

## Regular BoE Meeting

Wednesday, February 2, 2022 7:00 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

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

II. **STAFF and STUDENT RECOGNITION**

III. **APPROVAL OF MINUTES**

IV. **COMMITTEE REPORTS**

V. **STUDENT REPRESENTATIVE REPORTS**

VI. **CHAIR REPORT**

VII. **SUPERINTENDENT REPORT**

VIII. **CONSENT AGENDA**

VIII.A. PERSONNEL

VIII.A.1. New Administrator Hires

VIII.A.2. Teacher Resignations

VIII.A.3. New Teacher Hires

VIII.A.4. A-1 Teacher Hire

VIII.A.5. A-3 Teacher Hire

VIII.B. GRANTS

VIII.B.1. FRC Grant: CBDG, FAST Grant

VIII.B.2. FRC Grant: United Way for Sparkler program expansion, training and Support

VIII.B.3. FRC Grant: Pet Partners P.A.C.K Grant

VIII.B.4. FRC: United Way, SEARCH Grant for developmental screens of children entering PreK and K

VIII.B.5. FRC "WORKS" Grant

VIII.B.6. Stocker Foundation - Raising Readers Grant

IX. **PUBLIC COMMENT**

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

X.A. Appoint BoE Commissioner to the ESSER/ARP Building Committee

X.B. January 1 Enrollment Count for the 2021-2022 School Year

X.C. Special Services Leadership Team Report

**XI. CURRICULUM REVISIONS**

XI.A. Dramatic Theater (First Reading)

XI.B. New Curriculum: Instrumental Ensemble  
(Second Reading)

XI.C. New Curriculum: Intermediate Acting  
(Second Reading)

XI.D. New Curriculum: Musical Theater (Second  
Reading)

XI.E. New Curriculum: Physical Theater and  
Movement (Second Reading)

**XII. TEXTBOOK ADOPTION**

XII.A. Textbook Selection: AP/ECE Chemistry  
(First Reading)

**XIII. POLICY REVISION**

XIII.A. Policy 6163.33 - Live Animals in  
Classroom

**XIV. NEW BUSINESS**

**XV. BUILDING REPORTS**

**XVI. Discussion and possible action concerning a proposed  
resolution re: the Governors' Executive Powers \***

**XVII. INFORMATION/LIAISON REPORTS**

**XVIII. VOTE TO CONVENE INTO EXECUTIVE SESSION**

**XIX. VOTE TO RECONVENE INTO PUBLIC SESSION**

**XX. ADJOURNMENT**

**BRISTOL BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**January 5, 2022 – Regular Meeting Minutes**

The regular meeting of the Bristol Board of Education was held on Wednesday, January 5, 2022, at 7:00 p.m. at the Board of Education auditorium and via the Zoom Meeting Platform.

**PRESENT:** Commissioners: Eric Carlson (virtual) arrived 7:16 p.m.), Jennifer Dube, Kristen Giantonio, Shelby Pons (virtual), John Sklenka, Todd Sturgeon, Dante Tagariello, Karen Vibert (virtual), and Christopher Wilson (virtual); Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, and Jolene Lusitani, Council Liaison

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

Chair Dube called the meeting to order at 7:00 p.m. and asked attendees to stand for the Pledge of Allegiance. A moment of silence was observed for Michael Georgen a Special Education Supervisor from 1987 to 2006 and Frieda Terwilleger a Secretary at Ivy Drive School from 1969 to 1994.

**STAFF & STUDENT RECOGNITION**

Dr. Carbone recognized Kristine DeLeo for being named to the CCSU Teacher Education Network Advisory Board. After hosting Central Connecticut State University Interns last year with much success at Hubbell Elementary School, Mrs. DeLeo was asked by the Coordinator of School-Community Partnerships/School of Education and Professional Studies at Central Connecticut State University to take on a cohort of second-year elementary education students from CCSU to complete field experience hours at Hubbell. Twenty Eight CCSU students joined classrooms alongside Hubbell teachers this past semester. After the CCSU coordinator and professors visited Hubbell and saw their students learning from Hubbell teachers and working in such a positive way with Hubbell students, they were very excited to extend the partnership. Mrs. DeLeo was asked to continue this partnership into the Spring semester with future CCSU School of Education projects and on-site, lab work with professors and CCSU students to take place at Hubbell in the Spring. Mrs. DeLeo was asked to join the CCSU Teacher Education Network Advisory Board, based on the great work that is happening at Hubbell and the wonderful ways that they are incorporating the CCSU students. On this Board, she can join deep discussions that guide the way new teachers are learning, allowing them to gain meaningful field experience in the classroom, and possibly gain future employment within Bristol Public Schools. Mrs. DeLeo was online and shared the positive interaction with the interns and Hubbell's excitement at continuing this valuable partnership.

**APPROVAL OF MINUTES**

**December 1, 2021 - Regular Meeting**

Following a motion by Kristen Giantonio and a second by Dante Tagariello

The Board of Education approved the December 1, 2021, Regular Meeting Minutes as written with eight (8) Commissioners (Carlson, Giantonio, Pons, Sklenka, Sturgeon, Tagariello, Vibert, and Wilson) **IN FAVOR** of the motion. Commissioner Dube **ABSTAINED**.

**COMMITTEE REPORTS**

Chair Dube, officially read into the record the members of the Communications and Community Relations Committee. The committee will be Chaired by Commissioner Giantonio, with Commissioners Shelby Pons, Dante Tagariello, and Eric Carlson as the alternate.

**Finance** – Commissioner Tagariello reported that the committee reviewed the budget and there were no significant items to report. Commissioner Tagariello reminded the public that the budget workshops for the Board of Education will be held on the 18th of January and the 25th of January in the BoE

### **Finance Committee Report – cont'd**

Auditorium from 6 to 8 p.m. He has shared this information with the City and he hopes that they can join workshops.

**Policy** – Commissioner Giantonio reported that the Policy Committee met on December 22<sup>nd</sup>. The committee discussed a change to Policy 5132 - Student Dress and Grooming, commissioners will hear more details under Deliberated Items. There was also a discussion on Policy 3520.13 - Database information management system. A request for members from the IT department to attend next month's policy meeting to discuss the use of encryption in emails when contacting parents.

**Student Achievement** – Commissioner Sturgeon reported that the committee met on December 15th the committee voted to move to the full board the revised curriculum for SAT Math and the revised curriculum for Statistics and Geometry. They will appear later on the agenda for a vote. The committee also had the first reading of several new curricula for BAIMS: Instrumental Ensemble, Intermediate Acting, Musical Theater, and Physical Theater and Movement.

### **STUDENT REPRESENTATIVE REPORTS**

**Bristol Central** – Fatima Aamir, Junior Representative from Bristol Central reported on recent activities from BC, highlights from her report included fall sports banquet held on December 2<sup>nd</sup>; the start of winter sports; basketball win over East Catholic High School at Mohegan Sun; National Honor Society Food Drive for Zion Church; winter concert held before the holiday break; Spirit week; the return of Festivus; in the gym; Mid-Terms approaching and extra help for students to prepare for mid-terms.

**Bristol Eastern** – Pushpita Hossain, Junior Student Representative from Bristol Eastern reported on recent activities from BE, highlights from her report included the start of winter sports and Pole Vault athletes qualifying for the Class L's; Reindeer Games took place before the holiday break; Holiday concert cancellation due to reported COVID cases; door decorating contest to build school spirit; Amnesty Club was established in early December; it is deeply related and connected to the international organization; the Diversity Club has been approved to host a cultural diversity day sometime in March it is still in the planning stages; there is a desire to create an inclusive and educational day. The eighth-grade open house will be held virtually due to COVID on January 11th at 6 p.m. Midterms are approaching and students and teachers are preparing for these upcoming exams.

Commissioner Carlson had joined the meeting and was prepared to give the Operations Committee Report.

**Operations** – The committee met on December 22<sup>nd</sup>. 10 Year Capital Improvement projects were discussed. The Operations committee also held two meetings concerning the roof replacement at Edgewood School and underground diesel and fuel oil storage tank replacement. The architects for both projects were selected. These projects are on schedule to be done sometime this year however due to supply concerns, they may need to be pushed off to next year.

**CHAIR REPORT** – Chair Dube shared her wishes for a return to normalcy for the students and staff of the district. She is looking forward to working with the new board and central office to make great strides for the district. Chair Dube also invited the public to join the budget workshops on January 18th and January 25th to see what it takes to create the budget and to set it forth.

**SUPERINTENDENT REPORT** - Dr. Carbone presented the monthly Superintendent Report. Dr. Carbone discussed today's school delay turned cancellation. Dr. Carbone explained the normal delay or cancellation process that is utilized and acknowledged that today's weather pattern made it difficult to follow the normal process. Dr. Carbone apologized to those staff members who were en route to work, and for the added angst this morning's commute caused. Dr. Carbone shared that there have been many

## **SUPERINTENDENT REPORT – cont'd**

updates and changes in our protocols a link to updated BBHD and DPH Guidance were shared on the screen. The district is in receipt of KN95 masks from the state. The masks have been delivered to the city as well as an allotment that has been provided to the Bristol Board of Education for our staff. Staff members are currently using them as we see an uptick in COVID19 cases across the district. We have also received at-home test kits some allocated for staff and some allocated for students. A staff member may receive an at-home test kit if they are exhibiting symptoms between 9:00 and 11:00 or 1:00 to 2:30 here at the board. 40 kits have been picked up since our return, we are seeing an increase of staff that is currently out due to COVID. Any family that feels that their child is exhibiting symptoms and needs an at-home test kit can call their school nurse and a kit will be made available through the Bristol Burlington Health District; Dr. Carbone discussed the BPS Indicators of Success and the 2021-22 Goals and made note of the January newsletter which will be a Year in Review and a look ahead. A BAIMS update was given, Round 1 of the lottery has been completed and 141 students have accepted their seats. BAIMS staff hiring is ongoing and this month's high school parent and student information sessions were shared with commissioners. Dr. Carbone reminded the public about the budget workshops on January 18 and January 25, the workshops will be offered in a dual-platform at the BoE and via Zoom.

## **CONSENT AGENDA**

Chair Dube called for approval of the Consent Agenda which included Items VIII.A.1. through VIII.A.3.

Following a motion by Kristen Giantonio and a second by Dante Tagariello, the Board of Education unanimously approved the Consent Agenda.

## **PERSONNEL**

### **VIII.A.1. Teacher Resignation - Effective December 24, 2021**

On a motion by Kristen Giantonio and a second by Dante Tagariello

The Board of Education unanimously accepted the following Teacher Resignation – Effective December 24, 2021:

Bilodeau, Kayla – WB – Grade 2 Teacher

### **VIII.A.2. New Teacher Hires**

On a motion by Kristen Giantonio and a second by Dante Tagariello

The Board of Education unanimously approved the following New Teacher Hires:

Jones, Gabrielle – EPH – Special Education Teacher – effective December 2, 2021

Ferguson-Taylor, Leisa – WB – Grade 8 Math Teacher – effective January 27, 2022

Stevens, Julie – EDGE – Instructional Support Teacher – effective January 4, 2022

Wollman, Jessica – GH – Special Education Teacher – effective December 9, 2021

### **VIII.A.3. A-1 Resignation**

On a motion by Kristen Giantonio and a second by Dante Tagariello

The Board of Education unanimously accepted the following A-1 Resignation:

Pratt, Stacey – CHMS – Green Team Leader – effective January 3, 2022

## **PUBLIC COMMENT**

Jen Van Gorder – 272 Candlewood Drive – addressed the Board regarding the virtual open house.

Lauren Vernagli – 79 Beechwood Lane – addressed the Board regarding masks mandates.

**PUBLIC COMMENT – cont'd**

Kristen Giantonio – Allentown Road – addressed the board regarding an article from the NY Times  
Paul Cambell – 183 Sims Road – emailed the board regarding parent choice. The email was read into the record by Commissioner Todd Sturgeon.

**DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**

**Approval of the BPS 2022-2023 Capital Improvement Plan**

Peter Fusco, Facilities Director presented the BPS 2022-2023 Capital Improvement Plan. Mr. Fusco provided an overview of the Capital Improvement Plan requests.

On a motion by Kristen Giantonio and a second by John Sklenka

The Board of Education unanimously approved the BPS 2022-2023 Capital Improvement Plan.

**Approval of Board of Education 2022 Meeting Dates**

Commissioners were provided a copy of the Board of Education 2022 Meeting calendar. The Board will meet the first Wednesday each month at 7:00 p.m. except for July, August, and September which will meet on the second or third Wednesday of the month.

On a motion by Kristen Giantonio and a second by Dante Tagariello

The Board of Education unanimously approved the Board of Education 2022 Meeting Dates as written.

**Approval of Communication and Community Relations 2022 Meeting Dates**

Commissioners were provided a copy of the Communications and Community Relations 2022 Meeting calendar. The committee will meet on the fourth Wednesday of the month at 7:00 starting in February with no meeting in July and December.

On a motion by Kristen Giantonio and a second by Dante Tagariello

The Board of Education unanimously approved the Communication and Community Relations 2022 Meeting Dates as written.

**Special Services Leadership Team Report**

Dr. Culkin presented the monthly Special Services Leadership Report. As of December 1, 2021, 1,671 of 8,104 Bristol students are identified as students requiring Special Education programming. This enrollment reflects 20.62% of the total BPS student population. During the month of November, 19 of the 58 newly registered students were identified as students with special needs at the time of registration. Also, during the month of November, two students newly enrolled in Bristol Public Schools were receiving their programs and services through an out-of-district special education school program at the time of enrollment. As of December 1, 2021, 111 of our 1,671 identified students require out-of-district placements at special education school programs and 71 students require special education programming services at other public out-of-district schools such as magnet schools. These numbers reflect three additional private out-of-district program placements and five additional public school placements as compared to overall out-of-district placements the previous month.

Questions followed regarding the ESY summer program. The details for the program are being worked on, there may be information to share at the February board meeting.

## **CURRICULUM REVISIONS**

### **Curriculum Revision: SAT Math (Second Reading)**

Dr. Jaime Rechenburg presented the second reading of the SAT Math Curriculum.

On a motion by Kristen Giantonio and a second by Dante Tagariello

The Board of Education unanimously approved the SAT Math Curriculum Revision.

### **Curriculum Revision: Statistics and Geometry (Second Reading)**

Dr. Jaime Rechenburg presented the second reading of the Statistics and Geometry Curriculum Revision.

On a motion by Kristen Giantonio and a second by Dante Tagariello

The Board of Education unanimously approved the Statistics and Geometry Curriculum Revision.

Dr. Sarli was unable to attend this evening's meeting. Carly Fortin presented the four BAIMS curricula. In the intervening month, commissioners may contact Dr. Sarli with any questions they may have regarding any of the curriculum.

### **New Curriculum: Instrumental Ensemble (First Reading)**

Instrumental ensemble is a full year or 1 credit course with no prerequisite, designed specifically for BAIMS HS. Instrumental ensemble is similar to band in that students perform music of varied styles in concert halls and different venues. This can range in size from being a small band to a large concert band. Students will be required to participate in performances throughout the school year. What you will notice is that the 8 units are based on the fundamentals of playing an instrument without a specific focus on ensemble skills since the size of the ensemble will affect the ensemble skills needed to be taught.

### **New Curriculum: Intermediate Acting (First Reading)**

Intermediate acting is a .5 credit course designed for BAIMS HS. There are no prerequisites for students to take this course. Students will learn the fundamentals of acting through improvisation, scene work, monologues, and large group performances. This is encompassed within the 7 units which are scaffolded and built upon one another. Unique to this theater course is that there is not a culminating performance; rather, students will have small-scale performances throughout the various units aligned to the technique being learned.

### **New Curriculum: Musical Theater (First Reading)**

Musical theater is a .5 credit course with no required prerequisite designed for BAIMS HS; however, this course will only be offered in the spring semester. Students will learn the basics of musical theater while creating and performing a showcase featuring production numbers from musicals focused on a common theme. Because this course culminates with a final performance, the units are scaffolded to support the creative musical theater process. For example, unit 4 focuses on students' individual growth in performance which leads to the collaborative showcase development of unit 5.

### **New Curriculum: Physical Theater and Movement (First Reading)**

Physical Theater and Movement is a .5 credit course with no prerequisite designed for BAIMS HS. Through movement, students will learn how their bodies can be used to express meaning, emotion, and character. Students will learn fundamentals of stage combat, and about stock characters through the study of commedia dell'arte. This course is similar to Intermediate Acting where there is no culminating performance, rather students will perform throughout each unit to show proficiency.

## **POLICY REVISIONS**

### **Policy 5132 - Student Dress and Grooming (Revision)**

Dr. Dietter presented the revision to Policy 5132 Student Dress and Grooming. The committee met on December 22nd. Dr. Dietter shared the background to the policy and regulation revisions. The administrative regulation had been reviewed at the previous Board of Education meeting subsequent to that meeting, concerns were raised regarding the ability to identify students especially those that were wearing hats and hoodies as well as wearing masks. As a result of those concerns, the section of that regulation had been suspended by the Office of the Superintendent on 12/20. At the 12/22 Policy meeting, administrators from the high schools and middle schools presented their experiences as well as data to the subcommittee members. At that time, members of the subcommittee made a motion to remove this section from the administrative regulation and insert it into policy. At this time, the subcommittee is seeking the motion and consideration of the following: *That in the administrative regulation 5132 to strike Section E under Minimum Safe Attire which reads: At the high school level hats and other headwear and hoodies are permitted as follows: hats and other headwear must allow the face and ears to be visible to staff and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff;* that would be stricken from the regulation. The following would be codified in the policy: *That hats or hoodies with the hood up are not to be worn inside Bristol Public School buildings or programs and that hoodies are permitted to be worn with the hood down.*

Following a motion by Kristen Giantonio and a second by John Sklenka, discussion followed.

Commissioners were each given the opportunity to speak to the revision following the discussion;

The Board of Education approved revisions to Policy Policy 5132 - Student Dress and Grooming with six (6) Commissioners (Carlson, Giantonio, Sklenka, Sturgeon, Tagariello, and Dube) **IN FAVOR** of the motion; and three (3) Commissioners (Pons, Vibert, and Wilson) **OPPOSED**.

## **NEW BUSINESS**

There was no New Business to come before the Board.

## **BUILDING REPORTS**

### **MBIAMS Update**

Dr. Dietter provided the Memorial Boulevard Intradistrict Arts Magnet School Update. Photos of the building's progress were shown during Dr. Dietter's presentation. The project continues to progress as we have been effectively managing issues related to the supply chain and COVID workforce. We continue to track on budget and on time. The lottery pull is underway and notifications have been happening as Dr. Carbone reported earlier this evening. Prior to the holiday break, the project did receive a generous gift from QAM, specifically, Rusty Malik and Angela Cahill presented to the city and building committee a gift totaling \$25,000 to be applied toward restoration efforts within the theater space. This represents the second such gift to the project and matches a previous donation of \$25,000 from D'Amato Downes Construction. We are grateful for these generous gifts. Dr. Dietter wanted to call the board's attention to a local company Melnick Metals. The artisans there have worked to restore the theater light that is original to the building. We will be raising it back into the structure sometime next week.

### **South Side School HVAC Project**

Tim Callahan provided an update on the South Side HVAC Project. South Side is moving along quite well. We have substantially completed all of the construction. We are now working through the testing and balancing and we are also working through the punch list. We will be doing close out very shortly. This pretty much concludes our construction work and will be closing out the project with the current building committee.

**INFORMATION/LIAISON REPORTS**

Commissioner Pons shared information regarding Hubbell School.  
Commissioner Vibert shared information from South Side School.  
Commissioner Giantonio applauded the staff for bringing back some normalcy to our students during December.  
Commissioner Sturgeon shared information regarding his visit to Ivy Drive School.

Commissioner Vibert believes that we need the services of a parliamentarian at Board of education meetings to ensure that the meetings are being run properly. Commissioner Sklenka emailed a year in review video to commissioners from Stafford School.

**VOTE TO CONVENE EXECUTIVE SESSION**

Commissioner Giantonio made a motion tabling convening into Executive Session until next month's Board of Education meeting. Commissioner Tagariello seconded the motion.

A point of order was called that the correct motion would be to postpone not table.

Commissioner Giantonio amended the motion to substitute “postpone” for “tabling” in her previous motion.

Commissioner Vibert called for discussion as she did not know what the motion was on the table.

The motion passed with six commissioners (Carlson, Dube, Giantonio, Sturgeon, Sklenka, and Tagariello) in favor of the motion. Commissioner Wilson OPPOSED. Commissioner Pons ABSTAINED. Commissioner Vibert did not cast a vote.

**ADJOURNMENT**

With no other business to come before the board, following a motion by Eric Carlson and a second by John Sklenka, the Board of Education meeting was adjourned. (8:38 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary  
Bristol Board of Education

**BRISTOL BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**January 12, 2022 – Special Meeting Minutes**

A Special Meeting of the Bristol Board of Education was held on Wednesday, January 12, 2022, at 7:00 p.m. at the Board of Education auditorium and via the Zoom Meeting Platform.

**PRESENT:** Commissioners: Jennifer Dube, Kristen Giantonio, Dante Tagariello, Karen Vibert, and Christopher Wilson; **ALSO PRESENT:** Jill Browne, Dr. Catherine Carbone (virtual), Dr. Michael Dietter, Dr. Kimberly Culkin, Dr. Galloway, Roger Rousseau and Orlando Calfe

**ABSENT:** Commissioners: Shelby Pons, John Sklenka and Todd Sturgeon

**1. CALL TO ORDER and PLEDGE OF ALLEGIANCE**

Chair Dube called the meeting to order at 7:00 p.m. and asked attendees to stand for the Pledge of Allegiance.

**2. TRANSPORTATION CONTRACT DISCUSSION**

Commissioners were shown the 2022-23 pricing overview from the three vendors that responded to the Request for Proposal on December 8, 2021. At a Finance Committee meeting held earlier in the evening. The Finance Committee voted to award the transportation contract to First Student and move the recommendation to the full board for approval.

On a motion by Dante Tagariello and second by Kristen Giantonio

The Board of Education voted to award Contract 2P22-034 School Transportation Services, inclusive of regular transportation and special education in-town transportation, to First Student for a four-year term from July 1, 2022 through June 30, 2026, in accordance with the rates listed within the proposal as submitted by First Student Transportation on December 8, 2021.

**3. ADJOURNMENT**

Following a motion Dante Tagariello and a second by Kristen Giantonio, the Board of Education meeting was adjourned. (7:04 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary  
Bristol Board of Education

**BRISTOL BOARD OF EDUCATION  
BUDGET WORKSHOP  
Tuesday, January 18, 2022**

A Budget Workshop of the Bristol Board of Education was held on Tuesday, January 18, 2022, from 6:00 p.m to 8:00 p.m. in the Board of Education Auditorium and via the Zoom meeting platform.

**PRESENT:** Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Shelby Pons (virtual), Dante Tagariello, Karen Vibert (virtual), and Christopher Wilson (virtual); Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Jill Browne, Dr. Kimberly Culkin, Carly Fortin and Dr. Samuel Galloway

**ABSENT:** John Sklenka and Todd Sturgeon

**Call to Order:**

Chair Dube called the workshop to order at 6:00 p.m.

**Discussion of Superintendent's 2022-2023 Recommended Budget**

Central Office Administration presented the 2022-23 budget. During this evenings workshop, the administrative team will present the profile of our staff and scholars and context of the FY23 budget and discuss the summary of the FY23 general fund budget proposal. After each component of the presentation we will pause for questions or discussion from Commissioners.

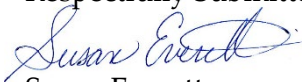
Following Section 1, Commissioners posed questions regarding: The Special Services dean position and impact on students, the role of the Safety and Security Supervisors and their availability to K-5 buildings; classroom to college pathways, set-aside funds guaranteed; ESSER funds and theater manager position's roles and duties; post-secondary option/military student counted in graduation numbers; school resource officers equipped with Narcan; safety supervisors vs. SRO's and rotations through elementary schools; and full time kindergarten teachers' funding.

Following Section 2, Commissioners posed questions regarding grant funding related back to the state's criteria. Commissioners were reminded of next week's budget workshop which will cover Grants and that it will open with Questions and Answers from topics not answered at tonight's meeting.

**Adjournment**

With no other business before the committee, the meeting was adjourned. (8:05 p.m.)

Respectfully Submitted:



Susan Everett

Executive Assistant to the Board of Education

**BRISTOL BOARD OF EDUCATION**  
**BUDGET WORKSHOP**  
**Tuesday, January 25, 2022**

A Budget Workshop of the Bristol Board of Education was held on Tuesday, January 25, 2022, from 6:00 to 8:00 p.m. in the Board of Education Auditorium and via the Zoom meeting platform.

**PRESENT:** Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Shelby Pons (vital), John Sklenka (virtual), Dante Tagariello, Karen Vibert (virtual), and Christopher Wilson(virtual); Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Jill Browne, Business Director, Carly Fortin, Director of Teaching and Learning, Dr. Kimberly Culkin and Dr. Samuel Galloway, Director of Talent Management

**EXCUSED:** Commissioner Todd Strugeon

**Call to Order:**

Chair Dube called the workshop to order at 6:00 p.m.

**Question and Answer**

Administration answered questions from last week's workshop, questions topics included: Dr. Dietter answered the question regarding the Theater Manager for the Bristol AIMS theater. He shared that the The Bristol AIMS Theater Manager is a skilled and highly technical position managing all operational aspects of the theater and associated spaces including: Production and site safety, Lights, audio, and visual equipment operation and maintenance, Props and scenery installation and safety, Repairs and maintenance and Certification of technical competencies for rental and non-BPS production. Unlike the BPRYCS Arts and Culture position, the Bristol AIMS Theater Manager **does not** manage booking acts, rentals, and/or ticketing. Dr. Culkin, responded to the question regarding the addition of the Special Services Dean. The Dean positions position, which has been a successful position developed and employed within Bristol Public Schools over recent years. The direct impact of the role of dean of special services for students with disabilities is realized through the coordination of programming and high quality feedback that they provide to special education teachers, para educators, specialists, and the additional special education specific support given to building administrators as they are tasked with addressing the day to day needs of our growing numbers of students and staff. The increase in administrative positions by way of a dean position is responsive to the increasing needs of our students and staff.

**Discussion of the Superintendent's 2022-2023 Recommended Budget**

Central Office Administration continued the presentation of the 2022-2023 budget. The following topics were shared: an overview of Grant Revenue including the Elementary and Secondary School Emergency Relief Fund, the FY 23 Cafeteria Budget and provided an overall summary of the Superintendent's recommended FY23 budget.

Following the presentation, questions and answers wcommissioners posed questions regarding the special services supervisor case load, the need for the district administrative position, Innovate and Elevate Continuation plan, theater manager position description, ESSR/ARP grant totals and increasing the operational budget equivalent to the dean position salary and retirement and vacancies being filled.

Central Office concluded the meeting with a summary of the general fund budget. Listed here is a summary of the components of the general fund budget.

- Our bargaining unit obligations for staff currently in place yields a 2.24% increase, and that's before we consider any other fixed overhead costs or innovations to move the district forward.
- General fund savings in the cost of employee benefits, lowered by 1.59%, have allowed us to thoughtfully plan for continuation of professional services that support the district and responsible upkeep of our facilities, and the addition of a new school.
- An increase in Utilities, Supplies and Equipment supporting the new facility, and increased transportation costs reflective of a new budget contract and new climate for school bus drivers and the directly related expenses that are driving the costs.
- Decreases in Out-Placement Tuitions offset the increase to Professional Services, allowing opportunity for reimbursement for service covered by Medicaid.
- School Supplies & Materials district-wide show a modest decrease
- Antipate \$282K more in revenue over last year
- Our requested new positions in the budget to staff BAIMS, move two On-Track Coordinators to the g/f, and add 1.5 Special Education teachers result on a 0.78% increase to the budget.

The total recommended general fund budget for FY 2023 reflects a 2.14% increase over the prior year. The majority of the increase is driven by a 2.24% increase in employee benefits and salaries due to contractual obligations. Commissioners were reminded that at the close of FY21, we requested that the City BoF set aside a portion of our surplus funds of our FY21 Budget for BoE future use. This request of 2% = \$2,380,440. Using the 2% set-aside funds from FY21 Surplus, 2,597,300 - 2,380,440 = \$216,860.

### **Adjournment**

With no other business before the committee, the meeting was adjourned. (7:49 p.m.)

Respectfully Submitted:



Susan Everett

Recording Secretary  
Board of Education

**BRISTOL BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**January 25, 2022 – Special Meeting Minutes**

A Special Meeting of the Bristol Board of Education was held on Tuesday, January 25, 2022, at 8:00 p.m. at the Board of Education auditorium and via the Zoom Meeting Platform.

**PRESENT:** Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Shelby Pons (virtual), John Sklenka (virtual), Dante Tagariello, Karen Vibert (virtual), and Christopher Wilson (virtual); Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Jill Browne, Dr. Kimberly Culkin, Dr. Samuel Galloway **ALSO PRESENT:** Angela Cahill (QAM), Timothy Callahan, Tara Landon

**EXCUSED:** Commissioner: Todd Sturgeon

**1. CALL TO ORDER and PLEDGE OF ALLEGIANCE**

Chair Dube called the meeting to order at 8:01 p.m. and asked attendees to stand for the Pledge of Allegiance.

**2. CONSIDERATION OF BAIMS FURNITURE, FIXTURE, AND EQUIPMENT (FF&E)\***

Dr. Carbone introduced Dr. Dietter the Chair of the Memorial Boulevard Intradistrict Magnet School. Dr. Dietter gave a brief overview of FF&E and what is included in the request. Dr. Dietter read the motion into the record.

*Resolved, that the Bristol Board of Education approves the Phase III FF&E final plans and project manuals dated 01.21.22, and the professional cost estimate, completed in accordance with Level 3 ASTM International Standard E1557, Standard Classification of Building Elements and Related Sitework-UNIFORMAT II for this project dated 6.23.2020, for the Memorial Boulevard Intradistrict Arts Magnet School Renovation Project located at 70 Memorial Boulevard in Bristol, CT.*

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

The Board of Education approved the motion as read with eight (8) Commissioners (Carlson, Giantonio, Pons, Sklenka, Tagariello, Vibert, Wilson, and Dube) **IN FAVOR** of the motion.

**3. ADJOURNMENT**

With no other business before the board,

Following a motion by Kristen Giantonio and a second by Eric Carlson, the Board of Education meeting was adjourned. (8:08 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary  
Bristol Board of Education

# Kenneth R. Bagley

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## EDUCATION

- 2013**      **6<sup>th</sup> Year Degree in Educational Leadership** - Sacred Heart University, Fairfield, CT  
Thesis: "The Effect of Music Education on Academic Achievement: A Study of the Effects of Reducing General Music Education on the Math and Reading Scores of Middle School Students"
- 1997**      **Master of Music in Wind Conducting** - University of Connecticut, Storrs, CT  
Thesis: "Programming: Composing a Successful Concert"
- 1990**      **Bachelor of Music in Music Education** - University of Hartford - Hartt School of Music, West Hartford, CT  
Area of Concentration: Instrumental Music Education

## CERTIFICATION

**Intermediate Administration and Supervision (092)**  
**Music, Prek-12 (049)**

## EXPERIENCE

- 2018 - 2021**      **Instrumental Music Teacher** – Bristol Eastern High School, Bristol, CT  
Responsibilities included Concert Band, Marching Band, Jazz Ensemble, Class Piano, Music Theory, American Music Studies, and Musical Director for "Seussical the Musical."
- 2014 – 2021**      **Music Director and Conductor** – Plainville Wind Ensemble, Plainville, CT  
Responsibilities include programming, rehearsing and conducting the 70 member adult Wind Ensemble for 4 concerts per season.
- 2018**              **Interim Dean of Students** – Chippens Hill Middle School, Bristol, CT  
Responsibilities included student discipline and administrative duties.
- 2010 – 2018**      **Citywide Music Department Coordinator** – Bristol Board of Education, Bristol, CT  
Responsibilities include coordinating professional development, citywide music budget, staffing and scheduling, and all music related matters with staff, principals, and central office.
- 2012 – 2018**      **Instrumental Music Teacher** – Southside/ West Bristol Elementary Schools, Bristol, CT  
Responsibilities include beginning instrumental lessons and large ensemble instruction to all Band Students.
- 2013 – 2014**      **Interim Assistant Principal** – Chippens Hill Middle School, Bristol, CT  
Responsibilities included staff evaluation and professional development, state testing coordinator, student discipline, and administrative duties.
- 2004 – 2012**      **Instrumental Music Teacher** – Northeast Middle School, Bristol, CT  
Responsibilities included Symphonic Band, Concert Band, Jazz Ensemble, and instrumental lessons to all Band Students.
- 1997 – 2004**      **Instrumental Music Teacher** – Bristol Central High School, Bristol, CT  
Responsibilities included Concert Band, Marching Band, Jazz Ensemble, Music Theory 1 & 2, Music History 1 & 2, Jazz Combo, Brass Quintet, and Musical Director for "Once on this Island, "Fame", and "Seussical the Musical."
- 1993 – 1997**      **Instrumental Music Teacher** – Bloomfield High School/ Carmen Arace Middle School, Bloomfield, CT  
Responsibilities included High School Concert Band, sectionals, Marching Band, Jazz Ensemble, Pep Band, Basic Keyboarding, Electronic Music, and Middle School lessons and Jazz Band.
- 1992 – 1993**      **Instrumental Music Teacher** – Canton Jr./Sr. High School, Canton, CT  
Responsibilities included High School Concert Band, Jazz Ensemble, Jazz Methods, Eighth Grade Band, Seventh Grade Band, Jr. High Jazz Band, and Seventh Grade General Music.
- 1991 – 1992**      **Instrumental Music Teacher** – North Country Union High School, Newport, VT  
Responsibilities included Concert Band, Jazz Ensemble, Marching Band, Percussion Ensemble, and Instrumental Lessons.

PRESENTATIONS AND WRITING

<b>Reunion Fanfare – Original composition for Concert Band</b>	<b>2021</b>
<b>Armenian Dances - Flex Band Arrangement of Aram Khachaturian</b>	<b>2020</b>
<b>“Bandmasters – A Motivational Learning System”</b>	<b>2008</b>
“Bandmasters – A Motivational Learning System” is a fun and inventive way to teach and learn how to play instruments by using a focused, sequential approach to the curriculum, and mastery of techniques. Students advance through 15 progressive skill levels and record their success with points awarded for achievement. Level Awards, High Scores, improvement recognition, competition, and prizes will motivate students to excel. The clarity of learning objectives provides a clear path of progression and expectations.	
<b>Connecticut Music Educators Association – In-service Conference</b>	
<b>“Power Standards, Curriculum Development, and Data Driven Decision Making”</b>	<b>2008</b>
<b>Bristol Professional Development Presentations</b>	
<b>“Music Department – Unit Development”</b>	<b>2016</b>
<b>“Music Curriculum Writing”</b>	<b>2015 – 2016</b>
<b>“Music Standards Unwrapping”</b>	<b>2015</b>
<b>“Common Assessments and Alignment to the new Music Standards”</b>	<b>2014</b>
<b>“The new National Core Music Standards”</b>	<b>2014</b>
<b>“CCT in the Music Classroom”</b>	<b>2014</b>
<b>“Revising Common Assessments”</b>	<b>2013</b>
<b>“Implementing Charms software across the Department”</b>	<b>2013</b>
<b>“Introduction to Accountability Plan and Data Teams”</b>	<b>2013</b>
<b>“Developing High School Common Assessments for Music”</b>	<b>2013</b>
<b>“Common Core State Standards: An Overview for Art, Music, and Physical Education”</b>	<b>2012</b>
<b>“Lesson Planning in the new Middle School Model”</b>	<b>2012</b>
<b>“Common Assessments in Music”</b>	<b>2012</b>
<b>“Music Curriculum Mapping”</b>	<b>2012</b>
<b>“Programming, Score Study, and Unit Planning”</b>	<b>2011</b>
<b>“Mastery Learning – Using Conversational Solfege as a learning tool”</b>	<b>2011</b>
<b>“Listening for Understanding – Curriculum and Strategies”</b>	<b>2011</b>
<b>“Integrating Bandmasters into the Elementary General Music Classroom”</b>	<b>2010</b>
<b>“Sound Before Sight – Building Executive Skills in Band Students”</b>	<b>2009</b>
<b>Bristol PreK – K Dine and Discuss</b>	
<b>“Music Sets the Standard”</b>	<b>2011</b>

PROFESSIONAL HONORS AND AFFILIATIONS

<b>Conductor, Plainville Wind Ensemble</b>	<b>2014 – 2021</b>
<b>Chairman of the CT All State Music Festival</b>	<b>2020 --2021</b>
<b>Member, CBDNA</b>	<b>2020 --2021</b>
<b>Excellence in Leadership award from Greater New Britain Arts Alliance</b>	<b>2019</b>
<b>Plainville Wind Ensemble Performance at Association of Concert Bands national convention</b>	<b>2018 &amp; 2019</b>
<b>“2016 - 2020 Best Community for Music Education” designation by NAMM</b>	<b>2016 - 2021</b>
<b>Member, CT Music Educators Association</b>	<b>1993 - 2021</b>
<b>Member, National Association for Music Educators</b>	<b>1992 – 2021</b>
<b>CT Department of Education – Arts Standards Review Committee</b>	<b>2015</b>
<b>Member, CT Arts Administrators Association</b>	<b>2010 - 2018</b>
<b>Guest Conductor – Bristol All-City Honors Band</b>	<b>2011</b>
<b>Chairman of the CT All State Music Festival</b>	<b>1997 - 1999</b>
<b>Site Host for CT All State Auditions</b>	<b>1994 - 1996</b>

# Steven Tierinni

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<b>Education</b>	<b>Central Connecticut State University</b> <i>Sixth-Year Certificate in Educational Leadership, 092</i>	New Britain, CT May 2021
	<b>Central Connecticut State University</b> <i>M.S. in Special Education</i>	New Britain, CT May 2019
	<b>Central Connecticut State University</b> <i>Post-Baccalaureate Certification Program in Special Education</i>	New Britain, CT May 2016
	<b>Endicott College</b> <i>B.S. in Sports Management</i>	Beverly, MA May 2003
<b>Experience</b>	<b>Highland Park Elementary School</b> <i>Head Teacher / Special Education Teacher</i>	Manchester, CT August 2016-Present
	<ul style="list-style-type: none"><li>● Developed and presented school-wide professional learning opportunities.</li><li>● Led the Race and Equity Committee as a co-chair.</li><li>● Conducted classroom observations and provided recommendations and support for teachers.</li><li>● Collaborated with other administrators and staff to address Covid concerns.</li><li>● Facilitated PPT meetings as a case manager of twenty students.</li><li>● Coordinated with colleagues to create the master schedule, special education schedule, and support staff schedule.</li><li>● Supported students and staff by providing positive approaches to addressing student behavior(s).</li><li>● Assisted with the school budget.</li><li>● Developed lesson plans and activities based on students' individualized education plans.</li><li>● Planned and instructed each subject area using a wide variety of teaching aids, motivational and implementation strategies to engage students in active learning.</li><li>● Participated in academic reviews for grade levels and individual students.</li><li>● Collected and analyzed school-wide data.</li></ul>	

**Venture Academy**  
*Special Education Teacher/DSAP*

Meriden, CT  
April 2015-August

2016

- Planned and implemented differentiated instruction to at-risk students, students with emotional disturbance, behavioral disorders, and learning disabilities.
- Developed lesson plans and activities based on students' individual education plans.
- Facilitated PPT meetings as a case manager of fifteen students.
- Incorporated learning modality principles into classroom and individual instruction.

**Pitkin Elementary School**  
*Special Education Behavioral Manager*

East Hartford, CT  
October 2008-April 2015

- Assisted special education teacher with classroom behavior management.
- Supervised student behavior on transportation to and from school.
- Implemented treatment plans.
- Assisted with implementation strategies to engage students in active learning.
- Delivered one-on-one instruction to meet the needs of individual students.

# Tracy Capozzi

## Summary

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Certified Speech Language Pathologist with 27 years of experience treating school-age children in grades Pre-K through grade 12 with communication disorders. Skilled at developing SMART IEP goals and objectives and collaborating with members of the PPT team in order to promote student success.

## Certifications

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- Certificate of Clinical Competence from the American Speech-Language-Hearing Association, August 1996-Present #01143096
- Licensed Speech Pathologist, State of Connecticut August 2008-Present # 003905
- Professional Educator Certification, State of Connecticut December 2015-Present # 6063429103
- Physical Management Technique (PMT) trained

## Education

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College of Our Lady of the Elms - Chicopee, MA. Post-Graduate Studies, 15 credits completed	Aug 2008
Worcester State University - Worcester, MA. Master of Science in Speech-Language Pathology	May 1995
College of Our Lady of the Elms - Chicopee, MA. Bachelor of Science in Communication Sciences and Disorders	May 1991

## Awards

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Two-time recipient of the ACE award from ASHA for completing 70+ professional development hours (30 required) within a 3-year cycle

## Experience

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**EdAdvance ACCESS School, Partnership Learning Academy** Dec 2019-Present  
Danbury CT, Bethel CT, Plymouth CT

- Provide direct and consultative service to students identified with primary identifications of autism and emotional disturbance (ED) in a therapeutic day-school outplacement
- Participate as part of a Planning and Placement Team (PPT) to evaluate, diagnose, and treat students who have communication deficits
- Collaborate and implement behavior intervention plans (BIP) and Accept-Identify-Move (AIM) curriculum as prescribed by BCBAs
- Participate in de-escalation procedures and physical management techniques (PMT)
- Provide communication strategies to classroom teachers and families
- Maintain student records

**Thomaston Public Schools, Speech Language Pathologist** Dec 2016-Feb 2020  
Thomaston, CT

- Provided assessment and skilled intervention, collaboration for children in grades 4-12
- Maintained confidential student records
- Participated as part of a Planning and Placement Team (PPT)

**High Road Schools, Substitute Speech Language Pathologist** Jan 2016-Jun2016  
Wallingford, CT.

- Provided assessment and skilled intervention for outplaced children with primary exceptionalities of ED and ASD in grades 1 to 12

**Plainville Community Schools, Speech Language Pathologist** Aug 2007-Dec 2012  
Plainville, CT.

- Provided assessment and intervention to students in grades PK-12 with a wide range of abilities (e.g., speech sound, social communication, language disorders, ED, ASD, etc.)
- Committee member for RTI, "Social Thinking" Professional Learning and PBIS

**Plains Elementary School—South Hadley, MA.** Aug 1996-Jun 2007

- Provided assessment and treatment to students in grades K-1 with a wide range of abilities
- Provided consultation and coordination of services with other professionals and team members

## Additional Skills

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- Trained at Social Thinking ® Clinic, Boston, MA May 2015
- Certified in Story Grammar Marker, ® Module 1 Aug 2014

# Michael Anthony Fabrizio

## EDUCATION

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**Southern Connecticut State University, New Haven, CT** 2011-2014

Sixth Year Professional Degree in School Psychology

Masters of Science in School Psychology

GPA: 3.870/4.000

**University of Connecticut, Storrs, CT** 2007-2011

Bachelor of Arts in Psychology: Research Concentration

Bachelor of Arts in Human Development and Family Studies

GPA 3.723/4.000

## PROFESSIONAL EXPERIENCE

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**Waterbury Arts Magnet School (Grades 6-12), Waterbury, CT** 2014-

Present

*School Psychologist*

- Schedule and Chair Planning and Placement Team meetings
- Select and administer appropriate assessment tools across a variety of domains to assess a student's learning strengths and weaknesses
- Provide individual and group counseling and related services for special education students to address IEP goals
- Gather and analyze behavioral data in order to conduct Functional Behavioral Assessments and create Behavior Intervention Plans for students with behavioral challenges
- Collaborate and consult with teachers and support staff to work with students with a variety of disabilities
- Provide parent education and communication to foster home-school partnerships and maximize student outcomes
- Help students and families plan appropriate transition services, post-secondary supports, and secure adult services.
- Member of EIP (Early Intervention Process) Team and School Crisis Team

**Student Activity Fund, Waterbury Arts Magnet School** 2017-

Present

*Business Manager*

- Receive, deposit, and manage checking account for school's student activity fund
- Develop annual activity reports for the building and fulfill audit requirements

**Amity High School & Middle School, Woodbridge, CT** 2013-2014

*School Psychology Intern*

- Conducted multi-faceted assessments, including: cognitive, achievement, visual-motor, and behavioral
- Provided counseling services for students
- Collaborated with school psychologists and other staff to help foster a positive learning environment for students

**Benhaven School, Wallingford, CT** 2011-2013

*Educational Assistant*

- Provided 1:1 support and teaching for children on the autism spectrum with severe behavioral challenges
- Served on student's educational team created individualized lesson materials to meet IEP goals

- Implemented and trained staff on assistive technology devices (iPad, iPod Touch)

## **CERTIFICATIONS**

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Connecticut Provisional Educator School Psychologist (070)

Google for Education: Certified Educator Level 1 & 2

Kami Certified Educator

Yale Center for Emotional Intelligence: SEL Strategies in Times of Uncertainty & Stress

# VANESSA GONCALVES

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A school counselor who has taken on various leadership roles within a high school environment including curriculum re-design, student academic and social-emotional advocate, and providing appropriate post-secondary guidance for the non-traditional student. A future Doctor of Education that will keep the marginalized and non-traditional student in the forefront of future career goals in higher education.

## EXPERIENCE

**SEPTEMBER 2020 – PRESENT**

**SCHOOL COUNSELOR, BLOOMFIELD PUBLIC SCHOOLS**

I lead the adult education program as the only counselor, supporting students who are working towards their GED. I provide post-secondary, career, and social emotional support while building a social media presence.

**JULY 2015 – PRESENT**

**SCHOOL COUNSELOR, OUR PIECE OF THE PIE, INC.**

I counsel over-aged and under-credited students in the Hartford school district. I have built educational data systems, initiated a school counseling program, lead school orientations and parent programs while contributing to a progressive curriculum.

**JANUARY 2014 – JUNE 2015**

**YOUTH DEVELOPMENT SPECIALIST, OUR PIECE OF THE PIE, INC.**

I counseled over-aged and under-credited students as they pursued their high school diploma. I provided social emotional, academic, and post-secondary assistance while leading daily youth groups and maintaining parent communication.

**JANUARY 2014 – JUNE 2015**

**POST-SECONDARY COORDINATOR, OUR PIECE OF THE PIE, INC.**

I lead a post-secondary program for over-aged and under-credited youth in the Norwalk, CT school district. I coordinated youth development groups, one-on-one counseling, and college and career experiences.

## EDUCATION

**PROJECTED GRADUATION DECEMBER 2022**

**DOCTORATE OF EDUCATION, NORTHEASTERN UNIVERSITY**

Doctoral candidate, maintaining a 4.0 G.P.A. and will graduate with a concentration in curriculum, teaching, learning, and leadership

**MAY 2013**

**MASTERS OF SCIENCE IN COUNSELING, CENTRAL CONNECTICUT STATE UNIVERSITY**

With a concentration in school counseling (CT State Certification: 068)

## SKILLS

- Leader in student advocacy
- Expert knowledge of marginalized student barriers
- Dedicated to student post-secondary success
- Proficient in PowerSchool and Edgenuity

# Sarah Lewis

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**Education** Southern Connecticut State University, New Haven, CT, June 2018-May 2021  
**Master in Library and Information Science**  
**School Library Media Specialist (062) Certification**

University of Connecticut, Hartford, CT, September 2007-May 2012  
**Master in Business Administration**, Venture Consulting concentration

University of Connecticut, Storrs, CT, August 1999-December 2002  
**Bachelor of Arts**, Journalism  
**Bachelor of Arts**, English

**Professional** **Library Media Specialist**, August 2021 – November 2021

**Experience** South Side School, Bristol, CT (long-term sub)

- Created and taught lessons following district curriculum
- Taught digital citizenship to grade K-5 through the use of slides, Google Jamboard, Kahoot, Seesaw and hands-on materials
- Worked with faculty to assist students to find books to relate to classroom lessons
- Created assessments with district library media specialists to use in the classroom

**Supervisor, Internal Audit**, March 2004 - June 2020

BPA Worldwide, Shelton, CT (non-profit media auditing company)

- Responsible for verifying and performing quality checks on all audited data before it is released
- Spent five years as a Member Relations Manager and acted as a liaison for the Midwest clients by keeping them informed through presentations, formal and informal visits, on-site training sessions, and speaking at trade shows
- Won President's Award, which recognized excellence in quality and quantity of work produced
- Conducted training for all new auditors as well as refresher training as needed

**Student Teaching**, February - March 2020

McGee Middle School, Berlin, CT (Middle School, grades 6-8)

- Taught sixth- and seventh-grade library media classes on digital citizenship
- Taught technology such as StoryBoard That, WeVideo, Lego WeDo coding, virtual reality, Bloxels, and paper stop motion
- Assisted eighth grade classes with implementing their Quest projects, which support a cause in the community

**Elementary School Internship**, January 2020

Duffy Elementary School, West Hartford, CT (K-5 Elementary School)

- Reader's Advisory: helped students in all grades find books appropriate for their reading level and interest level
- Taught lessons on Biblionasium (similar to GoodReads, but for kids), assisted with lessons on note-taking and research
- Collaborated with grade-level teachers to gather books to supplement their curriculum

**Public Library Internship**, August - November 2019

Cheshire Public Library, Cheshire, CT (children's department)

- Re-designed the theme and play area in the children's department to spark creative play
- Assisted at multiple story times for all ages, including working with toddlers (singing and music) and elementary school students (reader's theater)

**Freelance Work**      **Contributing Writer and Editor**, June 2015 – present  
Athlon Sports (online), <http://athlonsports.com/users/sbojo32>

# SARAH MOORE

Social Worker, LMSW

## GET IN TOUCH WITH ME

### ALL ABOUT ME

State of Connecticut Licensed Master Social Worker and Certified School Social Worker. A very passionate, highly organized, and detail oriented graduate of Stony Brook University's School of Social Welfare. Diverse experience in the social work field, with various observation and assessment techniques that help determine support services for individuals.

### EDUCATION

**STONY BROOK UNIVERSITY**  
Master of Social Work, May 2021

**FARMINGDALE STATE COLLEGE**  
Bachelor of Science in Applied Psychology, 2018  
Psi Chi Honor Society

### TRAINING & CERTIFICATIONS

- CT 071: School Social Worker
- Therapeutic Crisis Intervention certified
- EpiPen trained

### SKILLS

- Use of evidence-based practice interventions for individuals seeking treatment.
- Collaboration with other professionals working with client/student.
- Ability to observe, evaluate, and assess patients.
- Exceptional time management abilities.
- Proficient in multi-taking and prioritizing situations.
- Proficient in Microsoft Word, including Excel and PowerPoint.
- Proficient in Google Classroom and associated Google applications.

### WORK EXPERIENCE

#### SCHOOL SOCIAL WORKER

##### Westbrook Preparatory School, 2021

- Provide clinical individual and group counseling sessions to adolescents, aged 12-21, with ASD and co-occurring SMI/developmental disabilities, such as ADHD, ODD, OCD, Anxiety, and Depression.
- Conduct 3 and 6 month Comprehensive Treatment Plan Review Meetings, complete annual Social Histories, and annual Individual Crisis Management Plans.
- Assist in school based crisis interventions, such as: refusal to attend class.
- Attend daily interdisciplinary team meetings with the CSE coordinator, program director, clinical team, residential staff, and teachers to evaluate the progress of students.
- Complete comprehensive clinical documentation for student caseload.
- Coordinate and communicate with parents, teachers, behavioral staff, and residential staff to ensure a consistent plan across each environment the student encounters.
- Coordinate and assist the Behavioral Specialist in creation of FBAs.

#### SCHOOL SOCIAL WORK INTERN

##### Alleghany Avenue Elementary School, 2020-2021

- Conducted tele-therapy services during hybrid and remote learning periods for general and special education students, kindergarten through fifth grade.
- Facilitated individual and group counseling sessions based on student's IEPs/504s, for students who struggle with emotional and behavioral regulation.
- Assisted in school wide programs, such as: Red ribbon week, Thanksgiving food drive, and holiday giving tree. As well as, Mindfulness and Social Emotional Learning presentations on Superintendent's Conference Day.
- Assisted in school-based crisis intervention, including: student's struggling to cope with COVID regulations and emotional/behavioral outbursts disrupting the classroom setting.
- Attended school-team and Committee for Special Education meetings to evaluate the progress of students receiving school-based counseling services.
- Provided assistance to students and families under the McKinney-Vento Act.

#### SOCIAL WORK INTERN

##### Family Service League, Stepping Stones PROS, 2019-2020

- Developed and facilitated group counseling sessions for a wide range of topics, including: managing anxiety/depression, CBT, substance abuse, trauma, and daily life skills.
- Provided individual clinical counseling therapy for a diverse client caseload of adults with SMI/developmental disabilities including: Schizophrenia, Depression, Anxiety, PTSD, ADHD and Autism.
- Completed comprehensive clinical documentations and assessments for caseload, including: treatments plans, monthly progress notes, C-SSRS, MSSS-SA, and the Fagerstrom test for nicotine dependence.

#### THERAPEUTIC REHAB INTERN

##### South Oaks Hospital, 2018

- Organized and facilitated Character Count lessons for children, 6 through 12 years of age.
- Conducted art therapy activities for children, pre-adolescent, and adolescent patients.
- Assisted in emotions management group counseling for children, 10-16 years of age.
- Observed and assessed patients with wide ranges of SMIs, such as: Anxiety, Depression, PTSD, and ADHD
- Completed daily patient progress notes for caseload, to monitor their stability and goal progression.

#### SCHOOL SOCIAL WORK INTERN

##### Plaza Elementary School, 2018

- Facilitated individual and group counseling sessions based on student's IEPs/504s, for students who struggle with emotional and behavioral regulation.
- Assisted in community-based event services, such as food and clothing drives, charitable fundraising functions, and holiday giving tree to support families affected by poverty.
- Observed and facilitated crisis interventions as well as mindfulness lessons to teach children how to cope with emotional and behavioral regulation.



# Amanda Russman

## Objective

Elementary school teaching applicant with a current grade one position in a Title 1 school, and more than 5 years of substitute teaching experience in a Title 1 school. Seeking to bring creativity and inclusion to classroom and school settings.

## Experience

### Classroom Teacher

August 2020--Present

- ☑ 1<sup>st</sup> grade teacher at Parkville Community School, Hartford CT.
- ☑ Title 1 school. 16-student classroom.
- ☑ Taught fully in-person, hybrid, simultaneous, and fully virtual settings.

### Long Term Substitute

February 2020—May 2020

- ☑ 1<sup>st</sup> grade classroom at Ellen P. Hubbell School in Bristol, CT.
- ☑ Title 1 school. 17-student classroom.
- ☑ Took over teacher's duties including lesson planning, team meetings, data collection, and PPT/504 meetings.

### Student Teaching

August 2019—December 2019

- ☑ 3rd grade classroom at Derynoski Elementary School in Southington, CT.
- ☑ 18-student classroom.
- ☑ Assisted in and implemented lesson plans, team meetings, data collection, and participated in PPT meetings.

### Building Substitute

March 2018—June 2019

- ☑ Ellen P. Hubbell School in Bristol, CT.
- ☑ Substitute teacher for grade K-5 classrooms.
- ☑ Implemented lesson plans left by teacher and demonstrated behavior management practices.

### Substitute Teacher

May 2015—February 2018

- ☑ Employed by Kelly Services.
- ☑ Substitute teacher for grade K-5 classrooms in Bristol Public School system.
- ☑ Implemented lesson plans left by teacher and demonstrated behavior management practices.

## Education

### University of Hartford

August 2017—December 2019

Earned both certification and Masters of Elementary Education in a 2.5-year graduate program. 3.9 overall GPA.

### Manhattanville College

January 2013—May 2017

Earned a Bachelor of Arts in Communication Studies. 3.7 overall GPA.

President of Active Minds chapter at Manhattanville College (nation-wide mental health awareness club).

# Ardita Zhuta

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## **Certification**

Connecticut Teacher Certification, expected December 2021

## **Education**

Bachelors of Science Education, major in Mathematics with a minor in Business

## **Relevant Teaching Experience**

**Student Teacher**, 6th and 7th grade, Chippens Hill Middle School, Bristol, CT, Fall 2021- Present

- Differentiated instruction and assessments to meet student needs
- Planned and implemented lessons using Illustrative Mathematics curriculum and incorporating Common Core State Standards
- Enhance student engagement for learning through the use of collaborative learning and positive classroom environment
- Participate in staff meetings on professional development and planning discourse for lessons with other math teachers
- Communicated with students to support their behavior managements

**Teacher Assistant**, Central Connecticut State University, New Britain, CT, Fall 2019- Spring 2020

- Created resources for each lesson to help students understand mathematical concepts
- Assisted students that needed extra support during my office hours

**Practica**, Classical Magnet School, Hartford, CT, Fall 2020

- Planned and taught whole class lessons virtually through Google Classroom

## **Other Experience**

- Tutored students in algebra, geometry, and statistics, Fall 2018 and Fall 2019
- Read and scribed assessments for students that were visually impaired, had dyslexia, and/or had temporary loss of hand function.

Kdg = 22  
 Gr. 1 - 2 = 23  
 Gr. 3 - 5 = 28

As of January 3, 2022

3-Jan-22

19-Jan-21

Elem.School	Pre-K	Kgn.	1	2	3	4	5	Total	Total Prev. Yr.	DIFF.
Edgewood		21	18	22	21	24	25			
		22	17	21	20	24	25			
<b>Total</b>	<b>0</b>	<b>43</b>	<b>35</b>	<b>43</b>	<b>41</b>	<b>48</b>	<b>50</b>	<b>260</b>	<b>256</b>	<b>4</b>
Hubbell		22	19	23	21	20	24			
		22	22	24	21	21	25			
		22	22	23	20	22				
<b>Total</b>	<b>0</b>	<b>66</b>	<b>63</b>	<b>70</b>	<b>62</b>	<b>63</b>	<b>49</b>	<b>373</b>	<b>385</b>	<b>-12</b>
Greene-Hills	13	20	17	22	20	22	23			
	13	20	19	20	17	20	23			
		21	19	23	19	18	23			
		21	17	23	20	20	23			
		20	19		17		23			
<b>Total</b>	<b>26</b>	<b>102</b>	<b>91</b>	<b>88</b>	<b>93</b>	<b>80</b>	<b>115</b>	<b>595</b>	<b>595</b>	<b>0</b>
Ivy Drive	15	18	20	19	16	22	21			
	15	19	20	20	16	24	19			
		18	19	23	16	21	19			
<b>Total</b>	<b>30</b>	<b>55</b>	<b>59</b>	<b>62</b>	<b>48</b>	<b>67</b>	<b>59</b>	<b>380</b>	<b>374</b>	<b>6</b>
Mt. View	13	21	19	18	21	19	17			
	13	22	17	19	17	21	17			
	16			19		18	17			
	16									
<b>Total</b>	<b>58</b>	<b>43</b>	<b>36</b>	<b>56</b>	<b>38</b>	<b>58</b>	<b>51</b>	<b>340</b>	<b>312</b>	<b>28</b>
South Side	13	19	22	19	24	21	23			
	11	17	18	22	24	22	23			
	16	20	23	21	25	21	24			
	16	18		23		20				
<b>Total</b>	<b>56</b>	<b>74</b>	<b>63</b>	<b>85</b>	<b>73</b>	<b>84</b>	<b>70</b>	<b>505</b>	<b>484</b>	<b>21</b>

Kdg = 22  
 Gr. 1 - 2 = 23  
 Gr. 3 - 5 = 28

Elem.School	Pre-K	Kgn.	1	2	3	4	5	Total	Total Prev. Yr.	DIFF.
Stafford		16	22	20	16	21	21			
		17	20	21	16	20	21			
		17	21	21	16	19	21			
<b>Total</b>	<b>0</b>	<b>50</b>	<b>63</b>	<b>62</b>	<b>48</b>	<b>60</b>	<b>63</b>	<b>346</b>	<b>346</b>	<b>0</b>
West Bristol		21	20	19	19	23	23			
		20	20	21	20	24	22			
		21	20	21	21	22	24			
		21	17	20	20	23	24			
		20	19	19						
<b>Total</b>	<b>0</b>	<b>103</b>	<b>96</b>	<b>100</b>	<b>80</b>	<b>92</b>	<b>93</b>	<b>564</b>	<b>555</b>	<b>9</b>
BECC	7									
	9									
	10									
	10									
	6									
	7									
	12									
	10									
	11									
	9									
	13									
	7									
	10									
Speech	25									
<b>Total</b>	<b>146</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>146</b>	<b>141</b>	<b>5</b>
<b>TOTALS</b>	<b>316</b>	<b>536</b>	<b>506</b>	<b>566</b>	<b>483</b>	<b>552</b>	<b>550</b>	<b>3509</b>	<b>3448</b>	<b>61</b>
<b>Total K - 5</b>		<b>536</b>	<b>506</b>	<b>566</b>	<b>483</b>	<b>552</b>	<b>550</b>	<b>3193</b>	<b>3189</b>	<b>4</b>

**Elementary Class Size Averages**

	Kgn.	1	2	3	4	5	K-5
	19.9	19.5	21.0	19.3	21.2	22.0	20.5

Range	Pre-K	Kgn.	1	2	3	4	5
	16-22	17-23	18-24	16-25	18-24	17-25	

excludes  
Speech

Kdg = 22  
 Gr. 1 - 2 = 23  
 Gr. 3 - 5 = 28

Mid. School	6	7	8			Total	Total Prev. Yr.	DIFF.
Chippens Hill	238	249	243			730	738	-8
Greene-Hills	94	94	110			298	303	-5
Northeast	135	120	144			399	438	-39
West Bristol	107	95	107			309	301	8
<b>Total</b>	<b>574</b>	<b>558</b>	<b>604</b>			<b>1736</b>	<b>1780</b>	<b>-44</b>

High School	9	10	11	12	Total	Total Prev. Yr.	DIFF.
BCHS	329	322	305	270	1226	1221	5
BEHS	338	289	272	232	1131	1112	19
BPA	5	12	21	17	55	52	3
<b>Total</b>	<b>672</b>	<b>623</b>	<b>598</b>	<b>519</b>	<b>2412</b>	<b>2385</b>	<b>27</b>
<b>Community/Vocational Program</b>					<b>21</b>	<b>21</b>	<b>0</b>
					<b>2433</b>	<b>2406</b>	<b>27</b>

	Number Attending	Total to Date	Total Prev. Yr.	DIFF.
	<b>Total PreK-5</b>	<b>3509</b>	<b>3448</b>	<b>61</b>
	<b>Total Gr. 6-8</b>	<b>1736</b>	<b>1780</b>	<b>-44</b>
	<b>Total Gr. 9-12</b>	<b>2433</b>	<b>2406</b>	<b>27</b>
	<b>Sub Total</b>	<b>7678</b>	<b>7634</b>	<b>44</b>
<b>Special Education Program: Citywide</b>	<b>ASEP</b>	<b>20</b>	<b>25</b>	<b>-5</b>
	<b>Sub Total</b>	<b>7698</b>	<b>7659</b>	<b>39</b>
<b>Bristol Students Enrolled But Not Attending a Bristol Public School and Counted in the State Report</b>	<b>Spec. Ed. Out Pl. Priv.</b>	<b>118</b>	<b>111</b>	<b>7</b>
	<b>BTEC</b>	<b>15</b>	<b>25</b>	<b>-10</b>
	<b>Sub Total</b>	<b>133</b>	<b>136</b>	<b>-3</b>
	<b>Gr. Total Enrolled</b>	<b>7831</b>	<b>7795</b>	<b>36</b>
<b>Magnet Students</b>		<b>302</b>	<b>321</b>	<b>-19</b>



BRISTOL PUBLIC SCHOOLS

ENROLLMENT FIGURES  
2019 - 2020

BRISTOL PUBLIC SCHOOLS

ENROLLMENT FIGURES  
2019 - 2020

*An optional policy to consider.*

## **Instruction**

### **Live Animals in the Classroom**

#### **Therapy Dogs**

The Board of Education (Board) supports the use of therapy dogs by teachers or other qualified school personnel (“Owner/Handler”) for the benefit of its students subject to the conditions of this policy.

#### **Definitions**

**Therapy Dog:** A “therapy dog” is a dog that has been individually trained and certified/registered to work with its Owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy dogs are not “service animals” as that term is used in the American with Disabilities Act. Therapy dogs are individually trained and certified/registered to provide appropriate interactions with students and others at school. The dog must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy dogs are personal property of the teacher or employee and are not owned by the school district.

**Owner/Handler:** The individual who owns the dog and is responsible for caring and supervising the therapy dog, which includes toileting, feeding, grooming, and veterinary care. The District is not obligated to supervise or otherwise care for a therapy dog.

**Therapy Dog Standards and Procedures.** The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school grounds:

**Request.** An Owner who wants to bring a therapy dog to school must submit a written request to a principal or the Superintendent. The request must be renewed each school year or whenever a different therapy dog will be used.

***Alternate language:*** Requests to bring therapy dogs to school may only be made by current District employees. Such requests must be submitted in writing to the school’s Principal. Requests must include the therapy dog’s current health/vaccination records, the therapy dog’s license, the Owner/Handlers’ insurance policy covering the therapy dog’s activities within the public school setting, the therapy dog’s certification/registration to engage in therapy dog activities from a professional accrediting organization, and the therapy dog’s proposed role in interacting with students. The request must be submitted for each school year and/or whenever the Handler/Owner wishes to use a different therapy dog. Approval may be rescinded at any time at the discretion of the Principal or Superintendent. A therapy dog may only interact with students whose parents/guardians have provided informed written consent for their children to engage in such activities with the therapy dog.

## Instruction

### Live Animals in the Classroom

#### Therapy Dogs

##### Therapy Dog Standards and Procedures. (continued)

**Training and Certification.** Owner must submit the American Kennel Club's Canine Good Citizen Certification or its equivalent as determined by the Superintendent. The certification must remain current at all times.

**Health and Vaccination.** The therapy dog must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs. The Owner must submit proof of current licensure from the local licensing authority and proof of the therapy dog's current vaccinations and immunizations from a licensed veterinarian.

**Control.** A therapy dog must be under the control of the teacher or school employee through the use of a leash or other tether unless the use of a leash or other tether would interfere with the therapy dog's safe, effective performance of its work or tasks. However, the therapy dog must be under the owner's control at all times.

**Identification.** The therapy dog must have appropriate identification identifying it as a therapy dog.

**No Disruption.** The therapy dog must not disrupt the educational process by barking, seeking attention, or any other behavior.

**Health and Safety.** The therapy dog must not pose a health and safety risk to any student, employee, or other person at school.

**Supervision and Care of Therapy Dogs.** The Owner is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy dog.

**Authorized Area(s).** The Owner shall only allow the therapy dog to be in areas in school buildings or on school property that are authorized by school district administrators.

**Insurance.** The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property.

##### Owner/Handler Responsibilities

The therapy dog's owner, who must be an employee of the District, is responsible for the handling of the therapy dog. Therapy dogs are not the property of the District. The owner, as the therapy dog's handler, must adhere to the following requirements:

1. The District requires that a therapy dog be under the control of the Owner/Handler at all times. The District requires that a therapy dog shall have and use a harness, leash, or other tether at all times.

## **Instruction**

### **Live Animals in the Classroom**

#### **Therapy Dogs**

##### **Owner/Handler Responsibilities (continued)**

2. The Owner/Handler must abide by current city/town, county and state ordinances, laws, and/or regulations pertaining to licensing, vaccination, and other requirements for animals. It is the Owner's/Handler's responsibility to know and understand these ordinances, laws and regulations. The District has the right to require documentation of compliance with such ordinances, laws and/or regulations, which may include a vaccination certificate.
3. The Owner/Handler is required to clean up after and properly dispose of the animal's waste in a safe and sanitary manner. The Owner/Handler must always carry sufficient equipment to clean up the animal's waste.
4. The Owner/Handler agrees to abide by all equally applicable District policies such as assuring that the animal does not unduly interfere with the routine activities of the District.
5. The District's personnel shall not be required to provide care or food for any therapy dog including, but not limited to, removing the animal during emergency evacuation for such events as a fire alarm.
6. The Owner/Handler must possess proper insurance that provides liability coverage for the therapy dog while on school property.

**Exclusion or Removal from School.** A therapy dog may be excluded from school property and buildings if a school administrator determines that:

1. The therapy dog does not possess the required training/certification for performing therapy dog duties;
2. The therapy dog's presence results in a fundamental alteration of a district program, service or activity;
3. A Handler does not have control of the therapy dog;
4. The therapy dog is not housebroken;
5. The Owner/Handler does not comply with the Owner/Handler's responsibilities set forth above; or
6. The therapy dog presents a direct and immediate threat to others in the school.

The Owner/Handler shall be required to remove the therapy dog from school premises immediately upon such a determination.

**Allergic Reactions.** If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the Owner/Handler of the animal will be required to remove the animal to a different location designated by an administrator.

## Instruction

### Live Animals in the Classroom

#### Therapy Dogs (continued)

**Damages to School Property and Injuries.** The Owner/Handler of a therapy dog is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy dog while on school property.

**Parent Notice.** The Superintendent or his/her designee shall ensure that parents are notified in writing prior to the therapy dog being permitted to enter a District building. Such notice may be electronic.

**Therapy Dog in Training.** This policy shall also be applicable to therapy dogs in training that are accompanied by a bona fide trainer.

(cf. 1250 – Visits to the Schools)

(cf. 6163.3 – Live Animals in the Classroom)

(cf. 6163.32 – Service Animals (Including Guide or Assistance Dogs))

Legal References: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

46a-42 Mobility impaired person.

46a-44 through 46a-64 Public accommodations and transportation, admittance to. (Access of guide and assistance dogs to modes of public transportation and in places of public accommodation.)

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b), 29 U.S.C. 705 (20), 794, 34 C.F.R. pt. 104; G.S. 130A-185, 168 article 1, 168A-3 through -7.

American Disability Act 42 U.S. C12101 *et seq.*, 28 C.F.R. pt. 35.

Individuals with Disabilities Act, 20 U.S.C. 1400 *et seq.*

28 C.F.R. Parts 35 & 36, “Nondiscrimination on the Basis of Disabilities in State and Local Government Services; Final Rules”

Policy adopted:

eps 1/21

**Therapy Dog Request Form**

Name of Owner: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Therapy Dog Breed: \_\_\_\_\_ Age: \_\_\_\_\_ Weight: \_\_\_\_\_ Color: \_\_\_\_\_

Please provide a brief description of the services or functions the Therapy Dog will be providing:

\_\_\_\_\_

School(s) visiting: \_\_\_\_\_

Day(s) of visiting: \_\_\_\_\_

By signing below, I am affirming that I have read and understand the \_\_\_\_\_ School District's Therapy Dogs policy. I will abide by the terms of this policy. I understand my Therapy Dog may be excluded from a District building or District property if any of the following occur, including, but not limited to:

1. The Therapy Dog does not possess the required training/certification for performing therapy dog duties;
2. If any student or school employee assigned to a classroom in which a Therapy Dog is permitted suffers an allergic reaction to the Therapy Dog;
3. The Owner/Handler does not have control of the Therapy Dog;
4. The Therapy Dog is not housebroken;
5. The Therapy Dog presents a direct and immediate threat to others in the district building or on school property; or
6. The Therapy Dog's presence otherwise interferes with the educational process.

I understand I am responsible for any and all damage to district property or personal property, and any injuries caused by my Therapy Dog. I also understand that the district is not responsible for any costs related to my Therapy Dog. I agree to indemnify, defend, and hold harmless the District from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my Therapy Dog.

The following documentation must be included with this request form:

1. Proof of annual vaccinations;
2. Documentation of state and/or city/town licensure of my Therapy Dog;
3. Documentation from an accredited agency pertaining to my Therapy Dog's training; and
4. Proof of insurance.

Once approved, proof of notice to parents/guardians of school/class where the Therapy Dog will be is required to be submitted prior to entering the building.

\_\_\_\_\_  
Therapy Dog Owner Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

**Sample Letter to The School Community**  
**(School Letterhead)**

Date

Dear Parent/Guardian:

This letter is to inform you that, effective (date), there will be a Therapy Dog in our school. The dog will be in the school (times/days). Dates and times may change as required without further notice.

Therapy dogs are interactive dogs trained to work for an Owner/Handler to provide emotional support, well-being, comfort, or companionship to District students. The presence of a Therapy Dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues.

(Name of dog) is a highly trained and fully certified therapy dog, and we are thrilled to have (him/her) become a member of our school community. If you have any questions about (name of dog), please feel free to contact me.

There will be information sessions at the school to integrate (name of dog) into our daily routines and all of our staff and students will be instructed as to the proper procedures regarding the Therapy Dog.

If you have any specific concerns regarding the presence of the Therapy Dog in the school, please contact me. Thank you for your understanding, support, and interest.

Sincerely,

Principal

pc: Superintendent of Schools

**Sample Letter to The Families of Children in the Class(es)**  
**(School Letterhead)**

Date

Dear Parent/Guardian:

This letter is to inform you that, effective (date), there will be a Therapy Dog in our school assisting our students, and the Therapy Dog will be present in your child's class.

Therapy dogs are interactive dogs trained to work for an Owner/Handler to provide emotional support, well-being, comfort, or companionship to District students. The presence of a Therapy Dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues.

(Name of dog) is a highly trained and fully certified therapy dog, and we are thrilled to have (him/her) become a member of our school community. If you have any questions about (name of dog) please feel free to contact me.

There will be information sessions at the school to integrate (name of dog) into our daily routines and all of our staff and students will be instructed as to the proper procedures regarding the Therapy Dog.

If you have any specific concerns regarding the presence of the therapy dog in your child's class, please contact me.

Thank you for your understanding, support, and interest.

Sincerely,

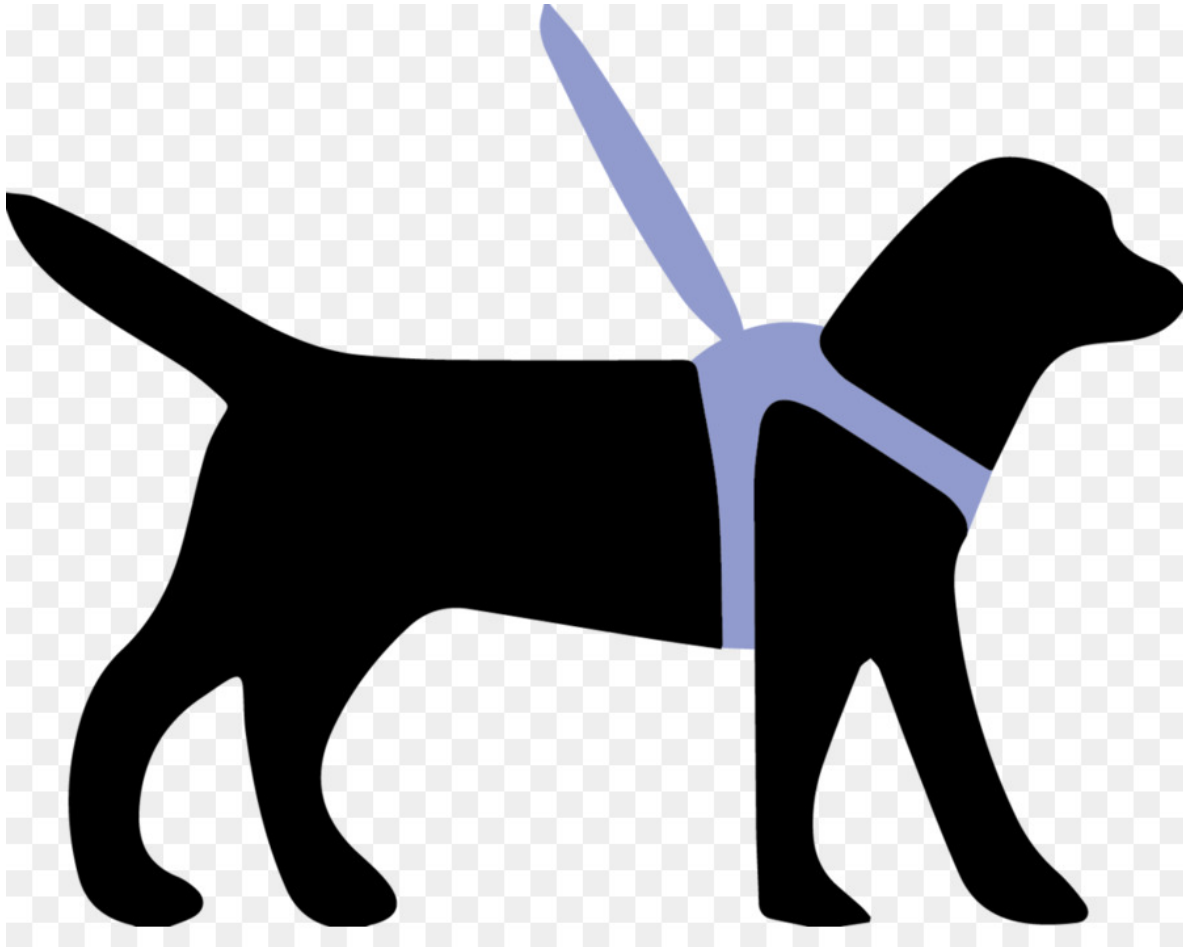
Principal

pc: Superintendent of Schools

**SAMPLE SIGN TO BE POSTED ON EACH ENTRY DOOR TO THE  
SCHOOL IS AVAILABLE ON THE NEXT PAGE**

**NOTICE:**

**There is a working  
THERAPY DOG  
in this school today**



## CDC: Ways to Protect Therapy Animals During COVID-19

Facilities that normally use therapy animals may not allow them at this time because people in many of these settings are at higher risk for serious illness with COVID-19. Follow local guidance and facility protocols for social distancing, masks, and other ways to prevent COVID-19 from spreading. If therapy animals are invited to a facility or other setting, follow the steps below.

- Therapy animal visits require some level of contact between clients and the therapy animal team. When possible, keep animals at least 6 feet away from people and animals not participating in the visit. Handlers and participants should wear a mask during the visit.
- Do not take therapy animals to visits if the animals are sick or have tested positive for the virus that causes COVID-19.
- When deciding if it is safe to visit a household, refer to CDC guidance on [When You Can be Around Others After You Had or Likely Had COVID-19](#).
- People with symptoms of COVID-19 should not touch, be close to, or interact with therapy animals. If someone was sick with COVID-19, they should wait until they recover to interact with therapy animals.
- Before and after every contact, the handler and anyone petting or having contact with the animal should wash their hands.
- Do not use items that multiple people handle, particularly if items are brought to multiple facilities between therapy visits (for example, leashes, harnesses, toys, or blankets). If items like leashes must be brought between facilities, disinfect them after each use or facility.
- Do not let other people handle items that go into the animal's mouth, such as toys and treats.
- Disinfect items such as toys, collars, leashes, harnesses, therapy vests and scarves, and food/water bowls frequently.
- Do not allow therapy animals to lick or give 'kisses'.
- Do not wipe or bathe your therapy animal with chemical disinfectants, alcohol, hydrogen peroxide, or other products, such as hand sanitizer, counter-cleaning wipes, or other industrial or surface cleaners. There is no evidence that the virus can spread to people from the skin, fur, or hair of animals. Talk to your veterinarian if you have questions about appropriate products for bathing or cleaning your animal.
- Do not put masks on therapy animals. Covering an animal's face could harm the animal.

If you are a service or therapy animal handler, and **you get sick** with COVID-19 or have symptoms of COVID-19, follow CDC recommendations for what to do if you get sick and recommendations for protecting pets if you get sick.

If your **service or therapy animal gets sick** after contact with a person with COVID-19, call your veterinarian. If the animal tests positive for the virus that causes COVID-19, follow CDC recommendations for what to do if your pet test positive.

*An optional policy to consider.*

## **Instruction**

### **Live Animals in the Classroom**

#### **Therapy Dogs**

The Board of Education (Board) supports the use of therapy dogs by teachers or other qualified school personnel (“Owner/Handler”) **Owner/Handler** for the benefit of its students subject to the conditions of this policy.

#### **Definitions**

**Therapy Dog:** A “therapy dog” is a dog that has been individually trained and certified/registered to work with its Owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy dogs are not “service animals” as that term is used in the American with Disabilities Act. Therapy dogs are individually trained and certified/registered to provide appropriate interactions with students and others at school. The dog must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy dogs are personal property of the ~~teacher or employee~~ **owner/handler** and are not owned by the school district.

**Owner/Handler:** The individual who owns the dog and is responsible for caring and supervising the therapy dog, which includes toileting, feeding, grooming, and veterinary care. The District is not obligated to supervise or otherwise care for a therapy dog.

**Therapy Dog Standards and Procedures.** The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school grounds:

**Request.** An Owner/**Handler** who wants to bring a therapy dog to school must submit a written request to a ~~principal or~~ the Superintendent **or designee**. The request must be renewed each school year or whenever a different therapy dog will be used.

***Alternate language:*** ~~Requests to bring therapy dogs to school may only be made by current District employees. Such requests must be submitted in writing to the school’s Principal. Requests must include the therapy dog’s current health/vaccination records, the therapy dog’s license, the Owner/Handlers’ insurance policy covering the therapy dog’s activities within the public school setting, the therapy dog’s certification/registration to engage in therapy dog activities from a professional accrediting organization, and the therapy dog’s proposed role in interacting with students. The request must be submitted for each school year and/or whenever the Handler/Owner wishes to use a different therapy dog. Approval may be rescinded at any time at the discretion of the Principal or Superintendent. A therapy dog may only interact with students whose~~

~~parents/guardians have provided informed written consent for their children to engage in such activities with the therapy dog.~~

## **Instruction**

### **Live Animals in the Classroom**

#### **Therapy Dogs**

##### **Therapy Dog Standards and Procedures.** (continued)

**Training and Certification.** Owner/**Handler** must submit the American Kennel Club's Canine Good Citizen Certification or its equivalent as determined by the Superintendent. The certification must remain current at all times.

**Health and Vaccination.** The therapy dog must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs. The Owner/**Handler** must submit proof of current licensure from the local licensing authority and proof of the therapy dog's current vaccinations and immunizations from a licensed veterinarian.

**Control.** A therapy dog must be under the control of the owner/handler ~~teacher or school employee~~ through the use of a leash or other tether unless the use of a leash or other tether would interfere with the therapy dog's safe, effective performance of its work or tasks. However, the therapy dog must be under the owner/**handler's** control at all times.

**Identification.** The therapy dog must have appropriate identification identifying it as a therapy dog.

**No Disruption.** The therapy dog must not disrupt the educational process by barking, seeking attention, or any other behavior.

**Health and Safety.** The therapy dog must not pose a health and safety risk to any student, employee, or other person at school.

**Supervision and Care of Therapy Dogs.** The Owner/**Handler** is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy dog.

**Authorized Area(s).** The Owner/**Handler** shall only allow the therapy dog to be in areas in school buildings or on school property that are authorized by school district administrators.

**Insurance.** The Owner/**Handler** must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property.

#### **Owner/Handler Responsibilities**

The therapy dog's owner/handler, ~~who must be an employee of the District~~, is responsible for the handling of the therapy dog. Therapy dogs are not the property of the District. The owner, as the therapy dog's handler, must adhere to the following requirements:

1. The District requires that a therapy dog be under the control of the Owner/Handler at all times. The District requires that a therapy dog shall have and use a harness, leash, or other tether at all times.
2. The Owner/Handler must abide by current city/town, county and state ordinances, laws, and/or regulations pertaining to licensing, vaccination, and other requirements for animals. It is the Owner's/Handler's responsibility to know and understand these ordinances, laws and regulations. The District has the right to require documentation of compliance with such ordinances, laws and/or regulations, which may include a vaccination certificate.
3. The Owner/Handler is required to clean up after and properly dispose of the animal's waste in a safe and sanitary manner. The Owner/Handler must always carry sufficient equipment to clean up the animal's waste.
4. The Owner/Handler agrees to abide by all equally applicable District policies such as assuring that the animal does not unduly interfere with the routine activities of the District.
5. The District's personnel shall not be required to provide care or food for any therapy dog including, but not limited to, removing the animal during emergency evacuation for such events as a fire alarm.
6. The Owner/Handler must possess proper insurance that provides liability coverage for the therapy dog while on school property.

**Exclusion or Removal from School.** A therapy dog may be excluded from school property and buildings if a school administrator determines that:

1. The therapy dog does not possess the required training/certification for performing therapy dog duties;
2. The therapy dog's presence results in a fundamental alteration of a district program, service or activity;
3. A Handler does not have control of the therapy dog;
4. The therapy dog is not housebroken;
5. The Owner/Handler does not comply with the Owner/Handler's responsibilities set forth above; or
6. The therapy dog presents a direct and immediate threat to others in the school.

The Owner/Handler shall be required to remove the therapy dog from school premises immediately upon such a determination.

**Allergic Reactions.** If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the Owner/Handler of the animal will be required to remove the animal to a different location designated by an administrator.

**P6163.33(d)**

## **Instruction**

## Live Animals in the Classroom

### Therapy Dogs (continued)

**Damages to School Property and Injuries.** The Owner/Handler of a therapy dog is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy dog while on school property.

**Parent Notice.** The Superintendent or his/her designee shall ensure that parents are notified in writing prior to the therapy dog being permitted to enter a District building. Such notice may be electronic.

**Therapy Dog in Training.** This policy shall also be applicable to therapy dogs in training that are accompanied by a bona fide trainer.

(cf. 1250 – Visits to the Schools)

(cf. 6163.3 – Live Animals in the Classroom)

(cf. 6163.32 – Service Animals (Including Guide or Assistance Dogs))

Legal References: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

46a-42 Mobility impaired person.

46a-44 through 46a-64 Public accommodations and transportation, admittance to. (Access of guide and assistance dogs to modes of public transportation and in places of public accommodation.)

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b), 29 U.S.C. 705 (20), 794, 34 C.F.R. pt. 104; G.S. 130A-185, 168 article 1, 168A-3 through -7.

American Disability Act 42 U.S. C12101 *et seq.*, 28 C.F.R. pt. 35.

Individuals with Disabilities Act, 20 U.S.C. 1400 *et seq.*

28 C.F.R. Parts 35 & 36, “Nondiscrimination on the Basis of Disabilities in State and Local Government Services; Final Rules”

Policy adopted:

cps 1/21

**6163.33**  
**Form #1**

## Therapy Dog Request Form

Name of Owner: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Therapy Dog Breed: \_\_\_\_\_ Age: \_\_\_\_\_ Weight: \_\_\_\_\_ Color: \_\_\_\_\_

Please provide a brief description of the services or functions the Therapy Dog will be providing:

\_\_\_\_\_

School(s) visiting: \_\_\_\_\_

Day(s) of visiting: \_\_\_\_\_

By signing below, I am affirming that I have read and understand the \_\_\_\_\_ School District's Therapy Dogs policy. I will abide by the terms of this policy. I understand my Therapy Dog may be excluded from a District building or District property if any of the following occur, including, but not limited to:

1. The Therapy Dog does not possess the required training/certification for performing therapy dog duties;
2. If any student or school employee assigned to a classroom in which a Therapy Dog is permitted suffers an allergic reaction to the Therapy Dog;
3. The Owner/Handler does not have control of the Therapy Dog;
4. The Therapy Dog is not housebroken;
5. The Therapy Dog presents a direct and immediate threat to others in the district building or on school property; or
6. The Therapy Dog's presence otherwise interferes with the educational process.

I understand I am responsible for any and all damage to district property or personal property, and any injuries caused by my Therapy Dog. I also understand that the district is not responsible for any costs related to my Therapy Dog. I agree to indemnify, defend, and hold harmless the District from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my Therapy Dog.

The following documentation must be included with this request form:

1. Proof of annual vaccinations;
2. Documentation of state and/or city/town licensure of my Therapy Dog;
3. Documentation from an accredited agency pertaining to my Therapy Dog's training; and
4. Proof of insurance.

Once approved, proof of notice to parents/guardians of school/class where the Therapy Dog will be is required to be submitted prior to entering the building.

\_\_\_\_\_  
Therapy Dog Owner Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

**Sample Letter to The School Community  
(School Letterhead)**

Date

Dear Parent/Guardian:

This letter is to inform you that, effective (date), there will be a Therapy Dog in our school. The dog will be in the school (times/days). Dates and times may change as required without further notice.

Therapy dogs are interactive dogs trained to work for an Owner/Handler to provide emotional support, well-being, comfort, or companionship to District students. The presence of a Therapy Dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues.

(Name of dog) is a highly trained and fully certified therapy dog, and we are thrilled to have (him/her) become a member of our school community. If you have any questions about (name of dog), please feel free to contact me.

There will be information sessions at the school to integrate (name of dog) into our daily routines and all of our staff and students will be instructed as to the proper procedures regarding the Therapy Dog.

If you have any specific concerns regarding the presence of the Therapy Dog in the school, please contact me. Thank you for your understanding, support, and interest.

Sincerely,

Principal

pc: Superintendent of Schools



**Sample Letter to The Families of Children in the Class(es)**  
**(School Letterhead)**

Date

Dear Parent/Guardian:

This letter is to inform you that, effective (date), there will be a Therapy Dog in our school assisting our students, and the Therapy Dog will be present in your child's class.

Therapy dogs are interactive dogs trained to work for an Owner/Handler to provide emotional support, well-being, comfort, or companionship to District students. The presence of a Therapy Dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues.

(Name of dog) is a highly trained and fully certified therapy dog, and we are thrilled to have (him/her) become a member of our school community. If you have any questions about (name of dog) please feel free to contact me.

There will be information sessions at the school to integrate (name of dog) into our daily routines and all of our staff and students will be instructed as to the proper procedures regarding the Therapy Dog.

If you have any specific concerns regarding the presence of the therapy dog in your child's class, please contact me.

Thank you for your understanding, support, and interest.

Sincerely,

Principal

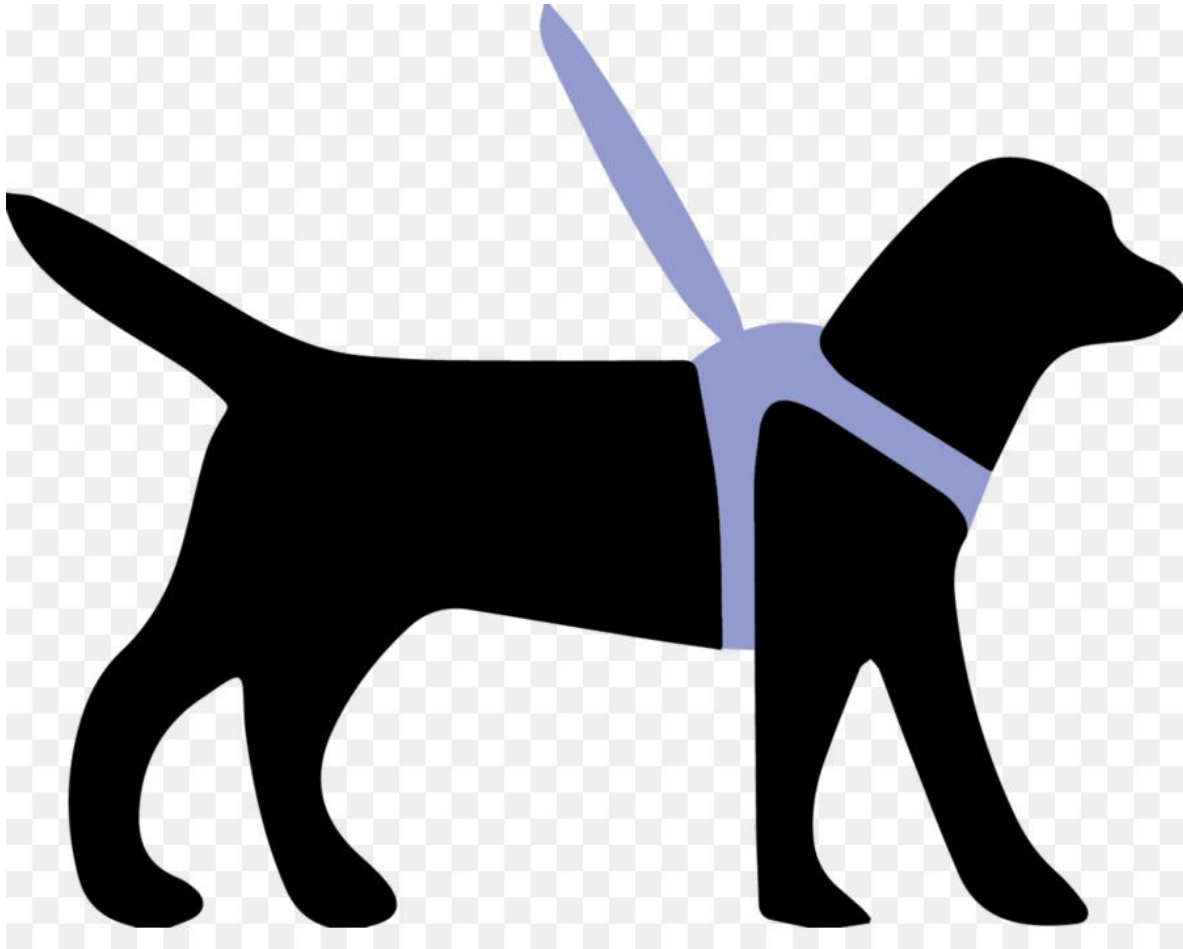
pc: Superintendent of Schools

**6163.33**  
**Notice**

**SAMPLE SIGN TO BE POSTED ON EACH ENTRY DOOR TO THE  
SCHOOL IS AVAILABLE ON THE NEXT PAGE**

**NOTICE:**

**There is a working  
THERAPY DOG  
in this school today**



## CDC: Ways to Protect Therapy Animals During COVID-19

Facilities that normally use therapy animals may not allow them at this time because people in many of these settings are at higher risk for serious illness with COVID-19. Follow local guidance and facility protocols for social distancing, masks, and other ways to prevent COVID-19 from spreading. If therapy animals are invited to a facility or other setting, follow the steps below.

- Therapy animal visits require some level of contact between clients and the therapy animal team. When possible, keep animals at least 6 feet away from people and animals not participating in the visit. Handlers and participants should wear a mask during the visit.
- Do not take therapy animals to visits if the animals are sick or have tested positive for the virus that causes COVID-19.
- When deciding if it is safe to visit a household, refer to CDC guidance on [When You Can be Around Others After You Had or Likely Had COVID-19](#).
- People with symptoms of COVID-19 should not touch, be close to, or interact with therapy animals. If someone was sick with COVID-19, they should wait until they recover to interact with therapy animals.
- Before and after every contact, the handler and anyone petting or having contact with the animal should wash their hands.
- Do not use items that multiple people handle, particularly if items are brought to multiple facilities between therapy visits (for example, leashes, harnesses, toys, or blankets). If items like leashes must be brought between facilities, disinfect them after each use or facility.
- Do not let other people handle items that go into the animal's mouth, such as toys and treats.
- Disinfect items such as toys, collars, leashes, harnesses, therapy vests and scarves, and food/water bowls frequently.
- Do not allow therapy animals to lick or give 'kisses'.
- Do not wipe or bathe your therapy animal with chemical disinfectants, alcohol, hydrogen peroxide, or other products, such as hand sanitizer, counter-cleaning wipes, or other industrial or surface cleaners. There is no evidence that the virus can spread to people from the skin, fur, or hair of animals. Talk to your veterinarian if you have questions about appropriate products for bathing or cleaning your animal.
- Do not put masks on therapy animals. Covering an animal's face could harm the animal.

If you are a service or therapy animal handler, and **you get sick** with COVID-19 or have symptoms of COVID-19, follow CDC recommendations for what to do if you get sick and recommendations for protecting pets if you get sick.

If your **service or therapy animal gets sick** after contact with a person with COVID-19, call your veterinarian. If the animal tests positive for the virus that causes COVID-19, follow CDC recommendations for what to do if your pet test positive.

Source: Centers for Disease Control and Prevention (CDC), June 16, 2020.