

## Regular Meeting

Wednesday, November 1, 2017 7:00 PM  
Auditorium, 129 Church Street, Bristol, CT 06010

1.	<b>CALL TO ORDER/NATIONAL ANTHEM/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE</b>	
2.	<b>COMMITTEE REPORTS</b>	<b>Presenter:</b> Commissioners
3.	<b>APPROVAL OF MINUTES</b>	
4.	<b>CHAIRMAN REPORT</b>	
5.	<b>STUDENT REPRESENTATIVE REPORTS</b>	
6.	<b>SUPERINTENDENT REPORT</b>	<b>Presenter:</b> Sue Moreau, Sam Galloway, Mike Dietter
7.	<b>CONSENT AGENDA</b>	
7.1.	Personnel	
7.1.a.	Administrator Hires	
7.1.b.	New Teacher Hires	
7.1.c.	A-2 Appointments - Effective August 28, 2017	
7.1.d.	A-3 Appointments - Effective August 28, 2017	
7.1.e.	Teachers Attaining Tenure	
8.	<b>PUBLIC COMMENT</b>	
9.	<b>DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS</b>	
9.1.	Bristol Eastern Trip to Greece - Summer 2018	<b>Presenter:</b> Amy Bastiaanse, Gary Fleming
9.2.	Bristol Eastern Trip to Spain - June 2019	<b>Presenter:</b> Amy Bastiaanse, Andrea Schacht
9.3.	Bristol Eastern Trip to Italy - June 2020	<b>Presenter:</b> Amy Bastiaanse, Andrea Schacht
9.4.	2017 Advanced Placement Report on Enrollment and Achievement	<b>Presenter:</b> Carly Fortin
9.5.	October 1 Enrollment Update	<b>Presenter:</b> Dr. Sam Galloway
9.6.	Request that the BOE approve the Education Specifications for the Memorial Boulevard Intradistrict Arts Magnet School and Approve the Draft Operations Plan for the MBIAMS	<b>Presenter:</b> Dr. Sue Moreau
9.7.	BOE to Approve the Forestville School Building Project as Complete and File Final Paperwork	
9.8.	Special Services Update	<b>Presenter:</b> Dr. Mike Dietter

10. OLD BUSINESS

11. NEW BUSINESS

12. INFORMATION

13. LIAISON REPORTS

14. VOTE TO CONVENE INTO EXECUTIVE SESSION for the  
purpose of discussing: Review of Superintendent  
Contract

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

16. ADJOURNMENT

**BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**October 4, 2017 – Regular Meeting Minutes**

The regular meeting of the Bristol Board of Education was held on Wednesday, October 4, 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=35046>.

**PRESENT:** Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien, David Scott, Tina Taylor, Karen Vibert and Christopher Wilson; Dr. Ellen W. Solek, Superintendent, Dr. Susan Kalt Moreau, Deputy Superintendent, Dr. Sam Galloway, David Mills, City Council Liaison

**CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE**

Chairman Wilson called the meeting to order at 7:00 p.m. and asked the audience to stand for the Pledge of Allegiance. The audience remained standing for the singing of the National Anthem performed by Chippens Hill Harmonizers and Northeast Express Singers under the direction of Mrs. Lamaglio.

Chairman Wilson asked the audience to observe a moment of silence for all those involved in the Las Vegas tragedy.

**APPROVAL OF MINUTES**

**September 13, 2017 – Regular Meeting Minutes**

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

***VOTED: That the Board of Education approve the minutes from the September 13, 2017 – Regular Meeting as written.***

**September 14, 2017 – Special Meeting Minutes**

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

***VOTED: That the Board of Education approve the minutes from the September 14, 2017 – Special Meeting as written.***

**COMMITTEE REPORTS**

**Student Achievement** - Commissioner Dube reported that the committee met on September 20<sup>th</sup> and discussed the Middle School Encore block. Carly Fortin shared that a committee of middle school administrators and city-wide department chairs for art and music and the Supervisor of Physical Education and Athletics will present to the Student Achievement Committee various scenarios that could be considered to allow all students all encore classes at the next meeting. Carly Fortin also presented the CT School Day SAT Report. Mrs. Fortin provided the committee with a report detailing Bristol students' achievement on the CT School Day SAT taken in April 2017. She also shared four targeted areas for action for the 2017-18 school year that will guide the improvement of student achievement as measured by the SAT in April 2018. Mrs. Fortin be sharing the full report with the board this evening.

**Operations** - Commissioner Hintz reported that the committee met on September 19<sup>th</sup> and DRA presented a draft of the feasibility study that they have been conducting for the district; this was preliminary, they look forward to having the full report soon. The committee also received good news; based on the concentrated effort by our staff to conserve energy over the summer and our judicious use of state grant money to replace lighting in our parking lots over to LED bulbs has resulted in a \$60,000 savings in electricity over the summer; thank you to everyone that helped make that happen. The committee will continue their discussion of snow plowing; they are working on ceding the obligation of snow removal back to the homeowners. Homeowner's will be notified if they are affected by this change.

**Finance** - Commissioner Vibert reported that the committee met earlier this evening. The committee discussed the current school year budget and we are on track. We are trying to get a handle on Special Education expenses. Andrew Paquette reported that they have received some final reconciliation in personnel, and Dr. Moreau and Jodi Bond are working on them, and we are moving in the right direction.

Questions followed regarding the Fiscal Task Force and medical fee encumbrances.

Personnel – Commissioner O’Brien reported that the committee has had two negotiating sessions with teachers. They are now onto wages and benefits part of the negotiation process. There is an October 19<sup>th</sup> mediation scheduled. Hopeful they will make a lot of progress at the meeting next week.

**CHAIRMAN REPORT** – Chairman Wilson shared the following report topics with the board:

Book: Best Foot Forward – Written By: Ray LeCara; Greater Bristol Tech Advisory Council; CABA Board of Directors Meeting; Anti-Bullying Month and the CABA Professional Development Award given to Karen Hintz

Mr. LeCara stood and spoke about the book and Chairman Wilson read a letter by a former student; who was very grateful for having had Mr. LeCara as a teacher and in his life.

**STUDENT REPRESENTATIVE REPORT** – Olivia Rajotte, Senior, Bristol Central High School has been named as the new Student Representative for Bristol Central. Olivia shared her bio with the board. Olivia is the President of the National Honor Society, Vice President of her class and a lover of language. This will be her fourth year taking Latin and Italian along with a French I Independent study. Throughout the year she plans to walk the board through the life of an everyday Central student. They are off to a good start, the second year of the RAMbassador program where they partner freshmen with seniors is in full swing. They meet every Monday during their advisory schedule to help our freshman through peer example and experience; additionally they have started a very exciting schoolwide movement where every student and faculty member is participating and reading Steve Pemberton’s A Chance in the World. 20 minutes a day is dedicated to listening to prerecorded chapters from various students and teachers as each student follows along in their copy. Students are also excited the newly lite turf field and student attendance has remarkable. Currently students are adjusting to the staffing changes that took place and feeling the repercussions; study halls are bigger ranging anywhere from 48-113 students, supervised by one advisor; many language classes have been merged combining academic with accelerated level, slowing the forward progression of the lessons. Olivia recently attended a writing conference at UConn with six of her peers. They are in the process of creating a writing workshop, where struggling students can bring their papers to trained student tutors who help to critique and shape their essays to their liking. Through this they hope to strengthen the students’ ability to write and eventually edit their own papers.

**SUPERINTENDENT REPORT** – Dr. Solek shared the following report topics with the board  
State Budget, Teacher of the Year Reception, Perkins Grant Allotment, Safety and Security Grant and Clarification of the recently mailed Military/Immigrant Data Letter.

**Report on the CT School Day SAT for 2017** – Carly Fortin, Director of Teaching and Learning provided a detailed report of how the district performed on the test. Questions followed regarding a gender gap, new students entering the district and identifying their placement and closing the racial gap.

**CONSENT AGENDA**

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

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

## **PERSONNEL**

### **Teacher Retirement**

Allen Grunerud – BEHS – English – Effective September 13, 2017

### **New Teacher Hires**

Cassandra Dagata – GH – Grade 7 – English - effective 9/25/17

Tara McCane – CHMS – Grade 7 – Social Studies – effective 9/12/17

Nicole Ouellette – GH – Grade 5 – effective 9/18/17

Alexander Riley – MV – Grade 5 – effective 9/27/17

### **A-1 Appointments – Effective August 28, 2017**

Sara Behrendt – CHMS – Co-Team Leader, Orange

Margaret Bell – WB – Grade 7 Team Leader

Kathy Cermola – CHMS – Co-Team Leader, Orange

Mary McCormick – CHMS – Co-Team Leader, Green

Gerard Plourde – BCHS – Tech, Business and FCS (CATE) Department Head

Alyson Silva – CHMS – Co-Team Leader, Green

### **A-2 Appointments – Effective August 28, 2017**

Justin McDermott – BEHS – Junior Class Co-Advisor

### **A-3 Appointments – Effective August 28, 2017**

Caitlin Casasanta – GH – Webmaster

Marcy Deschaine – MTV – K-5 Technology Leader and Science Coordinator

Gail Dickau – BCHS – Gifted Coach

Vince Jenetta – NEMS – Gifted Coach

Jennifer Labbe – EDGE – Gifted Coach

Keri Machol – BCHS – AVID Coordinator

Gina Martineau – MTV – Gifted Coach

### **Coaching Appointments**

Ceilia Gill – Asst. Cheerleading Coach – BEHS – effective 9/11/17

Keri Coombs – Asst. Cheerleading Coach – BCHS – effective 9/7/17

Joseph Miller – Girls Soccer Coach – Chippens Hill MS – effective 9/18/17

Kevin Komanetsky – Boys Soccer Coach – Greene-Hills – effective 9/24/17

Michael Cassin – Volunteer Football – BCHS – effective 9/26/17

### **Grants**

Bristol Adult Education CSDE Grant

Bristol Adult Education Program Enhancement Grant – English as a Pathway to a Brighter Future

Bristol Adult Education Program Enhancement Grant – Pathway to a Brighter Future: Ready, Set, Read

Bristol Adult Education Program Enhancement Grant – Pathways to a Brighter Future: Preparing Tomorrow's Workers for a Brighter Future

Hartford Stage InterAct Grant

Carl D. Perkins Career & Technical Education Act of 2006 Grant

Sky Bight Grant

Thomaston Savings Bank Foundation Grant

### **PUBLIC COMMENT**

Jessica Pawlik-York, 10 Roberston Street, addressed the board regarding FERPA and confidentiality violations.

**DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM**

**Funding for Movia Robotics Pilot**

Dr. Dietter presented the Funding for Movia Robotic Pilot. Students enrolled in EAGLE programs will have an opportunity to experience a social and pragmatic skills learning opportunity facilitated by Movia Robotics. Simply, the Movia robot is a high engagement activity focusing on cohorts of students requiring supports, intervention and skill development with social and pragmatic communication skills. The Movia Pilot will consist of specific lessons, facilitated in collaboration with Bristol staff, delivered to students in small group settings, 2 times per week for 8-10 weeks. The following grants will make it possible for the students to participate in this unique experience: Barnes Group Grant - \$2,500.00, Main Street Community Foundation Grant - \$2,367.00 and the Stocker Foundation Grant - \$2,434.

On motion by Commissioner Caggiano; seconded by Commissioner Dube it was unanimously

***VOTED: That the Board of Education approve the use of the following grants (Barnes Group - \$2,500.00, Main Street Community Foundation - \$2,367.00 and the Stocker Foundation Grant - \$2,434) to fund the Movia Robotic Pilot at Stafford School.***

**Bristol Secondary Summer School Program Report**

Larry Covino presented the Bristol Secondary Summer School Program Report.

**PSAT Day Calendar Change for High Schools**

Dr. Moreau presented the PSAT Day Calendar Change for High Schools. Students in grades 9, 10 and 11 will take the PSAT on October 11<sup>th</sup>. This date is currently listed as a full day of school for high school students. We are requesting changing October 11<sup>th</sup> to an early release day for high school students only. Dismissal will be 12:06 p.m.

On motion by Commissioner Caggiano; seconded by Commissioner Dube it was unanimously

***VOTED: That the Board of Education amend the 2017-18 school calendar for high school students by making October 11<sup>th</sup>, 2017 an early release day.***

**Update on the Proposed Memorial Boulevard Arts Magnet School**

Dr. Moreau presented the Update on the Proposed Memorial Boulevard Arts Magnet School. The Board passed a resolution at their September meeting authorizing the filing of an ED-049 Form to create an intradistrict arts magnet school at the Memorial Boulevard School. Since that time, the City Council approved the filing of the ED-049 and the Board of Finance approved \$325,000 to spend on schematic design. With this approval, we will be asking the City Council to appoint a building committee at their October meeting. Chairman Wilson, Tim Callahan and Dr. Moreau met with Department of Administrative Services staff last week to increase our understanding of the planning components that must be in place to be added to the Priority List for school renovation funding. Chairman Wilson clarified that the \$325,000 appropriation will not be spent unless we are awarded the grant to rebuild the school.

**NEW BUSINESS**

**Healthy Foods Certification**

Dr. Moreau presented the Healthy Foods Certification. The Board of Education had previously voted to participate in the Healthy Food Certification Compliance Act. We received a call this morning stating that we were not in compliance, due to a wording change that we were unaware of. We will need to certify our participation with the correctly worded motion.

On motion by Commissioner Hintz; seconded by Commissioner Dube it was unanimously

**VOTED:** *That the Board of Education add an item to the agenda for discussion and/or a vote.*

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

**VOTED:** *That the Board of Education certifies Bristol Public School's participation in the Healthy Food Certification Compliance Act for the 2017-2018 school year. The Board of Education "will exclude from certification food items that do not meet the CNS, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.*

### **INFORMATION**

Dr. Moreau introduced two of our newest hires: Sarah Mitchell, who is our new Community Communications Coordinator, the position has been renamed; it was the position previously held by Jeannine Audette and Emily Gomes will now serve as the Interim Assistant Principal at Bristol Eastern High School. Welcome and Congratulations to Sarah and Emily.

Commissioner Caggiano shared that with the mid-term leadership elections coming up; he would like to step forward and be considered for a leadership position on the board. He has the backing of the caucus and thinks that it would be a way for the board to work cohesively and ensure that all nine members are a part of the process.

### **LIAISON REPORTS**

Commissioner Scott reported on activities at Hubbell and Edgewood schools.

Commissioner Dube reported on activities at West Bristol school.

Commissioner Grabowski reported on activities Ivy Drive School.

Chairman Wilson reported on activities at Adult Education.

Councilman Mills reported that people are pleased that middle school sports have been reinstated. The student participation was very good when he attended a cross country meet and a soccer game at west Br. Also, the Marketing Committee and the BDA hosts a program entitled "Uniquely Bristol" every month. Each month highlight places of interest in Bristol. The School department should be utilizing Mark Thomas's services, he can feature whatever message we would like to share. Sarah Mitchell will contact Mr. Thomas to look into this.

Chairman Wilson informed the Board that there would not be an Executive Session this evening as indicated on the agenda.

### **ADJOURNMENT**

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

**VOTED:** *That here being no other business to come before the Board of Education the meeting should adjourn. (8:43 p.m.)*

Respectfully Submitted

*Susan Everett*

Susan Everett

**BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**October 11, 2017 – Special Meeting Minutes**

A special meeting of the Bristol Board of Education was held on Wednesday, October 11, 2017, at 7:00 p.m. in Room 36 of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien, David Scott, Tina Taylor, Karen Vibert and Christopher Wilson

**ALSO PRESENT:** Jessica Ritter, Shipman & Goodwin Attorney

**CALL TO ORDER**

Chairman Wilson called the meeting to order at 7:14 p.m.

**VOTE TO CONVENE INTO EXECUTIVE SESSION**

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

***VOTED: That the Board of Education convene into Executive Session for the purpose of discussing an attorney client communication regarding a contractual matter. (7:15 p.m.)***

**EXECUTIVE SESSION**

Commissioners discussed an attorney client communication regarding a contractual matter.

**RECONVENE INTO PUBLIC SESSION**

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

***VOTED: That the Board of Education reconvene into Public Session to take any necessary votes. (7:40 p.m.)***

On motion made by Commissioner Vibert and seconded by Commissioner Taylor following an unanimous roll call vote, the Board of Education

***VOTED: That the Board of Education approve the proposed agreement between the Board and Ellen Solek, as discussed by the Board in executive session on October 11, 2017; that the Board accept Ellen Solek's resignation, effective October 31, 2017, based on the terms set forth in the proposed agreement; and that the Board Chairperson be authorized to execute the proposed agreement on behalf of the Board.***

Chairman Wilson read a statement regarding the agreement with Dr. Solek

- The Board has approved an agreement with Ellen Solek, under which Dr. Solek has resigned from her employment as Superintendent of Schools for the Bristol Public Schools; effective October 31, 2017.

- The Board and Dr. Solek reached this agreement mutually.
- The Board thanks Dr. Solek for her service to the Bristol Public Schools and we wish her well.
- The Board anticipates convening a meeting within the next several days to address matters related to the appointment of an Interim Superintendent.

## **ADJOURNMENT**

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

***VOTED: That there being no other business to come before the Board of Education the meeting should be adjourned. (7:42 p.m.)***

Respectfully Submitted,

*Susan Everett*

Susan Everett

Executive Secretary to Board of Education

**BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**October 18, 2017 – Special Meeting Minutes**

A special meeting of the Bristol Board of Education was held on Wednesday, October 18, 2017, at 7:45 p.m. in Room 36 of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien, David Scott, Tina Taylor, Karen Vibert and Christopher Wilson; **ALSO PRESENT:** Dr. Susan Kalt Moreau.

**CALL TO ORDER**

Chairman Wilson called the meeting to order at 7:50 p.m.

**VOTE TO CONVENE INTO EXECUTIVE SESSION**

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

***VOTED: That the Board of Education convene into Executive Session for the purpose of discussing a Superintendent/Interim Superintendent candidate and contract.***

**EXECUTIVE SESSION**

Commissioners discussed a Superintendent/Interim Superintendent candidate and contract.

**RECONVENE INTO PUBLIC SESSION**

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

***VOTED: That the Board of Education reconvene into Public Session to take any necessary votes.***

**ACTION ITEM**

On a motion made by Commissioner Vibert and seconded by Commissioner Hintz; followed by an unanimous roll call vote, the Board of Education

***VOTED: That the Board of Education appoint Dr. Susan Kalt Moreau as Superintendent of Schools, effective November 1, 2017 and continuing through June 30, 2019, subject to the approval of the Commissioner of Education in accordance with Section 10-157 of the Connecticut General Statutes, and MOVED FURTHER that the Board Chairperson be authorized to negotiate and execute with Board review a contract of employment with Dr. Susan Kalt Moreau. Additionally the Board will suspend Policy #2141 for the purposes of this appointment.***

**ADJOURNMENT**

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

***VOTED: That there being no other business to come before the Board of Education the meeting should be adjourned. (8:35 p.m.)***

Respectfully Submitted,

*Susan Everett*

Susan Everett

Executive Secretary to Board of Education

# Kara Jandreau

91 Buckboard Lane · Bristol CT 06010 · 860.424.2265 · karaleigh35@hotmail.com

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## OBJECTIVE

To obtain an English/Language Arts teaching position at the secondary level.

## EDUCATION

Walden University 2006-2007

**Degree:** Master of Science, Education (specialization literacy) **G.P.A.** 3.9

University of Connecticut 2002-2003

**Degree:** Master of Arts, Education **G.P.A.:** 3.8

University of Connecticut 1998-2002

**Degree:** Bachelor of Science, English Education **G.P.A.:** 3.68

## CERTIFICATION

Professional Educator Certificate English 7-12, Endorsement # 015 (Connecticut)

## PROFESSIONAL EXPERIENCE

**East Hartford High School 2003-present**

### *English Teacher*

- Taught reading comprehension, literary analysis, writing process skills, critical thinking, and vocabulary development to students of all high school grade levels and abilities
- Worked with interdisciplinary team to service the academic, social, and emotional needs of an urban population in the Freshman Academy with the goal of scaffolding the 8th to 9th grade transition
- Instructed Freshman Seminar course with an SEL curriculum to foster social needs of students
- Designed and implemented academic and behavioral interventions for Tier 1, 2, and 3 students
- Participated in instructional data teams, as well as the redesign of curriculum and creation of formative and summative assessments

### *Freshman Academy Team Leader*

- Effectively lead 9th grade interdisciplinary team in the Freshman Academy for five years
- Arranged flexible scheduling, targeted interventions, team celebrations, and team building activities
- Served as primary representative for parental contacts
- Implemented "9<sup>th</sup> grade On-Track" initiatives (Lunchbox Recovery, BAG, STEP, ACES, etc.)

### *Cooperating Teacher/Team Mentor*

- Served as cooperating teacher for six University of Connecticut student teachers
- Mentored one beginning teacher through the TEAM process

### *Class Advisor*

- Engaged in all relevant duties of running fundraisers, chaperoning class events, conducting class elections, and building a sense of school community

### *Summer School Teacher*

- Aided students in recovering lost credits through summer school instruction

### *Professional Training*

- "9<sup>th</sup> Grade On Track" by the Network for College Success (2017)
- Teacher Outreach Home Visitation (2017)
- School-Connect SEL Program (2016)
- A-List Education SAT Prep (2016)
- Effective Co-Teaching Models (2015)

## REFERENCES

John Fote	First Assistant Principal	East Hartford High School	860.622.5210
Michelle Eckler	English Department Head	East Hartford High School	860.622.5387
Elizabeth Stagis	Activities Coordinator	East Hartford High School	860.622.5200

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# Jill McAloon

25 Rejean Road  
Southington, CT 06489  
(860) 302-9818  
jill4278@sbeglobal.net

## EDUCATION

2016-Present CCSU, New Britain, CT  
M.S. (Seeking Initial Certification Special Education)

University of Bridgeport, Bridgeport, CT  
B.S. Human Services and Psychology, May 2014

## EXPERIENCE

### **High Road School, Wallingford, CT - Long Term Substitute Teacher**

3/2017 - 8/2017

- Provide students with individualized daily plans
- Provide supporting staff guidance in implementing student plans
- Data collection and analysis
- Weekly growth monitoring
- Communicate with parents weekly
- Attend PPTs and provide any required student information
- Create and monitor 4 step plans for each student

### **Wheeler Clinic Northwest Village School, Plainville, CT - *Specialized Instructor***

1/03 - 2/2017

- Support classroom teacher in lesson planning and implementation of lessons
- Provide small group instruction
- Provide supplemental material for students to assist in differentiation
- Implement behavior management techniques
- Assist with classroom management
- Collect data for both instructional and behavioral student programming

### **Wheeler Clinic, Plainville, CT - *Emergency Intervention Trainer***

9/13 - 2/2017

- Train new staff in CES (Calm Every Storm), previously in MOAB, and Wheeler practices and policies.
- Facilitate monthly trainings schoolwide
- Recertify staff schoolwide

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**Southington Community YMCA, YMCA Camp Sloper - *Special Needs***  
*Coordinator*

3/08 - 6/14

- Meet periodically with Southington BOE Special Education Coordinators
- Coordinate campers and paras to ensure that IEP's are appropriately implemented
- Complete end of summer progress reports and clarify strengths and areas of concern
- Train staff to work with children with a variety of special needs
- Provide visual schedules for counselors and paras
- Coordinate and secure funding with HRA of New Britain
- Communicate with New Britain BOE to ensure positive and appropriate environment for students
- Work with behavioral facilities sponsoring children

## **TRAINING/COMMITTEES**

Life Space Crisis Intervention, Olweus Bullying Prevention Committee Member, MOAB, CES, Risking Connections, Restorative Practices, Zones of Regulation, Trauma Informed Care, Wilson Reading, Blue Ribbon, YMCA Director Training, Mandated Reporting, American Red Cross Trainer

## **REFERENCES**

Available upon request

BOARD OF EDUCATION  
Bristol, Connecticut

TENURE ELIGIBILITY LIST

Certified professional personnel who will become eligible for continuing contract status (tenure) during the period September 1, 2016 through September 1, 2017 are listed below.

<b><u>Bristol Central High School</u></b>	<b><u>Effective Date</u></b>
Fisher, Ryan - Math	1/31/17
Jandreau, Nathan - Social Studies	6/30/17
<b><u>Bristol Eastern High School</u></b>	
Dauphinais, Amy - Music	6/30/17
<b><u>Chippens Hill Middle School</u></b>	
Cantin, Michelle - Math	6/30/17
Prescott, Julie - Library Media	9/30/16
<b><u>Northeast Middle School</u></b>	
Sloate, Jeremy - Physical Education	11/30/16
<b><u>Greene-Hills School</u></b>	
Lanza, Claudia - Spanish (and WB)	1/31/17
Palmieri, Maureen - Kindergarten	6/30/17
Wrenn, Samantha - Kindergarten	6/30/17
<b><u>West Bristol K-8 School</u></b>	
Lanza, Claudia - Spanish (and GH)	1/31/17
Zalvidar, Christa - Grade 4	6/30/17
<b><u>Hubbell School</u></b>	
Cistulli, Bryan - Kindergarten	6/30/17
<b><u>Stafford School</u></b>	
Silver, Rebecca - Grade 2	6/30/17
Tichy, Jessica - Grade 2	6/30/17
<b><u>City Wide</u></b>	
Harhay, Olga - Music - EPH/STAF	4/30/17

**Special Education**

	<b><u>Effective Date</u></b>
Brown, Jessica - BCHS	6/30/17
Decker, Courtney - BEHS	6/30/17
Jones, Jenny - CHMS	11/30/16
Papazian, Jeffrey - BCHS	3/31/17
Scrittorale, Jennifer - EPH - PreK	9/30/16
Settle, Lois - GH	6/30/17
Wanner, Jessica - BEHS, ASEP II	6/30/17

**Administrators**

DeLeo, Kristine - WB - Asst. Principal/Literacy Super.	1/31/17
Peck, Kristen - BECC - Supervisor Early Childhood	6/30/17

10/18/2017

Bristol Public Schools  
**Field Trip Request Form for Travel Outside the Continental United States**

All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip. The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

Name of School Bristol Eastern High School

Date of Request 10/11/17

Trip to Greece

Date of Proposed Trip June 24-July 11

Number of students participating (approximately) 6

Name of teacher(s) making request Gary Fleming

Number and names of teachers and chaperones:  
Gary Fleming

1. Professor Ilias Tomazos 5. \_\_\_\_\_

2. \_\_\_\_\_ 6. \_\_\_\_\_

3. \_\_\_\_\_ 7. \_\_\_\_\_

4. \_\_\_\_\_ 8. \_\_\_\_\_

If more teachers or chaperones are required, please attach list on a separate piece of paper.

Transportation: Bus \_\_\_\_\_ Train \_\_\_\_\_ Plane  Car \_\_\_\_\_ Other \_\_\_\_\_

Are fund-raising activities planned? No If so, describe \_\_\_\_\_

Name of Travel Agency Allianz

Lodging: Hotel/Motel Yes Private Home \_\_\_\_\_ Other \_\_\_\_\_

Insurance Arrangements for Staff and Students Yes: Travel Insurance and Trip Protection

(Insurance should be provided by Travel Agency)  
Please attach a copy of the travel agency's insurance coverage.

Cost per student (approximately) \$100.00

**See attachment**

Proposed Itinerary \_\_\_\_\_

Please write a brief narrative explaining the purpose and educational value of the proposed trip.

\*Attach a copy of the full brochure from the travel agency.

**Bristol Eastern Trip to Greece 2018**

**Several Bristol Eastern students will be traveling to Greece this summer as part of a study abroad program sponsored by the University of Connecticut. They will be attending classes and listening to lectures taught by University of Connecticut professor and other professors from the island of Rhodes, Greece. The students will experience the culture of Greece by attending lectures and visiting various ancient archeological sites on” Mainland Greece”.**

**Greece Trip 2018**  
**June 24 – July 11**



- 1). **Total cost - \$2800.00**  
Items below included in total price:
- 2). **R/T Flight from Logan to Athens**
- 3). **Transportation to and from Boston**
- 4). **Flight from Athens to Rhodes**  
**Flight from Rhodes to Athens**
- 4). **Study tour - Travel Greece by bus to visit various archaeological sites**
  - **Hotels with breakfast all included**
  - **Meals included (Dinner)**
  - **Housing included**

**CULTURE OF GREECE**

**PAIDEIA Summer 2018 with Study Tour for High Schools**  
**Itinerary around Greece June 24 – July 11**

**Day 1: June 24 Departure from US - Overnight flight to Greece**

**Days 2-8: June 25 to July 1 stay in Rhodes. Overnight flight to Athens.**

**Days 9&10: July 2 & 3: Monday/Tuesday Athens. Walking tour in Athens visiting Acropolis, Agora of Athens, Dionysos Ancient Theater, Temple of Zeus, Archaeological Museum, Olympic Stadium, Parliament, Monument of Unknown Soldier, University of Athens, Academy of Athens, Plaka, Monastiraki. Hotel Arethusa, Mitropoleos St & Syntagma, Tel. 011-30- 2103229431-4,**

**Day 11: July 4, Wednesday Depart from Hotel Arethusa in Athens 6:30 PM for Argos. Dinner /sleep at Morfeas Hotel.**

**Day 12: July 5, Thursday**

- a. **Nemea. Visit Museum and Ancient Stadium.**
- b. **Mycenae. Visit Museum, Lions Gate with Ancient Acropolis, Mycenaean Tombs of Atreus and Klytaimnystra.**
- c. **Epidauros. Visit Museum and magnificent Ancient Greek Theater of Epidauros.**
- d. **Argolida and Nafplion. Visit the port.**
- e. **Ancient Olympia. Sleep in Ancient Olympia.**  
**Hotel Dioscouri, Tel:011-30-27310-28484;info@dioscouri.gr**

**Day 13: July 6, Friday**

- a. Ancient Olympia. Visit two Museums and Archaeological site with the ancient Olympic Stadium and other facilities.
- b. Nafpaktos. Port.
- c. Messologi. Visit the park of Heroes from Greek War of Independence.
- d. Itea. Free time, swim, dinner in the beach, sleep.  
Aktis Hotel, Tel. 26340-28464; [www.akti.gr](http://www.akti.gr)

**Day 14: July 7, Saturday**

- a. Delphi. Tour Archaeological sites, Museum.
- b. Thermopylae. Monument of King Leonidas and 300 Spartans
- c. Kalambaka Free time, dinner/sleep  
Hotel Kaikis; Tel. 011-30-24320-75280-1;

**Day 15: July 8, Sunday**

- a. Meteora. Visit medieval Byzantine Monasteries.
- b. Vergina. Visit Museum
- c. Thessaloniki. Dinner/Sleep  
Hotel Olympion; Tel. 011-30-23510-29892; [www.hotelolympion.gr](http://www.hotelolympion.gr) ??

**Day 16: July 9, Monday**

- a. Thessaloniki. Museums, White Tower, Statue of Alexander The Great
- b. Thessaloniki. Dinner/sleep.  
Hotel Amalia; Tel. 011-30-2310-268321; [www.hotelamalia.gr](http://www.hotelamalia.gr) ??

**Day 17: July 10, Tuesday**

- a. Pella. Visit Museum, Archaeological site.
- b. Aiani, Kozani. Visit museum, Apollodorus Festival, Dinner
- c. Katerini. Sleep  
Hotel Amalia; Tel. 011-30-2310-268321; [www.hotelamalia.gr](http://www.hotelamalia.gr)

**Day 18: July 11, Wednesday**

End of study tour; end of summer program; return flight to USA.

## **The Culture of Greece**

- **Culture of Greece reviews the art and architecture of Greece, the customs and lore of Modern Greece**
- **Visit museums, archaeological sites and monuments around Greece**
- **Participate in a number of cultural and athletic events in different regions of Greece**
- **Survey the classical and Byzantine art and architecture**

**There are places you will visit either on the scheduled field trips or during the week-long study tour or archaeological sites, monuments and museums of Greece during your stay in Greece.**

### **Visits:**

- 1) **ATHENS: Acropolis; The Parthenon; Agora; Museums; Stadium**
- 2) **DELPHI: Archaeological site; Museum; Tholos**
- 3) **AEANI-KOZANI: Museum; Necropolis; Apollodoros Festival**
- 4) **VERGINA: Museum; King Philip's Tomb**
- 5) **DION; Museum**
- 6) **OLYMPIA: Archaeological Site; Museums; Town**
- 7) **NEMEA: Stadium; Museum**
- 8) **EPIDAUROS: Ancient Greek Theater**
- 9) **RHODES: Old City**
- 10) **KAMEIROS-RHODES: Archaeological Site**
- 11) **LINDOS-RHODES: Acropolis; The Village**
- 12) **MYCENAE: Museum; Acropolis**
- 13) **THERMOPYLAE: Battle ground; King Leonidas of Sparta Monument**
- 14) **METEORA: Byzantine Monasteries; Town**
- 15) **THESSALONIKI: Museums; White Tower; Alexander the Great Monument**

### **Assessment:**

1. **Students will keep a daily journal of the various sites that they will visit.**
2. **Students will attend lectures by the various professors.**
3. **Students will write two papers, 1-2 pages each, on their two favorite sites.**
4. **Students will attend some classes in Rhodes which will be conducted by Professor Tomazos.**

### **Insurance:**

**Each student will be required to purchase insurance from CMI Insurance Worldwide.**

### **Travel Agent:**

**APOLLO TRAVEL , Konstantinou 4, Athens, Greece . This agent has been used for almost 20 years.**

# Barcelona, Madrid

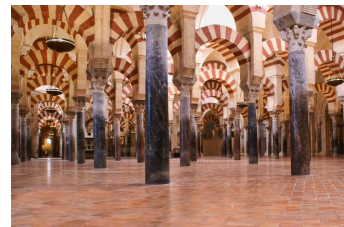
# &

# Andalusia

## Bristol Eastern

## High School

## June 2019



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**Page 4: Anticipated expenses**

**Page 5: Proposal**

**Page 6: Frequently asked questions**

**Pages 7-8: Itinerary**

**Bristol Public Schools**  
**Field Trip Request Form for Travel outside the Continental United States**

All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip. The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

Bristol Eastern High School

Date of Request: October 16, 2017

Date of Proposed Trip: June 2019

Number of students participating: 12

Name of teacher(s) making request: Andrea Schacht and Lucia Infante

Number and names of teachers:

1. Andrea Schacht
2. Lucia Infante

If more teachers are required, please attach list on a separate piece of paper.

Travel Agent: Explorica Educational Travel and Student Tours

Transportation: Bus X Train X Plane X Car \_\_\_ Other X \_

Other \_\_\_\_\_

Are fund-raising activities planned?

No \_\_\_\_\_ If so, describe \_\_\_\_\_

• Lodging: Hotel/Motel-List of hotels in proposal-  
Will be provided 1 month prior to departure- \_\_\_\_\_

• Insurance Arrangements for Staff and Students\_\_\_  
Will buy insurance; cost- \$70 per person  
(Insurance should be provided by independent Travel Agency)

Proposed Itinerary: Attached in proposal

Please write a brief narrative explaining the purpose and educational value of the proposed trip.

## **Trip to Barcelona, Madrid & Andalusia**

### **Anticipated Expenses**

**Program Fee: \$3473.00 U.S.**

**Program fee includes:**

- **Airfare to and from Europe**
- **Hotel accommodations**
- **Transportation within Europe, including flights, train and ferry**
- **Breakfast and Dinner**
- **Daily Excursions/Guided sightseeing tours**
- **Entrance fees to select attractions**

## **Proposal for Barcelona, Madrid & Andalusia**

Students are looking for ways to succeed in the 21<sup>st</sup> century. One way to make our students more competitive is to offer them the opportunity to travel abroad. Educational Travel on a college or job application demonstrates initiative, maturity, well rounded interests and an inquiring mind. One of the best ways for today's high school students to prepare to take their places in a global community is by leaving behind the familiar halls of Bristol Eastern High School and venturing out to study abroad.

Mrs. Andrea Schacht, Mrs. Lucia Infante and students at Bristol Eastern High School will be traveling in Europe. We will be traveling with Explorica, an accredited company with nearly two decades of experience. The dates of our proposed trip are during summer vacation of June 2019. Students going on this European adventure will have taken Spanish, Latin, French and/or Italian classes, no serious disciplinary issues, maintained their academics and good attendance.

This tour will offer our students the opportunity to visit Spain, including 5 major cities: Madrid, Barcelona, Seville, Granada and Toledo. Rather than just reading about the Sagrada Familia in Barcelona, the Royal Palace and the Plaza Mayor in Madrid and the Alhambra in Granada, they will experience these historical treasures first hand. After seeing the highlights of many major Spanish cities, students will have the opportunity to visit Morocco in North Africa by ferry on the final day.

Our students will have experienced the language and culture first hand which will bring their understanding of world history and cultures to a new level. In addition to gaining greater cultural sensitivity and an international perspective on their studies, students will return home feeling more confident and independent—qualities that will stay with them throughout their academic, professional and personal lives.

**Frequently asked questions:**

**What are the rooming arrangements on tour?**

Students will share rooms with two or three other travelers of the same gender. Each room will contain single beds.

**What kinds of meals will we have?**

Breakfast and dinner are included every day while on tour. Travelers are responsible for providing lunch for themselves each day. We will be able to recommend reputable restaurants or other venues for each lunch, and students always have a chance to sample local cuisine and culture.

**What happens if there is an emergency on tour?**

Explorica offers an additional “travel plus” insurance program which includes medical insurance. The price per student is an additional \$54.

**How does the payment schedule work?**

Monthly payments are recommended and a payment schedule can be set up with Explorica



# Barcelona, Madrid & Andalusia

June 20, 2019 - June 29, 2019

## Included:

*Round-trip airfare, all transportation, sightseeing tours and site visits, all hotels with private bathroom, breakfast and dinner daily, full-time multi-lingual tour director.*

*All-inclusive insurance available.*

[www.Explorica.com/Schacht-5309](http://www.Explorica.com/Schacht-5309)



## TOUR ITINERARY:



Visit Sagrada Familia!



Enjoy Costa del Sol!



Explore Seville!

### Day 1 Start Tour

### Day 2 Hola Barcelona

- › Meet your tour director and check into hotel
- › Barcelona city walk  
*Mercat de la Boqueria, Las Ramblas, Columbus Monument*
- › Paella dinner

### Day 3 Barcelona Landmarks

- › Barcelona guided sightseeing tour  
*Gaudi's Sagrada Familia, Montjuic Hill, Park Güell visit*
- › Gaudi's Sagrada Familia visit
- › Bike tour

### Day 4 Barcelona--Madrid

- › Travel to Madrid by AVE train

### Day 5 Madrid Landmarks

- › Madrid guided sightseeing tour  
*Calle Mayor, Gran Via, Cibeles Fountain, Puerta de Alcalá, Columbus Square, Royal Palace visit*
- › Toledo guided excursion  
*Toledo Cathedral visit, Church of Santo Tomé, St. Mary's Synagogue*
- › Spanish cooking class

### Day 6 Madrid--Seville

- › Travel to Córdoba by AVE train
- › Mezquita guided visit
- › Travel to Seville

### Day 7 Seville Landmarks

- › Seville guided sightseeing tour  
*Giralda Tower, Alcázar visit, Columbus' gravesite, Seville Cathedral visit*
- › Seville city walk  
*Barrio de Santa Cruz*
- › Flamenco evening

### Day 8 Seville--Costa del Sol

- › Travel to Costa del Sol via Granada
- › Alhambra guided visit

### Day 9 Costa del Sol Beach Time

- › Morocco guided excursion \$135  
*Ferry to Ceuta, panoramic view of Ceuta, Tétouan sightseeing tour, authentic lunch included*

### Day 10 End Tour



# Barcelona, Madrid & Andalusia

June 20, 2019 - June 29, 2019

To sign up, go to:  
[www.Explorica.com/Schacht-5309](http://www.Explorica.com/Schacht-5309)



“The World is a book, and those who do not travel read only a page.”

-Saint Augustine

## INCLUDED

Round-trip airfare, all transportation, sightseeing tours and site visits, all hotels with private bathroom, breakfast and dinner daily, full-time multi-lingual tour director.

## INVESTMENT

Travelers under 23 years \$3,673.00\*

Travelers 23 and above \$4,158.00\*

*\*Save \$200! Sign up by 12/1/2017 and use voucher code 2019earlybird at enrollment to receive the discount!*

## RESERVE YOUR SPOT!

1. Go to [www.explorica.com/Schacht-5309](http://www.explorica.com/Schacht-5309) and click “Sign up now.”
2. Fill out the application info and Emergency Contact info on the CONTACT page. Click Next.
3. Select your choice for the optional Travel Protection Plan on the INSURANCE page. Click Next.
4. Review the optional excursions, rooming & travel plans on the CUSTOMIZATION page. Simply select any of the options you wish to have. Click Next.
5. Choose a payment plan and method that is most convenient for you on the PAYMENT page. If applicable, click “I have a voucher code”, enter voucher code in box, and click Redeem. Click Next.
6. Review all of your info and tick the boxes to confirm all of the legal info on the CONFIRMATION page. Click “submit application” to complete enrollment.

## TRAVEL PROTECTION (optional)

Travel Protection Plan: \$12/day

*~Covers most on-tour emergencies\**

Travel Protection Plan Plus: \$18/day

*~Same as above and includes a “Cancel for any Reason” benefit\**

*\*Please go to [www.explorica.com](http://www.explorica.com) for full details regarding the travel protection plans coverage.*

## FLEXIBLE PAYMENT PLANS

### Monthly Automated Plan:

1. \$50 Deposit (and optional travel protection) paid upon registration
2. Billed automatically to your credit card or checking account
3. Balance divided into equal monthly payments

### Full Payment Plan:

Pay in full at time of enrollment.

### 4-Step Manual Plan (not automatic):

1. \$99 Deposit (and optional travel protection) paid upon registration
2. 30 days after registration, 2nd payment of \$500 is due
3. 75% of your balance due 105 days prior to departure
4. Remainder balance due 65 days prior to departure

# The Best of Italy

Andrea Schacht and Lucia Infante

**Bristol Eastern  
High School  
June 2020**



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**Page 3: Field Trip Request Form for Travel outside the Continental United States**

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**Page 5: Anticipated expenses and Frequently Asked Questions**

**Pages 6-7: Itinerary**

Bristol Public Schools  
**Field Trip Request Form for Travel Outside the Continental United States**

All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip. The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

Name of School **Bristol Eastern High School**

Date of Request **October 13, 2017**

Trip to **Italy**

Date of Proposed Trip **June 2020**

Number of students participating (approximately) **12**

Name of teacher(s) making request **Andrea Schacht and Lucia Infante**

Number and names of teachers and chaperones:

1. **Andrea Schacht**

2. **Lucia Infante**

If more teachers or chaperones are required, please attach list on a separate piece of paper.

Transportation: **Bus X** Train \_\_\_\_\_ **Plane X** Car \_\_\_\_\_ **Other X**

Are fund-raising activities planned? **No** If so, describe \_\_\_\_\_

Name of Travel Agency **Explorica Educational Travel and Student Tours**

Lodging: Hotel/Motel **List of hotels in proposal – Will be provided 1 month prior to departure**

Insurance Arrangements for Staff and Students **Included in program**

(Insurance should be provided by Travel Agency)

Please attach a copy of the travel agency's insurance coverage.

Cost per student (approximately) **\$3300**

Proposed Itinerary **provided in proposal**

Please write a brief narrative explaining the purpose and educational value of the proposed trip.

**Provided in proposal**

\*Attach a copy of the full brochure from the travel agency.

## **Trip to Europe “Best of Italy”**

Students are looking for ways to succeed in the 21<sup>st</sup> century. One way to make our students more competitive is to offer them the opportunity to travel abroad. Educational Travel on a college or job application demonstrates initiative, maturity, well rounded interests and an inquiring mind. One of the best ways for today's high school students to prepare to take their places in a global community is by leaving behind the familiar halls of Bristol Eastern High School and venturing out to study abroad.

Mrs. Andrea Schacht, Mrs. Lucia Infante and students at Bristol Eastern High School will be traveling in Italy with Explorica, an accredited company with nearly two decades of experience. The dates of our proposed trip are during the summer of June 2020. Students participating in this European adventure will have taken Spanish, Latin, French and/or Italian classes, no serious disciplinary issues, maintained their academics and good attendance.

This tour will offer our students the opportunity to visit Italy, including 6 major cities: Florence, Verona, Venice, Assisi, Rome, and Sorrento. Rather than just reading about the Colosseum in Rome, the gondolas on the Grand Canal, and the ancient ruins of Pompeii, they are going to experience these historical treasures first hand. The tour will start in Florence, then travel to Venice via Verona, then on to Assisi, Rome and Sorrento. After having seen the highlights of many major Italian cities, students will travel to the island of Capri by boat for our final day. Through this trip, students will have experienced the language and culture of Italy first hand. It will bring their understanding of world history and cultures to a new level.

## **Anticipated Expenses**

**Program Fee:**           **\$3300.00 U.S.**

### **Program fee includes:**

- Airfare to and from Europe
- Hotel accommodations
- Transportation within Italy, including flights, bus and boat
- Breakfast and Dinner
- Daily Excursions/Guided sightseeing tours
- Entrance fees to select attractions

### **Frequently asked questions:**

#### **What are the rooming arrangements on tour?**

Students will share rooms with two or three other travelers of the same gender. Each room will contain single beds.

#### **What kinds of meals will we have?**

Breakfast and dinner are included every day while on tour. Travelers are responsible for providing lunch for themselves each day. We will be able to recommend reputable restaurants or other venues for each lunch, and students always have a chance to sample local cuisine and culture.

#### **What happens if there is an emergency on tour?**

Explorica offers an additional “travel plus” insurance program which includes medical insurance. The price per student is an additional \$54.

#### **How does the payment schedule work?**

Monthly payments are recommended and a payment schedule can be set up with Explorica



## Best of Italy

[explorica.com/Schacht-1676](https://explorica.com/Schacht-1676)

June 18 - June 26, 2020

### Day 1 Start tour

#### Day 2 Ciao Florence

Meet your tour director, travel to Florence & check into hotel  
Traditional Italian pizza dinner

#### Day 3 Florence landmarks

Florence guided walking sightseeing tour with Whisper headsets:  
Palazzo Vecchio, Piazza della Signoria, Chiesa di Santa Croce, Ponte Vecchio, Duomo visit, leather workshop, Gates of Paradise, Giotto's Bell Tower, Dante's House  
*Optional Pisa guided excursion* : Baptistry visit, Leaning Tower

#### Day 4 Florence--Venice

Travel to Venice via Verona  
Verona tour director-led sightseeing: Romeo and Juliet balcony, Verona Arena

#### Day 5 Venice landmarks

Venice guided walking sightseeing tour with Whisper headsets: St. Mark's Square, St. Mark's Basilica, Doge's Palace visit, Glass-blowing demonstration

#### Day 6 Venice--Assisi

Travel to Assisi  
St. Francis of Assisi Basilica visit

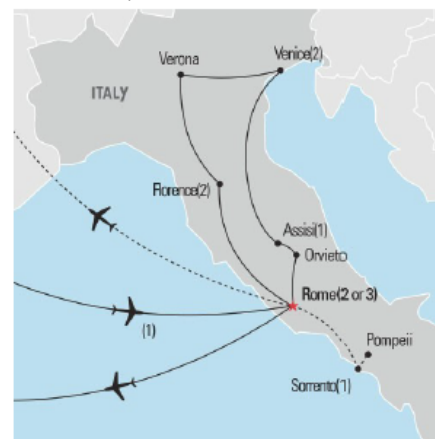
#### Day 7 Assisi--Rome

Travel to Rome  
Orvieto visit  
Rome city walk: Spanish Steps, Trevi Fountain, Pantheon, Piazza Navona

### Day 8 Rome landmarks

Rome guided walking sightseeing tour with Whisper headsets: Vatican Museums & Sistine Chapel visit, St. Peter's Basilica visit, Colosseum visit, Piazza Venezia, Forum Romanum visit  
Authentic trattoria dinner

### Day 9 End tour



## Reserve your Spot!



Tour Center ID: Schacht-1676  
Registration deadline: October 31, 2017

### What's included

---

We provide everything you need for a remarkable trip:

- Round-trip airfare
- 7 overnight stays (9 with extension) in hotels with private bathrooms
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional Tour Director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Tour Diary™
- Guided sightseeing tours with high-tech headset as per itinerary
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Please visit our Fees FAQ page for a full list of items that may not be included in the cost of your tour.

### Tour investment

---

Students (travelers under the age of 23): \$3,291  
Adults (age 23 and over): \$3,731

Price reflects savings of \$200 scholarship. Sign up by 10/31/2017 and enter code 2020earlybird in order to take advantage of this limited-time offer!

#### Automatic monthly payment plan

Pay just \$50 upon enrollment and the balance will be divided into equal monthly payments, charged automatically to your credit card or checking account. As of October 16, 2017, your monthly payment would be just \$108.03.

Manual plan also available; learn more on [explorica.com/paymentplans](http://explorica.com/paymentplans).

### Travel protection

---

Most Explorica travelers protect their investment with one of our trusted plans, starting from just \$12 per day. To learn more, visit [explorica.com/cfar](http://explorica.com/cfar).

Enroll online,  
by phone, or by mail



[explorica.com/Schacht-1676](http://explorica.com/Schacht-1676)



1.888.310.7121



Download and complete  
a paper application on  
[explorica.com/resources](http://explorica.com/resources)



145 Tremont Street  
Boston, MA 02111

**Bristol Public Schools**  
**Student Achievement Report: Advanced Placement Enrollment and**  
**Achievement 2017**  
**Student Achievement Committee Update**

**Executive Summary:**

**1. Background**

- Student enrollment in and achievement on Advanced Placement courses and tests factor into two indicators in the Next Generation Accountability System for the State of Connecticut.
- Bristol currently offers 20 Advanced Placement courses to high school students.
- College readiness is determined by earning a 3,4, or 5 on an Advanced Placement exam contributing to indicator six.

**2. Overall results**

- Bristol has seen an increase in enrollments in Advanced Placement courses over the past three years. 1087 students were enrolled in an AP course and 60% of the students earned a 3, 4, or 5 on their Advanced Placement test.
- Enrollment has been impacted by 1) adding or eliminating courses; 2) graduation requirements, 3) the grade-level in which the course is offered, and 4) the recommendation process.
- Achievement has been impacted by 1) teacher experience and training, 2) revisions to the AP course and test, and 3) dual-enrollment curriculum.

**3. Special Populations**

- While enrollment into AP courses among black and hispanic students is increasing, there are still gaps between the percent of students within our schools and their enrollment into our most rigorous courses. The percentage of students from these populations within AP courses earning a 3 or better on the exams is equal to or better than performance of the majority of students who make up the enrollment.
- More females than males make up our Advanced Placement enrollments, and a greater percentage of males are earning a 3, 4, or 5 on their exams than females are.
- The greatest gap exists when comparing our economically disadvantaged student enrollment and achievement within Advanced Placement courses, though at this time, we only have an accurate data set from the College Board for one high school.

**4. District comparisons**

- Bristol has a greater number of students enrolled in AP courses when compared to many schools within the Alliance group, schools within the District Reference Group, and schools in contiguous towns.

**5. Action Plan for Improvement**

- There are four key areas of focus for our plan for improvement: 1) Reexamine opportunities and offerings for students, 2) Review and build upon pathways and programs, 3) Provide content-based, course-specific continued training and development for teachers, 4) Provide rich data to teachers, students, and families

Advanced Placement courses are some of our most rigorous courses offered in our high schools and often are the penultimate course in a student's program of study in a particular subject area. In order to offer a course as an "Advanced Placement" course, the district must develop a curriculum that is aligned to the standards set forth by the College Board, use materials that the College Board approves, and the teachers, themselves, must be approved as instructors by the College Board. Course syllabi for Advanced Placement courses are approved on a yearly basis through the individual submission of syllabi to the College Board for approval. Students enrolled in an Advanced Placement course must take the Advanced Placement exam for the course in May. Students pay a test fee of approximately \$90 to take the exam. Colleges and universities do use performance on AP exams to determine placement and/or credit depending upon the standards of the college or university. Generally, students who earn a 3 or better on the Advanced Placement exam demonstrate that they are capable of earning college-credit for the course.

The State of CT Next Generation Accountability System includes both Advanced Placement enrollment and achievement through two indicators:

- 1) **Indicator 5: College and Career Readiness, % Enrolled.** This district and school indicator is calculated based on the number of juniors and seniors who are enrolled in at least two Advanced Placement courses, two courses that bear college-credit (dual enrollment), or work experience opportunities.
  
- 2) **Indicator 6: College and Career Readiness, Students Meeting Benchmark.** When students earn a three or better on Advanced Placement assessments, they indicate that they are ready for college or career according to this indicator. Students can demonstrate that they are college and career ready by additional factors as well such as performance in dual-enrollment classes and/or on the Math and Evidenced-Based Reading and Writing sections of the SAT.

Given both of these indicators, as a district, we want to see increases in our enrollment into Advanced Placement courses and achievement of those students who are enrolled.

In 2016-17, twenty Advanced Placement courses were offered to students. Some of our courses offer dual-enrollment with the University of Connecticut. Students who enroll in an Advanced Placement and Early College Experience Course through UConn can earn credit directly through the University of CT. Teachers of these courses are approved by the university and are considered adjunct professors. Students who are enrolled in an AP/ECE course do not pay the \$90 test fee since they pay a fee for tuition to UConn for the ECE course. AP/ECE courses are Calculus at Bristol Eastern High School, Physics C and Physics I at Bristol Eastern and Central High School, and Literature and Composition at Bristol Eastern High School.

## Part Two: Overall results

AP® Five-Year School Score Summary (2017)					
	2013	2014	2015	2016	2017
<b>Bristol Central High School (070075)</b>					
Total AP Students	229	235	241	262	254
Number of Exams	494	485	498	517	492
AP Students with Scores 3+	159	171	134	143	163
% of Total AP Students with Scores 3+	69.4	72.8	55.6	54.6	64.2
<b>Bristol Eastern High School (070076)</b>					
Total AP Students	275	269	269	252	336
Number of Exams	500	501	475	450	595
AP Students with Scores 3+	193	181	154	124	192
% of Total AP Students with Scores 3+	70.2	67.3	57.2	49.2	57.1
<b>Connecticut</b>					
Total AP Students	30,924	32,202	33,885	34,533	35,629
Number of Exams	57,057	59,358	62,886	64,881	66,872
AP Students with Scores 3+	23,144	23,944	24,642	25,074	25,712
% of Total AP Students with Scores 3+	74.8	74.4	72.7	72.6	72.2

Image 1

As you can see in Image 1, a Five-Year Score Summary, a greater percentage of students earned a 3 or better on the Advanced Placement exams this year as compared to last year. Enrollment in Advanced Placement courses has been rising across the state for the past three years, and we've seen some increases in enrollment in our own district when compared to the number of enrollments in 2013. In fact, we've seen the highest district enrollment this year with 1087 students enrolled in an AP course. The percent of students earning a 3, 4, or 5 for the district is 60%, the highest it has been since 2014 when 101 fewer students were enrolled in Advanced Placement than there were this year.

### Factors impacting enrollment

When we review Advanced Placement enrollment over the past five years within our district, there are three major factors that have contributed to that number: 1) adding or eliminating courses and 2) graduation requirements, 3) the grade-level in which the course is offered, and 4) the recommendation process. First, in the past three years, we have seen increases in enrollment in Advanced Placement courses by increasing the courses we offer. Advanced Placement Seminar and Research, Advanced Placement Human Geography and Advanced Placement Spanish are four new AP courses within the Program of Studies that Bristol offers. Additionally, three years ago, Advanced Placement Physics I was added as an option for students in addition to two Physics C courses. With this addition, we saw an increase of about 40 students per year in an AP physics option. Within the past five years, we've also made changes to some of the courses we have offered to entice more students into taking the course. Advanced Placement World History is no longer an option for students because of its dwindling enrollment. However, students can now take Advanced Placement Human Geography as part of their history options as

freshmen, so we have seen an increase in enrollments in history. It is also worth noting here that some courses, such as AP Art 2D and Drawing, are offered during the same block within a teacher's scheduled day. Other courses, such as AP Computer Science was taught as an independent study to a group of interested students by a skilled and willing teacher.

Another factor that has influenced enrollment in AP courses, particularly Advanced Placement U.S. Government and Politics, was a change in district requirements. Prior to 2014, students in our district could meet the state and local requirement of their Civics credit by taking AP U.S. Government. In 2014, reacting to a requirement by the New England Association of Secondary Schools and Colleges (NEASC) to have an unweighted course for all students, the district no longer allowed students to earn their Civics credit by taking the Advanced Placement course. We observed a significant drop in enrollments within this course as a result of this change. In 2017, it was decided that students could again earn their civics credit by taking Advanced Placement Government, and we're starting to see the enrollment in that course rise.

The third major factor that has influenced enrollment in AP courses is when the courses are offered to students within their program. Because the Advanced Placement courses are often the most rigorous course offered within a pathway, opportunities to take these courses are open to students toward the end of their high school careers. Thus, most Advanced Placement courses can be taken only by juniors and seniors. We have found that due to the level of demand of these courses, students can enroll in up to three AP courses per year and still find success. If we seek to increase enrollment in Advanced Placement courses, we need to reconsider the prerequisite knowledge and skills students must have in the courses to adjust when the courses may be offered to students.

Finally, the fourth factor that contributes to enrollment involves our communication about Advanced Placement opportunities to students and the recommendation process. Both schools use AP Potential as a tool that helps to identify the readiness of students for an AP course based on students' PSAT scores. Each of our high schools convey that information to their students in different ways, by letter or by informational sessions at the school. We have found that one of the greatest factors that determine whether a student will enroll in a course is their teacher's belief that they can be successful. If teachers recommend students to take an AP course, then students are very likely to enroll, choosing to challenge themselves. Right now, according to our policy, most teachers are to make their recommendations for courses by students' grade in the current class; students must have a 93 in an academic level class to be promoted into an accelerated or Advanced Placement course or an 83 in the class to be promoted at the same accelerated or advanced level. To increase enrollment, we need to be more clear with recommending teachers, those who may not teach the course themselves, the necessary skills, knowledge, aptitudes and attitudes that lend themselves to success in the AP course so they can more broadly review the scope of their students' achievement to determine placement and not solely make recommendations by the grade the student has earned.

## **Factors impacting achievement**

When we examine achievement among our students taking Advanced Placement exams, we can identify three major factors that contribute to the achievement of our students: 1) teacher experience and training, 2) revisions to the AP course and test, and 3) dual-enrollment curriculum conflict. It is clear by analyzing the performance of our students in Advanced Placement classes that teacher experience and training within the course has an influence on our students' achievement. In reviewing our data, it appears that teachers who have at least three years of teaching the course see greater success with their students. AP Language and Composition, Literature and Composition, Microeconomics, U.S. Government, Human Geography, and Psychology have all required new teacher assignments throughout the past four years, resulting in lesser student success in the teacher's initial years of teaching the course. On the other hand, there are some courses where the teacher has been teaching the course for several years, Chemistry at Bristol Eastern High School and Calculus at Bristol Central High School, for example, and due to the knowledge and experience of the teachers of these courses, we have seen our students' performance continue to climb. All teachers who begin teaching an Advanced Placement course in Bristol are required to attend College Board-designed and sponsored Advanced Placement training held at Taft each summer. While the training is intense, we may need to consider additional content-based professional development to help support teachers new to teaching an AP course.

A second factor that has influenced student achievement throughout the past three years were significant revisions that were made to the AP Courses and tests. The College Board dramatically changed the Physics, Chemistry, and United States History courses in 2015. Bristol was prepared for the changes to the curriculum and revised their courses at the same time. Nationwide, there has been an impact on student achievement in these recently revised courses.

Finally, a third factor that we can see influencing student achievement is our dual-enrollment. Because we offer some of our Advanced Placement courses also as Early College Experience courses, we truly run two different courses at the same time to the same group of students. Right now, we offer Calculus at Bristol Eastern High School, Literature at Bristol Eastern High School, and Physics at both high schools as ECE and AP courses. The requirements for Advanced Placement and for Early College Experience can vary dramatically. For example, the AP Literature and Composition course focuses on just that, the classical canon of literature and students' analysis skills. At the same time, students in that high school course also receive credit for an introductory writing course at the University of Connecticut. Students taking the course at UConn do not focus to the same extent on reading classical pieces of literature and focus more on the development of their writing, producing an extensive portfolio. In our high schools, teachers must balance both sets of expectations to be sure that students are successful on both the AP test and in meeting the requirements of UConn's Early College Experience program. Similar conflicts exist among all of the dual-enrollment AP/ECE offerings. After analyzing the negative impact of having this dual focus on achievement in Physics, we have made the decision to only offer Physics I as a UConn Early College Experience class during the 2017-18 school year, recognizing that more of our high school students have earned credit through UConn in the course than they have earned a 3,4, or 5 on the Advanced Placement exam.

### **Part Three: Special populations**

To examine possible achievement gaps, we examined enrollment and achievement among race, gender, and between those students who qualify for fee reductions and others who had not.

	Bristol Eastern High School			Bristol Central High School		
	% of school population	Enrollments in AP	Percent of Students earning 3+	% of school population	Enrollments in AP	Percent of Students earning 3+
Asian	3%	9%	62%	3%	6%	53%
Black	7%	2%	60%	8%	4%	91%
Hispanic/Latino	18%	10%	55%	25%	13%	55%
White	69%	77%	48%	61%	64%	56%
2 or more races	not identified	3%	38%	not identified	8%	61%

Image 2

We have found that we need greater diversity within our Advanced Placement enrollments. Hispanic students make up 18% of the student population at Bristol Eastern and 25% of the student population at Bristol Central, though only 10% of the AP enrollments at BE and 13% of the AP enrollments at BC. There is a similar, if not greater, disparity in the number of black students who enroll in AP courses, as compared to the percentage of black students at both of our high schools. It is worth noting, though, that we have seen an increase in enrollments among students who are Black and Hispanic/Latino due to the influence of the AVID (Advancement Via Individual Determination) program within our high schools. AVID seeks to provide opportunities for students who are from generally underrepresented student populations at the college level or those who are first in their family to attend college to develop the knowledge and skills to be successful as college students through the support of this program while in high school. District and school participation in AVID requires a yearly self-assessment that is reviewed and certified by the AVID program. The self-assessment includes ratings against numerous program quality indicators, and one of the quality indicators is the enrollment of students within the AVID program in Advanced Placement and/or dual enrollment classes.

In terms of achievement among students with regard to their self-identified race, the percentage of Asian, Black, and Hispanic students are earning a score of 3 or better is close to or greater than the percentage of white students who are earning a score of 3 or better.

	Bristol Eastern High School		Bristol Central High School	
	Enrollment	% Achieving 3+	Enrollment	% Achieving 3+
Male	39%	48%	43%	62%
Female	61%	51%	56%	54%

Image 3

In terms of gender, there are a greater number of females who make up the number of students who are enrolled in Advanced Placement classes at both of our high schools. The percentage of

students who are earning a 3 or better on AP assessments is slightly higher for females at Bristol Eastern. Sixty-two percent of the males in an AP course earn at least a 3 at Bristol Central High School, as compared to fifty-four percent of the females in AP courses earning a 3 or better, showing a potential achievement gap that could exist partially due to the difference in enrollment.

	Bristol Eastern High School		Bristol Central High School	
	29% students who are economically disadvantaged		32% of students who are economically disadvantaged	
	Enrollment	% Achieving 3+	Enrollment	% Achieving 3+
Fee Reduction Not Granted	98.85%	50%	79.70%	60%
Fee Reduction Granted (low-income)	1%	100%	20%	46%

Image 4

Our data from the College Board from 2017 reflects a potential problem. While we can partially identify economically disadvantaged students within our school populations based on their status for free or reduced lunch costs, the College Board determines whether fee reductions will be given for each student given the student’s identified economic need. Given that information, you can see from the information as reported by the College Board above in Image 4 that while 29% of students are economically disadvantaged according to their free or reduced lunch status at Bristol Eastern High School only 1% of the enrollments of Advanced Placement students qualified for a fee reduction. Looking more deeply at this data, a greater percentage than 1% of economically disadvantaged students are truly enrolled in AP courses at Bristol Eastern High School. This discrepancy identifies an error in the reporting system and we’re working with College Board to resolve that. Looking at the data for Bristol Central High School, 20% of the enrollments in Advanced Placement classes did qualify for a fee reduction, about 60% of the population identified as economically disadvantaged in the school population, indicating a gap among enrollments. Additionally, 14% more students who are not economically disadvantaged earned a three or better on AP exams than those who are economically disadvantaged, so again, there is a gap that we need to close.

#### **Part Four: District Comparisons**

At the Board’s request, we did compare the achievement of our Bristol students against three sets of districts: 1) those districts who are identified as Alliance districts, 2) those within the District Reference Group, and 3) contiguous towns. It is important to analyze this data carefully since there are a variety of factors that can influence achievement, including demographic information and per pupil allocation, that are not equal among the districts within the comparisons. For example, 35% of Bristol’s student population is economically disadvantaged, while only 9% of student population in Southington or Farmington is economically disadvantaged. As another example, 16.5% of Bristol’s student population are students with special needs, while 10% of the students served in Wolcott or Plainville are students with special needs.

When comparing districts within the district reference groups (DRG), it is important to note that these groupings are over ten years old. The CT State Department of Education classified schools in 2006 based on similar socioeconomic statuses of their students, and given the changes in our economic climate, these reference groups would change significantly if reexamined today. This grouping does not consider other demographic factors such as the size of the community, percent of English-learners or percent of students with special needs.

Alliance District			District Reference Group			Contiguous Towns		
	Number of Enrollments in AP	% of students earning a 3 or better		AP Enrollments	% of students earning a 3 or better		AP Enrollments	% of students earning a 3 or better
Hamden	1179	73%	Hamden	1179	73%	Farmington	956	77%
Danbury	1078	43%	BEHS	594	49%	Southington	678	77%
Ansonia	783	87%	Middletown	556	47%	BEHS	594	49%
BEHS	594	49%	BCHS	492	58%	BCHS	492	58%
Stamford	581	53%	Stratford	304	41%	Plainville	142	63%
Middletown	556	47%	Manchester	293	59%	Terryville	104	33%
BCHS	492	58%	Norwich Free Academy	273	74%	Wolcott	96	75%
Norwalk	476	50%	Naugatuck	195	51%			
Windsor	437	58%	Bloomfield	116	47%			
East Hartford	434	51%	Killingly	113	50%			
Manchester	293	59%	Torrington	107	34%			
New Britain	281	37%	Plainfield	100	53%			
Norwich Free Academy	273	74%	East Haven	89	57%			
Naugatuck	195	51%	Putnam	83	23%			
New London	190	33%	Rockville/Vernon	67	72%			
Windsor Locks	124	42%						

Bloomfield	116	47%						
Killingly	113	50%						
East Haven	89	57%						
Putnam	83	23%						
Rockville/Vernon	67	72%						
Derby	45	16%						
Windham	20	55%						

District comparisons are also difficult using the College Board on-line reporting system since numbers of enrollments are compared and are not presented as a percentage of the student population enrolled. That said, the number of students enrolled in Advanced Placement courses within Bristol is high when compared to other districts who are categorized as Alliance schools, schools that are within our District Reference Group, or contiguous schools to Bristol. Bristol schools have more students enrolled in Advanced Placement classes than many other districts as indicated within the table above; however, Bristol does have a lower percent of students achieving a 3 or better on AP assessments than other districts, particularly when compared to contiguous towns. That difference could be due to schools that are more selective in their enrollment, requiring more prerequisite skills of students before they are allowed to enter into an Advanced Placement course. It is important to keep in mind that students' enrollment and achievement are both factors in the Next Generation Accountability system for the state of Connecticut.

**Part Five: Action Plan for School and District Improvement specific to AP**

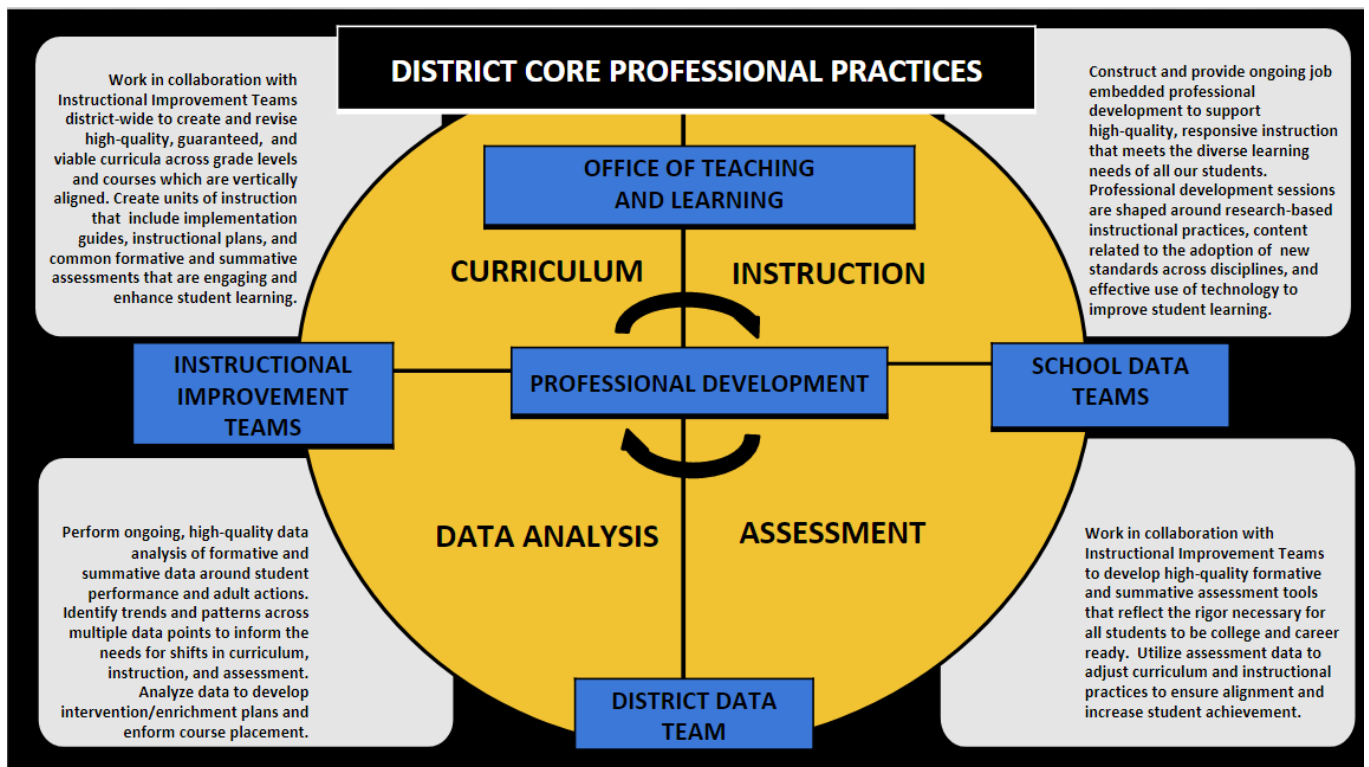


Image 15

Research shows that when schools have a guaranteed and viable curriculum, challenging, engaging, and purposeful instruction, a system for measuring student achievement through assessment, and collaboration centered around student learning, student achievement is greater. For that reason, our improvement plan for all schools centers around these core practices.

In addition to these four core areas, in order to improve student enrollment and achievement in Advanced Placement classes, we have identified four areas of focus:

1. Reexamine opportunities and offerings for students
2. Review and build upon pathways and programs
3. Provide content-based, course-specific continued training and development for teachers
4. Provide rich data to teachers, students, and families

By reexamining opportunities for Advanced Placement coursework, we will impact both enrollment and achievement. There have been relatively new AP offerings, including Computer Science, Human Geography, and Seminar and Research that have had initial success in drawing students into the Advanced Placement program. Since three of these courses can be offered to students prior to their junior and senior year, we may see increases in other Advanced Placement courses now that students will have more room in their schedules to take other courses.

Additionally, we will review whether any of our current AP offerings could take the place of another required course, much in the way that the AP United States Government and Politics satisfies our civics requirement for students. AP Language and Composition and AP Literature and Composition meet the criteria for two years of English for students. We may find that AP Seminar could meet our Bristol requirements for English II or AP U.S. History could be taken by sophomores as their required history course rather than by juniors as an elective in history.

Under this area of focus, we will also want to determine if we would like to continue to pursue the Early College Experience offering to students if it conflicts with the requirements of the Advanced Placement program by carefully considering which course is most beneficial to our students.

The second area of focus for this school year will be to examine the pathways that students have to take courses and to bolster programs that support students' enrollment. We can examine which of our courses need prerequisite courses and which may not, adjusting when students may have the opportunity to access the course. Additionally, for courses such as AP Art, Spanish V and Latin, we may want to consider offering a summer enrichment, in-depth, course as part of summer school for students who want to access our most rigorous course offerings in those areas by the time they are seniors. Additionally, we can explore offering some Advanced Placement courses on-line as a blended learning experiences for those students seeking additional challenges. A critical program that influences both student enrollment and student achievement in Advanced Placement courses is the AVID (Advancement Via Individual Determination) program. Since 2013-14, we have an average increase of 4% enrollment in Hispanic students at both high schools in our Advanced Placement courses when compared to our enrollment last year. We need to continue to support the AVID program and ensure that all AVID classes are fully enrolled.

The third area of focus addresses the need for tailored professional development for teachers of Advanced Placement courses, particularly within their first three years of teaching the course. The College Board has recently shared a new on-line training and mentoring opportunity that we can explore to provide continuous on-going support to our teachers. In addition, we need to increase the opportunities for our teachers of Advanced Placement courses to collaborate across the district. Most AP teachers only teach one section of the course, and as such, teachers will collaborate with peers within their building who teach the same course as the majority of the courses they teach, limiting time and focus on the AP course. As an example, an AP Calculus teacher will only teach one section of the course and will teach four other Algebra I sections. That teacher will work during provided professional development time on an instructional improvement team for Algebra I rather than the AP Calculus course since Algebra I is the majority of the courses he teaches. We need to reexamine the time we have dedicated for the collaboration and professional development of our current AP teachers both within our schools and across the district.

The fourth area of focus for increasing enrollment and improving Advanced Placement achievement will be to develop a better system for identifying students who have the potential to be successful in an Advanced Placement course. While the College Board offers AP Potential as a tool that can help to identify students, we as a district can use other metrics we have about students, including their interest areas, prior scores and grades, and qualitative data as well to begin to develop a more complete picture of our students' prior performance and potential to be successful should they choose to enroll in an AP course.



BRISTOL PUBLIC SCHOOLS

Kdg. - 2 = 22  
Gr. 3 - 5 = 27

ENROLLMENT FIGURES  
2017 - 2018

As of September 29, 2017

Elem.School	Pre-K	Kgn.	1	2	3	4	5	Total	Total Prev. Yr.	DIFF.
Edgewood		22	15	16	17	21	27			
		22	16	15	17	23	28			
			16	16	17					
<b>Total</b>	<b>0</b>	<b>44</b>	<b>47</b>	<b>47</b>	<b>51</b>	<b>44</b>	<b>55</b>	<b>288</b>	<b>326</b>	<b>-38</b>
Greene-Hills	16	21	22	19	24	23	23			
	9	20	21	19	24	24	22			
		20	22	19	25	25	24			
		19	23	19	23	25	24			
		18	23							
			18							
<b>Total</b>	<b>25</b>	<b>98</b>	<b>129</b>	<b>76</b>	<b>96</b>	<b>97</b>	<b>93</b>	<b>614</b>	<b>610</b>	<b>4</b>
Hubbell	15	21	18	20	26	23	21			
	14	21	17	18	25	22	21			
	14	20	18	19	25	22	21			
	12									
<b>Total</b>	<b>55</b>	<b>62</b>	<b>53</b>	<b>57</b>	<b>76</b>	<b>67</b>	<b>63</b>	<b>433</b>	<b>438</b>	<b>-5</b>
Ivy Drive	14	22	20	21	22	21	25			
	15	21	18	21	22	21	27			
		22	22	21		21	27			
<b>Total</b>	<b>29</b>	<b>65</b>	<b>60</b>	<b>63</b>	<b>44</b>	<b>63</b>	<b>79</b>	<b>403</b>	<b>396</b>	<b>7</b>
Mt. View	15	20	19	19	18	24	21			
	12	20	21	18	16	23	22			
		20	20	19	18		21			
<b>Total</b>	<b>27</b>	<b>60</b>	<b>60</b>	<b>56</b>	<b>52</b>	<b>47</b>	<b>64</b>	<b>366</b>	<b>368</b>	<b>-2</b>
South Side	16	21	21	22	24	25	19			
	15	21	21	22	24	25	21			
	11	21	19	21	23	25	20			
	10	21					23			
<b>Total</b>	<b>52</b>	<b>84</b>	<b>61</b>	<b>65</b>	<b>71</b>	<b>75</b>	<b>83</b>	<b>491</b>	<b>489</b>	<b>2</b>

BRISTOL PUBLIC SCHOOLS

Kdg. - 2 = 22  
Gr. 3 - 5 = 27

ENROLLMENT FIGURES  
2017 - 2018

Elem.School	Pre-K	Kgn.	1	2	3	4	5	Total	Total Prev. Yr.	DIFF.
Stafford		17	19	21	24	19	22			
		18	19	21	24	21	22			
		17	19	21	24	21	23			
			19	20						
<b>Total</b>	<b>0</b>	<b>52</b>	<b>76</b>	<b>83</b>	<b>72</b>	<b>61</b>	<b>67</b>	<b>411</b>	<b>457</b>	<b>-46</b>
West Bristol		20	21	20	23	25	22			
		18	22	22	24	26	22			
		20	21	18	23	25	21			
		21	21	20	23	26	21			
		22		19			22			
<b>Total</b>	<b>0</b>	<b>101</b>	<b>85</b>	<b>99</b>	<b>93</b>	<b>102</b>	<b>108</b>	<b>588</b>	<b>604</b>	<b>-16</b>
BECC	8									
	11									
	5									
	7									
	8									
	11									
	11									
	9									
	9									
	9									
	11									
Speech	11									
<b>Total</b>	<b>110</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>110</b>	<b>95</b>	<b>15</b>
<b>TOTALS</b>	<b>298</b>	<b>566</b>	<b>571</b>	<b>546</b>	<b>555</b>	<b>556</b>	<b>612</b>	<b>3704</b>	<b>3783</b>	<b>-79</b>
<b>Total K - 5</b>		<b>566</b>	<b>571</b>	<b>546</b>	<b>555</b>	<b>556</b>	<b>612</b>	<b>3406</b>	<b>3485</b>	<b>-79</b>

Projections										
<b>P. Prowda</b>		575	554	583	552	577	613	3454		-48

Elementary Class Size Averages

Pre-K	Kgn.	1	2	3	4	5	K-5
11.5	20.2	19.7	19.5	22.2	23.2	22.7	21.2

excludes  
Speech

Range	5-16	17-22	15-23	15-22	16-26	19-26	19-28
<b>2017</b>							

excludes  
Speech

BRISTOL PUBLIC SCHOOLS

Kdg. - 2 = 22

Gr. 3 - 5 = 27

ENROLLMENT FIGURES  
2017 - 2018

Mid. School	6	7	8			Total	Total Prev. Yr.	DIFF.
Chippens Hill	250	275	240			765	773	-8
Greene-Hills	89	114	93			296	315	-19
Northeast	156	168	153			477	466	11
West Bristol	112	110	102			324	289	35
<b>Total</b>	<b>607</b>	<b>667</b>	<b>588</b>			<b>1862</b>	<b>1843</b>	<b>19</b>

Projections								
P. Prowda	601	669	587			1857		5

High School	9	10	11	12	Total	Total Prev. Yr.	DIFF.
BCHS	294	272	289	252	1107	1128	-21
BEHS	292	262	271	278	1103	1136	-33
BPA	5	13	11	8	37	46	-9
<b>Total</b>	<b>591</b>	<b>547</b>	<b>571</b>	<b>538</b>	<b>2247</b>	<b>2310</b>	<b>-63</b>
Community/Vocational Program					13	12	1
					<b>2260</b>	<b>2322</b>	<b>-62</b>

Projections								
P. Prowda	645	519	597	560	2321			-74

	Number Attending	Total to Date	Total Prev. Yr.	DIFF.
	<b>Total PreK-5</b>	<b>3704</b>	<b>3783</b>	<b>-79</b>
	<b>Total Gr. 6-8</b>	<b>1862</b>	<b>1843</b>	<b>19</b>
	<b>Total Gr. 9-12</b>	<b>2260</b>	<b>2322</b>	<b>-62</b>
	<b>Sub Total</b>	<b>7826</b>	<b>7948</b>	<b>-122</b>
<b>Special Education Program: Citywide</b>	<b>ASEP</b>	<b>19</b>	<b>21</b>	<b>-2</b>
	<b>Sub Total</b>	<b>7845</b>	<b>7969</b>	<b>-124</b>
<b>Bristol Students Enrolled But Not Attending a Bristol Public School and Counted in the State Report</b>	<b>Spec. Ed. Out Pl. Priv.</b>	<b>110</b>	<b>92</b>	<b>18</b>
	<b>BTEC</b>	<b>24</b>	<b>30</b>	<b>-6</b>
	<b>Sub Total</b>	<b>134</b>	<b>122</b>	<b>12</b>
	<b>Gr. Total Enrolled</b>	<b>7979</b>	<b>8091</b>	<b>-112</b>
<b>Magnet Students - Special Ed (49) and Regular (286)</b>		<b>335</b>	<b>308</b>	<b>27</b>
	<b>Total</b>	<b>8314</b>	<b>8399</b>	<b>-85</b>

## BRISTOL PUBLIC SCHOOLS

Kdg. - 2 = 22

Gr. 3 - 5 = 27

## ENROLLMENT FIGURES

2017 - 2018

## COMPARISON BETWEEN BRISTOL AND P. PROWDA PROJECTIONS GRADES K - 12

Grade	BRIS	PR	DIFF
Kind.	566	575	-9
1	571	554	17
2	546	583	-37
3	555	552	3
4	556	577	-21
5	612	613	-1
<b>EL. Subtotal</b>	<b>3406</b>	<b>3454</b>	<b>-48</b>
6	607	601	6
7	667	669	-2
8	588	587	1
<b>MS Subtotal</b>	<b>1862</b>	<b>1857</b>	<b>5</b>
9	591	645	-54
10	547	519	28
11	571	597	-26
12	538	560	-22
<b>HS Subtotal</b>	<b>2247</b>	<b>2321</b>	<b>-74</b>
<b>Grand Total</b>	<b>7515</b>	<b>7632</b>	<b>-117</b>

## COMPARISON OF BRISTOL NUMBERS PREVIOUS YEAR TO CURRENT YEAR

SCHOOL	C. YR.	PR. YR	DIFF.
Edgewood	288	326	-38
Greene-Hills	614	610	4
Hubbell	433	438	-5
Ivy Drive	403	396	7
Mt. View	366	368	-2
South Side	491	489	2
Stafford	411	457	-46
West Bristol	588	604	-16
BECC	110	95	15
<b>EL. Subtotal</b>	<b>3704</b>	<b>3783</b>	<b>-79</b>
CHMS	765	773	-8
GH	296	315	-19
NEMS	477	466	11
WB	324	289	35
<b>MS. Subtotal</b>	<b>1862</b>	<b>1843</b>	<b>19</b>
BCHS	1107	1128	-21
BEHS	1103	1136	-33
<b>HS. Subtotal</b>	<b>2247</b>	<b>2310</b>	<b>-63</b>
Comm/Voc	13	12	1
ASEP	19	21	-2
<b>Subtotal</b>	<b>32</b>	<b>33</b>	<b>-1</b>
<b>Grand Total</b>	<b>7845</b>	<b>7969</b>	<b>-124</b>
<b>Minus PreK</b>	<b>7547</b>	<b>7671</b>	<b>-124</b>

ENROLLMENT FIGURES  
2017 - 2018

High School Class Load Teachers Over 130 Students

**BCHS**

Subject	17-18	16-17	Diff.
English	4	3	1
Math	0	0	0
Science	0	0	0
Soc. Studies	1	0	1
World Lang.	0	0	0
<b>Total</b>	<b>5</b>	<b>3</b>	<b>2</b>

**BEHS**

Subject	17-18	16-17	Diff.
English	2	1	1
Math	0	0	0
Science	1	0	1
Soc. Studies	0	0	0
World Lang.	0	0	0
<b>Total</b>	<b>3</b>	<b>1</b>	<b>2</b>

Sections per Grade

	*PreK	Kind.	1	2	3	4	5	Total PreK	Total K - 5
Edgewood	0	2	3	3	3	2	2	0.0	15
Greene-Hills	2	5	6	4	4	4	4	1.0	27
Hubbell	4	3	3	3	3	3	3	2.0	18
Ivy Drive	2	3	3	3	2	3	3	1.0	17
Mt. View	2	3	3	3	3	2	3	1.0	17
South Side	4	4	3	3	3	3	4	2.0	20
Stafford	0	3	4	4	3	3	3	0.0	20
West Bristol	0	5	4	5	4	4	5	0.0	27
BECC	11							5.5	
<b>Total</b>	<b>25</b>	<b>28</b>	<b>29</b>	<b>28</b>	<b>25</b>	<b>24</b>	<b>27</b>	<b>12.5</b>	<b>161</b>
								<b>Total Sections</b>	<b>173.5</b>
								<b>Total Sec K-5</b>	<b>161.0</b>

\* Speech not included in Prek

BRISTOL PUBLIC SCHOOLS

RACIAL SURVEY 10/1/2016

Grade	American Indian				Asian American				Black				White				Hispanic				Native Hawaiian				Two or More Races				Total			
	M	F	Tot.	%	M	F	Tot.	%	M	F	Tot.	%	M	F	Tot.	%	M	F	Tot.	%	M	F	Tot.	%	M	F	Tot.	%	M	F	Tot.	%
Pre-K	1	0	1	0.3%	7	8	15	5.0%	10	9	19	6.3%	112	58	170	56.7%	43	33	76	25.3%	0	0	0	0.0%	9	10	19	6.3%	182	118	300	43.3%
Kind.	1	0	1	0.2%	8	7	15	2.6%	18	11	29	5.1%	158	153	311	54.9%	83	100	183	32.3%	0	0	0	0.0%	15	13	28	4.9%	283	284	567	45.1%
GR. 1	0	0	0	0.0%	17	8	25	4.5%	18	19	37	6.7%	161	165	326	59.0%	79	70	149	26.9%	0	1	1	0.2%	6	9	15	2.7%	281	272	553	40.9%
GR. 2	0	0	0	0.0%	8	14	22	3.9%	25	30	55	9.8%	140	161	301	53.4%	88	75	163	28.9%	1	0	1	0.2%	14	8	22	3.9%	276	288	564	46.5%
GR. 3	0	0	0	0.0%	13	13	26	4.7%	21	24	45	8.1%	157	145	302	54.3%	79	85	164	29.5%	1	0	1	0.2%	8	10	18	3.2%	279	277	556	45.5%
GR. 4	0	0	0	0.0%	17	15	32	5.7%	19	23	42	7.5%	163	133	296	53.1%	80	87	167	30.0%	0	0	0	0.0%	10	10	20	3.6%	289	268	557	46.9%
GR. 5	0	0	0	0.0%	8	14	22	3.6%	21	20	41	6.7%	183	149	332	54.0%	98	96	194	31.5%	1	0	1	0.2%	7	18	25	4.1%	318	297	615	45.9%
GR. 6	0	0	0	0.0%	8	15	23	3.8%	24	22	46	7.6%	174	165	339	55.9%	85	98	183	30.2%	0	0	0	0.0%	6	9	15	2.5%	297	309	606	44.1%
GR. 7	0	2	2	0.3%	12	12	24	3.6%	19	16	35	5.2%	199	192	391	58.6%	85	102	187	28.0%	1	1	2	0.3%	16	10	26	3.9%	332	335	667	41.1%
GR. 8	0	0	0	0.0%	11	6	17	2.9%	24	23	47	7.9%	190	168	358	60.4%	74	82	156	26.3%	0	0	0	0.0%	8	7	15	2.5%	307	286	593	39.6%
GR. 9	1	0	1	0.2%	7	7	14	2.3%	18	17	35	5.8%	199	190	389	64.6%	65	70	135	22.4%	0	2	2	0.4%	12	14	26	4.3%	302	300	602	35.0%
GR. 10	0	1	1	0.2%	13	8	21	3.8%	20	14	34	6.2%	163	179	342	62.6%	69	58	127	23.3%	0	0	0	0.0%	11	10	21	3.8%	276	270	546	37.4%
GR. 11	0	1	1	0.2%	8	8	16	2.7%	22	20	42	7.2%	192	169	361	61.9%	82	65	147	25.2%	0	0	0	0.0%	10	6	16	2.7%	314	269	583	38.1%
GR. 12	1	0	1	0.2%	13	9	22	3.8%	19	17	36	6.3%	187	200	387	67.3%	54	60	114	19.8%	1	1	2	0.0%	9	4	13	2.3%	284	291	575	32.3%
<b>Total</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>0.1%</b>	<b>150</b>	<b>144</b>	<b>294</b>	<b>3.7%</b>	<b>278</b>	<b>265</b>	<b>543</b>	<b>6.9%</b>	<b>2378</b>	<b>2227</b>	<b>4605</b>	<b>58.4%</b>	<b>1064</b>	<b>1081</b>	<b>2145</b>	<b>27.2%</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>0.1%</b>	<b>141</b>	<b>138</b>	<b>279</b>	<b>3.5%</b>	<b>4020</b>	<b>3864</b>	<b>7884</b>	<b>41.5%</b>

ELL #'s							
2010	2011	2012	2013	2014	2015	2016	2017
263	263	329	315	355	341	354	377

BRISTOL PUBLIC SCHOOLS  
RACIAL SURVEY BY SCHOOL  
10/1/16

School	American Indian	Asian	Black	White	Hispanic	Native Hawaiian	Two or More	Total	% 2017	% 2016	% 2015	% 2014
BCHS	3	37	70	680	292	1	43	1126	39.6%	35.9%	35.6%	35.3%
BEHS	1	36	67	766	213	3	31	1117	31.4%	30.2%	30.9%	28.3%
CHMS	1	25	58	416	230	1	28	759	45.2%	37.2%	36.5%	34.3%
NEMS	1	16	32	328	87	1	13	478	31.4%	26.9%	26.5%	26.1%
GH	0	38	63	497	286	2	27	913	45.6%	42.1%	42.2%	41.5%
WB	0	28	57	472	331	0	28	916	48.5%	44.6%	43.2%	44.0%
EDGE	0	10	13	162	93	0	10	288	43.8%	38.1%	39.0%	39.2%
EPH	0	18	30	205	153	0	28	434	52.8%	51.1%	49.0%	44.5%
ID	0	13	41	252	76	0	22	404	37.6%	33.7%	31.2%	31.0%
MTV	0	27	13	229	79	0	17	365	37.3%	36.3%	38.3%	31.7%
SSS	1	17	38	279	146	0	11	492	43.3%	38.2%	37.5%	36.8%
STAF	0	26	40	217	115	1	12	411	47.2%	41.1%	43.4%	38.2%
ASEP	0	0	4	9	4	1	0	18	50.0%	50.0%	61.9%	77.8%
COMM VOC	0	0	2	10	1	0	0	13	23.1%	25.0%	33.3%	20.0%
BECC	1	3	11	62	27	0	7	111	44.1%	36.6%	19.0%	
BPA	0	0	4	21	12	0	2	39	46.2%	39.1%	42.9%	
<b>TOTAL</b>	<b>8</b>	<b>294</b>	<b>543</b>	<b>4605</b>	<b>2145</b>	<b>10</b>	<b>279</b>	<b>7884</b>	<b>41.6%</b>	<b>37.7%</b>	<b>34.2%</b>	<b>32.4%</b>

ELL #'s

2010	2011	2012	2013	2014	2015	2016	2017
263	263	329	315	355	341	354	377

	Ave.	+15	-15
PreK-5	43.7%	58.7%	28.7%
Middle	38.3%	53.3%	23.3%
K-8	47.0%	62.0%	32.0%
High	39.1%	54.1%	24.1%
<b>Total</b>	<b>41.6%</b>	<b>56.6%</b>	<b>26.6%</b>

BRISTOL PUBLIC SCHOOLS

ENROLLMENT FIGURES  
PAROCHIAL SCHOOLS  
10/1/16

School	Pre-K	Kgn.	1	2	3	4	5	6	7	8	Total	Pr.Yr.	#Bristol
Heritage Ch.	Closed		0	0	0	0	0	0	0	0	0	0	0
Immanuel Lu.	20	5	2	9	5	10	3	5	3	8	70	54	48
St. Anthony	Closed		0	0	0	0	0	0	0	0	0	0	0
St. Joseph	24	18	18	18	18	14	19	17	12	16	174	173	144
St. Matthew	30	13	18	22	20	18	18	23	24	27	213	226	178
<b>Total</b>	74	36	38	49	43	42	40	45	39	51	457	453	370

School	9	10	11	12							Tot.	Pr.Yr.	#Bristol
St. Paul	109	123	123	105							460	449	152
Heritage	Closed		0	0							0	0	0
<b>Total</b>	109	123	123	105							460	449	152

**Parochial Totals**

Level	17-18	Pr.Yr
Elementary	322	326
Secondary	595	576
<b>Total</b>	917	902

## OPEN CHOICE STUDENTS 2017-2018

<b>School</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Total</b>
Edgewood									0
Greene-Hills									0
Hubbell									0
Ivy Drive									0
Mt. View									0
South Side									0
Stafford									0
West Bristol									0
Chippens									0
Northeast									0
Greene-Hills									0
West Bristol									0
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>					<b>Total</b>
Central	0	0	0	0					0
Eastern	0	0	0	0					0
								<b>TOTAL</b>	0

**BRISTOL CENTRAL HIGH SCHOOL**

TO: Dr. Ellen Solek

FROM: P. Winingar (Dina Mazzone)

RE: S1 Class Size Report

DATE: SEPTEMBER 30, 2017

Based on Master Schedule

Department	October, 2017							October, 2016			October, 2015					
	a	b	c	d	e	f	g	2017 Total Students	2017 Total Sections	2017 Section Average	2016 Total Students	2016 Total Sections	2016 Section Average	2015 Total Students	2015 Total Sections	2015 Section Average
	1-5	6-10	11-15	16-20	21-25	26-30	>30									
Art	0	1	1	9	7	0	0	346	18	19.22	345	18	19.17	356	18	19.78
AVID	0	0	4	0	0	0	0	59	4	14.75	66	4	16.50	61	4	15.25
Business	0	1	3	8	0	0	0	190	12	15.83	174	11	15.82	171	11	15.55
English	0	0	4	13	26	3	0	974	46	21.17	1102	54	20.41	975	56	17.41
English-Team	0	0	7	5	3	0	0	245	15	16.33	248	16	15.60	273	16	17.06
<b>English Total</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>18</b>	<b>29</b>	<b>3</b>	<b>0</b>	<b>1219</b>	<b>95</b>	<b>12.83</b>	<b>1350</b>	<b>103</b>	<b>13.11</b>	<b>1248</b>	<b>61</b>	<b>20.46</b>
ELL	2	8	0	0	0	0	0	62	10	6.20	89	10	8.90	32	5	6.40
Fam Cons Science	0	0	2	10	0	0	0	221	12	18.42	197	12	16.42	207	12	17.25
Math	0	0	12	20	12	2	2	915	48	19.06	875	48	18.23	859	49	17.53
Math-Team	0	0	5	7	3	0	0	262	15	17.47	249	16	15.56	281	16	17.56
<b>Math Total</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>27</b>	<b>15</b>	<b>2</b>	<b>2</b>	<b>1177</b>	<b>63</b>	<b>18.68</b>	<b>1124</b>	<b>64</b>	<b>17.56</b>	<b>1140</b>	<b>65</b>	<b>17.54</b>
Music	0	2	6	0	0	0	0	91	8	11.38	81	8	10.13	74	8	9.25
Band	0	0	0	0	0	1	1	61	2	30.50	63	2	31.50	74	2	37.00
Choir	0	0	0	0	0	0	2	99	2	49.50	98	2	49.00	108	2	54.00
Phys. Ed.	0	0	2	6	8	10	0	593	26	22.81	621	26	23.88	639	26	24.58
Health	0	4	5	3	0	0	0	159	12	13.25	163	12	13.58	167	12	13.92
Science	0	0	14	15	14	0	0	735	43	17.09	752	46	16.71	836	46	18.17
Science-Team	0	0	6	6	3	0	0	254	15	16.93	252	16	15.75	277	16	17.31
<b>Science Total</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>21</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>989</b>	<b>58</b>	<b>17.05</b>	<b>1004</b>	<b>61</b>	<b>16.46</b>	<b>1113</b>	<b>62</b>	<b>17.95</b>
Soc.Stud	0	0	10	13	20	0	0	801	43	18.63	824	44	18.73	829	45	18.42
Soc.Stud-Team	0	0	7	6	2	0	0	242	15	16.13	245	16	15.31	281	16	17.56
<b>Soc. Stud Total</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>19</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>1043</b>	<b>58</b>	<b>17.98</b>	<b>1069</b>	<b>60</b>	<b>17.82</b>	<b>1110</b>	<b>61</b>	<b>18.20</b>
Special Ed.	6	37	32	6	0	0	0	807	81	9.96	770	78	9.87		66	0.00
Technical Ed.	0	2	3	7	0	0	0	189	12	15.75	198	12	16.50	199	12	16.58
World Lang.	0	1	10	18	14	0	0		43	0.00	776	49	15.84	808	55	14.69
<b>TOTALS</b>	<b>8</b>	<b>56</b>	<b>129</b>	<b>152</b>	<b>112</b>	<b>16</b>	<b>5</b>		<b>482</b>			<b>500</b>		<b>493</b>		

Notes:

Business gained 1 section - Roberge not Dept. Chair

English - Loss of Dickau (5 classes) and Part time position (3 classes)

English, Math, Science and Social Studies Teams - 1 less Team Section in each core subject

ELL - Loss of 1 Section Math being Co-taught this year

Science - Loss of Part time position (3 classes)

Social Studies - 1 Additional Section used for ELL

Special Ed - 3 Additional courses added through CREC Soundbridge

World Language - Loss of DiCarlo (6 classes)

**SEMESTER ONE**

Teacher Name	Course Name	Period	Term	Room	A Day	B Day	Total
Abreu, Debbie	Case Manager		17-18				9
Abreu, Debbie	ELL SUPPORT	1-2(B)	17-18	104			2
Abreu, Debbie	ELL SUPPORT	3-4(A)	17-18	104	9		
Abreu, Debbie	ELL SUPPORT	3-4(B)	17-18	104			6
Abreu, Debbie	ELL SUPPORT	5-6(A)	17-18	104	7		
Abreu, Debbie	ELL Math	7-8(A)	17-18	111	6		
Abreu, Debbie	ELL SUPPORT	7-8(B)	17-18	104		6	45

Abucewicz, John	BAND	1-2(A)	17-18	125	33		
Abucewicz, John	BAND	3-4(A)	17-18	125	28		
Abucewicz, John	MUSIC THEORY/AP	7-8(A)	17-18	125	7		
Abucewicz, John	MUSIC THEORY 1	1-2(B)	S1	125		12	
Abucewicz, John	Music Technology	3-4(B)	S1	125		11	
Abucewicz, John	Music Technology	7-8(B)	S1	125		9	100

Archibald, Brian	Case Manager		17-18				20
Archibald, Brian	AIM/MATH 11	1-2(A)	17-18	110	16		
Archibald, Brian	STUDY SKILLS 11	3-4(A)	17-18	110	14		
Archibald, Brian	GEOMETRY/ACA	3-4(B)	17-18	112		22	
Archibald, Brian	AIM/MATH 11	5-6(A)	17-18	110	15		
Archibald, Brian	STUDY SKILLS 10	5-6(B)	17-18	110		12	99

Archibald, Kathleen	SPANISH 3/ACC	1-2(A)	17-18	23	18		
Archibald, Kathleen	SPANISH 3/ACC	1-2(B)	17-18	23		24	
Archibald, Kathleen	SPANISH 3/ACA	3-4(A)	17-18	23	22		
Archibald, Kathleen	SPANISH 1/ACA	3-4(B)	17-18	23		23	
Archibald, Kathleen	SPANISH 1/ACA	7-8(B)	17-18	23		23	110

Barrette, Timothy	PHYSICAL SCI/ACC	1-2(A)	17-18	233	23		
Barrette, Timothy	PHYSICAL SCI/ACA	1-2(B)	17-18	233		18	
Barrette, Timothy	PHYSICAL SCI/ACA	3-4(A)	17-18	233	13		
Barrette, Timothy	PHYSICAL SCI/ACA	3-4(B)	17-18	233		12	
Barrette, Timothy	Environmental Science AP	5-6(A)	17-18	233	20		
Barrette, Timothy	Environmental Science AP	5-6(B)	17-18	233		21	107

Barros, Ann Marie	ENGLISH 1/ACA	1-2(A)	17-18	213	16		
Barros, Ann Marie	ENGLISH 1/ACA	1-2(B)	17-18	213		16	
Barros, Ann Marie	ENGLISH 4/ACA	3-4(B)	17-18	213		23	
Barros, Ann Marie	ENGLISH 4/ACA	5-6(A)	17-18	213	24		
Barros, Ann Marie	ENGLISH 1/ACC	7-8(A)	17-18	213	17		
Barros, Ann Marie	ENGLISH 1/ACA	7-8(B)	17-18	213		18	114

Becce, Cassie	GEOMETRY/ACA	1-2(A)	17-18	118	20		
Becce, Cassie	GEOMETRY/ACC	3-4(A)	17-18	118	20		
Becce, Cassie	GEOMETRY/ACA	3-4(B)	17-18	118		21	
Becce, Cassie	GEOMETRY/ACC	5-6(B)	17-18	118		18	
Becce, Cassie	MATH FOUNDATIONS2	7(A)	17-18	118	11		
Becce, Cassie	MATH FOUNDATIONS2	8(A)	17-18	118	8		
Becce, Cassie	GEOMETRY/ACA	7-8(B)	17-18	118		20	118

Boissonneault, Matthew	English Language AP	1-2(A)	17-18	211	19		
Boissonneault, Matthew	ENGLISH 3/ACAD	3-4(B)	17-18	211		26	
Boissonneault, Matthew	English Language AP	7-8(A)	17-18	211	19		
Boissonneault, Matthew	ENGLISH 3/ACAD	7-8(B)	17-18	211		25	
Boissonneault, Matthew	CREATIVE WRITING	3-4(A)	S1	211	16		
Boissonneault, Matthew	CREATIVE WRITING	5-6(B)	S1	211		13	118

Brewer, David	PHYSICS/ACA	1-2(A)	17-18	202	15		
Brewer, David	Physics I UCONN	3-4(B)	17-18	202		24	
Brewer, David	Physics I UCONN	7-8(A)	17-18	202	13		
Brewer, David	PHYSICS/ACA	7-8(B)	17-18	202		13	
Brewer, David	Physics C: Mechanics AP/UCONN	5-6(A-B)	S1	202	12	12	89

Teacher Name	Course Name	Period	Term	Room	A Day	B Day	Total
Brown, Jessica	Case Manager		17-18				18
Brown, Jessica	AIM/VOC ED	1-2(A)	17-18	102	13		
Brown, Jessica	AIM/VOC ED	3-4(A)	17-18	102	17		
Brown, Jessica	Civics	1-2(B)	S1	217			23
Brown, Jessica	Civics	3-4(B)	S1	229			21
Brown, Jessica	AIM/Careers Life Skills	5-6(A)	S1	102	12		
Brown, Jessica	AIM/Law and Justice	5-6(B)	S1	102		8	112
Brunetti, Colin	ALGEBRA 2/ACC	1-2(B)	17-18	115			20
Brunetti, Colin	MATH FOUNDATIONS1	3(A)	17-18	115	11		
Brunetti, Colin	MATH FOUNDATIONS1	4(A)	17-18	115	11		
Brunetti, Colin	PRE-CAL/ACA	3-4(B)	17-18	115			16
Brunetti, Colin	GEOMETRY/ACA	5-6(A)	17-18	115	18		
Brunetti, Colin	PRE-CAL/ACA	7-8(A)	17-18	115	11		
Brunetti, Colin	ALGEBRA 2/ACC	7-8(B)	17-18	115			23
							110
Bruni, Thomas	PHYS ED 10/11/12	1-2(A)	S1	Gym	19		
Bruni, Thomas	PHYS ED 10/11/12	3-4(A)	S1	Gym	26		
Bruni, Thomas	PHYS ED 10/11/12	3-4(B)	S1	Gym			28
Bruni, Thomas	PHYS ED 10/11/12	5-6(B)	S1	Gym			24
Bruni, Thomas	PHYS ED 9	7-8(A)	S1	Gym	27		
Bruni, Thomas	PHYS ED 10/11/12	7-8(B)	S1	Gym			30
Bruni, Thomas	Early Bird PE	10(A-B)	S1	Gym	17	17	188
Carlson, Ashley	ENGLISH 2/ACA	1-2(B)	17-18	203			18
Carlson, Ashley	ENGLISH 1/ACA	3-4(A)	17-18	203	12		
Carlson, Ashley	ENGLISH 1/ACC	3-4(B)	17-18	203			25
Carlson, Ashley	ENGLISH 1/ACA	5-6(A)	17-18	203	12		
Carlson, Ashley	ENGLISH 1/ACC	5-6(B)	17-18	203			22
Carlson, Ashley	ENGLISH 2/ACA	7-8(A)	17-18	203	22		111
Carpentino, Tammy	Case Manager		17-18				26
Carpentino, Tammy	LC/MATH 9/10 S1	1-2(A)	S1	11	10		
Carpentino, Tammy	LC/MATH 11/12 S1	1-2(B)	S1	11			9
Carpentino, Tammy	LC Life Skills/S1	3-4(A)	S1	11	10		
Carpentino, Tammy	LC/HISTORY S1	3-4(B)	S1	11			10
Carpentino, Tammy	STUDY SKILLS LC/S1	5-6(A)	S1	11	5		
Carpentino, Tammy	LC/HISTORY S1	5-6(B)	S1	11			7
							77
Carriere, Christopher	HEALTH	1-2(A)	Q1	106	7		
Carriere, Christopher	HEALTH	1-2(B)	Q1	106			6
Carriere, Christopher	HEALTH	3-4(B)	Q1	106			15
Carriere, Christopher	HEALTH	5-6(A)	Q1	106	20		
Carriere, Christopher	HEALTH	5-6(B)	Q1	106			12
Carriere, Christopher	HEALTH	7-8(A)	Q1	106	17		
Carriere, Christopher	HEALTH	1-2(A)	Q2	106	10		
Carriere, Christopher	HEALTH	1-2(B)	Q2	106			5
Carriere, Christopher	HEALTH	3-4(B)	Q2	106			15
Carriere, Christopher	HEALTH	5-6(A)	Q2	106	15		
Carriere, Christopher	HEALTH	5-6(B)	Q2	106			15
Carriere, Christopher	HEALTH	7-8(A)	Q2	106	19		156
Ceglarski, Joanne	ENGLISH 2/ACC	3-4(A)	17-18	208	24		
Ceglarski, Joanne	ENGLISH 2/ACA	5-6(A)	17-18	208	19		
Ceglarski, Joanne	ENGLISH 4/ACC	5-6(B)	17-18	208			25
Ceglarski, Joanne	ENGLISH 4/ACC	7-8(A)	17-18	208	26		
Ceglarski, Joanne	ENGLISH 2/ACA	7-8(B)	17-18	208			18
Ceglarski, Joanne	SAT Literacy Prep	3(B)	S1	208			14
Ceglarski, Joanne	SAT Literacy Prep	4(B)	S1	208			16
							142
Collins, Michelle	WORLD HISTORY/ACA	5-6(A)	17-18	222	17		
Collins, Michelle	WORLD HISTORY/ACC	5-6(B)	17-18	222			13

Teacher Name	Course Name	Period	Term	Room	A Day	B Day	Total
Collins, Michelle	WORLD HISTORY/ACA	7-8(B)	17-18	222		14	
Collins, Michelle	Civics	1-2(B)	S1	222		19	
Collins, Michelle	SOCIOLOGY/ACA	3-4(A)	S1	222	22		
Collins, Michelle	SOCIOLOGY/ACA	7-8(A)	S1	222	13		98
Crouch, Tara	MATH FOUNDATIONS2	1(A)	17-18	120	10		
Crouch, Tara	Math Foundations 3	2(A)	17-18	120	12		
Crouch, Tara	GEOMETRY/ACA	1-2(B)	17-18	120		19	
Crouch, Tara	ALGEBRA 2/ACC	3-4(A)	17-18	120	22		
Crouch, Tara	GEOMETRY/ACA	5-6(B)	17-18	120		20	
Crouch, Tara	SAT Math Prep	3(B)	S1	120		16	
Crouch, Tara	SAT Math Prep	4(B)	S1	120		14	113
DeFillippi, Joseph	PHYS ED 10/11/12	1-2(A)	S1	Gym	18		
DeFillippi, Joseph	PHYS ED 9	1-2(B)	S1	Gym		12	
DeFillippi, Joseph	PHYS ED 10/11/12	3-4(A)	S1	Gym	29		
DeFillippi, Joseph	PHYS ED 10/11/12	5-6(A)	S1	Gym	22		
DeFillippi, Joseph	PHYS ED 10/11/12	5-6(B)	S1	Gym		23	
DeFillippi, Joseph	PHYS ED 10/11/12	7-8(B)	S1	Gym		30	134
DelGobbo, Kelly	Case Manager		17-18			19	
DelGobbo, Kelly	AIM/MATH 10	1-2(A)	17-18	116	7		
DelGobbo, Kelly	ALGEBRA 1/ACA	1-2(B)	17-18	122		20	
DelGobbo, Kelly	AIM/MATH 10	3-4(B)	17-18	108		8	
DelGobbo, Kelly	ALGEBRA 2/ACA	5-6(A)	17-18	122	18		
DelGobbo, Kelly	ALGEBRA 2/ACA	5-6(B)	17-18	122		20	92
DeSantis, Robert	PHYS ED 9	1-2(A)	S1	Gym	18		
DeSantis, Robert	PHYS ED 10/11/12	1-2(B)	S1	Gym		21	
DeSantis, Robert	PHYS ED 9	3-4(B)	S1	Gym		17	
DeSantis, Robert	PHYS ED 10/11/12	5-6(A)	S1	Gym	24		
DeSantis, Robert	PHYS ED 10/11/12	5-6(B)	S1	Gym		24	
DeSantis, Robert	PHYS ED 10/11/12	7-8(A)	S1	Gym	28		132
DiPietro, Lindsey	ELL ENGLISH	1-2(A)	17-18	218	9		
DiPietro, Lindsey	ENGLISH 3/ACC	5-6(A)	17-18	218	24		
DiPietro, Lindsey	ENGLISH 3/ACC	7-8(A)	17-18	218	25		
DiPietro, Lindsey	DRAMA 1	1-2(B)	S1	AUD		18	
DiPietro, Lindsey	DRAMA 2	3-4(B)	S1	AUD		11	
DiPietro, Lindsey	DRAMA 1	7-8(B)	S1	AUD		15	102
Estela, Kevin	MOD AMER HIST/ACA	1-2(B)	17-18	214		23	
Estela, Kevin	MOD AMER HIST/ACA	3-4(A)	17-18	214	23		
Estela, Kevin	MOD AMER HIST/ACA	5-6(A)	17-18	214	21		
Estela, Kevin	Human Geography AP	5-6(B)	17-18	214		11	
Estela, Kevin	Human Geography AP	7-8(B)	17-18	214		13	
Estela, Kevin	G and C LAT AM and AFRICA	1-2(A)	S1	214	11		102
Farrell, Latanya	PSYCHOLOGY/AP	1-2(A)	17-18	224	15		
Farrell, Latanya	PSYCHOLOGY/AP	1-2(B)	17-18	224		19	
Farrell, Latanya	PSYCHOLOGY/AP	3-4(A)	17-18	224	16		
Farrell, Latanya	PSYCHOLOGY/AP	5-6(A)	17-18	224	21		
Farrell, Latanya	AVID Tutoring	5-6(B)	17-18	224		15	
Farrell, Latanya	Avid Tutoring 4	7-8(B)	17-18	224		15	101
Fernandez, Leslie	AP STUDIO ART	7-8(A)	17-18	8	2		
Fernandez, Leslie	Design 1	1-2(B)	S1	8		19	
Fernandez, Leslie	PRINTMAKING 1	3-4(A)	S1	8	18		
Fernandez, Leslie	Design 1	5-6(A)	S1	8	19		
Fernandez, Leslie	DRAW and PAINT 1	5-6(B)	S1	8		22	
Fernandez, Leslie	PORTFOLIO	7-8(A)	S1	8	5		
Fernandez, Leslie	PHOTO AS ART	7-8(B)	S1	8		17	102



Teacher Name	Course Name	Period	Term	Room	A Day	B Day	Total
Guarino, Valerie	SPANISH 3/ACA	1-2(A)	17-18	31	21		
Guarino, Valerie	SPANISH 2/ACC	1-2(B)	17-18	31			23
Guarino, Valerie	SPANISH 2/ACC	5-6(A)	17-18	31	24		
Guarino, Valerie	SPANISH 3/ACC	5-6(B)	17-18	31			19
Guarino, Valerie	SPANISH 3/ACA	7-8(A)	17-18	31	15		
Guarino, Valerie	SPANISH 3/ACC	7-8(B)	17-18	31		22	124

Hayes, Monica	ENGLISH 1/ACA	1-2(A)	17-18	216	14		
Hayes, Monica	ENGLISH 1/ACA	1-2(B)	17-18	216			12
Hayes, Monica	ENGLISH 1/ACC	3-4(A)	17-18	216	24		
Hayes, Monica	ENGLISH 1/ACA	3-4(B)	17-18	216			13
Hayes, Monica	SAT Literacy Prep	5(A)	S1	216	18		
Hayes, Monica	SAT Literacy Prep	6(A)	S1	216	16		
Hayes, Monica	SAT Literacy Prep	5(B)	S1	216			16
Hayes, Monica	SAT Literacy Prep	6(B)	S1	216		17	130

Hernandez, Wilfredo	Study Hall/Gr 9-10 S1	7-8(A)	S1	Cafe	114		
Hernandez, Wilfredo	Study Hall/Gr 9-10 S1	7-8(B)	S1	Cafe			40
Hernandez, Wilfredo	STUDY HALL/Q1	7-8(A)	Q1	Cafe	19		
Hernandez, Wilfredo	STUDY HALL/Q2	7-8(A)	Q2	Cafe	17		
Hernandez, Wilfredo							
Hernandez, Wilfredo							190

Hertzler, Sarah	MOD AMER HIST/ACC	1-2(A)	17-18	217	18		
Hertzler, Sarah	MOD AMER HIST/ACC	5-6(A)	17-18	217	25		
<a href="#">Hertzler, Sarah</a>	Civics	1-2(B)	S1	217			23
Hertzler, Sarah	GLOBAL ISSUES	3-4(A)	S1	217	22		
Hertzler, Sarah	GLOBAL ISSUES	3-4(B)	S1	217			14
Hertzler, Sarah	Civics	5-6(B)	S1	217		19	190

Horan, Jonathan	Principles of Engineering	5-6(B)	17-18	20			9
Horan, Jonathan	Introduction to Engineering	7-8(B)	17-18	20			18
Horan, Jonathan	VIDEO PRODUCTION TECHNIQUES	1-2(A)	S1	16	19		
Horan, Jonathan	VIDEO PRODUCTION TECHNIQUES	3-4(A)	S1	16	20		
Horan, Jonathan	VIDEO PRODUCTION TECHNIQUES	3-4(B)	S1	16			19
Horan, Jonathan	ARCH CONCEPTS	5-6(A)	S1	20	12		97

Hylan, Paul	CASE MANAGER		17-18				18
<a href="#">Hylan, Paul</a>	PHYSICAL SCI/ACA	1-2(A)	17-18	241	18		
<a href="#">Hylan, Paul</a>	PHYSICAL SCI/ACA	3-4(A)	17-18	234	18		
Hylan, Paul	AIM/ENGLISH 11	3-4(B)	17-18	209			7
Hylan, Paul	AIM/SOC STUDIES 10	5-6(A)	17-18	209	8		
Hylan, Paul	STUDY SKILLS 9	5-6(B)	17-18	209			13
Hylan, Paul	AIM/SOC STUDIES 10	7-8(B)	17-18	209		11	93

Imfeld, Isabel	BIOLOGY/ACC	1-2(A)	17-18	239	23		
<a href="#">Imfeld, Isabel</a>	BIOLOGY/ACA	3-4(A)	17-18	239	22		
Imfeld, Isabel	BIOLOGY/ACA	3-4(B)	17-18	239			18
Imfeld, Isabel	BIOLOGY/ACC	5-6(B)	17-18	239			22
Imfeld, Isabel	BIOLOGY/ACC	7-8(A)	17-18	239	24		
<a href="#">Imfeld, Isabel</a>	BIOLOGY/ACA	7-8(B)	17-18	239		17	126

Italia, Romina	CHEMISTRY/ACC	1-2(A)	17-18	240	20		
Italia, Romina	CHEMISTRY/ACC	1-2(B)	17-18	240			15
Italia, Romina	CHEMISTRY/ACC	3-4(B)	17-18	240			23
Italia, Romina	CHEMISTRY/ACA	5-6(A)	17-18	240	18		
Italia, Romina	CHEMISTRY/ACC	5-6(B)	17-18	240			21
Italia, Romina	CHEMISTRY/ACC	7-8(A)	17-18	240	20		117

Jandreau, Nathan	WORLD HISTORY/ACC	1-2(A)	17-18	228	16		
Jandreau, Nathan	WORLD HISTORY/ACA	1-2(B)	17-18	220			18
<a href="#">Jandreau, Nathan</a>	WORLD HISTORY/ACA	7-8(A)	17-18	228	15		
Jandreau, Nathan	WORLD HISTORY/ACA	7-8(B)	17-18	228			16



Teacher Name	Course Name	Period	Term	Room	A Day	B Day	Total
McCabe, Kelly	ALGEBRA 2/ACA	1-2(B)	17-18	116		24	
McCabe, Kelly	STATISTICS/AP	3-4(A)	17-18	116	27		
McCabe, Kelly	Statistics/ACA	5-6(A)	17-18	116	16		
McCabe, Kelly	CALCULUS/ACC	5-6(B)	17-18	116		12	
McCabe, Kelly	ALGEBRA 2/ACA	7-8(A)	17-18	116	17		
McCabe, Kelly	Statistics/ACA	7-8(B)	17-18	116		12	108

McCabe, Lea	WORLD HISTORY/ACA	1-2(A)	17-18	227	12		
McCabe, Lea	WORLD HISTORY/ACA	1-2(B)	17-18	227		12	
McCabe, Lea	WORLD HISTORY/ACA	3-4(A)	17-18	227	19		
McCabe, Lea	WORLD HISTORY/ACC	3-4(B)	17-18	227		22	
McCabe, Lea	US HISTORY/AP	5-6(B)	17-18	227		16	87

Monaco, Kristine	ART/IND STUDY	1-2(A)	S1	6	1		
Monaco, Kristine	DRAW and PAINT 1	1-2(A)	S1	6	23		
Monaco, Kristine	DRAW and PAINT 1	3-4(A)	S1	6	19		
Monaco, Kristine	DRAW and PAINT 3	3-4(B)	S1	6		22	
Monaco, Kristine	FIBER	5-6(B)	S1	6		18	
Monaco, Kristine	FIBER	7-8(A)	S1	6	20		
Monaco, Kristine	DRAW and PAINT 1	7-8(B)	S1	6		24	127

Monahan-DiNoia, Kelly	LATIN 1/ACC	1-2(A)	17-18	29	16		
Monahan-DiNoia, Kelly	LATIN 3/ACC	1-2(B)	17-18	29		22	
Monahan-DiNoia, Kelly	LATIN 1/ACC	3-4(A)	17-18	29	14		
Monahan-DiNoia, Kelly	LATIN 2/ACC	3-4(B)	17-18	29		16	
Monahan-DiNoia, Kelly	LATIN 1/ACC	5-6(A)	17-18	29	10		
Monahan-DiNoia, Kelly	LATIN 4/ACC	7-8(B)	17-18	29		16	94

Moskowitz, Maureen	IND and FAM DEV/UCONN	7-8(A)	17-18	10	12		
Moskowitz, Maureen	IND and FAM DEV/UCONN	7-8(B)	17-18	10		14	
Moskowitz, Maureen	Intro Foods & Nutrition	3-4(A)	S1	10	20		
Moskowitz, Maureen	Intro Foods & Nutrition	3-4(B)	S1	10		20	
Moskowitz, Maureen	Intro Foods & Nutrition	5-6(A)	S1	10	19		
Moskowitz, Maureen	Intro Foods & Nutrition	5-6(B)	S1	10		20	105

Nagle, Corey	PHYSICAL SCI/ACC	3-4(A)	17-18	235	24		
Nagle, Corey	PHYSICAL SCI/ACA	3-4(B)	17-18	235		15	
Nagle, Corey	PHYSICAL SCI/ACA	5-6(A)	17-18	235	11		
Nagle, Corey	PHYSICAL SCI/ACC	5-6(B)	17-18	235		24	
Nagle, Corey	ENVIRON SCI/ACA	7-8(A)	17-18	235	15		
Nagle, Corey	ELL Biology/Anatomy	7-8(B)	17-18	235		6	95

Nelson, David	CONCERT CHOIR	5-6(B)	17-18	126		65	
Nelson, David	CONCERT CHOIR	7-8(A)	17-18	126	34		
Nelson, David	GUITAR(ACOUSTIC)	1-2(B)	S1	126		11	
Nelson, David	PIANO/KEYBOARD	3-4(A)	S1	126	15		
Nelson, David	GUITAR(ACOUSTIC)	5-6(A)	S1	126	13		
Nelson, David	PIANO/KEYBOARD	7-8(B)	S1	126		13	151

<a href="#">Nettleton, Kimberly</a>	PHYSICAL SCI/ACA	1-2(A)	17-18	241	18		
Nettleton, Kimberly	PHYSICAL SCI/ACC	1-2(B)	17-18	241		14	
Nettleton, Kimberly	ENVIRON SCI/ACA	3-4(B)	17-18	241		22	
Nettleton, Kimberly	ENVIRON SCI/ACA	5-6(A)	17-18	241	22		
Nettleton, Kimberly	PHYSICAL SCI/ACA	7-8(A)	17-18	241	16		
Nettleton, Kimberly	PHYSICAL SCI/ACA	7-8(B)	17-18	241		19	111

Nickeson, Frances	SPANISH 4/ACA	1-2(A)	17-18	25	19		
Nickeson, Frances	SPANISH 4/ACC	1-2(B)	17-18	25		18	
Nickeson, Frances	SPANISH 4/ACC	3-4(A)	17-18	25	20		
Nickeson, Frances	SPANISH 2/ACA	5-6(A)	17-18	25	21		
Nickeson, Frances	SPANISH 1/ACC	5-6(B)	17-18	25		13	
Nickeson, Frances	SPANISH 2/ACA	7-8(B)	17-18	25		21	112





Teacher Name	Course Name	Period	Term	Room	A Day	B Day	Total
Stafford-Kirk, Tamara	PHYS ED 10/11/12	1-2(B)	S1	Gym			21
Stafford-Kirk, Tamara	PHYS ED 9	3-4(A)	S1	Gym	11		
Stafford-Kirk, Tamara	PHYS ED 10/11/12	3-4(B)	S1	Gym			25
Stafford-Kirk, Tamara	PHYS ED 10/11/12	5-6(A)	S1	Gym	26		
Stafford-Kirk, Tamara	PHYS ED 10/11/12	7-8(A)	S1	Gym	27		
Stafford-Kirk, Tamara	PHYS ED 9	7-8(B)	S1	Gym			24
Stafford-Kirk, Tamara	BTEC PE	10A	S1	Gym	19		153

Talmadge, David	ENGLISH 3/ACAD	1-2(A)	17-18	210	26		
Talmadge, David	ENGLISH 3/ACAD	1-2(B)	17-18	210			26
Talmadge, David	ENGLISH 3/ACAD	3-4(B)	17-18	210			25
Talmadge, David	ENGLISH 3/ACAD	5-6(A)	17-18	210	25		
Talmadge, David	ENGLISH 3/ACC	7-8(A)	17-18	210	22		
Talmadge, David	ENGLISH 3/ACC	7-8(B)	17-18	210			22

Torres, Ginny	US GOVT and POL/AP	1-2(A)	17-18	219	17		
Torres, Ginny	MOD AMER HIST/ACC	1-2(B)	17-18	219			18
Torres, Ginny	MOD AMER HIST/ACC	3-4(A)	17-18	219	18		
Torres, Ginny	US GOVT and POL/AP	3-4(B)	17-18	219			14
Torres, Ginny	US GOVT and POL/AP	7-8(A)	17-18	219	17		
Torres, Ginny	US GOVT and POL/AP	7-8(B)	17-18	219			21

Twiggs, Tina	Intro Foods & Nutrition	1-2(A)	S1	13	17		
Twiggs, Tina	Intro Foods & Nutrition	1-2(B)	S1	13			20
Twiggs, Tina	Intro Foods & Nutrition	3-4(B)	S1	13			20
Twiggs, Tina	Early Childhood Education 1	5-6(A)	S1	12	18		
Twiggs, Tina	Intro Foods & Nutrition	7-8(A)	S1	13	20		
Twiggs, Tina	Early Childhood Education 1	7-8(B)	S1	12			20

Vocino, Leona M.	DEV STUDY HALL	1(A)	S1	Sr. Cafe	9		
Vocino, Leona M.	DEV STUDY HALL	2(A)	S1	Sr. Cafe	10		
Vocino, Leona M.	STUDY HALL/S1	1-2(A)	S1	Sr. Cafe	21		
Vocino, Leona M.	STUDY HALL/S1	1-2(B)	S1	Sr. Cafe			53
Vocino, Leona M.	DEV STUDY HALL	3(A)	S1	Sr. Cafe	11		
Vocino, Leona M.	DEV STUDY HALL	4(A)	S1	Sr. Cafe	11		
Vocino, Leona M.	STUDY HALL/S1	3-4(A)	S1	Sr. Cafe	29		
Vocino, Leona M.	DEV STUDY HALL	3(B)	S1	Sr. Cafe			3
Vocino, Leona M.	DEV STUDY HALL	4(B)	S1	Sr. Cafe			3
Vocino, Leona M.	STUDY HALL/S1	3-4(B)	S1	Sr. Cafe			13
Vocino, Leona M.	DEV STUDY HALL	5(A)	S1	206	1		
Vocino, Leona M.	DEV STUDY HALL	6(A)	S1	206	2		
Vocino, Leona M.	STUDY HALL/S1	5-6(A)	S1	206	17		
Vocino, Leona M.	DEV STUDY HALL	5(B)	S1	23			10
Vocino, Leona M.	DEV STUDY HALL	6(B)	S1	23			10
Vocino, Leona M.	STUDY HALL/S1	5-6(B)	S1	23			4
Vocino, Leona M.	DEV STUDY HALL	7(A)	S1	Sr. Cafe	8		
Vocino, Leona M.	DEV STUDY HALL	8(A)	S1	Sr. Cafe	10		
Vocino, Leona M.	STUDY HALL/S1	7-8(A)	S1	Sr. Cafe	28		
Vocino, Leona M.	STUDY HALL/S1	7-8(B)	S1	Sr. Cafe			29

Volpicella, Susan	Study Hall/Gr 9-10 S1	1-2(A)	S1	Cafe	1		
Volpicella, Susan	STUDY HALL/Q1	1-2(A)	Q1	Cafe	10		
Volpicella, Susan	STUDY HALL/Q2	1-2(A)	Q2	Cafe	7		
Volpicella, Susan	Study Hall/Gr 9-10 S1	1-2(B)	S1	Cafe			9
Volpicella, Susan	STUDY HALL/Q1	1-2(B)	Q1	Cafe			8
Volpicella, Susan	STUDY HALL/Q2	1-2(B)	Q2	Cafe			6
Volpicella, Susan	Study Hall/Gr 9-10 S1	3-4(A)	S1	Cafe	30		
Volpicella, Susan	Study Hall/Gr 9-10 S1	3-4(B)	S1	Cafe			9
Volpicella, Susan	STUDY HALL/Q1	3-4(B)	Q1	Cafe			15
Volpicella, Susan	STUDY HALL/Q2	3-4(B)	Q2	Cafe			15
Volpicella, Susan	Study Hall/Gr 9-10 S1	5-6(A)	S1	111	4		
Volpicella, Susan	STUDY HALL/Q1	5-6(A)	Q1	111	15		
Volpicella, Susan	STUDY HALL/Q2	5-6(A)	Q2	111	20		

Teacher Name	Course Name	Period	Term	Room	A Day	B Day	Total
Volpicella, Susan	Study Hall/Gr 9-10 S1	5-6(B)	S1	115		6	
Volpicella, Susan	STUDY HALL/Q1	5-6(B)	Q1	115		15	
Volpicella, Susan	STUDY HALL/Q2	5-6(B)	Q2	115		12	182

Walker, Reinhard	ALGEBRA 2/ACC	1-2(A)	17-18	117	18		
Walker, Reinhard	Algebra 1 Foundations	1-2(B)	17-18	117		11	
Walker, Reinhard	ALGEBRA 1/ACA	3-4(A)	17-18	117	11		
Walker, Reinhard	ALGEBRA 1/ACA	5-6(A)	17-18	117	15		
Walker, Reinhard	ALGEBRA 1/ACC	7-8(B)	17-18	117		21	
Walker, Reinhard	SAT Math Prep	5(B)	S1	117		16	
Walker, Reinhard	SAT Math Prep	6(B)	S1	117		15	107

Zanauskas, Brandon	POTTERY 1	1-2(A)	S1	1	18		
Zanauskas, Brandon	POTTERY 1	1-2(B)	S1	1		22	
Zanauskas, Brandon	ART/IND STUDY	3-4(A)	S1	1	1		
Zanauskas, Brandon	POTTERY 1	3-4(A)	S1	1	21		
Zanauskas, Brandon	SCULPTURE 1	5-6(B)	S1	1		14	
Zanauskas, Brandon	SCULPTURE 1	7-8(A)	S1	1	21		
Zanauskas, Brandon	POTTERY 1	7-8(B)	S1	1		20	117

Zea, Katelyn	Soundbridge English	1-2(A)	17-18	230	1		
Zea, Katelyn	Soundbridge Reading	5-6(B)	17-18	230		1	
Zea, Katelyn	Soundbridge Resource	7-8(B)	17-18	230		1	3

**BRISTOL EASTERN HIGH SCHOOL**

Section Analysis 17-18 S1      October 1, 2017

FINAL - Based on Master Schedule

								(S1)			(S1)			(S1)			(S1)		
								2017			2016			2015			2014		
								Total Students	Total Sections	Section Average	Total Students	Total Sections	Section Average	Total Students	Total Sections	Section Average	Total Students	Total Sections	Section Average
DEPT	1 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30	31+												
Art	1	3	6	13				340	23	14.78	311	21	14.81	433	28	15.46	389	28	13.89
Business		3	4	6				173	13	13.31	201	14	14.36	251	14	17.93	255	14	18.21
English		4	5	15	21	4		942	49	19.22	1129	55	20.53	1019	55	18.53	1030	50	20.60
English Foundations		1						8	1	8.00									
English Team	2	1	4	5	4			250	16	15.63	230	14	16.43	252	14	18.00	265	16	16.56
<b>EnglishTotal</b>								<b>1200</b>	<b>66</b>	<b>18.18</b>	<b>1359</b>	<b>69</b>	<b>19.70</b>	<b>1271</b>	<b>69</b>	<b>18.42</b>	<b>1295</b>	<b>66</b>	<b>19.62</b>
ELL		4	3	1				82	8	10.25	113	6	18.83	25	6	4.17	21	6	3.50
Fam & Cons Sci			1	4				86	5	17.20	80	5	16.00	72	5	14.40	94	5	18.80
Math		1	5	16	11	1		662	34	19.47	938	48	19.54	863	53	16.28	598	47	12.72
Math Foundations		2	4					73	6	12.17									
Math Team	1	2	5	4	6			296	18	16.44	191	17	11.24	260	15	17.33	333	20	16.65
<b>Math Total</b>								<b>1031</b>	<b>71</b>	<b>14.52</b>	<b>1129</b>	<b>65</b>	<b>13.90</b>	<b>1123</b>	<b>68</b>	<b>13.90</b>	<b>931</b>	<b>67</b>	<b>13.90</b>
Music	2	4	2	1				84	9	9.33	107	10	10.70	98	9	10.89	323	9	4.61
Band							1	100	1	100.00	98	1	98.00	84	1	84.00	85	1	85.00
Chorus							2	110	2	55.00	121	1	121.00	125	2	62.50	135	2	67.50
Phys. Ed	1		6	6	6	4	3	539	26	20.73	590	26	22.69	611	28	21.82	646	28	23.07
Health		1						150	8	18.75	127	8	15.88	136	8	17.00	149	8	18.63
Science			6	14	21			812	41	19.80	926	51	18.16	942	54	17.44	1055	58	18.19
Science Team	1	2	3	7	5			298	18	16.56	231	13	17.77	254	15	16.93	280	16	17.50
<b>Science Total</b>								<b>1110</b>	<b>59</b>	<b>18.81</b>	<b>1157</b>	<b>64</b>	<b>18.04</b>	<b>1196</b>	<b>69</b>	<b>18.04</b>	<b>1335</b>	<b>74</b>	<b>18.04</b>
Social Studies		1	14	10	9	5		725	39	18.59	836	44	19.00	1071	41	26.12	1227	41	29.93
Soc Stu Team	1	2	6	3	5			274	17	16.12	214	13	16.46	194	14	13.86	277	16	17.31
<b>Soc Stu Total</b>								<b>999</b>	<b>56</b>	<b>17.84</b>	<b>1050</b>	<b>57</b>	<b>26.39</b>	<b>1265</b>	<b>55</b>	<b>26.39</b>	<b>1504</b>	<b>57</b>	<b>26.39</b>
Special Education	26	10	24	11	7			965	85	11.35	847	71	11.93	600	60	10.00	842	56	15.04
Technical Ed			4	8				191	12	15.92	192	12	16.00	203	12	16.92	198	12	16.50
World Language	9	8	12	8	9	4		682	50	13.64	764	46	16.61	811	47	17.26	767	59	13.00
AVID			1	3				67	4	16.75	63	4	15.75	61	4	15.25	65	4	16.25
<b>TOTAL</b>								<b>7565</b>	<b>456</b>	<b>15.88</b>	<b>8246</b>	<b>486</b>	<b>17.18</b>	<b>8584</b>	<b>485</b>	<b>17.72</b>	<b>9654</b>	<b>557</b>	<b>16.22</b>

Co-taught sections are counted as sections for regular ed teachers and sped teachers

AVID & ELL are counted separate from subject areas. (Except for ELL co-taughts count for both.)

French & Italian Sections were counted as split sections in 14-15, this year they are counted as merged sections

Teacher Name	Teacher Dept.	Course Name	Course Name	Students
ADAMS, WENDY	SOC	US GOVT and POL/AP	US GOVT & P	10
ADAMS, WENDY	SOC	Civics	Civics	15
ADAMS, WENDY	SOC	Civics	Civics	15
ADAMS, WENDY	SOC	MOD AMER HIST/ACA	MOD AMER	17
ADAMS, WENDY	SOC	MOD AMER HIST/ACA	MOD AMER	23
ADAMS, WENDY	SOC	MOD AMER HIST/ACA	MOD AMER	26
<b>ADAMS, WENDY Total</b>				<b>106</b>
ARCHANGELO, STACIA	PE/HE	PE 11/12 IND STUDY	PE 11/12 IN	2
ARCHANGELO, STACIA	PE/HE	PHYS ED 10/11/12	PHYS ED 1	12
ARCHANGELO, STACIA	PE/HE	PHYS ED 9	PHYS ED 9	16
ARCHANGELO, STACIA	PE/HE	PHYS ED 10/11/12	PHYS ED 1	19
ARCHANGELO, STACIA	PE/HE	PHYS ED 9	PHYS ED 9	19
ARCHANGELO, STACIA	PE/HE	PHYS ED 9	PHYS ED 9	28
ARCHANGELO, STACIA	PE/HE	PHYS ED 10/11/12	PHYS ED 1	32
<b>ARCHANGELO, STACIA Total</b>				<b>128</b>
BANDA, KARA	SPED	FUNCTIONAL ACADEMICS	FUNCTION	<b>13</b>
<b>BANDA, KARA Total</b>				13
BEAUDOIN, MICHAEL	MATH	CALCULUS/ACC	CALCULUS	10
BEAUDOIN, MICHAEL	MATH	Algebra 2 Foundations	Algebra 2 F	15
BEAUDOIN, MICHAEL	MATH	Algebra 2 Foundations	Algebra 2 F	15
BEAUDOIN, MICHAEL	MATH	ALGEBRA 2/ACA	ALGEBRA	15
BEAUDOIN, MICHAEL	MATH	ALGEBRA 2/ACA	ALGEBRA	15
BEAUDOIN, MICHAEL	MATH	CALCULUS/ACC	CALCULUS	19
<b>BEAUDOIN, MICHAEL Total</b>				<b>89</b>
BITTEL, DAVID	SCI	Physics C: Mechanics AP/UCONN	Physics C:	11
BITTEL, DAVID	SCI	Physics I UCONN	Physics I U	12
BITTEL, DAVID	SCI	Computer Science/AP	Computer S	16
BITTEL, DAVID	SCI	Physics I UCONN	Physics I U	18
BITTEL, DAVID	SCI	PHYSICS/ACA	PHYSICS/A	18
<b>BITTEL, DAVID Total</b>				<b>75</b>
BONETTA, JOHN	ENG	ELL ENGLISH	ELL ENGL	12
BONETTA, JOHN	ENG	SAT Literacy Prep	SAT Literac	13
BONETTA, JOHN	ENG	SAT Literacy Prep	SAT Literac	13
BONETTA, JOHN	ENG	ENGLISH 4/ACA	ENGLISH 4	17
BONETTA, JOHN	ENG	MYTHOLOGY	MYTHOLO	17
BONETTA, JOHN	ENG	ENGLISH 4/ACA	ENGLISH 4	23
BONETTA, JOHN	ENG	ENGLISH 4/ACA	ENGLISH 4	26
<b>BONETTA, JOHN Total</b>				<b>121</b>
BOURKE, LOGAN	MATH	PRE-CAL/ACA	PRE-CAL/A	15
BOURKE, LOGAN	MATH	Statistics/ACA	Statistics/A	16
BOURKE, LOGAN	MATH	Statistics/ACA	Statistics/A	19
BOURKE, LOGAN	MATH	PRE-CAL/ACA	PRE-CAL/A	20
BOURKE, LOGAN	MATH	PRE-CAL/ACA	PRE-CAL/A	22
BOURKE, LOGAN	MATH	Statistics/ACA	Statistics/A	23
<b>BOURKE, LOGAN Total</b>				<b>115</b>
BROWER, GINA	SOC	WORLD HISTORY/ACA	WORLD HI	9
BROWER, GINA	SOC	WORLD HISTORY/ACA	WORLD HI	12
BROWER, GINA	SOC	PSYCHOLOGY/AP	PSYCHOL	19
BROWER, GINA	SOC	WORLD HISTORY/ACC	WORLD HI	20
BROWER, GINA	SOC	WORLD HISTORY/ACA	WORLD HI	21
BROWER, GINA	SOC	PSYCHOLOGY/AP	PSYCHOL	21
<b>BROWER, GINA Total</b>				<b>102</b>
BURDELSKI, ELIZABETH	ENG	MYTHOLOGY	MYTHOLO	12
BURDELSKI, ELIZABETH	ENG	ENGLISH 1/ACA	ENGLISH 1	15
BURDELSKI, ELIZABETH	ENG	ENGLISH 1/ACA	ENGLISH 1	18
BURDELSKI, ELIZABETH	ENG	ENGLISH 1/ACA	ENGLISH 1	19

ADAMS, WENDY	SOC	Civics	Civics	15
BURDELSKI, ELIZABETH	ENG	AVID Tutoring	AVID Tutor	20
BURDELSKI, ELIZABETH	ENG	ENGLISH 1/ACC	ENGLISH 1	23
<b>BURDELSKI, ELIZABETH Total</b>				<b>107</b>
BURNS, MICHELLE	MATH	Algebra 1 Foundations	Algebra 1 F	13
BURNS, MICHELLE	MATH	ALGEBRA 1/ACA	ALGEBRA	13
BURNS, MICHELLE	MATH	ALGEBRA 1/ACA	ALGEBRA	15
BURNS, MICHELLE	MATH	ALGEBRA 1/ACA	ALGEBRA	15
BURNS, MICHELLE	MATH	GEOMETRY/ACA	GEOMETR	18
BURNS, MICHELLE	MATH	ALGEBRA 1/ACC	ALGEBRA	20
<b>BURNS, MICHELLE Total</b>				<b>94</b>
CIRILLO, JASON	SOC	MOD AMER HIST/ACC	MOD AME	13
CIRILLO, JASON	SOC	Research AP	Research A	14
CIRILLO, JASON	SOC	MOD AMER HIST/ACC	MOD AME	16
CIRILLO, JASON	SOC	MOD AMER HIST/ACC	MOD AME	17
CIRILLO, JASON	SOC	Civics	Civics	26
CIRILLO, JASON	SOC	MOD AMER HIST/ACC	MOD AME	20
<b>CIRILLO, JASON Total</b>				<b>106</b>
CODERRE, MICHAEL	MU	MUSIC/INDEP STUDY	MUSIC/IND	1
CODERRE, MICHAEL	MU	MUSIC THEORY/AP	MUSIC TH	5
CODERRE, MICHAEL	MU	Music Technology	Music Tech	11
CODERRE, MICHAEL	MU	GUITAR(ACOUSTIC)	GUITAR(A	15
CODERRE, MICHAEL	MU	GUITAR(ACOUSTIC)	GUITAR(A	17
CODERRE, MICHAEL	MU	CONCERT CHOIR	CONCERT	37
CODERRE, MICHAEL	MU	CONCERT CHOIR	CONCERT	73
<b>CODERRE, MICHAEL Total</b>				<b>159</b>
CRUZ, PAULA	WL	SPANISH 2/ACA	SPANISH 2	10
CRUZ, PAULA	WL	SPANISH 2/ACC	SPANISH 2	16
CRUZ, PAULA	WL	SPANISH 2/ACA	SPANISH 2	19
CRUZ, PAULA	WL	SPANISH 2/ACC	SPANISH 2	20
CRUZ, PAULA	WL	SPANISH 2/ACA	SPANISH 2	21
CRUZ, PAULA	WL	SPANISH 3/ACA	SPANISH 3	23
<b>CRUZ, PAULA Total</b>				<b>109</b>
D'AMATO, CHRISTOPHER	PE/HE	PHYS ED 9	PHYS ED 9	4
D'AMATO, CHRISTOPHER	PE/HE	PHYS ED 10/11/12	PHYS ED 1	13
D'AMATO, CHRISTOPHER	PE/HE	PHYS ED 9	PHYS ED 9	16
D'AMATO, CHRISTOPHER	PE/HE	PHYS ED 9	PHYS ED 9	21
D'AMATO, CHRISTOPHER	PE/HE	PHYS ED 9	PHYS ED 9	27
D'AMATO, CHRISTOPHER	PE/HE	PHYS ED 10/11/12	PHYS ED 1	31
<b>D'AMATO, CHRISTOPHER Total</b>				<b>112</b>
DAUPHINAIS, AMY	MU	MUSIC THEORY 1	MUSIC TH	4
DAUPHINAIS, AMY	MU	PIANO/KEYBOARD	PIANO/KE	6
DAUPHINAIS, AMY	MU	PIANO/KEYBOARD	PIANO/KE	7
DAUPHINAIS, AMY	MU	PIANO/KEYBOARD	PIANO/KE	9
DAUPHINAIS, AMY	MU	PIANO/KEYBOARD	PIANO/KE	10
DAUPHINAIS, AMY	MU	BAND	BAND	100
<b>DAUPHINAIS, AMY Total</b>				<b>136</b>
DECKER, COURTNEY	SPED	AIM/ENGLISH 12	AIM/ENGL	11
DECKER, COURTNEY	SPED	STUDY SKILLS S1	STUDY SK	16
<b>DECKER, COURTNEY Total</b>				<b>27</b>
DESCHAIINE, JAMES	SPED	LC/ENGLISH 11/12	LC/ENGLIS	4
DESCHAIINE, JAMES	SPED	LC/Art	LC/Art	10
DESCHAIINE, JAMES		STUDY SKILLS LC/S1	STUDY SK	10
DESCHAIINE, JAMES	SPED	LC/ENGLISH 9/10	LC/ENGLIS	12
DESCHAIINE, JAMES	SPED	LC/ENVIRON SCIENCE	LC/ENVIRO	13
DESCHAIINE, JAMES	SPED	LC/APPL MATH 11/12	LC/APPL M	14
DESCHAIINE, JAMES	SPED	LC/US HISTORY	LC/US HIS	15
DESCHAIINE, JAMES		CASE MANAGER	CASE MAN	17

ADAMS, WENDY	SOC	Civics	Civics	15
<b>DESCHAIINE, JAMES Total</b>				<b>95</b>
DIAZ, GREGORY	CATE/TECH	TOOLS and MATERIALS	TOOLS and	14
DIAZ, GREGORY	CATE/TECH	ARCH CONCEPTS	ARCH CON	17
DIAZ, GREGORY	CATE/TECH	CONSTRUCTION TECH	CONSTRU	17
DIAZ, GREGORY	CATE/TECH	CONSTRUCTION TECH	CONSTRU	18
DIAZ, GREGORY	CATE/TECH	CONSTRUCTION TECH	CONSTRU	18
DIAZ, GREGORY	CATE/TECH	TOOLS and MATERIALS	TOOLS and	18
<b>DIAZ, GREGORY Total</b>				<b>102</b>
DIDOMINZIO, MICHAEL	SPED	AIM/VOC ED	AIM/VOC E	14
DIDOMINZIO, MICHAEL	SPED	CASE MANAGER	CASE MAN	19
DIDOMINZIO, MICHAEL	SPED	AIM/Careers Life Skills	AIM/Career	19
DIDOMINZIO, MICHAEL	SPED	STUDY SKILLS S1	STUDY SK	20
DIDOMINZIO, MICHAEL	SPED	STUDY SKILLS S1	STUDY SK	20
DIDOMINZIO, MICHAEL	SPED	AIM/VOC ED	AIM/VOC E	22
<b>DIDOMINZIO, MICHAEL Total</b>				<b>114</b>
DIGIACOMO, DAVID	SPED	AIM/SOC STUDIES 9	AIM/SOC S	10
DIGIACOMO, DAVID	SPED	AIM/SOC STUDIES 9	AIM/SOC S	11
DIGIACOMO, DAVID	SPED	AIM/SOC STUDIES 10	AIM/SOC S	12
DIGIACOMO, DAVID	SPED	AIM/SOC STUDIES 10	AIM/SOC S	12
DIGIACOMO, DAVID	SPED	AIM/Geography	AIM/Geogr	15
DIGIACOMO, DAVID	SPED	CASE MANAGER	CASE MAN	17
<b>DIGIACOMO, DAVID Total</b>				<b>77</b>
DILERNIA, ELIZABETH	SCI	Environmental Science AP	Environme	15
DILERNIA, ELIZABETH	SCI	ENVIRON SCI/ACA	ENVIRON	19
DILERNIA, ELIZABETH	SCI	Environmental Science AP	Environme	19
DILERNIA, ELIZABETH	SCI	ENVIRON SCI/ACA	ENVIRON	20
DILERNIA, ELIZABETH	SCI	ENVIRON SCI/ACA	ENVIRON	20
DILERNIA, ELIZABETH	SCI	Environmental Science AP	Environme	21
<b>DILERNIA, ELIZABETH Total</b>				<b>114</b>
FLEISCHMAN, JEFFREY	SOC	Civics	Civics	14
FLEISCHMAN, JEFFREY	SOC	Civics	Civics	14
FLEISCHMAN, JEFFREY	SOC	Civics	Civics	15
FLEISCHMAN, JEFFREY	SOC	Civics	Civics	15
FLEISCHMAN, JEFFREY	SOC	ELL World History	ELL World	19
<b>FLEISCHMAN, JEFFREY Total</b>				<b>77</b>
FLEMING, GARY	SOC	LAW and JUSTICE/ACA	LAW and J	15
FLEMING, GARY	SOC	LAW and JUSTICE/ACA	LAW and J	17
FLEMING, GARY	SOC	LAW and JUSTICE/ACA	LAW and J	17
FLEMING, GARY	SOC	Contemporary Psychology	Contempor	22
FLEMING, GARY	SOC	LAW and JUSTICE/ACA	LAW and J	22
FLEMING, GARY	SOC	Contemporary Psychology	Contempor	27
<b>FLEMING, GARY Total</b>				<b>120</b>
FLOYD, ANTHONY	PE/HE	PHYS ED 10/11/12	PHYS ED 1	14
FLOYD, ANTHONY	PE/HE	PHYS ED 10/11/12	PHYS ED 1	15
FLOYD, ANTHONY	PE/HE	PHYS ED 10/11/12	PHYS ED 1	24
FLOYD, ANTHONY	PE/HE	PHYS ED 10/11/12	PHYS ED 1	24
FLOYD, ANTHONY	PE/HE	PHYS ED 10/11/12	PHYS ED 1	29
FLOYD, ANTHONY	PE/HE	PHYS ED 10/11/12	PHYS ED 1	34
<b>FLOYD, ANTHONY Total</b>				<b>140</b>
GAMMONS, LAURIE	MATH	ALGEBRA 2/ACA	ALGEBRA	13
GAMMONS, LAURIE	MATH	PRE-CAL/ACA	PRE-CAL/A	19
GAMMONS, LAURIE	MATH	ALGEBRA 2/ACA	ALGEBRA	20
GAMMONS, LAURIE	MATH	PRE-CAL/ACC	PRE-CAL/A	22
GAMMONS, LAURIE	MATH	ALGEBRA 2/ACA	ALGEBRA	23
GAMMONS, LAURIE	MATH	PRE-CAL/ACC	PRE-CAL/A	26
<b>GAMMONS, LAURIE Total</b>				<b>123</b>

ADAMS, WENDY	SOC	Civics	Civics	15
GRIFFIN, DENNIS	ENG	ENGLISH 1/ACA	ENGLISH 1	5
GRIFFIN, DENNIS	ENG	ENGLISH 1/ACC	ENGLISH 1	21
GRIFFIN, DENNIS	ENG	ENGLISH 1/ACA	ENGLISH 1	20
GRIFFIN, DENNIS	ENG	ENGLISH 1/ACA	ENGLISH 1	22
GRIFFIN, DENNIS	ENG	ENGLISH 3/ACC	ENGLISH 3	21
<b>GRIFFIN, DENNIS Total</b>				<b>89</b>
GRUNERUD, ALLEN	ENG	DRAMA 1	DRAMA 1	21
GRUNERUD, ALLEN	ENG	DRAMA 1	DRAMA 1	22
GRUNERUD, ALLEN	ENG	ENGLISH 4/ACA	ENGLISH 4	23
GRUNERUD, ALLEN	ENG	ENGLISH 4/ACA	ENGLISH 4	21
GRUNERUD, ALLEN	ENG	ENGLISH 4/ACA	ENGLISH 4	22
GRUNERUD, ALLEN	ENG	ENGLISH 4/ACA	ENGLISH 4	24
<b>GRUNERUD, ALLEN Total</b>				<b>133</b>
GUMPERT, JESSE	SPED	AIM/MATH 9	AIM/MATH	9
GUMPERT, JESSE	SPED	AIM/MATH 9	AIM/MATH	9
GUMPERT, JESSE	SPED	AIM/MATH 10	AIM/MATH	11
GUMPERT, JESSE	SPED	AIM/MATH 10	AIM/MATH	12
GUMPERT, JESSE	SPED	AIM/MATH 11	AIM/MATH	15
GUMPERT, JESSE	SPED	AIM/MATH 11	AIM/MATH	15
<b>GUMPERT, JESSE Total</b>				<b>71</b>
HARRIS, JOHN	CATE/BUS	WORK EXPERIENCE I	WORK EX	8
HARRIS, JOHN	CATE/BUS	Personal Career Planning	Personal C	9
HARRIS, JOHN	CATE/BUS	Small Business Ownership	Small Busin	9
HARRIS, JOHN	CATE/BUS	Information Processing 1	Information	11
HARRIS, JOHN	CATE/BUS	Information Processing 1	Information	11
HARRIS, JOHN	CATE/BUS	Small Business Ownership	Small Busin	11
HARRIS, JOHN	CATE/BUS	Small Business Ownership	Small Busin	11
<b>HARRIS, JOHN Total</b>				<b>70</b>
HYDE, MARY	SCI	CHEMISTRY/ACA	CHEMISTR	15
HYDE, MARY	SCI	CHEMISTRY/ACA	CHEMISTR	17
HYDE, MARY	SCI	CHEMISTRY/ACA	CHEMISTR	19
HYDE, MARY	SCI	CHEMISTRY/ACA	CHEMISTR	22
HYDE, MARY	SCI	CHEMISTRY/ACC	CHEMISTR	24
HYDE, MARY	SCI	CHEMISTRY/ACC	CHEMISTR	24
<b>HYDE, MARY Total</b>				<b>121</b>
INFANTE, LUCIA	WL	ITALIAN 1/ACC	ITALIAN 1/	0
INFANTE, LUCIA	WL	ITALIAN 1/ACC	ITALIAN 1/	0
INFANTE, LUCIA	WL	ITALIAN 3/ACC	ITALIAN 3/	1
INFANTE, LUCIA	WL	ITALIAN 4/ACC	ITALIAN 4/	1
INFANTE, LUCIA	WL	ITALIAN 2/ACC	ITALIAN 2/	2
INFANTE, LUCIA	WL	ITALIAN 4/ACA	ITALIAN 4/	3
INFANTE, LUCIA	WL	ITALIAN 1/ACA	ITALIAN 1/	7
INFANTE, LUCIA	WL	ITALIAN 3/ACA	ITALIAN 3/	7
INFANTE, LUCIA	WL	Multicultural Expressions	Multicultura	9
INFANTE, LUCIA	WL	ITALIAN 2/ACA	ITALIAN 2/	11
INFANTE, LUCIA	WL	ITALIAN 1/ACA	ITALIAN 1/	13
INFANTE, LUCIA	WL	AVID Tutoring 2	AVID Tutor	16
<b>INFANTE, LUCIA Total</b>				<b>70</b>
INGVERTSEN, ASHLEY	WL	SPANISH IND ST/ACA	SPANISH I	1
INGVERTSEN, ASHLEY	WL	SPANISH IND ST/ACA	SPANISH I	1
INGVERTSEN, ASHLEY	WL	SPANISH 1/ACC	SPANISH 1	11
INGVERTSEN, ASHLEY	WL	SPANISH 1/ACA	SPANISH 1	13
INGVERTSEN, ASHLEY	WL	SPANISH 1/ACA	SPANISH 1	21
INGVERTSEN, ASHLEY	WL	SPANISH 3/ACA	SPANISH 3	26
INGVERTSEN, ASHLEY	WL	SPANISH 3/ACC	SPANISH 3	26
INGVERTSEN, ASHLEY	WL	SPANISH 3/ACC	SPANISH 3	26
<b>INGVERTSEN, ASHLEY Total</b>				<b>125</b>

ADAMS, WENDY	SOC	Civics	Civics	15
JACQUES, SHARON	CATE/BUS	INDEP STUDY/GUID	INDEP STU	1
JACQUES, SHARON	CATE/BUS	Accounting 1	Accounting	16
JACQUES, SHARON	CATE/BUS	Accounting 1	Accounting	17
JACQUES, SHARON	CATE/BUS	Introduction to Marketing	Introductor	17
JACQUES, SHARON	CATE/BUS	Personal Finance & Investment	Personal F	17
JACQUES, SHARON	CATE/BUS	Accounting 2	Accounting	20
<b>JACQUES, SHARON Total</b>				<b>88</b>
JACQUES, STEPHANIE	MATH	ALGEBRA 1/ACA	ALGEBRA	6
JACQUES, STEPHANIE	MATH	ELL Math	ELL Math	8
JACQUES, STEPHANIE	MATH	ALGEBRA 1/ACA	ALGEBRA	12
JACQUES, STEPHANIE	MATH	ALGEBRA 1/ACA	ALGEBRA	21
JACQUES, STEPHANIE	MATH	ALGEBRA 1/ACA	ALGEBRA	23
JACQUES, STEPHANIE	MATH	ALGEBRA 1/ACC	ALGEBRA	21
<b>JACQUES, STEPHANIE Total</b>				<b>91</b>
JOLIAT, BARBARA	WL	LATIN IND STUDY	LATIN IND	1
JOLIAT, BARBARA	WL	LATIN 4/ACC	LATIN 4/AC	2
JOLIAT, BARBARA	WL	LATIN 4/ACC	LATIN 4/AC	3
JOLIAT, BARBARA	WL	LATIN 1/ACC	LATIN 1/AC	12
JOLIAT, BARBARA	WL	LATIN 3/ACC	LATIN 3/AC	12
JOLIAT, BARBARA	WL	LATIN 1/ACC	LATIN 1/AC	13
JOLIAT, BARBARA	WL	LATIN 2/ACC	LATIN 2/AC	13
JOLIAT, BARBARA	WL	LATIN 2/ACC	LATIN 2/AC	16
JOLIAT, BARBARA	WL	LATIN 3/ACC	LATIN 3/AC	18
<b>JOLIAT, BARBARA Total</b>				<b>90</b>
JONES, KARA	MATH	STATISTICS/AP	STATISTIC	19
JONES, KARA	MATH	ALGEBRA 2/ACA	ALGEBRA	24
JONES, KARA	MATH	ALGEBRA 2/ACA	ALGEBRA	18
JONES, KARA	MATH	ALGEBRA 2/ACA	ALGEBRA	19
JONES, KARA	MATH	ALGEBRA 2/ACC	ALGEBRA	24
<b>JONES, KARA Total</b>				<b>104</b>
KAMINSKI, BARBARA	SOC	Contemporary Psychology	Contempor	12
KAMINSKI, BARBARA	SOC	WORLD HISTORY/ACA	WORLD HI	13
KAMINSKI, BARBARA	SOC	WORLD HISTORY/ACA	WORLD HI	13
KAMINSKI, BARBARA	SOC	WORLD HISTORY/ACA	WORLD HI	15
KAMINSKI, BARBARA	SOC	WORLD HISTORY/ACA	WORLD HI	16
KAMINSKI, BARBARA	SOC	DEVELOP PSYCHOLOGY	DEVELOP	25
<b>KAMINSKI, BARBARA Total</b>				<b>94</b>
KELLY, WILLIAM	MATH	ALGEBRA 1/ACA	ALGEBRA	4
KELLY, WILLIAM	MATH	ALGEBRA 1/ACA	ALGEBRA	7
KELLY, WILLIAM	MATH	CAL/AP/UCONN	CAL/AP/UC	19
KELLY, WILLIAM	MATH	GEOMETRY (9)/ACC	GEOMETR	21
KELLY, WILLIAM	MATH	GEOMETRY (9)/ACC	GEOMETR	23
<b>KELLY, WILLIAM Total</b>				<b>74</b>
KIELMA, CAROLYN	SCI	AVID Tutoring 3	AVID Tutor	16
KIELMA, CAROLYN	SCI	BIOLOGY/ACC	BIOLOGY/	21
KIELMA, CAROLYN	SCI	Biotechnical Engineering	Biotechnica	22
KIELMA, CAROLYN	SCI	Biotechnical Engineering	Biotechnica	22
KIELMA, CAROLYN	SCI	Biotechnical Engineering	Biotechnica	22
KIELMA, CAROLYN	SCI	Biotechnical Engineering	Biotechnica	24
<b>KIELMA, CAROLYN Total</b>				<b>127</b>
KILRAY, MARK	SPED	AIM/SCIENCE 9	AIM/SCIEN	9
KILRAY, MARK	SPED	AIM/SCIENCE 9	AIM/SCIEN	10
KILRAY, MARK	SPED	AIM/SCIENCE 10	AIM/SCIEN	11
KILRAY, MARK	SPED	AIM/SCIENCE 10	AIM/SCIEN	11
KILRAY, MARK	SPED	CASE MANAGER	CASE MAN	17
KILRAY, MARK	SPED	STUDY SKILLS S1	STUDY SK	17
<b>KILRAY, MARK Total</b>				<b>75</b>

ADAMS, WENDY	SOC	Civics	Civics	15
KUKUCKA, SUZANNE	ENG	ENGLISH 2/ACA	ENGLISH 2	21
KUKUCKA, SUZANNE	ENG	ENGLISH 2/ACA	ENGLISH 2	21
KUKUCKA, SUZANNE	ENG	MEDIA LITERACY	MEDIA LIT	21
KUKUCKA, SUZANNE	ENG	ENGLISH 2/ACA	ENGLISH 2	22
KUKUCKA, SUZANNE	ENG	ENGLISH 2/ACA	ENGLISH 2	24
KUKUCKA, SUZANNE	ENG	MEDIA LITERACY	MEDIA LIT	27
<b>KUKUCKA, SUZANNE Total</b>				<b>136</b>
LAVOIE, THOMAS	SOC	US HISTORY/AP	US HISTOR	12
LAVOIE, THOMAS	SOC	Avid Tutoring 4	Avid Tutori	15
LAVOIE, THOMAS	SOC	US HISTORY/AP	US HISTOR	19
LAVOIE, THOMAS	SOC	DEVELOP PSYCHOLOGY	DEVELOP	19
LAVOIE, THOMAS	SOC	GLOBAL ISSUES	GLOBAL IS	22
LAVOIE, THOMAS	SOC	GLOBAL ISSUES	GLOBAL IS	29
<b>LAVOIE, THOMAS Total</b>				<b>116</b>
LECARA, RAYMOND	ENG	JOURNALISM	JOURNALI	10
LECARA, RAYMOND	ENG	ENGLISH 4/ACA	ENGLISH 4	17
LECARA, RAYMOND	ENG	ENGLISH 2/ACC	ENGLISH 2	18
LECARA, RAYMOND	ENG	ENGLISH 2/ACC	ENGLISH 2	18
LECARA, RAYMOND	ENG	ENGLISH 4/ACA	ENGLISH 4	20
LECARA, RAYMOND	ENG	ENGLISH 4/ACA	ENGLISH 4	21
<b>LECARA, RAYMOND Total</b>				<b>104</b>
LECLAIR, MICHAEL	CATE/TECH	VIDEO PRODUCTION TECHNIQUES	VIDEO PR	12
LECLAIR, MICHAEL	CATE/TECH	VIDEO PRODUCTION TECHNIQUES	VIDEO PR	12
LECLAIR, MICHAEL	CATE/TECH	Intro to Computer Assisted Design	Intro to Cor	14
LECLAIR, MICHAEL	CATE/TECH	Introduction to Engineering	Introduction	17
LECLAIR, MICHAEL	CATE/TECH	Intro to Computer Assisted Design	Intro to Cor	17
LECLAIR, MICHAEL	CATE/TECH	Intro to Computer Assisted Design	Intro to Cor	17
<b>LECLAIR, MICHAEL Total</b>				<b>89</b>
LESSARD, BARBARA	ART	PHOTO AS ART	PHOTO AS	10
LESSARD, BARBARA	ART	POTTERY 2	POTTERY	14
LESSARD, BARBARA	ART	SCULPTURE 1	SCULPTUR	14
LESSARD, BARBARA	ART	SCULPTURE 1	SCULPTUR	16
LESSARD, BARBARA	ART	PRINTMAKING 1	PRINTMAK	17
LESSARD, BARBARA	ART	DRAW and PAINT 1	DRAW and	18
<b>LESSARD, BARBARA Total</b>				<b>89</b>
MAESTRE, SARAH	MATH	GEOMETRY/ACC	GEOMETR	15
MAESTRE, SARAH	MATH	GEOMETRY/ACC	GEOMETR	17
MAESTRE, SARAH	MATH	Advanced Mathematical Decision Making	Advanced I	18
MAESTRE, SARAH	MATH	Advanced Mathematical Decision Making	Advanced I	20
MAESTRE, SARAH	MATH	GEOMETRY/ACA	GEOMETR	24
MAESTRE, SARAH	MATH	GEOMETRY/ACA	GEOMETR	20
<b>MAESTRE, SARAH Total</b>				<b>114</b>
MARIANO, KLAUDIA	ENG	ELL Biology/Anatomy	ELL Biolog	0
MARIANO, KLAUDIA	ENG	ELL World History	ELL World	0
MARIANO, KLAUDIA	ENG	ELL Math	ELL Math	8
MARIANO, KLAUDIA	ENG	ELL ENGLISH	ELL ENGL	10
MARIANO, KLAUDIA	ENG	ELL SUPPORT	ELL SUPP	11
MARIANO, KLAUDIA	ENG	ELL SUPPORT	ELL SUPP	14
<b>MARIANO, KLAUDIA Total</b>				<b>43</b>
MAULE, JAY	SPED	AIM/ENGLISH 11	AIM/ENGL	23
MAULE, JAY	SPED	BIOLOGY/ACA	BIOLOGY/	18
MAULE, JAY	SPED	BIOLOGY/ACA	BIOLOGY/	21
MAULE, JAY	SPED	MOD AMER HIST/ACA	MOD AME	21
MAULE, JAY	SPED	PHYSICAL SCI/ACA	PHYSICAL	14
MAULE, JAY	SPED	STUDY SKILLS S1	STUDY SK	17
<b>MAULE, JAY Total</b>				<b>114</b>
MCDANIEL, KATHLEEN	SOC	ECONOMICS/ACA	ECONOMI	14

ADAMS, WENDY	SOC	Civics	Civics	15
MCDANIEL, KATHLEEN	SOC	Microeconomics/AP	Microecond	15
MCDANIEL, KATHLEEN	SOC	WORLD HISTORY/ACA	WORLD HI	15
MCDANIEL, KATHLEEN	SOC	WORLD HISTORY/ACA	WORLD HI	24
MCDANIEL, KATHLEEN	SOC	WORLD HISTORY/ACA	WORLD HI	15
<b>MCDANIEL, KATHLEEN Total</b>				<b>83</b>
MCDERMOTT, JUSTIN	WL	SPANISH 2/ACC	SPANISH 2	13
MCDERMOTT, JUSTIN	WL	SPANISH 2/ACC	SPANISH 2	19
MCDERMOTT, JUSTIN	WL	SPANISH 2/ACA	SPANISH 2	21
MCDERMOTT, JUSTIN	WL	SPANISH 1/ACA	SPANISH 1	24
MCDERMOTT, JUSTIN	WL	SPANISH 2/ACA	SPANISH 2	25
MCDERMOTT, JUSTIN	WL	SPANISH 1/ACA	SPANISH 1	27
<b>MCDERMOTT, JUSTIN Total</b>				<b>129</b>
MCELWEE, REBECCA	ENG	ENGLISH 3/ACC	ENGLISH 3	16
MCELWEE, REBECCA	ENG	English Language AP	English Lar	20
MCELWEE, REBECCA	ENG	English Language AP	English Lar	20
MCELWEE, REBECCA	ENG	ENGLISH 3/ACAD	ENGLISH 3	23
MCELWEE, REBECCA	ENG	ENGLISH 3/ACAD	ENGLISH 3	25
MCELWEE, REBECCA	ENG	ENGLISH 3/ACC	ENGLISH 3	23
<b>MCELWEE, REBECCA Total</b>				<b>127</b>
MENDAL, ZOE	SCI	PHYSICAL SCI/ACA	PHYSICAL	10
MENDAL, ZOE	SCI	PHYSICAL SCI/ACA	PHYSICAL	11
MENDAL, ZOE	SCI	PHYSICAL SCI/ACA	PHYSICAL	17
MENDAL, ZOE	SCI	PHYSICAL SCI/ACA	PHYSICAL	19
MENDAL, ZOE	SCI	BIOLOGY/ACC	BIOLOGY/	24
MENDAL, ZOE	SCI	BIOLOGY/ACC	BIOLOGY/	24
<b>MENDAL, ZOE Total</b>				<b>105</b>
MEYER, ERIN	SCI	ANAT and PHYS/ACA	ANAT and	17
MEYER, ERIN	SCI	BIOLOGY/ACC	BIOLOGY/	21
MEYER, ERIN	SCI	BIOLOGY/AP	BIOLOGY/	22
MEYER, ERIN	SCI	ANAT and PHYS/ACA	ANAT and	23
MEYER, ERIN	SCI	BIOLOGY/ACC	BIOLOGY/	24
MEYER, ERIN	SCI	BIOLOGY/AP	BIOLOGY/	24
<b>MEYER, ERIN Total</b>				<b>131</b>
MONTAGUE, THOMAS	SPED	AIM/MATH 12	AIM/MATH	11
MONTAGUE, THOMAS	SPED	AIM/MATH 12	AIM/MATH	19
MONTAGUE, THOMAS	SPED	ALGEBRA 2/ACA	ALGEBRA	19
MONTAGUE, THOMAS	SPED	ALGEBRA 2/ACA	ALGEBRA	18
MONTAGUE, THOMAS	SPED	GEOMETRY/ACA	GEOMETR	24
MONTAGUE, THOMAS	SPED	STUDY SKILLS S1	STUDY SK	19
<b>MONTAGUE, THOMAS Total</b>				<b>110</b>
MORFIS, JOHN	ART	DRAW and PAINT 3	DRAW and	14
MORFIS, JOHN	ART	DRAW and PAINT 1	DRAW and	16
MORFIS, JOHN	ART	DRAW and PAINT 1	DRAW and	17
MORFIS, JOHN	ART	DRAW and PAINT 1	DRAW and	18
MORFIS, JOHN	ART	DRAW and PAINT 2	DRAW and	18
MORFIS, JOHN	ART	DRAW and PAINT 1	DRAW and	19
<b>MORFIS, JOHN Total</b>				<b>102</b>
Nocera, Shelly	ENG	ENGLISH 1/ACA	ENGLISH 1	4
Nocera, Shelly	ENG	ENGLISH 1/ACA	ENGLISH 1	7
Nocera, Shelly	ENG	ENGLISH 2/ACA	ENGLISH 2	16
Nocera, Shelly	ENG	ENGLISH 1/ACC	ENGLISH 1	20
Nocera, Shelly	ENG	ENGLISH 1/ACC	ENGLISH 1	21
Nocera, Shelly	ENG	ENGLISH 2/ACA	ENGLISH 2	21
<b>Nocera, Shelly Total</b>				<b>89</b>
ORDE, SARAH	SCI	BIOLOGY/ACA	BIOLOGY/	13
ORDE, SARAH	SCI	BIOLOGY/ACA	BIOLOGY/	20
ORDE, SARAH	SCI	BIOLOGY/ACA	BIOLOGY/	21

ADAMS, WENDY	SOC	Civics	Civics	15
ORDE, SARAH	SCI	BIOLOGY/ACA	BIOLOGY/	18
ORDE, SARAH	SCI	BIOLOGY/ACA	BIOLOGY/	21
ORDE, SARAH	SCI	BIOLOGY/ACA	BIOLOGY/	21
<b>ORDE, SARAH Total</b>				<b>114</b>
PAQUETTE-CLAMAN, CREIG	CATE/FCS	IND and FAM DEV/UCONN	IND and FA	15
PAQUETTE-CLAMAN, CREIG	CATE/FCS	Early Childhood Education 1	Early Child	17
PAQUETTE-CLAMAN, CREIG	CATE/FCS	Child, Family, & Community	Child, Fam	18
PAQUETTE-CLAMAN, CREIG	CATE/FCS	Child, Family, & Community	Child, Fam	18
PAQUETTE-CLAMAN, CREIG	CATE/FCS	Early Childhood Education 1	Early Child	18
<b>PAQUETTE-CLAMAN, CREIGHTON Total</b>				<b>86</b>
PELUSO, JOANNE	ENG	SAT Literacy Prep	SAT Literac	9
PELUSO, JOANNE	ENG	SAT Literacy Prep	SAT Literac	10
PELUSO, JOANNE	ENG	ENGLISH 2/ACC	ENGLISH 2	16
PELUSO, JOANNE	ENG	ENGLISH 3/ACC	ENGLISH 3	17
PELUSO, JOANNE	ENG	SAT Literacy Prep	SAT Literac	17
PELUSO, JOANNE	ENG	SAT Literacy Prep	SAT Literac	19
PELUSO, JOANNE	ENG	Seminar AP	Seminar AP	24
PELUSO, JOANNE	ENG	ENGLISH 2/ACC	ENGLISH 2	27
<b>PELUSO, JOANNE Total</b>				<b>139</b>
PETERSEN, TIINA	SCI	PHYSICAL SCI/ACA	PHYSICAL	11
PETERSEN, TIINA	SCI	PHYSICAL SCI/ACA	PHYSICAL	16
PETERSEN, TIINA	SCI	PHYSICAL SCI/ACC	PHYSICAL	17
PETERSEN, TIINA	SCI	ANAT and PHYS/ACA	ANAT and	18
PETERSEN, TIINA	SCI	PHYSICAL SCI/ACA	PHYSICAL	24
PETERSEN, TIINA	SCI	ANAT and PHYS/ACA	ANAT and	23
<b>PETERSEN, TIINA Total</b>				<b>109</b>
PHILIPPON, PAUL	SPED	AIM/ENGLISH 9	AIM/ENGL	9
PHILIPPON, PAUL	SPED	AIM/ENGLISH 9	AIM/ENGL	9
PHILIPPON, PAUL	SPED	AIM/ENGLISH 10	AIM/ENGL	10
PHILIPPON, PAUL	SPED	STUDY SKILLS S1	STUDY SK	11
PHILIPPON, PAUL	SPED	AIM/ENGLISH 10	AIM/ENGL	12
PHILIPPON, PAUL	SPED	AIM/ENGLISH 12	AIM/ENGL	13
PHILIPPON, PAUL	SPED	CASE MANAGER	CASE MAN	16
<b>PHILIPPON, PAUL Total</b>				<b>80</b>
REDMAN, SCOTT	PE/HE	PHYS ED 10/11/12	PHYS ED 1	12
REDMAN, SCOTT	PE/HE	PHYS ED 10/11/12	PHYS ED 1	16
REDMAN, SCOTT	PE/HE	PHYS ED 10/11/12	PHYS ED 1	18
REDMAN, SCOTT	PE/HE	PHYS ED 10/11/12	PHYS ED 1	23
REDMAN, SCOTT	PE/HE	PHYS ED 10/11/12	PHYS ED 1	25
REDMAN, SCOTT	PE/HE	PHYS ED 10/11/12	PHYS ED 1	27
<b>REDMAN, SCOTT Total</b>				<b>121</b>
ROBERTS, KATHRYN	ENG	ENG FOUNDATIONS 1	ENG FOUN	8
ROBERTS, KATHRYN	ENG	ENGLISH 1/ACA	ENGLISH 1	11
ROBERTS, KATHRYN	ENG	ENGLISH 1/ACA	ENGLISH 1	13
ROBERTS, KATHRYN	ENG	CREATIVE WRITING	CREATIVE	14
ROBERTS, KATHRYN	ENG	ENGLISH 1/ACA	ENGLISH 1	15
ROBERTS, KATHRYN	ENG	ENGLISH 1/ACA	ENGLISH 1	16
<b>ROBERTS, KATHRYN Total</b>				<b>77</b>
ROCCO, LISA	SOC	MOD AMER HIST/ACA	MOD AME	15
ROCCO, LISA	SOC	MOD AMER HIST/ACA	MOD AME	19
ROCCO, LISA	SOC	MOD AMER HIST/ACA	MOD AME	23
ROCCO, LISA	SOC	SOCIOLOGY/ACA	SOCIOLOC	23
ROCCO, LISA	SOC	MOD AMER HIST/ACA	MOD AME	21
ROCCO, LISA	SOC	SOCIOLOGY/ACA	SOCIOLOC	27
<b>ROCCO, LISA Total</b>				<b>128</b>
SALESKI, MARTHA	MATH	MATH FOUNDATIONS2	MATH FOU	6
SALESKI, MARTHA	MATH	MATH FOUNDATIONS2	MATH FOU	9

ADAMS, WENDY	SOC	Civics	Civics	15
SALESKI, MARTHA	MATH	Algebra 1 Foundations	Algebra 1 F	15
SALESKI, MARTHA	MATH	ALGEBRA 1/ACA	ALGEBRA	15
SALESKI, MARTHA	MATH	GEOMETRY/ACA	GEOMETR	19
SALESKI, MARTHA	MATH	ALGEBRA 1/ACA	ALGEBRA	20
SALESKI, MARTHA	MATH	ALGEBRA 1/ACA	ALGEBRA	23
<b>SALESKI, MARTHA Total</b>				<b>107</b>
SCHACHT, ANDREA	WL	DEPT COORDINATOR	DEPT COO	0
SCHACHT, ANDREA	WL	SPANISH 4/ACA	SPANISH 4	6
SCHACHT, ANDREA	WL	SPANISH 1/ACA	SPANISH 1	13
SCHACHT, ANDREA	WL	SPANISH 1/ACA	SPANISH 1	17
SCHACHT, ANDREA	WL	SPANISH 1/ACA	SPANISH 1	23
SCHACHT, ANDREA	WL	SPANISH 4/ACC	SPANISH 4	25
<b>SCHACHT, ANDREA Total</b>				<b>84</b>
SCHWER, ROBERT	SCI	ANAT and PHYS/ACA	ANAT and	15
SCHWER, ROBERT	SCI	PHYSICAL SCI/ACA	PHYSICAL	17
SCHWER, ROBERT	SCI	PHYSICAL SCI/ACC	PHYSICAL	20
SCHWER, ROBERT	SCI	ANAT and PHYS/ACA	ANAT and	21
SCHWER, ROBERT	SCI	PHYSICAL SCI/ACA	PHYSICAL	14
SCHWER, ROBERT	SCI	PHYSICAL SCI/ACA	PHYSICAL	21
<b>SCHWER, ROBERT Total</b>				<b>108</b>
STAVENS, JOHN	SOC	WORLD HISTORY/ACA	WORLD HI	5
STAVENS, JOHN	SOC	WORLD HISTORY/ACA	WORLD HI	6
STAVENS, JOHN	SOC	Human Geography AP	Human Ge	18
STAVENS, JOHN	SOC	WORLD HISTORY/ACC	WORLD HI	23
STAVENS, JOHN	SOC	Human Geography AP	Human Ge	25
<b>STAVENS, JOHN Total</b>				<b>77</b>
STEINFELD, ERIC	MATH	ALGEBRA 2/ACA	ALGEBRA	19
STEINFELD, ERIC	MATH	ALGEBRA 2/ACC	ALGEBRA	19
STEINFELD, ERIC	MATH	GEOMETRY/ACA	GEOMETR	21
STEINFELD, ERIC	MATH	GEOMETRY/ACA	GEOMETR	21
STEINFELD, ERIC	MATH	ALGEBRA 2/ACC	ALGEBRA	24
STEINFELD, ERIC	MATH	GEOMETRY/ACA	GEOMETR	24
<b>STEINFELD, ERIC Total</b>				<b>128</b>
THALER, DEBORAH	ART	POTTERY 1	POTTERY	11
THALER, DEBORAH	ART	POTTERY 1	POTTERY	16
THALER, DEBORAH	ART	POTTERY 1	POTTERY	19
<b>THALER, DEBORAH Total</b>				<b>46</b>
THIBODEAU, KELLY LYNNE	WL	FRENCH 1/ACC	FRENCH 1	0
THIBODEAU, KELLY LYNNE	WL	FRENCH 1/ACC	FRENCH 1	0
THIBODEAU, KELLY LYNNE	WL	FRENCH IND ST/ACA	FRENCH II	0
THIBODEAU, KELLY LYNNE	WL	B.E.S.T. PROGRAM	B.E.S.T. P	1
THIBODEAU, KELLY LYNNE	WL	FRENCH 3/ACC	FRENCH 3	2
THIBODEAU, KELLY LYNNE	WL	FRENCH 4/ACC	FRENCH 4	2
THIBODEAU, KELLY LYNNE	WL	FRENCH 2/ACC	FRENCH 2	4
THIBODEAU, KELLY LYNNE	WL	FRENCH 2/ACA	FRENCH 2	7
THIBODEAU, KELLY LYNNE	WL	FRENCH 4/ACA	FRENCH 4	8
THIBODEAU, KELLY LYNNE	WL	FRENCH 2/ACA	FRENCH 2	9
THIBODEAU, KELLY LYNNE	WL	FRENCH 2/ACC	FRENCH 2	11
THIBODEAU, KELLY LYNNE	WL	FRENCH 3/ACA	FRENCH 3	13
THIBODEAU, KELLY LYNNE	WL	FRENCH 1/ACA	FRENCH 1	16
THIBODEAU, KELLY LYNNE	WL	FRENCH 1/ACA	FRENCH 1	22
<b>THIBODEAU, KELLY LYNNE Total</b>				<b>95</b>
TOOMEY, KEVIN	PE/HE	HEALTH	HEALTH	10
TOOMEY, KEVIN	PE/HE	HEALTH	HEALTH	15
TOOMEY, KEVIN	PE/HE	PHYS ED 10/11/12	PHYS ED 1	15
TOOMEY, KEVIN	PE/HE	HEALTH	HEALTH	18
TOOMEY, KEVIN	PE/HE	HEALTH	HEALTH	20

ADAMS, WENDY	SOC	Civics	Civics	15
TOOMEY, KEVIN	PE/HE	HEALTH	HEALTH	20
TOOMEY, KEVIN	PE/HE	HEALTH	HEALTH	22
TOOMEY, KEVIN	PE/HE	HEALTH	HEALTH	22
TOOMEY, KEVIN	PE/HE	HEALTH	HEALTH	23
TOOMEY, KEVIN	PE/HE	PHYS ED 10/11/12	PHYS ED	25
<b>TOOMEY, KEVIN Total</b>				<b>190</b>
TROMBLEY, JENNIFER	SPED	GOAL/Art II	GOAL/Art II	11
TROMBLEY, JENNIFER	SPED	GOAL/SCIENCE	GOAL/SCIENCE	11
TROMBLEY, JENNIFER	SPED	CASE MANAGER	CASE MANAGER	12
TROMBLEY, JENNIFER	SPED	GOAL/CONS MATH II	GOAL/CONS MATH II	12
TROMBLEY, JENNIFER	SPED	GOAL/ENGLISH 2	GOAL/ENGLISH 2	12
TROMBLEY, JENNIFER	SPED	GOAL/US HISTORY II	GOAL/US HISTORY II	12
TROMBLEY, JENNIFER	SPED	GOAL/VOC SKILLS II	GOAL/VOC SKILLS II	12
<b>TROMBLEY, JENNIFER Total</b>				<b>82</b>
VALLE, ORLANDO	SCI	PHYSICAL SCI/ACA	PHYSICAL SCI/ACA	5
VALLE, ORLANDO	SCI	PHYSICAL SCI/ACA	PHYSICAL SCI/ACA	6
VALLE, ORLANDO	SCI	ELL Biology/Anatomy	ELL Biology/Anatomy	10
VALLE, ORLANDO	SCI	PHYSICAL SCI/ACC	PHYSICAL SCI/ACC	19
VALLE, ORLANDO	SCI	ENVIRON SCI/ACA	ENVIRON SCI/ACA	20
VALLE, ORLANDO	SCI	PHYSICAL SCI/ACC	PHYSICAL SCI/ACC	23
<b>VALLE, ORLANDO Total</b>				<b>83</b>
VETRANO, MELANIE	SCI	CHEMISTRY/AP	CHEMISTRY/AP	18
VETRANO, MELANIE	SCI	CHEMISTRY/AP	CHEMISTRY/AP	22
VETRANO, MELANIE	SCI	CHEMISTRY/ACC	CHEMISTRY/ACC	25
<b>VETRANO, MELANIE Total</b>				<b>65</b>
WEILAND, COLLEEN	SPED	CASE MANAGER	CASE MANAGER	18
<b>WEILAND, COLLEEN Total</b>				<b>18</b>
WILLIAMS, SHARON	ART	PORTFOLIO	PORTFOLIO	5
WILLIAMS, SHARON	ART	AP STUDIO ART	AP STUDIO ART	6
WILLIAMS, SHARON	ART	POTTERY 1	POTTERY 1	10
WILLIAMS, SHARON	ART	Design 1	Design 1	14
WILLIAMS, SHARON	ART	Design 1	Design 1	14
WILLIAMS, SHARON	ART	POTTERY 1	POTTERY 1	16
WILLIAMS, SHARON	ART	POTTERY 1	POTTERY 1	19
WILLIAMS, SHARON	ART	POTTERY 1	POTTERY 1	19
<b>WILLIAMS, SHARON Total</b>				<b>103</b>
ZIMMERMAN, MARC	ENG	ENGLISH 4/UCONN/AP	ENGLISH 4/UCONN/AP	9
ZIMMERMAN, MARC	ENG	ENGLISH 4/UCONN/AP	ENGLISH 4/UCONN/AP	13
ZIMMERMAN, MARC	ENG	ENGLISH 3/ACAD	ENGLISH 3/ACAD	16
ZIMMERMAN, MARC	ENG	ENGLISH 3/ACAD	ENGLISH 3/ACAD	21
ZIMMERMAN, MARC	ENG	ENGLISH 3/ACAD	ENGLISH 3/ACAD	24
ZIMMERMAN, MARC	ENG	ENGLISH 3/ACAD	ENGLISH 3/ACAD	27
<b>ZIMMERMAN, MARC Total</b>				<b>110</b>



## Educational Specifications

for

Memorial Boulevard Intradistrict Arts Magnet School

Prepared by:

The Bristol Board of Education

Office of the Superintendent

November 1, 2017

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# Memorial Boulevard Arts Magnet School – Education Specifications

November 1, 2017

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## **Project Rationale**

Memorial Boulevard School is listed in the Connecticut State Register of Historic Places. The theater contains seating for approximately 750 guests in orchestra, mezzanine and balcony spaces. The existing theater makes this building an ideal arts magnet location.

The Memorial Boulevard School, located at the gateway to the Bristol downtown area, was built as Bristol High School in 1922. In the 1960's two high schools were constructed and the school was renamed Memorial Boulevard Middle School. The Memorial Boulevard School was turned back to the City at the end of the 2012-13 school year when the district opened two new kindergarten through grade eight schools. Maintenance of the school was deferred; knowing of its closure more than 5 years prior to closure.

Importantly, adding a keystone of economic revitalization to downtown Bristol is a win-win for the students and citizens of Bristol.

Bringing new life to this theater and the school spaces, will not only provide our students with the opportunity to explore the vast number of post-secondary career opportunities in the arts, but for the Bristol community as a whole to share in the rebirth of this outstanding cultural focal point.

Bristol is a town without any dedicated performance venues beyond the high school auditoriums. The Carousel Museum, Fire Museum, American Clock and Watch Museum, Military Museum and ImagiNation museum provide minimal exposure to the cultural arts for students and the community at-large. Local theater, music and choral groups do not have a fixed home for performances. Bristol residents interested in viewing theatrical performances must travel to Hartford, Waterbury, Torrington, or beyond.

The renovation of the Memorial Boulevard School into the Memorial Boulevard Arts Magnet School will provide cultural immersion for the students who attend the school and a venue for performance groups from within and outside of the Bristol community to share these spaces for the benefit of all Bristol citizens.

The renovated theater at the Memorial Boulevard Arts Magnet School will become a preferred cultural destination for residents and attract guests from other towns to Bristol; strengthening its economic vitality.

## **Theater Revitalization Committee**

A group of Bristol citizens formed a committee several years ago to explore the possibility of revitalizing the theater at the Memorial Boulevard School as a cultural hub for Bristol. Their work included preliminary design work to assess the capacity of this theater to be a successful large-draw venue. Through the work of this committee, the City boards appropriated \$13.3 million for the renovation of the theater. To date, only minimal design work has begun. The appropriation

of these funds could be reallocated to the renovation of the Memorial Boulevard Intradistrict Arts Magnet School.

Revitalization of the theater only addresses one need in the community. Renovation of the entire building provides an extraordinary learning opportunity for our students and the community as a whole during off hours use.

### **Other Factors**

Currently, nearly 400 Bristol students leave the community to attend magnet schools throughout the state. They do so because the Bristol Public Schools do not have any theme based schools. A changing world requires a changed focus on student learning. The return of some of these students to Bristol will save the District the tuitions paid to the magnet of attendance and reduce the state's transportation cost for each student who returns to their home district.

Bristol Public Schools arts programs have been regionally and nationally recognized for the quality of our music and fine arts programs. Students have participated in Northeast Regional music and vocal ensembles as well as. Our fine arts students annually receive multiple gold and silver keys at the Scholastic Art Awards program and many of our students receive talent-based scholarships for their musical and art talents.

Memorial Boulevard School was built with a swimming pool adjacent to the gymnasium. The pool was covered over approximately 10 years ago when the drain no longer met code standards. Reopening the pool is another positive opportunity for the Bristol community. There is one indoor pool located near the Giammati Little League Center. That pool is used to capacity with local swim teams and community use. The pool is not large enough for competitions, but sufficient for use by physical education classes and Parks and Recreation swimming lesson programs.

### **Current organizational pattern of the district**

Currently, the configuration of schools is as follows:

1. PK-8 buildings - 2
2. PK-5 Elementary -2
3. Middle Schools 6-8 – 2
4. Traditional High Schools – 2
5. Alternative High School
6. Adult Education Center
7. Early Childhood Special Services PK

Our feeder patterns have 3 elementary schools feeding into each of the middle schools. Each high school receives students from a PK-8 and one middle school.

All of our schools are currently operating at or near optimum occupancy. Within most of our schools, there are district-wide programs for students with special needs. Currently, 19% of

Bristol's students have an Individualized Educational Programs. In an effort to provide our learners with the least restrictive environment, spaces that were traditional classrooms are now providing self-contained, focused instruction, occupational and physical therapy, and transitional support for our 18-21-year-old students with disabilities; changing space requirements for general education. (Please see the DRAFT Feasibility Study enrollments).

**Feasibility for an arts magnet school**

A long-range feasibility study is currently being conducted by Drummey Rosanne Architects (DRA). They have included the Memorial Boulevard Arts Magnet in their study of future educational spaces. This long-range plans looks forward 5 years and will provide data to the City as they structure their 10-year capital plan. Creation of the Memorial Boulevard Intradistrict Arts Magnet has the potential for saving tax payers the cost of renovating several other schools within the 10-year capital plan. This is dependent upon the Board of Education's acceptance of one of the 5 plans presented.

Currently, 308 students leave Bristol to attend Magnet schools, a significant increase from the 196 students who attended in the 2013-14 school year.

**Enrollment Data - 5-Year Look Back**

Year/Grade	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6	649	605	572	655	611
Grade 7	611	551	606	580	667
Grade 8	590	616	556	608	594
Grade 9	689	673	657	582	608
Grade 10	613	577	592	603	582
Grade 11	585	617	577	557	603
Grade 12	610	570	571	568	557

**Enrollment - 5-Year Projections**

Year/Grade	2018-19	2019-2020	2020-2021	2021-2022	2022-2023
Grade 6	600	567	553	585	550
Grade 7	608	608	580	561	592
Grade 8	668	610	618	576	562
Grade 9	629	722	659	659	622
Grade 10	576	551	632	577	577
Grade 11	510	573	548	629	574
Grade 12	598	505	567	542	623

**Enrollment Strategy:**

Memorial Boulevard Middle School enrolled approximately 525 students in grades 6-8, in a discipline based instructional arrangement. When reopened as an arts magnet, students from

grades 6-12 will have the option of applying using a lottery system. Each middle and high school will have a limit to the number of students who may gain a seat in the magnet school. The rationale for limiting transfers from each school being maintenance of arts course and performance enrollments at all of the other middle and high schools. For example, if there are 75 seats available to students in grade 9, a maximum of 37/38 students will come from each high school.

Bristol has been rebranded "***Bristol All Heart***". The level of public participation in heartfelt events such as the Mum Festival, Shamrock Run, Relay for Life, ***Rockwell*** in the Park and the Challenger League are visible signs of the level of caring and paying it forward that are hallmarks of Bristol residents. Bristol a vibrant manufacturing town and the home of ESPN . Myriad workforce opportunities are available to our our students once they gain the necessary technical and social skills in middle and high school, and post-secondary learning opportunities. The Technical Workforce Committee brings together professional school staff, Tunxis Community College staff, members of the Central Connecticut Chambers of Commerce and members of the business community to envision future workforce needs. Several collaborative programs are in the planning stage that will provide students with college credits prior to high school graduation and allow for continuous enrollment to complete an Associate's Degree at Tunxis Community College. We look forward to linking the MB Arts Magnet students with internships/job shadowing experiences at ESPN.

The arts magnet concept may be defined as a place where student draw, paint, sing, dance, play a musical instrument and act in a play. However, ...

We see an arts magnet as a place where students indeed may participate in all of the aforementioned activities, but there is so much more. Students will use authentic mathematical and science skills to design and create sets, English language arts to create speeches, scripts, and other creative writing, organizational skills necessary for directing and producing vignettes and larger scale productions, and create works of art inspired by the historic tradition of the school in which they are learning. Learning how to utilize sound and lighting systems, creating and editing digital media and communication of this learning in multiple formats will assist these students in gaining access to post-secondary educational opportunities in their home town.

### **Existing Conditions Before:**

#### **Enrollment vs. Building Capacity**

The current building capacity is 660 students (see attached EDO50). The projected enrollment will be grades 6-12 with 75 students per grade for a total student population of 525 students. The utilization rate for the school will be 83%. Average class size is approximately 25 students.

#### **Upgrades Due to General Age of Building**

The original Memorial Boulevard School (MBS) was constructed as a district High School in 1922. The last renovation was in 1978, the 10,000 gallon oil tank was replaced in 2000 and the

roof was replaced in 2008. The overall area of the building (see attached EDO50) is 96524 square feet. The existing structure, exterior envelope, floor plan and floor to ceiling heights provide an excellent frame work for our renovation project. Except for the roof all building systems are at the end of its life cycle and need to be replaced. The project will be filed as a "Renovation Status".

The Memorial Boulevard School requires a complete renovation including asbestos abatement, heating, addition of cooling in all area, new flooring and changes in classroom purposes to fit the new concept of an arts magnet school.

The building is nearing a century in age and is expected to last at least another century once fully renovated. Multiple generations will continue to utilize the school as a school, and the community at large will benefit from the creation of new spaces that will be accessed for use of the pool, theater, Black Box Theater, dance studio and production facilities. We envision this school being utilized 12 months a year once it is air conditioned. The central location of this building makes it an ideal all-year use building.

## **Area of Existing Building by Type Size and Space**

### **General Classrooms**

The number of general classrooms (see attached ED050) is currently 27. The area of the general classrooms is 820 square feet. The size of the rooms and the aspect ratio is adequate for a modern teaching environment. The floor to ceiling height is very generous and the large exterior windows provide ample natural daylight. Technology, MEP, flooring, ceilings, casework, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Library Media Center**

The library is located on the first floor and is 1630 square feet. The size of the space is adequate for a modern media center. The floor to ceiling height is very generous and the large exterior windows provide ample natural daylight. Technology, MEP, flooring, ceilings, casework, wall finishes, book shelving and exterior windows all need to be replaced and/or upgraded.

### **Science Labs**

The science labs are 925 square feet. The rooms are undersized for the modern science curriculum. Technology, MEP, flooring, ceilings, casework, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Gymnasium**

The gymnasium is 7700 square feet. Above the gym is a mezzanine that runs the perimeter of the space. An elementary size basketball court is located in the open volume at the center of the space. Support spaces and storage are located at the perimeter of the gym with offices on the mezzanine. Technology, MEP, flooring, ceilings, gym equipment, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Pool**

## **10**

The pool area is 2410 square feet. The pool is 58'x20' or 1160 square feet.

The Swimming pool was closed and covered due to a non-compliant drain. It was known that the school would be closed in 2012 and therefore, resources were not dedicated to refurbishment. The pool has been infilled with metal joists, plywood deck and carpet. The floor levels changes will have to be addressed to be in compliance with ADA requirements. The pool requires new pumps, piping and drainage upgrades to meet the current NFPA Code. Technology, MEP, flooring, ceilings, railings and wall finishes all need to be replaced and/or upgraded.

### **Music Room**

The music room is 910 square feet. The room is undersized for a modern music program. The floor to ceiling height is very generous and the large exterior windows provide ample natural daylight. The room would require risers, sound system, and acoustical paneling. Technology, MEP, flooring, ceilings, casework, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Art Room**

The art room is 910 square feet. The room is undersized for a modern art program. The floor to ceiling height is generous and the large exterior windows provide ample natural daylight. Technology, MEP, flooring, ceilings, casework, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Industrial Art Spaces**

The industrial art area is 1630 square feet. The industrial art area consists of three contiguous areas on the ground floor. The floor to ceiling height is very generous and the small exterior clerestory windows provide minimal natural daylight. Technology, MEP, flooring, ceilings, casework, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Special Education Classrooms**

The area of the special education classrooms are 820 square feet. The size of the rooms and the aspect ratio is adequate for a modern special education program. The floor to ceiling height is very generous and the large exterior windows provide plenty of natural daylight. Technology, MEP, flooring, ceilings, casework, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Computer Lab**

The computer lab is 920 square feet. The room is undersized for a modern computer lab and was designed in an antiquated manner that would not facilitate ubiquitous technology needs. The floor to ceiling height is very generous and the large exterior windows provide ample natural daylight. Technology, MEP, flooring, ceilings, casework, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Cafeteria**

## **11**

The cafeteria is 2624 square feet. The cafeteria has small clerestory windows which provide minimum natural light. The food service area needs to be fully updated and modernized. Technology, MEP, flooring, ceilings, equipment, wall finishes and exterior windows all need to be replaced and/or upgraded. This space is inappropriate to continue to be used as a cafeteria. An alternate space will be chosen for the cafeteria. See attached before and after floor plans. Likely, the cafeteria will be part of an addition to allow for community use of the theater without entering the classroom area of the school.

### **Kitchen**

The kitchen is 790 square feet. The kitchen is not contiguous to the cafeteria and requires circulation across the main corridor for deliveries. All of the kitchen equipment and prep areas need to be replaced. Technology, MEP, flooring, ceilings, casework, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Theater**

The theater is 5776 square feet. The seating is set on a raked floor providing excellent sight lines. The general acoustics are good. The theater requires new seating, theater lighting, house lighting sound equipment and projection equipment. Technology, MEP, flooring, ceilings, casework, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Mezzanine and Balcony Seating**

The balcony seating is 2240 square feet. The balcony has entry points at different three different levels. Handicapped access will need to be reviewed and updated. This may require heavy renovation to the existing floor slab and structure.

### **Stage**

The stage area is 2520 square feet. The stage has good fly space for scenery hoisting and will require curtains, theater lighting, hoisting equipment and sound equipment. The back of house will require heavy renovations for the stage. Technology, MEP, flooring, ceilings, casework, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Administrative Offices**

The administrative office is 1100 square feet. The location is off of the main school entrance. The views to the north and south bus drop off and parking areas are limited. Technology, MEP, flooring, reception desk, casework, ceilings, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Health Room**

The nurse's office is 760 square feet, located next to the administrative area. The upgrades should include exam beds, secure medical storage, privacy curtains, technology, MEP, flooring, casework, sinks, ceilings, wall finishes and exterior windows all need to be replaced and/or upgraded.

### **Roof**

The roof was replaced in 2008.

## **12**

**Guidance Office**

The guidance office is 160 square feet. The two offices are next to the administrative area. Technology, MEP, flooring, reception desk, casework, ceilings, wall finishes and exterior windows all need to be replaced and/or upgraded.

**Custodial Services**

The custodial areas include corridor closets, office space, storage and locker room. Technology, MEP, flooring, ceilings, and wall finishes, and exterior windows all need to be replaced and/or upgraded.

**Building Mechanicals**

The building mechanicals are serviced by the boiler room on the first floor. The air distribution is handled through roof top air handlers. Electrical closets, data closets, mechanical chases are located throughout the floor plan. The mechanical upgrades will need to meet LEED Silver Equivalent.

**Storage**

Storage areas are located throughout the building. They include, book storage, teacher materials storage, custodial storage, outside equipment storage, coat rooms and gym equipment storage.

**AFTER****Envisioned Renovations and Purpose of Spaces:****Core Academic Program – See Floor Plans Before and After****Core Academic Classrooms**

The academic classrooms will be located on levels 3 and 4, the top two levels of the school. Most classrooms are approximately 820 sq. ft. Academic rooms will be shared by middle and high school year students. Students will receive discipline-based academic coursework during half of each day. For illustrative purposes, students in grades 6-8 will use these spaces in the morning and students in grades 9-12 during the afternoon. There are 16 classrooms designated for this purpose. These will serve the core areas of English/language arts, mathematics, social studies and science, with 4 classrooms for each discipline. All of these spaces require renovation of the floors, technological and acoustical replacement, VOIP and intercom, wireless and hard-wired connectivity, adequate HVAC, lighting and furnishings flexible for and conducive to collaborative learning. Teacher stations will be equipped with electronic white boards, tack boards and 21<sup>st</sup> century peripheral technology.

Two classrooms will be designated for special support services. This may include provision of IEP services and intervention in mathematics and literacy. Spaces for student support staff and school and career counseling will be located on the entrance level floor.

**13**

Each classroom will be equipped with an electronic whiteboard, teacher's workstation, tack boards, lockable storage cabinets, and a lockable cabinet for the teacher's personal effects. Cabinetry will also include bookshelves, closed storage and a sink.

With an intended capacity of 25 students per classroom, each classroom should be furnished with at least 27 student desks and chairs. The furniture should be such that it can easily be moved into flexible groupings.

### **Lockers and Storage**

Student lockers will line hallways and former coat halls to provide each student with a lockable space for their coats, books and other materials.

### **Technology Requirements**

Communication systems within the building will utilize the City's VOIP system for purposes of an intercom system, emergency notification system and call out, call in phone service. Every classroom, office and specialized space will be wired for this service.

Ubiquitous Wi-Fi Internet service provides staff and students with the flexibility to utilize computers and other electronic devices in all spaces within the school. However, hard-wired work stations in the office areas and for teachers will provide back-up to the wireless environment.

Each classroom will have a Chromebook cart containing at least 25 workbooks. Electrical service in the classroom areas will be sufficient to allow for nightly charging station use. Students will have access to workbooks in a firewall protected environment compliant with federal student protection laws.

Each classroom will have a sound system and appropriate acoustical materials; providing hearing impaired students equal access to classroom discussions.

### **Science Laboratories**

Four science laboratories will be created on level four. These rooms will also be used as general science education classrooms. Again, these spaces will be shared among grade levels. Particular attention will be made to the code requirements for square footage per student required for laboratory activities. The current Next General Science Standards (NGSS), approach science from the perspective of a phenomenon. Often, students will use materials that require sinks, adequate ventilation, eye-wash stations, ventilation and safe storage of materials; including glass beakers, microscopes, cannulas and protective eyewear.

Each lab station will be equipped with lab tables and stools, electrical outlets protected with GFI shut-off as a precaution based upon the experiment materials used. Further, gas or portable hot

plates, Bunsen burners and fire suppression must be included. Lab table space should be sufficient for 27 students.

A focal point presentation area will be moveable; allowing the teacher to move the space to student work-groups.

Each classroom will be equipped with an electronic whiteboard, teacher's workstation, tack boards, lockable storage cabinets, and a lockable cabinet for the teacher's personal effects.

A science prep room will be constructed among the science labs as a means for appropriate storage of materials using current space and safety requirements.

### **Information Resources Center**

Traditionally known as the library-media center, the Information Resource Center will allow for traditional use of print materials, but also have sufficient student work stations for more than one group of students to occupy this space at the same time. Thus, allowing students to come to the center to conduct for brief periods of time to seek real time information and solutions to problems.

An electronic whiteboard will allow for small group instruction, digital connections with other schools and/or digital field trips.

Additionally, a small office space and materials storage area should be included in this space. The office will contain a hardwired computer station and a desk and chair for the staff responsible for this area.

### **Gymnasium**

The gymnasium is undersized for athletic competitions. That is not problematic as students may return to their 'home' school for participation on middle school or CIAC teams. Changing rooms will be renovated to include space for cubby-type lockable cabinets, renovated bathroom facilities and clear-view office spaces.

Physical education will be taught in a variety of locations including the pool, dance studio and gymnasium/fitness area, as well as outdoor field space adjacent to the school.

### **Pool**

The Swimming pool was closed and covered due to a non-compliant drain. It was known that the school would be closed in 2012 and therefore, resources were not dedicated to refurbishment.

In addition to use as a physical education space, the pool will provide the community with another indoor swimming venue that will be available during non-school hours.

## **15**

## **Dance Studio**

The dance studio will be located in a part of the former cafeteria on the ground floor. This space will be wired to allow for music accompaniment. This room should have acoustical sound proofing.

This room will have hardwood floors, a mirrored wall and barre. One end of the room will have a platform and curtain for rehearsals. An electronic whiteboard and teacher station will be placed away from the dance space. Storage for dance workshops will fill the wall on the far opposite side from the platform. An office will be provided for the instructor with connectivity, lockable personal storage space and a desk and filing drawers.

## **Music Suite – Choral and Instrumental**

A large assembly space for music ensembles will be created along with a series of small, acoustically sound proofed rooms on the main entrance level used for instrumental or vocal practice. An office space with hard-wired technology and personal storage space will be included for two teachers. Instrument storage cages will be created either in an adjacent room or within the music suite.

A flexible classroom space is needed to allow this music suite to serve both instrumental and choral music instruction. Choral risers will require storage as well as music stands, keyboards, and a grand piano. The grand piano may be moved from the music space to the theater as they are on the same level.

An electronic whiteboard, sound system and digital recording technology will allow students to compose music, view their performances and engage in critiquing their work.

These spaces will be fully wired with outlets to be used in various locations within the suite.

At least 50 chairs and music stands will be required for the instrumental groups. Therefore, adequate storage for this is imperative to allowing this space to be flexible.

## **Fine Arts Area**

A well-lit space for drawing, painting, 2 and 3-D art composition will be located on the main entrance level. This area will include a kiln room, storage area and display space. Some courses will share spaces in the set design area, instructional resource center and theater.

## **Sound Engineering, Lighting & Production Studio**

This space is used for visual communications including graphic design, digital photography, and website design. These courses will be housed in the theater area for courses that specifically relate to use of the sound and lighting systems within the theater, and within the instructional resource center when

## **16**

One performance room and another would be a control room with connecting window to monitor production. Wiring and cabling should connect both spaces with the ability to communicate to musicians or performers. Ideally there would be two rooms for recording and one control room. Rooms should be treated for proper sound. It should include many outlets for musical equipment

## **Technology Education/Theater Production Electives**

### **Set design and construction**

One of the former industrial arts rooms will be converted into a space for set design and construction. This is one of many encore courses students may choose.

### **Costume design and creation**

Within the arts curriculum, a design lab for creation of costumes and use of textiles will provide students with yet another aspect of the arts industry.

### **Digital media laboratory within the Instructional Resources Area**

Within this classroom, students may engage in film study, creation, and digital editing.

## **Technology server and switch space**

An MDF/IDF will be necessary to serve as the technology and HVAC hub of the building.

## **Student dining**

The existing cafeteria space will be converted into a dance studio. This space was inadequate when the school functioned as a middle school. A former industrial arts room will be converted into a student dining area. Seating capacity must allow for 225 students to use the cafeteria at the same time. This will allow all students in grades 6-8 to be served in a single lunch wave. Students in grade 9-12 will be served in two lunch waves.

## **Staff Dining**

Staff may dine in a space adjacent to the student dining area or in their faculty workroom. This space will have seating for 16 staff members. In addition to a table and seating, a countertop with storage above and below and a kitchen style sink, microwave oven, coffee service and refrigerator are needed.

## **Food preparation area**

The existing kitchen area requires a complete renovation and potential move to a space that serves both the student and faculty dining areas.

## **17**

This space will require storage for non-perishables, a walk-in freezer and refrigerator, an oven, stovetop burners, a microwave oven, dishwasher, storage for paper goods generally.

This area will be designed during the Schematic Design Phase.

### **Black Box Theatre**

The Black Box theater is part of an addition connected to the theater area will allow use of this space programmatically and by the community. This space will consist of “black box” theatrical presentations that are in line with the magnet theme of this school. The space requires a raised platform areas for non-fixed seating, no windows for daylight, clear space for actual performance space, curtains, back drops, special lighting with controls, and sound system. The space requires acoustical treatment.

### **Green Room**

The Green room will also be constructed within the addition. Refers to the director's critique session held after a rehearsal or performance, since it is often held in the green room. This session is used for a pep talk, bonding among actors, and/or warmup exercises or open space for warm up activities if needed.

### **Stagecraft Rooms**

Designed for the construction of fashion, props and staging of a theater performance. Generally, it is equipped with tools for the construction of scenery and staging. Three types of storage are required: storage of the grand piano, chairs, stands and choral risers etc., an area is for scenery and props, and storage for costumes and textiles.

### **Theater**

#### **Fields of Study – Theatrical Productions**

##### ***Front of the stage Study***

###### *Costuming*

Costuming is an elective course where students will design and create costumes in a space with sewing machines, multi-purpose storage for fabric, notions and other costuming supplies.

###### *Theatrical Makeup*

Among a series of electives related to presentation of a theatrical production, theatrical makeup, composition and application will be studied.

*Acting, Choreography, Dance, Musical Accompaniment*

### **Back of the Stage Study**

*Lighting, Sound, Set Design & Construction*

### **Theater Occupancy**

All ADA requirements will be made during this renovation. Access to both the theater and school must be accessible for students, staff and visitors to all parts of this building.

A full renovation of the theater to return it to its original state is a mandatory component of this project. Included in this work are: Seating, Curtain System, Soundproof Wall to close off the rear stage, floor leveling, a new HVAC system on its own zone.

The addition adjacent to the theater will include the Green Room on ground level and Black Box Theater above it.

The renovation will include creation of a lobby and typical amenities including a ticket booth, concessions, lavatories and coat storage.

### **Support facilities:**

#### **Administrative Offices**

These offices will be used by a principal and assistant principal as well as several administrative assistant stations. The location remains the same. However, a complete renovation is required to include ubiquitous Wi-Fi, up-to-date code for access, VOIP phones and intercom, office furnishings and new HVAC and including a high capacity printing system.

#### **Staff planning**

Several faculty planning rooms will be refurbished throughout the school to include HVAC, lighting and furnishings.

#### **Conference rooms**

Two conference rooms will be created in ground level rooms. One conference room for administrative use and the other for Planning & Placement Team meetings and small group staff meetings. These spaces will be refurbished throughout the school to include HVAC, lighting and furnishings.

#### **Health room**

## **19**

The health room will remain in its before location and require refurbished throughout to include HVAC, lighting and furnishings. An area for the dental hygienist will be created within this design.

#### **Student support services**

The guidance suite will include spaces for counselors to work privately with students.

#### **Custodial services**

Existing custodial spaces will be refurbished with appropriate equipment, casework and access to water.

#### **Building mechanicals**

All existing HVAC mechanicals will require replacement. This will include ventilation and circulation of heating and cooling using multiple zones to allow for use of parts of the building without heating or cooling all area to ambient levels.

#### **IT mechanicals**

The existing technology infrastructure must be replaced with energy star components. Appropriate heating and cooling will be added to maintain the integrity of the servers and switches in this room.

#### **Storage**

All storage areas will be refurbished with new casework and HVAC systems.

### **Building Systems**

#### **Architectural & Structural Systems**

MBS was built in 1922 as a High School. It had a moderate renovation in 1978, the oil tank was replaced in 2000 and the roof was replaced in 2008. The foundation is metal rebar with poured in place concrete. The structural system is steel frame enclosed in poured in place concrete. The floor system is terra cotta block infill with steel frame and poured in place concrete. The wall system is terra cotta infill with either a brick veneer or a stucco veneer. The exterior system includes double glazed exterior windows with terra cotta block and a brick veneer on the exterior and interior.

#### **Building Hazardous Material**

A preliminary Hazardous Material Report was done by Eagle Environmental. The report indicated that asbestos is present in the interior stucco, flooring tiles and pipe insulation. A more detailed analysis will begin in the Schematic Design phase of the project.

**Site Hazardous Material**

A Phase 1 Site Assessment will be conducted in the Schematic Design phases of the project. The 10,000 Gallon Oil tank was replaced in 2000 with a monitoring system. No contamination was found during the extraction of the existing tank.

**ADA/ Life Safety**

The project is still under review for ADA and Life Safety issues. We have many varying floor to floor heights in the building. We will review the renovation of an existing elevator and the possibility of a new hoist way and elevator located outside the building footprint. Ramps will also be required at the exterior site and interior corridors to accommodate the level changes. Fire suppression, exit signage, and fire alarm systems will need to be replaced.

**Interior Building Environment**

The air exchange from the air handlers is limited and the pneumatic controls are outdated. The natural daylighting is good from the generous exterior windows and the floor to ceiling heights. The lighting system provides poor lighting distribution. Walls, ceilings, flooring, PA systems, phone systems and clock systems need to be replaced.

**Site Civil**

MBS is located in the middle of the City of Bristol on Memorial Boulevard. The Boulevard, MBS and the surrounding Veteran Memorial Park serve as a vital focal point and gate way to the City. Parades, veteran's events, festivals and holidays are all celebrated along this route. MBS is surrounded by a bucolic park with historic monuments dedicated to our local veterans. It is important that we understand how we physically and culturally connect back to this surrounding environment.

The site plan will need to address some of the safety concerns of the current school. It is important that the bus and car drop off areas are separated and have a clear view from the administrative area. The parking will need to accommodate the theater and the school with ADA parking located near the main entrance. The play fields will be evaluated for both academic and community needs.

As a LEED Silver Equivalent the site will be developed with an eye towards sustainability. This would include a balanced cut and fill program during excavation. We will provide safe sidewalk on and around the site for the neighborhood students. Bike paths and bike racks will be provided for student and staff riders. Power stations will be installed for hybrids and electrical vehicles. The landscape design will include minimal impervious coverage with indigenous plants that enhance the natural environment.

We will also need to evaluate the site in terms of site run off and utility connections to electrical, sewer, water, and fiber.

## **Technology**

The current building has CAT 5 cabling. Most of the classrooms have smartboards with projection systems. The clock and phone system are at the end of their life cycle and need to be replaced. The building requires a full replacement of the current technology infrastructure; this would include a new MDF room with data closets located throughout the plan. The cabling infrastructure would be replaced with CAT 7 cable. Smartboards, laptop docking stations, Wi Fi connections and new sound systems will be provided at each teaching stations. A new phone system and VOIP systems will be provided throughout the building.

## **Fire Alarm and Sprinklers**

The building needs a full upgrade to both the fire alarm and sprinkler system.

## **Security**

The current building has some issues with site lines to the existing bus drop off and parking. From a planning standpoint it is very important to provide clear site lines from the administrative offices to the main building entrance and the site traffic. Cameras will also be to enhance the visibility to all entrances and exits. The access points will have "Fob" access and automated entrance hardware. A lock down procedure will be developed with internal keys provided in the event of a security breach.

## **HVAC**

The current building has through wall air conditioning in the administrative and library areas. The boilers serve a series of perimeter fin tube radiators and cast iron radiators. Fresh air is provided through roof top air handling units. The controls are pneumatic, supplemented with low voltage thermostats. The existing system is at the end of it life cycle.

The new system will be designed as a Silver LEED Equivalent. We will explore high performance options that may include; ground source wells, heat pumps, occupancy sensors, intelligent building monitoring systems, passive solar panels, and active solar panels

## **Plumbing**

The sewer, domestic water, sprinkler, drainage and HVAC piping will be replaced. The toilets and sinks will be replaced with ADA fixtures that are ASTM compliant for water usage. All showers, sprinkler systems, hose bibs, irrigation systems will be replaced. Utility connections to site sewer domestic water and underground drainage will be replaced.

## **Electrical/Lighting**

The existing electrical system has been updated over the years. Most of the power is provide through exposed conduit with wall mounted duplexes. The switch gear, power panels, utility site power connections will need to be replaced. The lighting will use direct and indirect lamping to provide soft ambient lighting in the instruction spaces. The

natural daylight is provided by an expanse of exterior windows. Daylight controls will allow the lights to turn off when natural day light is present in the classrooms. The occupancy sensors will automatically turn off the lights when the rooms are unoccupied.

### **Food Service & Dining**

The current kitchen and dining areas are on the ground floor with limited natural day light. The kitchen and dining areas are not contiguous. The new food service area and kitchen will be upgraded with state of the art POS stations, food service counters, refrigeration and way finding signage. The new dining area will allow students easy access from the classrooms and provide a clean safe dining environment. The staff dining will be separate and will provide counters, sinks, stove, microwave and refrigeration.

### **Student Health Services**

The current health services are provided in a small area next to the administration area. The spaces are undersized and lack patient privacy. The new health service will provide a series of adjacent rooms that provide a small lobby, nurse's office, secure medical storage, and exam areas.

### **Silver LEED Equivalent**

The existing building will need major upgrades to meet the Silver LEED Equivalent as required by the state DAS. We will explore high performance geothermal wells, ground source heat pumps, exterior envelope upgrades, automated controls, occupancy sensor, CO2 sensors, natural daylight harvesting, and solar power.

### **Construction bonus request**

The City of Bristol will be exploring the following three of bonus requests:

1. Pre-1950 Space Standard Bonus
2. 1% Mechanical Space Bonus
3. Open Choice Space Bonus

### **Community uses**

#### **Community use of the theater – non-school hours**

It is anticipated that the theater will benefit the Bristol area and beyond by creating a venue for the local theater group, traveling theatrical and musical productions, Nutmeg Symphony Orchestra, the Bristol Choral Society and others.

For the students and adults in Bristol, we foresee summer enrichment programs, adult continuing education and EL programs, in-town and out-of-town community space rentals other district schools' use of the theater, Board of Education public forums, other public forums

### **Other Non-school hours functions**

It is anticipated that the MBIAMS will provide additional much needed space for Bristol Parks & Recreation programs, use as a potential polling location, and in-town and out-of-town community space rentals

### **Swimming pool**

There is only 1 indoor community swimming pool. We foresee use of the pool for swimming lessons, and open swim times.

### **Regulatory Approvals**

1. Bristol Board of Education
2. City of Bristol Board of Finance
3. City of Bristol City Council
  
4. DRAFT Feasibility Study Options

### **Space use drawings**

Before and After Space Usage

**Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT**



Operational Plan – DRAFT

for

Memorial Boulevard Intradistrict Arts Magnet School

Prepared by:

The Bristol Board of Education

Office of the Superintendent

November 6, 2017

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**I. SCHOOL VISION AND DESIGN**

## **Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT**

### **1. Mission and Vision Statements**

- a. The mission statement will be created during the period of renovations as the team of educators is assembled in alignment with the vision of the Bristol Board of Education: **Teach & Learn with Passion & Purpose.**
- b. The school's vision statement will align the school district mission and; be culturally relevant and responsive; articulate goals and aspirations for creating and sustaining inclusive classrooms, and positive relationships between educators, students, families, staff, and the local community.

### **2. Educational Philosophy**

- a. The Memorial Boulevard Intradistrict Arts Magnet will foster the belief that every student has talents that will be inspired and nurtured in an arts rich environment.
- b. Our arts integrated curriculum will provide students with knowledge to power themselves forward into their post-secondary lives with many avenues for success economically, academically and socially. Having the opportunity to learn through multi-modalities including author's craft, music, dance, fine arts and theater can only serve to better engage all of the students who attend the Memorial Boulevard Intradistrict Magnet School. Bristol is an economically and culturally diverse community where 39% of our students are non-white and 46% of our students qualify for free or reduced price meals. The arts are the media that has transmitted culture throughout history. Students attending the Memorial Boulevard Intradistrict Arts Magnet will have an ideal environment to have their voices heard through myriad performance activities
- c. Teachers are evaluated in a model that focuses upon improving their pedagogy based upon their prior and current student data. Through the Professional Performance Objective and corresponding Indicators of Professional Growth and Development, teachers demonstrate changes in practice, identify data as evidence of changes in practice and identify student achievement indicators to measure and establish growth in students' academic elements. Teachers work in collaborative teams to identify instructional strategies that are most effective.
- d. Through an annual review of practice, teachers and their evaluators pre-conference and post-conference formal review of practice and have 3 or more informal observations of practice in the in classrooms as as members of collaborative teams to get a more well-rounded view of the teacher's strengths and areas for improvement. Written feedback is provided for all types of observations. PDEC is in the process of reviewing our Teacher Evaluation Plan.
- e. Student success is measured in many ways including observation, informal assessment and formal assessment against the CT Core of Standards. All curriculum have powered standards that identify the knowledge and skills necessary for leveraging future curriculum, success on external assessments and post-secondary experiences.

## **Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT**

### **3. Academic Program**

**Curriculum:** All of the course programs in the Bristol Public Schools are aligned with K-12 Common Core State Standards (CCSS).

- a. The opportunity exists in an arts magnet to utilize arts expression from around the globe. Living in a world that has become intertwined globally, our curriculum will not only demonstrate culturally relevant learning opportunities, but is clearly articulated the CCSS as a means for supporting high expectations, and academic and social success for all students.
- b. Performance art is the most rigorous form of expressing knowledge and skills. Whereas one or two missed problems on a mathematics assessment may yield an “A” grade, a missed note or dance step can undermine the quality of a production for a large group of performers. Rising to a standard of excellence in the expression of art is the ideal.
- c. In the Bristol Public Schools “All Means All”. Through practices such as Restorative Practices, all students have the opportunity to express to their peers how the actions of one can positively or negatively impact the work of others. When students learn in an environment where the expectations are to Teach & Learn with Passion and Purpose, the message that we all learn best in caring, high expectations is the underpinning of positive outcomes for all learners.

### **4. Instruction**

- a. Among the many instructional goals in the Bristol Public Schools is to empower learners to seek information and understand the difference in fact versus opinion. The NEASC framework for 21st century learning expectations has been implemented in our high school programs.
- b. Using Webb’s Depth of Knowledge, our goal is for students to reason in levels three and four. However, we need to make sure that fundamental level one and two knowledge has been mastered. Another significant advantage of an arts integrated education is the opportunity for students to demonstrate critical thinking, intellectual, social and emotional acuity through performance.
- c. The Bristol Public Schools was recognized by the Connecticut State Department of Education for its work in data-driven decision making to the point of their initiating the Connecticut Accountability for Learning Initiative (CALI) model. Instructional Improvement Teams meet at least weekly to review succinct student performance data as a means for improving adult practice. We regularly ask the questions “Why did your students perform better than my students on the CFA? Time exists during the school day and in 100 minute professional learning time every Wednesday afternoon.

## **Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT**

- d. Supervisors of Instruction in mathematics, humanities, science, art, music, CATE and technology & engineering work with groups of teachers; working toward “best understanding” of how student work products are evidence of standards mastery. Alignment among raters is of significant importance to the fidelity of implementation.

### **5. Student Assessment**

- a. Each core content area inclusive of world languages has a district wide mid-year and end-of-year common summative assignment for students in grades 6-12. Teachers have begun to create school-based cfa’s within the units they develop. These (in) formative assessments give teachers just in time understanding of how well students have demonstrated mastery of the component ideas of the unit. Students in grades 9, 10 and 11 are administered the PSAT each October, students in grades 3-8 sit for the Smarter Balanced Assessment in mathematics and literacy. Students in grades 5, 8 and soon grade 11 will take a SDE generated science assessment. The Scholastic Reading (SRI) Inventory is used as a pre and post assessment of student’s lexile levels in grades 6-8. Use of exit tickets, last question and random polling are some of the on-the-spot assessment teachers’ use on a regular basis.
- b. Bristol, among many other Connecticut school districts, has an achievement gap when comparing high needs and non-high needs, Caucasian versus Hispanic, African-American, Asian, Native American; special needs versus non-special needs students; and economically disadvantaged versus non-economically disadvantaged. Our gaps are not as great a disparity than other districts in Connecticut and particularly among Alliance Districts. Given these gaps, School Leadership Teams identify targets of growth at a rate of more than 1 year for these learners.
- c. Assessment is a global term. We assess students by looking a many points of light for each student: Do they attend school on time every day? Do they complete assignments on time? As assigned? Do they participate fully in the work of their group? Does the student initiate ways to deepen their understanding? The answers to these questions and others are what teachers look at and speak about to improve student learning through improved instructional practice.

## **II. STRENGTH OF THE ORGANIZATION**

### **1. School Governance/Management**

- a. Each Bristol school has a School Leadership team. Membership includes a representative from each discipline and support staff. This group meets at least monthly to review data related to their School Success Plan. Members share formative and summative data and return to their base teams with feedback and potential next steps.

## **Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT**

- b. Teachers are members of every team convened in the Bristol Schools both in their building and at the district level such as PDEC and Curriculum Council.. Student Councils at each school work on actionable goals such as a community service project or United Way Day of Caring. Parents/Guardians or other familial groups contribute to Title I plans, are members of the Governance Councils and District level committees. Each high school has a Board of Education Student Representative. Student voices will be heard literally and figuratively through their art at the Memorial Boulevard Intradistrict Arts Magnet School.

### **2. Evidence of Support and Approval**

- a. The Bristol Public Schools are fortunate to receive in-kind and financial support from the Bristol Business Education Foundation, Main Street Community Foundation, Barnes Foundation and Stocker Foundation to list several consistent funders of ancillary funding. Letters of support will be received at a later date.
- b. The Operational Plan was approved by the Board of Education at their November 1, 2017 meeting. The proposal to reopen the former Memorial Boulevard Middle School as the Memorial Boulevard Intradistrict Magnet School has received approval to present an application to the Department of Administrative Services, from the Board of Education, the Bristol City Council, through their approval of the formation of the Memorial Boulevard Intradistrict Arts Magnet School; and the Bristol Board of Finance in their appropriation for funding of the Schematic Design Phase of this project. The Board of Education previously authorized submission of the ED049 containing the specifications for space, enrollment and cost estimates.

### **3. Partnerships (district, community, business/industry, or higher education)**

- a. A plan to collaborate with other districts, organizations, colleges or university has yet to be determined. However, Bristol is home to the Carousel Museum, American Watch and Clock Museum, Military Museum, The Fire Museum, ImagiNation Museum, Nutmeg Symphony Orchestra and Bristol Choral Society. Each and any of these potential partners are right here in Bristol.
- b. Prior to submission of this proposal, the City of Bristol organized a building committee to look at repurposing the school as a public theater and potentially using the remainder of the building for City Hall and Board of Education Offices. Attached are two reports that speak to this work. First is a schedule of phasing the work by Drummey Rosanne Architects (DRA). A much longer report is available from DRA. The second is a formal presentation to the City regarding the work of the Building Committee.
- c. The Memorial Boulevard Arts Magnet School will work with community groups to create a use schedule that enhances the learning of enrolled students.

## **III. STUDENT COMPOSITION, SERVICES and POLICIES**

Application and lottery processes must be clearly articulated, published, and fair.

### **1. School Demographics**

- a. Student in grades 6-12 will be given the opportunity to apply to attend the MBIAMS. Each grade will have approximately 75 students. Each school will have a fixed

## **Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT**

number of seats based on a ratio of the number of students in each grade in their school. For example, a lottery will used to select 37 or 38 students from each grade 9-12 from each high school. As this is an intradistrict magnet at the time of application, all students will be Bristol students. *Appendix B is attached.*

- b. The MBIAMS will have approximately 525 Bristol students enrolled annually utilizing the strategy listed in 1a. above.

### **2. Special Education and Section 504 of the Rehabilitation Act of 1973**

This section of the application should describe how the school will meet the needs of special education students and those students qualified under Section 504 of the Rehabilitation Act of 1973.

- a. The room configuration plans include 2 rooms dedicated to the needs of students with disabilities. These students may require specialized support in a variety of ways through resource support, speech/language support and/r physical or occupational therapy. In *Appendix A*, please not the inclusion of the same percentage of students requiring special education as the district average, with exception of medically fragile and other self-contained special needs students. Case managers will also be assigned to students requiring accommodations.
- b. The district will staff the MBIAMS with the necessary staff to support students' IEP goals and objectives.
- c. The Special Services Department and Office of Teaching and learning have established protocols for first engaging in the SRBI process to determine if Tier I instruction is appropriate for the student, establishment and monitoring of Tier II interventions and finally, should those interventions prove to be unable to mitigate the need of the student, a referral to special education services would be created as it is with all similar student scenarios across the district.
- d. Bristol has an active Special Education Parent-Teacher Organization (SEPTO) that regularly interfaces with special services staff as a means for keeping conversations open with parents of students with disabilities.

### **3. English Learners (ELs)**

The school must be prepared to enroll and educate students with diverse learning needs, including English learners (ELs). Each student must be provided with full, meaningful access to a high-quality, themed curriculum. This section of the OP should describe the school's English as a second language (ESL) programs and services, and how they will be implemented.

- a. EL students participate in all programs within our schools. Depending upon need, a TESOL teacher will either push-in to classrooms or pull-out students. This is dependent upon LAS-Links data, anecdotal observational data and any other data that informs programming for EL students. The arts have a way of engaging students in the language of music, dance and visual arts regardless of their spoken language.
- b. Bristol utilizes the required protocols for assessing EL learners. Bristol educators adhere to criteria and timelines for exiting students from the program established by the state and federal government
- c. The Memorial Boulevard Intradistrict Arts Magnet will assure that all information sent to parents is translated into the parents' native language. This includes informative letters and student progress reports.

## **Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT**

- d. Classroom and TESOL teachers meet to determine the effectiveness of their instruction and plan for necessary modifications that will allow the English learner to progress in English language acquisition while also mastering content standards.
- e. The Memorial Boulevard Intradistrict Arts Magnet School will meet the state bilingual education requirements and federal requirements of EL students by including a plan for the provision of certified personnel, receipt and retention of appropriate documentation, classroom adaptations, and sufficient professional development for staff.

### **4. Admissions Policy and Criteria**

- a. Student in grades 6-12 will be given the opportunity to apply to attend the MBIAMS. Each grade will have approximately 75 students. Each school will have a fixed number of seats based on a ratio of the number of students in each grade in their school. For example, a lottery will be used to select 37 or 38 students from each grade 9-12 from each high school. As this is an intradistrict magnet at the time of application, all students will be Bristol students. *Appendix B is attached.*
  - i. i. The renovation of the Memorial Boulevard School will take approximately 3 years from the time funds are received. This is more than adequate time to create all of the application and marketing materials. Once certain of the opening date of the MBIAMS, these materials will be made available on our district website and through 'back-pack' notices.
  - ii. ii. Once the lottery of applications occurs, parents will be notified by the program coordinator. If the student's family declines placement, the next student on the wait-list will be notified.
  - iii. iii. Wait-lists will be created to assure that all places are filled. Students may enter at any grade level. Therefore, if a student leaves the program, another will be added at the beginning of the next semester or school year.
  - iv. iv. See *Appendix C*.
- b. There are no special reasons for entrance outside of the lottery system with exception to an inability to fill a ratio-driven number of students from each school. If so, those additional students will be selected from the lottery wait-list. Appendix D has been omitted as unnecessary.
- c. The Memorial Boulevard Intradistrict Arts Magnet School will draw its population from among our 6 secondary schools; aiming at mirroring the ethnic, racial, socio-economic and learner traits as the district as a whole. See *Appendix A*.

### **5. School Climate and Student Discipline**

- a. The Positive Behavior Intervention and Supports program in tandem with Restorative Justice Practices will be used to create and maintain an emotionally, physically, intellectually safe, respectful, culturally responsive learning environment.
- b. Students cannot learn if they are not present. Our philosophy regarding discipline is to use misjudgment events as learning exercises so that students have the ability to self-correct before another behavior incident occurs. Students' due process rights are a critical attribute of learning from errors in judgement. Allowing a student to fully discuss their point-of-view, internalize options to prevent recurrence and including

## **Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT**

parents in the solution are important aspects of any proactive school discipline policy and practice.

- c. Board of Education Policy 5114: Students – Suspension and Expulsion is the district guideline for which offenses may warrant exclusion from school.
- d. A Hearing Officer is contracted by the Bristol Public Schools to represent the opinion of the Board of Education regarding violation of Policy 5114 to the extent that an Expulsion Hearing is warranted. The Deputy Superintendent of Schools represents administration in these hearings. Parents are provided with their right to seek legal counsel at a list of no or low fee organizations and firms.
- e. When students are suspended in-school, they work on the assignments being completed in their classes that day and/or make up missed work. When students are suspended out-of-school, they receive work to complete while suspended. Students who are expelled receive one-to-one tutoring by content certified teachers to complete their academic core subjects, sign an affidavit for independent physical education, community service and work experience credit, all aimed at making sure the student attains as many credits as is possible during the period of expulsion
- f. Discipline policies are followed by school personnel to the best of their ability they maintain fairness as is required in the Bristol Board of Education anti-discrimination policy.  
The District Data Team reviews discipline data to identify trends of practice among schools. Because schools utilize the skills of Student Support Personnel, Behavior Intervention Specialists and School Counselors, we aim to teach students about expected school behavior to avoid being a punitive system.
- g. All administrators and a core of teachers from each school were/are trained in PBIS. We have begun training teachers and administrators in Restorative Justice practices during our Summer Teacher Leadership Institute.

### **6. Family and Community Engagement Policies**

- a. Identify and describe specific strategies to engage and partner with students' families, and members of the community where the school is located to support students' academic and social success. **To be created**
- b. Provide a copy of any School, Family, Student Compact. *See Appendix F*
- c. Provide a copy of the Family and Student Handbook. *See Appendix E*

### **7. Talent Management – To be Created – Currently we use a variant of the SEED program to evaluate teachers and administrators**

- a. Provide a sample job description for a teacher and a principal.
- b. Specify the school's goals for recruiting and employing diverse administrators, teachers and staff. Include examples of position postings and provide information about how and where searches are conducted.
- c. Provide a recruitment plan to attract, retain, and develop high-quality and diverse (e.g., race, ethnicity, gender, language) administrators, teachers and school staff.
- d. Provide human resource policies governing: hiring, discipline, dismissal, salaries and fringe benefits, personnel contracts, and affirmative action and benefit packages.
- e. Discuss teachers and administrator evaluation. Describe how the school will implement current Connecticut guidelines for educator evaluation.
- f. Specify professional development (PD) training that will be provided for administrators, teachers and staff, and identify goals.

## Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT

### IV. SCHOOL VIABILITY

#### 1. Facilities Plan – Please refer to the Education Specifications and ED049

- a. The Memorial Boulevard School was built in 1921. It functioned as a school until 2012. A complete renovation and addition is required to reopen as an arts magnet school.
- b. The Memorial Boulevard School is located at 70 Memorial Boulevard. We anticipate enrolling 525 students in grades 6-12. The City of Bristol has allocated \$13.3 million thus far toward city's the renovation costs. It is expected that the renovation will take approximately 3 years.
- c. Provide a timeline for securing a permanent site if the proposed facility is temporary. N/A
- d. Memorial Boulevard School sits at the gateway to the downtown area of Bristol. It is the lead building as you walk or drive down Memorial Boulevard a beautiful park with monuments to all US conflicts and wars. The ED049 application is in process.

#### 2. Financial Plan: 5 Year Cost Projection Required - To be created

~~**For New Schools:** The financial plan must reflect all expenses for all commitments through the school's fifth year of operation, and include a budget narrative. Financial projections must document sources of revenue including the state per pupil magnet grant and other revenue (amounts and sources of federal, state, and private grants); list salary and benefit costs for each position, and include job descriptions for each position.~~

- ~~a. Provide a budget statement detailing costs for start-up activities not reflected in the projected five-year budget statement; include a budget narrative that explains the amounts reported in the budget by line item and by year.~~
- ~~b. If partnering with another district/organization/institution, list the financial contributions, if applicable, for each district/organization/institution.~~
- ~~c. Specify proposed tuition rates, if applicable, by resident/non-resident student, grade, for each of the first 5 years of operation.~~
- ~~d. Identify the school's fiscal structure. Specify how budgets and funding will be managed; include job descriptions for fiscal staff positions, and include required qualifications and job duties.~~
- ~~e. Describe the fiscal accountability controls and policies that will be utilized to monitor and maintain the school's fiscal health and viability.~~

~~**Existing Magnets:** Include a 2-year financial plan.~~

#### 3. Self-Evaluation and Accountability

- a. Every Bristol school is required to create a School Success Plan. Among the goals are those tied to the State Accountability Plan, including individual and grade level progress toward proficiency, closing the achievement gap, reducing chronic absenteeism, and readiness for post-secondary life and education. Each School Leadership Team measures their SMART goals and submits those data to the District Data Team for review and feedback.

#### 4. Action Steps and Timeline for Opening - TBD

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- a. Provide a chronology of key activities/action steps to facilitate successful school opening. The timetable should include, but not be limited to:
  - i. Outreach to potential partners
  - ii. Recruiting and hiring high-quality diverse teachers and administrators
  - iii. Curriculum Development
  - iv. Marketing and Recruitment Action Plan
  - v. Application, lottery and notification processes
  - vi. Enrollment Management Plan
  - vii. School Calendar for the first 2 years of operation; include hours of regular and extended day operation.

### 5. Transportation

- a. Students will be transported if they live more than 1.5 miles from the school.
- b. Theatrical, dance and music troupes will meet during extended school hours in addition to the course requirements.
- c. Projected transportation costs for 5a and 5b, above **TBD**

### Appendix A. Demographics of the School

2017-18 baseline student enrollment	Total Student Enrollment	Economically disadvantaged (percentage)	K-12 Students who are not fluent in English (percentage)	Special needs students (percentage)	Total Minority (percentage)
<b>Grade 6</b>	<b>75</b>	<b>46%</b>	4%	15%	39%
<b>Grade 7</b>	<b>75</b>	<b>46%</b>	4%	15%	39%
<b>Grade 8</b>	<b>75</b>	<b>46%</b>	4%	15%	39%
<b>Grade 9</b>	<b>75</b>	<b>46%</b>	4%	15%	39%
<b>Grade 10</b>	<b>75</b>	<b>46%</b>	4%	15%	39%
<b>Grade 11</b>	<b>75</b>	<b>46%</b>	4%	15%	39%
<b>Grade 12</b>	<b>75</b>	<b>46%</b>	4%	15%	39%
<b>TOTAL</b>	<b>525</b>				

### Appendix B. Projected total enrollments by grade

		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
6 <sup>th</sup>	Resident	75	75	75	75	75	75

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grade	TOTAL	75	75	75	75	75	75
7 <sup>th</sup>	Resident	75	75	75	75	75	75
grade	TOTAL	75	75	75	75	75	75
8 <sup>th</sup>	Resident	75	75	75	75	75	75
grade	TOTAL	75	75	75	75	75	75
9 <sup>th</sup>	Resident	75	75	75	75	75	75
grade	TOTAL	75	75	75	75	75	75
10 <sup>th</sup>	Resident	75	75	75	75	75	75
grade	TOTAL	75	75	75	75	75	75
11 <sup>th</sup>	Resident	75	75	75	75	75	75
grade	TOTAL	75	75	75	75	75	75
12 <sup>th</sup>	Resident	75	75	75	75	75	75
grade	TOTAL	75	75	75	75	75	75
All grades	Resident <b>TOTAL</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>

Appendix C. Application Process Timeline

Process	Deadline
Brochures and application materials created and/or revised and printed.	Winter/spring prior to opening
Presentations given, broadcasts booked, and printed materials disseminated	Winter/Spring prior to opening
Applications received and processed	April prior to school opening
Lottery selection and waiting list establishment	April prior to school opening
Acceptance confirmation received from parents, records requested from sending schools	May
Waiting list notification	May
New student and parent orientation sessions, pre-testing, remediation sessions	May
New teaching staff interviewed and hired	June - August
Transportation routes and student schedules finalized and sent to parents	July August

Appendix E – Sample Draft Handbook

**2016-17 Student and Parent/Guardian Handbook**

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### **PREFACE**

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures. Information contained in this handbook is subject to revision or elimination from time-to-time without notice either through a Board of Education policy revision or change in state or local statutes.

This booklet is written for our students and their parents. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address students not directly as “you” but rather as “the student,” “students,” or “children.” Likewise, the term “the student’s parent” may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the District’s Student Code of Conduct which is intended to promote school safety and an atmosphere conducive for learning.

Board of Education policies are located on the district website at <https://www.bristol.k12.ct.us> , Board of Education, BOE Policies.

### **EQUAL OPPORTUNITY - Policy 5000**

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

The designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 is:

Deputy Superintendent Susan Kalt Moreau, Ph.D. may be reached at 860.584.7007 or [suemoreau@ci.bristol.ct.us](mailto:suemoreau@ci.bristol.ct.us)

### **ADMISSION/PLACEMENT - Policy 5111**

A student seeking enrollment in a Bristol school for the first time or following attendance in another Connecticut public school district, out-of-state attendance, or private school attendance should contact the principal. A student who is transferring from non-public schools or schools outside the district will be placed at his/her current grade level pending evaluation and observation of the student after such assessment and consultation with the parents, the principal will determine the grade placement of the child.

A student who has attained the age of seventeen and who has voluntarily terminated enrollment in the district’s schools and subsequently seeks admission may be denied readmission for up to ninety school days from the date of such termination unless such student seeks readmission to the District not later than ten school days after such termination in which school accommodation will be provided not later than three school days after such student seeks readmission. A student,

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nineteen years of age or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

### **AMERICAN WITH DISABILITIES ACT AND SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 of the Rehabilitation Act of 1973 ensures support for individuals with disabilities. Individuals with disabilities are provided a free and appropriate education (FAPE), and are accommodated and employed without discrimination related to their disabilities.

Section 504 prohibits discrimination against persons with disabilities (both students and staff members) by school districts receiving federal assistance of any kind for any program or activity. Districts may not discriminate against any person with a disability, regardless of whether the program or activity in which that person is involved receives federal funding directly.

Section 504 is not an aspect of special education, but is, rather, a responsibility of the comprehensive general public education system. Unlike an eligibility system based on clinic categories of disabilities, Section 504 works on a more functional premise. Under 504 [29 U.S.C. & § 706(8)] a person is considered to have a disability if that person:

1. has a physical or mental impairment which substantially limits one or more of such person's major life activities;
2. has a record of such an impairment, or
3. is regarded as having such an impairment

Should you have any questions regarding Section 504, please call either your child's school principal or the Civil Rights Coordinator, Dr. Susan Kalt Moreau at 860-584-7007.

### **ASBESTOS**

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Request to review these plans may be made in the school office.

### **ATTENDANCE - Policy 5113**

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly. Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence.

Absence means an excused absence, unexcused absence, or out-of-school suspension.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student

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serving an out-of-school suspension or an expulsion will always be considered absent. A student engaged in 'dual enrollment' such as enrollment in college courses or military training are not considered absent if they produce certifying documentation.

The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the school district offices.

A child whose total number of absences at anytime during a school year is equal to or greater than 10% of the total number of days that the student has been enrolled at the school during the school year is considered a "chronically absent child." The child will be subject to review by the district and/or the school attendance team.

### **Absence**

Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods. When a parent determines that an absence is necessary, parents are requested to contact the school early in the morning on the day of the absence by telephoning the school.

### **Excused Absence Policy [Form available in school office]**

A student's absence from school shall be considered "excused" if a 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.
- B. Students receive an excused absence for the tenth absences and all absences thereafter, when they are absent from school for the following reasons:
  1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.
  2. Students observance of a religious holiday.
  3. Death in the student's family or other emergency beyond the control of the student's family.
  4. Court appearances which are mandated. (Documentation required)
  5. The lack of transportation that is normally provided by the district other than the one the student attends.
  6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines.
  7. Additional 10 days for children of service members on active duty.

The responsibility for makeup of work lays with the student, not the teacher. Unless a student has an extended illness, all makeup privileges must be completed within 5 days after the student returns to school.

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### **Unexcused Absence**

Unexcused absences are those which do not fall under any of the excused absences. Students who have unexcused absences may be denied makeup privileges if these become excessive or the marking period ends..

Absences which are the result of school or district disciplinary action are excluded from the definitions.

### **Chronic Absenteeism**

A student who misses 10 percent or greater of the total number of days enrolled in the school year for any reason is considered to be “chronically absent”. It includes both excused and unexcused absences. For example, children who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 days of school for any reason. Such a student will be subject to review by the attendance review team and the chronic absenteeism prevention and intervention plan developed by the State Department of Education.

### **How to Report A School Absence**

If a child is going to be absent or tardy, parents should call the main office. In addition to the phone call, parents are also required to provide a written note explaining the absence or tardy. If a child is dismissed from school through the health room and is not allowed to return to the next day, the school nurse may complete an excused absence form for that day. If a student presents with a fever, they are unable to return to school until they are FEVER-FREE FOR 24 HOURS.

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 school administrator meets regularly with the district attendance officer to review student attendance and develop specific strategies for improving student attendance.

### **Make Up Work**

A student will be permitted to make-up class work, tests, and projects within the time specified by the teacher.

### **Arrival at School**

Bus students will arrive at school according to the times established by the bus company.

Walkers should arrive at school in time for the 8:55 bell. Please establish an appropriate time for your child to leave for school.

Under no circumstances should students arrive at school prior to 8:35. There is no supervision prior to this time.

### **Early Dismissal**

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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.

In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. When the parent arrives to pick up the student, the parent must come to the office. The office will call the student from the classroom. If the office staff does not recognize the parent, identification will be requested. The parent will also be required to sign a dismissal booklet.

If someone other than a parent/guardian picks up the student, the person appearing in the school office should bring written authorization from the parent/guardian. Pick up person must provide a valid form of identification. This person will also be required to sign a dismissal book.

### **End of Day Dismissal**

Students will be dismissed at 3:25 on M, T, Th, F and at 3:00 on Wednesday. Students are expected to leave school grounds upon dismissal unless requested to stay by a teacher or unless they are involved in a supervised after school program.

### **Participation in School Activities**

Students who are absent or dismissed due to illness may not participate in school activities on that day or evening.

### **Tardiness**

Students who are not in the classroom by 9:05 are considered tardy and must report directly to the office with a parent or guardian present. A student who has not signed in at the office but is found on school grounds will also be considered tardy. All tardy arrivals will be considered unexcused unless a valid reason/documentation is given by parent or guardian. A student who is repeatedly tardy may be considered truant. Students may be subject to disciplinary action, including suspension, if the principal determines that tardiness is excessive.

### **Ttruancy**

A student age five to eighteen inclusive with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered truant. Disciplinary action may include detention or other progressive discipline. Tests and academic work missed in class that day may be recorded as a zero grade. However, the student is encouraged to obtain missed work from their teacher to avoid a significant academic penalty.

Parents have the responsibility to assist school officials in remedying and preventing truancy. The Superintendent of Schools will file a written complaint with Superior Court Juvenile Matters if the parent fails to cooperate with the school in trying to solve the student's truancy problem.

### **AUTOMATED PHONE MESSAGING SYSTEMS**

The Bristol Public School system uses an automated phone messaging system which gives school administrators the ability to easily contact parents/guardians immediately of news that

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needs to be communicated. Administrators have the ability to send personally prerecorded messages to the entire school community, or they can tailor transmissions to smaller groups, when needed. The system allows the District to program up to three numbers for each parent/guardian of a District student. (home phone, work phone, cell) and an e-mail address.

### **BOARD OF EDUCATION**

Board members are unpaid elected public officials with the responsibility for governance of the school district. The members of the Bristol Board of Education are:

Chairperson:	Christopher Wilson
Vice-Chairperson:	Karen Vibert
Secretary:	Karen Hintz
Members:	Jeffrey Caggiano
	Jennifer Dube
	Joseph Grabowski
	Thomas O'Brien
	David Scott
	Tina Taylor

In order to perform its duties in an open and public manner and in accordance with state law, the Bristol Board of Education holds regular business meetings on the first Wednesday of each month at 7:00 PM in the auditorium of the Bristol Board of Education building. Parents, students and other community members are encouraged to attend.

### **BULLYING - Policy 5131.911, 5131.913**

Bullying of a student by another student is prohibited. Such behavior is defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed to another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student's property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such students,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

Examples of bullying include, but are not limited to:

1. Physical violence and attacks

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2. Verbal taunts, name-calling and put-downs including ethically-based or gender-based verbal put-downs
3. Threats and intimidation
4. Extortion or stealing of money and/or possessions
5. Exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental physical, developmental, or sensory disability.

Student who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victims,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school, are subject to appropriate disciplinary action up to and including suspensions, expulsion and/or referral to law enforcement official.

Student and/or their parent may file a written report of conduct they consider bullying [Policy 5131.911 Appendix D]. Students may also make an informal complaint of conduct that they consider to be bullying by verbal report to any school employee, who will promptly reduce the complaint to writing and forward it to the Safe School Climate Specialist for review and action.

Students and parents are permitted to make anonymous reports of bullying. Parent written reports and student anonymous reports will be investigated by the Safe School Climate Specialist but no disciplinary action shall be taken solely on the basis of an anonymous report.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

### **BUS CONDUCT - Policy 5131.1 - SEE TRANSPORTATION**

### **CAFETERIA**

All eating is to be done in the cafeteria or in designated areas. Food is not permitted elsewhere in the building. Rules of cleanliness are to be observed at all times. Misconduct in the cafeteria may

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be cause for receiving an assigned seat or forfeiting the right to eat in that location or such other disciplinary action deemed appropriate for the misconduct.

The District participates in the National School Breakfast and Lunch Program and offers to students nutritionally balanced meals daily. Free and reduced price breakfast/lunches are available based on financial need. Applications for free or reduced lunch are sent home on the first day of school. If your child was on free or reduced lunch last year, he/she will be able to participate in this program until approximately mid September when all new applications will be processed. You must complete a new application each year for each child.

It is the intent of the Board of Education that schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages offered for sale to students, must meet federal and state standards and guidelines.

In conformity with applicable law, necessary accommodations will be provided, where required, for students with food allergies, including emergency procedures to treat allergic reactions which may occur. The school nurse should be contacted to initiate a medical plan.

### **Breakfast/Lunch Program**

A full breakfast is offered to children each morning from 8:35-8:55 a.m. Participation is voluntary. Students eligible for free or reduced lunch prices qualify for the same for school breakfast. Lunch is served at midday. ~~Children may eat hot or cold lunch on a daily basis.~~ Menus are sent home at the beginning of each month and are available on our website.

### **Payment for Meals**

We encourage prepayment of meals for your child's convenience. You may pay by check written out to Bristol School Food Services and send it with your student to school, or pay online at [www.mylunchmoney.com](http://www.mylunchmoney.com). A nominal processing fee will be charged by the third-party vendor, and it could take 1-2 business days for the funds to be available in the student's account. You can also receive E-mail notification of your child's account balance if you set up the account that way. Students use their school ID number at the cash register for pre-purchased meals.

Charging Policy: Students in elementary schools may charge up to two lunch values should they run out of money in their accounts. After that a student will be afforded a lunch which meets Federal Guidelines containing a cheese sandwich, vegetable servings, fruit servings, and a carton of milk from our milk selection. This policy is strictly enforced in our schools. Parent will be notified to send meal money with their child or use the on-line payment system through the district website.

### **CHANNELS OF COMMUNICATION**

If there is a question about a student's classes or work in school, it is best to first contact the person who is closest to the situation. In most cases this is the teacher. The proper channeling of complaints regarding instruction, discipline or learning materials is (1) teacher, (2) principal, (3) superintendent, (4) board of education .

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### **CHEATING/PLAGIARISM (Academic Integrity) - Policy 5143**

Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character. That is inconsistent with District goals and values. All forms of cheating and plagiarism are not acceptable. The misrepresenting by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism shall be academic in nature unless repeated incidences require disciplinary action. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation.

### **CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT – Policy 5141.4**

All school employees, including teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm or sexual assault by a school employee to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive yearly training in their use.

Reporting of child abuse, neglect and sexual assault by a school employee is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse, neglect or a sexual assault a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

Concerned citizens may also file reports by calling the Department of Children and Families at 1-800-842-2288. The State will honor anonymity for as long as possible and appreciates notification of incidents that place children's welfare in jeopardy.

### **CLASS PLACEMENT**

Every effort will be made to place students with teachers where a positive student-teacher relationship will be established. Parents will have an opportunity to provide information relative to placement. The final decision for placement rests with the principal or his/her designee.

### **COMPUTER RESOURCES – Policy 5131.81**

District resources have been invested in computer technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement regarding appropriate use of these resources. Violations of this agreement may result in withdrawal of privileges and other disciplinary action.

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Students and parents should be aware that e-mail communications, using district computers, are not private and may be monitored by staff. Students may not access social media sites using District equipment, while on District property, or at a District sponsored activity unless the posting is approved by a teacher.

The District reserves the right to monitor, inspect, copy, review and store at anytime and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such material.

Federal law requires the district to place filtering devices on school computers to block entry to visual depictions that are obscene, pornographic, harmful or inappropriate for students as defined in the Children's Internet Protection Act and as determined by the Superintendent or his/her designee.

The Board of Education is committed to aiding students and staff in creating a 21st Century learning environment. Therefore students (plus staff) will be permitted to access the District's wireless network with their personal devices during the school day at district high schools. With teacher approval, students may use their own devices to access the Internet and collaborate with other students.

Students and parents/guardians participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the Computer Acceptable Use policy. HIGH SCHOOL, NE, Ivy Drive - OTHER SCHOOLS LEAVE THIS PARAGRAPH OUT

### **CONDUCT - Policy 5114**

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. The district has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off campus school-related misconduct, regardless of time or location.

Student responsibilities for achieving a positive learning environment in school or school related activities include:

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed appropriately *Policy 5132 Dress Code*
4. Showing respect toward others.
5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Abiding by the code of conduct.
8. Obeying all school rules, including safety rules, and rules pertaining to Internet safety.
9. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.

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10. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.

Students at school or school-related activities are prohibited from:

1. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination and wrongfully obtaining test copies or scores.
2. Throwing objects that can cause bodily injury or damage property.
3. Leaving school grounds or school-sponsored events without permission.
4. Directing profanity, vulgar language, or obscene gestures toward other students or staff.
5. Disobeying directives from school personnel or school policies, rules, and regulations.
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
7. Playing with matches, fire, or committing arson.
8. Committing robbery or theft.
9. Damaging or vandalizing property owned by the school, other students, or school employees.
10. Disobeying school rules on school buses.
11. Fighting, committing physical abuse, or threatening physical abuse.
12. Committing extortion, coercion, or blackmail; that is, forcing an individual to act through the use of force or threat of force.
13. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence.
14. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.
15. Assaulting a teacher, staff member or other individual.
16. Selling, giving, delivering, possessing, using, or being under the influence of drugs such as: marijuana; a controlled substance or drug; or an alcoholic beverage.
17. Possessing a deadly weapon, dangerous instrument, firearm, martial arts weapon, or weapon facsimile.
18. Prescription drugs which are given to person other than who the drug is prescribed.
19. Smoking or using tobacco products, including electronic nicotine delivery systems (e-cigarettes) and vapor products.
20. Hazing, bullying
21. Behaving in any way that disrupts the school environment or educational process.
22. Using electronic devices during the school day in school buildings, without prior approval of the principal.
23. Violating the district's Internet Safety policy and/or Online Social Networking Policy..
24. Using or possessing a laser pointer on school grounds, while using district transportation, or while attending school-sponsored or school-related activities, whether on or off school property is prohibited unless under a staff member's supervision and in the context of instruction.
25. Cheating, plagiarizing.

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26. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or another employee, or a fellow student.
27. Taking, storing, disseminating, transferring, viewing or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.
28. Violating any state or federal law which would indicate that the student presents a danger to any person in the school or to school property.

### **Out of School Misconduct - Policies 5114 & 5131.8**

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive of the educational process and is a violation of publicized Board of Education policy, even if such conduct occurs off-school property and during non-school time. In determining whether conduct is “seriously disruptive of the education process” for purposes of suspension and expulsion, the administration in cases of suspension, and the Board of Education or impartial hearing board, in matters of expulsion may consider, but consideration is not limited to (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

Examples of off-school conduct that may result in such discipline include but are not limited to:

1. Sale, possession, use, or distribution of dangerous weapons, including martial arts weapons;
2. Use, possession, or distribution of illegal drugs;
3. Violent conduct;
4. Making of a bomb threat;
5. Threatening to harm or kill another student or member of the staff; where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

### **Dangerous Weapons and Instruments**

No guns, knives or any other objects, including martial arts weapons and facsimiles of weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as, appropriate disciplinary action. Any student found to possess a weapon on school grounds or during a school-activity will be expelled from school.

### **Dress Code - Policy 5132**

Student dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive or contrary to law.

Items that are specifically prohibited under this policy include but are not limited to the following:

1. Shoes, boots or sneakers which mark the floor or have wheels

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2. “See through” style and/or mesh style shirts or blouses, midriff tops, backless tops, halter-tops or tank tops
3. Flip-flops or thong style sandals at the elementary level
4. Underwear worn as outerwear, including sleepwear
5. Jackets, coats or boots normally worn as outerwear
6. Hats, caps bandannas or headgear except those worn to established religious customs
7. Short shorts and cutoffs
8. Face coverings
9. Sunglasses
10. Any article of clothing (including jackets, shorts, hats and bandannas), jewelry or other items which is identifiable as a known symbol of gang membership or affiliation.

### **Smoking – Policy 5131.6**

Student shall not smoke or use tobacco products or e-cigarettes or vapor product devices on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.

### **Substance Abuse – Policy 5131.6**

The school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to disciplinary action.

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity or program, other than use for a valid medical purpose as documented by a physician.

Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems. Every effort will be made to offer student assistance, including early identification, referral for treatment to private or community agencies and aftercare support.

Disciplinary procedures will be administered with the best interests of the student, school population and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that substance abuse is illegal and subject to criminal prosecution. Unauthorized possession, distribution, sale or consumption of dangerous drugs, narcotics or alcoholic beverages are considered grounds for expulsion.

Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems. A staff member who is contacted by a student regarding a drug or alcohol problem may elect to keep that information confidential and not disclose it to any other person in accordance with state law. However, the student will be encouraged at the earliest appropriate time to seek help from parents or guardians.

In such cases, the decision to involve the parents/guardians will be arrived jointly by the student and educator unless, in the judgement of the educator, the mental or physical health of the

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student is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parents/guardians and health officials will be notified so that appropriate action can be taken.

### **CYBER BULLYING – Policy 5131.913**

The District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly known as cyber bullying, are unacceptable, a violation of District policy and of the District's acceptable computer use policy and procedures. Cyberbullying means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Cyber bullying includes, but is not limited to, such misuses of technology as harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text message, digital pictures or images, or website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material may be disguised or logged on as someone else.

Students and community members, who believe they have been the victims of such misuses of technology as described, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the Safe School Climate Specialist, the Principal or Director of Technology. All reports of cyberbullying will be investigated by the Safe School Climate Specialist.

In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operation of school. Also, such conduct must be violative of a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a teacher or student.

Disciplinary action may include loss of computer privileges, detention, suspension or expulsion. A communicated threat or a hate crime will be reported to the police.

Students will be provided instruction about appropriate online behavior.

### **DEFIBRILLATORS IN SCHOOLS (AED)**

Each school will have (1) one automatic external defibrillator (AED). The directions for use are on the equipment.

### **DISCIPLINE – Policy 5114**

A student who violates the district's code of conduct shall be subject to disciplinary action. The Bristol Public Schools disciplinary actions may include using one or more discipline management techniques, such as detention, removal from class, removal to an alternative education program, in school suspension, out of school suspension, and expulsion. Disciplinary

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measures will be appropriate for the offense. In addition, when a student violates the law that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to an including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off-school property and during non-school time.

### **Expulsion**

The administration may remove a student from all classes when the student deliberately causes a serious disruption to the teaching and learning process within the classroom.

Prior to an expulsion hearing, information concerning legal services that are provided free of charge or at a reduced rate that are available locally and how to access such services shall be provided to the student and his/her parent or guardian.

The Board of Education may expel a student in grades 3 through 12 inclusive, from school privileges if, after a full hearing, the Board finds that the student's conduct endangers person(s), property or the educational process or is in violation of a publicized Board policy. Students who have been expelled may be eligible for an alternative educational program.

Expulsion from school will result in the loss of all extracurricular and social privileges during the period of expulsion.

For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program does not require the student or the parent/guardian of the student to pay for participation in the program.

Students in grades kindergarten through grade 12 inclusive are subject to mandatory expulsion for the possession and/or use of weapons, including martial arts weapons, or other dangerous instruments in any school building, on school grounds, in any school vehicle, or at any school sponsored activity for a calendar year. A student in grades kindergarten through grade 12 inclusive, who offers illegal drugs for sale or distribution on or off school grounds is also cause for expulsion for a calendar year. The Board may modify the expulsion period on a case-by-case basis.

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled will be included on the student's cumulative education record. The record will be expunged if the student graduates from high school and the expulsion were not for weapon possession and/or for the sale or distribution of illegal drugs.

An expelled student may apply for early readmission to school. Such readmission is at the discretion of the Board of Education (unless the Board has delegated authority for readmission decisions to the Superintendent.) The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

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If students expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, has never been suspended and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion will be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets other Board required conditions.

A district student who has committed an expellable offense who seeks to return to a District school after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District will not expel the student from any additional time for the offense(s).

### **Removal from Class**

All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.

### **Suspension**

The administration may suspend a student for infraction of school rules. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. School administrators will determine, using state guidelines, whether the suspension will be in-school or out-of-school.

Students in preschool through grade 2, inclusive, may only receive in-school suspensions, unless, after an informal hearing, the administration determines that an out-of-school suspension is appropriate based on evidence that the students conduct on school grounds is of a violent or sexual nature that endangers persons.

However, no student shall be suspended without an informal hearing before the building principal or his/her designee at which time the student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, unless circumstances surrounding the incident require immediate removal. In such instance the informal hearing will be held during the suspension.

Suspension from school will result in loss of extracurricular and social privileges during the period of suspension.

### **DISTRIBUTION OF MATERIALS – Policy 1140**

Printed materials may be distributed to parents by students as a means of communications. All requests from groups or individuals to have students distribute materials to the community, with the exception of school-connected organizations; will be referred to the office of the superintendent to determine whether the request complies with school policy.

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The principal or his/her designee may approve such distribution providing:

1. The organization must have a direct relationship with the City of Bristol.
2. The material is related to the school, community, local recreational or civic activity.
3. The material does not relate to any religious belief or activity, or promote private gain.
4. The material does not promote any outside governmental political party, candidate or position.
5. Does not promote profit making organizations.
6. Does not advocate a position regarding a referendum or other political notification or question.

### **ELECTRONIC DEVICES AND GAMES – Policy 5131.81/6141.328**

Students may possess privately owned technological devices (e.g., cell phones) on school property and/or during school-sponsored activities. These electronic devices may not be used during instructional time, unless the device falls under the purview of the BYOD policy. Without such permission, the items will be collected by teachers and given to the principal. The principal will determine whether to return the item at the end of the day to be taken home by the student or whether the parent will be contacted to pick up the item. Any disciplinary action will be in accordance with the Student Code of Conduct. In no case will any personal communication device be allowed that provides for a wireless, unfiltered connection to the Internet or which has the capacity to take photographs of any kind. Students found to be using any electronic communication devices in violation of Board policy and school rules shall be subject to disciplinary action. Further, a student may be disciplined for creating and/or distributing written or electronic material, including Internet material and blogs, that cause substantial disruption to school operations or interferes with the rights of other students or staff members.

Taking, sending, sharing, viewing or possessing pictures, emails or other material of a sexual nature in electronic or any other form on cellphones or other electronic devices is prohibited in the school setting and on school-sponsored activities and will be reported to the police or DCF for investigation..

### **EMERGENCY SCHOOL CLOSING INFORMATION**

In the event school is closed because of bad weather or another emergency, announcements will be made on radio and television stations. Emergency closings will also be posted on the district website ([www.bristol.k12.ct.us](http://www.bristol.k12.ct.us)) as well as sent via a district-wide communication system.

### **EMERGENCY PREPAREDNESS**

Students will practice keeping safe in case of fire, weather problems or other emergencies. These drills are known as fire, lockdown or evacuation drills and are held at regular intervals as required by state law. When a drill or actual emergency is signaled, students must follow teacher directions. In the event of an evacuation, students must follow the exit directions posted in each classroom and are to proceed along the posted exit routes in a quick, quiet, and calm manner. Students should not return to the building until the return signal is given.

### **ENGLISH LANGUAGE LEARNERS (ELL)**

Students with limited English proficiency will be evaluated and provided tutorial services as deemed necessary through such assessment. Parents will be informed of course options for their child. Parents of English language learners participating in a language instructional program will

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be notified within 30 days of their child's placement in the program. The notification will include an explanation of why, a description of the program, and the parent's rights to remove their child from the LEP program. In addition, the notification will explain how the program will help the child to develop academically, learn English and achieve the standards necessary for promotion.

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance, and tutoring. Students after 30 months in a bilingual program will not be offered additional bilingual education.

### **EXEMPTION FROM INSTRUCTION**

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS), or Family Life and Sex Education upon receipt of a written request for such exemption from his/her parent or guardian. In addition, a student will be excused from participating in, or observing animal dissections as part of classroom instruction upon a written request from the student's parent or guardian. The student must complete an alternate assignment determined by the school.

### **EXTRACURRICULAR ACTIVITIES**

#### **Clubs and Performing Groups**

Student clubs, performing groups, athletic teams, and other extracurricular activities may establish rules of conduct for participants that may be stricter than those of general student rules.

#### **Social Events**

Social events may be scheduled periodically during the school year. Only legally enrolled students of this school may attend social events unless other arrangements have been made and approved by the administration. Students are expected to dress appropriately for all social events. Standards of dress, admission costs, and other pertinent instructions for a particular event will be announced prior to the event.

### **FACILITIES**

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are expected to remain in the area in which their activity is scheduled to take place.

After dismissal and unless involved in a teacher/staff supervised activity, students are expected to leave the campus immediately.

### **FEES**

Materials that are part of the basic educational program are provided without charge to students. A student is expected, however, to provide his or her own supplies of pencils, erasers, and notebooks. The student may be required to pay certain other fees or deposits, including:

1. Club/Class dues.
2. Security deposits.
3. The materials for a class project that the student will keep.

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4. Personal physical education and athletic equipment and apparel.
5. Voluntary purchases of pictures, publications, class rings, yearbooks, etc.
6. Student accident insurance.
7. Insurance on school-owned instruments, instrument rental and uniform maintenance.
8. Student identification cards.
9. Fees for damaged library books and school-owned equipment.
10. Fees for driver training courses, if offered.

### FIELD TRIPS

Field trips may be scheduled for educational, cultural, or extracurricular purposes. Any student whose behavior is considered detrimental to the well-being of other students may be barred from participation by the principal. While on a trip, all students are considered to be “in” school. This means that conduct and dress standards will be appropriate for the field trip activity. Students may be denied the privilege of attending a field trip if they have violated school rules and are suspended or specifically excluded from a particular trip. **Parents are responsible for picking their child up from a field trip should their behavior become unsafe. Chaperones are expected to adhere to all school policies** (Policy 6153).

### FINANCIAL ASSISTANCE

Students should not be denied opportunity to participate in any class or school sponsored activity because of inability to pay for material fees, transportation costs, admission prices, or any other related expenses. Any student who needs financial assistance for school activities should contact a guidance counselor, advisor or administrator to request confidential help.

### FIRST AMENDMENT RIGHTS

No expressed idea will be suppressed because it is not shared by the majority. However, expressions which involve false statements, disruptive or potentially dangerous content, the use of obscenities, and advocacy of violation of law or school regulations are unacceptable.

### FOOD ALLERGIES – Policy 6142.101

The school is committed to providing a safe environment for students with food allergies and to support parents regarding food allergy management. A plan based upon guidelines promulgated by the State Department of Education will be implemented for each student for the management of students with life-threatening food allergies and glycogen storage disease. **WHO DETERMINES WHETHER FOOD ALLERGY IS LIFE THREATENING? CAN A DOCTOR'S NOTE BE USED TO DETERMINE THIS? YES.**

Substitutions to the regular meal provided by the school, when known in advance, will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal services will be provided in the most integrated setting appropriate to the needs of the disabled student. **An Individualized Health Care Plan (IHCP) and an Emergency Care Plan (ECP) shall be developed and implemented for students identified with food allergies *identified by a physician*. Such students may also be eligible for accommodations and services under Section 504 and special education law.**

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A student with glycogen storage disease is permitted to have a parent/guardian or a person they so designate to provide food or dietary supplements on school grounds during the school day.

### **FUND-RAISING – Policy 1324 Appendix B**

Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the Superintendent in compliance with policy

Any food items sold as part of any fund-raising activity must meet the nutritional standards published by the Connecticut Department of Education. Beverage or foods not allowed for sale during regular school hours may be sold provided (1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend, (2) the sale is at the location of such event, and (3) the food or beverage are not sold from a vending machine or school store.

### **GRADING SYSTEM – Policy 6146.1**

Elementary progress reports are issued 3 times each year. Grades recorded for students are determined by the teacher, and the determination of the student's grade by the teacher, in the absence of clerical or mechanical mistakes, fraud, bad faith, or incompetency, shall be final.

### **GREEN CLEANING PROGRAMS**

The program provides for the procurement and proper use of environmentally preferable cleaning products in the school. The cleaning products used meet standards approved by the Department of Administrative Services and minimize potential harmful effects on human health and the environment. Parents/Guardians may request a written copy of the District's policy pertaining to the green cleaning program and a written statement which includes the names and types of environmentally preferable cleaning products used in the school and where in the building they are applied; the schedule for applying the products; and the names of the school administrator or designee whom the parent/guardian or student may contact for more information.

***“No parent, guardian, teacher, or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect” (a required statement by law).***

### **GUIDANCE AND COUNSELING**

Social services and counseling are rendered by professionally qualified members of the school staff. The responsibilities of the school psychologist and/or support staff include helping the student function more successfully within the school environment. The district's comprehensive counseling program strives to assist students in acquiring critical skills in the academic, career, and personal/social aspects of development.

School psychologists will use a variety of methods to assist students in overcoming barriers to learning, to make strong connections with the educational opportunities in the school and to ensure that every child learns in a safe, healthy and supportive setting.

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Referral for psychological and/or psychiatric assistance by other social services agencies within or outside the school may also be recommended. Please note: The school will not conduct a psychological examination, test, or treatment without first obtaining the parents/guardian's written consent.

### **HARASSMENT STATEMENT – Policy 5131.91/5145.5**

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, sexual orientation, gender identity or expression, or any disability they may have. The District has zero tolerance for harassment of any kind. Students are expected to treat other students and district employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop.

Parents are urged to reinforce with their child(ren) that if he/she is harassed or sees harassment happening to someone else that he/she should report the behavior to a teacher or the principal. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which they become aware by calling attention to this policy or by direct disciplinary action, if necessary.

A student who believes he/she has been harassed is encouraged to report the incident to an administrator. The allegations will be investigated and addressed and appropriate disciplinary action taken, where necessary.

### **HAZING ACTIVITIES – Policy 5131.91**

Hazing, bullying or abuse of students or staff will not be tolerated. Any student who engages in an act that injures, degrades or disgraces another student or staff member, disrupts the educational process, or interfere with a student's opportunity to obtain an education shall be subject to appropriate disciplinary action.

### **HEALTH SERVICES**

The Bristol-Burlington Health District nursing staff provides comprehensive school health services designed to promote and protect optimal health of Bristol school children. Frequently performed activities include: providing mandated screenings for vision and scoliosis; administering emergency care and first aid; evaluating student illness and providing nursing care; administering medication during school hours; controlling communicable diseases; and serving as a school/community/health care provider liaison.

**School Dental Program:** With signed consent by a parent/legal guardian, the Bristol-Burlington Health District registered dental hygienists provide an examination of teeth and gums in all elementary school children as well as a dental cleaning as needed. The dental hygienist also documents findings with recommendations for follow up care with a dentist.

The school health office is designed to provide care to students who become ill or are injured while in school.

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### **Administration of Medication**

Parents of students requiring medication during school should contact the school nurse. Special forms are required to permit the administration of medicine in school. They are available from the school nurse. All medication must be in original container with proper labels. A student may NOT transport medication to school under any circumstance.

In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician's, dentist's or advanced practice registered nurse's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

A student with asthma or an allergic condition may carry an inhaler or an epi-pen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or epi-pen at all times to ensure prompt treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

A school nurse, or in the absence of the nurse, a "qualified school employee" may administer epinephrine in a cartridge injector for the purpose of emergency first aid to students who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical professional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to his/her child.

A school nurse, or in the absence of the nurse, a "qualified/school employee" may administer anti-epileptic medication to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Written parental permission and written order from a physician is required.

A student with diabetes may test his/her own blood glucose levels if the student has written permission from his/her parents/guardian and a written order from a Connecticut licensed physician. The time or place of such testing shall not be restricted.

A school nurse or the principal will select a qualified school employee to, under certain conditions, give a glycogen injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. Written parental permission and written order from a physician are required.

The District does not allow the ingestion of marijuana for palliative (medical) use in any school, on school grounds or at school-sponsored activities, on or off school grounds.

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### **Communicable/Infectious Diseases**

Students with any medical condition which within the school setting may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse.

Before a child may return to school after an absence due to such condition, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

### **Disabilities**

School district will not discriminate on the basis of disability as required under ADA, IDEA and Section 504 and C.G.S. 10-76a and any similar law or provision.

### **Emergency Medical Treatment**

Parents are asked each year to complete an emergency information form for use by the school in the event of a medical emergency.

### **Health Assessment Requirements**

All students must present evidence of a physical examination upon enrollment. Physical examination must be conducted by a Physician (M.D. or D.O.), Physician Assistant (PA), or Advance Practice Registered Nurse (APRN) and must be documented on blue Health Assessment form. Blank copies may be obtained from school, physician's office, or Bristol-Burlington Health District. If a homeless student, as defined by federal statute, lacks immunization/medical records, the school will enroll the child and refer the parent/guardian to the district's homeless liaison.

#### **New Entrant**

- Health assessment/physical examination required for initial enrollment into Bristol public, private or parochial school.
- New entrant definition: new to Bristol school district including preschoolers and all students from another private, parochial, or charter school in the same or another community.
- One exception: students returning from private approved special education placements.

#### **Pre-Kindergarten and Kindergarten**

- Any three (3) year old child entering a pre-kindergarten program is required to have a health assessment dated September 1 of previous year.
- If a student enters a pre-kindergarten program as a three year old, the health assessment must be repeated before entrance into kindergarten.
- Any four (4) year old entering pre-kindergarten for first time is required to have a health assessment dated after September 1 of previous year.
- Any student entering kindergarten for the first time is required to have a health assessment dated after September 1 of the previous year.
- Physical must be dated after the fourth birthday.

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### **Students Entering From Other Connecticut Cities and Towns**

- Must have a health assessment that complies with Connecticut State Law
- Example: health assessment must be completed at time of school entry (usually kindergarten) and during grades 6, 9, and 10.

### **Students Entering From Other States**

- Must have a physical examination performed within one year of entering the Bristol School system.

### **Students Entering From Other Countries**

- Must have a physical examination done within one year of entry into Bristol School System.
- Physicals will be reviewed by Bristol-Burlington Health District's School Medical Advisor or Nurse Manager.
- Health assessments dated more than one year prior to the entry date will not be accepted.
- Students may be required to show proof of a recent Mantoux tuberculin test and/or a negative chest x-ray.

### **Health Records**

School nurses maintain health records using the Connecticut "Health Assessment and Record Form." These records are accessible to certified staff working with the child and to school health aides if permission is granted by the nurse or building administrator. Parents may request to inspect the health records of their child. Copies may be provided if requested. Original copies of the record are sent where a student transfers to another school in the state. If moving out-of-state, a copy will be forwarded. Health records are maintained for at least six years after the student graduates. The District will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPPA) to maintain the privacy of protected health information.

A diabetic student may test his/her own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of the student to conduct self testing. Such self testing shall be done in accordance with the guidelines issued by the Commissioner of Education.

**Homebound** Home instruction is available to students who are unable to attend school for medical and/or mental health reasons for a period of two weeks or longer as diagnosed by a physician, psychiatrist or the Planning and Placement Team. Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons.

### **Illness**

It is important that parents call the school in case of a student's illness. If a student is to be excused or limited for an extended period from participation in school activities, he/she is required to bring a statement signed by a physician. The school nurse is available to parents and students for conferences regarding health issues.

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If a child is dismissed from school through the health room and is not allowed to return to the next day, the school nurse may complete an excused absence form for that day. If a student presents with a fever, they are unable to return to school until they are FEVER-FREE FOR 24 HOURS.

### **Immunizations**

All students must be immunized against certain diseases and must present a certificate from a physical or local health agency. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided. The required immunizations are: Diphtheria, Tetanus, Polio, Pertussis, Measles, Mumps, Hepatitis A, Hepatitis B, Varicella (Chickenpox), Meningococcal, Pneumococcal, Rubella, Influenza and Hemophilus Influenza Type B.\* Parents or guardians of any children unable to have the mandated immunizations prior to initial school entry and the boosters as required in the later grades may have the immunizations, on the recommendation of the Board of Education, be paid by the town.

Parents/guardians wanting their children to be excused from immunizations if such immunizations are contrary to the religious belief of the child or of his/her parent/guardian must request such exemption in writing to the superintendent. The request must be officially acknowledged by any of the following: notary public, judge, clerk/deputy clerk of a court, town clerk, justice of the peace, attorney or school nurse. Such request must be made before initial entry into the school system and prior to entering grade 7.

In addition to the required immunizations for initial entry into school for kindergarten, regular and special education preschool programs, additional immunizations are required for entry into seventh grade and for entry into eighth grade and ninth or tenth grade. The school must enroll any homeless student even if the student is unable to produce the required medical and immunization records.

For further information regarding immunizations contact your school nurse.

### **HOMELESS STUDENTS**

Students who are classified as homeless under federal law and do not have a fixed residence will be admitted pursuant to federal law. Transportation will be provided to maintain a student in the school district in which they resided when the student became homeless in most cases. The local liaison for homeless children is Diana Berube, 860.584.7070.

### **HOMEWORK**

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals.

Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate worthwhile use of leisure time; and acquaint parents with the student's work in school.

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In order for homework to be an effective support for learning, the homework policy requires a partnership among the school system represented by the teacher, the student and their parents. Without this partnership in support of learning, students will not achieve their full potential.

### **INSURANCE**

School insurance is made available to families through a specific program. Brochures are distributed to all students at the beginning of each academic year. While the program is not mandatory, it is suggested that parents take advantage of the opportunity to provide adequate protection for their children while in school. Any such arrangements is contractual between the parent and insurance carriers and the Bristol Public School assumes no liability from disputes arising from such contract.

### **LOST AND FOUND**

Any articles which are found in the school or on school grounds should be turned in at the **(main office)**. Unclaimed articles will be disposed of (at the end of the school year). Loss or suspected theft of personal or school property should be reported to the main office.

### **LIBRARY/MEDIA CENTER**

Students are invited to use the books, magazines, newspapers, videos, CD's and other materials, including computers, located in the media center. Students are responsible for any material they sign out. Materials must be returned to the (librarian or the assistant) at the circulation desk. Students must pay for any materials they lose or damage. A student's grades, transcript or report card may be withheld until a student's obligation is met.

Guidelines have been established for the use of the Internet. Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions. It is the policy of the Board of Education that all student must sign an acceptable use policy which indicates that a student agrees to use the Internet exclusively for educational purposes. Each contract must also include a signature from the student's parent/guardian.

### **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)**

The federal No Child Left Behind Act requires schools selected to participate in this national testing program to notify parents of children who will be taking the test of their right to exclude their child. Parents also have the right to inspect all NAEP data, questions and assessment instruments.

### **PARENT CONFERENCES**

Parents are encouraged to become partners in their child's educational successes. Conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference.

A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours, with exception to fall and spring conferences, but every effort will be made to accommodate parent schedules.

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### **PARENT INVOLVEMENT/COMMUNICATIONS**

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged.

### **PARENT-TEACHER ASSOCIATIONS AND ORGANIZATIONS**

PTA/PTO/PAC is a vital link between the school, community and the parents it serves. Thus, parents are urged to join and take an active part in the PTA/PTO/PAC.

### **PESTICIDE APPLICATION**

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact the Facilities Office 584.7012. Notice will be provided at least 24 hours in advance of the application of a pesticide either on the school's homepage or on the school or district's primary social media account.

### **PHYSICAL EXERCISE**

All students in elementary school shall have in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total, unless altered for a student by a Planning and Placement Team for a child requiring special education. Such physical exercise can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities. The period of physical activity will not be taken away from an elementary student as a form of punishment. In addition, students in all grades, K-12, cannot be assigned physical activity as a form of punishment.

School employees may not prevent a student in elementary school from participating in recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline.

### **POSTERS**

Signs and posters that students wish to display must be approved by the school principal. Posters displayed without authorization will be removed. Any student who posts such material without authorization shall be subject to disciplinary action.

### **PROMOTION, RETENTION AND PLACEMENT**

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Student promotion is dependent on each student's mastery and acquisition of basic learning objectives. Normally, students will progress annually from grade to grade. Students who master objectives at an exceptional rate may be considered for acceleration to another grade or class. Students who fail to master basic learning objectives at a normal rate will be considered for retention. Retention and acceleration decisions are the responsibility of the teaching staff and principal, after prior notification and discussion with parents.

Criteria considered as a basis for elementary school promotion /retention shall be: Student Work, Interview Information, Chronological Age, Academic Performance, Physical Size and Maturity, Parental Support, Assessment Data , Previous Retentions

### **Elementary School Procedures**

Whenever the possibility of retention exists, the following procedures will be implemented:

1. Information concerning the aforementioned will be collected.
2. A parent conference will be held to inform parents of findings and/or recommendations.
3. Every effort will be made to arrive at a mutually agreeable decision regarding either retention or promotion. However, the final decision rests with the school principal.

### **PROPERTY, LOCKERS, AND EQUIPMENT**

It is the policy of the Board to hold students responsible for any loss of or damage to the property of the school under the jurisdiction of the Board when the loss or damage occurs through fault of the student.

Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate.

Students should not attempt to repair school equipment but should notify the (main office) immediately if it isn't function properly. Any damage done will be the responsibility of the person to whom it was loaned for the current year. Students (may/may not) bring in locks from home and attach to assigned lockers. Students are warned not to bring large sums of money or valuables to school, liability for these items remains with the student.

### **PSYCHOTROPIC DRUG USE**

School personnel are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisor, school psychologists, school social workers and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. Further, the District is prohibited from requiring a child to get a prescription before he/she may attend school, be evaluated to determine eligibility for special education or receive special education.

### **PUBLIC COMPLAINTS**

The right of community members to register individual or group concerns about district instruction, programs, materials, operations, and/or staff members is recognized. Complaints and grievances will be handled and resolved as close to their origin as possible. Complaints will be referred back through the proper administrative channels before investigation or action by the

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Board unless the complaint concerns Board actions or operations only. A procedure also exists for the placing and response to criticism or approval of instructional materials.

Specialized complaint procedures exist regarding identification, evaluation or educational placement of a student with a disability; loss of credit due to absences; discrimination on the basis of sex; harassment; sexual abuse or harassment; and instructional materials.

### **SAFETY/ACCIDENT PREVENTION**

Student safety on campus and at school related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the school's code of discipline
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of staff who are overseeing the welfare of students.

### **SCHOOL ATTENDANCE AREAS**

Students will attend the school designated within the school boundary in which the student resides, except that in the best interests of the child the Superintendent, within his/her sole discretion, may approve a student's attending a school in another boundary.

### **SCHOOL CEREMONIES AND OBSERVANCES**

The school district recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the students. Therefore, activities in schools commemorating national holidays such as Memorial Day, Thanksgiving and President's Day are encouraged. All students, faculty and administration are urged to be conscious of and respect the sensitivities of others.

Activities related to a religious holiday or theme will be planned to ensure that the activity is not devotional, and that students of all faiths can join without feeling that they are betraying their own beliefs. Therefore,

1. school and class plays shall not be overly religious, and church-like scenery will be avoided;
2. religious music shall not entirely dominate the selection of music; and
3. program notes and illustrations shall not be religious or sectarian.

Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme which conflicts with their own religious beliefs. If a parent or student has any questions regarding the use of religious music, artwork and/or symbols in a particular course/activity, the building principal should be contacted.

An opportunity will be provided, at the beginning of each school day, for students to observe an appropriate period of silent meditation and to recite the Pledge of Allegiance. Participation in these activities is voluntary. Nonparticipants are expected to maintain order and decorum appropriate to the school environment.

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### **SCHOOL SECURITY AND SAFETY**

Each school in the District will develop and implement a school security and safety plan based upon the standards issued by the Department of Emergency Services and Public Protection. Each school, as required by law, shall establish a school security and safety committee which will assist in the development and administration of the school's security and safety plan. Each district school will conduct a security and vulnerability assessment every two years.

The District has developed, maintains, an emergency disaster preparedness and response plan for implementation as needed ("School Security and Safety Plan"). The plan is based upon the standards promulgated by the Department of Emergency Services and Public Protection. Development and implementation of the plan includes collaboration with local and state emergency responders, (law enforcement, fire department, emergency rescue squads and local public health administrators). The plan, representing an all hazards approach, utilizes the four recognized phases of crisis management: (1) mitigation/prevention, (2) preparedness, (3) response, (4) recovery.

### **SEARCH AND SEIZURE**

The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property. An authorized school administrator may search a student's locker or desk under the following conditions:

1. There is reason to believe that the student's desk or locker contains contraband material.
2. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety and health in school.

This document serves as advance notice that school board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.

Student vehicles parked on school grounds may be searched if there is reasonable cause to search. The District may use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used on lockers and vehicles parked on school property. Searches of classrooms, common areas or student belongings may also be conducted by trained dogs when students are not present. Drug-sniffing dogs will not be used to sniff students. A locker, a vehicle, or an item in the classroom to which a trained dog alerts may be searched by school officials.

### **SECLUSION/RESTRAINT, USE OF ~~NEED TO ADD BRISTOL INFO~~**

~~List in this section the District's position pertaining to the use of physical restraints and seclusion as specified in PA 15-141 and the revised policy and administrative regulations required by statute. Indicate when they may be used and the applicable guidelines and reporting requirements. The use of restraint or seclusion will be used only by trained school staff in emergency situations~~

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only to prevent immediate or imminent injury to a student or others. Restraint or seclusion will not be used to discipline a student or because it is convenient or instead of a less restrictive alternative. Such use will also be constantly monitored by a school employee. When used, parents will be notified within 24 hours, but a reasonable attempt will be made to notify parents/guardians immediately after restraint or seclusion is initiated.

### SEXUAL HARASSMENT

The district wants all students to learn in an environment free from all forms of sexual harassment. Sexual harassment is against state and federal laws. It is unwelcome sexual attention from peers, teachers, staff or anyone with whom the victim may interact. Sexual harassment, whether verbal or physical, includes, but is not limited to the following: **Give examples which are age appropriate.** suggesting or threatening another student to perform sexual acts for or with them, touching another student in a private part of their body, or communication of sexual information verbally or through pictures in an unwanted manner. Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately to his/her teacher, social worker, guidance counselor, administrator, school nurse or any responsible individual with whom the student feels comfortable, either informally or through the filing of a formal complaint.

The district will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor and will notify parents of any incident of sexual harassment or sexual abuse by an employee.

A complaint alleging sexual harassment by a student or staff member may be presented by a student and/or parent in a conference with the principal or designee or with the Title IX Coordinator, Susan Kalt Moreau, Ph.D., 860-584-7007

### SEXUAL OFFENDERS ON SCHOOL PROPERTY

A sexual offender is defined in Connecticut General Statutes §54-250 through §54-261 and/or is required per these statutes to register on the state's sex offender registry. A *parent/guardian sexual offender* is an individual who meets this policy's definition of sexual offender and who has either parental or legal guardianship rights to a child attending a District school. A *non-parent/non-guardian sexual offender* is an individual who meets this policy's definition of sexual offender and who has no parental rights or legal guardianship rights to a child attending a district school.

*School property* includes all land within the perimeter of the school site and all school buildings, structures, facilities, computer networks and systems, and school vehicles, whether owned or leased by the school district, and the site of any school-sponsored activity.

#### Non-parent/Guardian Sexual Offenders

A non-parent sexual offender is prohibited from entering a District school except:

1. When he/she is a qualified voter and is entering school property solely for the purpose of casting his/her vote; remaining only in that area of the school; and
2. to attend an open meeting [such as a Board of Education meeting.

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A non-parent sex offender who attempts to communicate electronically with a student while the student is on school property will be considered on school property without permission and will be in violation of this policy.

### **Parent/Guardian Sex Offenders**

Parent/guardian sexual offenders are prohibited from entering school property except:

1. When he/she is a qualified voter and is entering school property solely for the purpose of casting his/her vote; remaining only in that area of the school;
2. to attend an open meeting;
3. to transport only his/her own child to and/or from school;
4. to attend a conference to discuss his/her student's progress, placement, or individual education plan (IEP). The parent/guardian must report immediately to the school's main office upon arrival and when departing; and
5. With the Superintendent's prior written approval in the following instance : Under other circumstances on a case-by-case basis, as determined by the Superintendent.

The Superintendent or his/her designee will inform the appropriate principal and other relevant District staff of the scope of the permission granted to each sexual offender.

Sexual offenders who receive permission to enter school property must immediately report to the individual or location designated in the Superintendent's or designee's written permission statement. *The building Principal shall assign a chaperone to accompany the sexual offender while he/she is on district property.*

A parent/guardian sex offender who attempts to communicate electronically with a student other than his/her child while the student is on school property will be considered on school property without permission and will be in violation of this policy.

### **Student Sex Offenders**

The Superintendent or his/her designee shall determine the appropriate educational placement for student sex offenders except those identified as having a disability. When determining educational placement, the Superintendent or his/her designee shall consider such factors as the safety and health of the student population. The Superintendent or designee shall develop guidelines for managing each student sexual offender in District schools.

### **SPECIAL NETWORKING SITES**

Students may not access social media sites using District equipment, while on District property or at District-sponsored activities unless the posting is approved by a District representative/teacher/staff member. Social media websites are websites such as, but not limited to, Facebook, MySpace, You Tube, Flickr and Twitter.

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The District will not be liable for information/comments posted by students on social media websites when the student is not engaged in District activities and not using District equipment. For safety purposes, the district employs both Internet filters and firewalls.

The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

### **SPECIAL PROGRAMS**

The district provides special programs such as but not limited to, gifted, bilingual, learning disabilities and for those with other disabilities which affect a student's success at school. A student or parent with questions about these programs should **contact (name, title of staff); school principal** the coordinator of each program is available to answer questions about eligibility requirements, programs and services offered in the district or by other organizations.

The District utilizes the SRBI (Scientifically Based Research Interventions) process which combines systematic assessment, decision-making and a multi-tiered delivery model to improve educational and behavioral outcomes for all students. Academic and behavioral support and targeted interventions will be provided for students who are not making academic progress at expected levels in the general curriculum.

For students in need of Special Education programs, a planning and placement team (PPT) is designed to provide communication and decision-making at the school level concerning the effective use of available resources. The team is also responsible for follow-up and periodic review of all students presently in Special Education and special services programs.

Any child identified as possibly needing special education and/or related services must be referred to a special education Planning & Placement Team for evaluation (PPT). The PPT will determine whether special education services are required. Parents must give their consent before any evaluation can be done or any services can begin. An Individualized Education Plan, based upon the diagnostic findings of the evaluation study will be developed by the PPT, with parental involvement. Parents will be informed regarding the use of scientific, research-based interventions. Parents have the right to have the school paraprofessional assigned to their child, if any, attend and participate in PPT meetings. Parents, as required by law, will be provided information at PPT meetings about their right to have advisors and paraprofessional attend PPT meetings.

### **STUDENT COMPLAINTS/GRIEVANCES: DUE PROCESS**

A student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal should be requested within 5 calendar days of the event or events causing the complaint. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested within 5 calendar days following the conference with the principal. If the outcome of

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this conference is not satisfactory, the student or parent may appear before the Board of Education, in accordance with Board policy.

A student and/or parent with a complaint regarding possible discrimination on the basis of gender should contact the school principal.

A complaint or concern regarding the placement of a student with disabilities concerning special education or programs and services should be discussed with the Office of Special Services 860.584.7051.

### **STUDENT IDs**

For the purpose of maintaining accurate school-wide student identification records, all students shall have a current digital photograph, as provided by school/yearbook personnel and filed annually in the school's database. This digital student photograph will be taken by school/yearbook personnel annually and will be maintained as part of the student's school record for the duration of the student's attendance in the Bristol Public Schools.

### **STUDENT RECORDS**

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The record's custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employee such as an administrator, teacher, support staff, Board of Education member, attorney, agents, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data; or
4. Investigating or evaluating programs.

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Certain other officials from various governmental agencies may have limited access to the records. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or student's right of access to and copies of, student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher and records pertaining to former students after they are no longer students in the district, do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the records, the requestor has the right to a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with the law regarding student records. The district's policy regarding student records is available from the principal's or superintendent's office.

Parents/Guardians may request a copy of their student's record. The first copy is free and will be noted in the student's cumulative file. Additional copies of student records are available at a cost of .50 per page, payable in advance. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the district is given a copy of a court order terminating the parental rights. ~~If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.~~

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten school days after the issuance of this handbook. Directory information includes a student's name, address, telephone number, date and place of birth, major field of study, grade levels, photograph, e-mail address, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

The District, when a student moves to a new school system or charter school, will send the student's records to the new district or charter school within ten business days of receiving written notice of the move from the new district. Unless the parents/guardians of the student authorize the record transfer in writing, the sending District is required to send a notice when the records are sent to the new district.

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Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the Requirements of FERPA. Complaints may be addressed to: Family Policy Compliance Office, U.S. Department of Education, 5400 Maryland Avenue, S.W., Washington, DC 20202-4605.

The district's HIPPA Privacy Officer is the Human Resources Director at 860.584.7019

### **SUMMER SCHOOL**

The Board of Education may sponsor summer school programs providing remedial and/or enrichment courses at all levels. A fee may be required for these programs.

### **TESTING**

All students in grades 3 through 8 inclusive and grade 11 shall annually, in spring, take a mastery examination in reading, language arts and mathematics. Students in grades 5, 8 and 10 shall annually, in the spring, take a statewide mastery examination in science. Special education students participate in mastery testing programs except in the rare case when participation in an alternate assessment is detrimental to the student's IEP. In order to graduate students must meet District standards for graduation, in addition to required course credits. The mastery examination test is one of the measures to be used to determine if students have met the identified standards. Student scores on each component of the statewide grade 10 or 11 state assessment may/shall be included on transcripts and permanent records.

### **TEXTBOOK CARE AND OBLIGATIONS**

Students are responsible for the care of books and supplies entrusted to their use. They will be assessed damage to textbooks, equipment or materials. In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks, library book or other educational materials.

### **TITLE I COMPARABILITY OF SERVICES**

All district schools, regardless of whether they receive Federal Title I funds, provide services that, taken as a whole, are substantially comparable. Staff, curriculum materials and instructional supplies are provided in a manner to ensure equivalency among district schools.

### **TITLE I PARENTAL INVOLVEMENT**

Parents of a child in a Title 1 funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs.

### **TRANSFERS AND WITHDRAWALS**

If a student needs to withdraw from school during the school year, the student's parent/guardian must complete a withdrawal form and obtain all necessary signatures. Once proof of enrollment is confirmed at the new school, records will be forwarded to that school. All books, materials, instruments, and other equipment loaned by the school must be returned or paid for by the student or his/her parents/guardians. Students who take an extended trip for more than one

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consecutive week may be officially withdrawn from the school. They will need to follow all new enrollment procedures upon return.

### **TRANSPORTATION**

School transportation is provided to students who meet the guidelines for distance (greater than one mile at the elementary level). School transportation is considered a privilege and students are expected to behave appropriately while waiting for and riding on the bus. Students may be suspended from transportation services for unsatisfactory conduct while waiting for or receiving transportation to and from school which endangers persons or property or violates a Board policy or administrative regulation.

#### **Bus Conduct**

Passengers shall:

1. Follow the driver's directions at all times.
2. Board and leave the bus in an orderly manner at the designated bus stop nearest their home.
3. Sit while the bus is in motion.
4. Keep books, instrument cases, feet, and other objects out of the aisle of the bus.
5. Respect property and not deface the bus and/or its equipment.
6. Keep head, hands, arms, or legs out of the window/aisles and not hold any object out of the window nor throw objects within or out of the bus.
7. Not eat, smoke, or use any form of tobacco on the bus.
9. Usual classroom conduct shall be observed. Unruly conduct, including the use of obscene language, will subject the passenger to disciplinary action.
10. Upon leaving the bus, the passenger will wait for the driver's signal before crossing in front of the bus.
11. Students must ride the bus to which they are assigned.

The following procedures shall be followed when a discipline concern arises on a bus serving a regular route or an extracurricular activity:

1. A conference involving the principal, the student passenger, the driver, and the parent(s) may be required.
2. The principal may suspend the student's bus-riding privileges. If such a suspension occurs, the parents will be notified prior to the time the suspension takes effect.
3. In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to remove the student and call for law enforcement assistance. The principal and parents shall be notified of the situation as soon as possible. The student shall not be provided bus service again until a conference involving all persons listed above has been held.

Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's Individual Education Plan (IEP).

All vehicles coming into or leaving the school grounds are subject to the regulations of the school.

## **Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT**

For further information please visit the following link on Bristol Public Schools website: <http://www.bristol.k12.ct.us/departments/transportation>. You may also email your questions and/or concerns to the Director of Transportation Services, Greg Boulanger at [gregboulanger@ci.bristol.ct.us](mailto:gregboulanger@ci.bristol.ct.us)

### **Bicycles**

Bus students are discouraged from riding bicycles to school. Bus routes run through some heavily traveled and hazardous streets.

Student walkers, in designated grades, may ride bicycles to school. They must wear helmets, must have a bicycle permission form on file, and must walk their bicycles when they are on school grounds. Locks are also required. Students are not allowed to have skates and scooters on school grounds.

### **Dropping Off and Picking Up Children**

In the interest of safety for all students, it is imperative that you exercise reason and discretion when dropping off or picking up your child by car. The following should be kept in mind:

1. Do not leave your car in the middle of the driveway or double-park while you go off to look for your child/children.
2. Do not drive in designated bus lanes/circles.
3. Do not pass the bus while their red lights are flashing.
4. Do not park in areas designated as no parking areas or yellow curbed areas.

#### **Students Going to Another Student's Home**

If your child is going to a friend's house after school on any particular day, a note is needed from both sets of parents. No bus transportation is available, even if the child is already a bus student.

#### **Vehicles**

All vehicles coming into or leaving the school grounds are subject to the regulations of the school. (5131.1) Cars parked in undesignated areas will be towed at the owner's expense.

### **TRANSPORTATION SAFETY COMPLAINTS/PROCEDURES**

All complaints concerning school transportation safety are to be made to the Director of Transportation Services. A written record of all complaints will be maintained and an investigation of the allegations will take place. The bus operator for Bristol Public Schools is *First Student* (860-584-2225), located on Terryville Road in Bristol.

### **TUTORING**

Teachers may not teach privately (tutor) students of the school in which he/she teaches. This does not apply to teacher of homebound children employed by the Board of Education.

### **VACATIONS**

School policy strongly encourages the scheduling of family vacations and trips during times which coincide with school vacations. Student absences for reasons of a family vacation or trip that takes place when school is in session are considered "unexcused absences." Students who take an extended trip for more than one consecutive week may be officially withdrawn from the school. They will need to follow all new enrollment procedures upon return.

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### **VIDEO RECORDERS ON SCHOOL BUSES/SCHOOL CAMPUS**

The district has installed video recording equipment on school buses to monitor school transportation and discipline. Videotaping will be done randomly during the school year, students will not be notified when a recording device has been installed and in use on their bus. Tapes will be viewed by the administration. Students violating bus conduct rules will be notified and disciplinary action will be taken. Videotapes shall be treated as protected student records under the Family Educational Rights and Privacy Act.

Video/audio equipment will be used to monitor student behavior in common areas of the school property. Students will not be told when the equipment is being used. The principal or his/her designee will review the tapes routinely and document student misconduct. Discipline will be in accordance with the District's discipline policy.

### **VISITORS**

Parents and other visitors are welcome to visit schools. All visitors must first report to the main office. Visits to individual classrooms during instructional time shall be permitted only with the principal's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

All doors that open to the outside of any school must remain locked in order to preserve the safety and security of students and staff. Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted. Visits cannot interfere with the educational program of the school nor interrupt teaching activities.

### **WEBSITES**

School web pages must contain material that reflects on educational purposes. School web pages are not to be used for personal, commercial or political purposes; and are considered a publication of the Board of Education. The Principal or his/her designee will approve all material posted on the school's web page. Student maintaining personal web pages may be subject to disciplinary action for the content of such sites under certain conditions.

### **WELLNESS**

Student wellness, including good nutrition and physical activity, is promoted through the District's educational program, school activities, and meal programs. Federal and state standards will be met pertaining to all foods and beverages available for sale to students. A sequential program of physical education is provided, in addition to time in the elementary school day for supervised recess.

Appendix F

**Bristol Public Schools**  
**School-Family Compact**  
**Development Guidelines to be used with Template**

**Philosophy**

**Schools, families and communities all contribute to student success and the best results come when all three work together as partners. The Compact defines and outlines how**

## **Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT**

**families and teachers will work together this year to achieve the goals of the school improvement plan.**

**Compacts directly align with your school improvement plan.**

### **Section 1:**

- Put in your school contact and grade level information
- Can insert school specific picture if desired

### **Section 2:**

- List school specific on-going or available learning opportunities; i.e. homework help
- Include math literacy nights
- List specific days and times if applicable

### **Section 3:**

- This section can be grade or school specific
- List ways your school and/or teachers reach out to parents on a regular basis and help them understand what their children are learning and doing in class
- If postings are on your website please include what page they can be found on
- Grades 6,7,and 8 be sure to include Power School Parent pages
- Add school contact information, specifically how to contact a student's teacher

### **Section 4:**

This section can remain as is unless you choose to change the text

### **Section 5:**

- Add your parent/teacher organization contact information, especially meeting day and time, i.e 1<sup>st</sup> Monday of the month @7:00 p.m.
- Include the phone number of a staff member the parent can contact if they want to volunteer in the school

### **Section 6:**

The Office of Teaching and Learning will provide the content for this section.

### **Section 7:**

- School Administration inserts the overall school goals based on school -wide reading and math data.
- Link goals to school improvement plan
- Examples in Sample Planning Tool sheet

### **Section 8:**

- Completed by specific grade level team
- All grade level teachers in the school will work together to develop these strategies
- Each grade level team collectively will insert strategies on how they will work with students and their families to support student success. Teachers will specify how they will support parents implementation of these actions at home

## **Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT**

- Strategies will be developed collectively to focus on specific goals as determined through the analysis of specific grade level data and link back to your school improvement plan.
- Examples in Sample Planning Tool

### **Section 9:**

- Teachers determine which skills they want families to help reinforce and learn
- At parent teacher conferences, teachers will have those specific skills posted.
- Teachers will ask family members to write down high impact suggestions on what actions they can do at home to help their child learn and understand those skills and drop them in a basket.
- Teachers will sort through them and collectively decide which ideas to insert in this section

### **Section 10:**

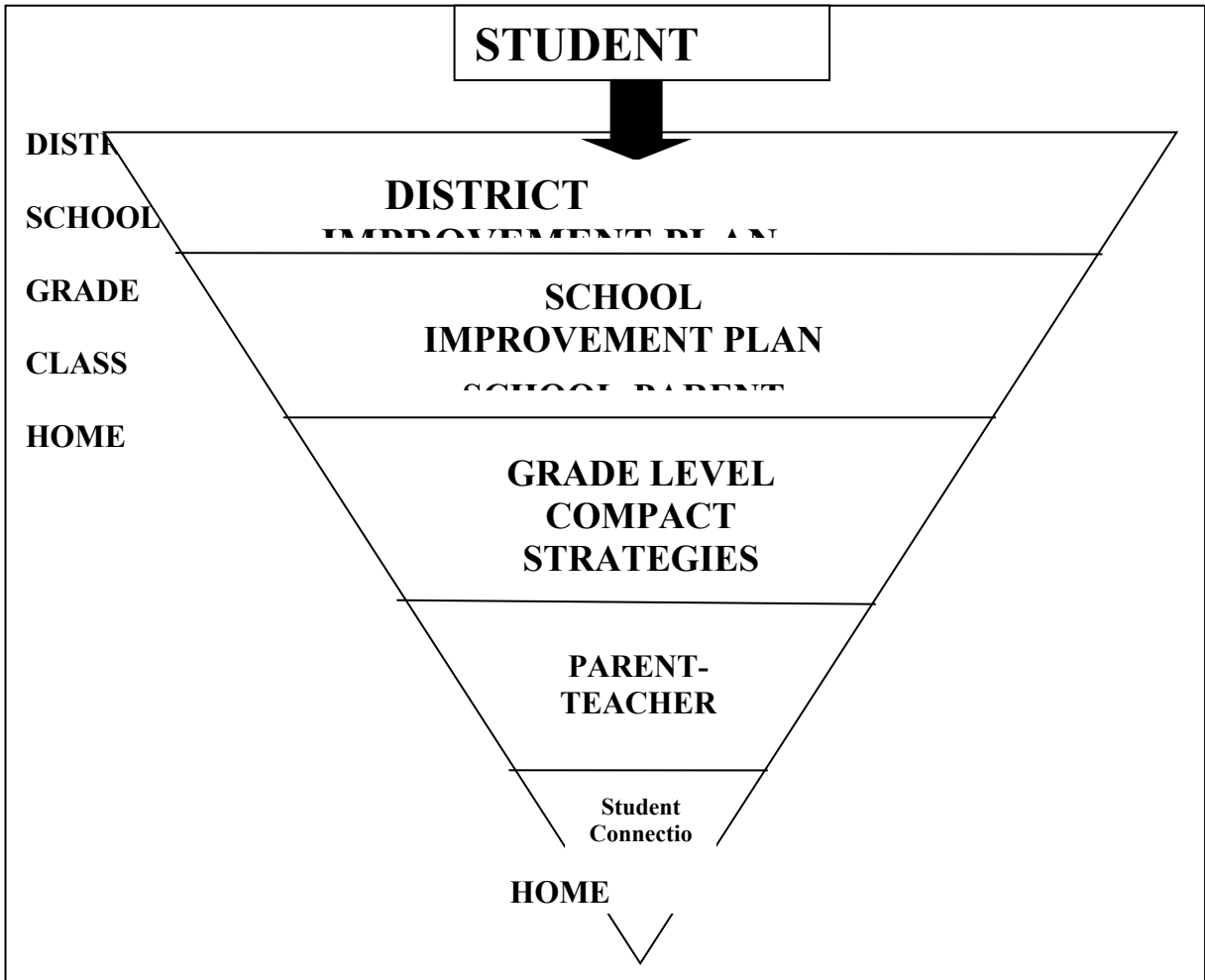
- This section revolves around making students agents of their own learning.
- Describe specific ways students will be responsible for their own learning
- Teachers will ask their students for ideas on what they can do at home to help them do well in school
- The teachers collectively will take the best ideas and insert them in this section
- Each individual student will write in their learning goal and individualized idea of how they can help themselves achieve it.

### **Overall Guidelines:**

- **Do not use educational jargon or negative statements**
- **Make the language clear, easy to read and user friendly**
- **Schools can add specific colors and/or slogans to individualize their school parent compacts.**
- **Translate if necessary**
- **Market the roll-out of the compact. Make it important to show the importance of the school family connection.**

**Bristol Public Schools Intradistrict Magnet Operations Plan - DRAFT**

- **The compact is vertically aligned, see chart:**



Forestville Building Committee  
Special Meeting  
October 23, 2017

**CALL TO ORDER**

The meeting was called to order at 6:00 p.m. by Scott Gaudet.

Present: Scott Gaudet, Amelia Goodfield, Bob Kalat, Tom O'Brien, Pete Roberge, and John Smith. Also present was Sue Moreau and Tim Callahan

Excused: Mary Fortier and Bob Passamano,

**Approval of Minutes**

*On a motion by John Smith and seconded by Amelia Goodfield, it was unanimously voted to approve the minutes from August 12, 2014 meeting.*

**Expenditure Report**

The final expenditure report is on file at the Board of Education in room 24.

*On a motion by John Smith and seconded by Tom O'Brien, it was unanimously voted to approve the final expenditure report.*

**Accept the Forestville Building Project as Complete**

The ED049F is complete and ready to submit to the state. This project finished over budget by \$475,000; however, this project combined with the West Bristol project came in under budget by \$219,000.

Discussion ensued about the ongoing piping and HVAC issues. It was noted that bond companies have been notified of the issues. There will be no adverse effects on the Board of Education regarding the potential litigation by closing out the project with the state.

*On a motion by John Smith and seconded by Amelia Goodfield, it was unanimously resolved, that the Forestville School Building Committee accepts the Forestville School Building Project located at 718 Pine Street Bristol, CT as complete and to file the final paperwork with the CT Department of Administrative Services, Division of Construction Services and to send to the full board for approval.*

The meeting was adjourned at 6:41 p.m.

Respectfully Submitted,

Tara Landon  
Administrative Assistant/Operations