

Regular BOE Meeting

Wednesday, July 11, 2018 7:00 PM
Auditorium, 129 Church Street, Bristol, CT 06010

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

2. **STAFF AND STUDENT RECOGNITION**

2.1. Kids Speak Competition

3. **APPROVAL OF MINUTES - June 6, 2018 Regular Meeting**

4. **COMMITTEE REPORTS**

Presenter:
Commissioners

5. **SUPERINTENDENT REPORT**

6. **CONSENT AGENDA**

6.1. Personnel

6.1.a. Teacher Retirements Effective June 30, 2018

6.1.b. Administrator Resignation Effective June 30, 2018

6.1.c. Teacher Resignation Effective June 20, 2018

6.1.d. New Teacher Hires Effective August 27, 2018

6.2. Grants

6.2.a. Farmington Bank Community Foundation Grant

6.2.b. Main Street Community Foundation Grant

6.2.c. West Bristol & Greene-Hills School FRC Grants

7. **PUBLIC COMMENT**

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

8.1. Report on Dress Down Days for 2017-2018 School Year

8.2. Feasibility Study Option

9. **POLICY REVISION**

9.1. Policy 3231: Medical Reimbursement for Special Education Students - Affirmed

9.2. Policy 3510: Buildings and Grounds Management - Revised

9.3. Policy 3516.3 Accident Prevention and Reporting - Revised

9.4. Policy 5131.6: Alcohol Drugs, and Tobacco - Revised

9.5. Policy 5141.231 Prohibition on Recommendation for Psychotropic Drugs - Revised

9.6. Policy and Regulation 5131.911- Bullying -
Revised *

9.7. Policy 6111: School Calendar - Revised

9.8. Policy 6200: Instruction Adult/Continuing
Education - Revised

9.9. Policy and Regulation 5131.914 - School Climate
- New *

9.10. Policy 3512: Buildings - Building Repairs
- Remove

9.11. Policy 6141.5 Seven Semester Graduation -
Remove

10. **NEW BUSINESS**

11. **INFORMATION**

12. **LIAISON REPORTS**

13. **ADJOURNMENT**

BOARD OF EDUCATION
Bristol, Connecticut
June 6, 2018 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, June 6, 2018 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Jeff Caggiano, Jennifer Dube, Kristen Giantonio, Joseph Grabowski, Karen Hintz, Thomas O'Brien, Tina Taylor, Karen Vibert and Christopher Wilson; Dr. Susan Kalt Moreau, Superintendent, Dr. Catherine Carbone, Assistant Superintendent, and Dr. Sam Galloway, Director of Human Resources and Peter Kelley, Council Liaison (arrived 8:25 p.m.)

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 National Anthem and remain standing for the Pledge of Allegiance. The National Anthem was performed by the Northeast Instrumental Group under the direction of Sharon Vocke.

Chairman Wilson called for a moment of silence for Catherine Z. Mecca a Teacher from 9/1/59 to 12/3/68.

STAFF AND STUDENT RECOGNITION

2019 Teacher of the Year

Carly Fortin presented the 2019 Teacher of the Year as Michael Reynolds, Grade 6 Social Studies Teacher at Chippens Hill Middle School. Mr. Reynolds is passionate about learning within a community; throughout the process he shared a multitude of ways in which he develops a community of learners, where he shows his students that he, himself, is a learner as much as the students are. Mr. Reynolds understands that learning is not an individual process. He wrote "Bristol is a community of learners and educators who work together to collaboratively reach a common goal of helping children to develop into critical and creative thinkers and problem solvers." Mr. Reynolds earned both his bachelor's degree in elementary education and a master's degree in reading and language arts, from Central Connecticut State University; he has been teaching in Bristol for twenty years, first at South Side School, and the past three years at Chippens Hill Middle School. Mr. Reynolds will represent Bristol's teachers in the statewide Teacher of the Year competition.

Music Student Festival Participation Recognition

Sharon Vocke introduced the music students being recognized for their participation in statewide music festivals. Students stood and were presented with participation certificates.

Invention Convention Presentation

Alan Theriault, Teacher of the Gifted introduced three elementary students (Jayden Colon - ID, Emily Walls - SSS and Aaron Burke – ID) who recently participated in the National Invention Convention in Dearborn, Michigan. Students and/or their parents stood to present their winning inventions to the audience. Dr. Moreau thanked all of the donors who helped facilitate the students travel to the convention in Michigan.

Student Performance - BEHS - "All Shook Up" Production

Lisa Carroll, Director of the recent Bristol Eastern production of "All Shook Up" introduced student performers Anna Korpanty (Lorraine) and Logan Zdun (Dean) who performed a song from the show; student Anna Santacrose and Mrs. Carroll provided the chorus.

APPROVAL OF MINUTES – May 2, 2018 – Regular Meeting Minutes

Commissioners Caggiano asked the minutes be amended to remove the word "successfully" from the CEP APPROVAL item description.

APPROVAL OF MINUTES – May 2, 2018 – Regular Meeting Minutes – con’t

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

VOTED: That the Board of Education approve the minutes from the May 2, 2018 Regular Meeting with the suggested amendment of the removal of “successfully” from the item description.

COMMITTEE REPORTS

Student Achievement – Commissioner Dube reported that the committee met and three items were on the agenda: Offering hockey as a potential sport; Chris Cassin was going to look into the logistics and report back to the committee; the Accounting I Curriculum had its first reading and a Middle School Schedule update was provided. This fall Chippens Hill Middle school will be the pilot site for sixth graders being offered three electives. If this schedule is successful, it will be implemented throughout the district.

Policy - Commissioner Taylor reported that the committee met in May and reviewed about eight policies that later under Deliberated Items, at that time Commissioners will be asked to affirm, approve or remove the recommended policy.

Operations – Commissioner Hintz reported that committee met and approved an engineer for oil tank removal at Bristol Central, Bristol Eastern and the Board of Education building. Members of the Bristol Eastern High School community were present to request construction of dugouts for the baseball and softball fields. The committee had further questions; which they believe the group will return with answers. Chairman Wilson also mentioned that at the meeting there was a request to have the Operation Committee look at the feasibility study again. He asked that the Feasibility Study be placed on the next Operations Committee meeting agenda.

Finance - Commissioner Vibert reported that the committee met last night; the committee received the monthly update on the current year’s budget as well as a Special Services report and Food Service Report. There was discussion of reductions that will need to be made in order to meet the budget that the board will be voting on later this evening. An update on the ED-001 was also given, by Mrs. Browne

Mrs. Browne gave a full report at the Finance Committee last night. This evening she shared highlights of the following topics: Year to date report, monthly Transfers, Food Services, and the ED-001 Report. Questions followed regarding possible a possible liability claim, against the company that submitted the report on our behalf. There may have been several factors that contributed to the report discrepancies’, whatever they were; we will continue to work on correcting the report. We will keep the Board updated.

Dr. Dietter gave a full report at the Finance Committee last night. This evening he shared highlights of the following topics Marginal Cost (unanticipated costs associated with new enrollments or changes in enrollment) Report; displaced student information Special Services Report and the requested Special Services Graduation Report.

CHAIRMAN REPORT

Chairman Wilson shared information regarding MBIAMS (Memorial Boulevard Intradistrict Arts and Magnet School) Update. State Representative Chris Ziogas was present and was thanked by Chairman Wilson for his assistance with the project. Chairman Wilson also shared information regarding an upcoming CABA Workshop.

STUDENT REPRESENTATIVES REPORT

Bristol Eastern Student Representative Madison Fostervold gave her final report of the year to the Board. Madison shared the end of year activities that are taking place at Bristol Eastern: two proms, Student Council elections, Chris Harin presentation, and fundraising events. She thanked the Board for the opportunity to serve as Bristol Eastern's Student Representative. Chairman Wilson invited Madison to come back and share with the board how she is doing.

SUPERINTENDENT REPORT

Dr. Moreau presented Madison Fostervold with the Student Representative Certificate and the Board of Education All Heart award. Dr. Moreau thanked her commitment and hard work this year.

Dr. Moreau introduced next year's Student Representatives Bristol Central will be represented by Junior Abbey Grant-Christie and Sophomore Katie Funk and Bristol Eastern will be represented by Juniors Lori Chen and Logan Zdun. We look forward to hearing from the students next year.

Dr. Moreau also updated the Board on the following events: AVID Celebration, Poetry Night and the Central Office/Administrator Retreat that will take place this summer.

CONSENT AGENDA

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

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

PERSONNEL

Teacher Retirements

Bruni, Thomas: BCHS – Physical Education – effective 5/3/18
DeFillippi, Sharon: SSS – Grade 2 – effective 6/20/18
Kalmin, Donna: NEMS – Science, 8th grade – effective 7/1/18

New Teacher Hires

Blumenthal, Joshua – GH – Art Teacher – effective 8/27/18
Henne, Eric – NEMS – Wellness Teacher – effective 8/27/18
Matraku, Aurora – EPH – Art Teacher (0.6) – effective 5/29/18

Teacher Request for an unpaid Leave of Absence

Ewers, Emily – WB – SPED - Effective November 16, 2018 through January 4, 2019
Meusel, Amanda – WB – Effective November 27, 2018 through January 1, 2019
Tichy, Jessica – STAF – Effective November 16, 2018 through June 18, 2019

PUBLIC COMMENT

William Matos – 96 Vine Road – Addressed the Board regarding BOE Policy/Acts of Aggression.
Trisha Wadowski – 230 Kozani Street – Addressed the Board regarding BOE Policy/Sexual Harassment.
Both parents were asked to give their contact information to Susan Everett for the Superintendent to get in contact with them.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

French Exchange - February 2019

Anya Rochester, French Teacher at Bristol Central presented the February 2019 French Exchange. As part of our ongoing efforts to broaden the horizons of students, as well as to meet the national, state and

French Exchange - February 2019 – con't

curricular standards of world language learning, we would like to continue the exchange between Bristol Central and Bristol Eastern students and the students of the Lycée Jean Monnet. This exchange is currently in its 7th cycle (14th year). The French teachers and students came to stay with us in March of 2018. They were housed by Bristol families and attended classes with their correspondents. In February of 2019, we anticipate providing our students a similar experience in France. Students will be staying in the homes of the students who came to Bristol. They will attend classes and will participate in trips to Paris, Normandy, and Versailles.

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

VOTED: That the Board of Education approve the French Exchange scheduled for February 2019.

Italian Study Abroad - February 2019

Gina Gallo, Italian Teacher at Bristol Central presented the February 2019 Italian Study Abroad. During the 2018-2019 school year, approximately 20 BCHS students studying Italian will take part in a study abroad with a partner school in Sicily, Italy. The trip is scheduled for February. While abroad, students will live with local families, attend school, see extraordinary historical sites, and become fully immersed in the rich culture and language of the town of Taormina, Sicily. Study abroad trips have seen tremendous success in recent years, and we seek permission to continue the experience in another part of Italy.

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

VOTED: That the Board of Education approve the Italian Study Abroad scheduled for February 2019.

Cancellation of Bristol Eastern Trip to Greece

Last November the Board approved the Bristol Eastern Trip to Greece in July 2018. Due to the retirement of the chaperoning teacher, Gary Fleming; the trip has been canceled.

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

VOTED: That the Board of Education approve the Cancellation of Bristol Eastern Trip to Greece.

Child Nutrition Program Designee

Board approval is needed to designate Jill Brown, Board of Education Business Manager, as a signer on monthly Federal Reimbursement claims for Child Nutrition Program.

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

VOTED: That the Board of Education approve designating Jill Brown, Board of Education Business Manager, as a signer on monthly Federal Reimbursement claims for Child Nutrition Program.

Special Education Update

Dr. Michael Dietter gave a Special Education Update. He shared information and thanked those involved in a recent BEHS trip to Washington, D.C. for AIM enrolled students funded by donations. Dr. Dietter also shared information about Unified Jamboree at Edgewood, the Spirit of SEPTO Award that the district will be receiving next week and the IDEA Grant application has been submitted. Dr. Dietter also mentioned the Unified Theater Program that will take place at Bristol Eastern tomorrow night and at Bristol Central on June 12th.

2018-2019 Bristol Board of Education Operating Budget Approval

Dr. Moreau presented the 2018-2019 Bristol Board of Education Operating Budget for approval. Commissioners reviewed necessary reductions at last night's Finance Committee meeting. Dr. Moreau is asking Commissioners to approve the budget in the amount of \$111,411,195.00.

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

VOTED: That the Board of Education approve the 2018-2019 Bristol Board of Education Operating Budget in the amount of \$111,411,195.00.

CURRICULUM REVISION

Accounting I Curriculum – Second Reading

Carly Fortin present the Accounting I Curriculum for a Second Reading. The Accounting I curriculum was last approved in 2006. Since 2006, the Career and Technical Education standards for the State of Connecticut have been revised, necessitating the revision of the curriculum for this course. A curriculum revision was also needed in order to better articulate our Bristol High School Accounting course with the standards for Accounting 100 at Tunxis Community College. By aligning our curriculum with the Tunxis course, we will be able to offer our course for dual-enrollment through one of the College Career Pathways with the college.

The revised curriculum addresses the most recent expectations within the State of CT Curricular Framework for Business and Finance in the accounting area. At the same time, the course will also meet the requirements necessary for articulation with Tunxis Community College. When students successfully satisfy the expectations for Accounting I, they will be eligible to earn three credits at Tunxis Community College for Accounting 100. Mrs. Laurie Roberge and Mrs. Sharon Jacques along with the members of the Business department should be recognized for their diligent efforts to write this engaging and rigorous curriculum for our students in Accounting.

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

VOTED: That the Board of Education approve the Accounting I Curriculum Revision.

TEXTBOOK RECOMMENDATION

AP Computer Science Textbook Recommendation - Second Reading

Lisa Bernabe presented the AP Computer Science Textbook Recommendation for a second reading. Commissioners had an opportunity to review the textbook over the intervening month and no questions were raised this evening.

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

VOTED: That the Board of Education approve the AP Computer Science Textbook Recommendation.

AP Environmental Science Textbook Adoption - Second Reading

Lisa Bernabe presented the AP Environmental Science Textbook Recommendation for a second reading. Commissioners had an opportunity to review the textbook over the intervening month and no questions were raised this evening.

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

VOTED: That the Board of Education approve the AP Environmental Science Textbook Recommendation.

A.P. U.S. Government and Politics Textbook Recommendation - Second Reading

Amy Bastiaanse presented the A.P. U.S. Government and Politics Textbook Recommendation for a second reading. Commissioners had an opportunity to review the textbook over the intervening month and no questions were raised this evening.

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

VOTED: That the Board of Education approve the A.P. U.S. Government and Politics Textbook Recommendation.

AP Seminar Textbook Recommendation - Second Reading

Amy Bastiaanse presented AP Seminar Textbook Recommendation for a second reading. . Commissioners had an opportunity to review the textbook over the intervening month and no questions were raised this evening.

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

VOTED: That the Board of Education approve the AP Seminar Textbook Recommendation.

AP Research Textbook Recommendation - Second Reading

Amy Bastiaanse presented the AP Research Textbook for a second reading. Commissioners had an opportunity to review the textbook over the intervening month and no questions were raised this evening.

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

VOTED: That the Board of Education approve the AP Research Textbook Recommendation.

Information Processing I Textbook Recommendation - Second Reading

Carly Fortin presented the Information Processing I Textbook Recommendation for a second reading. Commissioners had an opportunity to review the textbook over the intervening month and no questions were raised this evening.

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

VOTED: That the Board of Education approve the Information Processing I Textbook Recommendation.

POLICY REVISION

Policy 3110 - Budget Planning – Affirm

As part of the Policy Manual Review, this policy was recommended for affirmation.

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

VOTED: That the Board of Education affirm Policy 3110 - Budget Planning.

Policy 3230 Federal Funds – Affirm

As part of the Policy Manual Review, this policy was recommended for affirmation.

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

VOTED: That the Board of Education affirm Policy 3230 - Federal Funds.

Policy 3121 Local Government Involvement in Budget Preparation – Revised

As part of the Policy Manual Review, this pertinent statute was added.

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

VOTED: That the Board of Education approve the revisions to Policy 3121 Local Government Involvement in Budget Preparation.

Policy 3170 Budget Administration – Revised

As part of the Policy Manual Review, this policy has several changes including the change in title of the business official and a change in statutes.

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

VOTED: That the Board of Education approve the revisions to Policy 3170 Budget Administration.

Policy 6161.3 Property, Equipment, and Supplies - Individuals with Disabilities Education Act – Revised

As part of the Policy Manual Review, this policy has been recommended for revision.

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

VOTED: That the Board of Education approve the revisions to Policy 6161.3 Property, Equipment, and Supplies - Individuals with Disabilities Education Act.

Policy 3210 Local Funds – Remove

As part of the Policy Manual Review, this policy was recommended for removal from the policy manual as the Board of Education does not issue bonds.

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

VOTED: That the Board of Education remove Policy 3210 Local Funds.

Policy 6161.21 Fees, Fines and Charges – Renumbered/New

As part of the Policy Manual review, this policy was found attached to Policy 6161.3. Therefore, it is a new policy in the manual.

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

VOTED: That the Board of Education approve Policy 6161.21 Fees, Fines and Charges.

Policy 6152.51 Surveys of Students (Student Privacy) – New

This policy is a required policy for the Policy Manual.

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

VOTED: That the Board of Education approve Policy 6152.51 Surveys of Students (Student Privacy).

NEW BUSINESS – There was no New Business to come before the Board.

INFORMATION

Commissioner Caggiano shared information regarding attendance at the CABE Legislative Update. Committee Extra Curricular Activity, feasibility reviewed in Operations.

Commissioner Vibert shared information regarding all Board of Education meetings are open to the public.

LIAISON REPORTS

Commissioner Taylor reported on Greene Hills School events.

Commissioner Vibert reported on events at South Side School.

Commissioner Caggiano reported on a recent event that he attended at South Side School.

Chairman Wilson reported on the Adult Education graduation and Bristol Education Foundation new board member search.

VOTE TO CONVENE INTO EXECUTIVE SESSION

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

VOTED: That the Board of Education vote to convene into EXECUTIVE SESSION for the purpose of discussing: Superintendent Evaluation. (8:39 p.m.)

EXECUTIVE SESSION

PRESENT: Commissioners: Jeff Caggiano, Jennifer Dube, Kristen Giantonio, Joseph Grabowski, Karen Hintz, Thomas O'Brien, Tina Taylor, Karen Vibert, Christopher Wilson and Dr. Susan Kalt Moreau

Executive Session was called to order at 8:48 p.m.

Superintendent Evaluation

Commissioners discussed Superintendent Moreau's performance.

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

ADJOURNMENT

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

VOTED: That the Board of Education meeting be adjourned. (9:18 p.m.)

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to Board of Education

Jennie Brady

OBJECTIVE:

To obtain a full-time English teaching position.

EDUCATION:

MASTER OF ARTS IN TEACHING, MAY 2013

Certified- Secondary English Teacher

Central Connecticut State University

New Britain, CT 06053

GPA: 3.95

BACHELOR OF ARTS IN ENGLISH, MAY 2010

Central Connecticut State University

New Britain, CT 06053

GPA: 3.40

TEACHING EXPERIENCE:

ELLINGTON HIGH SCHOOL, Ellington, Connecticut

English Teacher

November 2013-present

- Open communication with parents/students regarding student progress and development
- Experience in teaching: grades 9-12 (honors & academic), Shakespeare, Utopian/Dystopian Literature, ECE American Studies [UCONN], American and British Literature
- Created and implemented lessons that aligned with Common Core State Standards and Ellington Public School District Standards
- Literature units are aligned with Depth of Knowledge assessments
- Close reading strategies implemented and used throughout units
- Book clubs and student choice in reading/writing
- Collaborated with the reading specialist to scaffold lessons for challenging material
- Worked closely with the English department to review data regarding skills that students achieved/needed more support on

- Many professional development opportunities geared towards learning about Teacher's College workshop models, student-led conferences, book clubs, close reading strategies

CONNECTICUT IB ACADEMY, East Hartford, Connecticut

English Long-Term substitute

September 2012- November 2012

- Experience teaching English in grades nine and twelve
- Planned and taught American and British Literature units and short story units
- Conversated with parents regarding student progress

CROMWELL HIGH SCHOOL, Cromwell, Connecticut

Student Intern & Student Teacher

September 2012-May 2013

- Designed and executed multiple Understanding by Design units
- Created and implemented lessons that aligned with Common Core State Standards and Cromwell Public School District Standards
- Developed and taught literature units on *Fahrenheit 451*, and *The Taming of the Shrew* for four tenth grade honors level classes (primary teacher during cooperating teacher's maternity leave absence)
- Developed and taught literature units on *Romeo and Juliet*, and *Night* (in conjunction with cooperating teacher) for one ninth grade standard level class
- Prepared and implemented units on CAPT assessment practices
- Collaborated with special education teacher in modifying lesson plans and assignments for students with Individualized Education Plans
- Designed and implemented an action research project to analyze the effects of sustained silent reading

BRISTOL SUMMER SCHOOL, Bristol, Connecticut

Student Teacher

July-August 2012

- Developed and executed lessons that aligned with Common Core State Standards and Bristol Public School District Standards
- Differentiated instruction to meet a range of student needs

PROFESSIONAL DEVELOPMENT:

TRAINING:

- *Teacher's College*: Christopher Lehman, Kate Roberts (consultant), 2013-present
- *League of Innovative Schools*, Massachusetts, 2014
- *New England Conference on Multicultural Education*, Central Connecticut State University, New Britain, Connecticut
- Certified in First Aid and CPR, July 2013
- Certified in Epi-Pen and Medicine Administration, July 2013

TECHNOLOGY SKILLS:

- Google (Classroom, forms, spreadsheets, docs, other apps.)
- SMARTboard
- Microsoft Office
- PowerSchool Database
- Rediker Database

VOLUNTEER EXPERIENCE:

HEBREW HEALTH CARE, SPRING 2009

- Organized fundraisers for the home, provided social activities & education for elderly residents

THE BURLINGTON ACADEMY OF LEARNING, SUMMER 2013

- Spent time and taught children (ages 1-10), focused on the development of social and cognitive skills

CROMWELL HIGH SCHOOL, SPRING 2013

- Assistant tennis coach for the girls' Varsity and Junior Varsity teams

EXTRACURRICULAR (NON-VOCATIONAL) ACTIVITIES:

HIGH SCHOOL

- Spanish National Honor Society, Soccer Team, Tennis Team, Ski Club

SKILLS AND INTERESTS:

- Fluent in Spanish, verbal and written
- Superior leadership, communication, organizational skills
- Proficient with Google and Microsoft Office
- Extensive experience with the high school environment and its students
- Swimming, tennis, soccer, reading, animals

Alyssa V. Cook

Education

University of Connecticut, Storrs, CT

Masters of Arts in Education, Curriculum & Instruction, May 2013

University of Connecticut, Storrs, CT

Bachelor of Arts, Political Science, Minor in History, May 2012

Institute at Palazzo Rucellai, Florence, Italy, May 2010 - July 2010

Work Experience

Farmington High School, Farmington, CT

Social Studies Acceleration Tutor

April 2017 - Present

- Provide academic support for students in the content area of Social Studies
- Collaborate with teachers in the Social Studies department on lesson, unit, and curriculum planning
- Assist teachers in differentiating instruction for students

Connecticut Junior Republic, Cable Academic Vocational Education Center Litchfield, CT

Instructional Assistant

August 2015- Present

- Provide instructional and behavioral support for students with emotional and/or learning disabilities.
- Assist academic and vocational teachers to meet the diverse needs of students.
- Assist academic and vocational teachers in classroom management.

Success Academy Charter Schools, New York, New York

Social Studies Teacher

July 2014 - June 2015

- Guide students through historical trends and developments through primary and secondary source documents.
- Utilize project-based learning, adhering to Success Academy curriculum guidelines.
- Drive academic outcomes by analyzing student work and studying data, implementing high leverage instructional moves to ensure dramatic gains for all students.

Chase Park House, Parks & Recreation Department, Waterbury, CT

June 2008 – August 2013

Recreation Leader & Summer Camp Counselor

- Head-counselor for summer camp students aged 6-12.
- Responsible for supervision and organization of weekly/bi-weekly field trips for students.
- Responsible for supervision all on-site activities and sporting events.

Congressman Christopher Murphy, New Britain, CT

August 2011-January 2012

District Intern

- Responsible for drafting letters and responses to constituent inquiries.
- Conducted legislative research with proficiency in Microsoft Word and Excel
- Helped to organize, schedule, and plan community events

Activities & Volunteer Work

Assistant Varsity Girls Tennis Coach

March 2016 - Present

Woodland Regional High School

Nutmeg Big Brothers Big Sisters Program, Windham, CT

August 2009 – May 2014

Student Mentor, Windham Center Elementary School

- Participated in educational and athletic activities with elementary school students during the academic school year.
- Provide academic tutoring to elementary school students.

Connecticut Special Olympics

August 2009 - Present

Volunteer

- Attended and helped to organize events and fundraisers involving the Connecticut Special Olympics.

Racia McLean

Professional Summary

Goal-oriented and energetic science teacher with excellent self-reflective and analytical skills demonstrated by a solid history of achievement in creating flexible and favorable environment for learning and personal academic growth. Motivated, detail-oriented leader with strong organizational and prioritization abilities. Areas of expertise in the Next Generation Science Standards, biological lab practices and methods for continued classroom engagement.

Education

University of Connecticut, Storrs, CT

Master of Arts in Curriculum and Instruction, May 2017

GPA: 3.86/4.00

Inquiry Project: "Equity and the Next Generation Science Standards: An examination of students' development and use of models across student demographics."

University of Connecticut, Storrs, CT

Bachelors of Science, CLAS& Neag School of Education, May 2016

Majors: Biological Sciences & Secondary Science Education, Interdisciplinary area of concentration: Biology

GPA: 3.20/4.00

Certificate and Licensure

General Science (034) and Biology (030)

Certification: Connecticut Initial Educator Certificate

Licensure: Connecticut Initial Educator Certificate

Praxis Status

Received Praxis Core Waiver I; Passed Praxis II (5235 and 5435)

Classroom Experience

Capital Prep Harbor Lower School, Bridgeport, CT

5th & 6th Grade Science Teacher, July 2017 – Present

- Adapt teaching methods and instructional materials to meet students varying needs and interests.
- Improve standard-based grades in 5th and 6th grade by 3%, through maintaining weekly contact with parents or guardians, other teachers, counselors, and administrators to resolve students' behavioral and academic problems.
- Keep abreast of developments in the scientific field by reading current literature, talking with colleagues, and participating in professional development.
- Design molecular or cellular laboratory experiments, oversee their execution, and interpret results.

Sage Park Middle School, Windsor, CT

Research Intern, NGSS in Action in Middle School, Fall 2016 – Spring 2017

- Analyzed and evaluated equity in the Next Generation Science Standards
- Designed and implemented an inquiry project regarding students' development and use of modeling across demographics.
- Provided lesson plan assistance and in-class support for teachers beginning to implement the Next Generation Science Standards practices.
- Coordinated a multi-grade level (6 – 8) meeting on the integration of formal lab report writing.

East Hartford Middle School, East Hartford, CT

Student Teacher, Grade 8, Spring 2016

- Planned and implemented daily science lessons using the Next Generation Science Standard instructional strategies such as talk moves, modeling, experimentation, technology and close reading.
- Presented interactive and differentiated science lessons for leveled groups.

- Coordinated with and learned from cooperating teacher on how to effectively manage the classroom and student behavior.
- Provided before school and afterschool academic support to students.

Leadership Experience

Panera, Manchester, CT

Associate, May 2016 – February 2017

- Worked effectively on a team in order to prepare and package food quickly.

Associate Trainer, February 2017 – June 2017

- Lead the line team efficiently by organizing associates in strength-based food positions.
- Resolved customer issues and provided solutions in a timely and friendly manner.
- Implemented training plans for new line associates by training and testing them on the various stations, procedures, food safety and expectations on the line.

Sage Park Middle School, Windsor, CT

Curriculum Meeting Session Leader, November 2016

- Lead formal lab report writing session for 6 – 8 grade teachers.

Student Affairs, Storrs, CT

Administrative Assistant, September 2014 – May 2015

- Monitored and responded to inbound phone inquiries and created, resolved, assigned and/or escalated the resulting tickets in a timely manner.
- Became knowledgeable in supported academic areas in order to update and maintain knowledge based material.
- Kept hall director and supervisor informed of hall related issues for effective and quick conflict resolutions.

Relevant Skills and Interests

Computer: Microsoft Office, Google Drive, Kahoot, Quizlet, PowerSchool, Google Classroom, and Smart Notebook

Interests: Hiking, coaching and playing soccer and track and field, and hosting a book club

THANK YOU!

THANK YOU!

THANK YOU!

Due to your generosity we raised a total of \$ 24,878.00 in the 2017-2018 School Year for charitable causes through our monthly “Dress Down Days”. The monthly breakdown is as follows:

<u>DATE:</u>	<u>CHARITY</u>	<u>AMOUNT</u>
9/29/17	Morgan Amyot Fund	\$3,404.00
10/27/17	Noah Renkavinsky Fund	2,863.00
11/17/17	Bristol Business Education Foundation	2,405.00
12/15/17	Bristol Board of Education Immediate Response Funds	2,283.00
1/26/18	For Goodness Sake	2,772.00
2/23/18	Bristol’s Food Pantry/Soup Kitchens	2,400.00
3/23/18	Henry Barnard Fund	2,282.00
4/27/18	Parent and Child Center	2,327.00
5/18/18	United Way Day of Caring	2,211.00
6/15/18	Mt. View Playscape Project & Bristol Police Canine Project- (Operation Opioid)	1,931.00

CONGRATULATIONS TO ALL!

Susan K. Moreau

Susan K. Moreau, Ph.D.
Superintendent of Schools

Catherine M. Carbone

Catherine M. Carbone, Ed.D.
Assistant Superintendent

Business

Medical Reimbursement for Special Education Students

The Board of Education will seek Medicaid reimbursement for eligible medically related services provided to Medicaid eligible special education students in accordance with federal and state law.

Legal Reference: Connecticut General Statutes

[10-76d](#) Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs. Relationship of insurance to special education costs. (As amended by P.A. 99-279 An Act Concerning Programs and Modifications Necessary to Implement the Budget Relative to the Department of Social Services.)

Policy Adopted: October 6, 1999

Affirmed: July 11, 2018

Non-Instructional Operations

Buildings and Grounds Management

The care, custody, and safekeeping of all school property shall be the general responsibility of the **Director of Facilities** ~~Assistant to the Superintendent for Business~~. This person shall establish such procedures and employ such means from time to time as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all school property; to safeguard school property against loss, damage, or undue depreciation; to recover and restore to usefulness any school property which may be lost, stolen, or damaged; and to do all things necessary to insure the proper maintenance and safekeeping of school property.

An effective educational program requires clean, healthful, safe, business like and attractive physical facilities. In order to carry out an efficient maintenance program, the custodians must receive the cooperation of the students, the teachers and administrators.

Each custodian shall have a daily work schedule in order to accomplish his/her part of the overall task. He/she shall be given directions on how to perform the various duties assigned to him/her. The supervisor of buildings and grounds and the building principal shall supervise and ensure that all custodians are doing their share of the work to the best of their ability.

Policy Adopted: July 6, 1994

Revised: July 11, 2018

Non-Instructional Operations

Accident Prevention and Reporting

The practice of safety shall also be considered a facet of the instructional plan of the district schools by virtue of educational programs in traffic and pedestrian safety, driver education, fire prevention, and emergency procedures, appropriately geared to students at different grade levels.

Each building administrator shall be responsible for the supervision of a safety program for his/her school and the ~~Assistant to the Superintendent for Business~~ **Facilities Director and Director of Safety & Security** shall have overall responsibility for the safety program of the district. General areas of emphasis shall include, but not be limited to: ~~in-service training;~~ accident recordkeeping; plant inspection; driver and vehicle safety programs; fire prevention; ~~school site selection;~~ and emergency procedures and traffic safety problems relevant to students, employees and the community.

Accidents shall be reported to the Superintendent and appropriate paperwork for student accidents shall be sent to the Facilities Office. Injuries to staff require the completion of an accident report and a phone call to the Human Resources Office. Employees who are injured on the job will be sent to the Occupational Health provider or in the event of a serious injury by ambulance to the hospital.

Policy adopted: July 6, 1994

Revised: July 11, 2018

Students

Alcohol Use, Drugs, and Tobacco (including Performance Enhancing Substances)

Pursuant to the goal of the Board of Education to maintain a drug, tobacco and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Definitions

Drugs are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana, hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

Controlled substances, for purposes of this policy shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

Under the influence, for purposes of this policy shall include any consumption or ingestion of controlled substances by a student.

Electronic nicotine delivery system means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.

Liquid nicotine container means a container that holds a liquid substance containing nicotine that is sold, marketed or intended for use in an electronic nicotine delivery system or vapor product, except "liquid nicotine container" does not include such a container that is prefilled and sealed by the manufacturer and not intended to be opened by the consumer.

Vapor product means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product.

Students

Alcohol Use, Drugs, and Tobacco (including Performance Enhancing Substances) Con't

Privacy Rights

Personal privacy rights of students shall be protected as provided by law.

Notification of Policy

Annually, students will be notified through the student handbook, or through other means, of disciplinary sanctions for violation of this policy.

Drugs and Alcohol

It is the policy of the Board to prevent and prohibit the use (except as duly authorized through the school nurse), possession, distribution or sale of any drug, drug paraphernalia, or alcohol by any student at any time on school property, at school-sponsored events or on school-provided transportation. The District provides (1) a supportive environment for recovering chemically dependent students during and/or after their involvement in a treatment program for chemical dependency; and will provide (2) assistance to those students who are affected by drug/alcohol possession or use by others. Any student in Bristol schools found to be using, selling, distributing, in possession of or under the influence of intoxicants, mood altering drugs or substances, or look-alike drugs, or in possession of any related drug paraphernalia during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates the substance abuse policy and is seriously disruptive of the educational process shall be subject to consequences as stated in the student handbook.

Disciplinary Action

Use, possession, sale or distribution of drugs, including prescription drugs, drug paraphernalia and/or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, he/she will be suspended from school in accordance with regulation 5131.6, referred to the appropriate treatment agency, possibly considered for expulsion and the parents will be contacted. In cases of the illegal activity of possessing or selling drugs or alcohol, he/she will be referred to the police department, his/her parent(s)/guardian will be contacted, he/she will be suspended from school, referred to a Student Support Team, and considered for expulsion.

Tobacco/E-Cigarette Use by Students

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products by students in any school building or school vehicle at any time or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated

Students

Alcohol Use, Drugs, and Tobacco (including Performance Enhancing Substances) Con't

Tobacco/E-Cigarette Use by Students

school personnel. Tobacco includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering systems or vapor product, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

Inhalant Abuse

No student shall intentionally use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or substance or other substance that contains a volatile chemical. No student shall inhale, ingest, apply, use or possess an abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to directions for use, cautions or warnings appearing on a label of a container of the glue, paint aerosol or substance; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person's eyesight, thinking process, balance or coordination.

For purposes of this policy, inhalants are defined as follows, but not limited to:

- Nitrous Oxide - Laughing Gas, Whippets, CO2 Cartridge
- Amyl Nitrite - "Locker Room," "Rush," "Poppers," "Snappers"
- Butyl Nitrite - "Bullet," "Climax"
- Chlorohydrocarbons - Aerosol Paint Cans, Cleaning Fluids
- Hydrocarbons - Aerosol Propellants, Gasoline, Glue, Butane

Further, no student, 18 years of age or older, shall intentionally, knowingly or recklessly deliver or sell potentially abusable inhalant materials as listed above to a minor student.

Any student in the Bristol schools found to be in possession of, using, distributing, or selling potentially abusable inhalant materials shall be subject to disciplinary action as outlined in this policy, up to and including suspension and a recommendation for expulsion.

Students

Alcohol Use, Drugs, and Tobacco (including Performance Enhancing Substances) Con't

Performance-Enhancing Drugs (including food supplement)

The Board of Education prohibits the use, possession, distribution or sale 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/program, other than use for a valid medical purpose as documented by a physician. Bodybuilding and enhancement of athletic ability and performance are not considered valid medical purposes.

Medical Marijuana

Although possession and use of marijuana for certain medical conditions, consistent with Connecticut's P.A. 12-55, "An Act Concerning the Palliative Use of Marijuana," as amended by P.A. 16-23, is no longer a crime in Connecticut, the possession and use of marijuana remains illegal under federal law. Consistent with federal law, including the Controlled Substances Act and the Drug-Free Schools and Communities Act, the use and or possession of marijuana continues to be prohibited while a student is on a school bus, at school, on school grounds or at a school-sponsored activity. The District will continue to enforce its policies regarding controlled substances and any students who violate District policy prohibiting the use, sale or possession of illegal drugs in District facilities and school property will be subject to disciplinary and criminal action.

(cf. 5114 - Suspension/Expulsion)

(cf. 5131 - Conduct)

(cf. 5131.62 - Steroid Use)

(cf. 5131.601 Palliative Marijuana)

(cf. 5131.8 - Out of School Grounds Misconduct)

(cf. 5145.12 - Search and Seizure)

(cf. 6164.11 - Drugs, Alcohol, Tobacco)

Legal Reference: Connecticut General Statutes

1-21b	Smoking prohibited in certain places.
10-19	Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
10-154a	Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.
10-220b	Policy statement on drugs.
10-221(d)	Boards of education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs.

Students

Alcohol Use, Drugs, and Tobacco (including Performance Enhancing Substances) Con't

- 21a-240 Definitions dependency producing drugs.
- 21a -240(8) Definitions "Controlled Drugs," dependency producing drugs.
- 21a-240(9) Definitions "controlled substance."
- 21a-243 Regulation re schedules of controlled substances.
- 21a-408 et. seq. Palliative Uses of Marijuana (as amended by P.A. 16-23)
- 53-198 Smoking in motor buses, railroad cars and school buses.
- P.A. 11-73 An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum.
- P.A. 12-55 An Act Concerning the Palliative Use of Marijuana.
- P.A. 16-23 An Act Concerning the Palliative Use of Marijuana
- P.A. 14-76 An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.
- P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products
- Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.
- 20 U.S.C. Section 7181 et. seq., ~~No Child Left Behind Act~~ ESSA
- Synthetic Drug Abuse Prevention Act of 2012. (part of s.3187, the Food and Drug Administration Safety and Innovation Act)
- New Jersey v. T.L.O, 469 U.S. 325 (1985).
- Veronia School District 47J v. Acton, 515 U.S. 646. (1995)
- Board of Education of Independent School District No 92 of Pottawatomie County v. Earls 01-332 U.S. (2002).
- P.A. 15-206 "An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products".

Policy adopted: February 7, 2007
revised: March 1, 2017
revised: July, 11, 2018

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Students

Prohibition on Recommendation for Psychotropic Drugs

In accordance with Conn. Gen. Stat. § [10-212b](#), the Board of Education prohibits school personnel from recommending the use of psychotropic drugs for any child. Moreover, personnel may not require that a child obtain a prescription for a controlled substance (as defined in the Controlled Substances Act, 21 U.S.C. § 801 et seq.) in order for the child to: 1) attend school; 2) receive an initial evaluation or reevaluation to determine a child's eligibility for special education; or 3) receive special education and related services. Notwithstanding the foregoing, school health or mental health personnel may recommend that a child be evaluated by an appropriate medical practitioner and school personnel may consult with such practitioner with the consent of the parents or guardian of such child, in accordance with the procedures outlined below.

I. Definitions

For purposes of this policy, the following definitions apply:

A. Psychotropic drugs means prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders, and includes, but is not limited to, stimulant medication and antidepressants.

B. Recommend means to directly or indirectly suggest that a child should use psychotropic drugs.

C. School health or mental health personnel means:

1. school nurses or nurse practitioners appointed pursuant to Conn. Gen. Stat. § 10-212;
2. school medical advisors appointed pursuant to Conn. Gen. Stat. § 10-205;
3. school psychologists;
4. school social workers;
5. school counselors;
6. school administrators;

Students

Prohibition on Recommendation for Psychotropic Drugs

7. other school personnel (such as a teacher designated as a child's Case Manager) who have been identified by a Planning and Placement Team, Section 504 team, Student Assistance Team or similar group of district professionals as the person responsible for communication with a parent or guardian about a child's need for medical evaluation;
8. a school professional staff member designated by the Superintendent to communicate with a child's parent or guardian about a child's need for medical evaluation.

II. Procedures

- A. A school health or mental health personnel, as defined above, may communicate with other school personnel about a child who may require a recommendation for a medical evaluation, provided that 1) there is a legitimate educational interest in sharing such information; and 2) such communication shall remain confidential, to the extent required by law.
- B. A school health or mental health personnel, as defined above, may communicate a recommendation to a parent or guardian that a child be evaluated by a medical practitioner provided that 1) based on such person's professional experience, objective factors indicate that a medical evaluation may be necessary to address concerns relating to the child's education and overall mental health; and 2) any communication includes the basis for the recommendation.
- C. If a parent or guardian determines that it is necessary to share medical information, including results of any medical evaluation, with school personnel, he or she may do so at any time. School personnel who receive such information directly from a parent must maintain the confidentiality of such information, to the extent required by law.
- D. Any school personnel with a legitimate educational interest in obtaining information from a child's medical practitioner outside the school who is not a school employee must obtain prior, written consent from the child's parent or guardian to communicate with such outside medical practitioners. Any school health or mental health personnel, as defined above, may request written consent

Students

Prohibition on Recommendation for Psychotropic Drugs

from the parent or guardian. To be valid, the written consent must: 1) be signed by the child's parent or guardian; 2) be dated; 3) provide the child's name; 4) provide the name of the medical practitioner and relevant contact information, to the extent known; and 5) indicate the scope of the consent.

Nothing in this policy shall be construed to prevent school personnel from consulting with a medical practitioner who has information concerning a child, as long as the school district has obtained consent from the parent(s) or guardian(s) of the child, in accordance with Section II.D., above. Nothing in this policy shall prevent a Planning and Placement Team from recommending a medical evaluation as part of an initial evaluation or reevaluation, as needed to determine a child's (i) eligibility for special education and related services, or (ii) educational needs for an individualized education program.

Legal References:

Conn. Gen. Stat. [10-76d](#)

Conn. Gen. Stat. § [10-212b](#)

Conn. Gen. Stat. § 10-205

Controlled Substances Act, 21 U.S.C. § 801

34 C.F.R. § 300.174. Prohibition on mandatory medication

Policy adopted: November 7, 2001

Policy Revised: April 4, 2007

Revised: July 11, 2018

Students

Bullying

The Bristol Board of Education promotes a secure environment, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

Students who engage in any act of bullying while at school, at any school function, or in connection to or with any district sponsored activity or event are subject to appropriate discipline up to and including law enforcement officials.

Bullying is defined as:

- (1) any targeting of a student based on the student's actual or perceived "differentiating" characteristics, such as race, gender, sexual orientation, or physical appearance and religion and disability
- (2) actions taken through electronic communications or devices that otherwise qualify as bullying and are known collectively as "cyberbullying." written, oral, and electronic communications; physical acts; and gestures by a student or a group of students that are repeatedly directed against another student that
 - a) causes the student physical or emotional harm or damages his or her property,
 - b) puts the student in reasonable fear of harm or property damage,
 - c) creates a hostile school environment for the student,
 - d) infringes on the student's rights at school, or
 - e) substantially disrupts the education process or a school's orderly operation.
- (3) an act that creates a hostile environment in which bullying among students is so severe or pervasive that it alters the school's climate.
- (4) as any overt acts by a student or groups of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year.
- (5) Bullying which occurs outside of the school setting must be addressed by school officials if it has a direct and negative impact on a student's academic performance or safety in school.
 - a. creates a hostile school environment;

Policy

5131.911(b)

- b. infringes on the rights of the victim at school; and/or
- c. substantially disrupts the education process or orderly operation of the school.

To be considered bullying, communications, physical acts and gestures must be repeated and the student against whom the activity is directed must be attending school in the same district as the students engaged in the bullying activity.

Responsibilities of Employees

The school principal is responsible for investigating or designating someone to investigate and address bullying whether it occurs in or out-of-school, if it affects the school or students in the school or school district. All school employees, not just teachers and administrators [substitute teachers, guidance counselors, psychologists, social workers, nurses, paraprofessionals, coaches, secretaries, or custodians] must report bullying incidents they see or that are reported to them to the principal or his or her designee.

A comprehensive program, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school-wide, classroom and individual.

The Board shall:

- (1) adopt a Safe Climate Plan by January 1, 2012 and submit such plan to the State Department of Education.
- (2) establish deadlines for reporting, investigating, and notifying parents and guardians about bullying incidents;
- (3) prohibit retaliation against those who report bullying; and
- (4) require school officials to notify police when they believe bullying conduct constitutes a crime.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. This policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.

In addition, the superintendent or his/her designee shall direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual that may include both counseling and/or discipline.

School superintendents and principals will designate staff members and school committees to be responsible for school climate and responses to bullying in each school and district.

Policy
5131.911(c)

All staff will receive in-service training addressing the identification of and response to bullying.

Note: 5131.914

(cf. 0521 – Nondiscrimination)
(cf. [5114](#) – Suspension and Expulsion/Due Process)
(cf. [5131](#) – Cyberbullying)
(cf. [5131.8](#) – Out-of-School Misconduct)
(cf. 5145.4 – Nondiscrimination)
(cf. [5145.5](#) – Sexual Harassment)
(cf. [6121](#) – Nondiscrimination in the Instructional Program)
(cf. [6121.1](#) – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

[10-15b](#) Access of parent or guardian to student’s records. Inspection and subpoena of school or student records.

[10-222d](#) Policy on bullying behavior as amended by PA 08-160.

PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

P.A. 11-232: An Act Concerning the Strengthening of School Bullying Laws

Note statute

Policy Adopted: January 3, 2003

Policy Revised: February 7, 2007

Policy Revised: December 3, 2008

Policy Revised: August 17, 2011

Policy Revised: July 11, 2018

Students

Bullying

A safe school climate is essential to maximize student learning. The Bristol Board of Education is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Bristol Board of Education has developed the following regulations as well as a Safe School Climate policy, consistent with state law. This Plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Bristol Board of Education's expectations for preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

A. Bristol Board of Education expressly prohibits any form of bullying behavior 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 a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Bristol Board of Education.

B. Bristol Board of Education also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

C. In addition to prohibiting student acts which constitute bullying, the Bristol Board of Education also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

D. Students who engage in bullying behavior in violation of Bristol Board of Education Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with Bristol Board of Education's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

A. **"Bullying"** means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:

1. causes physical or emotional harm to such student or damage to such student's property;

Regulation

5131.911(b)

2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. creates a hostile environment at school for such student;
4. infringes on the rights of such student at school; or
5. substantially disrupts the education process or the orderly operation of a school.

B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and 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.

III. Other Definitions

C. **“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.

D. **“Electronic communication”** means any transfer of signs, signals,

writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system;

E. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

F. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

G. **“Outside of the school setting”** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

H. **“Prevention and intervention strategy”** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and

Regulation
5131.911(c)

interventions with the bullied child, parents and employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

I. **“School climate”** means the quality and character of school life that optimizes learning, with a particular focus on the quality of the relationships within the school community between and among students and adults.

J. **“School employee”** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

K. **“School-Sponsored Activity”** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities (see School Climate Policy 5131.914)

L. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator (“Coordinator”). The Coordinator shall, in addition to the responsibilities enumerated in policy 5131.914:

1. be responsible for implementing the district’s Safe School Climate Plan (“Plan”);
2. collaborate with building Safe School Climate Specialists, the Bristol Board of Education, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district’s Plan.

M. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal’s designee) shall serve as the Safe School Climate Specialist. In addition to the responsibilities enumerated under Bristol Board of Education Policy 5153.914, the Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and

Regulation

5131.911(d)

act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal. The Safe School Climate Coordinator should be a member of the School Crisis Team.

B. In addition to the responsibilities enumerated in Bristol Board of Education Policy 5131.914, The Committee shall:

- 1) receive copies of completed reports following bullying investigations;
- 2) identify and address patterns of bullying among students in the school;
- 3) review and amend school policies relating to bullying;
- 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
- 5) educate students, school employees and parents/guardians on issues relating to bullying;
- 6) collaborate with the Coordinator in the collection of data regarding bullying; and
- 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

VI. Procedures for Reporting and Investigating Complaints of Bullying

A. Students or parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e.) building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B. Students may make anonymous reports of bullying to any school Employee. Students may also request anonymity when making a report, even if the student’s identity is known to the school employee.

In a case where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student’s identity is known) to review the request for

Regulation

5131.911(e)

anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the students(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegation and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

F. Copies of all letters to the family of the bully and victim shall be sent to the District Safe School Climate Coordinator and utilized to complete annual reports to the State Department of Education.

VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law. A building administrator will contact the parent/guardian, of the alleged recipient of bullying, to explain that an investigation is taking place within 48 hours of a report of bullying.

B. In any instance in which bullying is verified, the Safe School Climate specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to

Regulation

5131.911(f)

communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed for the student who is found to have committed repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual .

The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student support plan, as appropriate.

Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Bristol Board of Education's obligations under state and federal law and Bristol Board of Education's policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Bristol Board of Education's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Bristol Board of Education policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain

Regulation

5131.911 (g)

any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. This list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

C. The Principal of each school each shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying”, as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce Bristol Board of Education’s prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and

Regulation
5131.911(h)

therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with Bristol Board of Education's Student Discipline policy [due process].

In cases in which expulsion is being considered, a recommendation will be made to the Superintendent of Schools to expel a student in accordance with the Bristol Board of Education policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation where appropriate in grades 6-12 or other forms of mediation;
- e. Student Support plan; and
- f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

Regulation

5131.911(i)

- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school which may include a school-wide Positive Behavioral Intervention and Supports [PBIS] program, intended to include specific learning objectives for building safe and positive school communities.
- d. Individual interventions with the perpetrator, parents and school employees, and the interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Connecticut Department of Education;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees many find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-

appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

X. Annual Notice and Training

A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

B. Bristol Board of Education shall provide for the inclusion of language in student codes of conduct concerning bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district’s safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

(cf. [5114](#) - Suspension/Expulsion)

(cf. [5131](#)- Out-of-School Misconduct)

(cf. [5131.911](#)- Bullying/Cyberbullying)

Legal References:

Public Act 11-232, *An Act Concerning for Strengthening of School Bullying Laws*

Conn. Gen. Stat. § [10-222d](#)

Conn. Gen. Stat. §§ [10-233a](#) through [12-233f](#)

Connecticut State Department of Education Circular Letter C-8, Series 2008-2009
(March 16, 2009)

Regulation Adopted: August 17, 2011

Regulation Revised: February 1, 2012

Regulation Revised: July 11, 2018

Instruction**School Calendar**

The school calendar ~~for the ensuing school year~~ shall be prepared by the ~~Superintendent~~ Director of Human Resources **who will create the school calendar every two years** and presented them for Board of Education approval by **March** ~~spring of each year~~ every other year. The Board shall not take action on the calendar until the following meeting.

On the December and January holidays of Christmas and the observed Dr. Martin Luther King's birthday school will not be in session.

The calendar shall set forth the days schools shall be in session, **parent conference days**, holidays and vacation periods, and other pertinent days as established by the Board.

In preparing the calendar, the Director of Human Resources ~~Superintendent~~ may consult with ~~other~~ administrators, representatives of parent/citizen groups, and employee unions organizations.

~~The Board may declare a holiday in the schools under its jurisdiction when good reason exists.~~

Review of Calendar

Refer to prevailing contract agreement.

Legal Reference: Connecticut General Statutes

1-4 Days designated as legal holidays.

Instruction Adult/Continuing Education

The Board recognizes that education is a lifelong process. Therefore, the Board of Education shall establish and maintain a program of adult education classes. The adult education program shall be open to all residents over age **176**, not attending any public or private ~~elementary, middle or senior high~~ school, **unless the student has graduated from high school**. The program shall offer a variety of subjects to serve civic, cultural, vocational, and avocational needs of the community. Course offerings shall be determined by response to courses previously given and by newly arising needs and interests, subject to limitations of the plant personnel and equipment.

Classes shall be made available at fees to be established by the Board of Education. No tuition shall be charged for residents who enroll in adult classes for ~~elementary and high school completion, Americanization and~~ United States citizenship and English for adults with limited English proficiency. Other courses may be given only when the number of interested adults is sufficient to form a class of proper size, and when a qualified teacher, adequate facilities and appropriate supervision can be made available.

Legal Reference: Connecticut General Statutes

[10-69](#) and [10-73a](#) Adult education.

[10-71](#) and [10-71a](#) State grants for adult education programs.

[10-73b](#) Grants for adult education services of programs conforming to state plan.

[10-73c](#) Basic adult education programs.

Policy Adopted: April 5, 1995

Revised: July 11, 2018

Students

School Climate

Policy Statement

All schools support and promote teaching and learning environments where each and every student achieves academically and socially, has a strong and meaningful voice and is prepared for democratic life and successful transition into the 21st century workplace. A positive school climate is an essential element of achieving these goals. Rigorous implementation of the following set of guiding principles and systemic strategies will promote these desired outcomes.

The Bristol Board of Education (the “Board”) adopts this Policy that is guided by the fundamental belief that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact and socialize in physically, emotionally and intellectually safe, respectful and positive school environments, as well as the opportunity to experience high quality relationships. Schools, therefore, have the responsibility to promote conditions designed to create, maintain and nurture positive school climate.

This Policy sets forth the framework for an effective and democratically informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the expectations of the five National School Climate Standards,[1] as detailed herein.[2]

The Board recognizes that there is not one best way to improve school climate. Each school needs to consider its history, strengths, needs, and goals. This Policy will support and promote the development of research-supported action plans that will create and/or sustain physically, emotionally, and intellectually safe learning environments that foster social, emotional, ethical and academic education.

Definitions

An “**Effective School Climate Improvement Process**” is one that engages all stakeholders in the following six essential practices:

- (1) Promoting decision-making that is collaborative, democratic, and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
- (2) Utilizing psychometrically sound quantitative (e.g. survey) and qualitative (e.g. interviews, focus groups) data to drive action planning, preventive/intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
- (3) Tailoring improvement goals to the unique needs of the students and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;

(4) Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;

(5) Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning; and

(6) Strengthening policies and procedures related to:

- a. climate informed teaching and learning environments;
- b. infrastructure to facilitate data collection, analysis, and effective planning;
- c. implementation of school climate improvement plans;
- d. evaluation of the school climate improvement process; and
- e. sustainability of school climate improvement efforts.

“Positive Sustained School Climate” is the foundation for learning and positive youth development and includes:

1. Norms, values and expectations that support people feeling socially, emotionally, intellectually and physically safe;
2. People who treat one another with dignity, and are engaged and respected;
3. A school community that works collaboratively together to develop, live and contribute to a shared school vision;
4. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
5. A school community that contributes to the operations of the school and the care of the physical environment.

“Safe School Committee” (the “Committee”) means the committee appointed at a specific school building by the Specialist to perform the duties described herein.

“Safe School Climate Coordinator” (the “Coordinator”) means the Superintendent or the certified administrator appointed by the Superintendent to oversee the implementation of the district's Safe School Climate Plan and perform the duties described herein.

“Safe School Climate Plan” means the district plan developed and implemented pursuant to Conn. Gen. Stat. Section 10-222(d), containing provisions pertaining to bullying, filing complaints and conducting investigations, and posted on the district website.[3]

“Safe School Climate Specialist” (the “Specialist”) means the certified administrator and other school personnel appointed by the Coordinator at a specific school building to oversee the implementation of the

district's Safe School Climate Plan within the building, oversee the implementation of the School Climate Improvement Plan within the building, and perform the duties described herein.

“School Climate” means the quality and character of the school life with a particular focus on the quality of the relationships within the school community between and among students and adults. School climate is also based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures.[4]

“School Climate Improvement Plan” (the “Improvement Plan”) means the building-specific plan developed by the Committee using the Survey data and developed in accordance with the process described herein. An Improvement Plan must include the requirements of the Safe School Climate Plan, but has the larger purpose of improving school climate on a more global level, and actualizing and “The National School Climate Standards.” (Appendix A)

“School Climate Survey” (the “Survey”) shall mean a well-established reliable and valid survey, approved by the Connecticut State Department of Education, with additional external confirmation of its strength through third party evaluators and research studies, that is vigorously field tested, measures the core district populations (including students, parents/guardians, all school personnel - administrators, educators, certified and noncertified staff) and, when available, the wider community, and is easy and quick to administer. It shall also be administered in the predominant languages used by the population being surveyed.[5]

“School employee” means (1) a teacher, substitute teacher, school administrator, school Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

“Social Justice” means a community that *enables* its members to be fulfilled as fully engaged contributors to their community. It provides the foundation for a healthy and thriving school community that takes care of all of its members. A socially just community insures that there is complete and genuine fairness and equality. To that end, each and every school community member (students, faculty/staff, parents/guardians, family members, community members, etc.) no matter his or her age, role, power base, privilege, advantage, etc.:

1. Has value, worth and is treated with dignity;
2. Is assured protection of his/her liberties, rights and opportunities;
3. Is honored and celebrated for his/her unique background, culture, language, gifts and/or challenges;
4. Has fair and equal access to all curricular, extra-curricular educational and social programs;
5. Is provided the opportunity to have a meaningful voice in decision making and policy creation; and
6. Feels physically, emotionally and intellectually safe to exercise his/her voice, participate freely and contribute to the wellbeing and benefit of the entire school community.[6]

Declarations

I. Applicable Standards:

**Policy
5131.914(d)**

A. For School Employees:

1. All certified educators in the State of Connecticut are accountable for compliance with the regulations enacted by the Connecticut State Department of Education and the Bureau of Education Standards and Certification, including, but not limited to the Connecticut Code of Professional Responsibility For Teachers, Regulations of Connecticut State Agencies, (Section 10-145d0400a) and the Connecticut Code of Professional Responsibility For Administrators, Regulations of Connecticut State Agencies (Section 10-145d0400b) (collectively “Codes”), as they may be amended from time to time.
2. All school employees are accountable for compliance with the policies and procedures of the Board applicable to personnel, including, but not limited to non-discrimination, conduct and professional rights and responsibilities.

B. For Students:

1. All students are accountable for compliance with applicable codes of student conduct, policies and procedures for student participation and behavior.

C. For Board Members:

1. Board Members are accountable for compliance with the Board’s Code of Ethics and applicable Board By-laws governing Board member conduct.

D. For Persons Contracted to Provide Services to the Board:

1. Persons contracted to provide services to the Board (such as bus drivers, consultants, evaluators or the like) are accountable for compliance with such codes of ethics as may apply professionally, the terms of any such contract, as well as the policies and procedures of the Board generally applicable to persons on school property.

E. For Other Participants in the School Community:

1. Parents/guardians, family members, visitors and other persons on school property or otherwise participating in programs or services of the Bristol Public Schools are accountable for conducting themselves in accordance with applicable policies and procedures pertaining to such participation.

II. Alignment with Conn. Gen. Statutes Section 10-222(d):

A. This Policy is aligned with C.G.S. 10-222(d), “An Act Concerning the Strengthening of School Bullying Laws.”

B. In order to be in compliance with applicable law, all individual schools in the District must adhere to the following requirements:

1. In order to develop and maintain an “Effective School Climate Improvement Process, Schools must develop and implement “Improvement Plans,” administer and utilize the findings of “School Climate Surveys,” and engage in a continuing systemic process of learning and evaluating identified goals and objectives.
2. In order to implement an Effective School Climate Improvement Process, qualified and effective leadership is required. Such leadership shall be developed through (a) the implementation and satisfaction of appropriate professional development, (b) the Superintendent or the appointment of a Coordinator by the Superintendent, (c) the appointment of Specialists at each school building by the Coordinator, and (d) the establishment of a Committee at each school building.

III.. Professional Development

- a. Mandated school climate trainings shall be provided by individuals and/or organizations deemed qualified service providers by the Superintendent and/or the Coordinator.
- b. All school employees, as defined in this policy, shall participate in any mandated school climate trainings and update sessions.

**Policy
5131.914(e)**

c. The District shall provide necessary on-site coaching and/or technical assistance in the implementation phase of school climate improvement.

IV.. Funding

The District shall budget sufficient funding to satisfy the requirements of this Policy. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for community outreach, training, coaching, and technical assistance.

V. Accountability

A. The Board shall establish, foster, support and promote a culture of trust. Such a framework and culture is evident by a shared intent to:

1. Take collective responsibility for what has been accomplished and/or not accomplished;
2. Learn from what has been done well and not so well;
3. Work together to improve the quality and character of school life;
4. Create a highly effective professional environment whose responsibility it is to:

a. Establish norms, values and goals that encourage and support collaborative and courageous leadership;

b. Model and provide high quality academic, social, emotional and ethical learning; and

c. Engage in ongoing reflection and evaluation.

B. The Board shall hold itself, its individual members, and the Superintendent to the standards of this Policy and promote its intent and goals.

C. The Superintendent shall hold himself/herself, the staff, the students and other members of the school community to the standards of this Policy.

VI. Compliance with Other Applicable Laws: This Policy does not modify or eliminate a school's obligation to comply with state and federal constitutional protections and civil rights laws applicable to schools rather, it supports the schools ability to do so.

Policy Adopted: July 11, 2018

**Regulation
5131.914(a)**

I. Safe School Climate Coordinator Roles and Responsibilities:

- A. The Superintendent shall assume the role of, or appoint from among existing school district administrators, a district Coordinator.
- B. The duties of the Coordinator shall include those enumerated under C.G.S. Section 10-222(d) and the Bristol District Board of Education’s Regulation Section 5131.911. at a minimum, and shall also include the following:
 - i. Overseeing the implementation of the district's Safe School Climate Goal(s);
 - ii. Preventing, identifying and responding to any kind of mean-spirited behavior including, but not limited to reports of alleged bullying and harassment in the schools of the district, in collaboration with the Specialists, as well as the Board and the Superintendent as appropriate;
 - iii. Providing data and information regarding school climate improvement to the Connecticut State Department of Education, in collaboration with the Superintendent as may be required by law;
 - iv. Meeting with the Specialists at least twice during the school year to: (i) identify strategies to improve school climate that promotes high quality relationships among all school community members, and, as a result, is designed to eliminate intentional and unintentional mean-spirited behaviors including, but not limited to bullying and harassment, (ii) make recommendations concerning amendments to the district's Safe School Climate Goals, and (iii) oversee completion of each individual school's “School Climate Survey;” and
 - v. Providing leadership for the following activities:
 - 1. Advancement of evidence-based policy and best practices to improve school climate, foster high quality relationships, and promote physical, emotional, and intellectual school safety; and
 - 2. Development and dissemination of resources and training materials for Specialists, Committees, school staff and community members about issues of school climate and school climate improvement efforts and activities.

II. Safe School Climate Specialist Roles and Responsibilities:

- A. At the beginning of each school year, the Principal of each school, or the Principal's designee as approved by the Coordinator, shall serve as the Specialist for the individual school to which he or she is assigned.
- B. The Specialist's duties shall include those enumerated under C.G.S. Section 10-222(d) and the Bristol District Board of Education’s Regulation Section 5131.911. In addition to these duties, the Specialist shall:
 - a. Investigate, or supervise the investigation of, reported acts of mean-spirited behaviors including, but not limited to reports of alleged bullying and harassment

**Regulation
5131.914(b)**

- in the school in accordance with this Policy;
- b. Collect and maintain records of such reports in the school;
- c. Act as the primary school official responsible for preventing, identifying and responding to such reports in the school and leading efforts to improve school climate;
- d. Chair or co-chair the Committee and establish the meeting calendar for the Committee meetings; and
- e. Serve as the primary supervisor of the school's School Climate Improvement Goals for the implementation and the monitoring of the School Climate Improvement Goals.

III. Safe School Climate Committee Roles and Responsibilities:

- A. In collaboration with the Coordinator, the Specialist at each school building shall form a representative Committee consisting of a demographically representative group of students enrolled in the school (if developmentally appropriate); parents of students enrolled in the school; school personnel, including, but not limited to teachers, administrators, student support personnel; other medical and mental health experts where available; and community members.
 - B. Such Committee shall be formed no later than 30 days from the effective date of this Policy.
 - C. Committee composition/membership shall be reviewed annually by the Coordinator and the Specialist.
 - D. The duties of the Committee shall include those enumerated under C.G.S. Section 10-222(d) and the Bristol District Board of Education's Regulation Section 5131.911. In addition to these duties, the Committee shall, at a minimum, perform the following duties:
 - i. Supervising the scheduling and administration of "School Climate Surveys" to students, staff, parents, and community members;
 - ii. Setting goals and tracking survey completion;
 - iii. Reaching out to staff and parents before administering the Survey;
 - iv. Providing Survey data to the Coordinator;
 - v. Reviewing and analyzing the school-based school climate assessment data;
 - vi. Using the data and other appropriate data and information to identify strengths and challenges with respect to improving school climate;
 - vii. Using the data to create and/or update the school-based School Climate Improvement Plan;
 - viii. Overseeing the implementation of the school-based School Climate Improvement Plan;
 - ix. Implementing the School Climate Improvement Plan and monitoring the progress of school climate improvement, in collaboration with the Coordinator;
- x. Overseeing the implementation of annual school climate assessments at the school;
- xi. Reviewing and making recommendations to the Coordinator regarding the safe school climate plan based on issues and experiences specific to the school;
- xii. Overseeing the education of students, school employees and parents/guardians of students on issues relating to improving school

- climate;
- xiii. Holding meetings at least four times each year, at which minutes shall be kept.
 - xiv. Performing any other duties as determined by the Specialist and/or the Coordinator that are related to improving school climate in the school, or required by law.

VI. School Climate Surveys:

- A. Each school, supported with oversight by the Coordinator and under the guidance of the Committee, shall administer, on an annual basis, at the same time of year each year, the School Climate Survey in order to assess a school's strengths and challenges.
- B. Preparation for Survey Administration: All survey participants should be made aware of the purpose and value of the survey as determined by the Committee prior to administration, so that the school will receive authentic data to help drive decisions that will benefit the entire school community.[10]

VII. School Climate Improvement Plans:

- A. In collaboration with the Coordinator, each Specialist shall develop and/or update an Improvement Plan based on the findings of the School Climate Survey.[11]
 - 1. The Specialist and the Committee shall develop and/or update the Improvement Plan, taking into consideration the needs of all key stakeholders, with sensitivity to equity and diversity.
 - 2. The Climate Improvement goals and strategies shall support the actualization of the following five Standards.

Standard 1: Develop a **shared vision** and plan for promoting, enhancing and sustaining a positive school climate.

Standard 2: Develop **policies** that promote social, emotional, ethical, civic and intellectual learning as well as systems that address barriers to learning.

Standard 3: Implement **practices** that promote the learning and positive social, emotional, ethical and civic development of students and student engagement as well as addressing barriers to learning.

Standard 4: Create an environment where all members are **welcomed, supported, and feel safe** in school: socially, emotionally, intellectually and physically.

Standard 5: Develop meaningful and engaging practices, activities and norms that **promote social and civic responsibilities and a commitment to social justice**.

- 3. Each School Climate Goal from within the School Improvement Plan shall be submitted to the District Climate Committee for approval with recommendations provided to the School Climate Specialist. The approved goal will be filed with the School Climate Coordinator.
- 4. The Safe School Climate Plan shall be made available on:
 - I. The Bristol Board of Education's website;

**Regulation
5131.914(d)**

- II. at each individual school in the school district and on each school's web site;
 - III. ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools; and
 - IV. in all student handbooks.
- VIII. Codes of conduct for both students and adults shall be amended to reinforce positive school climates by detailing, and consistently recognizing and supporting positive behavior, applying appropriate graduated and corrective responses for inappropriate conduct, in order to address the root causes of the individual's specific conduct, while promoting physically, emotionally, and intellectually safe and supportive teaching and learning environments for all students and adults in the school community. Practices that focus on building community, celebrating accomplishments, transforming conflict, rebuilding and strengthening relationships are consistent with positive school climates. Such responses shall be chosen in response to the context of each situation to support relationship-building and improvement, and with particular attention to issues of equity. These responses may include, but are not limited to one or more of the following:
- a. Reflective activities;
 - b. School counseling support;
 - c. Anger management;
 - d. Health counseling or intervention;
 - e. Mental health counseling;
 - f. Skill building such as social and emotional, cognitive, and intellectual skills;
 - g. Resolution circles and conferencing;
 - h. Community service;
 - i. Conflict resolution or mediation; and
 - j. Other actions detailed in accordance with Board policies and procedures such as those regarding:
 - i. Participation in extracurricular activities;
 - ii. Student discipline (including detention, in or out of school suspension, and expulsion); and
 - iii. Adult/employee professional responsibility, conduct, separation/disciplinary actions.

Appendix

[1] Appendix A. National School Climate Standards <https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/policy/school-climate-standards.pdf>

[2] School Climate Improvement is more encompassing than any individual program that might be implemented as a strategy for improving one or more dimensions of school climate.

[3] Appendix B. www.bristol.k12.ct.us

[4] National School Climate Council (2007). The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy. On: <http://www.schoolclimate.org/publications/policy-briefs.php>.

[5] FASTER, D. & LOPEZ, D. (2013). School climate and assessment. In DARY, T. & PICKERAL, T. (ed) (2013). School Climate Practices for Implementation and Sustainability. A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center.

[6] This definition is a compilation of dozens of definitions of Social Justice provided by philosophers, religious leaders, social, civic and community organizers, lawyers, ethicists, journalists, authors and educators.

[7] <http://www.schoolclimate.org/climate/process.php>.

[8] In the National dialogue, this Safe School Climate Committee is often referred to as a Safe School Climate Team, see http://schoolclimate.org/climate/stages_tasks_challenges.php.

[9] As of July 1, 2012, pursuant to C.G.S. Section 10-222(d), every school should have identified a "Safe School Climate Committee." Satisfaction of this Policy's requirement of establishing a Safe School Climate Committee may have been satisfied previously by complying with these C.G.S. Section 10-222(d) requirements.

[10] When using school climate data as a "flashlight" and not a "hammer," stakeholders will be more fully engaged, and the findings will be more useful for long-term improvement. To promote such a spirit of trust, school leaders should also consider key preparation and planning issues before administration, such as: how representative their Committee is, and to what extent stakeholders work and learn in a culture of blame or distrust as opposed to a more collaborative problem solving culture. For instance, are parents/guardians, students and personnel present to lend their unique perspectives? Differing viewpoints can create powerful discussions and build a transparent culture where members feel valued, trusted, included and actively engaged in the school community.

[11] Pursuant to C.G.S. Section 10-222(d), all districts are required to have submitted and posted on their District website a Safe School Climate Plan, which contains provisions pertaining to bullying, filing complaints and conducting investigations.

[12] The District Safe School Climate Plan is placed within the School Climate Improvement Plan.

[13] See Appendix A for exact wording of the Standards.

[14] Alameda County School Health Services (California) The seven principles of restorative practice are: (1) voluntary participation, (2) respect for everyone involved, (3) inclusion of all the people impacted, (4) a focus on the harms, needs, and causes that have arisen, (5) consensus-based decision-making focused on how to repair the harm and prevent future harm, (6) opportunity for dialogue that aligns with the above principles, and (7) expanding the capacity of the community to create a just and fair response.

[15] Because the school improvement process is considered a continuing systemic process of learning and evaluating goals and objectives as they impact a diverse group of learners, the School Climate Survey shall be administered, at minimum, annually, at the same time of year each year.

Non-Instructional Operations

Buildings

Building Repairs

Principals and the Supervisor of Buildings and Grounds shall be responsible to alert the buildings and grounds committee of the Board through the Assistant to the Superintendent for Business when in need of major repairs for their respective buildings or properties. Buildings and grounds committee approval shall be necessary before such changes can be considered.

Policy Adopted: July 6, 1994

Removed: July 11, 2018

Instruction

Seven Semester Graduation

The Board of Education encourages students to advance academically at a pace appropriate for them. Therefore, it shall permit advanced placement in college, either on a full or part-time basis, for high school students who are exceptionally able and motivated academically.

The administration shall develop, and the Board of Education shall approve, criteria and regulations pertaining to students who may be accorded advanced placement privileges.

When such individual programs meet with the approval of the school administration, and have been formally approved by the Board, the student may be released from high school attendance on a full-time or part-time basis, and shall be awarded a high school diploma after evidence is received that the student has met, through college work, all necessary academic requirements for graduation.

Policy Adopted: April 5, 1995