

## Regular BoE Meeting

Wednesday, June 2, 2021 7:00 PM

Board of Education Auditorium 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 - May 5, 2021 - Regular Meeting and May 24, 2021 - Special BoE Workshop/Meeting**

4. **COMMITTEE REPORTS**

5. **STUDENT REPRESENTATIVE REPORTS**

6. **CHAIR REPORT**

7. **SUPERINTENDENT REPORT**

8. **CONSENT AGENDA**

8.1. PERSONNEL

8.1.a. Teacher Retirements

8.1.b. Teacher Resignations \*\*

8.1.c. New Teacher Hires

8.1.d. A-1 Resignations

8.1.e. A-1 Hire

8.1.f. A-2 Resignation

8.1.g. A-3 Resignation

8.2. GRANTS

8.2.a. SDE Primary Mental Health Grant (BOOST Grant) **Presenter:** Sarah Holmes

9. **PUBLIC COMMENT**

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

10.1. Remote Learning for Emergency Closures Due To Short-Term Inclement Weather Events

10.2. New Construction Northeast Middle School and Renovate and Repurpose Edgewood School as a PreK Center (Reimagining BPS 2023)Vote

10.3. FY22 Recommended Budget Adjustments

10.4. Special Services Leadership Team Report **Presenter:** Kim Culkin

11. **CURRICULUM REVISION**

11.1. 6th Grade Social Studies Curriculum **Presenter:** Leszek  
(Second Reading) Ward

11.2. School Counseling (Second Reading)

11.3. Community Vocational Education Curriculum  
- New (First Reading)

11.4. ECE Introduction to Allied Health **Presenter:** Dr.  
Professions - New (First Reading) Rechenberg

**12. Textbook Recommendation**

12.1. Discovery Techbook (Second Reading) **Presenter:** Leszek  
Ward

**13. POLICY REVISION**

13.1. Policy 5132 - Student Dress and Grooming  
(Revision)

13.2. Policy 6114.81 - Emergencies and Disaster  
Preparedness (Revision)

13.3. Termination of Policy 6114.81 -  
Emergencies and Disaster Preparedness \*

13.4. Policy 6172.6 - Distance Education  
(Revision)

**14. NEW BUSINESS**

15. **BUILDING REPORTS** **Presenter:** Dr.  
Dietter

16. **INFORMATION/LIAISON REPORTS** **Presenter:**  
Commissioners

17. **EXECUTIVE SESSION** for the purpose of  
**discussing: Superintendent's Contract**

18. **RECONVENE INTO PUBLIC SESSION**

19. **ADJOURNMENT**

**BRISTOL BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**May 5, 2021 – Regular Meeting Minutes**

The regular meeting of the Bristol Board of Education was held on Wednesday, May 5, 2021, at 7:00 p.m. in person at the Board of Education auditorium 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; Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Jill Browne, Business Director, and Peter Kelley, Council Liaison (virtual)

**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.

**MEETING NORMS**

Commissioner Dube acknowledged the meeting norms and asked that they be adhered to throughout the meeting.

**STAFF & STUDENT RECOGNITION**

The Board recognized CABE Leadership Award winners. Principals from each school introduced their award-winning students. The following students were present virtually to be recognized:

Nathaniel Gomez - Bristol Central H.S. - Gr. 12  
Damani Hough - Bristol Central H.S. - Gr. 12  
Ryley Plourde - Bristol Eastern H.S. - Gr. 12  
Jeffrey Taillon - Bristol Eastern H.S. - Gr. 12  
Peyton Hasler - Northeast M.S. - Gr. 8  
Jonathan Casarola- Northeast M.S. - Gr. 8  
Brooke Patnode - Greene-Hills - Gr. 8  
Jordy Chacon - Greene-Hills - Gr. 8  
Ruth Smith - West Bristol K-8 - Gr. 8  
Grace Mazzone - West Bristol K-8 - Gr. 8  
Darrek Griffith - Chippens Hill M.S. - Gr. 8  
Aniyah James - Chippens Hill M.S. - Gr. 8

The CABE Student Leadership Awards Program was developed to allow local boards of education to recognize student achievement and potential. Students nominated by their school principal should exhibit the following leadership skills: Willingness to take on challenges, Capability to make a difficult decision, Concern for others, Ability to work with others, Willingness to commit to a project, Diplomacy, Ability to understand issues clearly and Ability to honor a commitment. Congratulations to all of our scholars.

**APPROVAL OF MINUTES**

**April 14, 2021 - Regular Meeting Minutes**

Following a motion by Karen Viber and a second by Thomas O’Brien.

Approval of the **April 14, 2021 – Regular Meeting Minutes PASSED** with eight (8) Commissioners (Carlson, O’Brien, Pons, Sklenka, Vibert, Wadowski, Wilson, and Dube) in favor of the motion. Commissioner Giantonio Abstained.

**COMMITTEE REPORTS**

**Operations** – Commissioner Carlson reported that the committee met on April 28, 2021. The committee received a presentation by AT&T to place a cell tower at Northeast Middle School. The committee unanimously voted down

## **Operations Committee Report – cont’d**

the proposal. The committee also received a presentation from Milone and McBroom with an update concerning Reimagining Bristol Public Schools Regarding Feasibility Planning. They addressed additional criteria that the committee wanted to be included and the entire package will be presented at the Board of Education workshop, tentative date May 24 at 6:30 p.m.

**Personnel** – Commissioner O’Brien reported that a Personnel Committee held their initial negotiations session with 2267 and a few proposals were exchanged. The committee is looking forward to more progress tomorrow when they meet at 10:00 a.m. The committee will be scheduling opening sessions with 3551 and 818. It is still the goal to have all contracts finalized by July 1.

**Policy** – Commissioner Giantonio reported that the committee met on April 28, 2021, the committee did not move Policy 9327.1 - Board Member Use of Internet Social Networks out of committee, no action was taken, there will be no new policy. The committee discussed magnet school enrollment at MBIAMS and there was an update given regarding legislation that had just passed regarding vaccinations. Dr. Dieter will be discussing in further detail enrollment at the magnet school later on the agenda.

**Student Achievement** - Commissioner Wilson reported that the committee met on April 21, 2021, and received two presentations. Jillian Romann, Supervisor of Elementary STEM presented information on the curriculum revision to Grades 3-5 Mathematics. This item will appear on this evening's agenda for a second reading. The committee also discussed the Grade 6 Social Studies Curriculum. Mrs. Fortin shared a few of the practices within curriculum development and Leszek Ward, Supervisor of Secondary Humanities presented the revisions to the Grade 6 Social Studies curriculum; this will appear on this evening's agenda for a second reading. The committee discussed ESSER Funding of Academics: Mrs. Fortin reviewed some of the academic programs that have been supporting our students in academics after the end of a regular school day. The programs are: BPS Wraparound Supports, BPS BOOST, BPS Recharge for HighSchool (which is piloted at Bristol Eastern High School), BPS Advance, BPS Bolster, and BPS Aspire.

**Communications and Community Relations** - Commissioner Pons reported that the committee met earlier this evening. The committee learned about two-way communication and reviewed new technology platforms; ThoughtExchange and ParentSquare. They received a presentation regarding the transition from SchoolMessenger to ParentSquare and the capacity that it holds for parents and how StudentSquare can be used by the student. The committee also discussed the rebranding of BPS to create uniformity and possible changes to the logo; recommendations were made to involve students in the rebranding process. There was discussion regarding outreach which included home visits and media connections. Grants and partnership opportunities were also discussed.

## **STUDENT REPRESENTATIVE REPORTS**

**Bristol Eastern High School** – Madison Turner – Senior Representative from Bristol Eastern gave her final report to the Board of Education. Madison shared information from Bristol Eastern, highlight of the report included: Teacher Appreciation Week and tokens of appreciations for all that they do; Senior Outing May 14 at Quassy Amusement Park; BE will host the Bristol Veterans Council event to honor those entering the military following graduation; Senior Sunset to be held June 11, students may watch a movie, create a time capsule and sign the BEHS rock; Bristol Eastern will be graduating at 5:30 p.m. on June 14th at Muzzy Field; After Graduation Party will be held at Sonny's Place in Somers, CT; AVID Senior celebration to be held on Wednesday, May 26; National Honor Society induction ceremony will be held on May 27; Scholarship and Academic Awards ceremony to be held on June 1; High School Musical will be performed outdoors on June 5th and 6th; Finals will be held June 1-8 and BE vs. BC baseball and softball games will be played this week.

## **STUDENT REPRESENTATIVE REPORTS - cont'd**

**Bristol Central High School** – Madison Laprise – Senior Representative from Bristol Central thanked the Board for the opportunity to serve as the BCHS student representative. She has learned a lot and giving her final report is bittersweet. Madison shared Bristol Central activities. Highlights of the report included; Juniors inducted into the National Honor Society had a celebratory breakfast and the induction ceremony will be held May 13th; the Liberation GBT Club will be filming a series of videos to be shown in advisory regarding AAPI (Asian American Pacific Islander) month; Buckets for Justice Club is selling merchandise, profits will be donated to the Bristol NAACP; AP Testing will take place in person for the next two weeks; May 21-23 will be the first in-person school play since last fall an outdoor performance of The 25th Annual Putnam County Spelling Bee will take place; on May 27 a virtual awards ceremony; Seniors will have their Prom at Quassy Amusement Park on May 8th; Senior lunch on will be held on May 28th; Graduation will be held June 14th at Muzzy Field following Bristol Eastern; the senior grad party will be held at Sparetime.

**CHAIR REPORT** – Chair Jennifer Dube offered words of encouragement to students, parents, and staff to continue on this course with us; noting how far we have come, what we have accomplished, and what we have to look forward to.

**SUPERINTENDENT REPORT** – Dr. Carbone presented the monthly Superintendent Report. Today marked the return to full in-person learning (5 days) for those students that wished to return; Bristol Eastern's graduation will take place at Muzzy Field at 5:00 p.m. on June 14, 2021, and Bristol Central's graduation will take place following Bristol Eastern at Muzzy Field at 7:30 p.m. on June 14, 2021. Commissioners are invited to both graduations. Dr. Carbone thanked the Park Board and Park and Recreation for helping us make this in-person event possible. We are in the midst of testing, the Next Generation Science Standards Test for Grade 11 will take place May 18th - May 31st; ELA and MATH Smarter Balanced Assessments for Grades 3-8 are taking place May 3rd - June 5th. The SDE guidance on remote learning was released. It is no longer mandatory to offer remote learning to our families, we will be discussing remote learning at our next Student Achievement Committee meeting. Remote Learning due to inclement weather will also be discussed at the Student Achievement Committee meeting. Dr. Carbone gave an update related to Reimagining BPS 2023 and the options that have been shared and reviewed with the Operations Committee. At the BoE Workshop being held on Monday, May 24, 2021, at 6:30 p.m. Options 5 and 5a will be discussed in detail along with the restricting plans and the two phases that go along with these options. The Board will also review feedback from ThoughtExchange from K-8, K-5, 6-8, 9-12 Parent and Staff.

## **CONSENT AGENDA**

Chair Dube called for the approval of the Consent Agenda which includes Items 8.1.1 through 8.2.1.

Following a motion by Karen Vibert and a second by Kristen Giantonio.

Approval of the **Consent Agenda PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

## **PERSONNEL**

### **8.1.1. Teacher Retirement - Effective June 30, 2021**

Habecker, Lisa – WB – EL Teacher

Rogan, Debra – MTV – Literacy Coach

Yager, Mary – EDGE/NEMS – Speech-Language Pathologist

Following a motion by Karen Vibert and a second by Kristen Giantonio.

Approval of the **Teacher Retirement - Effective June 30, 2021, PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

### **8.1.2. Teacher Resignations - Effective June 14, 2021**

Hussey, Julie – SSS – Grade 3 Teacher

Martin, Kristen – EPH – Grade 1 Teacher

McCarthy, Connor – STAF – Grade 4 Teacher

Following a motion by Karen Vibert and a second by Kristen Giantonio.

Approval of the **Teacher Resignations - Effective June 14, 2021, PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

### **8.1.3. New Teacher Hires**

Duffy, Clayton - WB - Math Teacher - Effective August 24, 2021

Following a motion by Karen Vibert and a second by Kristen Giantonio.

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

## **8.2. GRANT**

### **8.2.1. Bristol Adult Education Center Program Enhancement Project Grant Application**

Following a motion by Karen Vibert and a second by Kristen Giantonio.

Approval of the **Bristol Adult Education Center Program Enhancement Project Grant Application PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

## **PUBLIC COMMENT**

No members of the public wished to address the board.

## **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**

### **10.1. Quarterly Enrollment Report**

Dr. Galloway presented the Quarterly Enrollment Report. Questions followed regarding how many classes have one student in them; how many students have disenrolled; and what are the projections for BPA enrollment for next year. Dr. Galloway will email commissioners with answers to the question posed.

### **10.2. MBIAMS Creative Consortium Report**

Mrs. Fortin presented the MBIAMS Creative Consortium Report. On April 21, 2021, Bristol Public Schools held a Creative Consortium in which we brought together educators from Bristol along with creative minds from within the arts field at the New Britain Museum of American Art to unearth a framework of creative thinking and learning for the program of studies at Memorial Boulevard Intradistrict Arts Magnet School. Representatives from the New Britain Museum of American Art, the New England Carousel Museum in Bristol, Western Connecticut State University, the University of Connecticut, and members of our faculty discussed ideas around these three guiding questions: "What is creativity and innovation?", "What skills and dispositions will we need to build among our creative learners?", and "What are the attributes of a creative teacher?". The collective thinking around these three questions will form the guiding principles and framework for our curriculum development. Mrs. Fortin thanked our partners in planning for the Program of Studies for Memorial Boulevard Intradistrict Arts Magnet School.

- Maura O'Shea, Margaret Freedman, and Stephanie Strucaly from New Britain Museum of American Art
- Morgan Urgo, New England Carousel Museum

## **MBIAMS Creative Consortium Report - cont'd**

- Dr. Wiggins and Dr. Dorion, Western Connecticut State University Music Dept.
- Daniella DeRosa, University of Connecticut
- Bristol Public Schools faculty, supervisors, and administrators

### **10.3. Our Happy Place Grant**

Dr. Dieter presented the Our Happy Place Grant. Dr. Dieter shared a grant presentation video from Stacey Tank, one of the founders of the Our Happy Place Grant. This grant is made possible by Dr. Susan Moreau (former Superintendent) and her daughters Stacey Tank and Jacqui Kemp. Our Happy Place Grant is a 501(c)3 non-profit dedicated to helping children, families, and educators successfully navigate childhood anxiety and other mental health challenges. Founded by a mother and her young son, Our Happy Place provides access to materials that build coping skills and promotes positive outcomes for children and families. Bristol Public Schools is being awarded their first \$5,000 grant. OHP funding will be used for the training of two Triple P trainers and providing materials for home/school bags for student and family use, we are grateful for the support of OHP and their Board.

### **10.4. Special Services Leadership Team Report**

Kim Culkin presented the monthly Special Services Leadership Team Report. Mrs. Culkin presented the Special Services Leadership Team Report. Mrs. Culkin shared that as of April 1, 2021, we had 1,754 students out of 8,110 that identified as eligible for special education programming; that represents 21.63% of all Bristol students. In March, 21.05 % of newly enrolled students joined us as students already eligible for special education programming and services. From April 2020 to the present we have had eight (8) newly enrolled students come to Bristol already receiving out-of-district Special Education school programs. As of April 1, 113 of our 1,754 students were requiring receiving their services in out-of-district special education placements. 75 students are receiving their services at a public or magnet school. Mrs. Culkin provided an update of the Special Services Professional Development that is currently taking place and she shared revisions to Special Services Specialized Programs that will begin the 2021-2022 school year. Questions followed regarding moving the GOAL program to Ivy Drive; parent concerns regarding moving the program to one location, and staffing for the ESY program.

## **11. CURRICULUM REVISION**

### **11.1. Discovery Techbook (First Reading)**

Leszek Ward presented the Discovery Techbook for its first reading. Current 6th-grade textbooks were purchased in 1999, before the adoption of the updated CT Social Studies Frameworks. Due to this fact, and because of the revisions made to the 6th grade Social Studies curriculum, the curriculum committee recommends the adoption of Discovery Education Social Studies Techbook as the primary instructional resource for 6th grade. To support ongoing revisions to the middle school social studies curriculum and provide our students with updated, aligned materials, the curriculum team examined a variety of textbooks before eventually recommending the adoption of the Discovery Education Techbook. This digital resource is closely aligned to our curriculum revisions and the 5E instructional model. The techbook approaches each topic through a variety of compelling and supporting questions and organizes resources in each topic based on their suggested use, placing them in one of five digital tabs: Engage, Explore, Explain, Elaborate, and Evaluate. This structure provides our students with a familiar and unified approach to support their learning in social studies. As a digital resource, the Techbook also provides a variety of multimedia and instructional support for all learners, including multiple reading levels, authentic Spanish translation, text to speech capability, highlighting and note-taking capabilities, and structured graphic organizers. Questions followed regarding the techbook being related to the current 6th curriculum and techbook access for students and parents at home. This is the first reading of the Techbook. If you would like to see a demo in the intervening month, please contact Mr. Ward.

### 11.2. 6th Grade Social Studies Curriculum (Second Reading)

Mr. Leszek Ward presented the 6th Grade Social Studies Curriculum for a Second Reading. Mr. Ward thanked the involved in drafting the curriculum revision. The CT Social Studies Framework states that “World Regional Studies is a two-year course for Grades 6 and 7. Students study at least eight world regions, and, through the lens of geography, they explore and learn about economies, history, and civics throughout the world.” This spring, teams of teachers worked to revise our 6th-grade curriculum to more closely align to the CT frameworks and introduce students to a regional study of physical and human geography across the globe. Students begin the course with an introduction to the tools and topics of the discipline, which they then use to study increasingly distant regions of the world, including North America, Latin America, Europe, Russia, and Central Asia, and finally, Northern Africa and Southwest Asia. In each unit, students start by orienting themselves to the physical and human geography of the region before exploring human/environment interactions, people and culture, governments and economies, and current issues. The study of each region culminates in a document-based inquiry that delves deeper into one of these spiraling themes and builds towards an evidence-based argument. These summative inquiries are built using the Inquiry Design Model (IDM) Blueprint, which is based on the College, Career, and Civic Life (C3) Framework and the inquiry standards in the CT Social Studies Framework. By revisiting these themes across a variety of regions and constructing a series of evidence-based arguments, students will learn essential academic knowledge about the world around them, prepare to make meaningful contributions in a rapidly changing global society, and move closer to achieving Bristol’s vision of the Graduate. The curriculum was presented at the April Student Achievement committee meeting and forwarded to the full board for a vote.

On a motion by Christopher Wilson and a second by Thomas O’Brien a motion to approve the 6th Grade Curriculum Revision was called. Discussion followed regarding moving the curriculum revision back to the committee for further discussion.

On a motion by Kristen Giantonio and second by Thomas O’Brien a motion to move the curriculum revision back to committee for the second reading and further discussion was called. Discussion followed regarding the curriculum and textbook revision process and the changes that were made from the old curriculum.

Following a motion by Kristen Giantonio and second by Thomas O’Brien a roll call vote was called.

Approval of the motion to **postpone the vote of the 6th Grade Social Studies Curriculum and send it back to Student Achievement for further discussion PASSED** following a roll call vote of six (6) Commissioners (Carlson, Giantonio, O’Brien, Sklenka, Wadowski, and Dube) in favor of the motion and three (3) Commissioners (Pons, Vibert, and Wilson) opposed.

Commissioner Wilson withdrew his original motion to approve the 6th Grade Social Studies Curriculum; Commissioner O’Brien withdrew his second.

### 11.3. Grades 3-5 Mathematics Curriculum (Second Reading)

Jillian Romann presented the Grades 3-5 Mathematics Curriculum for a Second Reading. The curriculum was presented at the April Student Achievement meeting and forwarded to the full board for a vote. The grades 3-5 curriculum was last revised in 2011 with the adoption of the CCSS. This curriculum was aligned with the CCSS, however, it was not written in a problem-based instructional format. The new curriculum has been written to align the grades 3-5 content and practices with the grades 6-8 and Algebra problem-based Illustrative Mathematics curriculum. This will create consistent programming starting at the elementary level through Algebra at the high school level. The documents submitted are based on work by the Grade 3-5 Curriculum Committee which included Mathematics Coaches Sara Kulig, Tania Palmieri, Scott Ruel, Joanna Vastola, and Debra Vitale. In addition, most all Grades 3-5 teachers are in their first year of implementation and have been able to provide feedback.

Following a motion by Christopher Wilson and a second by Karen Vibert questions followed regarding electronic, written, and visually impaired access to the curriculum.

### **11.3. Grades 3-5 Mathematics Curriculum (Second Reading) – con't**

Approval of **Grades 3-5 Mathematics Curriculum PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

## **12. POLICY REVISION**

### **12.1. Policy 5117.1 - Intradistrict Arts Magnet School Enrollment**

Dr. Dieter presented Policy 5117.1 - Intradistrict Arts Magnet School Enrollment. The policy was discussed at the April Policy Committee meeting. This was the second discussion of the policy. This policy will lay the framework for how the Board of Education will conduct the student selection lottery for the Memorial Boulevard Intra-District Arts Magnet School Program (MBIAMS).

Following a motion by Christopher Wilson and a second by Allison Wadowski.

Approval of **Policy 5117.1 - Intradistrict Arts Magnet School Enrollment PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

**NEW BUSINESS** - There was no New Business to come before the board.

## **BUILDING REPORTS**

**MBIAMS Update** - Dr. Dieter presented the Memorial Boulevard Intradistrict Arts Magnet School Update. Dr. Dieter shared the following updates:

1. Anticipated turnover date of June 5, 2022
2. Substantially completed work of all the porticos on the east side of the building
3. Completed all the late gauge framing on the first floor
4. New foundation and wall replacing rubble foundation
5. Installed the fire suppression system on the second and third floor
6. Low level barring walls with masonry within the addition in the rear of the building
7. Further preparation and framing have continued in the project.
8. First and second floor we are proceeding with ductwork and plumbing
9. Enlarged openings on the first-floor door frame to bring everything up to code
10. In the process of conducting very specific abatement to the stage floor

### **South Side HVAC Project Update**

Mrs. Browne gave an update on the South Side HVAC Project. Phase 1 (original project) has reached substantial completion as of mid-April. Phase 1 Cooling Start (May 2021) once it is up and running. Commissioning agent coming out to make sure all it is working properly (cooling component needs to be tested & commissioned - has not been warm enough until now. Runs on ambient air temp (outdoor air temp). Phase 2 (multi-purpose cafetorium) bids received in Special Meeting on April 6th (under budget by \$23,000, Allstate Construction is the successful bidder, moved forward to City Council for final approval at their April 13th meeting). Phase 2 Submittals started for Long Lead mechanical Equipment (April 26) - come from construction - Allstate provides their suggested equipment, engineer submits approval. Long lead time for these mechanical units. (8-12 week average lead time). Phase 2 construction starts June 14. Phase 2 Substantial Completion in late August (August 27).

## **INFORMATION/LIAISON REPORTS**

Peter Kelley, Council Liaison shared a little information regarding a brick fundraiser from Memorial Boulevard. This is still in the works. Looking forward to the BE v. BC softball game this week.

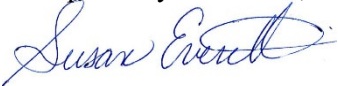
Commissioner O'Brien posed a question from a parent regarding a minor student with a gender identity issue. Do we have a policy regarding how the student should be addressed and treated? Dr. Carbone shared that we do have a non-discrimination policy and that the parent can contact the Superintendent's office and this can be discussed with the administration.

**ADJOURNMENT**

There being no other business to come before the board and

Following a motion by Eric Carlson and a second by John Sklenka, the Board of Education meeting was adjourned. (8:47 p.m.)

Respectfully Submitted,



Susan P. Everett  
Executive Secretary to the Board of Education

DRAFT

**BRISTOL BOARD OF EDUCATION**  
**REIMAGINING BRISTOL PUBLIC SCHOOLS WORKSHOP**  
**Monday May 24, 2021**

A Reimagining Bristol Public Schools 2023 Workshop of the Bristol Board of Education was held on Wednesday, May 24, 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, Kimberly Culkin, Director of Special Services, and Brian Burke, Director of Communications, Community Partnerships and Strategic Planning, Angela Cahill (QA&M), Conner Dickes (Milone & MacBroom), Rusty Malik (QA&M), and Mike Zuba (Milone & MacBroom)

**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.

Dr. Carbone welcomed everyone and gave a brief overview of the meeting. This meeting reviewed options 5a and 5b and introduced 5c.

Brian Burke reviewed ThoughtExchange. ThoughtExchange is a survey program that allows all peoples voices to be heard. The survey asked specific questions relating to K-5/6-8 models and K-8 models. The summary of the ThoughtExchange is the following:

- Parents prefer the school/school model that their child attends.
- K-8 parents prefer less school transitions and K-5/6-8 parents prefer a separate middle school experience.
- Parents cited busing and maturity gaps as the main concerns with the K-8 school model.
- Parents strongly support Edgewood School remaining open
- Parents appreciate the support that their child receives from their teachers, administrators, and staff; especially during the pandemic.

Conner Dickes and Mike Zuba from Milone & MacBroom reviewed Options 5a and 5b. Phase I remains the same in both 5a and 5b:

- 5a Phase I
  - Edgewood becomes PK and a new NEMS is constructed
  - Proportional assignment of enrollment to MBIAMS
  - Maintain direct feeder pattern from elementary to middle schools
  - Increase equity and parity
  - Ivy Drive and MTV are intentionally at lower utilization due to current size of Northeast
  - Achieves equity balancing objective
  - Good socioeconomic balance
  - West Bristol needs to take on some of the current Edgewood district which yields a higher utilization
- 5a Phase II
  - Larger, new NEMS opens
  - Uniform grade configuration with all schools K-5/6-8
  - Stafford closes
  - Proportional assignment of 6-8 enrollment to MBIAMS
  - Maintain direct feeder pattern from elementary to middle schools
  - Increase equity and parity
  - 10% difference between free and reduced lunch percentages
  - Consolidating Stafford results in significant boundary shifts
  - Enrollment balance initially shifted to eastern schools to maintain reasonable size of Chippens, and to balance declining enrollment on eastern side of town
  - Elementary utilization is projected to decrease over the next 10 years from 101% to 95% districtwide
  - Size of the new NEMS would need to be carefully planned as enrollment is projected to decrease
  - Achieves equity objectives

Option 5b is the same as option 5a except the following

- Explored other boundary changes to increase NEMS
  - Shifting more students from Chippens Hill to NEMS
  - Shifting students from South Side to Hubbell and Greene-Hills
- Challenging to shift students towards NEMS while keeping the direct feeder pattern due to:
  - Projected enrollment growth for the west side of Bristol and projected decline for the east side
  - East side of Bristol is served by smaller elementary schools with less capacity
- 5b Phase I
  - Edgewood becomes PK and a new NEMS is constructed
  - Proportional assignment of enrollment to MBIAMS
  - Maintain direct feeder pattern from elementary to middle schools
  - Increase equity and parity

- 5b Phase II
  - Larger, new NEMS opens
  - Uniform grade configuration with a ll schools K-5/6-8
  - Stafford closes
  - Select neighborhoods in Hubbell, West Bristol and Greene-Hills do not feed into schools' primary middle school
  - Proportional assignment of 6-8 enrollment to MBIAMS
  - Increase equity and parity
  - Projected decline of about 160 K-5 students by 2025-26 districtwide, leading overall utilization to decrease from 101% to 96%
  - Ivy Drive and Mountain View would no longer face capacity restrictions due to the new NEMS, increasing utulization to just over 100%
  - Additional capacity created at South Side to accommodate projected local enrollment growth
  - 10% difference between free and reduced lunch percentaged
  - Projected decline of 6-8 students by 2025-26
  - Middle school facilities consolidated to Chippens, the mew NEMS and MBIAMS taking West Bristol and Greene-Hills sections offline
  - Nearly even projected utilization of 92% to 93% between Chippens and NEMS
  - Achieves equity and balancing objective
  - Does not maintain direct feeder pattern from elementary to middle schools

Option 5c is the same as 5b except:

- Stafford stays open during Phase II
- Explores other boundary changes to increase NEMS
- Challenging to shift students toward NEMS while keeping direct feeder pattern due to
  - Projected enrollment growth for the west side of Bristol and projected decline for the east side
  - East side is served by smaller elementary schools with less capacity
- 5c Phase I
  - Edgewood becomes PK and a new NEMS is constructed
  - Proportional assignment of enrollment to MBIAMS
  - Maintain direct feeder pattern from elementary to middle schools
  - Increase equity and parity
- 5c Phase II
  - Larger, new NEMS opens
  - Uniform grade configuration with a ll schools K-5/6-8
  - Select neighborhoods in Hubbell, West Bristol and Greene-Hills do not feed into schools' primary middle school
  - Proportional assignment of 6-8 enrollment to MBIAMS
  - Increase equity and parity
  - Projected decline of about 160 students by 2025-26 districtwide leading overall utilization to decrease from 91% to 86%
  - No schools face capacity restrictions with all schools under 93% utilization; allows for flexiility in placing districtwide programming or other needs

- Stafford has the most available space at 68% utilization or about 126 seats available
  - Additional capacity at South Side to accommodate enrollment growth
  - 10% difference between free and reduced lunch percentages
  - Projected decline of about 100 6-8 students by 2025-26
  - Middle school facilities consolidated to Chippens, the new NEMS and MBIAMS taking West Bristol and Greene-Hills sections offline
  - Nearly even projected utilization of 92% to 93% between Chippens and NEMS
  - Achieves equity and balancing objective
  - Does not maintain direct feeder pattern from elementary to middle schools
  - Middle school facilities consolidated to Chippens, the new NEMS and MBIAMS taking West Bristol and Greene-Hills sections offline
  - Nearly even projected utilization of 92% to 93% between Chippens and NEMS
  - Achieves equity and balancing objective
  - Does not maintain direct feeder pattern from elementary to middle schools

Keeping Stafford open in Option 5c results in 10% additional capacity for K-5 schools, and significantly less redistricting impacts.

Splitting some neighborhoods at the middle school level in Options 5b and 5c allows for better balance between Chippens and NEMS.

High School boundaries remain the same in all three options which are the same as the existing boundaries; however, there are different feeder patterns to the high school boundaries between the different scenarios:

- 5a: Indirect feeder from the middle school
- 5b: Direct feeder from the middle school
- 5c: Direct feeder from the middle school

#### Key Scenario Takeaways

- Each scenario achieves equity goals by achieving <10% difference between free and reduced lunch percentages, opens a new NEMS and offers two phases implement enrollment balancing objectives
- Option 5a
  - Stafford closes in Phase II
  - Held direct feeder pattern through elementary and middle school levels at the expense of less balanced schools, especially at the middle schools with a projected ~30% difference between Chippens and NEMS utilization
- Option 5b
  - Stafford closes in Phase II
  - Splits some neighborhoods at middle school level to better balance schools, balances utilization with a 1% difference between chippens and NEMS
- Option 5c
  - Stafford remains open in Phase II, which allows for 10% additional capacity districtwide or ~400 additional seats at the elementary level
  - Significantly less impacts to the attendance zone boundaries

- Splits some neighborhoods at middle school level to better balance schools, balances utilization with a 1% difference between chippens and NEMS

Scenario #	Phase I	Phase II	Feeder Pattern	
			Elem. to Middle	Middle to High
<b>Scenario 5a</b>	Edgewood becomes PK only. Increase equity and parity through Free/Reduced lunch balancing. Proportionally feed Memorial Blvd School (6-8). Begin construction of new NEMS.	Close Stafford. Convert K-8 Schools to K-5. Open new NEMS. Reduced elementary capacity. Maintain direct feeder from elementary to middle, results in enrollment imbalances at middle. Indirect feeder to high school.	Direct	Indirect
<b>Scenario 5b</b>	Edgewood becomes PK only. Increase equity and parity through Free/Reduced lunch balancing. Proportionally feed Memorial Blvd School (6-8). Begin construction of new NEMS.	Close Stafford. Convert K-8 Schools to K-5. Open new NEMS. Reduced elementary capacity. Indirect feeder from elementary to middle yielding improved balance in enrollment at middle. Direct feeder to high school using same district boundaries as middle.	Indirect	Direct
<b>Scenario 5c</b>	Edgewood becomes PK only. Increase equity and parity through Free/Reduced lunch balancing. Proportionally feed Memorial Blvd School (6-8). Begin construction of new NEMS.	Stafford remains open. Convert K-8 Schools to K-5. Open new NEMS. Additional elementary capacity. Indirect feeder from elementary to middle allowing balance in enrollment at middle. Direct feeder to high school using same district boundaries as middle.	Indirect	Direct

Clarification that the stand alone PK would open in September 2022. The construction time would last approximately 6-8 months.

In all three instances, Phase I – building the new NEMS, it will take approximately 5 years.

Angela Cahill from QA&M reviewed possible phasing and costs associated with the projects.

New NEMS:	\$70,155,500
Edgewood Renovations:	\$ 9,875,000
West Bristol Renovations:	\$ 9,062,500
Greene-Hills Renovations:	\$ 9,062,500
Demo Existing NEMS:	\$ 3,087,500
Stafford Renovations:	\$10,781,250
Total Project Costs:	\$112.02M – not including escalation
Operational Cost:	NONE
City Bonded Costs:	\$39.02M

There is some potential savings with minimal MEP/Site scope at Greene-Hills and West Bristol of 5M leaving the estimated project cost at 107.02M and the city bonded cost at 37.27M.

New NEMS:	\$70,155,500
Edgewood Renovations:	\$ 7,800,000

West Bristol Renovations:	\$ 9,062,500
Greene-Hills Renovations:	\$ 9,062,500
Demo Existing NEMS:	\$ 3,087,500
Stafford Renovations:	\$10,781,250
Total Project Costs:	\$110M – not including escalation
Operational Cost:	NONE
City Bonded Costs:	\$38.5M

There is some potential savings with minimal MEP/Scope at Greene-Hills and West Bristol of 5M leaving the estimated project cost at 105M and the city bonded cost at 35.52M.

It was noted that Greene-Hills is in the beginning stages of an overhaul on the mechanicals and this may allow for additional savings.

There is a possibility to get the NEMS project started immediately the application is submitted prior to the state before June 30, 2021.

The commissioners feedback from the meeting indicates that they are in agreement with giving a year delay on the redistricting plans. It will allow the students to get back to some normalcy after the pandemic. All of the commissioners are in favor of expediting the approval of the new NEMS project.

The commissioners agree that 5b or 5c are the options to further investigate with the majority leaning toward 5c. There was unanimous desire to pursue the building of the larger NEMS school and expediting the process.

Information will be sought regarding the probability and logistics to start the NEMS project quickly. This will be shared at the Operations Committee meeting.

The Operation Committee will meet on Wednesday May 26, 2021 to make a recommendation to the full board based on this workshop.

The meeting was adjourned at 8:40 p.m.

Respectfully Submitted,

*Tara Landon*

Tara Landon

Administrative Assistant/Operations

\*\* The slide deck that was presented during the meeting is on file. Please reach out to [taralandon@bristol12.org](mailto:taralandon@bristol12.org) to retrieve a copy.

# Emily Bourassa

## Education

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**University of Saint Joseph, West Hartford, CT** Degree expected December 2021

- M.A.T. in Elementary Education with Literacy Focus; GPA: 4.0

**University of Saint Joseph, West Hartford, CT** May 2018

- B.S. in Family Studies (HDFS); GPA: 3.98

## Certifications

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- Elementary- Grades 1 through 6 (305)
- Interscholastic/Intramural Coach (600)

## Teaching Experience

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**Kelly Educational Staffing, Farmington, CT** November 2020-Present

*Grade 3 Long-Term Substitute- Hubbell School, Bristol, CT* February 2021-Present

- Teach in-person and virtual learners simultaneously using Zoom and Google Classroom
- Utilize positive behavior management strategies, such as Class Dojo
- Integrate technology into instruction to engage students and meet learning needs
- Collaborate with grade-level colleagues and coaches to plan, improve, and reflect on instruction

*Instructional Support Teacher Long-Term Substitute- Hubbell School, Bristol, CT* January 2021-February 2021

- Provided small group targeted reading instruction and intervention to grade 1 students in need of reading support
- Collaborated with classroom teacher to differentiate small group instruction
- Conducted ongoing assessments to identify needs and monitor progress

*Grade 1 Long-Term Substitute Teacher- Hubbell School, Bristol, CT* November 2020-January 2021

- Created and implemented engaging lessons in all subject areas
- Taught in-person and virtual learners using Seesaw and Zoom
- Cultivated a positive classroom community that included virtual learners by creating opportunities for all students to interact

**Bristol Public Schools, Bristol, CT** August 2020-November 2020

*Grade 2 Student Teacher- Edgewood Elementary School, Bristol, CT*

- Created and implemented engaging lesson plans in all subject areas by collaborating with cooperating teacher and grade-level partner to plan and reflect on lessons
- Integrated technology into in-person and at-home learning with various tools and resources such as Seesaw and Google Suite tools
- Created and facilitated a school-wide project to name the mascot to increase student engagement

**Bristol Public Schools, Bristol, CT** March 2019-Present (Seasonal)

*Assistant Girls Lacrosse Coach- Bristol Central High School*

- Support student-athletes in achieving a high level of skill, teamwork, sportsmanship
- Assist the head coach in developing practice and game plans

**Charter Oak International Academy, West Hartford, CT** September 2019-June 2020

*Teaching Assistant/ Building Substitute*

- Provided instructional support to classroom teachers and students in Pre-K through 5<sup>th</sup> grade
- Filled in for teachers as needed from Pre-K through 5<sup>th</sup> grade, covering short meetings or full days
- Supported a caseload of students during the at-home learning period from March-June with individualized math tutoring

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**Additional Experience**

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**Western CT Area Agency on Aging, Waterbury, CT**

May 2018-August 2019

*Care Manager*

- Conducted in-home assessments of non-institutionalized seniors who participate in the CT Home Care Program for Elders, developed care plans, and provided ongoing support through person-centered planning
- Collaborated with agencies, providers, and facilitators of various programs to ensure the most effective plan of care is created

**College Knowledge, University of Saint Joseph, West Hartford, CT**

Spring 2018

*Assistant Director*

- Engaged middle and high school students from local Boys and Girls Clubs in campus-based experiences

**Center for Academic Excellence, University of Saint Joseph**

Fall 2017-Spring 2018

*Writing Associate*

- Assigned to an English class for first-year students; participated in all class meetings and provided tutoring
- Maintained supportive relationships with the students and instructor; designed and facilitated writing activities and workshops

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**Leadership & Community Service**

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**Bristol Soccer Club Youth Soccer, Bristol, CT**

Fall 2016-Present

*Coach*

- Teach the fundamentals of soccer to 4-7 year-olds through weekly practice and games

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**Additional Certifications**

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- Google Certified Educator- Level 1

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# Kevin Taylor

## Summary

Experienced Special Education Para-Educator and current Teacher Residency Program student looking for a position as an elementary school educator.

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## Education

### Bachelor's Degree

Southern Connecticut State University - New Haven, Connecticut

Graduated - 05/2010

As a Communication major, I had a focus in advertising and promotion. I love being myself and delivering creative messages throughout various platforms. Interpersonal skills, working in groups and public speaking are some of my strengths.

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## Professional Skills

- Ms Office
  - Public Speaking
  - Microsoft Power Point
  - Google Docs
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## Employment History

### CREC Teacher Residency program

Student Teacher

06/2020 - Present

- Provide support and assistance to students throughout the school day
- Communicate clearly with administration and parents on student accomplishments/struggles
- Evaluate and document student progress
- Set up creative learning environment for students
- Develop creative activities for student participation and learning
- Prepare lesson plans for the 4th grade team.
- Adapt lesson plans and techniques to the needs of my students
- Attend classes and trainings through CREC

### Bristol Board of Education

Special Education Paraeducator - Bristol, Connecticut

04/2013 - 08/2020

Assist the Special Education Teacher in the classroom during normal school hours.

Duties included but are not limited to:

- Directing a classroom
- Executing lesson plans
- Maintaining a safe environment for students
- One on One tutoring sessions
- Grading
- Quality control in a classroom setting

## **Bristol Public Schools**

Assistant Football Coach - Bristol, Connecticut

08/2012 - Present

Under the direction of the Head Coach I assisted in training and mentoring Student-Athletes to reach their potential. Followed Board of Education policies and guidelines regarding positive coaching of Student - Athletes.

- Analyzed opponents game film
- Assisted in creating game plans
- Utilized knowledge to execute game plans during games
- Monitored the overall safety of Student-Athletes
- Stayed up to date on trainings in relation to Connecticut's coaching certifications

## **Bristol Public Schools**

Head Indoor Track and Field Coach

12/2014 - 06/2020

Created the training and mentoring programs for Student-Athletes to reach their potential. Followed Board of Education policies and guidelines regarding positive coaching of Student - Athletes. Maintained an overall safe environment for Student-Athletes. Served as a positive role model for Student-Athletes. Created team strategies to follow that led to four Conference Championships and several All-State accolades. Participated in numerous community-based volunteer events. Served as a liaison of Bristol Public schools at New England and National Track and Field events.

## **Keller Williams Realty**

Licensed Real Estate Agent

01/2019 - 05/2020

Assisting clients in the Greater - Hartford area in all areas related to buying and selling real property.

Duties included but not limited to :

- Writing contracts
- Negotiating on behalf of clients interests
- Keeping up to date with Connecticut property laws
- Staging and showing property
- Generating leads through community events
- Staying up to date with relevant trainings that the company provided

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## **Languages**

- Spanish - Conversational

## Students

### Dress & Grooming

The community and general public often judge the quality of education by the behavior, appearance and activities of its student body. The results of one's dress, appearance and behavior generally go far beyond the individual student.

In general, attire and grooming of individual students in this school system are the responsibility of the students and their parents. There are, however, general principles of good taste and modesty which must and shall be observed.

Students' overall appearance should fall within the general accepted definitions of neatness and cleanliness. Generally, the students are expected to dress and groom themselves for the business of school so as to neither distract other students or teachers, disrupt the education process, or pose a health or safety threat to anyone. Clothing should be clean, untoned, free from promotion of, or reference to drugs, alcohol and tobacco, and offensive signs, symbols or words. Clothing should also be free of slogans, names, titles or the like which are defamatory toward person(s), the school or other organizations or which are likely to incite or inflame.

Students whose dress or grooming is judged by the staff to be distracting, disruptive or dangerous to personal safety will be subject to administrative action. Possession of electronic devices that are in violation of State law or which may be disruptive to the educational setting are prohibited except as allowed in Board Policy 5131.81.

The intent of this policy is to encourage all concerned to dress, groom and conduct themselves in keeping with an atmosphere which reflects a sensitivity to and respect for self and others and the overall functions of the school.

**Policy Adopted: March 1, 1995**

**Policy Revised: December 2, 1998**

**Policy Revised: August 8, 2001**

**Policy Revised: August 17, 2005**

## Regulation

## Students

### Dress & Grooming

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

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

At the secondary level (6 – 12) clothing which is worn in physical education shall not be worn in other classes or parts of the school nor shall clothing worn in regular classes be worn in physical education. Physical education teachers will specify the kind of clothing appropriate for their activity.

### **Appeal Process**

Students or parents may appeal student, faculty or administrative decisions, except suspension which are applied to them or their child by first discussing it with the person(s) who made the decision. Any further appeal must be made in writing to the principal and the appeal must demonstrate:

1. A rule being unfairly applied or
2. A violation or misinterpretation of a policy or rule.

The principal will hear the appeal informally in a timely manner which he/she deems appropriate to the situation.

The principal's decision will be final unless the decision is appealed. Any appeal beyond the principal will be conducted at the Superintendent's level. The Superintendent's decision shall be final.

**Regulation Adopted: March 1, 1995**

**Regulation revised: December 2, 1998**

**Policy Revised: August 8, 2001**

**Policy Revised: August 17, 2005**

## Students

### Dress and Grooming

The Board of Education encourages students to dress in clothing appropriate to the school situation. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The District is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student and that dress code enforcement does not increase marginalization or suppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance or body type/size.

The administration is encouraged to establish any needed regulations consistent with this policy through cooperative planning with staff, students and parents.

(cf. [5132.1](#) - Uniforms: Dress & Grooming)

(cf. 5145.4 - Nondiscrimination)

(cf. [5145.5](#) - Sexual Harassment)

(cf. [5145.511](#) - Sexual Abuse Prevention and Education Program)

(cf. [5145.53](#) - Transgender and Non-Conforming Youth)

Legal Reference: Connecticut General Statutes

[10-221](#) Boards of education to prescribe rules

### Policy adopted:

## Students

### Dress and Grooming

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

1. Shoes, boots or sneakers which mark the floor or have wheels.
2. "See through" style and/or mesh style shirts or blouses, midriff tops, backless tops, halter-tops or tank tops.
3. Flip-flops or thong style sandals at the elementary level.
4. Underwear worn as outerwear, including sleepwear.

5. Jackets, coats or boots normally worn as outerwear.
6. Hats, caps, bandannas or headgear except those worn to established religious customs.
7. Short shorts and cutoffs.
8. Face coverings
9. Sunglasses
10. Any article of clothing (including jackets, shorts, hats and bandannas), jewelry or other items which is identifiable as a known symbol of gang membership or affiliation.

At the secondary level (6 – 12) clothing which is worn in physical education shall not be worn in other classes or parts of the school nor shall clothing worn in regular classes be worn in physical education. Physical education teachers will specify the kind of clothing appropriate for their activity.

Approved coverings worn as part of a student's religious practice or belief shall not be prohibited under this policy. Nothing in this policy shall be construed to prohibit protective hairstyles. "Protective hairstyles" includes, but is not limited to, wigs, head-wraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

### **Appeal Process**

Students or parents may appeal student, faculty or administrative decisions, except suspension which are applied to them or their child by first discussing it with the person(s) who made the decision. Any further appeal must be made in writing to the principal and the appeal must demonstrate:

1. A rule being unfairly applied or
2. A violation or misinterpretation of a policy or rule.

The principal will hear the appeal informally in a timely manner which he/she deems appropriate to the situation.

The principal's decision will be final unless the decision is appealed. Any appeal beyond the principal will be conducted at the Superintendent's level. The Superintendent's decision shall be final.

### **Training for School Administrators, Teachers & Students**

A dress code is most effective when school administrators and teachers are trained to understand and embrace the intent of the code, how to apply and enforce the code equitably, and how to talk about the dress code and the reasoning behind it. Therefore:

1. School administrators and teachers should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce it with the least impact on student learning and self-confidence.
2. School administrators and teachers must enforce the District dress code consistently. School administration and staff do not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
3. School staff must be trained and able to use student/body-positive language to explain the code and to address code violations.

**Regulation approved:**

## **Instruction**

### **Emergencies and Disaster Preparedness**

#### **Pandemic/Epidemic Emergencies**

##### **Emergency Suspension of Policy During Pandemic**

The Board of Education (Board) is authorized by statute to govern the District, including the adoption, revision, and suspension of Board policies.

The Board, through this policy, acknowledges school closures in response to a pandemic/epidemic and designates the Superintendent of Schools or his/her designee to act as a liaison for the District to ensure the health and safety of students, staff, and the community.

The World Health Organization on March 11, 2020, characterized COVID-19 as a pandemic. Governor Lamont declared a state of emergency and directed implementation of appropriate plans and procedures in response to the novel coronavirus (COVID-19). This action included closure of all Connecticut public schools. President Trump declared a national state of emergency.

The Connecticut State Department of Education (CSDE) has authority to waive instructional hours and school days, to interpret graduation requirements, and to oversee the allocation of resources for nutrition, transportation, and other crucial aspects of public education and is providing written guidance to school districts on issues related to COVID -19, including but not limited to student attendance, distance/online learning, high school credit, meal distribution, and other issues.

##### **Temporary Powers Granted to Superintendent of Schools**

The Board grants to the Superintendent the following temporary powers to address the COVID-19 pandemic emergency:

1. Authority to temporarily waive such Board policies or provisions of Board policies as the Superintendent shall deem necessary to comply with guidance from appropriate health or governmental authorities or necessary for other effective response.
2. Authority to take any lawful actions necessary to ensure the continuation of public education, to provide for the health and safety of students and employees, or to respond to direction from appropriate health and government authorities. Such action may include, but are not limited to, adjustments to the curriculum and the provision of alternate educational program options; modifications to the school calendar; adjustments to the delivery of school-provided meals; limitations on access to District property; applying to any governmental body for financial or other aid as may be available; and applying to any governmental body for waiver of regulations or requirements, compliance with which is affected by the COVID-19 pandemic emergency.
3. Authority to enter into contracts without Board approval for any dollar amount for the purchase of materials, equipment, supplies, or services for sanitation, cleaning, technology, or other needs directly related to the COVID-19 emergency situation, provided such action is consistent with all applicable State and Federal laws.
4. Authority to close any school facility without further action by this Board. Such closure shall continue during the emergency created by the COVID-19 pandemic until such time as the Superintendent, in consultation with appropriate health and government authorities, deems it in the best interests of the District and its students to open schools.
5. Authority based upon the needs of the District and the guidance from health and government agencies disseminated by CSDE, to direct staff assignments during District closures, including but not limited to essential employees who must report to work, employees who may be reassigned, and employees whose services are not needed.
6. Authority to limit access to public school grounds and District buildings during school closures.
7. Authority to waive the requirements requiring advertising for bids and competitive bid procedures for

purchases which may be necessary due to the emergency. The Superintendent will document the reasons for which prompt remedial action is necessary to prevent physical injury to persons or to property of the District.

### **Suspension of Policies**

The Board hereby suspends provisions of its policies and/or whole policies, as identified by the Superintendent or designee, if such suspension is necessary to implement the written guidance from CSDE relating to containing COVID-19 for the duration identified in the Governor's order of school closure or until which time the Board votes to terminate the aforementioned policy, whichever occurs first.

### **Consultation with Board of Education**

The Superintendent shall consult with and report to the Board as feasible, appropriate and timely regarding the emergency closure and efforts to implement written guidance from health and government agencies as disseminated by CSDE and other state agencies pertaining to this pandemic situation.

### **Board of Education Meetings**

In the interest of public health, the Board encourages the public to attend its open public meetings via streaming platforms, such as, but not limited to: WebEx, GoToMeeting or Google Hangout and to limit public comment to written comments which may include a designated email account. The Board reserves the right to adjust Board meeting dates, times, and locations during the District-wide emergency closure in a manner consistent with the Freedom of Information Act. Further, any or all Board members may attend Board meetings electronically.

- (cf. [1120](#) - Public Participation at Board Meetings)
- (cf. [2210](#) - Administrative Leeway in Absence of Board Policy)
- (cf. [3323](#) - Soliciting Prices)
- (cf. [3542](#) - Food Service)
- (cf. [3542.31](#) - Free or Reduced Price Lunches)
- (cf. [5110](#) - Attendance)
- (cf. [5113](#) - Attendance and Excuses)
- (cf. [5118.1](#) - Homeless Students)
- (cf. [5141.22](#) - Communicable/Infectious Diseases)
- (cf. [5141.6](#) - Crisis Management Plan)
- (cf. [6111](#) - School Calendar)
- (cf. [6114](#) - Emergencies and Disaster Preparedness)
- (cf. [6114.6](#) - Emergency Closings)
- (cf. [6114.8](#) - Pandemic/Epidemic Emergency)
- (cf. [6146](#) - Graduation Requirements)
- (cf. [6159/6171](#) - Special Education)
- (cf. [6172.6](#) - Virtual/Online Courses)
- (cf. [9321](#) - Time, Place, Notification of Meetings)
- (cf. [9325](#) - Meeting Conduct)
- (cf. [9325.43](#) - Attendance at Meetings via Electronic Communications)

Legal Reference: Connecticut General Statutes

[10-154a](#) Professional communications between teacher or nurse and student.

[10-207](#) Duties of medical advisors.

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

[10-210](#) Notice of disease to be given parent or guardian.

[10-221](#) Boards of education to prescribe rules.

[19a-221](#) Quarantine of certain persons.

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

**Policy Adopted: March 25, 2020**

Bristol Public Schools

Bristol, Connecticut

## **Instruction**

### **Emergencies and Disaster Preparedness**

#### **Pandemic/Epidemic Emergencies**

##### **Emergency Suspension of Policy During Pandemic**

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The Board, through this policy, acknowledges school closures in response to a pandemic/epidemic and designates the Superintendent of Schools or his/her designee to act as a liaison for the District to ensure the health and safety of students, staff, and the community.

The World Health Organization on March 11, 2020, characterized COVID-19 as a pandemic. Governor Lamont declared a state of emergency and directed implementation of appropriate plans and procedures in response to the novel coronavirus (COVID-19). This action included closure of all Connecticut public schools. President Trump declared a national state of emergency.

The Connecticut State Department of Education (CSDE) has authority to waive instructional hours and school days, to interpret graduation requirements, and to oversee the allocation of resources for nutrition, transportation, and other crucial aspects of public education and is providing written guidance to school districts on issues related to COVID -19, including but not limited to student attendance, distance/online learning, high school credit, meal distribution, and other issues.

##### **Temporary Powers Granted to Superintendent of Schools**

The Board grants to the Superintendent the following temporary powers to address the COVID-19 pandemic emergency:

1. Authority to temporarily waive such Board policies or provisions of Board policies as the Superintendent shall deem necessary to comply with guidance from appropriate health or governmental authorities or necessary for other effective response.
2. Authority to take any lawful actions necessary to ensure the continuation of public education, to provide for the health and safety of students and employees, or to respond to direction from appropriate health and government authorities. Such action may include, but are not limited to, adjustments to the curriculum and the provision of alternate educational program options; modifications to the school calendar; adjustments to the delivery of school-provided meals; limitations on access to District property; applying to any governmental body for financial or

other aid as may be available; and applying to any governmental body for waiver of regulations or requirements, compliance with which is affected by the COVID-19 pandemic emergency.

3. Authority to enter into contracts without Board approval for any dollar amount for the purchase of materials, equipment, supplies, or services for sanitation, cleaning, technology, or other needs directly related to the COVID-19 emergency situation, provided such action is consistent with all applicable State and Federal laws.
4. Authority to close any school facility without further action by this Board. Such closure shall continue during the emergency created by the COVID-19 pandemic until such time as the Superintendent, in consultation with appropriate health and government authorities, deems it in the best interests of the District and its students to open schools.
5. Authority based upon the needs of the District and the guidance from health and government agencies disseminated by CSDE, to direct staff assignments during District closures, including but not limited to essential employees who must report to work, employees who may be reassigned, and employees whose services are not needed.
6. Authority to limit access to public school grounds and District buildings during school closures.
7. Authority to waive the requirements requiring advertising for bids and competitive bid procedures for purchases which may be necessary due to the emergency. The Superintendent will document the reasons for which prompt remedial action is necessary to prevent physical injury to persons or to property of the District.

### **Suspension of Policies**

The Board hereby suspends provisions of its policies and/or whole policies, as identified by the Superintendent or designee, if such suspension is necessary to implement the written guidance from CSDE relating to containing COVID-19 for the duration identified in the Governor's order of school closure or until which time the Board votes to terminate the aforementioned policy, whichever occurs first.

In the event the Governor's Executive Powers are extended beyond the date of the original relevant order, an extension of any special powers or privileges extended to the Superintendent or designee would remain in place until the next meeting of the Board of Education at which time further extension would require a majority vote of the Board of Education.

### **Consultation with Board of Education**

The Superintendent shall consult with and report to the Board as feasible, appropriate and timely regarding the emergency closure and efforts to implement written guidance from health and government agencies as disseminated by CSDE and other state agencies pertaining to this pandemic situation.

### **Board of Education Meetings**

In the interest of public health, the Board encourages the public to attend its open public meetings via streaming platforms, such as, but not limited to: WebEx, GoToMeeting or Google Hangout and to limit public comment to written comments which may include a designated email account. The Board reserves the right to adjust Board meeting dates, times, and locations during the District-wide emergency closure in a manner consistent with the Freedom of Information Act. Further, any or all Board members may attend Board meetings electronically.

(cf. [1120](#) - Public Participation at Board Meetings)

(cf. [2210](#) - Administrative Leeway in Absence of Board Policy)

(cf. 3323 - Soliciting Prices)

(cf. 3542 - Food Service)

(cf. [3542.31](#) - Free or Reduced Price Lunches)

(cf. 5110 - Attendance)

(cf. [5113](#) - Attendance and Excuses)

(cf. [5118.1](#) - Homeless Students)

(cf. [5141.22](#) - Communicable/Infectious Diseases)

(cf. [5141.6](#) - Crisis Management Plan)

(cf. [6111](#) - School Calendar)

(cf. [6114](#) - Emergencies and Disaster Preparedness)

(cf. 6114.6 - Emergency Closings)

(cf. 6114.8 - Pandemic/Epidemic Emergency)

(cf. [6146](#) - Graduation Requirements)

(cf. 6159/6171 - Special Education)

(cf. [6172.6](#) - Virtual/Online Courses)

(cf. [9321](#) - Time, Place, Notification of Meetings)

(cf. [9325](#) - Meeting Conduct)

(cf. 9325.43 - Attendance at Meetings via Electronic Communications)

Legal Reference: Connecticut General Statutes

[10-154a](#) Professional communications between teacher or nurse and student.

[10-207](#) Duties of medical advisors.

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

[10-210](#) Notice of disease to be given parent or guardian.

[10-221](#) Boards of education to prescribe rules.

[19a-221](#) Quarantine of certain persons.

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

**Policy Adopted: March 25, 2020**

Bristol Public Schools

Bristol, Connecticut

## Instruction

### Distance Education

#### Online Courses

The Board of Education believes that education through virtual/online courses is an alternative and effective means of instruction for students. A virtual school is defined as an educational organization that offers courses at various grade levels through Internet or Web-based methods. Online learning has a distinct advantage in that it does not require students to be physically present in the same location as the instructor or other students. In addition to regular classroom-based instruction, students in the district may earn credit through distance education provided by online courses. The Board of Education recognizes students may benefit from online courses, on a limited basis and within available appropriations, to assist students in obtaining credits necessary to earn a diploma, to maintain academic standings or to provide enrichment for those who might require special courses.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221a (17) shall ensure, at a minimum, that (a) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional District classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (d) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (2) offered by institutions of higher education that are accredited by the Department of Higher Education or regionally accredited; or (3) toward meeting the high school graduation requirement upon the successful completion of the board examination series permitting students in grades 9 through 12 to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for meeting credit requirements for graduation.

High school students, enrolled in the comprehensive high schools of the Bristol Schools, may earn a maximum of three (3) units of academic credit to be applied toward graduation requirements by completing online courses, unless the Principal waives that provision, in writing, stating the reasons why, citing whatever circumstances that has caused this waiver. Students, who are enrolled in the Bristol Alternative Education High School program, receiving homebound instruction, receiving education services as an expelled student or under an Individualized Education Program, may exceed the limit of three high school credits.

Each high school and the alternative high school, shall designate from among existing staff, an online site learning coordinator to administer and coordinate the online credit recovery program. The site-coordinator is responsible for monitoring student progress in an online course.

For courses in the BOE approved Program of Studies for the Bristol High School programs, the content of the online course must be reviewed by a content expert, such as the content supervisor or the content high school department head, for a match to the approved Bristol curriculum for the course. The content must be deemed a match for the course to be offered. For courses not in the BOE approved Program of Studies, the course content must be reviewed by a content expert for appropriateness and approved for offering by the program administrator. Approval of all online courses must be documented.

Credit from an online or virtual course may be earned only in the following circumstances:

1. Only students registered in a high school program of the Bristol Public Schools may enroll in an online course.
2. The course is not offered as part of the Bristol High School Program of Studies, a need for the online course by a student is documented, and the course is approved by the principal or program administrator.
3. The high school does offer the course, but the student is unable to take it due to an unavoidable

scheduling conflict.

4. The course could serve as a supplement to extended homebound instruction.
5. The district has expelled the student from the regular school setting, but educational services are to be continued.
6. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment for a portion of his/her academic program.
7. A student has failed a course and wishes to recover credits in that course area. This can occur during the school year or during summer school. The online course for credit recovery must be deemed a match with the course content as the failed course. This is determined through the process described above.
8. The student's PPT or Section 504 Team has determined online course work to be an appropriate means of instruction.
9. When enrolled in an online course for credit, the student must maintain regular meetings with the site coordinator.

The tuition fee for an online course, taken during the academic year, shall be borne by the District, within available appropriations, for students enrolled in high school full-time during the academic year. For credit recovery courses taken as part of the secondary summer school program, the student must pay the established fee and adhere to program requirements for hours of instruction.

As determined by Board/school policy, students taking a virtual course will do the following:

- 1 Complete prerequisites and obtain teacher, or counselor, or administrator recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.
- 2 Adhere to the District code of conduct to include rules of behavior and consequences for violations.
- 3 Adhere to attendance requirements of the District.
- 4 Adhere to the District's Internet policy.
- 5 Adhere to the high school policy on withdrawing from a course.

The school must receive an official record of the final grade for the online course before awarding credit toward graduation. Only approved courses, as described in this policy, will be posted on the transcript as an online course.

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

(cf. [6146](#) - Graduation Requirements)

Legal Reference: Connecticut General Statutes

[10-221](#) Boards of education to prescribe rules, policies and procedures.

[10-221a](#) High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses ,Other Subject Areas) and P.A. 10-111, An Act Concerning Education Reform in Connecticut

**Policy Adopted: August 17, 2011**

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In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221a (17) shall ensure, at a minimum, that (a) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional District classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (d) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (2) offered by institutions of higher education that are accredited by the Department of Higher Education or regionally accredited; or (3) toward meeting the high school graduation requirement upon the successful completion of the board examination series permitting students in grades 9 through 12 to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for meeting credit requirements for graduation.

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