.

ELA Student Achievement Goals

3rd Grade

Smart Goal for 2016-2017: By June 2017, 70% of third students will move up at least one reading level as measured by Spring Benchmark Assessment.

Rational: Last year many of our students performed at or above reading level on the Benchmark Assessment. However, they did not have similar results with the SBAC. Since we focused primarily on reading conversations last year, we must also focus on written response to text. The Common Core Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Written response to text requires students to gather text evidence and explain their thinking. Students must revisit text when needed to provide support for their thinking. Past SBAC administration indicates comprehension was a weakness, since many of the components require writing. For students to succeed in standardized tests like the Smarter Balanced, they will be required to demonstrate comprehension of all aspects of the text in writing. Our students that are substantially below grade level will continue to make progress in their decoding and reading conversational skills. We will use Literacy Collaborative strategies to help these students to become more effective in reading and writing.

Interim data Measure: Complete Running Records. Assessments will be done weekly, bi-weekly, or monthly using the Writing about Reading Scoring Rubric during guided reading and other Reader's Workshop assignments, and the Benchmark Assessment will be given twice a year.

Current Team Strengths in this area and if/then hypothesis for our adult changes in practice: Our team has received training in the areas of readers workshop for the past 2 years. Our direct reading instruction continues through literacy collaborative trainings. If our team improves upon the effectiveness of our teaching and we continually use our assessment data to drive our planning, then students will become better readers and writers.

ELA Student Achievement Goals

3rd Grade

Adult Practice Smart Goal 1: By June 2017, 100% of grade 3 teachers will implement grade level Literacy Collaborative topics including assessments using a written comprehension rubric and other topics determined by our team.

<u>STEPS</u>	<u>Persons Responsible</u>	<u>Due Date</u>
Create flexible guided reading reading groups that target explicit reading comprehension support for within, beyond, and about the text in order to promote deeper reading comprehension. We will use our Fountas and Pinnell resources.	Grade Level Team	Ongoing
Plan effective mini-lessons to align with curriculum and to address student needs identified by the BAS, written response rubric, and running record data.	Individual teacher/grade level team	Ongoing Collaboration
Use Writing About Reading Scoring Rubric to improve students written response by	Individual teacher/grade level team	Ongoing Collaboration meetings

ELA Student Achievement Goals

4th Grade

Smart Goal for 2016-2017: By June 2017, 90% of 4th grade students will demonstrate growth according to the Spring Benchmark Assessment and unit assessment based on the writing rubric.

Rational: Last year we focused on improving our reading conversations and planning during guiding reading. To further improve our reading instruction, we must focus on our whole group and small group needs. This year, we must shift from solely relying on reading conversations and incorporate written comprehension, as well. We will utilize the BAS, Writing About Reading Scoring Rubric to score written comprehension within unit assessments. If we rely only on conversation, our students will not be prepared for the demands of the SBAC. Grades K-2 are participating in the Literacy Collaborative which is intended to help every student become an effective speaker/reader/writer/word solver who is able to use literacy for a variety of purposes. Students in the intermediate grades can benefit from strategies being taught through the Literacy Collaborative. We will teach students to use these strategies to improve their reading.

Interim data Measure: Complete Running Records. Assessments will be done weekly, bi-weekly, or monthly using the Writing about Reading Scoring Rubric, the Benchmark Assessment will be given twice a year.

Current Team Strengths in this area and if/then hypothesis for our adult changes in practice: Our team has received training in the areas of readers workshop for the past 2 years. Our direct reading instruction continues through literacy collaborative trainings. If our team improves upon the effectiveness of our teaching and we continually use our assessment data to drive our planning, then students will become better readers and writers.

Changes in Practice Required: Our team will be trained on Writing about Reading Scoring Rubric and will determine common assignment to assess students written response skills.

Student Achievement Goals

4th Grade

Adult Practice Smart Goal 1:

By June 2017, 100% of grade 4 teachers will implement grade level Literacy Collaborative topics as determined by our team to be appropriate.

<u>STEPS</u>	<u>Persons Responsible</u>	<u>Due Date</u>
Create flexible guided reading reading groups that target explicit reading comprehension support for within, beyond, and about the text in order to promote deeper reading comprehension.	Grade Level Team	Ongoing during common planning time or other collaboration time
Plan effective mini-lessons to align with curriculum and to address student needs identified by the BAS, written response rubric, and running record data.	Individual teacher/grade level team	Ongoing during common planning time or other collaboration time
Use Writing About Reading Scoring Rubric to improve students written response, by analyzing common writing assignments	Individual teacher/grade level team	Ongoing during common planning time or other collaboration time

ELA Student Achievement Goals

5th Grade

Smart Goal for 2016-2017:

By June 2017, 80% of Fifth Grade students will read a level U independently, as measured by the grade level benchmark assessment.

Rational:

Grades K-2 are participating in the Literacy Collaborative which is intended to help every student become an effective speaker/reader/writer/word solver who is able to use literacy for a variety of purposes. Students in the intermediate grades can benefit from strategies being taught through the Literacy Collaborative. We will teach students to use these strategies to improve their reading and use the Writing about Reading Scoring Rubric to improve students written response to reading.

Interim data Measure:

Complete Running Records. Assessments will be done weekly, bi-weekly, or monthly depending on the students' Benchmark Assessment results. A common writing sample will be looked at monthly using the Writing about Reading Scoring Rubric to collaboratively analyze student work.

Current Team Strengths in this area and if/then hypothesis for our adult changes in practice: Our

team has received training in the areas of readers workshop for the past 2 years. Our direct reading instruction continues through Literacy Collaborative trainings. If our team improves upon the effectiveness of our teaching and we continually use our assessment data to drive our planning, then students will become better readers.

Changes in Practice Required:

ELA Student Achievement Goals

5th Grade

Adult Practice Smart Goal 1:

By June 2016, 100% of grade 5 teachers will implement grade level Literacy Collaborative topics using the Writing About Reading Scoring Rubric to analyze student work on common assignments.

<u>STEPS</u>	<u>Persons Responsible</u>	<u>Due Date</u>
Create flexible guided reading groups that target explicit reading comprehension support for within, beyond, and about the text in order to promote deeper reading comprehension using resources such as Guiding Readers and Writers, Continuum, and Prompting Guide 2. Target specific writing assignments using Writing About Reading Scoring Rubric to analyze student work	Grade 5 team members	Common planning time throughout the week
Plan effective mini-lessons to align with curriculum and to address student needs identified by the Writing About Reading Scoring Rubric, BAS and running record data.	Grade 5 team members	Common planning time throughout the week
Implement the Prompting Guide for	Grade 5 team	Common planning time

Full Implementation of Math Workshop

Goal: 100% on the MountainView teachers shift their pedagogical approach from entire class instruction to Math Workshop which would be evident by: observation of mini lessons with planned enrichment and reinforcement activities

<u>Action steps</u>	<u>How monitored</u>	<u>Persons Responsible</u>	<u>Goal</u>	<u>Due Date</u>
60 hours of coaching support per teacher	Create schedule for Math Coach	Gina Rivera Mary Hawk	100% of teacher will be implementing, math workshop daily	6/2017
Weekly PLC collaboration meetings	Create data tracking form to maintain minutes for each meeting,	Gina Rivera	100% participation in PLC	Due weekly Math Coach will bring to weekly principal/coaches meeting
Math Walkthroughs	Progress monitor sheet created by Rivera	Mary Hawk	2 walkthroughs a week	Ongoing

Full Implementation of Math Workshop

Continued...Goal: 100% on the MountainView teachers shift their pedagogical approach from entire class instruction to Math Workshop which would be evident by: observation of mini lessons with planned enrichment and reinforcement activities

<u>Action steps</u>	<u>How monitored</u>	<u>Persons Responsible</u>	<u>Goal</u>	<u>Due Date</u>
10 hours professional Development	Survey the staff to determine need and give exit tickets after PD Walkthroughs.	G Rivera M Hawk A Therriault	100% of teachers gain new learning from PD	4 faculty meetings November PD
Outside PD opportunities	Have them present at Faculty Meetings	M Hawk	25% of faculty will attend out of district professional training and present at Faculty Meetings.	Ongoing

Attendance

[Attendance in Early Elementary Grades: Associations with Student Characteristics, School Readiness and Third Grade Outcomes,](#) A study commissioned by Attendance Works suggests that attendance in the early grades is critical to sustaining the school readiness skills that preschool or Head Start programs can help children to develop. This study conducted by Applied Survey Research examined the progress of 640 young California children in San Mateo and Santa Clara counties where research has consistently shown a strong correlation between a high score on their local school readiness assessment measure and third grade reading proficiency. Students who arrived at school academically ready to learn—but then missed 10 percent of their kindergarten and first grade years—scored , on average, 60 points below similar students with good attendance on third-grade reading tests. In math, the gap was nearly 100 points

Applied Survey Research, May 2011

There is an abundance of research to support the importance of good attendance in the elementary school years, as a school we are committed to encouraging our students to attend school everyday.

<u>Action Steps</u>	<u>Implementation</u>
Individual - 3x a week we announce a student's name on morning announcements, if they are in attendance then they come down and get a bracelet.	Cards with students names are in a basket and a name is called approximately 3 times a week
Monthly meetings with the Truant Officer	Based on students' attendance, parent meetings can be scheduled

Climate

This year's theme is Hollywood, We are all REACHing for the stars! At Mountain View School we like to recognize when the students make good choices during the day. We send students home with a fluorescent sticker with a letter on it. Each letter represents a characteristic that we hope to develop while they are attending Mountain View.

Responsible **E**ffort **A**ttitude **C**itizenship **H**elpful

As the student's collect letters to spell out the word REACH they are working towards a 5 leveled incentive program. REACH incentives:

1. The first time they spell REACH they will be given a star to write their name on and decorate, which will be displayed on the window Wall of Fame. Parents can see thier child's star on the front windows on the left hand side of the building.
2. The second time the students spell the word REACH, they will be able to have their picture taken in our "Hollywood" themed photo booth with props with a staff member of their choice, and posted on our Bulletin Board.
3. The third time that the students spell the word REACH, they will receive an invitation to the REACH Café. During their lunch they will be able to bring a friend to sit in the annex of the cafeteria, listen to music and they also get a cookie.
4. The fourth time that the students spell the word REACH, they will receive a small trophy!
5. The fifth time that the students spell the word REACH.....is a BIG SURPRISE!

SNACK ATTACK - A couple of times a week we will announce a Snack Attack, during morning announcements. Each teacher will count how many students brought in one healthy snack. The room with the most students who have one

Climate

Volunteers

In order to recognize our volunteers this year we have a PTO president reserved parking space and a Volunteer of the Month parking space, a blackboard connect phone call goes out at the end of each month, thanking the volunteer of the month for their time and letting them know that they won the space. We also have a “Center Stage” bulletin board when you first come in that shows all of the PTO members, and the names of anyone who volunteers is written in a star up on a bulletin board call our Shining Star Volunteer Board.

Faculty Shout Outs

Any student or faculty member can give a “Shout Out “ to a staff member. They fill out a half sheet of paper describing what they are grateful for and submit it to the main office, 3-4 Shout Outs are read every other day during announcements and posted on the Bulletin Board outside the office.

SNACK ATTACK - A couple of times a week we will announce a Snack Attack, during morning announcements. Each teacher will count how many students brought in one healthy snack. The room with the most students who have one healthy snack will get the Golden Fruit Bowl. At the end of the month the classroom that was awarded the Golden Fruit Bowl the most will get to play with a Wii for any indoor recess for the upcoming month.



Bristol Public Schools

Elementary School
Accountability Report
Report on 2016- 2017 Student Achievement

Mrs. Mary Hawk, Principal

Telephone: (860) 584-7725

SCHOOL DATA

**Student Enrollment on
 October 1, 2016
 Grade Range**

368
Prk3-Gr 5

Race/Ethnicity	Number	Percent
American Indian	0	0
Asian American	35	10%
African American	25	7%
Hispanic	65	16%
White	243	65%
<i>Total Minority</i>	<i>125</i>	<i>35%</i>

% of Students Eligible for Free/Reduced-Price Meals	32%
% of K-5 Students Who Are Not Fluent in English	7%
% of Students with Disabilities	15%
% of Students Identified as Gifted and/or Talented	.5%
Kindergarten Students who Attended Preschool, Nursery School, or Head Start	94%
% of Students in Grades Above School's Entry Grade Who Attended this School the Previous Year	89%

Elementary Tier I Indicators

Smarter Balanced Assessment

K-5 Indicators

	Smarter Balanced Assessment	District Target	2014-15 District Baseline	2014-15 School Baseline	2015-16 District	2015-16 School
	Grade 3 SBA					
E1.1a	Mathematics Exceeding Standard	25%	13%	14%	17%	21%
E1.1b	Mathematics Meeting Standard	85%	43%	52%	45%	57%
E1.2a	ELA Exceeding Standard	25%	23%	35%	26%	27%
E1.2b	ELA Meeting Standard	85%	49%	62%	48%	50%
	Grade 4 SBA					
E 2.1	Mathematics Exceeding Standard	25%	11%	8%	13%	22%
	Mathematics Meeting Standard	85%	40%	32%	41%	50%
E 2.2	ELA Exceeding Standard	25%	24%	8%	28%	39%
	ELA Meeting Standard	85%	53%	40%	52%	64%
	Grade 5 SBA					
E3.1	Mathematics Exceeding Standard	25%	12%	16%	17%	7%
	Mathematics Meeting Standard	85%	31%	26%	38%	24%
E3.2	ELA Exceeding Standard	25%	19%	14%	23%	12%
	ELA Meeting Standard	85%	54%	49%	36%	60%

Code	Indicator	District Target	2015 School Baseline Goal	2015 School Baseline Proficient	2016 District Goal	2016 School Goal	2016 District Proficient	2016 School Proficient
	Percentage of students performing at or above							
	Grade 3 SBA							
E1 - A	Mathematics	85%	14%	52%	17%	21%	45%	57%
E1 - B	Reading	85%	35%	62%	26%	27%	48%	50%
	Grade 4 SBA							
E 2- A	Mathematics	85%	8%	32%	13%	22%	41%	50%
E 2- B	Reading	85%	8%	40%	28%	39%	52%	64%
	Grade 5 SBA							
E3 - A	Mathematics	85%	16%	26%	17%	7%	38%	22%
E3 - 4	Reading	85%	14%	49%	23%	12%	59%	60%

	Indicator @ Goal	District Target	2014 District	2014 School	2015 District	2015 School
E - 4	Grade 5 CMT – Science	85%	55.2%		49.9%	

Attendance

Code	Indicator	District Target	2014-15 District	2014-15 School	2015-16 District	2015-16 School
E - 5	Average Tardies/Student	< 2.0	4.4	3.5	4.5	3.2

Code	Indicator	District Target	2014-15 District	2014-15 School	2015-16 District	2015-16 School
E – 5.1	Percentage of Students Present 95% of Days	95%	78%	81.5%	75%	83.2%
Code	Indicator	District Target	2014-15 District	2014-15 School	2015-16 District	2015-16 School
M – 5.2	Percentage of students with chronic attendance problems, absent more	< 5%	8%	2.7		3.5

	than 10% of school days {>18}					
--	-------------------------------	--	--	--	--	--

BAS Reading Assessments % Meets or Exceeding Expectations

Code/Gr	Indicator	District Target	2015 Fall Baseline District	2015 Fall Baseline School	2016 March District	2016 March School	2016 Fall District	2016 Fall School
E-6	Percentage of students scoring at or above Bristol benchmark in reading							
K	BAS	85%	22.2%	41.9%	62.8%	72%		
1	BAS	85%	60.7%	75.9%	71.9%	91%	56.7%	67.7%
2	BAS	85%	59.1%	68.6%	72.1%	88%	60.8%	64.0%
3	BAS	85%	65.4%	76.4%	70.6%	73%	64.8%	80.12%
4	BAS	85%	62.7%	68.2%	68.3%	81%	63.5%	67.2%
5	BAS	85%	68.6%	71.2%	68.8%	75%	65.9%	79.4%

Physical Fitness

E7	Percentage of Grade 4 students who meet or exceed the <u>Health</u> standard on the CT Physical Fitness Assessment	District Targets	2016-17 District	2016-17 School	2017-18 District	2017-18 School	2018-19 District	2018-19 School
	Flexibility	85%	86.0	82.4%				
	Strength/Endurance (Curl-ups)	85%	89.4	91.1%				
	Upper Body Strength (Push-ups)	85%	68.6	73.2%				
	Cardiovascular (PACER)	85%	83.3	94.6 %				
	All Four	55%	53.2	66.1%				

Mountain View Elementary
School
Improvement Plan
2016--2017



<i>Stafford Elementary School</i>
Accountability Report
Report on 2015-16 Student Achievement
Kristin Irvine, Principal
Telephone: (860) 584-7824

SCHOOL DATA

Student Enrollment on 10.01.2015	460			
Grade Range	K-5			
Race/Ethnicity	Number	Percent		
American Indian	2	0.4%	% of Students Eligible for Free/Reduced-Price Meals	~ 54%
Asian American	29	6.3%	% of K-5 Students Who Are Not Fluent in English	5.2% (24 students)
African American	50	10.9%	% of Students with Disabilities	18.3% (84 students)
Hispanic	109	24.6%	% of Students Identified as Gifted and/or Talented	0.4% (2 students)
White	265	57.6%	Kindergarten Students who Attended Preschool, Nursery School, or Head Start	%
<i>Total Minority</i>	<i>195</i>	<i>42.4%</i>	% of Students in Grades Above School's Entry Grade Who Attended this School the Previous Year	%

Elementary Tier I K-5 Indicators

	Smarter Balanced Assessment Percent Meeting/Exceeding Standard	District Target	2016 District	2015 School	2016 School
	Grade 3 SBA				
E1.1a	Mathematics Exceeds Standard	25%	17%	19%	15%
E1.1b	Mathematics Meets/Exceeds Standard	85%	45%	53%	32%
E1.2a	ELA Exceeds Standard	25%	26%	27%	29%
E1.2b	ELA Meets/Exceeds Standard	85%	49%	64%	45%
	Grade 4 SBA				
E 2.1a	Mathematics Exceeds Standard	25%	13%	1%	10%
E2.1b	Mathematics Meets/Exceeds Standard	85%	42%	33%	46%
E 2.1a	ELA Exceeds Standard	25%	28%	14%	27%
E2.1b	ELA Meets/Exceeds Standard	85%	52%	46%	56%
	Grade 5 SBA				
E3.1a	Mathematics Exceeds Standard	25%	17%	13%	17%
E3.1b	Mathematics Meets/Exceeds Standard	85%	38%	32%	40%
E3.1a	ELA Exceeds Standard	25%	23%	23%	18%
E3.1b	ELA Meets/Exceeds Standard	85%	59%	50%	60%

	Indicator @ Goal	District Target	2015 District	2015 School	2016 District	2016 School
E - 4	Grade 5 CMT – Science	85%	49.9%	60.3%	61.0%	66.7%

Attendance

Code	Indicator	District Target	2013-14 District	2013-14 School	2014-15 District	2014-15 School
E - 5	Average Tardies/Student	< 2.0	3.5	2.9	4.4	3.6

Code	Indicator	District Target	2014-15 District	2014-15 School	2015-16 District	2015-16 School
E – 5.1	Percentage of Students Present 95% of Days	95%	%	%		%
Code	Indicator	District Target	2014-15 District	2014-15 School	2015-16 District	2015-16 School
E – 5.2	Percentage of students with chronic attendance problems, absent more than 10% of school days {>18)	< 5%	--	18.8%	--	5.9%

Benchmark Reading Assessments - March Administration

Code/Gr	Indicator	District Target	2015 Baseline District	2015 Baseline School	2016 District	2016 School
E-6	Percentage of students scoring at or above Bristol benchmark in reading					
K	BAS	85%	43.2%	62.7%	62.8%	73.7%
1	BAS	85%	41.0%	62.3%	71.9%	56.2%
2	BAS	85%	42.3%	56.0%	72.1%	60.0%
3	BAS	85%	N/A*	55.8%%	70.6%	73.7%
4	BAS	85%	N/A*	76.8%%	68.3%	64.6%
5	BAS	85%	N/A*	37.1%	68.8%	45.8%

**Not all schools in district participated in BAS administration in 2015.*

Physical Fitness - Fall Administration

E7	Percentage of Grade 4 students who meet or exceed the <u>Health</u> standard on the CT Physical Fitness Assessment	District Targets	2014-15 District	2014-15 School	2015-16 District	2015-16 School*	2016-17 District	2016-17 School
	Flexibility (Sit-and-Reach)	85%	88.4	89.0	80.9			87.2%
	Strength/Endurance (Curl-ups)	85%	92.6	85.0	90.0			89.7%
	Upper Body Strength (Push-ups)	85%	65.6	63.0	65.6			67.9%
	Cardiovascular (PACER)	85%	86.9	69.0	86.5			87.2%
	All Four	55%	54.2	38.0	50.0			53.8%

**Waiting on PE scores from 2015-16 – will update when received.*

Stafford Elementary School Narrative:

In 2015-16, Stafford Elementary School currently housed 463 students in kindergarten through 5th grade, as well as the district's Autism program. Our average class sizes were 19 in grades K-2 and 23 in grades 3-5 with nearly 60% of our student population receiving free and reduced lunch. The school, which is housed in a building nearly 70 years old, receives Title 1 funds and utilizes the process of Positive Behavioral Interventions and Supports (PBIS) as a way to ensure a productive and safe school environment. In addition, a common Classroom Environment Checklist was used monthly to ensure that all of the classrooms within Stafford School are designed to maximize the learning potential of our students and increase the opportunities for professional dialogue and reflection around instruction.

During the 2015-2016 school year, Stafford School was given permission to pilot a master schedule that provides for common grade level planning time that does not impact Tier 1 instruction. In addition to this necessary collaboration time, the pilot schedule provides for a grade level intervention block, as well as five specials that are each 45 minutes long. This master schedule sets the stage for significant improvements to be made in the ways in which we plan and deliver instruction, assess learning and respond to student needs. This initiative, which aligns directly to the District's Vision for Success, allows Stafford School to embark on a multi-year school wide

professional practice focus area will help us to formally develop an effective tiered intervention process at Stafford School.

School Wide SRBI Goal:

Utilize and evaluate the resources and assessment capabilities of the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) in our newly designed SRBI process, K-5.

Stafford SRBI Action Plan		
Steps:	Person(s) Responsible:	Due Date:
Identify and purchase a universal screen for literacy and numeracy	Tracy Youngberg	Completed Summer, 2015. District decision stopped the process until late October, 2015 when they offered their SRI licenses and allowed the purchase of SMI.
Develop a shared understanding of the SRBI process	District PD offered Principal’s Vision of SRBI for Stafford Common Grade Level Process for placing students into tiered interventions, as well as progress monitoring protocols.	August, 2015 District PD October 7, 2015 Staff Meeting November 3, 2015 ½ day PD On going
Notify parents of their role in the process and modify district SRBI letters to ensure parents are viewed as member of the team	Tracy Youngberg, Instructional Support Teachers & Grade Level Teams	December 1, 2015

Ensure individual student SMART goals are being written to ensure long range success in literacy and numeracy	Tracy Youngberg, Instructional Support Teachers, Psychologist, Social Worker & Grade Level Teams	December 1, 2015 and on going
Ensure progress monitoring is taking place as it is determined during the goal setting process	Tracy Youngberg, Instructional Support Teachers, Psychologist, Social Worker & Grade Level Teams	On going
Ensure 6-8 week reviews of all intervention plans addressed in formal grade level meetings	Tracy Youngberg, Instructional Support Teachers, Psychologist, Social Worker & Grade Level Teams	On going
Ensure that the school has the resources (including staffing) needed to address the literacy and numeracy needs of our students	Tracy Youngberg, Instructional Support Teachers & Grade Level Teams	On going
Plan for an extension of the process to encompass Social/Emotional development	Tracy Youngberg, School Psychologist & School Social Worker	Spring, 2016
Develop a shared understanding of the benefits of the Scholastic Reading and Math programs (SRI & SMI) as universal screens as well as supporting resources	Tracy Youngberg, Instructional Support Teachers & Grade Level Teams, Central Office Personnel & Scholastic Representatives	January, 2016
Develop a shared understanding of the computer based programs of IXL and RAZ kids as Tier I and Tier II supports, as well	Tracy Youngberg, Instructional Support Teachers & Grade Level Teams	Started spring of 2015; on going

as progress monitoring data, for both literacy and numeracy		
Provide professional development as we encounter areas of teacher weakness within the intervention or enrichment process	Tracy Youngberg, Central Office Personnel, In House Expertise	On going
Effectively utilize the grade level common planning times, as well as early release Wednesdays to track student progress	Tracy Youngberg, Instructional Support Teachers & Grade Level Teams	On going
Include students in at least grades 3-5 in their own goal setting process	Tracy Youngberg, Instructional Support Teachers & Grade Level Teams	Spring, 2016
Continue our school wide work around the concepts covered in the book The Growth Mindset	Tracy Youngberg, Instructional Support Teachers & Grade Level Teams	On going
Continue our school wide work around improving Tier 1 instruction by regularly assessing instruction and provided feedback for reflection	Tracy Youngberg Leadership Team	On going Monthly Environment Check Ins with Monthly Informal feedback provided to staff Winter and Spring Leadership Team Walk Throughs, K-5

Stafford School, which is focused on providing a balanced approach to literacy, was in Year 1 of its (2015-16) with the Literacy Collaborative. Year 1 of training required the building Literacy Coach participate in an intensive process of teaching and reflecting during one of our kindergarten classroom's literacy blocks. In addition to our professional work around better utilizing the Fountas & Pinnell Reading Benchmark Assessment, Running Records and their Prompting Guides, our K-5 team also worked to develop common formative assessments aligned to the expectations of the Common Core State Standards (CCSS). This focused work helped our students to demonstrate their ability comprehend and respond to literary and informational grade level texts, as well as master the objectives of our literacy units of study. Our writing curriculum offers students the opportunity to produce a variety of authentic pieces throughout the school year, although our reading and writing curriculum are not completely aligned. In an effort to connect these two content areas and monitor student progress, Stafford teachers administered the written portion of the Reading Benchmark in the fall and spring. In addition, the district recently provided licenses to the Scholastic Reading Inventory (SRI), as a way to ensure an objective measure of our students' ability to comprehend text. The SRI program assesses student Lexile scores based on an independent read of text and provides additional instructional resources to support Lexile growth. An analysis of our May, 2015, Reading Benchmark data, as well as our Smarter Balanced Assessment scores from the same time period, showed a significant number of students struggling to reach grade level expectations in reading. According to the end of year benchmark, 47 students, approximately 10% of the school's population, scored in the "substantially deficient"

category, with another 119 students, approximately 25%, scoring just below grade level expectations in the “approaching” category. Also noteworthy are the significant differences in score ranges between each grade level. Our Smarter Balanced Assessment scores in ELA/Literacy for grades 3-5, also indicate a performance issue between grade levels, as well as a large number of students who did not score at or above expectation as measured by the state assessment. Grade 3 had 28 students (36%) of their grade level not meeting expectations, while grades 4 & 5 had 37 students (54%) and 31 students (50%), respectively.

2015-16 School Wide Literacy Goal (K-5):

Between fall of 2015 and June, 2016, 100% of Stafford students will make at least one year's growth in reading comprehension as measured by the Scholastic Reading Inventory (SRI), Fountas & Pinnell Reading Benchmark Assessment, Running Records, common formative assessments and other internal measures of literacy.

2015-16 Grade Level Focus Areas (Literacy):

K	Early Literacy Skills
1	Home School Connection
2	Common Formative Assessments in Reading
3	Using Data For Flexible Groupings
4	Focus on About the Text Questions
5	Common Formative Assessments in Reading

2015-16 School Wide Numeracy Goal:

Between fall of 2015 and June, 2016, 100% of Stafford students will make at least one year’s growth in math problem solving as measured by the Scholastic Math Inventory (SMI), District Math Assessment, unit assessments and other internal measures of numeracy.

2015-16 Grade Level SLO Focus Areas (Numeracy):

K	Develop Summative Problem Solving Assessments
1	Improve the Home School Connection
2	Develop Pre Assessments for each Math Unit
3	Analyze Data to Create Flexible Groupings
4	Claim #1 – Concepts & Procedures: Teach students to organize math problems into steps and to work on being precise by checking over their work after each step and at the end.
5	Claim #1 – Concepts & Procedures: Problem Solving

Stafford School Improvement Plan

2016-2017

School Leadership Team

Katy Tanner, Kindergarten

Joanne Truskowski, Grade One

Betsy Scheer, Grade Two

Heather Gendreau, Grade Three

Amanda Marcotte, Grade Four

Karen Kulesa, Grade Five

Brenda Pecevich, Special Education

Jill Thompson, Literacy Coach

Joanna Vastola, Math Coach

Kristin Irvine, Principal

Plan Contents

1. Student Achievement Goals

a. School Wide Goals (SBA, BAS)

i. SLT Action Steps - updated monthly

b. Grade Level Goals

1. Teacher Actions

a. Professional Practice Objectives

b. Action Steps - updated monthly

Literacy, Math, and School Climate

Rationale for Selection of Goals

LITERACY: One major district focus is to improve literacy, with an elementary emphasis on K-2 staff development and student achievement. As we enter our second year in the Literacy Collaborative, our focus is on professional development and application of current literacy learning. We continue to collaborate and coordinate our efforts to implement, monitor, and improve instruction K-5 through our work as a School Leadership Team. Literacy is integrated in all content areas and therefore allows for a coordinated effort among all teachers at Stafford. Strengthening literacy connections will allow teachers to collaboratively pre-plan meaningful instruction, monitor progress, and adjust based on the current needs of their students.

MATH: Smarter Balanced Assessment math percents of students achieving mastery were low across the district. Problem solving tasks in are multi-layered and call upon students' basic mathematical skills, reasoning skills and their ability to construct arguments for or against ideas. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving. Use of group problem solving will stimulate students to apply their mathematical thinking skills in a more "real world" context. Teachers need to provide activities structured in ways that allow students to explore, explain, extend, and evaluate their progress.

SCHOOL CLIMATE: Having a welcoming, open school where students, families, and staff develop meaningful relationships with one another will enhance the social/emotional and educational experience for our students. This year at Stafford, we are focusing on intentionally building relationships, providing all individuals with opportunities to use their voice, holding one accountable for actions, and developing a forum for opportunities to fix problems. We will use circles to build relationships and solve problems.

Benchmark Assessment System

Percentage of students scoring at or above Bristol benchmark in reading

Grade	Indicator	District Target	2015 Baseline District	2015 Baseline School	2016 District	2016 School
K	BAS	85%	43.2%	62.7%	62.8%	73.7%
1	BAS	85%	41.0%	62.3%	71.9%	56.2%
2	BAS	85%	42.3%	56.0%	72.1%	60.0%
3	BAS	85%	N/A*	55.8%%	70.6%	73.7%
4	BAS	85%	N/A*	76.8%%	68.3%	64.6%
5	BAS	85%	N/A*	37.1%	68.8%	45.8%

**Not all schools in district participated in BAS administration in 2015.*

SLT Action Steps

	Tasks	Date	Completed by	Status
1	Discussed purpose of SLT, student data, reviewed 2015-16 SLO/PPOs, brainstormed focus areas for 2016-17	9.28.16	SLT members	Completed
2	Reviewed PPO/SLO grade level proposals, planned November 8th PD and focus areas for district leadership visit	10.26.16	SLT members	Completed
3	Discussed effectiveness of current literacy coaching model, debriefed district leadership visit, began Wednesday PD planning discussions	11.30.16	SLT members	Completed
4		12.21.16		
5				

Student Achievement Goals

Kindergarten

Students will improve their proficiency in mathematics by participating independently in the guided math model.

IAGD #1: District Common topic assessments in Kindergarten will be given in December, February, and April. On 2 out of the 3 District Common topic assessments, students will achieve the following results:

At least 49 of 69 students (71%) will score at the proficient or above level

At least 16 of 69 students (23 %) will score at the developing level

IAGD #2: On the 9 Progress Monitoring Checklists administered from November 2016- May 2017, at least 58 of 69 students (84%) will achieve proficiency by May 2017.

Grade 1

Students will demonstrate growth in reading as evidenced by the Fall and Spring Benchmark Assessment results and Running Record data.

IAGD #1: At least 76% of students (35 out of 46) who met or exceeded expectations will continue to meet/exceed expectations on the March 2016 BAS.

100% of students (31 out of 31) who were NOT meeting expectations in the fall will have increased a minimum of 1 level on the March 2016 BAS.

IAGD #2: By June 2016, 100% of students (77 out of 77) will demonstrate growth in reading according to classroom running record results.

Student Achievement Goals

Grade 2

Students will increase their proficiency in solving a variety of addition and subtraction word problem types.

IAGD #1: On the final addition/subtraction problem types assessment administered in May 2017, students will be asked to write an equation or draw a model and will achieve the following results:

- At least 28 out of 58 students (48%) who scored 4 or 5 will maintain a score of 4 or 5 out of 5
- At least 19 out of 58 students (33%) who scored 2 or 3 will improve to a score of at least 4
- At least 11 out of 58 students (19%) who scored a 0 or 1 will improve to a score of at least 3

IAGD #2: On the final addition/subtraction problem types assessment administered in May 2017, students will be asked to solve the 5 problems and will achieve the following results:

- At least 25 out of 58 students (43%) who scored 4 or 5 will maintain a score of 4 or 5 out of 5
- At least 19 out of 58 students (33%) who scored 2 or 3 will improve to a score of at least 4
- At least 14 out of 58 students (24%) who scored a 0 or 1 will improve to a score of at least 3

Student Achievement Goals

Grade 3

Students will improve their ability to construct viable arguments and critique the reasoning of others.

IAGD #1: On the final constructing arguments assessment administered in May 2017, students will achieve the following results as measured by the Smarter-Balanced rubric for 2-point items:

18 out of 20 students (90%) will maintain a score of 2 on at least 2 out of 3 tasks

18 out of 24 students (75%) will improve to a score of 2 on at least 2 out of 3 tasks

13 out of 20 students (65%) will receive at least a score of 1 on at least 2 out of 3 tasks

IAGD #2: On the final critiquing arguments assessment administered in May 2017, students will achieve the following results as measured by the Smarter-Balanced rubric for 2-point items:

16 out of 18 students (89%) will maintain a score of 2 on at least 2 out of 3 tasks

20 out of 26 students (77%) will improve to a score of 2 on at least 2 out of 3 tasks

13 out of 20 students (65%) will receive at least a score of 1 on at least 2 out of 3 tasks

Student Achievement Goals

Grade 4

Students will improve their ability to construct viable arguments and critique the reasoning of others.

IAGD #1: On the final constructing arguments assessment administered in May 2017, students will achieve the following results as measured by the Smarter-Balanced rubric for 2-point items:

At least 17 out of 25 students (68%) who scored a 2 on the baseline will maintain a score of 2 on at least 2 out of 3 tasks.

At least 16 out of 27 students (59%) who scored 1 on the baseline will improve to a score of 2 on at least 2 out of 3 tasks.

At least 18 out of 25 students (72%) who scored a 0 on the baseline will receive at least a score of 1 on at least 2 out of 3 tasks.

IAGD #2: On the final critiquing arguments assessment administered in May 2017, students will achieve the following results as measured by the Smarter-Balanced rubric for 2-point items:

At least 8 out of 10 students (80%) who scored a 2 on the baseline will maintain a score of 2 on at least 2 out of 3 tasks.

At least 21 out of 35 students (60%) who scored a 1 on the baseline will improve to a score of 2 on at least 2 out of 3 tasks.

At least 20 out of 32 students (63%) who scored a 0 on the baseline will receive at least a score of 1 on at least 2 out of 3 tasks.

Student Achievement Goals

Grade 5

Students will improve their ability to make sense of problems and persevere in solving them.

IAGD #1: On at least one of the common assessment tasks administered in March and April, students will achieve the following scores:

At least 11 out of 14 students (79%) who earned a level 3 or 4 on the baseline assessment will maintain their baseline score or increase to a level 4

At least 21 out of 33 students (64%) who earned a level 2 on baseline will increase to a level 3 or above

At least 17 out of 29 students (59%) who earned a level 1 on baseline will increase to a level 2 or above

IAGD #2: On a released SBA performance task administered in May 2017, students will achieve the following scores:

At least 10 out of 14 students (71%) who earned a level 3 or 4 on the baseline assessment will maintain their baseline score or increase to a level 4

At least 19 out of 33 students (58%) who earned a level 2 on baseline will increase to a level 3 or above

At least 15 out of 29 students (52%) who earned a level 1 on baseline will increase to a level 2 or above

Kindergarten Professional Practice Goal

Kindergarten teachers will implement guided math as an instructional strategy to improve student engagement and math proficiency.

IPGD: By January 2017, Teachers will plan and implement at least two days of guided math per week. This will be evidenced in the teachers' weekly plans on Planbook.com. Teachers will log the times when centers have been implemented in their daily plans. Student work will be used as evidence for the implementation of math centers.

rationale and evidence for PPO:

Guided math is a research-based instructional strategy. Research has shown that this strategy increases student engagement and achievement. The kindergarten team has experienced success with guided centers in literacy and hope to transfer this success to the area of math. The team hopes the use of this strategy will free the teachers up to differentiate instruction in the area of math. It will also allow for ongoing opportunities for students to practice and build a strong foundation for number sense.

Kindergarten Action Steps

	Tasks	Date	Completed by	Status
1	Participate in professional development sessions on Guided Math	8/30/16	CRTs	
2	Collaborating with Joanna Vastola (math coach) on how to plan and implement centers SEE LOG		CRTs	
3	November Guided Math PD with Joanna Vastola: K team assisting with modeling how to transition to guided math centers and creating a numeracy rich environment	11/8/16	CRTs	Complete
4	Jessica Tichy read "Teaching Student-Centered Mathematics" and shared out information with K team on math center activities	8/29/16	CRTs	
5	We will read "Guided Math by Laney Sammons" and share out information during IDT extended days. Notes on each chapter read will be in Google docs for teachers to refer back to when planning and implementing Guided Math. Teachers will log the dates when reading and sharing have taken place	11/9/16	CRTs	

Kindergarten Action Steps

	Tasks	Date	Completed by	Status
6	Observe other Kindergarten teachers at Stafford School and across the district (if possible) who have implemented guided math	11/22/16	CRTs	
7	Weekly lesson plan collaboration time will be used to develop center activities		CRTs	
8	Guided Math Walk Through checklist will be used by each classroom teacher to document the Guided Math components used in the classroom (Pre- and Post-: November and May)	11/16/16	CRTs	
			CRTs	
			CRTs	

Grade One Professional Practice Goal

Teachers will effectively implement the Restorative Practices within our classrooms as a means of improving student behavior.

IPGD: By June 2017, teachers will effectively:

- implement a minimum of 3 morning circles and a minimum of 2 afternoon circles a week
- Reinforce students' positive behavior by rewarding them a ticket
- Administer and analyze a pre and post school climate survey to students

RATIONALE AND EVIDENCE:

As a school, we are trying to follow the Restorative Practice model. Two of our 2eam members attended a workshop over the summer and all staff participated in a professional development workshop in August 2016. Our first grade team felt it would be beneficial to try to implement this approach considering that our current behavioral system was having an adverse effect on our incoming group of students.

Grade One Action Steps

	Tasks	Date	Completed by	Status
1	Lauren Titus and JoAnn Truskowski attended a four day workshop on Restorative Practices and shared out with the team. - Texts that were read and shared:		CRTs	
2	The whole team attended a professional development workshop on an overview of the Restorative Practice in August.		CRTs	
3	Keep a log of our circle topics.		CRTs	
4	When issues arise (between a few children) we will conduct Restorative Conferences in the hallway.		CRTs	
5	Terri Schaffrick and Kelly Lejeune will be attending a workshop on Restorative Practices and will share out with the team.		CRTs	

Grade One Action Steps

	Tasks	Date	Completed by	Status
6	JoAnn Truskowski will attend a Dine and Discuss titled, "Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management" by Dominique Smith, Douglas Fisher and Nancy Frey and will share out with the team.			
7	The team would like to present about what we have learned and what we are doing and seeing to the school at a PD in February or March			

Grade Two Professional Practice Goal

Teachers will implement instruction regarding math problem solving tasks.

IPGD: Teachers will explicitly model and teach strategies to solve comparing, start unknown, addend unknown, and both addends unknown problems.

Teachers will provide instruction on writing answer statements for word problems.

Rationale and evidence for PPO:

The Common Core Standards for grade two include a matrix of addition and subtraction problem types. Standard and non-standardized assessments show need for student improvement in problem solving tasks.

Grade Two Action Steps

	Tasks	Date	Completed by	Status
1	Collaborate as a grade level team and with our district math coach to develop assessments. SEE LOG		CRTs	
2	Develop and administer additional problem solving tasks to district topic tests for progress monitoring.		CRTs	
3	Analyze problem solving data.	11/7/16	CRTs	
4	Develop and implement data driven lessons.		CRTs	
5	Grade two teacher will be attending guided math professional development session in December and will share new learning with the grade level team.		CRTs	

Grade Two Action Steps

	Tasks	Date	Completed by	Status
6			CRTs	
7			CRTs	
8			CRTs	
9			CRTs	
10			CRTs	

Grade Three Professional Practice Goal

The Grade 3 teachers will effectively implement Mathematical Practice 3 to construct a viable argument and critique the reasoning of others.

IPGD: By January 2017, Teachers will implement problem solving tasks at least once a week.

Rationale and evidence for PPO:

Problem solving tasks provide intellectual challenges for enhancing students' mathematical understanding and development. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving. Use of group problem solving will stimulate students to apply their mathematical thinking skills. Teachers need to provide activities structured in ways that allow students to explore, explain, extend, and evaluate their progress. There are three critical components to effective mathematics instruction; 1. Teaching for conceptual understanding 2. developing children's procedural literacy 3. Promoting strategic competence through meaningful problem solving investigations. We feel that problem solving will allow our students to achieve higher level thinking in the area of mathematics as well as solidifying their conceptual knowledge. The SBA scores from the 2015-16 grade 3 students show that 13% below, 61% at/near, and 24% above. Due at/near not being broken out, we potentially could have 50% of our students not at goal. Stafford grade 3 was below the district average. Our 2016-17 baseline data for constructing and argument shows 74% of grade 3 scored a 0/1 and 65% scored 0/1 for critiquing the reasoning of others.

Grade Three Action Steps

	Tasks	Date	Completed by	Status
1	Read and discuss chapter from <u>Engage in the Mathematical Practices</u> . We will read the chapter on mathematical practice 3 and discuss.	12/2/16	CRTs	completed
2	August P.D. on math workshop	8/29/16	CRTs	completed
3	Create a file of problem solving activities and performance tasks.	11/2016	CRTs	ongoing
4	Collaboratively plan weekly mini-lessons and discuss how we will implement those tasks.		CRTs	ongoing
5	Analyze data as a team to look at our instruction and how to improve and/or change the instruction.	11/2016 (+/- unit)	CRTs	ongoing

Grade Three Action Steps

	Tasks	Date	Completed by	Status
6	Collaborating with Joanna Vastola (math coach) on management techniques	10/2016, 11/8, 11/16, 11/18	CRTs	ongoing
7	Heather Gendreau will attend "Creating AHA Moments" math workshop and share out with team	10/21	CRTs	complete
8	Patty Smith will attend "Basic School Climate", a workshop about restorative practices and will share out with the team	1/12-1/13	CRTs	
9	Will hold a dine and discuss on Claim 3 for the Stafford Staff		CRTs	
10	Grade 3 teachers observed Math Coach presenting a 3 Act Task.	11/18	Coach/CR T's	completed
11	Patty Smith and Ray Beaucar will attend a math workshop called "Putting Mathematical Practice 3 Into Action and will share with the team	01/19/16		

Grade 4 Professional Practice Goal

The Grade 4 teachers will effectively teach/coach Mathematical Practice 3 so that our students are able to construct a viable argument and critique the reasoning of others.

IPGD: Teachers will implement problem solving tasks at least once a week (occurring during normal math lessons) and monthly 2 question “quick checks”. There will be one question that focuses on constructing an argument and one that focuses on critiquing the reasoning of others.

Rationale and Evidence for PPO:

Problem solving tasks in Grade 4 are multi-layered and call upon students’ basic mathematical skills, reasoning skills and their ability to construct arguments for or against ideas. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving. Use of group problem solving will stimulate students to apply their mathematical thinking skills in a more “real world” context. Teachers need to provide activities structured in ways that allow students to explore, explain, extend, and evaluate their progress. We selected **mathematical practice 3: constructing viable arguments and critiquing the reasoning of others** because many of the other mathematical practices are built in to this one. As we are instructing/coaching students to be successful in this practice, we are also developing students’ skills in mathematical practice 1, 2, 4, 5 and 6. This focus is very far reaching and beneficial.

Grade Four Action Steps

	Tasks	Date	Completed by	Status
1	Collaboration with Joanna Vastola (building math coach) on effective teaching strategies for MP3. SEE LOG		CRTs	
2	Discuss/collaborate with grade 4 and 5 teams on effective ways to implement 3-Act Tasks in the classroom.		CRTs	
3	Observe Joanna Vastola (math coach) teaching different problem solving approaches/strategies.		CRTs	
4	Implement problem solving stems and “would you rather” tasks we learned at November PD		CRTs	
5	Common scoring of student responses to MP3-type items and progress monitoring chart	11-16-16	CRTs	
6	Analyze student response chart monthly to check progress toward goal		CRTs	

Grade 5 Professional Practice Goal

The Grade 5 teachers will implement the use of 3 act math tasks at least two times each month.

IPGD: Teachers will implement math 3 act tasks at least two times monthly to improve student's ability to solve extended math problems in which multiple solutions are required.

Rationale and Evidence for PPO:

A 3 Act Math task is an instructional strategy with numerous benefits that help students foster their ability to solve multiple step extended mathematical problems. As Dana Ehlert stated, "One big reason why these tasks are helpful is the fact that there is a low entry point." This is crucial for teachers because it allows students at every level to enter a problem. Another crucial component is the fact that there are multiple routes to a reasonable solution. This is important because students begin to develop growth mindset when they can see different avenues to success. Also, students are often times asked for multiple solutions on SBAC tasks and tasks that we will be asking students to complete throughout the year. The team believes the use of this strategy will allow us to meet our students learning objective and IAGD.

Grade Five Action Steps

	Tasks	Date	Completed by	Status
1	Collaborating with Joanna Vastola on effective use of 3 act tasks in the classroom. SEE LOG	11/16/16	CRTs	
2	Provide a targeted review and intervention for students not demonstrating mastery of skill		CRTs	
3	Conduct observations of teachers with experience in using 3 act tasks.	11/22/16 - 5O to 4R	CRTs	ongoing
4	Keep a journal and collaborate with each member of the team regarding successes and failures of using 3 act tasks.		CRTs	
5	Report to faculty regarding the effectiveness of this PPO.		CRTs	

Grade Five Action Steps

	Tasks	Date	Completed by	Status
6			CRTs	
7			CRTs	
8			CRTs	
9			CRTs	
10	R		CRTs	

OBJECTIVE

To obtain a Technology Education teaching position at the high school level.

EDUCATION

December 2007
Bachelor of Education in Technology Central Connecticut State University

April 2008
Connecticut Certification in Technology Education, K-12

July 2016
Masters of Educational Technology University of Saint Joseph

PROFESSIONAL EXPERIENCE

April 2008-Present Windsor High School
Technology Education Teacher Windsor, CT

- Independently and consistently developed lesson plans that effectively facilitated student learning outcomes, by linking objectives to assessment to activity and made appropriate accommodations for diverse learners.
- Planned instruction that builds on previous learning and appropriately sequenced the learning objectives. Used a wide variety of instructional resources such as, curriculum materials, primary source documents, and technology that consistently supported the instructional objective and most students' learning needs into the lesson planning.
- Utilized a wide variety of instructional methods, materials and strategies that enabled all students to actively participate in constructing meaning and developing skills, and made connections with prior learning experiences. Methods included direct instruction, concept models, cooperative learning, and discussion models.
- Effectively collaborated and communicated with colleagues, professionals, and parents in ways that benefited the students. This included departmental and staff meetings, professional development days, conferences, phone contacts and one-on-one meetings.
- Advised and organized clubs, which allowed me to build rapport with students outside of the classroom.
- Have built upon an existing program by updating the curriculum to industry standards and incorporated new technologies into the curriculum. This allows students to learn skills that can be used in the work force.
- Created a classroom environment that is secure, safe, inviting, and stimulating for all students to learn.

January 2008-April 2008 Simsbury High School
Technology Education Long-Term Substitute Simsbury, CT

- Prepared daily for four classes, PLTW, Computer Graphics, Architecture, and Housing and Interior Design. My preparations consisted of lesson plans, rubrics, tests, quizzes, demonstrations, and activities.

Michael J. LeClair

- Reported grades and attendance using the school software.
- Performed teacher duties such as detention, study hall, and after school help.
- Worked to promote Technology Education through attending open house and preparing several cork boards outside the classroom, with students work.

October 2007-December 2007

Technology Education Student Teaching

Simsbury High School
Simsbury, CT

- Independently and consistently developed lesson plans that effectively facilitated student learning outcomes, by linking objectives to assessment to activity and made appropriate accommodations for diverse learners. Objectives for these lessons were student centered, with a clear and observable outcome.
- Planned instruction that builds on previous learning and appropriately sequenced the learning objectives. Used a wide variety of instructional resources such as, curriculum materials, primary source documents, and technology that consistently supported the instructional objective and most students' learning needs into the lesson planning.
- Utilized a wide variety of instructional methods, materials and strategies that enabled all -students to actively participate in constructing meaning and developing skills, and made connections with prior learning experiences. Methods included direct instruction, concept models, cooperative learning, and discussion models.

September 2007-October 2007

Technology Education Student Teaching

Middle School of Plainville
Plainville, CT

- Effectively collaborated and communicated with colleagues, professionals, and parents in ways that benefited the students. This included departmental and staff meetings, professional development days, conferences, phone contacts and one-on-one meetings.
- Employed effective initiation techniques that set expectations for achievement, stated and modeled the learning outcome and built on prior knowledge.
- Consistently made accommodations for students with special needs through collaboration with the student, parents, special education staff, and attendance of planning and placement team meetings.
- Made accurate appraisals of student's learning progress by analyzing students work on a regular basis, reflecting on teaching effectiveness and initiated positive changes based on these appraisals.
- Worked to help all students develop a positive work ethic and demonstrated a belief that all students have the right and ability to learn. Engaged students through use of questioning and higher level thinking and assisted students by consistently prompting, rephrasing, or probing for clarification and engaging in discourse through questioning.

February 2006-May 2006

Technology Education Volunteer

Sedgwick Middle School
West Hartford, CT

- Worked with the Technology Education Department to develop lesson plans and activities to enrich student experiences. These included items such as a dvd rack, a complex gum ball machine, wind chime, balsa wood bridge, and tool box.

RELATED EXPERIENCE

September 1998-June 2000

Volunteer Religious Education Teacher

St. Anthony School
Bristol, CT

Michael J. LeClair

- Taught Catholic religion to a sixth grade class.
- Prepared lesson plans and activities on a weekly basis.

November 2006-January 2007

Pulaski Middle School

Special Education Volunteer

New Britain, CT

- Assisted special education teacher in classroom instruction, planned educational and recreational activities.

EMPLOYMENT

April 2008-Present

Windsor High School

Technology Education Teacher

- Prepare and teach classes for the Graphics and Photography programs.
- Advisor for the Senior Class, School Newspaper, and GoBabyGo club

January 2008-April 2008

Simsbury High School

Long-Term Substitute

- Teach and prepare for four classes a day PLTW, Computer Graphics, Architecture, and Housing and Interior Design.

October 2007-April 2008

Sheriden Woods

Maintenance

- Repaired and maintained facility

November 2006-August 2007

Arkema Inc.

Production

- Operated part of a production line that made Plexiglas
- Prepared and stocked orders for delivery
- Ground, packaged, and stocked scrap Plexiglas for reuse

March 2003-October 2006

Carrier Home Builders Inc.

Excavation

- Safely operated and maintained excavating equipment
- Performed all excavating tasks necessary to complete a residential subdivision

MEMBERSHIPS AND CERTIFICATIONS

- Connecticut Technology Education Association
- Capturing Kids Hearts (CKH) Trained Mentor

REFERENCES

Upon Request

Eric W. Turner

Objective

To obtain a position as a special education educator with the opportunity for growth, experience, and advancement in education aiming to enhance the behavioral, social, emotional, and academic achievement of all learners.

Teaching Experience

Regional School District 10
Lake Garda Elementary School

Student Teacher: K-4 Special Education

Aug. 2016-Nov. 2016

- Collaborated with regular education teacher, paraprofessionals/communicated with parents
- Effectively managed and advocated for student IEP services
- Serviced children with many disabilities (SLD, ID, Health-impaired, ADHD, Autism)
- Proficient in executing educational programs such as Wilson Reading, Saxon Math, and Leveled Literacy Intervention
- Managed behavior through intervention plans/charts daily
- Developed positive relationships with students creating a cohesive work environment for all
- Highly experienced with behavioral clientele

Work Experience

Farmington Public Schools:
Farmington High School, Farmington CT

Camp Counselor

June 2016-August 2016

- One on one with student developing peer interactions
- Working on emotional and social skills
- Assisting with hand over hand activities

Farmington Public Schools:
Alternative High School, Farmington, CT

Paraprofessional

April 2015-June 2016

- Assisted students with behavioral, social and emotional needs
- Aided classroom teachers with educational tasks
- Transported students to and from school while developing a role model bond
- Assisted with behavioral and future education plans of the students

- Partial instruction in teachers' absence
- Administrative tasks set forth by the teacher
- Provided assistance with graduation of the expected seniors

Burlington, CT

Tutor

October 2014-June 2016

- Assisted one student in fifth grade throughout the school year with autism in all subject areas
- Assisted one student in fourth grade with math help

Regional School District 10:

Lake Garda Elementary School, Burlington, CT

October 2013-April 2015

Paraprofessional

- Assisted students in special education with behavioral and educational needs
- Performed classroom and educational tasks
- Assisted with the creation and review of behavioral goals/intervention plans
- Completed administrative tasks set forth by the teacher
- Aided emotionally disturbed and disabled students
- Instructed students in teacher's absence

Camp Trumbull:

Plainville, CT

June 2014-August 2014

Camp Counselor

- Assisted campers who were special needs in completing activities
- Served as a role model for the campers

ARC of the Farmington Valley, Canton, CT

May 2008-June 2013

Direct Support Professional

- Assisted individuals with developmental disabilities to achieve their personal goals
- Assisted the department manager with major tasks
- Served as a role model and mentor and coaches clients by demonstrating the desired behaviors.
- Communicated with team and proposes new ideas to the program
- Helped in the swimming pool to organize different games and events for each individual

Education

Central Connecticut State University, New Britain, CT

GPA: 3.08

Bachelor of Arts Degree, December, 2012

Major: Sociology / Minor: Psychology

Related Courses:

Sociology of the Family, Psychology of Dying & Death, Adult Development & Aging, Abnormal Psychology

Walden University, Minnesota

Masters of Arts in Teaching- Special Education (K-21 yrs of age)

Estimated Graduation: 2016

Certifications/Trainings/Skills

- CPR/ First Aid Certified
- PMT Certification

- Proficient in MS Word, Excel, and PowerPoint
- Proficient in Wilson Reading, Saxon Math, LLI

**BOARD OF EDUCATION
Bristol, Connecticut**

RECOMMENDATIONS TO BOARD FOR SIXTH YEAR SALARY CREDIT
EFFECTIVE 2/1/2017

Name	Assignment	Transcribed Course Work	Work Shops/CEU Equivalent	Instructor of College Course/s	Authorship	Travel	Total Credits
Bedrossian, Erin	STAF Special Education	33					33
Mirmina, Shawn	BCHS Guidance	36					36
Rossier Elizabeth	BCHS Guidance	30					30

3/1/17



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

BRISTOL PUBLIC SCHOOLS
129 CHURCH STREET PO BOX 450
BRISTOL, CT 06011-0450

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 109-270
CFDA #: 84.048A
SDE Project Code: SDE000000000002

Grant Number: 017-000 12060-20742-2017-84010-170002

2 Grant Title

CARL D PERKINS CAREER & TECH. EDUC. ACT

5 Award Period

7/1/2016 - 6/30/2017

3 Education Staff

Program Manager:
Lori Matyjas 860-713-6785

Payment & Expenditure Inquiries:
Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$115,330

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2016 and June 30, 2017 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2017. For grants awarded for two-year periods beginning July 1, 2016, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2018. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant is awarded under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and is subject to all provisions therein. Expenditures for administrative costs, including indirect charges, may not exceed 5% of the total amount expended.

This grant has been approved.

1/11/2017

Isabelina Rodriguez

BUDGET FORM

Created On: 1/11/2017

ED 114

Fiscal Year: 2017
Grantee Name: BRISTOL
Grant Title: CARL D PERKINS CAREER & TECH. EDUC. ACT
Project Title: PERKINS SECONDARY BASIC GRANT
Fund: 12060 SPID: 20742 Year: 2017 PROG: 84010 CF1: 170002 CF2:
Grant Period: 7/1/2016 - 6/30/2017 Authorized Amount: \$115,330
Project Code: SDE000000000002

Funding Status: Final
Vendor ID: 00017

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$115,330

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	4,546
111B	INSTRUCTIONAL	13,383
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	1,319
322	IN SERVICE	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	6,100
510	STUDENT TRANSPORTATION SERVICES	4,200
580	TRAVEL	2,154
600	SUPPLIES	23,064
700	PROPERTY	60,564
917	INDIRECT COST	
	TOTAL	\$115,330
XANR	AGRICULTURE & NATURAL RESOURCES	
XAVC	ARTS, AUDIO VIDEO TECH. AND COMM. SRVCS.	7,080
XBAS	BUSINESS & ADMIN. SERVICES	17,180
XCON	CONSTRUCTION	8,317
XETS	EDUCATION AND TRAINING SERVICES	
XFS	FINANCIAL SERVICES	4,157
XHS	HEALTH SERVICES	
XHSS	HUMAN SERVICES	
XHT	HOSPITALITY & TOURISM	12,598
XITS	INFO. TECH. TELECOM. SERVICES	4,157
XLP	LEGAL & PROTECTIVE SERVICES	
XMAN	MANUFACTURING	61,841
XPAG	PUBLIC ADMINISTRATION/GOVERNMENT SERVICE	
XSRT	SCIENTIFIC RESEARCH, ENGR. AND TECH SVCS	
XTDL	TRANSPORTATION, DIST. AND LOGISTICS SVCS	
XWRS	WHOLESALE/RETAIL SALES & SERVICES	
	TOTAL for "X" Codes	\$115,330

Original Request Date: 6/14/2016

This budget was approved by Lori Matyjas on 1/6/2017.



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

BRISTOL PUBLIC SCHOOLS
129 CHURCH STREET PO BOX 450
BRISTOL, CT 06011-0450

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 107-110
CFDA #: 84.196A
SDE Project Code: SDE000000000002

Grant Number: 017-000 12060-20770-2017-82079

2 Grant Title

EDUCATION OF HOMELESS CHILDREN AND YOUTH

5 Award Period

7/1/2016 - 6/30/2017

3 Education Staff

Program Manager:

Louis Tallarita 860-807-2058

Payment & Expenditure Inquiries:

Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$20,000

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2016 and June 30, 2017 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2017. For grants awarded for two-year periods beginning July 1, 2016, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2018. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved.

8/30/2016

Charlene Russell-Tucker
Associate Commissioner
Division of Family and Student Support Services



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

BRISTOL PUBLIC SCHOOLS
129 CHURCH STREET PO BOX 450
BRISTOL, CT 06011-0450

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 107-110
CFDA #: 84.010A
SDE Project Code: SDE000000000002

Grant Number: 017-000 12060-20679-2017-82070-170002

2 Grant Title

TITLE I IMPROVING BASIC PROGRAMS

5 Award Period

7/1/2016 - 6/30/2018

3 Education Staff

Program Manager:
James Dargati 860-713-6562

Payment & Expenditure Inquiries:
Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$2,106,790

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2016 and June 30, 2017 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2017. For grants awarded for two-year periods beginning July 1, 2016, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2018. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

Although this grant is issued for a two-year period, Section 1127 of P.L. 107-110 requires that 85% of this Title I allocation must be expended by September 30, 2017. This requirement does not apply to districts that receive less than \$50,000 in Title I funds. The percentage limitation on carryover funds may be waived once every three years if the State Department of Education deems a district's waiver request to be reasonable and necessary.

This grant has been approved.

1/11/2017

Isabelina Rodriguez

BUDGET FORM

Created On: 1/11/2017

ED 114

Fiscal Year: 2017 Funding Status: Final
Grantee Name: BRISTOL Grantee: 017-000 Vendor ID: 00017
Grant Title: TITLE I IMPROVING BASIC PROGRAMS
Project Title:
Fund: 12060 SPID: 20679 Year: 2017 PROG: 82070 CF1: 170002 CF2:
Grant Period: 7/1/2016 - 6/30/2018 Authorized Amount: \$2,106,790
Project Code: SDE0000000000002

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$2,106,790

CODES	DESCRIPTIONS	PUB BUD	NPUB BUD	NEGL BUD
100	PERSONAL SERVICES - SALARIES	1,534,369	2,846	2,978
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	243,030		
300	PURCHASED PROF/TECH SERVICES	111,424		400
400	PURCHASED PROPERTY SERVICES			
500	OTHER PURCHASED SERVICES	65,093		
600	SUPPLIES	89,344		40
700	PROPERTY	57,266		
800	MISCELLANEOUS			
917	INDIRECT COST			
	TOTAL	\$2,100,526	\$2,846	\$3,418

Original Request Date: 10/6/2016

This budget was approved by James Dargati on 1/4/2017.



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

BRISTOL PUBLIC SCHOOLS
129 CHURCH STREET PO BOX 450
BRISTOL, CT 06011-0450

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 107-110
CFDA #: 84.367A
SDE Project Code: SDE000000000002

Grant Number: 017-000 12060-20858-2017-84131-170002

2 Grant Title

TITLE II-PART A TEACHERS

5 Award Period

7/1/2016 - 6/30/2018

3 Education Staff

Program Manager:
James Dargati 860-713-6562

Payment & Expenditure Inquiries:
Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$215,892

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2016 and June 30, 2017 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2017. For grants awarded for two-year periods beginning July 1, 2016, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2018. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved.

1/11/2017

Desi Nesmith

BUDGET FORM

Created On: 1/11/2017

ED 114

Fiscal Year: 2017
Grantee Name: BRISTOL
Grant Title: TITLE II-PART A TEACHERS
Project Title:
Fund: 12060 SPID: 20858 Year: 2017 PROG: 84131 CF1: 170002 CF2:
Grant Period: 7/1/2016 - 6/30/2018 Authorized Amount: \$215,892
Project Code: SDE0000000000002

Funding Status: Final
Vendor ID: 00017

Grantee: 017-000

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

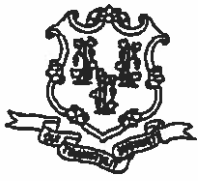
CARRYOVER DUE:

CURRENT DUE: \$215,892

CODES	DESCRIPTIONS	PUB BUD	NPUB BUD
100	PERSONAL SERVICES - SALARIES	151,204	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	42,269	
300	PURCHASED PROF/TECH SERVICES		22,419
400	PURCHASED PROPERTY SERVICES		
500	OTHER PURCHASED SERVICES		
600	SUPPLIES		
700	PROPERTY		
800	MISCELLANEOUS		
917	INDIRECT COST		
930	TRANSFERRED FUNDS		
	TOTAL	\$193,473	\$22,419

Original Request Date: 10/6/2016

This budget was approved by James Dargati on 1/5/2017.



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

BRISTOL PUBLIC SCHOOLS
129 CHURCH STREET PO BOX 450
BRISTOL, CT 06011-0450

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 107-110
CFDA #: 84.365A
SDE Project Code: SDE0000000000002

Grant Number: 017-000 12060-20868-2017-82076-170002

2 Grant Title

IMMIGRANT & YOUTH EDUCATION PROGRAM

5 Award Period

7/1/2016 - 6/30/2018

3 Education Staff

Program Manager:

Olayemi Onibokun 860-713-6787

Payment & Expenditure Inquiries:

Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$16,549

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2016 and June 30, 2017 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2017. For grants awarded for two-year periods beginning July 1, 2016, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2018. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved.

12/26/2016

Charlene Russell-Tucker
Associate Commissioner
Division of Family and Student Support Services

Bristol Adult Education

Immigrant and Youth Education Grant Award, 2016-2017

Each year the State of Connecticut, Department of Education awards local boards of education, upon receipt of the request for grant allocations, funds for the purpose of educating children identified as recent immigrants. This grant is based upon the October 1, 2015 count submitted to the State. Bristol was awarded \$16,549, which is approximately \$4,000 less than last year. These funds will be used to offset the cost of tutors that work with our immigrant students in all of our schools with emphasis on the schools with the greatest need. Tutors spend approximately 90 hours a week working with our immigrant students.

BUDGET FORM

Created On: 12/26/2016

ED 114

Fiscal Year: 2017
Grantee Name: BRISTOL
Grant Title: IMMIGRANT & YOUTH EDUCATION PROGRAM
Project Title:
Fund: 12060
Grant Period: 7/1/2016 - 6/30/2018
Project Code: SDE000000000002

Grantee: 017-000
Year: 2017
PROG: 82076
SPID: 20868
CF1: 170002
CF2:
Authorized Amount: \$16,549

Funding Status: Final
Vendor ID: 00017

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$16,549

CODES	DESCRIPTIONS	PUB BUD	NPUB BUD
111A	NON-INSTRUCTIONAL	12,490	
111B	INSTRUCTIONAL		
200	PERSONAL SERVICES-EMPLOYEE BENEFITS		
320	PROFESSIONAL EDUCATIONAL SERVICES		
321	TUTORS		
322	IN SERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS	1,450	
325	PARENT ACTIVITIES	1,250	
510	STUDENT TRANSPORTATION SERVICES		
560	TUITION		
640	BOOKS AND PERIODICALS		
650	SUPPLIES - TECHNOLOGY RELATED	1,359	
	TOTAL	\$16,549	

Original Request Date: 12/13/2016

This budget was approved by Olayemi Onibokun on 12/20/2016.

Community Relations

Communication with the Public

Parent Involvement

Considerable evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Bristol Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the administration must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. Each option should:

- encourage strong home-based partnerships;
- provide for consistent and effective communication between the parents, guardians, and care-givers, and school officials;
- offer parents, guardians, and care-givers ways to assist and encourage their children to do their best;
- offer ways parents, guardians, and care-givers can support classroom learning activities; and
- provide opportunities for parents, guardians, and care-givers to have a voice in the planning and decision-making at both the school and district level.

In order to afford all parents and care-givers opportunities for involvement in the educational process, activities and the scheduling of those activities must take into account the needs of working parents, guardians, and care-givers.

Some mechanisms for fostering successful home-school connections are newsletters, social media, open houses, parenting education workshops, parent-teacher organizations, parent forums, parent participation on school governance councils, parent participation on district and/or building committees and task forces, and classroom volunteerism.

Legal Reference: Connecticut General Statutes

[10-221](#) Boards of Education to prescribe rules, policies, and procedures (as amended by PA 97-290)

Policy Adopted: March 1, 2017

Community Relations

Media Access to Students

The Board recognizes the important role the media serves in reporting information about the district's program, services and activities.

School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools. The media may interview and photograph students involved in instructional programs and school activities including athletic events provided their presence will not be unduly disruptive and shall comply with Board policies and district goals.

Media representatives shall be required to contact administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public.

Media representatives wishing to photograph or identify particular students, must obtain parental or guardian approval as well. Such permission *shall* be required before photographs, videotapes, and/or articles referring to students involved in athletic events may be published.

Parents will be advised of the district's *Media Access to Students* policy at the time of the student's registration and each fall in the student/parent handbook. Parents who do not want their student interviewed, photographed or videotaped by the media shall inform the school by signing the permission form created for this purpose and checking the box for, or against, allowing their child to be interviewed, photographed or videotaped for publication.

District employees may release student information to the media only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

(cf. [5125](#) - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes

[1-213](#) Access to public records. Exempt records.

[10-209](#) Records not to be public.

Federal Family Educational Rights and Privacy Act, Sec. 438, 20 U.S.C. Sec 1232g (1988).

Title I - Amendments to the Individuals with Disabilities Act. (PL 105-17)

Policy adopted: March 1, 2017

Policy to be placed in Student/Parent Handbook

Students

Medical (Palliative) Use of Marijuana

This policy sets forth the prohibited use of medical marijuana (palliative use) in the District's schools and on its property.

Definitions

“Palliative use” means the acquisition, distribution, transfer, possession or transportation of marijuana or paraphernalia relating to marijuana, including the transfer of marijuana and paraphernalia relating to marijuana from the patient's primary caregiver to the qualifying patient, to alleviate a qualifying patient's symptoms of a debilitating medical condition or the effects of such symptoms, but does not include any such use of marijuana by any person other than the qualifying patient.

“Qualifying patient” means a person who is a resident of Connecticut, has been diagnosed by a physician as having a debilitating medical condition, and is eighteen years of age or older, is an emancipated minor, or has written consent from a custodial parent/guardian or other person having legal custody of such person that indicates that such person has permission from such parent, guardian or other person for the palliative use of marijuana for a debilitating medical condition and that such parent, guardian or other person will serve as a primary caregiver for the qualifying patient and control the acquisition and possession of marijuana and any related paraphernalia for palliative use on behalf of such person.

“Primary caregiver” means a person, other than the qualifying patient and the qualifying patient's physician, who is eighteen years of age or older and has agreed to undertake the responsibility for managing the well-being of the qualifying patient with respect to the palliative use of marijuana, provided in the case of a qualifying patient under eighteen years of age and not an emancipated minor or otherwise lacking legal capacity, such person shall be a parent, guardian or person having legal custody of such qualifying patient and in the case of a qualifying patient eighteen years of age or older or an emancipated minor, the need for such person shall be evaluated by the qualifying patient's physician and such need shall be documented in the written certification, issued by a physician (does not include a physician assistant).

“Debilitating medical condition” means cancer, glaucoma, positive status for human immunodeficiency virus or acquired immune deficiency syndrome, Parkinson's Disease, multiple sclerosis, damage to the nervous tissue of the spinal cord with objective neurological indication of intractable spasticity, epilepsy, or uncontrolled intractable seizure disorder, cachexia, wasting syndrome, Crohn's disease, post-traumatic stress disorder, irreversible spinal cord injury with objective neurological indication of intractable spasticity, cerebral palsy, cystic fibrosis or terminal illness requiring end-of-life care, except, if the qualifying patient is under eighteen years of age. “debilitating medical condition” means terminal illness requiring end-of-life care, irreversible spinal cord injury with objective neurological indication of intractable spasticity, cerebral palsy, cystic fibrosis, severe epilepsy or uncontrollable seizure disorder.

Students

Medical (Palliative) Use of Marijuana

Definitions (continued)

“Research program” means a study approved by the Department of Consumer Protection (DEP) and undertaken to increase information or knowledge regarding the growth, processing, medical attributes, dosage forms, administration or use of marijuana to treat or alleviate symptoms of any medical conditions or the effects of such symptoms.

Although possession and use of marijuana for certain medical conditions is permitted in Connecticut, the Board of Education (Board) recognizes that the possession and use of marijuana remains illegal under federal law. Consistent with federal law, including the Controlled Substances Act and the Drug Free Schools and Communities Act, the use and/or possession of marijuana continues to be prohibited while a student or employee is on campus, riding a school bus or at school-sponsored activities.

To qualify for medical marijuana use, an unemancipated minor must have written consent from a custodial parent/guardian or other person with legal custody, indicating that the person has given permission for the minor to use marijuana for a debilitating condition, as defined. The written consent must state that the person will serve as the minor’s primary caregiver and control the acquisition and possession of marijuana and any related paraphernalia on the minor’s behalf.

The unemancipated minor via the person with legal custody, must provide DEP with a letter from the minor’s primary care provider in addition to another letter from a physician certified in an area involved in the treatment of the minor’s debilitating condition. Such written certification shall not be for marijuana in a dosage form that requires that the marijuana be smoked, inhaled, or vaporized.

The protections provided to patients, both adult and minors, utilizing medical marijuana is prescribed in state statute, do not apply if the patient ingests marijuana in certain settings such as at work, at school, or in public.

It is the Board’s intent, via this policy to maintain compliance with state and federal laws with regard to the prohibited use of marijuana in the schools, on school property and at school-related activities. This policy is also intended to maintain compliance with the afore-mentioned federal legislation. The Board directs the Superintendent and staff to continue to enforce its current policies regarding controlled substances. Any student or employee who violate District policies prohibiting the manufacture, distribution, dispensation, possession or use of illegal drugs in District schools, on District property or as part of any District activities will be subject to disciplinary and criminal action, up to and including suspension, expulsion or termination of employment.

Students

Medical (Palliative) Use of Marijuana

No District school may refuse to enroll any person or discriminate against any student solely on the basis of such person's or student's status as a qualifying patient or primary caregiver, per sections 1 to 15, inclusive, of P.A. 12-55, as amended by P.A. 16-23.

The District shall not refuse to hire a person nor discharge, penalize, or threaten an employee solely on the basis of such person's or employee's status as a qualifying patient or primary caregiver, as described in P.A. 12-55, as amended. However, the Board retains its ability to prohibit the use of intoxicating substances during work hours and its ability to discipline an employee or student for being under the influence of intoxicating substances during work hours, while on school property or at a school-sponsored activity.

Notes:

- 1. The use of marijuana, including for palliative (medical) uses in schools, on school grounds and at school activities violates drug abuse laws, is educationally disruptive and violates the spirit of the drug, alcohol and tobacco free campus.*
- 2. The District needs to notify applicants/staff of the medical marijuana policy and what constitutes disciplinary action. If the staff member is involved in a safety-related position, the policy must be very strict.*
- 3. The District should place its focus on impairment and performance issues, due to the fact that the statute specifically prohibits the use of medical marijuana in the schools and school buses.*
- 4. The District has the right and responsibility to maintain a drug-free workplace, protecting the safety of all employees and students.*
- 5. The law provides no protection for the use of medical marijuana on the job or in the school setting.*

- (cf. 4118.231/4218.231 – Alcohol, Drugs and Tobacco)
- (cf. 4118.232/4218.232 – Drug-Free Workplace)
- (cf. 4118.235/4218.235 – Medical Marijuana Standards)
- (cf. 5114 – Suspension/Expulsion)
- (cf. 5131 – Conduct)
- (cf. 5131.61 – Inhalant Abuse)
- (cf. 5131.62 – Steroid Use)
- (cf. 5131.612 – Surrender of Physical Evidence Obtained from Students)
- (cf. 5131.8 – Out of School Grounds Misconduct)
- (cf. 5131.92 – Corporal Punishment)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.12 – Search and Seizure)
- (cf. 5145.121 – Vehicle Searches on School Grounds)
- (cf. 5145.122 – Use of Dogs to Search School Property)
- (cf. 5145.124 – Breathalyzer Testing)
- (cf. 5145.125 – Drug Testing-Extracurricular Activities)
- (cf. 6164.11 – Drugs, Alcohol, Tobacco)

Students

Medical (Palliative) Use of Marijuana (continued)

Legal Reference: Connecticut General Statutes
1-21b Smoking prohibited in certain places.
10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.
10-220b Policy statement on drugs.
10-221(d) Boards of education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs.
21a-240 Definitions dependency producing drugs.
21a -240(8) Definitions “Controlled Drugs,” dependency producing drugs.
21a-240(9) Definitions “controlled substance.”
21a-243 Regulation re schedules of controlled substances.
21a-408 Palliative Use of Marijuana (as amended by P.A. 16-23)
53-198 Smoking in motor buses, railroad cars and school buses.
P.A. 11-73 An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum.
P.A. 12-55 An Act Concerning the Palliative Use of Marijuana.
P.A. 16-23 An Act Concerning the Palliative Use of Marijuana.
Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.
20 U.S.C. Section 7181 et. seq., No Child Left Behind Act.
Synthetic Drug Abuse Prevention Act of 2012. (part of s.3187, the Food and Drug Administration Safety and Innovation Act).
New Jersey v. T.L.O., 469 U.S. 325 (1985).
Veronia School District 47J v. Acton, 515 U.S. 646. (1995).
Board of Education of Independent School District No 92 of Pottawatomie County v. Earls 01-332 U.S. (2002).

Policy adopted:

cps 1/13

rev 6/16

Students

Student Grievance Procedures (Title IX)

Designation of Responsible Employee

The Bristol Board of Education designates the Superintendent of Schools or his/her designee as the responsible employee to coordinate school district compliance with Title IX and its administrative regulations.

The Superintendent of Schools or her/his designee, shall formulate procedures for carrying out the policies in this statement and shall be responsible for continuing surveillance of district educational programs and activities with regard to compliance with Title IX and its administrative regulations.

The Deputy Superintendent of Schools, as the compliance officer for Title IX, shall, upon adoption of this policy and once each academic year thereafter, notify all students and employees of his/her name, office address and telephone number. Notification shall be by posting on websites and in handbooks and/or other means sufficient to reasonably advise all students and employees.

Grievance Procedure

Any student or employee shall have a ready means of resolving any claim of discrimination on the basis of sex in the educational programs or activities of the District. Grievance procedures are set forth in Policy 9350 – Hearings of the Bristol Board of Education.

Appendix A provides a Title IX Complaint Form.

Dissemination of Policy

The Superintendent of Schools or his/her designee shall notify applicants for admission, students, parents/guardians of elementary and secondary school students, sources of referral of applicants for admission, employees and applicants for employment that it does not discriminate on the basis of sex in the educational programs or activities which it operates and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Legal Reference: 20 U.S.C. 1681 – Title IX of the Educational Amendments of 1972

34 C.F.R. Part 106 – Title IX of the Educational Amendments of 1972

Policy adopted: February 1, 2017

Bristol Public Schools

Students

Student Grievance Procedures (Title IX)

Complaint Form

The Bristol Board of Education and its designees shall respect the right to confidentiality, witnesses (if any) and the accused consistent with the school district's legal obligations.

NAME OF COMPLAINANT: _____

ROLE OF COMPLAINANT: i.e. student _____

DATE OF COMPLAINT: _____

NAME OF ALLEGED TITLE IX VIOLATOR: _____

DATES AND PLACE OF INCIDENT(S): _____

DESCRIPTION OF VIOLATION: _____

NAME OF WITNESSES: _____

EVIDENCE OF VIOLATION i.e., letters, photos: _____

ANY OTHER INFORMATION: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

Community Relations

Board of Education Meetings

Regular and Special Meetings

The regular and special meetings of the Bristol Board of Education are open to the public and representatives of the press except that a part of any meeting may be designated an executive session as provided by law. (See [9322](#) for details)

The Board of Education welcomes participation of interested organizations and individuals. Advance announcement of all regular and special meetings of the Board of Education is made through the posting of the agenda and notices to newspapers and directly to citizens and community and professional organizations who specifically request such notification. A reasonable charge may be made for those persons or organizations requesting advance announcements of meetings and agenda backup materials.

Public Hearings

Public hearings shall be scheduled for discussion of the annual budget and at other times as required by law or deemed appropriate by the Board.

State law requires the Board of Education to hold a public hearing when petitioned by one per cent of the electors of the district, on the condition that the signatures of the electors are verified by the clerk of the municipality involved. Such public hearings must be called for a time and place designated by the Board, not later than three weeks after receipt by the Board of such petition.

Public Participation at Board Meetings

Because the Board desires to hear the viewpoints of citizens throughout the district, and also needs to conduct its business in an orderly and efficient manner, it shall schedule one or more periods in each meeting for public participation for items which are not included on the published agenda. It may set a time limit on the length of this period and/or a time limit for individual speakers.

Comments and questions at a regular meeting may deal with any topic related to the Board's conduct of the schools. Comments at special meetings must be related to the call of the meeting.

The Board Chairperson shall be responsible for recognizing all speakers, who shall properly identify themselves, for maintaining proper order, and for adherence to any time limits set.

Questions asked by the public shall, when possible, be answered immediately by the Chairperson or referred to staff members present for reply; questions requiring investigation shall be referred to the Superintendent for consideration and later response.

Members of the public may be recognized by the Chairperson as the Board conducts its official business.

Legal Reference: Connecticut General Statutes

[1-21](#) Meetings of government agencies to be public.

[1-21a](#) Broadcasting or photographing meetings.

[1-21b](#) Smoking in public meetings in rooms of public building prohibited.

[1-21c](#) Mailing of notice of meetings to persons filing written request Fees.

[1-21f](#) Regular meetings to be held pursuant to regulation, ordinance or resolution.

[1-21h](#) Conduct of meetings.

[1-21i](#) Denial of access to public records or meetings.

[10-238](#) Petition for hearing by board of education.

Policy Adopted: July 7, 1993

Community Relations

Board of Education Meetings

The regular and special meetings of the Bristol Board of Education are open to the public and representatives of the press except for an executive session as provided by law.

The Board of Education welcomes participation of interested organizations and individuals. Agendas of all regular and special meetings of the Board of Education are posted in accordance with rules of the City Charter. A reasonable charge may be made for those persons or organizations requesting advance announcements of meetings and agenda backup materials.

Participation by the general public in debate at regular meetings of matters before the Board of Education shall be permitted. Public participation shall be subject to the provision enumerated below. On issues that appear to arouse strong public interest, the Board should, whenever possible, schedule a special meeting limited to that subject. In order to limit or close debate on any subject, a majority vote of those Board members in attendance will be required.

1. Everyone is requested to address the Chair for recognition.
2. Each speaker must state his/her name.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor. Unless waived by the Chairperson or a majority of the Board, each speaker shall limit his/her remarks to three (3) minutes.
4. A speaker will not be recognized for a second time on the same topic.
5. Each speaker must concern himself/herself with the topic under discussion. Anyone digressing from the topic will be ruled out of order.
6. Written statements and materials may be made available, in advance of comments, for distribution to Board members.
7. Speakers shall state their positions on the subject being discussed.
8. Board members will not respond directly to comments during the Board meeting. The Superintendent will direct the question to the appropriate staff member for follow up.

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies to be public.

[1-226](#) Broadcasting or photographing meetings.

[1-230](#) Regular meetings to be held pursuant to regulation, ordinance or resolution.

[1-232](#) Conduct of meetings.

(cf. [1312](#) – Public Complaints)

(cf. [9323](#) – Construction of the Agenda)

(cf. [9325](#) – Meeting Conduct)

Legal Reference: Connecticut General Statutes

[1-225](#) Meetings of government agencies to be public.

[1-226](#) Broadcasting or photographing meetings.

[19a-342](#) Smoking in public meetings in rooms of public building prohibited.

[1-227](#) Mailing of notice of meetings to persons filing written request. Fees.

[1-230](#) Regular meetings to be held pursuant to regulation, ordinance or resolution.

[1-232](#) Conduct of meetings.

[1-206](#) Denial of access to public records or meetings.

[10-238](#) Petition for hearing by board of education.

Policy Adopted: July 7, 1993
Policy Revised: March 1, 2017

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Existing Policy

1140

Policy

Community Relations

Distribution of Materials by Students (Use of Students)

The Bristol Board of Education recognizes the distribution of printed materials to parents by students as inexpensive means of mass communications. At the same time this procedure can prove objectionable to parents and the school district if overdone.

To provide the most effective use of this technique without exploitation of staff or students, the Superintendent or his/her designee may approve such distribution providing:

1. The materials relate to the school, community, local recreational or civic activities.
2. The materials do not relate to any religious belief or activity, or promote private gain, or political position.
3. The materials do not promote any political party or candidate.

All requests from groups or individuals to have students distribute materials to people in the community, with the exception of requests from school-connected organizations like parent-teacher organizations or Board appointed citizens' ad hoc advisory committees, will be referred to the office of the Superintendent to determine whether the requests comply with overall school purposes and policy.

Use of Students

The Board prohibits the use of students during normal school hours in activities which are not part of the normal educational and planned curriculum process. Permission for use of students in activities of a non-educational nature must be obtained from the Superintendent or his/her designee who will ensure that the student's rights in terms of voluntary activities are maintained and that students are not exploited either knowingly or unknowingly.

The Superintendent or his/her designee shall interpret this policy strictly. In case of differences of decision, the decision of the Superintendent will be final and may be made when, in his/her judgment; the best interests of the students will be served. In case of differences of opinion between administrators the decisions of the Superintendent will be final.

Budget/Referendum Materials

Information concerning a budget or referendum, specifying only the time, date and location, may be disseminated through the students. This information may not contain statements, or be written in a manner which may advocate a position on the budget or on a referendum question.

Legal Reference: Connecticut General Statutes

[9-369b](#) Explanatory text relating to local questions.

Policy adopted: July 7, 1993

Community Relations

Distribution of Non-Instructional Materials by Students (Use of Students)

The Bristol Board of Education recognizes the distribution of printed materials to parents by students as inexpensive means of mass communication. However, given the availability of technological transmission of materials, time and funds can be conserved by limiting the distribution of print materials.

To provide the most effective use of this technique without exploitation of staff or students, the Superintendent or his/her designee may approve such distribution providing:

1. The materials must relate to the school, community, or other City endorsed groups.
2. The materials do not relate to any religious belief or activity, or promote private gain.
3. The materials do not promote any political party or candidate.

All requests from groups or individuals to have students distribute materials to people in the community, with the exception of requests from school-connected organizations like parent-teacher organizations, will be referred to the office of the Superintendent to determine whether the requests comply with overall school purposes and policy.

Use of Students

The Board prohibits the use of students during normal school hours in activities which are not part of the normal educational and planned curriculum process, except when permission for activities of a non-educational nature is obtained from the Superintendent or his/her designee who will ensure that the student's rights in terms of voluntary activities are maintained and that students are not exploited either knowingly or unknowingly.

Budget/Referendum Materials

Information concerning a budget or referendum, specifying only the time, date and location, may be disseminated through the students. This information may not contain statements, or be written in a manner which may advocate a position on the budget or on a referendum question.

Legal Reference: Connecticut General Statutes

[9-369b](#) Explanatory text relating to local questions.

Policy adopted: July 7, 1993

Revised: March 1, 2017

Existing Policy

1170

Policy

Community Relations

Recognition of Citizens, Staff Members, Members of Board of Education

The Board of Education is committed to recognize and to honor citizens, students, staff, and groups whose distinguished or exceptional achievements benefit the school system. Persons so honored shall include retiring staff and Board members who have contributed to the school system over an extended period of time. The Board may extend recognition at Board meetings through letters of recognition, or other methods.

Policy Adopted: July 7, 1993

Regulation

Community Relations

Recognition of Citizens, Staff Members, Members of Board of Education Bristol Public School Staff and Award Program

1. Need

The Bristol Board of Education and the Superintendent of Schools, in addressing the need to formally recognize staff for achievements attained during the school year, has instituted the Bristol Public School Staff Award Program.

2. Goal

The Bristol Board of Education will recognize achievements attained by qualifying employees of the school district through the procedures noted below:

3. Definitions

A. Staff: any employee of the Bristol Public School System including administrators, coordinators, teachers, secretaries, teacher aides, custodians, nurses' aides, cafeteria workers, substitutes, tutors and crossing guards.

B. Qualifications: In order to qualify, an employee's achievement must be described on the attached form which can be submitted personally or by a nominator.

4. Criteria

It is the intent of the program to recognize staff who have performed their duties in a truly outstanding fashion and have indeed gone beyond what is expected of them in the normal fulfillment of their responsibilities.

The criteria for awards can include: Innovation, improvements in instruction, curricula, facilities, staff morale, student interest, cost savings efforts, extraordinary personal achievements and through inspiring leadership that motivates achievement in other.

5. Community Awards

Additionally it is the intent of the board of Education to recognize annually a member of the community whose contributions to and efforts on behalf of the school system have truly been outstanding. Nominations can be submitted as described below and the award will be announced at a Board of Education meeting.

6. Process

The following procedure will be followed:

- A. Nominating forms will be available at the Superintendent's office and each principal's offices.
- B. Employees wishing to qualify or to nominate an individual should complete one of the forms by May 1 and mail this to the Deputy Superintendent of Schools, Bristol Board of Education, P.O. Box 450, 129 Church Street, Bristol CT 06011-0450.
- C. The forms will be reviewed by a committee consisting of five (5) community members not employed by the Board, and two (2) Board of Education members.
- D. A total of up to fifteen (15) award recipients will be announced at a public Board of Education meeting.
- E. The recipients will be honored by the Board of Education at a dinner or other similar event planned for that purpose.

Regulation Approved: July 7, 1993

Regulation Revised: August 20, 2003

Community Relations

Recognition of Staff Members and Community Members

The Board of Education is committed to recognize and honor citizens, students, staff, and groups whose distinguished or exceptional achievements benefit the school system. Persons so honored shall include retiring staff and Board members who have contributed to the school system over an extended period of time. The Board may extend recognition at Board meetings through letters of recognition, or other methods.

The Bristol Board of Education and the Superintendent of Schools, in addressing the need to formally recognize staff for achievements attained during the school year, has instituted the Bristol Public School Staff Award Program.

Each year, the Personnel Committee of the Board of Education will request nominations from administrators to recognize staff who have performed their duties in a truly outstanding fashion and have indeed gone beyond what is expected of them in the normal fulfillment of their responsibilities. The criteria for awards can include: innovation, improvements in instruction, curricula, facilities, staff morale, student interest, cost savings efforts, extraordinary personal achievements and through inspiring leadership that motivates achievement in others.

Additionally, the Board may recognize a member of the community whose contributions to and efforts on behalf of the school system have truly been outstanding.

Recipients will be honored at a special event held for this purpose.

Existing Policy

1312

Policy

Community Relations

Public Complaints

Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. Parents should be made aware of the proper channels of communication and appeal. The decision of the principal regarding a student must include notice to the parents on the next step of appeal. Any appeal, from the decision of the Superintendent to the Board shall be in writing and signed.

Upon receipt of a written petition signed by one percent of the voters or fifty voters, whichever is greater, the Board of Education shall hold a public hearing on any question specified in the petition within three weeks of receipt of the petition.

The Superintendent, the person who made the complaint, or the employee involved may request an executive session of the Board to discuss the complaint. Generally, all parties involved, including the school administration, shall be asked to attend such a meeting for the purpose of presenting additional facts, making further explanations, and clarifying the issues.

The Board may request a disinterested third party to act as a moderator to help it reach a mutually satisfactory solution. After the Board's decision, the usual appeal route pertains.

Any parent, guardian, or other person who insults or abuses any teacher or other employee on school property or in the presence of students may be prosecuted by the district under the provisions of law.

Challenged Material

A procedure for processing and responding to criticism of approved materials shall be established and followed. This procedure shall include a formal, signed complaint of standard format and an appointed committee to re-evaluate the material in question.

In all cases, the decision to retain or reject shall be made on the basis of whether the material represents life in its true proportions, whether circumstances are realistically dealt with, and whether the material has literary or social value.

(cf. [1220](#) - Citizens' Advisory Committees)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. [6144](#) - Controversial Issues)

(cf. [6161](#) - Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Keyishian v. Board of Regents*, 385 U.S. 589, 603 (1967)

President's Council on Educational Excellence v. Community School Board No. 25, 457 F.2d 289 (1972), cert. denied 409 U.S. 998 (1976)

Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976).

Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853 (1982).

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Connecticut General Statutes

[10-238](#) Petition for hearing by board of education.

Policy adopted: July 7, 1993

Regulation

Community Relations

Public Complaints

Complaints about Instructional Materials

It is recognized that opinions differ concerning appropriateness of instructional materials. The following procedures shall establish a system of receiving, considering, and acting upon written complaints regarding instructional materials in use:

1. All complaints must be presented in writing to the building principal and must be signed and identified in such a way that a proper reply can be made by the principal.
2. The complaint must include the name of the author, title, publisher, and the objections indicated by pages and items.
3. In cases of complaints regarding materials other than printed materials, written information specifying the precise nature of the objection must be given.

4. Upon receipt of a complaint, the principal shall acknowledge the receipt of the complaint and answer any questions after discussion with the personnel involved in making the selection of instructional materials.
5. The principal will inform the Superintendent of Schools in writing of the complaint and of his/her subsequent response to the person or group making the complaint.
6. Allegations not resolved at the building principal level shall be considered by a committee appointed by the Superintendent of Schools to judge the instructional materials involved in the complaint as to conformity to the procedures for selecting hall materials. A written decision be submitted by the committee to the Superintendent of Schools.
7. Committee membership to judge complaints will change to meet each occasion. Members may be teachers, department heads, library media teachers, coordinators, supervisors, principals, school medical adviser, school nurse, or any other person the Superintendent of Schools believes appropriate for the occasion.
8. Appeals regarding the decision of the committee shall be made in writing to the Superintendent of Schools. After due consideration of all information made available to him/her, The Superintendent of Schools shall render his/her decision in writing and notify the Board of Education of developments to date.
9. Appeals regarding the decision of the Superintendent of Schools shall be made in writing via the Superintendent's office to the Board of Education for its decision which will be sent in writing to the person or group making the complaint.

Use of Challenged Material

1. An individual student may be excused from using instructional materials under consideration due to a complaint after the parent or guardian has filed the complaint pursuant to the procedures for filing complaints.
2. The teacher will assign the student alternate materials of equal merit until a decision is reached, but the use of the challenged materials by the school, class, or school system shall not be restricted until final disposition of the complaint has been made.

(cf. [1220](#) - Citizens, Advisory Committees)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. [6144](#) - Controversial Issues)

(cf. [6161](#) - Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Board of Education, Island Trees Union Free School v. Pico*, 457 U.S. 853 (1982).

Keyishian v. Board of Regents, 385 U.S. 589, 603 (1967).

President's Council on District 25 v. Community School Board No. 25, 457 F. 2d 289 (1972), cert. denied 409 U.S. 998 (1976).

Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976).

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Regulation approved: July 7, 1993

Community Relations

Public Complaints

Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. Parents should be made aware of the proper channels of communication and appeal. The decision of the principal regarding a student must include notice to the parents on the next step of appeal. Any appeal, from the decision of the Superintendent to the Board shall be in writing and signed.

The Superintendent, the person who made the complaint, or the employee involved may request a meeting with the related Board of Education committee to discuss the complaint. Generally, all parties involved, including the school administration, shall be asked to attend such a meeting for the purpose of presenting additional facts, making further explanations, and clarifying the issues.

The Board may request a disinterested third party to act as a moderator to help it reach a mutually satisfactory solution. After the Board's decision, the usual appeal route pertains.

Any parent, guardian, or other person who insults or abuses any teacher or other employee on school property or in the presence of students may be prosecuted by the district under the provisions of law.

Connecticut General Statutes 10-238 Petition for a hearing by the Board of Education

Adopted: July 7, 1993
Revised: March 1, 2017

Students

Attendance/Excuses/Dismissal

Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Excuses

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.

Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism. [See Form 5113]

- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

C. A student's absence from school shall be considered unexcused unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

Dismissal

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

(cf. [5142](#) - Student Safety)

(cf. [5113.2](#) - Truancy)

(cf. [6113](#) - Released Time)

Legal Reference: Connecticut General Statutes

[10-184](#) Duties of parents (as amended by PA 98-243 and PA 00-157)

[10-185](#) Penalty

[10-198a](#) Policies and procedures concerning truants (as amended by P.A.11-136, An Act Concerning Minor Revisions to the Education Statutes.)

[10-199](#) through [10-202](#) Attendance, truancy - in general

Action taken by State Board of Education on January 2, 2008, to define "attendance."

Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

Policy Adopted: March 1, 1995

Policy Revised: June 11, 2014

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Students

Attendance/Excuses/Dismissal/Truancy

Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

Note: P.A. 15-225 requires the SBE to define “disciplinary absence” by January 1, 2016 to assist local boards of education calculate district and school chronic absenteeism rates.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Definitions (related to chronic absenteeism)

Chronically absent child: An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

Absence: An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.

District chronic absenteeism rate: The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

School chronic absenteeism rate: The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Note: The use of the state approved definitions of “excused” and “unexcused” absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.

A student’s absence from school shall be considered “excused” if written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

Students

Attendance/Excuses/Dismissal - continued

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.

Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

- C. A student's absence from school shall be considered unexcused unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

~~The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. (effective 8/15/17)~~

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

Students

Attendance/Excuses/Dismissal/Truancy - Continued

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Chronic Absenteeism [All new language]

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.
4. The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.
5. Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

Students

Attendance/Excuses/Dismissal/Truancy

Chronic Absenteeism (continued)

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. *(SDE to develop by 1/1/16.)*

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

Truancy

“Truant” shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

The District's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of “excused,” “unexcused,” and “disciplinary” absences.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. *(An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)*

A condensed version of this policy shall be included in all Student-Parent Handbooks.

Students

Attendance/Excuses/Dismissal/Truancy

Legal Reference Connecticut General Statutes

10-220(c) Duties of boards of education (as amended by PA 15-225)

10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)

10-185 Penalty

10-198a Policies and procedures concerning truants (as amended by PA11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee)

45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)

PA 15-225 An Act Concerning Chronic Absenteeism

10-199 through 10-202 Attendance, truancy - in general

Action taken by State Board of Education on January 2, 2008, to define “attendance.”

Action taken by State Board of Education on June 27, 2012, to define “excused” and “unexcused” absences.

Policy Adopted: March 1, 1995

Policy Revised: June 11, 2014

Policy Revised: March 1, 2017

BRISTOL PUBLIC SCHOOLS**Bristol, Connecticut****EXCUSED ABSENCE FORM**

Student: _____ Grade: _____

School: _____

Date(s) of absence: _____

CT Statute [10-210](#) Reasons for excused absence: Illness (documentation may be required) Death in Family/Funeral Court Appearance (documentation required) Doctor appointment (documentation required) Dentist appointment (documentation required) Religious Observance Transportation no-show Extraordinary educational opportunity Other _____

Parent/Guardian Signature: _____

For Office Use

Absence Number _____

Excused _____ Unexcused _____

Students

On-Campus Recruitment

Subject to the provisions of Subdivision (11) of Subsection (b) of Section [1-210](#) of the Connecticut General Statutes, the high schools of the school district shall provide the same directory information and on-campus recruiting opportunities to representatives of the Armed Forces of the United States of America and State Armed Services as are offered to nonmilitary recruiters, recruiters for commercial concerns and recruiters representing institutions of higher education.

Directory information or class lists of student names and/or addresses shall not be distributed without the knowledge of the parent or legal guardian of the student or by the student who has attained majority status.

Military recruiters or institutions of higher learning shall have access to secondary school student names, addresses, and telephone listings unless a secondary student or the parent of the student requests that such information not be released without prior written parental consent. The Board of Education shall notify parents of the option to make such a request and shall comply with any request received.

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

(cf. [5125](#) - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes

[1-210](#) Access to public records. Exempt records.

[10-221b](#) Boards of education to establish written uniform policy re treatment of recruiters.(as amended by PA 98-252)

P.L. 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001

P.L. 107-110, "No Child Left Behind Act," Title IX, Sec. 9528

Policy Adopted: April 4, 2007

Students

On-Campus Recruitment/Directory Information

The Board of Education (Board) will inform, at the middle and high school level, students and parents/guardians of the availability of (1) vocational, technical and technological education and training at technical high schools, and (2) agricultural sciences and technology education at regional agricultural science and technology education centers.

Subject to the provisions of law, all recruiters, including commercial, military and nonmilitary concerns, recruiters representing institutions of higher education, and prospective employers shall be provided equal opportunities of access to students enrolled in the district's secondary school(s).

The Board shall also provide full access for the recruitment of students by technical high schools, regional agricultural science and technology education centers, inter-district magnet schools, charter schools and inter-district student attendance programs, provided such recruitment is not for the purpose of interscholastic athletic competition. The Board shall also post information about these school options on its website.

Access may be granted through programs conducted by the Guidance Department. **Except as provided below, military recruiters and institutions of higher education shall, upon request, be given access to the names, addresses and telephone numbers of secondary school students.**

On an annual basis, the school district will notify parents/guardians of secondary school students and students 18 years of age or older of their right to object to the disclosure of the student's name, address and telephone number to military recruiters or to an institution of higher education. If a secondary school student who is 18 years of age or older, or the parent/guardian of a secondary school student objects in writing to the disclosure of a student's name, address or telephone number to a military recruiter or an institution of higher education, then the district shall not disclose the student's name, address or telephone number to a military recruiter or an institution of higher education without prior written consent. The objection shall remain in force until the district re-issues the annual notification referenced above, after which time the parents and/or secondary school student must inform the school district in writing again of their objection to the disclosure of the information described above.

ESSA requires the release of the student's name, address and telephone listing unless, after giving appropriate notice to parents/guardians and students 18 years of age or older, of their right to opt-out and to require, after such opt-out, written permission to release the information.

This notification must be included in all middle and high school Student/Parent Handbooks.

(cf. 5125 - Student Records; Confidentiality)

Students

On-Campus Recruitment/Directory Information

Legal Reference: Connecticut General Statutes

1-210 (11) Access to public records. Exempt records.

10-220d Student recruitment by a regional and interdistrict specialized schools and programs. Recruitment of athletes prohibited (as amended by P.A. 12-116, An Act Concerning Educational Reform)

10-221b Boards of education to establish written uniform policy re treatment of recruiters. (as amended by PA 98-252)

P.L. 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001

Section 8025 of Public Law 114-95, “The Every Student Succeeds Act of 2015”

Policy adopted: April 4, 2007

Revised: February 1, 2017

**NOTIFICATION TO PARENTS
Release of Certain Information
Under the “Every Student Succeeds Act”**

_____ 20__

Dear Parent/Guardian:

Pursuant to the federal “Every Student Succeeds Act”, P.L.114-98 (Title IX, Sec. 8025), the Bristol Public School District must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone listings of high school students.

The District must also notify parents/guardians of their right and the right of their child, if eighteen years of age or older, to request that the District not release such information without prior written consent.

Parents/guardians and eligible students wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and institutions of higher learning must sign this form below and return it to the Building Principal by _____.

Date

**Reservation of Consent for the Release of Certain Student Information under the
“Every Student Succeeds Act”**

Please do not release the name, address and telephone number of _____
Name of Student
to military recruiters and institutions of higher learning.

Print Name of Student	School	Grade
-----------------------	--------	-------

Parent’s/Guardian’s Signature	Date
-------------------------------	------

Eligible Student’s Signature	Date
------------------------------	------

**PERMISSION TO RELEASE CERTAIN
DIRECTORY INFORMATION WITHOUT PRIOR WRITTEN CONSENT**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Bristol Public Schools with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Bristol Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Bristol Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.¹

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel, or a person serving on the Board of Education. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the District would otherwise use its own employees and who is under the direct control of the District with respect to the use and maintenance of personally identifiable information (PII) from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his/her tasks. A "school official" as defined, has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibilities.

Parents who do not want their child's information published under the conditions above, shall receive **FORM 3** of this policy: **DENIAL OF PERMISSION TO RELEASE CERTAIN DIRECTORY INFORMATION WITHOUT PRIOR WRITTEN CONSENT**

¹ These laws are: Section 8025 of the ESEA (20 U.S.C. 7908), as amended by the Every Student Succeeds Act of 2015 (P.L. 107-110 114-95), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

**DENIAL OF PERMISSION TO RELEASE CERTAIN
DIRECTORY INFORMATION WITHOUT PRIOR WRITTEN CONSENT**

Dear Parent/ Guardian:

Certain directory information may be released to media, colleges, civic or school-related organizations and state or governmental agencies including military recruiters, as well as published programs for the athletic, music and theater presentations of this school district.

Directory information includes the following kinds of information:

1. Name of student
2. Address of student
3. Telephone number
4. E-mail address of student
5. Major field(s) of study
6. Participation in officially recognized activities and sports
7. Height and weight of members of athletic teams
8. Dates of attendance
9. Degrees and awards received, including publication of honor roll
10. Most recent school attended
11. Date of birth, place of birth
12. Photographic, computer and/or video images
13. Videotape not used in a disciplinary manner
14. Parent's name/e-mail address

Please circle the specific categories of information, if any, listed above that you do **not** wish to be released without your specific prior written permission.

_____ The release of all Directory Information is denied.

Please be advised that the right to opt out of disclosure of directory information does not include the right to refuse to wear, or otherwise disclose, a student identification (ID) card or badge.

This form must be completed and returned to the school principal within ten (10) days after publication of the notice on "Directory Information."

Name of Student	School	Grade
Parent's/Guardian's Signature	Date	

Community Relations

Citizens' Advisory Committees

The Bristol Board of Education endorses appropriate advisory committees for various district programs and activities. When it establishes a committee, the Board shall provide guidelines for membership and delineate its responsibilities and authority.

(cf. [1312](#) - Public Complaints)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. [6144](#) - Controversial Issues)

(cf. [6161](#) - Equipment, Books, Materials: Provision/Selection)

Legal Reference: Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy Adopted: July 7, 1993

Community Relations

Visits to the Schools

The Bristol Board of Education encourages parents and other citizens of the district to visit classrooms to observe the work of the schools. The Board believes that there is no better way for the public to learn what the schools are actually doing than by visiting the schools.

The Superintendent shall establish regulations which:

1. Encourage school visitations.
2. Provide for appropriate hospitality for visitors.
3. Channel expressions of approval and constructive criticism to the administration and the Board of Education.
4. Ensure that public visits will not hinder the educational program.
5. Require all visitors to register in the principal's office upon arrival at the school.

Although Board of Education members are encouraged to visit schools independently, they have authority only in regularly called meetings of the Board of Education, or when delegated specific tasks by specific Board of Education action.

Policy Adopted: July 7, 1993
Removed: March 1, 2017

Community Relations

Access to School Procedures and Materials

Ideas, operating procedures, records and publications developed in or for the school district may be made available to outside non-profit or profit organizations for use or distribution when such use or distribution will reflect favorably upon the school district and the community. No outside organization shall be granted exclusive access to or control over the material made available to it.

Disclosure of records containing privileged or confidential information about staff or students will be restricted to the extent permitted by law in the interests of the person or persons involved.

(cf. [5125](#) - Student Records)

(cf. [4112.6](#) - Certified - Personnel Records)

(cf. [4212.6](#) - Non-Certified - Personnel Records)

A reasonable charge may be made for copying available records.

Legal Reference: Connecticut General Statutes

[1-15](#) Application for copies of public records. Certified copies. Fees.

[1-16](#) Photographic reproduction of documents.

[1-19](#) Access to public records. Exempt Records.

[1-19a](#) Access to computer-stored records.

[1-20a](#) Public employment contracts as public record.

[1-21](#) Meetings of government agencies to be public.

[1-21a](#) Recording, broadcasting or photographing meetings.

[1-21i](#) Denial of access to public records or meetings. Notice. Appeals.

[1-21k](#) Penalties.

Policy Adopted: July 7, 1993

Removed: March 1, 2017