

Regular BoE Meeting

Wednesday, April 14, 2021 7:00 PM

Board of Education and via Zoom, 129 Church Street, Bristol, CT 06010

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

2. **STAFF and STUDENT RECOGNITION**

3. **APPROVAL OF MINUTES - March 3, 2021, Regular Meeting and March 17, 2021 Special Meeting/Workshop**

4. **COMMITTEE REPORTS**

5. **STUDENT REPRESENTATIVE REPORTS**

6. **CHAIR REPORT**

7. **SUPERINTENDENT REPORT**

8. **CONSENT AGENDA**

8.1. Personnel

8.1.a. Teacher Resignations

8.1.b. New Teacher Hires

8.1.c. TEAM Mentors/Cooperating Teachers Applicants

8.2. GRANT

8.2.a. Perkins - Career and Technical Education Secondary Special Populations Recruitment and Retention Grant

9. **PUBLIC COMMENT**

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

10.1. High School Graduation Date and End of Year Closing Date

10.2. Consideration of the Bristol Approval of the Annual Healthy Food Certification Statement under Section 10-215F of the CT General Statutes (C.G.S) **Presenter:** Jill Browne

10.3. Vote to request City Council establish a Greene-Hills School Building Project Committee

10.4. Special Services Leadership Team Report

10.5. MBIAMS Community Forum and Programming Report

11. **POLICY REVISION**

11.1. Policy 4118.5 - Acceptable Computer Network Use

11.2. Policy 4118.52 - Use of New Web Tools (Blogging/Podcasting)

12. **NEW BUSINESS**

13. **BUILDING REPORTS**

14. **INFORMATION/LIAISON REPORTS**

15. **ADJOURNMENT**

BETA

Theresa MacDonald (drama club director), inducted the following Bristol Eastern students into the International Thespian Society Troupe (honor society for Drama):

Ava LeBlanc, 11th grade
Kathryn Simpson, 12th grade
Olivia Chapdelaine, 10th grade
Benjamin Marin, 11th grade
Hannah Caron, 10th grade
Jeremy Wilson, 12th grade
Brynn Kelley, 12 grade
Aiden Cincotta, 10th grade
Jennifer Tompkins, 11th grade

Edgewood art recognition - Monica Humphrey art teacher

Jackson Gomes
Charlotte Gomes
Emalyn Kirk
Makinnley Whitlock
Ava Wijdan
Sophia Wijdan
Justin Zaldivar
Victoria Zaldivar
Aiden Johnson
Corinna Kalisz
Jackson Bolluyt

Stafford art recognition - Monica Humphrey art teacher

Naureen Kabir
Natalia Franco
Gabriella Stanford
Liam Pescetelli
Lyla Brannigan
Jay Barnett
Skyla Passaro
Rylan Rivera
Abigail Colite
Gabriel Nieves
Lauren Bell
John Glenn

Hubbell art recognition - Shannon Burton art teacher

Garrison Cuison, Kindergarten
Jax Bohlen, Kindergarten
Yoily Garcia Torres, 1st grade
Emma Murphy, 1st grade
Madelyn Yopp, 2nd grade
Carlos Aldama, 2nd grade
Nicholas Vaughn, 2nd grade
Amelia Seeger, 3rd grade
Milani Shepard, 3rd grade

Aidan Rivera, 4th grade
Hannah Ouellette, 4th grade
Cristian Boveri, 5th grade
Julia Brunetti, 5th grade
Elannah Gonzalez, 5th grade
Josiah Huntley-Useforge, 5th grade
Adrian Jani, 5th grade
Madison Lavan, 5th grade
Julian, Luke, 5th grade
Erin Mateo, 5th grade
Mia Robles, 5th grade
Sebastian Ruiz, 5th grade

Mountainview art recognition - Shannon Burton art teacher

Violet Tanski, Kindergarten
Gianna Rios, Kindergarten
Kenzie Woolley, 1st grade
Deniz Ular, 1st grade
Logan Chapman, 1st grade
Benancio Morales, 1st grade
Aubrie Romero, 1st grade
Ilyssa Hollis, 2nd grade
Ziva Johnson, 2nd grade
Derek Ayala Arroyo, 2nd grade
Emma Bernard, 3rd grade
Olyvia Rivera, 3rd grade
Makayla Labrecque, 3rd grade
Lucas Palaia, 3rd grade
Hailey Christopher, 3rd grade
Olivia Gudaneck, 4th grade
Elliot Orłowski, 4th grade
Henrik Rutsch, 4th grade
Lyla Bray, 4th grade
Angelise Baez, 4th grade
Christian Duplessis, 5th grade
Olivia Huntley, 5th grade
Joshua Jacques, 5th grade

Middle School Northern Regional Festival

Aidan Colaianni grade 8; Greene-Hills, Sarah DiVenere (band teacher)
Isaiah White, grade 8; Greene-Hills, Sarah DiVenere (band teacher)
Brooke Kaley; Greene-Hills, [Liza Siegel](#)(chorus teacher)
Shandell Sanmartin; Greene-Hills, [Liza Siegel](#)(chorus teacher)
Damon Gagne; West Bristol, [Liza Siegel](#)(chorus teacher)
Seraphina Muscara; West Bristol, [Liza Siegel](#)(chorus teacher)
Amber VanAlstyne; West Bristol, [Liza Siegel](#)(chorus teacher)
Kaelyn Gonzalez 7th grade; Chippens-Hill Middle School, Andrew Maust (band teacher)
Lebron Cuison 6th grade; Chippens-Hill Middle School, Andrew Maust (band teacher)
Nitara Stemmer 6th grade; Chippens-Hill Middle School, Andrew Maust (band teacher)

Hailey Bush 6th grade; Chippens-Hill Middle School, Andrew Maust (band teacher)
ShawnD Gonzalez-Miranda 7th grade; Chippens-Hill Middle School, Andrew Maust (band teacher)
Landon Hopkins 6th grade; Chippens-Hill Middle School, Andrew Maust (band teacher)
Paige Memmott; NEMS, Sharon Vocke (band teacher)
KatePatterson; NEMS, Sharon Vocke (band teacher)
BrendanTartarelli; NEMS, Sharon Vocke (band teacher)
Adam Kozikowski; NEMS, Sharon Vocke (band teacher)
Tyler Holcomb; NEMS, Sharon Vocke (band teacher)
Madison Foertsch; NEMS, Sharon Vocke (band teacher)
Connor Murtaugh; NEMS, Sharon Vocke (band teacher)
Alex Szynal; NEMS, Sharon Vocke (band teacher)

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
March 3, 2021 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, March 3, 2021, at 7:00 p.m. via the Zoom Meeting Platform.

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Thomas O'Brien, Shelby Pons, John Sklenka, Karen Vibert, Allison Wadowski and Christopher Wilson; Dr. Catherine Carbone, Superintendent, Dr. Michael Dieter, Deputy Superintendent, Dr. Sam Galloway, Director of Talent Management, Kim Culkin, Director of Special Services, Jill Browne, Business Director, Carly Fortin, Director of Teaching and Learning, and Peter Kelley, Council Liaison

CALL TO ORDER/PLEDGE OF ALLEGIANCE/ MOMENT OF SILENCE

Chair Jennifer Dube called the meeting to order at 7:01 p.m. and asked attendees to stand for the Pledge of Allegiance. A moment of silence was observed for Josephine Penta a Teacher at O'Connell School and Ivy Drive from 1963 to 2000.

MEETING NORMS

Commissioner Dube read the meeting norms.

STAFF & STUDENT RECOGNITION

Barbara J. Startup Sportsmanship Award - Dr. Carbone introduced Bristol Eastern High School Principal Michael Higgins to recognize the Bristol Eastern Girls' Volleyball team for receiving the Barbara J. Startup Sportsmanship Award. Athletic Director John Stavens, Coach Stephanie Reay, and Student Zoe Lowe were also present to be recognized by the Board. This is a special honor as it is awarded by the CT Board of Volleyball Officials, and it is something that the team strives for each year. Congratulations Lancers!

Student Recognition for Excellence in Art & Music - Dr. Carbone introduced Dr. Samantha Sarli, Supervisor of Fine Arts. Dr. Sarli shared several slides recognizing and highlighting student participation, accolades, and performances. The following students were recognized:

Fire Prevention Winners

Isabella Guzman grade 4; Ivy Drive, Danille Noyes (art teacher)
Niveaa Williams grade 5; Ivy Drive, Danille Noyes (art teacher)

Ivy Drive Excellence in Art - Danielle Noyes (art teacher)

Daria Dyrbavka, Kindergarten
Harlow Cadrain, 1st Grade
James Mckenna, 2nd Grade
Steven Edgerton, 3rd Grade
Josh Osenkowski, 4th Grade
Aliana Chase, 5th Grade

Greene-Hills elementary art participation shared photographs from Jen Chase (art teacher)

Scholastic Art Award Winners

Rosalie Arre, Drawing and Illustrations, Silver Key, 12th grade, BCHS; Leslie Fernandez, Art Teacher

Elementary Band Students in Seasons Greeting Card:

Mason Foertsch, Ivy Drive; Kyle Camerato (band teacher)
Elijah Emmert, Ivy Drive; Kyle Camerato (band teacher)

Elementary Band Students in Seasons Greeting Card – cont'd

March 3, 2021 Regular BoE Meeting Minutes

Lilliana Bottino, Ivy Drive; Kyle Camerato (band teacher)
Samuel Robinson, Hubbell; Kyle Camerato (band teacher)
Logan Pierre, Hubbell; Kyle Camerato (band teacher)
Kalyssa Yetke, Greene-Hills; Kyle Camerato (band teacher)
Airyn Berube, Edgewood; Joy Cannata (band teacher)
Callan Chasse, Edgewood; Joy Cannata (band teacher)
Steven DeNino, Edgewood; Joy Cannata (band teacher)
Charlotte Gomes, Edgewood; Joy Cannata (band teacher)
Emalyn Kirk, Edgewood; Joy Cannata (band teacher)
Quinn Malley, Edgewood; Joy Cannata (band teacher)
Brett Maynard, Edgewood; Joy Cannata (band teacher)
Julia Moriarty, Edgewood; Joy Cannata (band teacher)
Mia Bougie, Mountain View; Joy Cannata (band teacher)
Elizabeth Clark, Mountain View; Joy Cannata (band teacher)
Christian DuPlessis, Mountain View; Joy Cannata (band teacher)
Mya Hatcher, Mountain View; Joy Cannata (band teacher)
Brianna Ojeda, Mountain View; Joy Cannata (band teacher)
Isabella Bashaw, Stafford; Joy Cannata (band teacher)
Charles Lawson, Stafford; Joy Cannata (band teacher)
Ava Loukoumis, Stafford; Joy Cannata (band teacher)
Lily Sherrick, Stafford; Joy Cannata (band teacher)
Gabiella Stanford, Stafford; Joy Cannata (band teacher)
Joseph Quiroga, South Side School; Niece Zabawa (band teacher)
Jacob Colucia, South Side School; Niece Zabawa (band teacher)
Nashly Basora, South Side School; Niece Zabawa (band teacher)
Matthew Duval, West Bristol; Sara Hoyt (band teacher)
Blake Ferrucci, West Bristol; Sara Hoyt (band teacher)
Gianna Ferrucci, West Bristol; Sara Hoyt (band teacher)
Greta Hennessey, West Bristol; Sara Hoyt (band teacher)

BEHS

Chloe Van Nelson, 11th grade, - Northern Region Music Festival; Ken Bagley (band teacher)
Rebecca Albright, 12th grade, - Northern Region Music Festival; Ken Bagley (band teacher)

BCHS

Devora Trestman, 12th grade, Flute - NAFME All-National Orchestra; John Abucewicz (band teacher)

BEHS – Acapella Group - Strawberry Fields members:

Soprano - Kathryn Simpson (grade 12)

Mezzo - Faith Boilard (grade 11)

Alto - Kylie Bernier (she was busy)

Tenor- Madison Chasse (grade 12)

Baritone - Logan Mason (grade 12)

Bass - Gabe Howell (grade 12)

*The original song "Happy" was written by Kylie Bernier (Grade 11). She also helped with the arrangement and sang the solo. Sound engineer and video editing Michael Coderre (choir teacher).

Commissioners can reach out to Dr. Sarli or Ms. Everett to receive any of the performances shared this evening.

APPROVAL OF MINUTES

February 3, 2021 - Regular Meeting Minutes

Following a motion by Shelby Pons and a second by Eric Carlson a roll call vote was called.

Approval of the **February 3, 2021 – Regular Meeting Minutes PASSED** with nine (9) Commissioners (Carlson, Giantonio, O’Brien, Pons, Skelenka, Vibert, Wadowski, Wilson, and Dube) in favor of the motion.

February 10, 2021 – Special Workshop Meeting Minutes

Following a motion by Kristen Giantonio and a second by Shelby Pons a roll call vote was called.

Approval of the **February 10, 2021 – Special Workshop Meeting Minutes PASSED** with nine (9) Commissioners (Carlson, Giantonio, O’Brien, Pons, Skelenka, Vibert, Wadowski, Wilson, and Dube) in favor of the motion.

COMMITTEE REPORTS

Finance – Commissioner Vibert reported that the committee met in February and discussed the January 31st snapshot of the 2020-21 fiscal year. At that time, the Operational Budget showed an available balance of \$3M and marks the end of the second quarter. We are running below budget in all areas of the budget, except in magnet school tuitions where we are slightly over budget. There is currently a spending freeze, but are honoring certain expenses for student supports, curriculum, individual education plans, and required repairs and maintenance. Connecticut was scheduled to receive an additional \$492,426,458 in Elementary Secondary School Emergency Relief funds also known as ESSER II from the Federal level. Bristol has been allocated a little over 8M dollars. Commissioner Vibert reported that the cafeteria is currently running a deficit of \$171,000 this includes State reimbursement funds via the Healthy Snack Program. There were no large appropriations or transfers to report.

Operation – Commissioner Carlson reported that the regular meeting was canceled due to parliamentary procedures. A special meeting was held last night, Tuesday, March 2, 2021. The committee looked at the Reimaging, redistricting/reconfiguration options. We have narrowed it down to two options, but the options are not set in stone yet. Two options were identified to move to the full board. Commissioner Carlson explained Option 1- Edgewood becomes PreK only, all other elementary schools reconfigure and redistrict to PreK-4, in a 5-8 model, and Option 3 – Edgewood becomes PreK only, all other schools are redistricted under the current mixture of K-5 and 6-8 model. Commissioner Carlson reported that after speaking with the Board Chair, he would like to add an option to Option 1. Commissioner Carlson would like to formally recommend that we expand the data search to see if more parity is achieved if West Bristol was turned into a K-5 and Greene-Hills was turned into a 6-8. If one of the board's goals is to create equity in the instructional model across the district, then we need to do our due diligence and investigate other options that may aid in that endeavor. Commissioner Wilson called for a Point of Order, as the option presented this evening was not discussed at the Operations Committee meeting last night, so the committee has not weighed in on this option. Commissioner Carlson called for a motion to add the item to the agenda for discussion.

Following a motion by John Sklena and a second by Eric Carlson, a roll call vote was called

Approval to **add an item to the agenda for discussion under New Business** was **PASSED** with seven (7) Commissioners (Carlson, Giantonio, O’Brien, Pons, Skelenka, Wadowski, and Dube) in favor of the motion and two (2) commissioners (Vibert and Wilson) **OPPOSED**.

Personnel – Commissioner O’Brien reported that a Personnel Committee met in preparation for negotiations with Local 2267 and those have now been scheduled for March 24, 2021.

Policy – Commissioner Giantonio reported that a special meeting was held last night, Tuesday, March 2, 2021, because the regular meeting was canceled due to parliamentary procedures. The committee discussed new policies in regards to board member use of the internet social networks and an appendix to that policy which would handle social media etiquette, an acceptable computer network use policy, a social networking policy, and use of network
Policy - cont’d

tools policy all of which will be brought to the full board with more information at the April meeting. There was also a discussion item added to the agenda regarding Senate Bill 568 and House Bill 6423 regarding school vaccinations and the removal of the religious exemption. The committee discussed the impact of the bills on the district after receiving an informational report from a local legislator that sits on the committee that heard the public hearing.

Student Achievement - Commissioner Wilson reported that the committee met on February 17th and discussed the African American/Black And Puerto Rican/Latino Studies elective following a presentation from Leszek Ward, Supervisor of Secondary Humanities. This will begin in the 2022-2023 school year. This is required by the State Department of Education; we are still waiting for the details of the curriculum. The committee received a presentation regarding a partnership with QA+M and the Board of Education. They have agreed to partner with us to mentor students at the middle and high school level, and they have agreed to work with us to create pathways and partner with us on some CTE pathways. We will have twelve (12) students enrolled in a cooperative experience for QA+M. The committee also received a presentation and discussed English Language Learners (ELL) in the Bristol Public Schools. There are currently 422 ELL students, which is up 60% over 10 years. There are currently six(6) schools designated as bilingual. Larry Covino was present and provided information on how the district identifies students and how the process works.

STUDENT REPRESENTATIVE REPORTS

Bristol Central High School – Madison Laprise - Senior representative from Bristol Central shared information from Bristol Central. Starting Monday, March 8th, all students who wish to return to school four days a week may do so. To accommodate the extra students there will now be five lunch waves each day; Wednesdays will still be remote. Wednesday, March 24th will be a “Ghost Day” for the School Day SATs. Students not taking the SAT will be part of a college and career focus day. March 25th will be a half-day to hold parent/teacher conferences after school. Several sports have entered into conference play. In honor of Black History month a daily video was included in each advisory slide show called the “Black History Minute” each video highlighted significant black figures in history. Student leaders of this project are part of a club called “Buckets for Justice”. Special thanks to Dr. Samuels for organizing the Black History Minute and Mr. Horan for filming.

Bristol Eastern High School – Madison Turner, Senior representative from Bristol Eastern shared information from Bristol Eastern. Sophomores and Junior are being invited back into the building beginning March 8th. Bristol Public Schools is currently having meetings with CVL parents and planning next year. We expect half the sophomores and juniors will come back and we will have about 650 total with 300 still wishing to learn from home. Madison shared club activities from the National Honor Society and the Spanish National Honor Society. Performing Arts are trying to put on a spring production; which would be High School Musical and winter sports have begun again, and spring athletes are looking forward to the spring season since they missed it last year. Course selection has started for next year. SATs will be held on March 24th; students in grades 9, 10, and 12 will participate in resume writing and career activities; ACT testing will take place the first two weeks in May. The administration and the Grad Party Committee are looking at ways to celebrate seniors. Quassey Amusement Park has been reserved for May 14th as a senior event. Work is being done to put together peer tutoring supervised by adults, Spirit week is March 15th-19th and they are thankful that Dr. Carbone has taken time to meet and have conversations about how the year is going and they are looking forward to doing that again soon.

CHAIR REPORT - Chair Jennifer Dube shared information regarding communication of the Reimagining BPS 2023 plan.

SUPERINTENDENT REPORT - Dr. Carbone recognized board members as March is designated as Board Appreciation Month. City Council Liaison Peter Kelley read a proclamation from the City of Bristol. Dr. Carbone provided district updates regarding staff vaccination clinics to be held March 3, 2021, March 5, 2021, and March 12, 2021; CT School Day SAT to be held Wednesday, March 24, 2021; health data for the district; we had 69 positive cases in February and have conducted 437 Tracing Events. Dr. Carbone presented an overview of last night’s Operations Committee meeting which she presented in conjunction with Rebecca Augur from Milone and McBroom.

CONSENT AGENDA

Chair Dube called for the approval of the Consent Agenda which includes Items 8.1.1 through 8.1.4.

Following a motion by Allison Wadowski and a second by Thomas O'Brien a roll call vote was called.

Approval of **CONSENT AGENDA PASSED** with nine (9) Commissioners (Carlson, Giantonio, O'Brien, Pons, Skelenka, Vibert, Wadowski, Wilson, and Dube) in favor of the motion.

PERSONNEL

Teacher Resignation

Minnocci, Gabriele – BCHS – Special Education Teacher - Effective June 14, 2021

Following a motion by Allison Wadowski and a second by Thomas O'Brien a roll call vote was called.

Approval of **Teacher Resignation PASSED** with nine (9) Commissioners (Carlson, Giantonio, O'Brien, Pons, Skelenka, Vibert, Wadowski, Wilson, and Dube) in favor of the motion.

A-2 Hire

Kelly, William – BEHS – Math League Co-Advisor - Effective April 3, 2021

Following a motion by Allison Wadowski and a second by Thomas O'Brien a roll call vote was called.

Approval of **A-2 Hire PASSED** with nine (9) Commissioners (Carlson, Giantonio, O'Brien, Pons, Skelenka, Vibert, Wadowski, Wilson, and Dube) in favor of the motion.

A-3 Hire

DiFusco, Kimberly – SSS – K-5 Tech Leader - February 3, 2021

Following a motion by Allison Wadowski and a second by Thomas O'Brien a roll call vote was called.

Approval of **A-3 Hire PASSED** with nine (9) Commissioners (Carlson, Giantonio, O'Brien, Pons, Skelenka, Vibert, Wadowski, Wilson, and Dube) in favor of the motion.

Teacher Request for Unpaid Leave of Absence

Ewers, Emily – WB – Special Education Teacher – effective February 17, 2021, through the end of 20-21 SY

Following a motion by Allison Wadowski and a second by Thomas O'Brien a roll call vote was called.

Approval of **Teacher Request for Unpaid Leave of Absence PASSED** with nine (9) Commissioners (Carlson, Giantonio, O'Brien, Pons, Skelenka, Vibert, Wadowski, Wilson, and Dube) in favor of the motion.

PUBLIC COMMENT

Chair Dube read the Public Comment rules and read the email received prior to this evening's meeting.

Ernest Pitti – 65 Palmorr Place addressed the board regarding a suggestion that may help improve student participation in the free and reduces breakfast and lunch programs.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

Adult Education Cooperative Eligible Entity Agreement

Larry Covino Director of Adult Education presented the Adult Education Cooperative Eligible Entity Agreement. Bristol Adult Education Center has been chosen by the Southington Board of Education and the CT Adult Education State Director to enter into a Cooperative Eligible Entity(CEE) agreement. This means that Bristol will take overall day-to-day operations for Southington's Adult Education Program. All incurred costs for this operation will be paid by Southington and the CSDE in accordance with an agreed upon contract. This will be a year-to-year agreement, with annual renewals. This will cost Bristol nothing but does provide several expanded opportunities for both programs surrounding program availabilities and grant funding opportunities.

Following a motion by Christopher Wilson and a second by Kristen Giantonio a roll call vote was called.

Approval of **Adult Education Cooperative Eligible Entity Agreement PASSED** with nine (9) Commissioners (Carlson, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, Wilson, and Dube) in favor of the motion.

Preliminary Calendars for the 2021-2022 and 2022-2023 School Years (Second Presentation)

Dr. Galloway presented the second reading of the Preliminary Calendars for the 2021-2022 and 2022-2023 School Years. The calendars have been reviewed by BAPS, BFT, AFSCME 818, AFSCME 2267, AFSCME 3551, and the PTA/PTO's.

Commissioner Wilson asked that we hold a workshop to discuss Columbus Day and Indigenous People Day and how the district will list and observe the day going forward.

Following a motion by Kristen Giantonio, seconded by Eric Carlson and discussion a roll call vote was called.

Approval of **Preliminary Calendars for the 2021-2022 and 2022-2023 School Years (Second Presentation) PASSED** with eight (8) Commissioners (Carlson, Giantonio, O'Brien, Pons, Sklenka, Wadowski, Wilson, and Dube) in favor of the motion and one (1) Commissioner (Vibert) **OPPOSED**.

Parent Conference and Marking Period Dates for SY 2021-2022 and SY 2022-2023

Carly Fortin presented Parent Conference and Marking Period Dates for SY 2021-2022 and SY 2022-2023. Following the first reading of the calendars at last month's meeting. The calendars were reviewed by school administrators and supervisors to set the parent conference and marking period dates for these two school years. There are no changes to the number of dates that will be available for parent conferences. Parent conferences in the fall at the high school level will all be held in the evening.

Following a motion by Eric Carlson and a second by Thomas O'Brien a roll call vote was called.

Approval of **Parent Conference and Marking Period Dates for SY 2021-2022 and SY 2022-2023 PASSED** with nine (9) Commissioners (Carlson, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, Wilson, and Dube) in favor of the motion.

Special Services Leadership Team Report

Mrs. Culkin presented the Special Services Leadership Team Report. Mrs. Culkin shared that as of February 1, 2021, we had 1,736 of the 8,086 Bristol Public School students identified as eligible for special education programming; that represents 21.47%, of all Bristol students. The identification rate at the end of last year was 21.17% with a total of 1,772 students at that time. Of all newly enrolled students during the month of January 2021, 20.69 % of students were eligible for special education services at the time of registration. Additionally, as we keep track of how many students come in as new students, from April to April; since April 2020, six (6) newly registered students entered already enrolled in Out of District Placements for their special education programming; this past month we had two such students enter. As of February 1, 114 of our 1,736 students were requiring out-of-

Special Services Leadership Team Report – cont'd

district placements and school programs, and 76 students requiring special education programs while they attend public out-of-district schools, such as magnet schools.

PreK to Kindergarten Transition

As we look ahead to the 2021 – 2022 school year, our PreK and receiving Kindergarten school teams across the district have been meeting and planning for the transition of nearly 75 PreK students who will be entering kindergarten requiring special education programs and instruction.

District-wide specialized programs

Staff and administrators have been fine-tuning the location sites and programming details for some of our districtwide and specialized programs. We will be announcing times and dates for parent informational sessions shortly.

NEW BUSINESS

Additional Option Discussion

Commissioner Carlson would like to formally recommend that we expand the data search to see if more parity is achieved if West Bristol was turned into a K-5 and Greene-Hills was turned into a 6-8 school.

Commissioner Giantonio seconded the motion, and Chair Dube called for discussion. A lengthy discussion followed. Chair Dube called for a roll call.

Approval of an **Additional option for discussion, if West Bristol was turned into a K-5 and Greene-Hills was turned into a 6-8 school PASSED** with eight (8) Commissioners (Carlson, Giantonio, O'Brien, Pons, Skelenka, Vibert, Wadowski, and Dube) in favor of the motion and one (1) commissioner (Wilson) **OPPOSED**.

A workshop for further clarification and discussion will be set up later this month.

BUILDING REPORTS

MBIAMS Update - Dr. Dieter presented the Memorial Boulevard Intradistrict Arts Magnet School Update. Dr. Dieter shared that the Downes and D'Amato team have been doing a fantastic job keeping the work moving forward. At this time, the following things are happening on the MBIAMS Project:

- abatement is nearing completion with only incidental remediation remaining;
- lightweight concrete has been poured throughout to address surfaces disrupted by removal of soft concrete;
- footings and walls in the rear of the building have been poured and will eventually support the gymnasium and back theater spaces;
- window packages have been received and reviewed and we will be moving forward on complete replacement with a substantial balance remaining in the allowance. A special meeting will be held next Thursday 3/11;
- Capasso Restorations is currently on the bottom floor transitioning to the theater on 3/6;
- Masonry infills and metal framing nearing completion on the second and third floor;
- The first BPS construction-related podcast can be found on the Bristol Press homepage;
- Site-related changes will be starting in earnest as the season changes;
- Fire suppression and ductwork has been delivered and is being staged;
- FFE is ramping up to begin the selection of specialty furniture and fixtures;
- Change orders have been addressed within allowance and contingency lines and we remain on budget and within a comfortable schedule, tentative turnover is the end of May '22.

Lastly, Dr. Dieter reminded commissioners to mark their calendars for Thursday, March 25th at 6:30 pm for the next MBIAMS Community Forum. The program will include updates on construction, discussion of the enrollment/lottery process, and pairing of spaces with pathways.

South Side - HVAC Project - Tim Callahan presented the South Side HVAC Project report. Mr. Callahan reported that we have completed the construction documents for Phase 2 of the South Side HVAC project (multipurpose

room heating and cooling). We are going out to bid at the end of the week, we should have bids back by the end of March. Construction will start at the end of school in June. We are on schedule for the completion of that work with substantial completion in August. We are currently on schedule and under budget with the estimates that we did for the construction document estimate.

INFORMATION/LIAISON REPORTS

This month commissioners received K-8 and Middle school reports. Commissioner Giantonio shared that she read virtually at Greene-Hill School to two classrooms. Commissioner Pons reported that she read to two PreK 4 classrooms at South Side School and Commissioner Vibert read to 4th-grade students at South Side School and shared a photo from South Side School where students wore pajamas for the Pennies for Patients at CCMC. Commissioner Wadowski shared that she read at Ivy Drive School and shared information from Northeast Middle School.

ADJOURNMENT

Following a motion by Karen Vibert and a second by Eric Carlson and

There being no other business to come before the Board of Education the meeting should adjourn. (8:54 p.m.)

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to the Board of Education

**BRISTOL BOARD OF EDUCATION
REIMAGINING BRISTOL PUBLIC SCHOOLS WORKSHOP
Wednesday, March 17, 2021**

A Reimagining Bristol Public Schools 2023 Workshop of the Bristol Board of Education was held on Wednesday, March 17, 2021 at 6:30 p.m. in the auditorium at the Bristol Board of Education central office and via the Zoom meeting platform.

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Thomas O'Brien, Shelby Pons, John Sklenka, Karen Vibert, Allison Wadowski, and Christopher Wilson

ALSO PRESENT: Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Carly Fortin, Director of Teaching and Learning, Dr. Sam Galloway, Direct of Talent Management, Jill Browne, Business Director, and Kimberly Culkin, Director of Special Services

Call to Order:

The meeting was called to order at 6:30 by Chair Dube.

Please stand for the Pledge of Allegiance.

The meeting norms visible to be read by the participants.

- All participants will actively participate, engage in the work of the meeting, and have equal voice and airtime.
- Assume positive intentions by respecting and honoring the diversity of opinions, beliefs, and perspectives.
- Cultivate trust by being honest and focusing on ideas, practices and the work...not people.
- Norms will be upheld during all meetings and in all interactions outside of formal meetings.

Approval of Minutes

A motion made by Commissioner Vibert and seconded by Commissioner O'Brien, it was unanimously voted to approve the minutes from the December 1, 2020 Special Board of Education Meeting/Workshop.

Part I – Chronological Review of BPS Reimagined

Dr. Carbone Presented:

2017 Feasibility Study: 4 options

1. "Do Nothing" option
 - Schools continue in present configuration; maintenance and necessary upgrades continue
2. "All K-8 Schools" option
 - Convert CHMS to PK-8; new PK-8 on NEMS site; renovate Ivy and MTV to PK-8
3. "One Middle School" option
 - CHMS converted to a PK-8 school; new middle school on NEMS site

4. “One Middle School” option
 - NEMS converted to a PK-8 school; CHMS remains as a middle school

Reimagining BPS 2023 Goals

1. Renovate and update old and outdated schools
2. Redistrict to create parity in class size and demographics
3. Adopt consistent grade configurations/instructional models across all schools aligned to developmental plane of child
4. Increase access to full day PK programming

Facility and Building Conditions

Peter Fusco Presented:

Edgewood School:

- Roof replacement ask is in this year’s CIP
- Asbestos materials (floor tiles, pipe insulation)
- Original power panels throughout the school
- Rotted pipes in the tunnels

Hubbell School:

- Roof was replaced in 2018
- Infrastructure updates are needed
 - Hydronic boilers (Original to the school)
 - Secondary switch gear
 - Several power panels
 - Pneumatic controls
 - Limited AC in the building
 - Asbestos floor tiles

Ivy Drive and Mountain View Schools

- Rooftop units use R22 which is no longer used. In the event there is a compressor failure or unit failures, drop in replacement would need to be explored or a compressor upgrade.

Commissioner Sklenka asked if Ivy Drive and Mountain View were up to code for COVID.

Mr. Fusco responded: Yes, they are up to code. In 2006, they weren’t as concerned with the energy code as they have been in the last 10 years. Those schools take in 100% fresh air make-up and perimeter radiant heat.

Commissioner O’Brien asked how many classrooms were added to each of the two schools during the renovation.

Mr. Fusco responded: He was not sure of the exact number he was not looking at the data but thought 4 classrooms sounded about right.

Commissioner Vibert believes it was 4 classrooms; a kindergarten wing.

South Side School

- New roof in 2010
- HVAC upgrade in the school in 2021
- Asbestos flooring throughout
- Original switch gear
- Original power panels

Stafford School

- Asbestos throughout (flooring and piping insulation)
- Steam trap issues
- Rotted condensate tank (It can only be patched so many times)
- Many abandoned areas throughout
- Limitations any AC possibility
- Bathroom fixtures are outdated

Chippens Hill Middle School

- New roof in 2018
- Starting to see failures on heating pipes (groove pipes with victaulic fittings)
- UST (heating oil and generator diesel) on the CIP this year
 - Generator is being replaced with the Alliance grant – it did not pass the 2 hour load bank test

Commissioner Sklenka asked if there was any screw piping that it would be possible to just pop union?

Peter Fusco responded that the maintenance staff is exploring that but they are not seeing a lot of unions with the screw pipe. It is an inexpensive but not accurate like a welded flange or a threaded pipe.

Northeast Middle School

- Roof complete in 2016
- Slab on grade construction and all domestic water lines are under the slab – because of the amount of asbestos floor tile and mastic, if there were to be a failure with the water lines, it could create a much larger issue
 - The same issue supplies for the sanitary lines that exit the building
- Copper pipes in the walls have many pin hole leaks
- Bathrooms need upgrades
- Accessibility issues
- Temperatures don't reach 65 degrees on the locker rooms on very cold days
- Athletic fields do not have any irrigation
- Fire panel is very old
- Pneumatic controls are old and there are several areas that it is leaking
- Single pane aluminum windows

Commissioner Giantonio noticed that all of the schools indicate sitework; sidewalks and paving. She asked if that was along the lines of crack repair, gaps or anything along those lines

Peter Fusco said, sitework, sidewalks and paving is a common theme with all the schools. Exterior work does not hold up well in New England. The Bristol Public Schools uses concrete safe salt in the winters; however, Public Works does not. They sand our lots and their sanders have oversprayed onto the sidewalks causing degradation.

Commissioner O'Brien stated that all of the options that are being considered revolve around Northeast Middle School. The most dramatic is taking down the existing building and totally building a new school from scratch; it needs to be justified to everyone after putting on a new roof and making significant improvements in the gym and the ceilings that this makes sense – Pete what are your thoughts on that?

Mr. Fusco stated Northeast Middle School along with a few other schools, the BPS have put some investments in. There is no ability to shut a building down if there is a major leak or a catastrophic failure-it becomes a hardship. There is a certain amount of maintenance that needs to be done in order to keep a building viable. In addition, in the big picture, NEMS can offer swing space while the BPS is looking to complete other projects.

Commissioner O'Brien asked if the school could be renovated as new vs. building a new school.

Timothy Callahan answered that the ceilings were replaced because the tiles were falling causing a safety issue. Renovation status will be expensive due to the hazardous materials, the site configuration, and the ADA issues. To do a build as new, the price point will be similar and provides flexibility of swing space. If we renovate the school, it will create a complicated phasing project and the flexibility of the swing space is no longer an option.

Commissioner Vibert asked about the cold locker rooms. Is the cold limited to the locker rooms or are there temperature variations throughout the building?

Peter Fusco stated it is in the locker rooms, the temperature seems ok throughout the rest of the building.

Commissioner O'Brien wanted clarification: Will the swing space be kept after the new NEMS is built or will it be demolished?

Timothy Callahan commented that the building will be used for future swing space throughout the renovation projects. Once it is demolished, the athletic fields will be relocated to there.

Commissioner Sklenka asked, at what point are the Bristol Public Schools throwing money out the window?

Timothy Callahan stated that NEMS is the worst building in the inventory and it is not ADA accessible. If there are cost savings that favor renovation vs. build as new, it will be brought forward during the schematic design.

Commissioner Sklenka asked if there is piping under the new gym floor.

Timothy Callahan does not believe there is piping under the gym floor.

Commissioner Sklenka asked, in your opinion, is it better to take NEMS offline and build a new one?

Part II – Review Data, Demographics, and School Configurations

Carly Fortin Presented:

In the December workshop, research and data as it related to academic achievement and grade configurations was presented.

Academic Considerations (review)

- Currently, the Bristol Public Schools serve significantly different populations of students based on students' unique needs with fairly similar structures and resources.
- Location more than grade configuration has the potential to impact students' regular attendance, an important factor to academic achievement.
- Across the state, students who begin sixth grade in a new school make less growth than schools where sixth grade is not the starting year.
- West Bristol K-8 and Northeast Middle School had the greatest growth comparatively in the district.

What Matters Most

1. Guarantee challenging, engaging, and intentional instruction
2. Ensure curricular pathways to success
3. Provide whole-child supports
4. Create high-performance school cultures
5. Develop data driven high-reliability district systems

	PK-4, 5-8	PK-5, 6-8	PK-4/5, 6-8, K-8
Helps	1,2,5	2,5	3
Hinders			1,2,5
Neutral	3,4	1,3,4	4

The bottom line is that there are other factors that are impacting student achievement more so than grade configuration. The more important question to ask is what grade configuration best supports those factors that are closest to the classroom that impact student achievement. As a review for this evening, the five most influential factors for student achievement as shared by the McRel institute will be referenced.

- Guarantee challenging, engaging, and intentional instruction

It is teachers working together to have high challenging expectations of what year's growth for a year's input looks like fed with the evidence of impact which is what sustains it.

Any time that teachers can collaborate with one another around their instruction of the curriculum and examine the evidence of student learning based on their practice, greater growth is seen. The perfect opportunity to study this in the K-8 schools where there are multiple teachers of the same grade level and only one teacher per subject per grade in middle schools. Our students have higher growth in the elementary grades than our middle grades within the K-8 schools. One factor that is believed to contribute to that is the inability on a day to day basis for a teacher of any subject area in the middle level in our K-8 schools to discuss their instruction toward the same challenging expectations and to share learning outcomes, whether that be

assessment results or even more informally a student's excellent written response to a question in today's lesson.

- Provide Whole-Child Supports

Providing whole-child supports at a K-8 school is positively impacted by their structure. There are two robust FRCs at the K-8 who start their work with families from early on in the students' educational career. Since the students are there for nine years, the school is better equipped to know the resources, strategies, supports that have been effective for the student and family in the past. Schools can provide real-time responses to student-level variables based on their historical knowledge of students.

- Develop Date-Driven, High-Reliability District Systems

It may have been thought that regardless of the structure, the BPS could develop data-driven, high-reliability systems across the district. Here is a scenario that is often encountered as the BPS tries to implement a district-wide approach to providing high quality professional learning as it relates to the reliability of the impact that was intended for this learning to have.

This scenario is not a real scenario this year but one that is often encountered. Our professional learning on Wednesday is set to begin at 2:35pm. The consultant begins the professional learning; starting with introductions. Next - review the learning goals and agenda and then begin to provide the professional learning session. Forty-five minutes into the session, in come another 18 grade 5 teachers. It begins again, try to quickly get through the introductions and concepts that were reviewed to catch everyone up. Twenty minutes is spent on teaching the second concept and it is noticed that some people are leaving. It is 4:05 and their time is up. Finally, there is about 35 minutes left with one group on their own and third concept is reviewed - a concept that the other teachers who left will not get.

- Title 1 Impact

Title I funds are distributed to district and individual schools based on the number of economically disadvantaged families served. However, once a school qualifies for Title I funds, academic need, not economic status, determines which students receive extra services. Title I funds are intended to supplement (add to), not replace, state and federal funds.

Schools in which children from economically disadvantaged families make up at least 40% of enrollment are eligible to use Title I funds to operate school wide programs to serve all students in the school in order to raise the achievement of the lowest-achieving students.

Commissioner Giantonio asked if the FRC's can be in any of the schools or is the placement based on grade configuration.

Carly Fortin replied they are not limited to any particular school. The FRC's are not bound to any specific grade configuration. The FRC's are supported by the Title 1 funding.

Commissioner Pons asked for clarification about when a school starts in 6th grade, the performance of the 6th grader is not as good – Is it just if the school starts at the 6th grade level or can it happen in 5th or any transition year?

Carly Fortin responded that they asked the state and they look down to 5th grade and up to 9th grade and there was no study done to compare it to.

Commissioner Pons asked if the barriers that affect the different times that teachers arrive and leave for professional development were ever discussed prior to the K-8 schools opening.

Carly Fortin responded that she can't speak to that because she was in another role at that time.

Commissioner O'Brien stated that professional development was handled differently ten years ago. It wasn't always on Wednesday afternoon and it wasn't always grade driven; it was school driven. He feels that the issues that are being discussed can be resolved by having discussions with the unions and more frequent redistricting.

Dr. Carbone stated the information regarding the professional development highlights that the staff are on different schedules. When the K-8's came online, there was a need for tiered transportation. Because of this tiered schedule, it becomes problematic with the contractual hours of the staff.

Commissioner Giantonio reflected on Commissioner O'Brien's statement regarding equality could be remediated with more frequent redistricting and agrees that can be unpopular. She asked if the district was remodeled that there were not K-8's (what was reviewed last month in Option 1 where there was not the favorable equity that was being sought) can the same be said no matter what model is chosen?

Commissioner O'Brien responded absolutely. Even if you go through this process, five years later you can be faced with the same inequities because of the ways people move throughout the district. The only solution to keep it equitable all the time is to constantly redistrict.

Commissioner Giantonio responded with, that really should not be our number one concern when determining the redistricting plan.

Commissioner O'Brien said that you should take the opportunity to do it when you can but it won't work forever. It may not even work for 2 or 3 years.

Commissioner Sklenka stated that he agrees. If one multi-unit goes up on the Plainville/Bristol line it changes everything. He understands the goal is equality and equity, but at the end of the day the Bristol Public Schools must be reasonable with what is trying to be attained. We have to do the best with what we've got and try not to keep having to change. As a parent, he would lose his mind if the kids would have to keep changing schools every 4 or 5 years.

Commissioner O'Brien stated that redistricting every 10 years is not inappropriate but does agree with Commissioner Sklenka, you hope it is not your child that is caught in the redistricting timespan.

Dr. Carbone stated the same thinking that was brought to the additions of the K-8's need to be exercised as this conversation is had. The Bristol Board of Education and the central office team are going to try to produce the best possible plan that reaches as many of the goals that were set out.

Feasibility Process

There are many complications and intricacies of what the BPS are trying to achieve. This is an overlapping, multifaceted problem. Altogether, the BPS is trying to address the following:

- Enrollment and Redistricting, Building Conditions Projects, Grade Configurations to meet the developmental plane of the child.
 - Update outdated buildings
 - Address BECC enrollment and building/not BoE space
 - Address enrollment disparities, class size and school boundary lines
 - Address Adult Ed and BPSA space (rented space)
 - Create common grade configurations across the portfolio of schools
 - Increase access to PK – parity, resource/expansion
 - Consolidate resources

Iterative Process of Reimagining BPS 2023

Review of Round 1 of this process – December 2019 – December 2020

1. Define the Problem
2. Collect Information
3. Brainstorm and Analyze Ideas
4. Develop Solutions/Build a Model
5. Present Ideas to Others for Feedback
6. Improve the Design

Feasibility and Enrollment Planning:

December 17, 2019 – Operations Committee

- Revisited 2017 feasibility study and enrollment data – Requested update to enrollment

January 6, 2020 – Board of Education Meeting

- Secured Milone and MacBroom to update 2017 enrollment study

February 26, 2020 – Operations Committee Meeting

- Milone and MacBroom provided a draft enrollment study – enrollment was trending higher and there was a higher enrollment in middle school
- It was unanimously voted to reach out to QA&M for costs to revisit the feasibility study

April 29, 2020 – Operations Committee Meeting

- QA&M presented 4 building and school grade configurations
 - Option 1/1A: PK Specialization, K-4, 5-8, 9-12
 - Option 2: PK Specialization, K-5, 6-8, 9-12
 - Option 3: PK Specialization, Mixed K-8, 9-12
 - Option 4: Mixed PK-8, 9-12

May 27, 2020 – Operations Committee Meeting

- Options were presented with timing and phasing

June 24, 2020 – Operations Committee Meeting

- Four options were reviewed with phasing and costs

July 8, 2020 – Board of Education Meeting

- QA&M presented the entire report - the four options, phasing and cost
- Consider redistricting, costs and different options as phasing

July 22, 2020 – Operations Committee Meeting

- Table the feasibility discussions due to COVID-19

October 28, 2020 – Operations Committee Meeting

- Revisited Options
- Scheduled a workshop to the full board to narrow the options

December 1, 2020 – Board of Education Workshop

- Options 1-4 were reviewed in detail
- It was narrowed to Options 1 and 3 for further exploration

December 2, 2020 – Board of Education Meeting

- Reviewed options discussed at the BoE Workshop on December 1, 2020

Review of the Options

BoE Workshop December 2020 - OPTION 1/1A

- Grade Configurations
 - PK Center at NEMS
 - K-4 Elementary
 - 5-8 Middle
 - 6-12 Arts Magnet
 - 9-12 High
- Building Projects
 - New NEMS with a PK annex
 - Renovate SSS
 - Add 3 classrooms to IVY
 - Add 5 classrooms to MTV
 - Add 7 classrooms to HUB
 - Convert WB to a K-4
 - Additions at GH; convert to a 5-8
 - Renovate Stafford (Option 1A)
- Closures
 - Close BECC
 - Close EDGE
 - Option to close STAF
 - Close BPA & Adult Ed (Option 1A)
 - Close BOE (Option 1A)
 - Repurpose STAF for BOE, BPA, and Adult Ed (Option 1A)
- Cost to the City
 - Option 1: \$69.1M
 - Option 1A: 95.9M
 - Years to Complete: 4 years 8 months (Option 1) 5 years 8 months (Option 1A)

BoE Workshop December 2020 - OPTION 2

- Grade Configurations
 - PK Center at EDGE
 - K-4 Elementary
 - 5-8 Middle
 - 6-12 Arts Magnet

- 9-12 High
- Building Projects
 - New NEMS
 - Renovate EDGE for PK center
 - Renovate SSS
 - Add 3 classrooms to IVY
 - Add 5 classrooms to MTV
 - Add 7 classrooms to HUB
- Closures
 - Close BECC
 - Close STAF
- Cost to the City
 - Option 1: \$68.3M
 - Years to Complete: 4 years 8 months

BoE Workshop December 2020 - OPTION 3

- Grade Configurations
 - PK Center at NEMS
 - K-5 Elementary
 - 6-8 Middle
 - K-8
 - 6-12 Arts Magnet
 - 9-12 High
- Building Projects
 - New NEMS – Connected PK
 - Renovate SSS
 - Renovate and add 1 classroom to STAF
 - Add 3 classrooms to IVY
 - Add 5 classrooms to MTV
 - Add 1 classrooms to HUB
- Closures
 - Close BECC
 - Close EDGE
- Cost to the City
 - Option 1: \$71.7M
 - Years to Complete: 4 years 8 months

BoE Workshop December 2020 - OPTION 4

- Grade Configurations
 - PK Center at CHMS
 - K-5 Elementary
 - 6-8 Middle
 - Mixed K-8
 - 6-12 Arts Magnet
 - 9-12 High

- Building Projects
 - New NEMS – Add 3 classrooms
 - Renovate CHMS for PK center
 - Renovate SSS
 - Renovate and add 1 classroom to STAF
 - Add 5 classrooms to MTV
 - Add 1 classrooms to HUB
- Closures
 - Close BECC
 - Close EDGE
- Cost to the City
 - Option 1: \$68.3M
 - Years to Complete: 5 years 8 months

Project Option Comparison Matrix

CRITERIA	OPT-1 PK / K-4 /5-8	OPT-1A PK / K-4 /5-8	OPT-2 PK / K-5 /6-8	OPT-3 PK / MIXED K-8	OPT-4 MIXED PK / K-8
EDUCATION & PARITY					
SOLUTION RECOMMENDED	YES	YES	YES	NO	NO
CONSTRUCTION					
NEW ADDITIONS	YES	YES	YES	YES	YES
RENOVATION & CODE	YES	YES	YES	YES	YES
HAZMAT REMEDIATION	YES	YES	YES	YES	YES
CONSTRUCTION DURATION	4.67 YRS	5.67 YRS	4.67 YRS	4.67 YRS	5.67 YRS
EST STATE REIMBURSEMENT	\$128.4 M	\$138.8 M	\$126.8 M	\$108.7 M	\$124.0 M
EST PROJECT BUDGET	\$197.5 M	\$234.7 M	\$195.1 M	\$180.4 M	\$190.8 M
EST COST TO CITY	\$ 69.1 M	\$ 95.9 M	\$ 68.3 M	\$ 71.7 M	\$ 66.8 M
OPERATIONS & COST					
RE-DISTRICTING COST	YES	YES	YES	YES	YES
TRANSPORTATION COST	UNCHANGED	UNCHANGED	UNCHANGED	UNCHANGED	UNCHANGED
ENERGY USE / EFFICIENCY COST	INCREASES	INCREASES	INCREASES	INCREASES	INCREASES
MAINTENANCE COST	INCREASES	INCREASES	INCREASES	INCREASES	INCREASES
OTHER COST – ADMIN, FACULTY & STAFF	\$0.00 M / YR	\$0.00 M / YR	\$0.00 M / YR	\$0.00 M / YR	\$0.00 M / YR
TOTAL COST TO CITY	\$69.1 M	\$95.9 M	\$68.3 M	\$71.7 M	\$66.8 M
ASSUMPTIONS	Design Building Area to State Space Standards based on the enrollment at the facility Cost Based on Current Dollars – No Escalation Maintenance Cost Based on Building Area Including MBIAMS – Increases in all Scenarios Energy Cost based on Building Area and Airconditioning Including MBIAMS – Increases in all Scenarios Construction Start Summer 2021 State Space Standard Waivers will be Required for Specific Schools				

Commissioner O'Brien asked if the costs shown are the city costs.

Yes, they are estimated costs to the city. The estimate total cost is reflected in the line labeled "Est Project Budget."

Commissioner Sklenka asked for confirmation that Option 1 was over 4 years.

Dr. Carbone confirmed Option 1 is about 4 years 8 months and Option 1A is about 5 years 8 months.

Commissioner Vibert asked if Options 2, 3, and 4, regarding Bristol Prep and Adult Education, nothing changes?

Dr. Carbone responded, that is correct. Options 1 and 1A were the most aggressive options presented and in those particular options, Stafford would be repurposed and renovated to accommodate Bristol Prep and Adult Education and the additional classrooms needed to be added concurrently for that plan to work.

Commissioner Sklenka pointed out that none of the options include money for the high schools. Bristol Central needs a lot of work.

Dr. Carbone stated the high schools were renovated in 1999 and the BoE will need to revisit this discussion in years to come to see what renovations will need to be done at the high schools.

Summary of Discussion at the December 1, 2021 BoE Workshop showed that the majority of the board preferred Option 1. Some were concerned about not having Stafford in the portfolio and many were concerned with the number of projects, the cost, and the realism to the time frames. Some commissioners requested that the options were reduced to 2 moving forward. Some folks reiterated their preference for K-8 where others expressed their non-preference of the K-8 model.

Based on the summation of the BoE workshop, the outcome from the December 2, 2020 meeting was the following:

- Options 1 and 3 to be explored further (PK can be nested into the schools or a specialized stand-alone)
- Need a longer timeline for building projects
- Re-engage with Milone & MacBroom
 - Enrollment pattern and redistricting impact with fewer building projects
- Re-Engage with QA&M
 - Phase-in of projects
 - Cost

Iterative Process of Reimagining BPS 2023

Review of Round 2 of this process – December 2020 – March 2021

1. Define the Problem – The options have been narrowed to Option 1 and Option 3, work with less projects, reduce the cost, extend the timeline – off to explore redistricting
2. Collect Information
3. Brainstorm and Analyze Ideas
4. Develop Solutions/Build a Model
5. Present Ideas to Others for Feedback
6. Improve the Design

Commissioner Giantonio asked in the 1A where Stafford is repurposed for Adult Education and Bristol Prep; what would happen to Adult Education and Bristol Prep in Option 1?

Dr. Carbone responded that they would remain exactly where they are now.

Commissioner Giantonio looked for clarification regarding PK being a stand-alone or nested into the schools – If it was nested, would there be need for increased classrooms?

Dr. Carbone stated that going forward, the new language used to go forward in naming the options is “Modified Option 1” and “Modified Option 3.” The reason why the language for the options will be used came up when the redistricting plan was presented. Without the extra classrooms, there are less options for spaces where the students can matriculate into. When PK is nested into the schools, BECC will not be addressed because there is an inability to offer more seats and it will become very tight in the space and allow little room for error.

Jill Browne added if a stand-alone PK was offered there may be opportunity to take on students from surrounding towns and that would be a revenue source for the PK Center.

January 27, 2021 – Operations Committee Meeting

- Ongoing with Milone & MacBroom
- Develop realistic timeframe for Options 1 & 3
- Create opportunities for community feedback
- Enrollment and redistricting to be modeled by Milone & MacBroom
- 10-year Capital Plan with pacing NEMS, STAF, and EDGE
- Explore options for full day PK

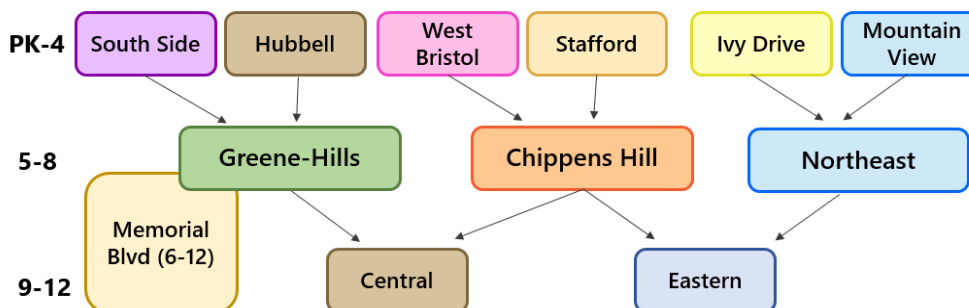
March 2, 2021 – Special Operations Committee Meeting

- Modified options presented to the committee
 - Examined equity, efficiency, and parity, high quality education, and facility capacities
- Redistricting/Re-configuration options
 - Option 1: EDGE becomes PK only, all other elementary and middle schools reconfigured and redistricted to PK-4 and 5-8 schools
 - Option 3: EDGE becomes PK only, all other schools are redistricted under current mixture of K-8 and K-5, 6-8 schools

Modified Option 1 Redistricting Plan 1 (PK, K-4, 5-8 model)

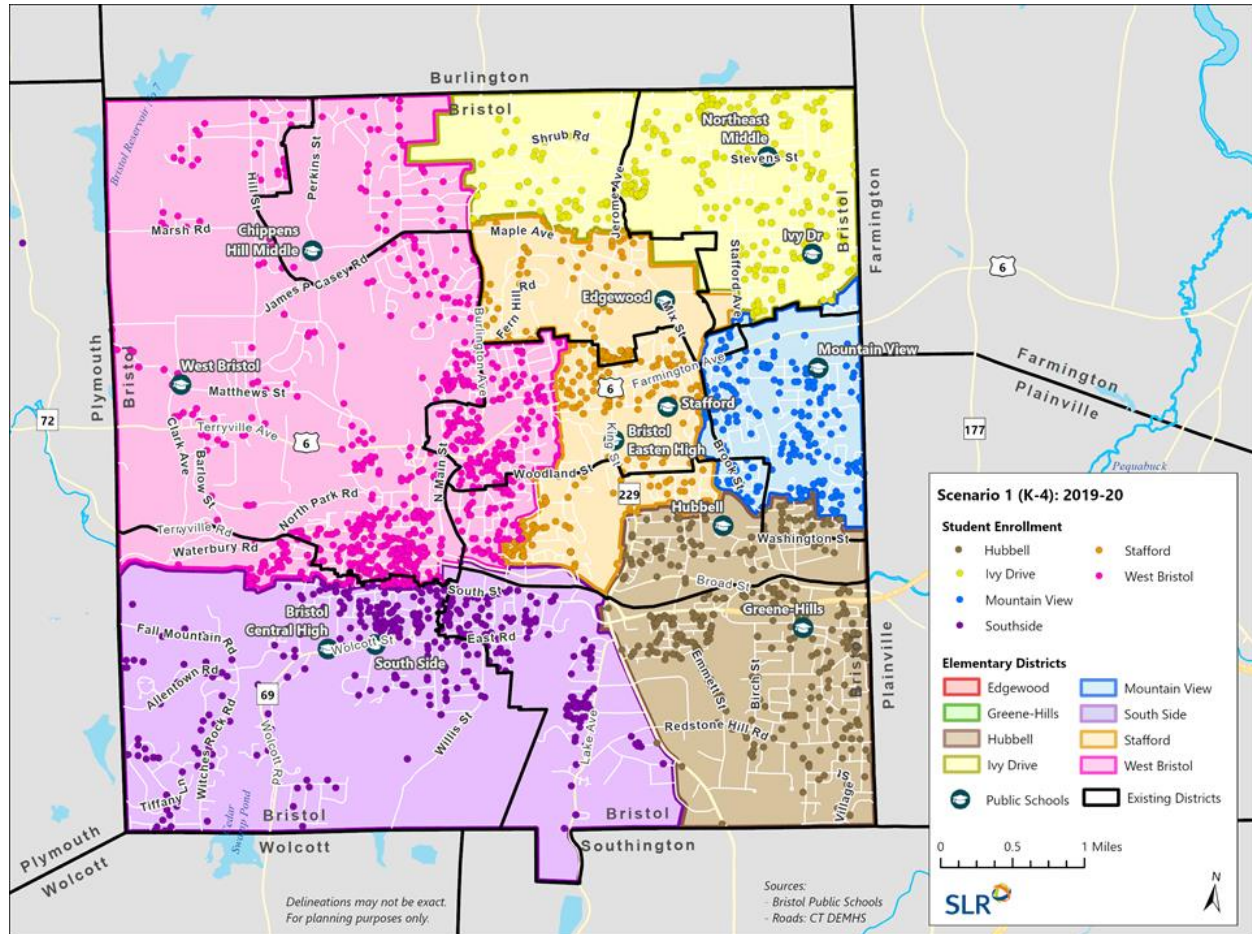


Modified* Option 1: PK, K-4, 5-8 Model



- PK Center at EDGE or NEMS
- Proportional assignment of enrollment to MBIAMS
- Maintain direct feeder pattern from elementary to middle schools

- Increase equity and parity



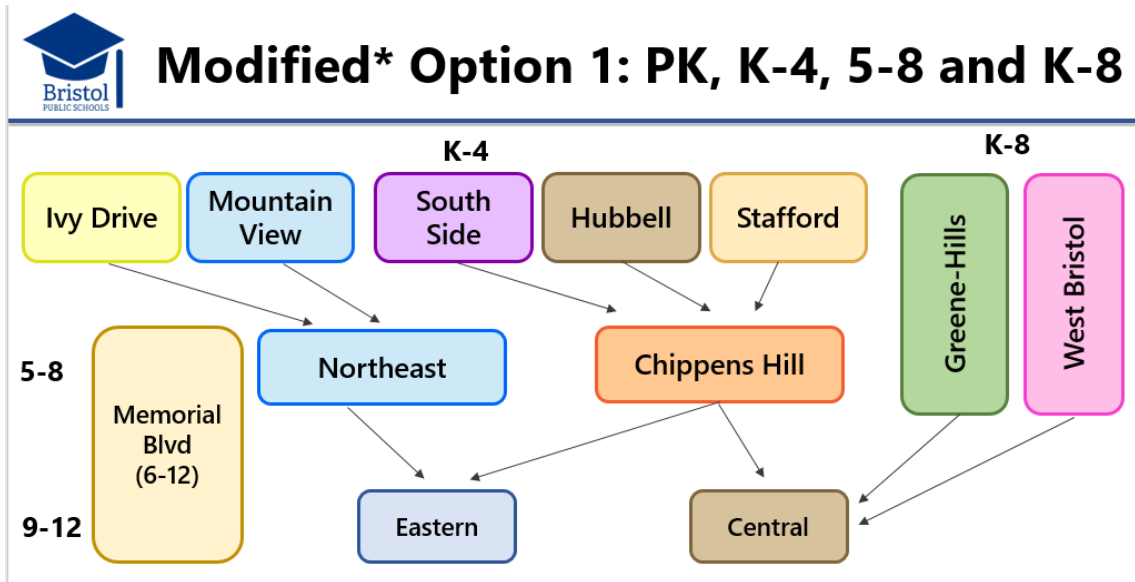
Based on this plan, there are some issues that need to be pointed out. The large size of West Bristol coupled with the size of Northeast (which requires MTV and IVY enrollments to be kept low), results in highly skewed socio-economic balance. As a result, there is a variation in the percentage of students qualifying for federal foods program. The spread is 69% at West Bristol vs. 45% at MTV and IVY. The same happens for our students of color; the spread is 37% at IVY and 58% at STAF.

Modified Option 1 Research Findings

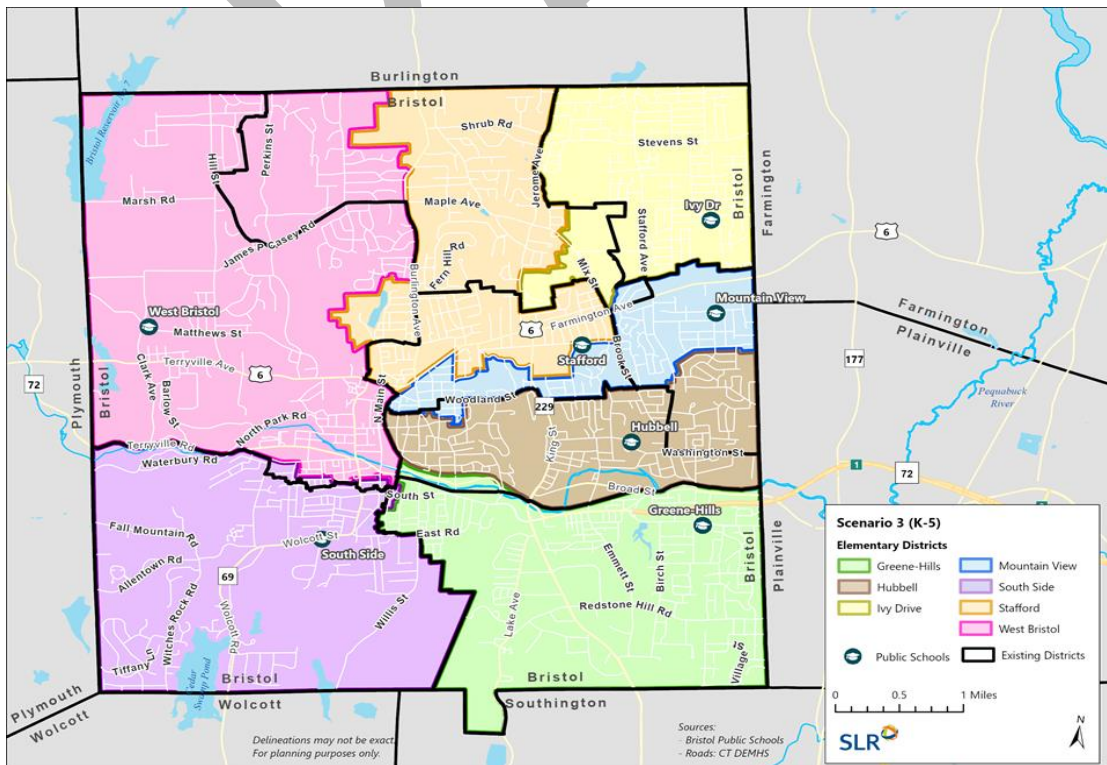
- Could not maintain a direct feeder pattern while also improving balance for equity and overall utilization
 - WB as a K-4 is very large relative to others in the district and needs to matriculate to CHMS along with other schools
 - Uneven capacities of 5-8 schools – Northeast’s relatively low capacity limits flexibility at the lower grade level.
- Developed a redistricting model that maintained direct feeder pattern from K-4 to 5-8
 - Resulted in an unsatisfactory balance of student demographics and overall enrollment
 - Created an additional split feed from middle to high schools

- Because of the discrepancies that were noted, the team pivoted to explore Option 1 as a K-4, 5-8 model with existing K-8 schools

Modified Option 1 – Redistricting Plan 2 (PK, K-4, 5-8, K-8)



- EDGE becomes PK only
- Direct Feeder patterns from elementary to middle schools
- Change from original Option 1 is maintaining GH and WB as K-8 schools



Milone and MacBroom was asked to look at the redistricting using the same grade configurations in Option 1 and it resulted in a couple of carve outs that can be seen in the above slide. With this modification, the findings appear more favorable. The percentage of students qualifying for the federal foods plan both at the elementary and middle school levels are within a couple of percentage points difference between the school and the students of color within the schools becomes tighter as well with a swing of 3 or 4 percent. This modification to the plan addresses parity and demographics.

Commissioner Pons stated that none of this information takes into account opening the magnet school and how that will pull kids from every school which will then change all of the demographics.

Dr. Carbone said what the demographics will look like can't be predicted; however, what is known is we will use a percentage of students relative to the grade that they are leaving to the acceptance into the magnet school so that they have the same probability of being accepted into the school. Using GH 5th grade as an example. 5th grade at GH has about 105 to 110 students, the 5th grades coming out of IVY, STAF, or MTV have anywhere between 50 – 75 students. That family needs to have the same probability of being accepted into the magnet school. We know there will be between 88 and 94 seats available at the magnet school, that is the same number that we have used to apply to create the grade bands and the number of sections we need in the enrollment that is being shared during this meeting. So when the question is asked we don't know what the demographics will look like; what we do know is that if we begin the starting point with the most common equal pool. When the pull is created, there is a higher probability that the pull for MBIAMS will look exactly like the pool of the school that they left.

Commissioner O'Brien asked, if the pool did not look the same, would the pool be altered to ensure consistency ran across all schools? If by some freak, the lottery provided an imbalance that was significant, would the lottery be altered to maintain balance?

Dr. Carbone stated they have not gotten into the inner workings of the lottery and that still needs to be worked through.

Commissioner Pons followed up with because it is a voluntary lottery, it is hard to predict the demographics of who will apply because the student has to want to attend a school that is arts focused.

Dr. Carbone stated every child coming out of 5th grade should be enrolled and offered the right of refusal. This ensures that every 5th grader and every family will have two options: 1. Given a seat through the lottery and 2. They will matriculate up to their respective schools.

Commissioner Pons asked why it would be done that way and not letting only those students interested in the arts magnet to apply for the lottery. That way the families will go through the process only if they are interested in attending the magnet school.

Dr. Carbone says this way will assure everyone has access. Dr. Carbone feels the decision of the lottery does not impact the decision regarding the redistricting plan.

Commissioner Vibert wanted clarification: All 5th graders will be going, are you saying all 5th graders will have the opportunity?

Dr. Carbone said, yes. There is a finite number of seats. Using GH as an example, they would be afforded 15 – 16 seats at MBIAMS. All of the students would be enrolled through a lottery and the lottery would pick the 15 – 16. Then the chosen students would be offered the seat with the right of refusal.

Commissioner Sklenka asked why are they doing the lottery for all students? If the students want to go, they can just sign up for the lottery. Why would you go through the entire process if families aren't interested? It is such a small school and he feels the smallest turn will change the demographics. He also asked, what happens if not enough students want to go to the school? Would students be forced to go to the magnet school?

Dr. Carbone said the students would not be forced to go to the magnet school if it wasn't what they wanted.

Dr. Carbone followed that this is similar to other school systems that have lotteries. West Hartford does this with its intradistrict magnet school. There are different variations of how the lottery is done in different districts and it can be explored further. There is no decision that needs to be made at tonight's meeting for this.

Commissioner Vibert understands what Commissioner Sklenka is saying but she does like the idea that Dr. Carbone has presented because that way, no students will fall through the cracks.

Commissioner Giantonio stated that is not how they run the other magnet school lotteries. It is not the first right of refusal.

Dr. Carbone stated that the interdistrict magnet schools do not do their lotteries like that, but MBIAMS is an intradistrict magnet school, not an interdistrict magnet school.

Commissioner Giantonio feels the lottery for the magnet school does need a "robust" discussion. What is being said at this meeting regarding it is very new and reinforces her feelings that this ultra-specialized school that is being created, that was agreed upon prior to this board - she is having a hard time understanding why every 5th grade student would be interested and forced pathway this way into a specialty school with very specific curriculum pathways that are geared toward specific career paths. She is having a hard time understanding how a 5th grader can even make that decision. The inequity models that were presented in the slides do not include a line for GH or West Bristol. When looking at tables side by side, she can see a notable difference between HUB, IVY, STAF (which includes keeping STA – that was not the favorable option). Out of the 8 schools, there are only 3 schools that show notable differences. She feels that the charts depicting the free/reduced lunch percentage and minority student percentage can't be the priority for picking the plan.

Dr. Carbone states that keeping STA was the start of the second phase because STA needed to stay online because at the December meeting, it was asked to reduce the number of projects so STA will remain online. Dr. Carbone also said this is a three prong approach and this is one piece of data that is needed to pick the plan.

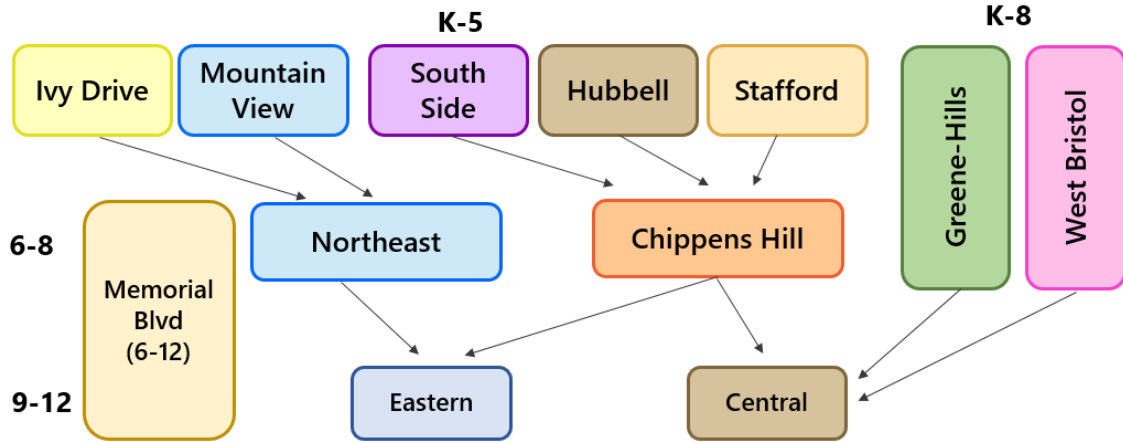
Commissioner Giantonio stated that CHMS is one of the largest middle school in the district which will draw the largest seat at MBIAMS. By the MBIAMS enrollment, perhaps their reduction is significant.

Jill Browne shared the missing information for GH and WB: GH Free/Reduced is 60% WB Free/Reduced is 59% and GH Minority Student is 54% and WB Minority Student is 55% - This is under Modified Option 1 – Redistricting Plan 2.

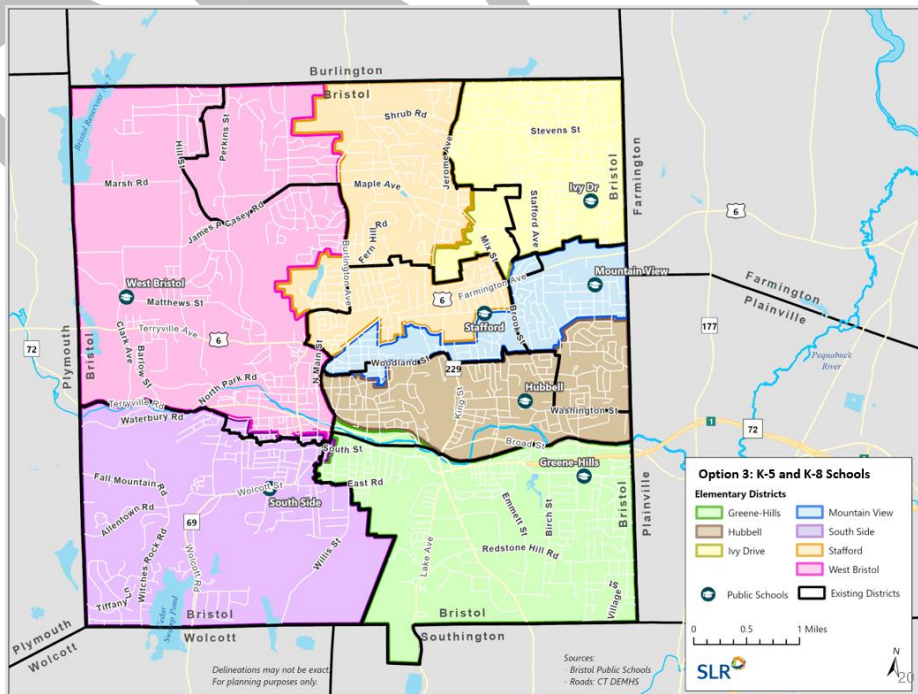
Modified Option 3 – Redistricting Plan 1 (PK, K-5, 6-8, K-8)



Modified* Option 3: PK, K-5, 6-8, and K-8



- PK Center at EDGE or NEMS
- Direct feeder pattern from elementary to middle schools
- Enrollment balancing for equity and parity
- Used same redistricted boundaries as in Option 1



In the Modified Option 3, there is a closing in the percentages of students qualifying for free and reduced lunches. There is a swing of about 7% in the elementary schools and the middle schools are favorable. In addition, the minority students percentage, the swing is 4%. For GH and WB: GH Free/Reduced is 60% WB Free/Reduced is 59% and GH Minority Student is 54% and WB Minority Student is 55% - This is under Modified Option 1 – Redistricting Plan 2.

March 3, 2021 – BoE Discussion

- It was voted on to look at another option that does not include the K-8 schools but a K-5, 6-8 option.

Commissioner Gianotnio asked if Modified Option 1 – Redistricting Plan 1 was off the table?

Dr. Carbone stated she is presenting it and nothing is off the table. Dr. Carbone will share and give her opinion if she looks at something that does not improve the conditions.

Commissioner O'Brien hopes that everyone accepts the fact that redistricting will happen and it will bring the BoE closer to the goals that are being discussed regardless of what the feasibility plan turns out.

Commissioner Vibert stated there are state mandates that must be met regarding certain percentages of ethnicity and socioeconomic equity throughout the district.

Commissioner Pons stated that all of these plans were put in motion prior to the pandemic. How are we taking the pandemic into account when decisions are being made about moving kids, changing their environment right after coming off of a year somewhat instability? Will this add additional trauma?

Dr. Carbone recognizes this as a valid point. None of these plans have been shared with the community. These conversations have remained at the Operations and BoE level for exploratory purposes. Dr. Carbone is mindful of the impact the pandemic has had on the BPS families. There are 2600 families that are choosing to continue learning by CVL (Cooperative Virtual Learning).

Part III – Review Feasibility Options and Next Steps

- Present Round 3
 - Facilities cost and phasing
 - Redistricting alternative
- Finalize process for presenting to the community

Iterative Process of Reimagining BPS 2023

Review of Round 2 of this process – March 2021

1. Define the Problem – Explore both options without K-8
2. Collect Information – Look at a redistricting plan 2 for Option 3
3. Brainstorm and Analyze Ideas
4. Develop Solutions/Build a Model
5. Present Ideas to Others for Feedback
6. Improve the Design

Modified Option 1A

- Grade Configurations
 - PK Center at NEMS
 - K-4 Elementary
 - 5-8 Middle
 - 6-12 Arts Magnet
 - 9-12 High
- Building Projects
 - New NEMS with a PK annex
 - Renovate STAF
 - Convert WB to a K-4
 - Additions at GH; convert to a 5-8
- Closures
 - Close BECC
 - Close EDGE
- Cost to the City
 - 44.5M
 - Years to complete: 4 years 8 months

PHASING – Modified Option 1A (PK at NEMS, Dismantle K8)

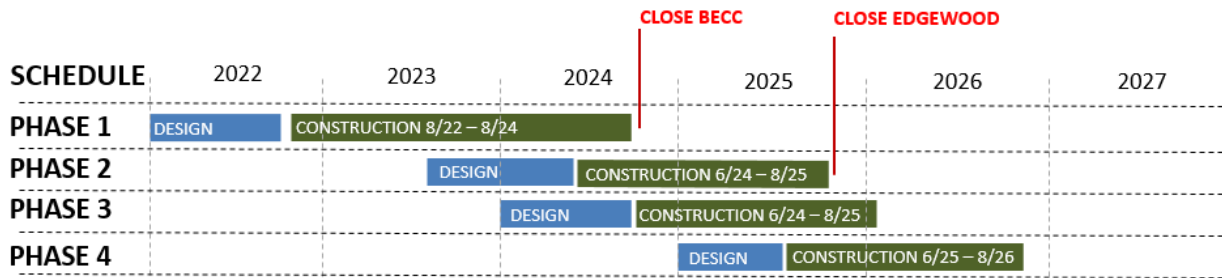
PHASE 1 – New Northeast School with a CONNECTED PK facility for 340 Part time students (100% Capacity)
Design & construction 32 Months (Demolish after all projects are completed)

PHASE 2 – Renovate Stafford School (Existing Northeast used as Swing Space)
Design & Construction 20 Months Overlapping Phase One

PHASE 3 –Renovations at West Bristol for a K-4 Facility
Design & Construction 4 to 6 Months

PHASE 4 –Renovations at Greene Hills for a 5-8 Facility
Design & Construction 4 to 6 Months

EDUCATIONAL PARITY
ESTIMATED PROJECT COST \$127.1M – No Escalation
OPERATIONAL COST MINOR INCREASE
CITY BONDED COST \$44.5M



Modified Option 1B

- Grade Configurations
 - PK Center
 - K-4 Elementary
 - 5-8 Middle
 - 6-12 Arts Magnet
 - 9-12 High
- Building Projects
 - New NEMS
 - Renovate STAF
 - Renovate EDGE as PK
 - Convert WB to a K-4
 - Additions at GH; convert to a 5-8
- Closures
 - Close BECC
 - Close EDGE (as elementary/open as PK center)
- Cost to the City
 - 41.4M
 - Years to complete: 5 years 8 months

PHASING – Modified Option 1B (PK at EDGE, Dismantle K8)

PHASE 1 – New Northeast School
 Design & construction 32 Months (Demolish after all projects are completed)

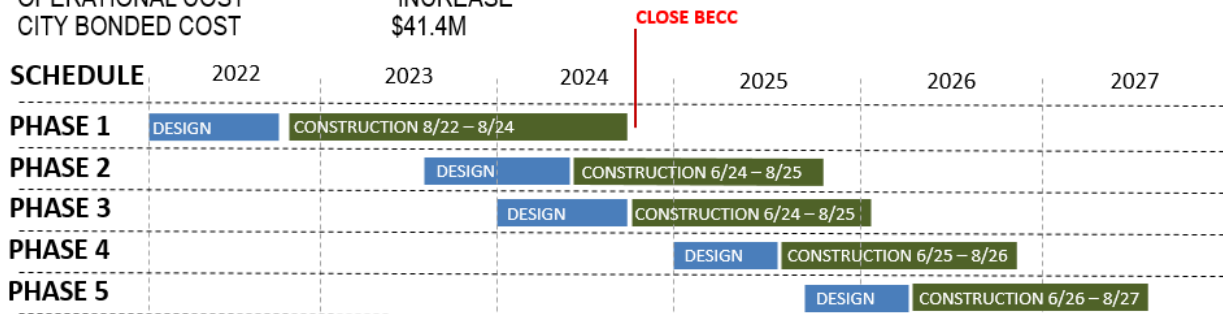
PHASE 2 – Renovate Stafford School (Existing Northeast used as Swing Space)
 Design & Construction 20 Months Overlapping Phase One

PHASE 3 –Renovations at West Bristol for a K-4 Facility
 Design & Construction 4 to 6 Months

PHASE 4 –Renovations at Greene Hills for a 5-8 Facility
 Design & Construction 4 to 6 Months

PHASE 5 –Renovations at Edgewood for a PK Facility
 Design & Construction 8 to 12 Months

EDUCATIONAL PARITY
 ESTIMATED PROJECT COST \$118.3M – No Escalation
 OPERATIONAL COST INCREASE
 CITY BONDED COST \$41.4M



Modified Option 3A

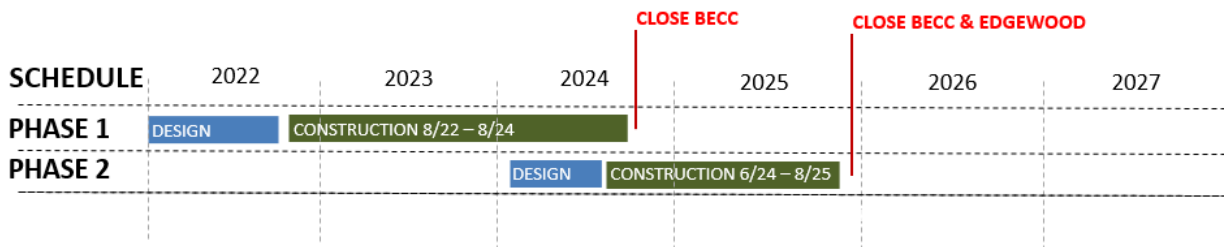
- Grade Configurations
 - PK Center at EDGE or NEMS
 - K-5 Elementary
 - 6-8 Middle
 - Mixed K-8
 - 6-12 Arts Magnet
 - 9-12 High
- Building Projects
 - New NEMS – Connected PK
 - Renovate STAF
- Closures
 - Close BECC
 - Close EDGE
- Cost to the City
 - 41.7M
 - Years to complete: 3 years 9 months

PHASING – Modified Option 3A (PK at NEMS, Keep K8)

PHASE 1 – New Northeast School with a CONNECTED PK facility
 Design & construction 32 Months (Demolish after all projects are completed)

PHASE 2A – Renovate Stafford School (Existing Northeast used as Swing Space)
 Design & Construction 20 Months Overlapping Phase One

EDUCATIONAL PARITY	
ESTIMATED PROJECT COST	\$119.3M – No Escalation
OPERATIONAL COST	NO INCREASE
CITY BONDED COST	\$41.7M



Modified Option 3B

- Grade Configurations
 - PK Center at EDGE
 - K-5 Elementary
 - 6-8 Middle
 - Mixed K-8
 - 6-12 Arts Magnet
 - 9-12 High
- Building Projects
 - New NEMS
 - Renovate STAF
 - Renovate EDGE
- Closures
 - Close BECC
 - Repurpose EDGE
- Cost to the City
 - 42.87M
 - Years to complete: 5 years

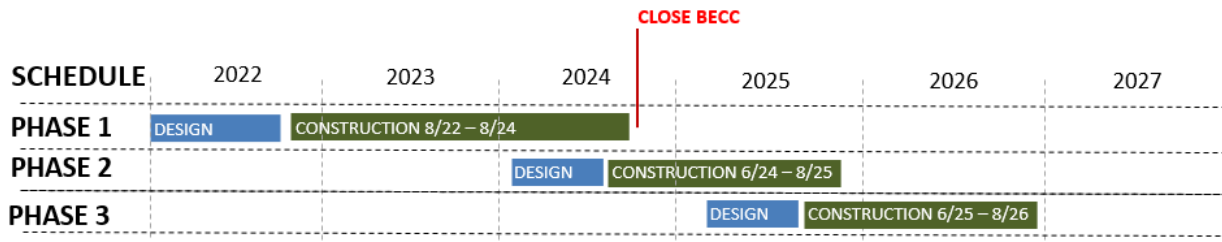
PHASING – Modified Option 3B (PK at EDGE, Keep K8)

PHASE 1 – New Northeast School
 Design & construction 32 Months (Demolish after all projects are completed)

PHASE 2A – Renovate Stafford School (Existing Northeast used as Swing Space)
 Design & Construction 20 Months Overlapping Phase One

PHASE 3 – Renovate Edgewood School for PK Center (Existing Northeast used as Swing Space)
 Design & Construction 12 Months Overlapping Phase One

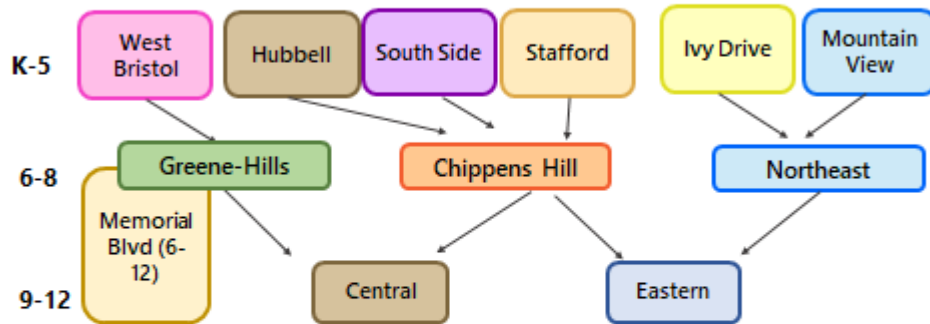
EDUCATIONAL PARITY	
ESTIMATED PROJECT COST	\$122.3M – No Escalation
OPERATIONAL COST	NO INCREASE
CITY BONDED COST	\$42.8M



Regarding the alternative redistricting feed, the question was, what if K-5, 6-8 is kept with no K-8 schools?



Redistricting Alternative Feed K-5, 6-8

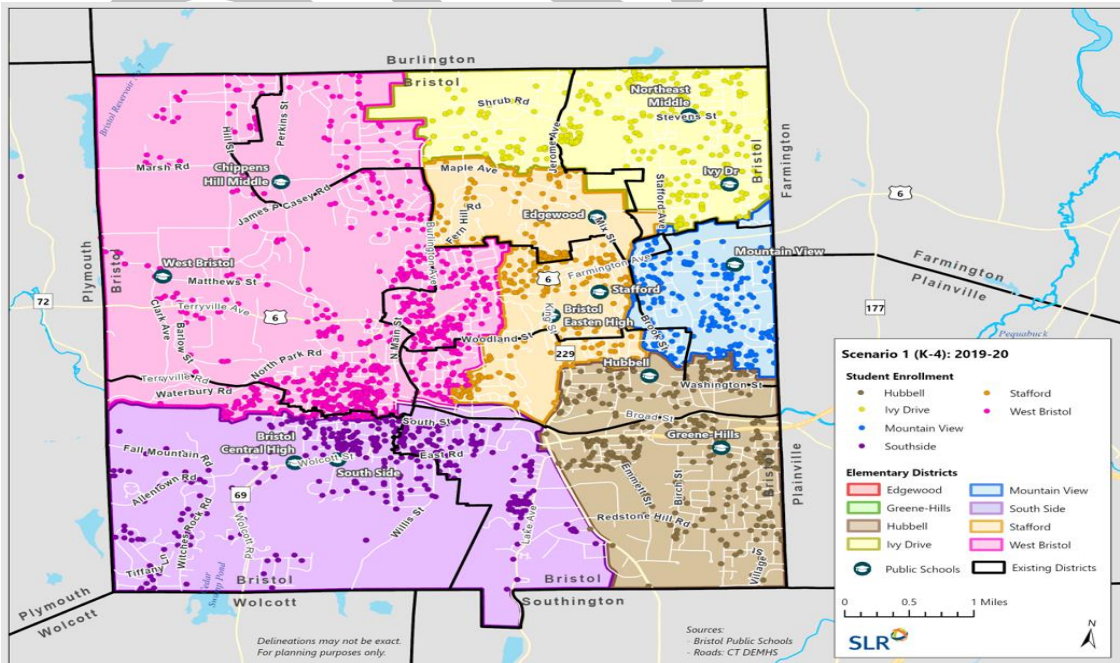


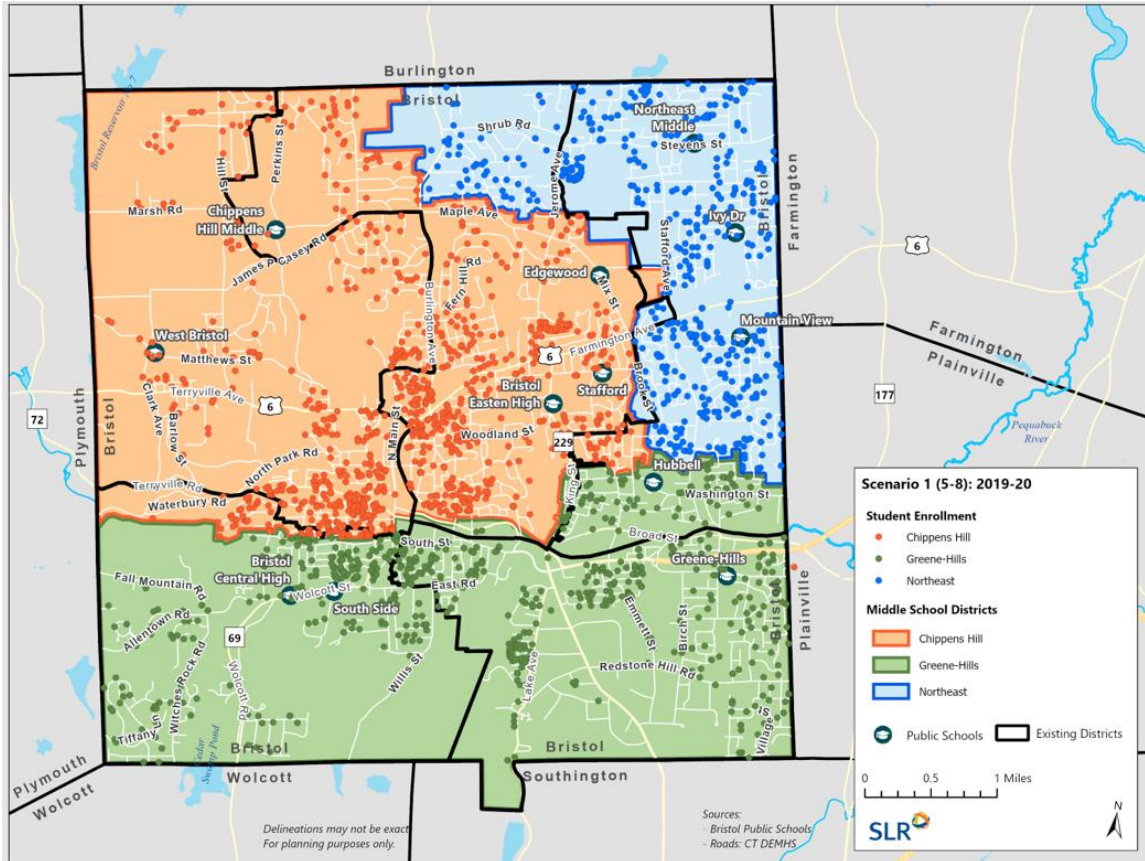
- Using same conceptual boundaries as in Option 1, changed the feeder pattern assumption
- Maintain direct feeder pattern from elementary to middle schools
- Transportation investment in sending West Bristol students to Greene-Hills and Hubbell students to Chippens Hills



Prepared for Bristol Board of Education

Looking at the redistricting alternative for K-5, 6-8 creates the problem of the enrollments exceeding the capacity targets that are trying to be achieved in the elementary schools and under capacity in the middle schools.





Commissioner Pons asked for clarification regarding the alternate redistricting feed: For clarification, this option would have the students going from WB to GH?

Dr. Carbone responded that if WB becomes a K-5, there needs to be a school that provides enough space for the amount of students.

Commissioner Giantonio asked if the alternate feeder patterns apply to both Modified Options 3A and 3B.

Dr. Carbone said yes and specifically with this, the only option is a PK stand alone. There would not be enough room to nest PK in the schools with this option.

Commissioner Sklenka asked if we did anything for the other options.

Dr. Carbone said no because the basic premise of Option 3, the K-8's were remaining. Therefore the default for the alternative redistricting is only Option 1 but it does make a decision for us because if this is something we pursue, then PK has to be a stand alone.

Commissioner O'Brien stated under the PK-4 model the EB students go to CHMS but in the K-5 model they go to GH. Is that because in PK-4 the other schools would be in their capacity?

Dr. Carbone said yes.

Commissioner O'Brien asked if we are building a new NEMS, can't building it bigger solve the problem?

Dr. Carbone said that would help IVY and MTV always have to be truncated to fit into NEMS.

Commissioner O'Brien also stated if NEMS was built bigger, it would allow GH to become a K-5 as well. It makes more sense to build a bigger NEMS creating 2 large middle schools and everything else becomes a K-5. In addition, Commissioner O'Brien thinks the timelines that are presented are very optimistic. He feels strongly that redistricting will have to happen when the Boulevard opens and it is important to know what is going to happen after that so the families aren't redistricted twice. In order to accomplish the goals, the simplest and most realistic solution is going to be to build a larger NEMS.

Dr. Carbone believes this option was brought up during the 2017 feasibility study and it was going to be either a K-8 or a larger middle school.

Next Steps

- Facility – Determine Building Projects
- Preferred Grade Configurations
- Redistricting Plan
- Feedback Plan

Modified Option 1A	Modified Option 1B	Modified Option 3A	Modified Option 3B
<ul style="list-style-type: none"> • New NEMS • New NEMS w/ PK Annex • Renovate STAF • Convert WB to K-4 • Convert GH to 5-8 <ol style="list-style-type: none"> 1. Close BECC 2. Close EDGE 		<ul style="list-style-type: none"> • New NEMS • New NEMS w/ PK Annex • Renovations at EDGE <ul style="list-style-type: none"> • Renovate STAF <ol style="list-style-type: none"> 1. Close BECC 2. Close or Repurpose EDGE 	
<p>Redistrict Plan 1 PK, K-4, 5-8, 9-12, Magnet <i>*Only option that allows for PK in buildings</i></p>	<p>Redistrict Plan 2 PK, K-4, 5-8, K-8, 9-12, Magnet <i>*Only option that allows for PK in buildings</i></p>	<p>Redistrict Plan 1 PK, K-5, 6-8, K-8, 9-12, Magnet</p>	<p>Redistrict Alternative 3.3.21 PK, K-5, 6-8, 9-12, Magnet</p>

Thoughts from the Commissioners:

Commissioner O'Brien: This is the most critical decision that will be made by this board while he is on it. It will be impacted by a number of factors going forward, one of which is a realistic construction schedule. If it can be agreed that the BoE should be moving forward with the NEMS project, which was approved in the 10-year CIP, that's a first step. Commissioner O'Brien stated he feels comfortable with a PK program at EDGE followed by a renovation at STAF. Although he does not feel it is realistic to get three building projects approved by the city or the state in 5 years; he feels it is a 10 year program.

Commissioner Vibert agrees with Commissioner O'Brien that the city will not entertain three projects in a short time. She would like more time to review the information.

Commissioner Dube wants to see more options of teacher collective efficacy without the K-8's and still find a way to fix the equity imbalances. If we are going to be uprooting, she would like to mitigate as many problems that the district has in one fell swoop.

Commissioner Pons has more questions about the stand alone PK building and how that impacts the community school model, families, drop off/pick up, transportation... Let's find the best model so this does not have to be done again. Would like more information on whether it is better to nest PK in the schools or have one PK center. She prefers middle and high schools over K-8 schools. She is leaning to neighborhood schools with PK. Does not like transporting students from one side of the city to the other.

Dr. Carbone stated currently the way children are assigned PK seats in school readiness is based on where there is space for them and has nothing to do with matriculation.

Commissioner Giantonio does not like any K-8 options. The obligation is to the students of K and higher. They must be the priority because we are mandated for those grades. At one point, we must start with what we are mandated for and then mitigate to the best possible solution outside of that to gain growth with the PK program. In previous meetings, she has asked, do we have a significant population in our city that is not serviced at all and wanted to be serviced in PK? She has not heard any data. She knows there is a population that needs BPS PK and the services that are provided with it. There has not been a significant amount of data that has been presented to the board that shows there is a gap in the need for the programs. In the non K-8 options, she prefers an option that whatever is done for PK, helps to meet the greater need in K-12 and is less concerned in the differences of the percentage differentials. Lastly, the information regarding the way the lottery will work, opening it up to every family; she needs to wrap her head around it and understand the logic behind it. She thinks this decision was made with a very specialty school in mind and it sounds like an administrative nightmare. She does not see the benefit of doing the lottery that way. If there were families that felt like they didn't have an option – she doesn't understand why not offering it to every 5th grader means that you weren't provided an opportunity. The student still has the same opportunity in the lottery as anyone else. It sounds like it is a very controlled lottery. If it was not a specialty school and it was an intradistrict magnet school that wasn't a specialty school, with specialty pathways there would be a lot more latitude of what could be done there.

Commissioner Wadowski would like more time to review the information. The attendance at the MBIAMS seems like it is a big factor. She wants to eliminate the K-8 schools.

Commissioner Sklenka is not a fan of the K-8 schools. The financial burden of this is still unknown. If PK is not financially feasible and is taken off the table, what happens to the numbers? He is very interested in seeing the results of the survey that is being sent out. There has to be a way to get rid of the K-8 schools and make everything as close to the goals. Make the NEMS school bigger. MBIAMS is going to be a huge factor in the numbers and he personally feels there will not be enough students that want to attend the school.

Commissioner Dube stated BECC is beyond overcrowded and needs to be addressed sooner than later. She is okay with PK in the buildings because whether BPS opens up universal PK in Bristol or we address the students we have, that is the easiest route. Equity is not the best in Option 1 but will choose that because of the passion she has in eliminating the K-8 model to allow for common grade configurations and better collaboration among the middle school teachers.

Commissioner Wilson is in favor of a two middle school options. He recalls when CHMS was built it was to house over 900 students. Since then, the maximum capacity has been reduced. Feels as though NEMS could be built at a similar capacity. Looking at the trendlines for the middle school students it appears to dip a little so two schools at an 850 each should be sufficient to house the middle school students and would allow the opportunity for the K-5 model and the PK can be put in each school. One of the reasons why the K-8 model was not favorable is because the teachers can't collaborate with others; putting the PK in the schools creates the same loss of the collaboration opportunity; therefore, it makes more sense for a PK facility.

Commissioner Carlson feels the PK should be distributed throughout; however, if PK is going to expand out he is in favor of the PK at NEMS and is in favor of Option 1. He also feels NEMS should be built bigger.

Commissioner Wadowski asked if NEMS is made bigger and a PK annex is put there, how would the driveways be configured and how would parking work?

Dr. Carbone stated that would be reviewed with the site plan. She does not foresee the driveway changing much. If the recommendation is to build new, the existing school would function as swing space for future construction projects. Once the construction projects are complete, the school would be demolished and the athletic fields would be moved to that space.

Commissioner Giantonio in regards to next steps, would prefer to ask through the chair of the Operations Committee if he would allow another workshop before the next Operations meeting?

Dr. Carbone said based on the fact that not everyone is comfortable committing to some of the decision markers, there is not enough information to bring to the community yet. We will need another workshop and then an Operations meeting. The operations committee will have more decisions to make because this will make us look at our buildings differently as well as the redistricting. Now a new configuration will be used. If the majority are feeling like PK should be in the buildings, what happens to EDGE?

Commissioner Vibert said EDGE can be repurposed for Adult Education and Bristol Prep.

Dr. Carbone wants the committee to remember there are more students aged 3 and 4 coming into the district that have special education services that need to be provided and BECC is the facility. Would we look at that as a scattered site? That is not a good idea because of the amount of OT/PT that is provided which opens up a different conversation as well.

Commissioner Sklenka commented that he thinks most of the committee is up to the options that eliminate the K-8 schools.

Commissioner Giantonio asked if the stand-alone PK could take students from surrounding towns?

Dr. Carbone stated that either EDGE or NEMS PK Annex would allow the opportunity for students out of town to attend. The stand alone would allow special education services and collaboration among special services providers in one building.

Commissioner Dube asked if we could look into the numbers to build a larger NEMS.

Dr. Carbone said yes, but we will need time.

The highest capacity in the thinking of building a new NEMS was 600 students. Dr. Carbone will revisit with Tim Callahan and QA&M to look at the options for a larger NEMS.

There is an Operations Committee meeting at the end of the month. Some of this information will be revisited and there will be another workshop scheduled. At the time of the next workshop the "O'Brien Plan" and redistricting will be looked at.

A motion by Commissioner Sklenka and seconded by Commissioner Pons it was unanimously voted to adjourn at 9:39 p.m.

Respectfully Submitted,

Tara Landon

Tara Landon

Administrative Assistant/Operations

Effrin Ellison Jr.

Education

- University of Bridgeport 2020
Master of Business Education
Secondary Education/State of CT Teacher Certification in Business
- Post University 2014
Business Administration with a Concentration in Marketing

Work Experience

- ReadyCT
July 2020 – Present
Peer Mentor for the Student 5.0 Program
- Swift Middle School
August 2019 – June 2020
Teaching Intern
- Healthtrax Fitness and Wellness, Bristol, CT
February 2019 – July 2020
Membership Sales Advisor
- State of Connecticut Department of Corrections, Hartford, CT
March 2015 – October 2018
Correctional Officer
- Waterbury YMCA, Waterbury, CT
October 2011 – April 2015
Childcare Worker / Support Teaching Staff

Accomplishments

- University of Bridgeport 2019-2020 Soares Outstanding Secondary Education Intern of the Year
- Sacred Heart High School 2009 CT Class M Basketball State Champion, First Team All-City Basketball Member

Professional Development / Leadership

- *Students with IEPs and the 2020-21 School Year*
This online webinar was hosted by PEAL (Parent Education & Advocacy Leadership) and focused primarily on special education guides for students with an IEP to help educators and families transition for the reopening of schools during the COVID-19 pandemic.
- *Investing in Youth Power & Leadership 2020*
This seminar was hosted by the Bridge to Success Community Partnership. Participating helped me to explore the importance and guiding principles of youth-led learning and organizing, specifically for our youth who are most often denied access to their full power and agency.
- *ADL (Anti-Defamation League) Presentation 2019*
This presentation focused on Bullying, Cyberbullying, and Prevention Strategies/ Resources.
- Granville Academy 2005

Volunteer Experience

- *Waterbury Bridge to Success - #CountUsIn 2020*
Community outreach event that provided the community with census help, voter registration, local resources, school supplies, food, and free giveaways.
- *Post University Men's Basketball 2012 – 2014*
During my time playing for Post University, my team and I traveled to Alaska in 2013 where we conducted basketball clinics for different villages. We also volunteered in the local school where we were able to share cultural experiences with the students.
- St. John's Soup Kitchen 2012-2013

Francesco A. Mandile

Education

Central Connecticut State University

Graduation: May 2017

Major: Physical Education and Health

Minor:

Objective

To obtain a Physical Education and Health position for Bristol Public Schools

Certifications: 044, 043, CIAC Coaching, First Aid, CPR, AED, PMT

Teaching Experiences

Adaptive Physical and Health Education Teacher - Adelbrook Learning Center in Cromwell, CT. - (2018-Present)

- Responsible for creating health curriculum and assisting in the development of the physical education curriculum
- Develop lesson and unit plans which provide appropriate progressions for skills and group activities
- Demonstrate each lesson with multiple means of differentiated instruction and modifications
- Implement various behavior management techniques for all classes, school population consists of students diagnosed with Autism Spectrum Disorder
- Provide PMT (Physical/Psychological Management Training) Along with classroom management, the overall safety of our students is the number one focus in each and every class
- Create enrichment group activities for the students and staff to participate in each quarter.
- Help coach and manage our adaptive sports activities each week.
- Help implement new additions to our students Individual Education Plans and Behavior Intervention Plans

Teaching Assistant- King Philip Middle School, West Hartford, Connecticut 2017-2018

- Transitioned midyear to an Intensive behavior classroom working with students with social/emotional disorders
- Utilized multiple means of Differentiation
- Provide 1on 1 instruction for lessons with each student
- Complete office tasks and work
- Complete daily tasks of a classroom teacher in multiple subject areas

Student Teaching at Hopewell Elementary, Glastonbury, CT 2017

- Taught and Assisted teaching PE lessons, planning, classroom management and everyday teaching duties

Student Teaching at East Hartford High School, East Hartford, CT 2017

- Taught and Assisted teaching PE and Health lessons, planning, classroom management and everyday teaching duties

Work Related Experience

Assistant Varsity Baseball Coach- Wethersfield High School, Wethersfield, CT 2019

- Assisted in teaching advanced baseball skills and strategies to high school aged players

Head Freshman/Varsity Assistant Baseball Coach- Simsbury, Connecticut 2018

- Taught Advanced baseball skills and strategies to players
- Organized practices, team rosters and team events

Wethersfield Parks and Recreation 2017 - 2018

- Supervise and mentor a group of children, come up with activity plans for the children, Head counselor

Basketball Official- IAABO Board 6, Connecticut 2014-present

- Facilitate and control High school and middle school basketball games. Referee high School summer and fall leagues.

Tyler J Roberts

Education

University of Connecticut, Hartford, CT
M.A., Curriculum and Instruction
GPA: 4.00

June 2020 – Present

University of Connecticut, Storrs, CT
B.A., Mathematics
Honors, Dean's List (Spring 2017)

August 2016 – May 2020

Professional Experience

Kelly Educational Staffing, Farmington, CT
Substitute Teacher/Paraeducator

February 2020 – Present

- Assisted students in special education programs in the Bristol and East Hartford school districts
- Worked one-on-one with students, in conjunction with special and general education teachers, to support instruction and implement accommodations

Palace Entertainment, Bristol, CT
Lifeguard Supervisor

July 2015 – September 2019

- Supervised lifeguards and coordinated schedules for all water park staff
- Worked with lifeguards to keep thousands of guests safe in slides and pools
- Developed communication skills to accommodate the great diversity of guests

Classroom Experience

Teacher Internship, Bristol, CT
Teacher Intern

September 2020 – December 2020

- Observed a TEAM trained teacher implement instruction and activities within a secondary general education classroom
- Provided support and additional instruction to students during lessons

Portland High School, Portland, CT
Shadowing and Observation

January 2019

- Observed a high school mathematics teacher during two days of instruction
- Looked over students' work and provided support

Activities

University of Connecticut Future Educators, Storrs, CT
STEM Night

October 2018

- Prepared activities to teach mathematics to middle school children in an actual classroom setting at Vernon Center Middle School

Certifications

- First Aid and CPR/AED
- Jeff Ellis and Associates Lifeguard (Open Water and Special Facilities)

Personnel - Certified-Non-Certified

Rights, Responsibilities and Duties

Acceptable Computer Network Use

Employees are to utilize the district's computers, networks, email system and Internet services for school-related purposes and performance of job duties. Limited incidental personal use of district computers, networks, email systems and Internet services is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations or other system users. "Limited incidental personal use" is defined as use by an individual employee for an appropriate, lawful, brief and occasional personal purposes. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures and rules.

Employees shall be notified that computer files and electronic communications, including email and voice mail, are not private. Technological resources shall not be used to transmit confidential information about students, employees, or District operations without authority. The systems' security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, employees must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the district's computer systems, including any incidental personal use permitted in accordance with this policy and applicable regulations.

Online/Internet Services

The Board will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Additionally, the Board will implement a technology protection measure to block or filter Internet access to visual depictions that are obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during computer use by minor students.

Any employee who violates this policy and/or any rules governing use of the district's computers will be subject to disciplinary action, up to and including discharge. Illegal uses of the school district's computers will also result in referral to law enforcement authorities.

All District computers remain under the control, custody and supervision of the school district. The school unit reserves the right to monitor all computer and Internet activity by employees. Employees have no expectation of privacy in their use of school computers.

NOTE: CABE recommends that local Boards require employees to sign an acknowledgment that they have read Board policy 4118.5/4218.5 and the regulations concerning computer use and include the following paragraph in the Board policy.

Each employee authorized to access the school district's computers, networks and Internet services is required to sign an acknowledgment form stating that they have read this policy and the accompanying regulations. The acknowledgment form will be retained in the employee's personnel file.

The Superintendent or his/her designee shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the Board of the need for any future amendments or revisions to the policy/regulations. The Superintendent or his/her designee may develop additional administrative procedures/rules governing the day-to-day management and operations of the school district's computer system as long as they are consistent with the Board's policy/rules. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

Rules Concerning District-Sponsored Social Media Activity

1. In order for an employee to use social media sites as an educational tool or in relation to extracurricular activities or programs of the school district, the employee must seek and obtain the permission of his/her supervisor.
 - a. When permission is obtained, the employee and supervisor must complete and forward a Social Media Registry Form (Appendix A) to the Supervisor of Technology and the building principal.
2. If an employee wishes to use Facebook, Twitter, or other similar social media site to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club or a school-based activity or an official school-based organization, or an official sports team, the employee must also comply with the following rules:
 - a. The employee must set up the social media site and maintain sole control over the content including monitoring, etc. To the extent possible, the group list should be "closed" (e.g. membership in the group is limited to students, parents and appropriate school personnel, and "monitored" (e.g. the employee had the ability to access and supervise communications on the social media site).
 - b. To the greatest extent possible, members will not be established as "friends", but as members of the group list. When other social media sites are used, the employee will establish a similar parameter on the basis of the functionality of the social media site utilized.
 - c. Parents shall be permitted to access any page that their child has been invited to join.
 - d. Access to the page may only be permitted for educational purposes related to the club, activity, organization or team.
 - e. The employee responsible for the page will monitor it regularly.
 - f. The employee's supervisor shall be permitted access to any page established by the employee for a school-related purpose.
 - g. Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such district-sponsored social media activity.
3. Employees are required to refrain from making harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate statements in their social media communications on district-sponsored sites.
4. Employees are required to comply with all Board of Education policies and procedures and all applicable laws with respect to the use of computer equipment, networks or devices when accessing district-sponsored social media sites.
 - a. See Board of Education Policy [6141.322](#) for protocols and rules regarding display of student photos and student work on the Internet. All protocols and rules described in that policy apply to all Social Media publishing.
5. The Bristol Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any communication made through social media while using district computers, cellular telephones or other data devices.
6. All communications through district-sponsored social media must comply with the Bristol Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with his/her supervisor prior to communicating such information.
7. An employee may not link a district-sponsored social media page to any personal social media sites or sites not sponsored by the school district.
8. An employee may not use district-sponsored social media communications for private financial gain, political, commercial, advertisement, and proselytizing or solicitation purposes.

9. An employee may not use district-sponsored social media communications in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such.

Disciplinary Consequences

Violation of the Board's policy concerning the use of social media or these administrative regulations may lead to discipline up to and including the termination of employment consistent with state and federal law.

(cf. [6141.321](#) - Student Use of the Internet)

(cf. [6141.322](#) - Web Sites/Pages)

Legal References: Connecticut General Statutes

The Freedom of Information Act

[31-48d](#) Employers engaged in electronic monitoring required to give prior notice to employees. Exceptions. Civil penalty.

[53a-182](#) Disorderly conduct; Class C misdemeanor

[53a-182b](#) Harassment in the first degree.

[53a-183](#) Harassment in the second degree

[53a-250](#) Computer-related Offenses: Definitions

Electronics Communication Privacy Act, 28 U.S.C. §2510 through 2520

Policy adopted:

4118.52

Personnel - Certified and Non Certified

Instruction

Use of New Web Tools (Blogging/Podcasting)

Online communication is critical to our students' learning of 21st Century Skills and to the communication efforts of the staff. Tools such as blogging and podcasting offer authentic, real-world vehicles for student and staff expression. As educators, our primary responsibility to students is their safety. Hence, expectations for classroom blogs, student/staff protected e-mails, podcasts, or other Web interactive use must follow all established Internet safety guidelines.

Blogging/Podcasting Terms and Conditions

- ☐ The use of blogs, podcasts or other Web 2.0 tools is considered an extension of the classroom. Therefore, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts, or other Web 2.0 tools. This includes, but is not limited to, profanity and racist, sexist or discriminatory remarks.
- ☐ Teachers must monitor all communication on blogs, podcasts, or other Web 2.0 tools that are used by students in the classroom.
- ☐ Students and staff using blogs, podcasts or other web tools are expected to act safely by keeping all personal information out of their posts.
- ☐ A student should never post personal information on the web (including, but not limited to, last names, personal details including addresses or phone numbers, or photographs). Do not, under any circumstances, agree to meet someone you have met over the Internet.
- ☐ Any personal blog a student creates in class is directly linked to the class blog which is typically linked to the student profile, and, therefore, must follow these blogging guidelines. In addition to following the information above about not sharing too much personal information (in the profile or in any posts/comments made), students need to realize that anywhere they use their blog login it links back to the class blog. Therefore, anywhere that login is used (posting to a separate personal blog, commenting on someone else's blog, etc.), the account should be treated the same as a school blog and should follow district blogging guidelines. Comments made on blogs should be monitored and - if they are inappropriate - deleted.
- ☐ Never create a link to web sites from your blog or blog comment without reading the entire article to make sure it is appropriate for a school setting.
- ☐ Students using such tools agree to not share their user name or password with anyone besides their teachers and parents and to treat blogspaces as classroom spaces. Speech that is inappropriate for class is also inappropriate for a blog.
- ☐ Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences appropriate to misuse.
- ☐ The use of school mascots, symbols, logos or other district trademarks is prohibited.
- ☐ Blogging is prohibited during the school day unless it is a part of a classroom/instructional activity.
- ☐ The use of school district property for personal blogs is prohibited.
- ☐ Employees shall not develop any classroom or work-related websites, blogs forums, or similar online communications representing the District or using District equipment or resources without permission of the Superintendent or his/her designee. Such sites shall be subject to rules and guidelines established for District online publishing activities including, but not limited to, copyright laws, privacy rights, and prohibitions against obscene, libelous, and slanderous content. Due to the unfiltered nature of blogs, any such site shall include a disclaimer that the District is not responsible for the content of the messages. The District reserves the right to delete material on any such online communications.

Employees and students who create a blog may not violate the privacy rights of employees and students, may not use District personal and private information/data, images and copyrighted material in their blog, and may not disrupt the District.

Administrators may visit the blogs at any time.

Students or staff engaging in gross disobedience and misconduct may be disciplined for creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

(cf. [4118.4/4218.4](#) - E-Mail (Electronic Monitoring) (staff))

(cf. [4118.5/4218.5](#) - Staff Acceptable Computer Network Use)

(cf. 5131.913 - Cyberbullying)

(cf. [6141.321](#)- Student Acceptable Use of the Internet)

(cf. [6141.322](#) - Websites/Pages)

(cf. [6141.323](#) - Internet Safety Policy/Filtering)

(cf. [6141.321](#) - Acceptable Use of the Internet)

(cf. [6141.322](#) - Web Sites/Pages)

Legal Reference: Connecticut General Statutes

[1-19\(b\)\(11\)](#) Access to public records. Exempt records.

[10-15b](#) Access of parent or guardians to student's records.

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

[11-8a](#) Retention, destruction and transfer of documents

[11-8b](#) Transfer or disposal of public records. State Library Board to adopt regulations.

[46b-56 \(e\)](#) Access to Records of Minors.

Connecticut Public Records Administration Schedule V Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93 568, codified at 20 U.S.C. 1232g.).

Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

HR 4577, Fiscal 2001 Appropriations Law (contains Children's Internet Protection Act)

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Reno v. ACLU, 521 U.S. 844 (1997)

Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)

Board of Education v. Pico, 457 U.S. 868 (1988)

Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

Policy adopted:

Personnel - Certified/Non-Certified

Instruction

Use of New Web Tools (Blogging/Podcasting)

This is a set of general guidelines for the use of web blogs ("blogs") in the District. Blogs are considered an extension of the classroom and therefore are subject to these guidelines as well as the rules and regulations of the District. The use of school computers is limited to assigned schoolwork; personal blogs that do not pertain to classwork in District schools should not be accessed from school computers. These guidelines are not meant to be exhaustive nor do they cover every contingency. If students are ever in doubt about the appropriateness of an item, a parent or teacher should be consulted. Staff members unsure of the appropriateness of an item should consult with the administration.

Safe and Responsible Blogging

The most basic guideline to remember when blogging is that the blog is an extension of the classroom. Students/staff should not write anything on a blog that one would not say or write in the classroom. Common sense should be used, but when in doubt a teacher, parent or administrator should be consulted whether or not what one is considering posting is appropriate. Here are some specific items to consider:

1. The use of blogs is considered an extension of the classroom. Therefore, any speech that is considered inappropriate in the classroom is inappropriate on a blog. This includes, but is not limited to, profanity; racist, sexist or discriminatory remarks; personal attacks.
2. Blogs are used primarily as learning tools, either as extensions of conversations and thinking outside of regular class time, or as the basis for beginning new classroom discussions. Either way, be sure to follow all rules and suggestions that are offered by teachers/administrators regarding appropriate posting in your class.
3. Blogs are about ideas - therefore, agree or disagree with the idea, not the person. Freedom of speech does not give an individual the right to be uncivil. Use constructive criticism and use evidence to support your position. Read others' posts carefully - often in the heat of the moment you may think that a person is saying one thing, when really they are not.
4. Try not to generalize. Sentences that start with words like "All" (e.g., "All teachers," "All administrators," "All liberals," "All conservatives") are typically going to be too general.
5. Blogs are public. Whatever is posted on a blog can be read by anyone and everyone on the Internet. Even if a post or comment is deleted, it has often already been archived elsewhere on the web. Students and or staff should not post anything that they wouldn't want parents, friends, enemies, or a future employer to read.
6. Blog safely. NEVER post personal information on the web (including, but not limited to, last names, personal details including address or phone numbers, or photographs). *(Note: The advice to not use a last name is for the individual's protection. Teachers may choose to use their last names for their posts/comments. Do not, under any circumstances, agree to meet someone met over the Internet.)*
7. Because a login to the blogging site (e.g., Blogger) is typically linked to a person's profile, any personal blog created in class is directly linked to a class blog and must follow these blogging guidelines. In addition to following the information above about not sharing too much personal information (in a profile or in any posts/comments made), students need to realize that anywhere they use that login links back to their class blog. Therefore, anywhere that you use that login (posting to a separate personal blog, commenting on someone else's blog, etc.), they need to treat the same as a school blog and follow these guidelines. Students and staff should also monitor any comments received on their personal blogs and, if they are inappropriate, delete them. If students would like to post or comment somewhere and not follow these guidelines, they need to create a separate login to the blogging site so that it does not connect back to their class blog. They may not use that login from school computers. The District still recommends the students follow the portion of these guidelines that address their personal safety (e.g., not posting personal information, etc.)
8. Linking to web sites from a student or staff member's blog or blog comments in support of an argument is an excellent idea. They should never link to something without reading the entire article to make sure it is

appropriate for a school setting.

9. Use of quotations in a blog is acceptable. The proper formatting and citing the source of the quote is to be followed.

10. Pictures may be inserted into a blog. The image must be appropriate for use in a school document and copyright laws shall be followed. Images that can identify a student or others shall not be posted.

Successful Bloggers

The following are some traits of successful bloggers:

1. Their posts (or comments) are well written. This includes not only good content, but - because these are school-related blogs - also follows writing conventions including spelling, grammar and punctuation.
2. Their posts (or comments) are responsive. They respond to other people's ideas - whether it is a post by a teacher, a comment by a student, or an idea elsewhere on the Internet. The power of blogs is in their connectedness - they are connected to a larger community of ideas. Participate in that community.
3. Their posts (or comments) include textual references to support their opinions. Adding quotes or links to other works strengthens their response.
4. They participate frequently. To be part of the dialogue, you have to participate fully and consistently.
5. They are respectful of others. It's okay to disagree; it's not okay to be disagreeable. Be respectful of others and their opinions, and be civil when you disagree.

(cf. [4118.4/4218.4](#) - E-Mail (Electronic Monitoring) (staff))

(cf. [4118.5/4218.5](#) - Staff Acceptable Computer Network Use)

(cf. 5131.913 - Cyberbullying)

(cf. [6141.321](#)- Student Acceptable Use of the Internet)

(cf. [6141.322](#) - Websites/Pages)

(cf. [6141.323](#) - Internet Safety Policy/Filtering)

Regulation approved: