

Policy Meeting

Wednesday, May 25, 2022 6:00 PM

BOE -Room 36, 129 Church Street, Bristol, CT 06010

I. Call to Order

II. Approval of Minutes - 3/23/22 - Committee Meeting

III. Public Comment

IV. Discussion/Revision - Policy 1230 - Booster Clubs and Parent Organizations

V. Discussion/Revision - Policy 2100 - Administrative Organization

VI. Discussion/Revision - Policy 2151 - Hiring School Administrators

VII. Discussion/Revision - Policy 6148 - Instruction FAFSA

VIII. Adjournment

Jennifer Dube, **Chair**
Kristen Giantonio, **Vice-Chair**
Dante Tagariello, **Secretary**
Eric Carlson
Shelby Pons
John Sklenka
Todd Sturgeon
Karen Vibert
Christopher Wilson



Catherine M. Carbone, Ed.D.
Superintendent of Schools

Michael Dietter, Ed.D.
Deputy Superintendent of Schools

BRISTOL BOARD OF EDUCATION
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POLICY COMMITTEE MEETING MINUTES
March 23, 2022

PRESENT: Commissioners: Kristen Giantonio, Shelby Pons, Todd Sturgeon, Dante Tagariello, Jen Dube **ALSO PRESENT:** Dr. Michael Dietter, Dr. Catherine Carbone, Carly Fortin, Leszek Ward

1. Call to Order

The meeting was called to order at 6:01 p.m.

2. Approval of the minutes from the January 26, 2022 Policy Committee Meeting.

On a motion by Commissioner Sturgeon, seconded by Commissioner Giantonio, the minutes from the January 26, 2022 Policy Committee meeting was approved unanimously with (1) abstention.

3. Public Comment

Commissioner Sklenka provided comment regarding policies 1324 – Fundraising, 1325 – Advertising, and 3280 – Gifts, Donations, and Bequest.

4. Revision – Policy 6146 – Graduation

On a motion by Commissioner Pons, seconded by Commissioner Sturgeon, Policy 6146 was approved unanimously and forwarded to the full board for consideration.

5. Discussion – Policy/Regulation 1324 – Fundraising

No Action Taken

6. Discussion – Policy/Regulation 1325 - Advertising

No Action Taken

7. Discussion – Policy/Regulation 3280 – Gifts, Donations, and Bequest

No Action Taken

8. Old Business/New Business

There was no old or new business to discuss

9. Adjournment

The Policy meeting was adjourned at 7:01 p.m., by Commissioner Giantonio.

Respectfully submitted:

Kim Daly



PROCEDURES FOR REMOTE PUBLIC COMMENT

Members of the public are invited to comment to the Board on any topic related to school business.

Items requiring consideration by the Board must be approved as an agenda item by a 2/3ds vote of the Board members present. Such items may be referred for further study and not necessarily acted upon at this meeting.

Anyone wishing to address the Board should adhere to the following procedures:

PUBLIC COMMENT

Before a Remote Meeting

1. Send your comments to: kimdaly@bristolk12.org
2. Be sure to put PUBLIC COMMENT – POLICY in the subject line.
3. Include your name and address.
4. Direct your comments to the Board Chair.
5. Your comments will be read at the meeting by the Board Chair.
6. All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
7. Any comments not adhering to the guidelines will not be read at the meeting.

During a Remote Meeting

1. Everyone is requested to address the Chair for recognition.
2. Each speaker must state his/her name and address.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor. Unless waived by the Chairperson or a majority of the Board,
4. Each speaker shall limit his/her remarks to three (3) minutes.
5. A speaker will not be recognized for a second time on the same topic.
6. Each speaker must concern himself/herself with the topic under discussion. Anyone digressing from the topic will be ruled out of order.
7. Written statements and materials may be made available, in advance of comments, for distribution to Board members.
8. Speakers shall state their positions on the subject being discussed.
9. Board members will not respond directly to comments during the Board meeting. The Superintendent will direct the question to the appropriate staff member for follow-up.

Community Relations

Booster Clubs and Parent Organizations

Booster Clubs/Parent Organizations

Parent organizations and booster clubs are invaluable resources to the District's schools. The Board of Education recognizes that parent organizations and extracurricular support groups, or "booster clubs" provide important support to District schools, and can be valuable means of stimulating community interest in the aims and activities of District schools. Support organizations may be defined in two ways:

1. an organization which is created to foster community support and provide resources for a particular sport or activity in the school or school system; or
2. an organization which is created to foster community support and raise funds for the school's general extracurricular program.

While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the Board welcomes their suggestions and assistance.

Parent organizations and booster clubs are recognized by the Board of Education and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has bylaws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to parents/guardians of students enrolled in the school, district staff, and community members or an agreement not to engage in discrimination based on someone's innate characteristics or membership in a suspect classification.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members.
6. An agreement to maintain and protect its own finances. The group must maintain bank, financial, and tax exempt status separate from the school or District. The organization will provide to the Board annually or upon request a complete set of financial records or detailed treasurer's report.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board of Education's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Parents and other interested community members who wish to organize a parent organization or booster club for the purpose of supporting a specific school program or activity are encouraged to do so as long as the activities of such organizations do not interfere unduly with the total educational program or disrupt District operations in any way. To this end, parent organizations/booster club/support organizations must follow these guidelines:

1. be voluntary;

2. submit an activity schedule in advance to the Superintendent of Schools or his/her designee for prior approval. Any time a booster club uses the name of the District or any language suggesting that the District has endorsed, sponsored or otherwise approved of the club's activities, there must be prior approval by the Superintendent or his/her designee ([building administration](#));
3. seek advance approval for any use of school facilities and/or equipment and such use will comply with all policies and regulations established by the Board (*consider adding such as, but not limited to: Non-discrimination, Title IX, Safe Schools - alcohol and tobacco free schools, etc*);
4. avoid interference with any previously approved student activity;
5. seek approval in advance of all fundraising activities by the Superintendent or building Principal;
6. understand and respect the authority of District employees in the administration of their duties; and
7. assume all financial responsibility for the booster club, including but not limited to the provision of adequate insurance coverage, as appropriate.

If a booster club wishes to make a contribution of money, service time or tangible property such as equipment or supplies, a representative of the organization should first meet with the [building administration](#) Superintendent or his/her designee. The Superintendent or his/her designee must identify the District's terms and conditions of accepting such gifts in concert with the District's policy pertaining to gifts, grants and bequests.

Booster club proposed plans, projects and other activities must be evaluated and promoted in light of their stated contribution to the academic as well as the extracurricular school programs.

Careful consideration should be given to the total value of the contribution to all students, and not just to specific student groups.

The Board retains final responsibility and authority on all activities which have an impact on students, school programs and/or school owned property.

Further, the Board recognizes its responsibility to ensure that equivalent benefits and services are provided to members of both sexes. Therefore, if booster clubs provide benefits, services or tangible property that assist only teams or programs of one gender, the Board shall ensure that teams or programs of the other gender receive equivalent benefits, services or tangible property. If a booster club provides benefits, services or tangible property which are greater than that which the District is capable of providing to the athletes or programs of the other gender, the administration shall take action, within policy parameters, to ensure equivalency for both sexes.

The Board of Education is responsible for providing funding for the safe and effective operation of the interscholastic sports program. There may be occasions when Board funding is unavailable to provide everything requested by a coach. All booster club donations must be approved by the Superintendent of Schools or his/her designee (Board of Education) in advance to ensure equity in all sports. "Necessary" expenditures must be provided by the Board of Education through its approved budget. Items that would be "nice" or "beneficial" to have are viewed as appropriate for booster club financial support. Any booster club purchase or expenditure must receive the approval of the team's head coach and the Athletic Director following the aforementioned approval by the Superintendent of Schools or his/her designee (Board of Education).

The Board reserves the right to revoke approval of any booster group if it is found that the group's operations and purposes are inconsistent with Board policies.

- (cf. [1110.1](#) - Parental Involvement)
- (cf. [1140](#) - Distribution of Materials by Students)
- (cf. [1210](#) - School Community Associations)
- (cf. 1323 - Gifts to Students)
- (cf. [1330](#) - Use of School Facilities)
- (cf. [3280](#) - Gifts, Grants and Bequests)
- (cf. 3281 - School Fund Raising)
- (cf. [3515](#) - Community Use of School Facilities)

Legal Reference: Title IX of the Educational Amendments of 1972, 20 U.S.C.A § 1681.

Policy adopted:

Administration

Administrative Staff Organization

The administrative staff should act as a directing force toward the achievement of excellence in the educational program. The Superintendent shall organize the staff to achieve the school district goals as expressed by the Board of Education. The Superintendent shall be the administrator responsible to the Board of Education and shall identify lines of primary authority for all employees.

The primary responsibility of the administrative staff is to help create and foster an environment of excellence in which students can learn most effectively. Excellence in education includes ensuring administrative role models reflect diversity in the population as a whole. In an effort to provide such role models, the Board supports measures to increase diversity through effective recruitment and hiring practices.

Professional development activities will be provided for all staff. The Board will work toward achieving excellence in education by utilizing varied professional development programs aimed at developing leadership skills, stimulating interest of those who are underrepresented in administrative positions, and providing career advancement support and professional development opportunities for new and experienced administrators.

The Superintendent will be responsible for developing a district diversity staffing plan and shall review it on an annual basis. This plan should reflect state demographics and not be limited to the local community composition. A diversity checklist may be used as a guide to measure the district's success in developing a multicultural environment. Toward this end, all administrative duties and functions will be evaluated on the basis of contributing to better instruction which serves to incorporate the multicultural experience to enhance student motivation and achievement.

Only the Board may appoint and discharge its administrative employees, but it may delegate to a five-member personnel committee the task of selecting among the candidates recommended by the Superintendent for its consideration.

Normally, the committee shall consider the candidacy of two or more persons nominated by the Superintendent for all positions in the administrative bargaining unit, and other positions within the central administration for recommendation to the full Board.

Policy Adopted: August 25, 1993

*Typically considered with 2151**

Administration

Administrative Staff Organization

The legal authority of the Board shall be transmitted through the Superintendent along specific lines of responsibility from person to person as shown in the Board-approved organizational chart of the school system. The Superintendent shall organize the staff to achieve the school district's goals and objectives consistent with the District's educational philosophy. The administrative staff organization shall foster an environment of excellence wherein teachers can help students learn most effectively.

The Superintendent shall have the necessary freedom to revise the organizational chart subject to Board approval of major changes or the elimination and creation of positions. The Superintendent shall maintain the administrative organization and structure current with clear supervision and accountability requirements throughout the school system.

Professional development activities will be provided for all staff. The Board will work toward achieving excellence in education through varied professional development programs to develop leadership skills, stimulate interest of underrepresented groups in administrative positions, and provide career advancement support and professional development opportunities for new and experienced administrators.

The Superintendent will be responsible for developing a district staffing plan and shall review it with the Board annually prior to beginning budget planning for the subsequent year. Such staffing plans should encourage staff diversity reflecting state demographics and not limited to the local community composition. A diversity checklist may be used as a guide to measure the district's success in developing a multicultural environment.

Administrative duties and functions will be evaluated against their contributions to better instruction and enhancement of student motivation and achievement.

(cf. [2130](#) Job Descriptions)

(cf. [2131](#) Superintendent of Schools)

Policy adopted:

*Typically considered along with 2100**

Administration

Hiring School Administrators

The Board of Education will appoint qualified persons to all administrative positions in the School System, based on recommendations made by the Superintendent.

The appointment of all administrators is valid only when made in such a manner, and the Superintendent will submit his/her recommendations to the Board in writing if so requested. The Board will accept or reject the Superintendent's recommendation *at a regular or special Board meeting not later than thirty-five (35) calendar days from their submission or at the next regular or special Board meeting*. If more than one candidate is available for nomination, for any supervisory or administrative position, the Superintendent shall submit a list and may place the candidates in the order in which the Superintendent recommends them.) If the Board should reject the Superintendent's nomination, she/he will make another recommendation to the Board. The Board shall accept or reject such nominations not later than one month from their submission.

The Superintendent will be responsible for the posting of positions, recruitment and screening of candidates, and to bring at least three finalists, when possible, including the recommended candidate, to the Board.

At the time of deciding to fill a vacant administrative position, the Board will determine whether the full Board, a committee of the Board or appropriate administrators will interview finalists for the position.

Legal Reference: Connecticut General Statutes

[10-151\(b\)](#) Employment of teachers. Definitions. Tenure, etc. (as amended by P.A. [12-116](#), An Act Concerning Education Reform)

Policy adopted:

Instruction

FAFSA Completion Program

The Board of Education (Board) recognizes that college, for many students, continues to be an important pathway that helps to provide students with the necessary skills for work and for lifelong learning. In addition, research has indicated the students who complete the Free Application for Federal Student Aid (FAFSA) are more likely to attend college with financial aid.

Many Connecticut students, eligible for college, fail to complete the FAFSA each year, resulting in the loss of funds that could help support their postsecondary education.

The Board acknowledges that Connecticut has, for eligible school districts, implemented a FAFSA Completion Challenge (Challenge). This Challenge is based on the premise that FAFSA completion is strongly associated with postsecondary enrollment and outcomes. Students who complete the FAFSA, in greater numbers, attend college directly from high school in comparison to non-completers.

Therefore, the Board, through this policy, sets as a goal a District initiative to improve the completion rates for FAFSA among grade 12 students or students in District adult education programs. This goal aims to strengthen District efforts to improve postsecondary enrollment and student outcomes and to make it easier for students to attend postsecondary education.

District efforts to meet this initiative should spark and support local creativity to increase FAFSA completion and postsecondary enrollment rates. The Board directs the administration to develop plans to pilot and initiate new strategies to increase yearly student FAFSA completion rates. The Board may accept gifts, grants, and donations, including in-kind donations, to implement this policy.

As a currently SDE designated alliance district, (or as a previously designated alliance district) the Board will add to the list of goals that it includes in its application to the Commissioner of Education for alliance district funds the goal of implementing its policy to improve FAFSA completion rates by grade 12 and for adult education students.

Strategies

The Board believes this goal of increased FAFSA completion rates can be attained utilizing, but not limited to, the following strategies/considerations:

Instruction

FAFSA Completion Program

Strategies (continued)

1. Design FAFSA completion initiatives according to the target population's needs. Low-income students, English-Language students, homeless students, foster youth, and first generational youth should be the center of this initiative.
2. Establish and maintain strong partnerships with as many stakeholders as possible, with multiple organizations to assist.
3. Make the completion process a component of graduation. Provide a parental opt-out so that no one is denied a diploma.
4. Incorporate financial aid training into the existing curriculum.
5. Provide individualized meeting between students and staff.
6. Collect and monitor appropriate data to identify which students are not completing applications and target extra support to them.
7. Build trusting relationships with parents and the community in order to ensure students and their families feel comfortable in filling out the forms.
8. Design systems, tools and events focusing on students who might otherwise not complete an application.
9. Provide a network of resources to support school counselors and teachers.
10. Start raising awareness about FAFSA early, prior to senior year.
11. Provide sufficient and easily accessible resources on district/school websites.
12. Offer school-day and evening support for students and their parents/guardians.
13. Create a FAFSA student/parent portal pertaining to FAFSA.
14. Use existing programs and forums, such as advisor periods, college and career planning seminars, parent meetings etc. to provide assistance.
15. Stress financial aid is for technical, two and four year schools.
16. Build a school or campus-based FAFSA team to monthly review data and discuss and implement strategies to reach students.
17. Partner with local postsecondary institutions.
18. Create a FAFSA phone assistance bank.

As required, the Board will publish and make available on the District website the annual FAFSA student completion rate for the graduating class of each high school within the District.

Legal Reference: Connecticut General Statutes
P. A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Sect. 6, 7, 8.

Policy adopted:
cps 11/21

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(cf. [1330](#) - Use of School Facilities)

(cf. [3280](#) - Gifts, Grants and Bequests)

(cf. 3281 - School Fund Raising)

(cf. [3515](#) - Community Use of School Facilities)

Legal Reference: Title IX of the Educational Amendments of 1972, 20 U.S.C.A § 1681.

Policy adopted: