

Regular BoE Meeting

Wednesday, September 14, 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/MEETING NORMS

II. STAFF AND STUDENT RECOGNITION

III. APPROVAL OF MINUTES

IV. COMMITTEE REPORTS

V. CHAIR REPORT

VI. SUPERINTENDENT REPORT

VII. CONSENT AGENDA

VII.A. PERSONNEL

VII.A.1. New Administrative Hire*

VII.A.2. Teacher Resignations

VII.A.3. New Teacher Hires

VII.A.4. A-1 Hire - Effective August 23, 2022*

VII.A.5. Sixth Year Salary Credit - Effective September 1, 2022

VII.B. GRANTS

VII.B.1. Alliance Grant 2022-2023

VII.B.2. Barnes Foundation Donation to South Side School

VIII. PUBLIC COMMENT

IX. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

IX.A. Request Board of Finance to Transfer FY 22 General Funds and request a set aside of funds in the Board of Education General Fund

IX.B. Request Board of Education to consider \$3,000 Donation to Bristol Eastern High School

IX.C. 2023 Redistricting and Enrollment Updates*

IX.D. Special Services Report

IX.E. Discussion and possible action regarding the temporary suspension of Board Policy 1316 entitled, Relations Between Public and School Personnel Conduct on School Property

X. CURRICULUM REVISION

X.A. BAIMS Elective: Illustration, 9-12, Curriculum
- Second Reading

XI. POLICY REVISION

XI.A. Policy 6145.2 - Extra Curricular and Co-
Curricular Activities

XII. NEW BUSINESS

XIII. BUILDING REPORTS

XIV. INFORMATION/LIAISON REPORTS

XV. ADJOURNMENT

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, August 17, 2022 – 6:15 p.m.
Special Meeting Minutes

A Special Bristol Board of Education meeting was held on Wednesday, August 17, 2022, at 6:15 p.m. in Room 36 of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Jennifer Dube, Kristen Giantonio, Todd Sturgeon, Dante Tagariello, Karen Vibert, and Christopher Wilson

ALSO PRESENT: Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Dr. Sam Galloway, Director of Talent Management, Matt Madruga, Lea McCabe, and Collin Uryase

EXCUSED: Commissioner Shelby Pons

I. CALL TO ORDER

Chair Dube called the Special Meeting to order at 6:15 p.m.

Dr. Galloway presented Matt Madruga, Assistant Principal at West Bristol School and Collin Uryase, Director of Transportation. Both candidates introduced themselves to commissioners. Lea McCabe was introduced as the Bristol Arts & Innovation Magnet School Interim Principal. Attendees were present to meet commissioners regarding their appointments that will appear later on the August 17, 2022, Board of Education meeting agenda.

II. ADJOURNMENT

There being no other business, the meeting should adjourn. (6:31 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please go to: [August 17, 2022 Meeting Recording](#) Passcode: %wYg8K=+

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, August 17, 2022 – 7:00 p.m.
Regular Meeting Minutes

The Bristol Board of Education meeting was held on Wednesday, August 17, 2022, at 7:00 p.m. at the Bristol Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Jennifer Dube, Kristen Giantonio, Shelby Pons (Virtual), Todd Sturgeon, Dante Tagariello, Karen Vibert, and Christopher Wilson; **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Lynn Boisvert, Director of Finance and Business and

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Chair Dube called the meeting to order at 7:01 p.m. and asked attendees to stand for the Pledge of Allegiance.

Chair Dube read the meeting norms into the record.

II. APPROVAL OF MINUTES

July 13, 2022 – Special Meeting – Meet & Greet

On a motion by Dante Tagariello and second, by Eric Carlson, the Board of Education approved the July 13, 2022 Special Meeting – Meet & Greet minutes as written.

Following a roll call vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Anderson, Carlson, Pons, Sturgeon, Tagariello, Vibert, and Dube) in favor of the motion. Commissioners Giantonio and Wilson Abstained.

July 13, 2022 – Regular Meeting

On a motion by Eric Carlson and second, by Dante Tagariello, the Board of Education approved the July 13, 2022 Special Meeting minutes as written.

Following a roll call vote, Chair Dube declared the motion **PASSED** with seven (8) Commissioners (Anderson, Carlson, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion. Commissioners Giantonio Abstained.

III. COMMITTEE REPORTS

The Board received the following monthly Committee Reports: Finance, Personnel, Policy, and Student Achievement.

IV. CHAIR REPORT

Chair Dube provided a brief report regarding the start of the new school year.

V. SUPERINTENDENT REPORT

Dr. Carbone presented the monthly Superintendent Report. Dr. Carbone reminded the audience that at the conclusion of this school year we will transition Edgewood school to a PreK academy, as such scholars in all schools in grades PK through 8 will be redistricted into the seven (7) remaining schools that have K-5 programming, these schools are Ivy Drive, Mountain View, Stafford, Hubbell, South Side, West Bristol, and Greene-Hills as well as redistrict our middle grades students at West Bristol, Greene-Hill, Chippens Hill and Northeast Middle Schools. Dr. Carbone shared that parents can go to the interactive map on the district website to see what school their child will be assigned and or where the new school boundaries are located. The district will continue to work with SLR consulting to update

V. SUPERINTENDENT REPORT – cont'd

our most recent enrollment numbers and cross reference street assignments to our current student population. The district will continue to communicate our redistricting efforts via ParentSquare and hold a Special Board of Education meeting and share dates for school open house and student visitations to their new school for the spring of 2023.

VI. CONSENT AGENDA

Chair Dube called for a motion to approve the Consent Agenda, which included Items VI.A.1. through VI.A.8.

On a motion by Todd Sturgeon and a second by Kristen Giantonio the Board of Education voted to approve the Consent Agenda as written.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

VI.A. PERSONNEL

VI.A.1. Administrative Resignation - Effective August 19, 2022

Sarli, Samantha – BAIMS – Principal

On a motion by Todd Sturgeon and a second by Kristen Giantonio the Board of Education voted to accept Administrative Resignation as written.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

VI.A.2. Administrative Hire - Effective August 18, 2022

Madrugá, Matthew – WB – Assistant Principal

On a motion by Todd Sturgeon and a second by Kristen Giantonio the Board of Education voted to approve the Administrative Hire as written.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

VI.A.3. Administrative Appointment - Effective July 18, 2022

McCabe, Lea – BAIMS – Interim Principal

On a motion by Todd Sturgeon and a second by Kristen Giantonio the Board of Education voted to approve the Administrative Appointment as written.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

VI.A.4. New Staff Hire - Effective August 1, 2022

Uryase, Collin – BOE – Director of Transportation

On a motion by Todd Sturgeon and a second by Kristen Giantonio the Board of Education voted to approve the New Staff Hire as written.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

VI.A.4. Teacher Retirements - Effective July 18, 2022

Lennon, Nancy – BCHS – Biology Teacher – Effective July 18, 2022

Lessard, Barbara – DW – Art Teacher – Effective June 30, 2022

On a motion by Todd Sturgeon and a second by Kristen Giantonio the Board of Education voted to accept the Teacher Retirements as written.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

VI.A.5. Teacher Resignations

Consonni, Claire – BECC - Special Education Teacher – effective June 16, 2022

Ensero, Caitlyn – ID – Kindergarten Teacher – effective June 16, 2022

Hopkins, Melissa – WB – School Psychologist – effective June 16, 2022

Love, Paula – STAF – Grade 1 Teacher – effective June 16, 2022

Mancini, Jacqueline – ID – Kindergarten Teacher – effective June 16, 2022

Robinson, Yolonda – WB – Special Education Teacher – effective June 16, 2022

Thibodeau-Nemeth, Kelly Lynne - BEHS - World Language/French Teacher – eff. June 16, 2022

Tobin, Suzanne – SSS – School Psychologist – effective July 8, 2022

Van Alstyne, Sean – WB – Grade 5 Teacher – effective June 16, 2022

On a motion by Todd Sturgeon and a second by Kristen Giantonio the Board of Education voted to accept the Teacher Resignations as written.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

VI.A.6. New Teacher Hires - Effective August 23, 2022

Akeley, Kristen – ID – Kindergarten Teacher

Aminiti, Kelly – WB – Grade 2 Teacher

Baldwin, Friecka – CW – Secondary Math Coach

Brown, Amber – WB – Grade 3 Teacher*

Dougherty, Erin – WB – Grade 2 Teacher

Drew, Amanda – BCHS – School Psychologist

Filippone, Michelle – CHMS – Grade 6 Science Teacher

Fitzpatrick, Amanda – ID – Special Education Teacher

Garcia, Jesse – STAF – Kindergarten Teacher

Honig, Elaine – BCHS - School Psychologist

Hubina, Jessica – WB - Grade 5 Teacher

Mulvihill, Mackensie – Grade 3 Teacher

Paglia, Marissa – ID – Kindergarten Teacher

Reynolds, Ashley – SSS – Special Education Teacher

Stanley, Olivia – BEHS – Physical Science/Chemistry Teacher

Stone, Leanne – EDGE – Special Education Teacher

Taylor, Jaime – ID – Special Education Teacher

Vargas, Yeannie – STAF – Social Worker

On a motion by Todd Sturgeon and a second by Kristen Giantonio the Board of Education voted to approve the New Teacher Hires as written.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

VI.A.7. A-3 Resignations - Effective June 15, 2022

Blancq, Shelly – CHMS – Science Curriculum Coordinator

DeVito, Margaret – NEMS – Social Studies Curriculum Coordinator and Gifted Coach

On a motion by Todd Sturgeon and a second by Kristen Giantonio the Board of Education voted to accept the A-3 Resignations as written.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

Dr. Carbone introduced newly hired administrators Matthew Madruga and Lea McCabe who were both present in the audience and stood to address the board briefly.

VII. PUBLIC COMMENT

Jennifer Faust – 85 Renee Street – submitted public comment to the Board regarding redistricting.

Andrea Hestand – 90 Jewel Street – addressed the Board regarding redistricting.

VIII. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

VIII.A. New Teacher Hiring Overview for 2022-2023

Dr. Galloway presented the New Teacher Hiring Overview for 2022-2023. Commissioners were provided a copy of the New Teacher Hiring Overview in their packet. Dr. Galloway shared that fourteen (14) of the newly hired teachers are from Bristol and 41 of the new hires come to Bristol with advanced degrees. In regard to our diversity initiatives, we do have two new CREC residents starting with us, As the Grow Your Own Program. The two CREC residents hired last year are faring well one is at Hubbell and the other is at Stafford school.

VIII.B. Replacement of BoE Commissioner on Greene-Hills School HVAC Project Committee

Board of Education Commissioner John Sklenka resigned from the Board of Education which has opened a vacancy for a BoE Commissioner's seat on the Greene-Hills School HVAC Project Committee. Commissioner Russell Anderson will be appointed to the open seat.

On a motion by Eric Carlson and a second by Kristen Giantonio the Board of Education voted to approve Commissioner Russell Anderson as the Replacement BoE Commissioner on Greene-Hills School HVAC Project Committee.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

VIII.C. Replacement of BoE Commissioner on South Side School HVAC Project Committee

Board of Education Commissioner John Sklenka resigned from the Board of Education which has opened a vacancy for a BoE Commissioner's seat on the South Side School HVAC Project Committee. A new member must be nominated for appointment to the open seat.

On a motion by Eric Carlson and a second by Kristen Giantonio the Board of Education voted to approve Commissioner Russell Anderson as the Replacement BoE Commissioner on the South Side School HVAC Project Committee.

Following a roll call vote, Chair Dube declared the motion **PASSED** with eight (8) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, and Dube) in favor of the motion and one (1) Commissioner Wilson Opposed.

VIIID. South Side School Mural Donation

Dr. David Huber presented the South Side School Mural Donation. South Side School has received a \$5,0000 mural donation. A Board vote is needed to accept the donation. The mural will look something like the picture attached. If approved, the artist from the RiseUP organization will speak with Dr. Huber about the mural specifics.

On a motion by Dante Tagariello and a second by Karen Vibert the Board of Education voted to approve the South Side School Mural Donation.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

IX. CURRICULUM REVISION

IX.A. Spanish for Heritage Speakers - Second Reading

Leszek Ward presented the Spanish for Heritage Speakers for a Second Reading.

On a motion by Karen Vibert and a second by Kristen Giantonio, the Board of Education voted to approve the Spanish for Heritage Speakers curriculum.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

IX.B. Web Video Production - Second Reading

Carly Fortin presented the Web Video Production for a Second Reading.

On a motion by Karen Vibert and a second by Kristen Giantonio the Board of Education voted to approve the Web Video Production curriculum.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

IX.C. Illustration, 9-12 – HS Elective for BAIMS – First Reading

Ken Bagley, Fine Arts Supervisor presented the Illustration, 9-12 – HS Elective for BAIMS. In this course, students will learn basic drawing skills, color theory, figure and character illustration, and the different applications of illustration in sequential art, literature, advertising, and editorial work. The five units are:

Basic Drawing Skills will reinforce the elements and principles of art including form, value, perspective, and contour;

Color Theory will be a deeper exploration of the color wheel including primary, secondary, and tertiary color;

Figure/ Character will be a study of the canons of the human figure as well as the creation of unique and personal character design;

Types of Illustration will explore sequential, narrative, Informative, advertising/persuasive, and editorial genres;

Presentation will focus on the presentation and curation of one's work.

Like all of our curriculum, Illustration is aligned to the National Core Arts Standards. This was the first reading of the curriculum commissioners can contact Ken Bagley in the intervening month with any questions they may have.

X. POLICY REVISION

X.A. Policy 1230 – Booster Clubs and Parent Organization

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. The goal of the policy is to define the above-mentioned support.

X.A. Policy 1230 – Booster Clubs and Parent Organization – cont'd

On a motion by Kristen Giantonio and a second by Dante Tagariello, the Board of Education voted to approve the Spanish for Heritage Speakers curriculum.

Following a roll call vote, Chair Dube declared the motion **PASSED** with nine (9) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion

XI. NEW BUSINESS

There was no New Business to come before the Board.

XII. BUILDING REPORTS

Commissioners received updates from the following building projects.

1. MBIAMS Committee Update
2. NEMS Building Committee Update
3. High School Culinary Project Update
4. ESSER/ARP Building Committee Update

XIII. INFORMATION/LIAISON REPORTS

No information was shared or liaison reports were given.

XIV. ADJOURNMENT

There being no other business to come before the Board, the meeting should adjourn. (7:41 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, September 1, 2022 – 6:00 p.m.
Special Meeting - Meet & Greet Minutes

A Special Bristol Board of Education meeting was held on Wednesday, September 1, 2022, at 6:00 p.m. in the Auditorium of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Kristen Giantonio, Shelby Pons, Todd Sturgeon, Christopher Wilson and Jen Dube

ALSO PRESENT: Dr. Catherine Carbone, Superintendent, Dr. Sam Galloway, Director of Talent Management, and Michelle Cantin

EXCUSED: Commissioner Dante Tagariello and Karen Vibert

I. CALL TO ORDER

Chair Dube called the Special Meeting to order at 6:06 p.m.

Dr. Galloway presented Michelle Cantin as the candidate for the Dean of Students position at Bristol Arts & Innovation Magnet School and Northeast Middle School. The position calls for moving between both schools every other day. Ms. Cantin is a current Bristol Public Schools employee, for the last three years, she has worked as a Teacher and Math Coach.

II. ADJOURNMENT

There being no other business, the meeting should adjourn. (6:11 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, September 1, 2022 – 6:20 p.m.
Special Meeting Minutes

A Special Bristol Board of Education meeting was held on Wednesday, September 1, 2022, at 6:20 p.m. in the Auditorium of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Kristen Giantonio, Shelby Pons, Todd Sturgeon, Christopher Wilson, and Jennifer Dube

ALSO PRESENT: Dr. Catherine Carbone, Superintendent, Dr. Sam Galloway, Director of Talent Management, and Michelle Cantin

EXCUSED: Commissioner Dante Tagariello and Karen Vibert

1. CALL TO ORDER

Chair Dube called the Special Meeting to order at 6:20 p.m. and asked attendees to stand for the Pledge of Allegiance.

2. Appointment of Dean of Students – NEMS/BAIMS

On a motion by Shelby Pons and a second, by Eric Carlson, the Board of Education approved the Appointment of Michelle Cantin as the Dean of Students for Northeast Middle School and BAIMS.

Following a roll call vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Anderson, Carlson, Giantonio, Pons, Sturgeon, Christopher Wilson, and Jen Dube) in favor of the motion.

II. ADJOURNMENT

There being no other business, the meeting should adjourn. (6:23 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

Sarah Agmon, M.A., CCC-SLP

EDUCATION	Master of Arts, Speech-Language Pathology <i>San Diego State University</i>	2011
	Bachelor of Arts, Linguistics, <i>cum laude</i> <i>University of California, San Diego</i>	2008
CLINICAL EXPERIENCE	Speech-Language Pathologist (District-Wide) <i>Burlingame School District (California)</i>	2017 – 2022
	<ul style="list-style-type: none">• Served as designated SLP assessor for district Early Childhood Assessment Team, Birth-to-Three transition assessments, and grade K-8 private/non-public school assessments.• Provided speech-language therapy to children in district preschool and elementary special day class programs, including all AAC users.• Led universal kindergarten speech and language screening program.• Provided professional development to staff regarding communication development.	
	Speech-Language Pathologist (Preschool/Elementary) <i>Jersey City Public Schools (New Jersey)</i>	2016 – 2017
	<ul style="list-style-type: none">• Managed diverse caseload of preschool/elementary students in a large urban district.• Provided therapy to students in preschool/early elementary special education classes.• Conducted evaluations for early childhood and elementary-age students across the district.	
	Speech-Language Pathologist (Preschool/District-Wide) <i>Forest Hills Special Education Cooperative (Indiana)</i>	2013 – 2016
	<ul style="list-style-type: none">• Conducted all district SLP assessments for preschool-age students, including Birth-to-Three.• Provided therapy to preschool-age students in inclusion and private preschool programs.• Conducted universal speech-language screenings to students at district early childhood center, Head Start, and private child care centers..	
	Speech-Language Pathologist (Elementary) <i>Metropolitan School District of Decatur Township (Indiana)</i>	2011 – 2013
	<ul style="list-style-type: none">• Managed speech-language caseload at two elementary schools, including students in the Autism inclusion and Behavior Support programs.• Conducted speech-language RTI intervention for at-risk students.• Coordinated and managed state-mandated hearing screenings for assigned schools.	
	Speech-Language Pathology Intern (Acute Care) <i>Palomar Medical Center (California)</i>	2011
	Speech-Language Pathology Intern (Early Childhood/Elementary) <i>San Diego Unified School District (California)</i>	2010
AWARDS & HONORS	2016 Early Childhood Excellence Award, <i>Monroe County Smart Start (Indiana)</i>	
CERTIFICATIONS	Certificate of Clinical Competency (CCC), <i>American Speech and Hearing Association</i> Connecticut Speech-Language Pathology License Pending - Connecticut Provisional Educator Certificate in Speech-Language Pathology California Speech-Language Pathology License California Speech-Language Pathology Services Clear Credential (CA school certificate)	
OTHER EXPERIENCE	Administrative Assistant – Dean’s Office <i>San Diego State University, College of Health and Human Services</i>	2008 – 2009
	Administrative Assistant – Computational Neurobiology Lab <i>Salk Institute for Biological Studies, La Jolla, CA</i>	2006 – 2007

Richard Bieu, M.S.

Certified School Psychologist

Educational Background

Sixth Year Certificate
2005

School Psychology
University of Hartford
West Hartford, CT.

Master of Science
2004

Major: School Psychology
University of Hartford
West Hartford, CT.
Completed a NASP approved 66 credit planned program of study. GPA 3.78

Bachelor of Arts
2002

Major: Psychology
University of Hartford – *Summa Cum Laude*
West Hartford, CT.
GPA – 3.95 overall
4.00 major

Professional Experience

Naugatuck Public Schools
Naugatuck CT.
Hillside Intermediate 5-6
Cross Street Intermediate 5-6

Provided school psychological services that included individual and group counseling to students, evaluation and re-evaluation services including cognitive/intellectual assessment, personality assessment, and adaptive functioning as required by law, and consulted with SRBI data teams to make data driven programming decisions for students. Prepared and supervised the development IEPs using the IEPDirect web-based IEP preparation service.

Waterbury Public Schools
Waterbury CT.
Maloney Magnet School K-5
Non-Public K-12

Provided school psychological services to students that included group and individual counseling, evaluation and re-evaluation assessments, conducted functional behavioral assessments leading to effective behavior intervention plans. Also coordinated outside services to at-risk students and families. Prepared IEPs using TIENET web-based IEP preparation service.

Richard Bieu M.S.

School Psychologist

Professional Competencies and Skills

- Cognitive Assessment
- Personality Assessment
- Psycho-Educational Assessment
- Functional Behavioral Analysis cumulating in Behavior Intervention Plans
- Individual Counseling
- Group Counseling
- School Consultation
- S.R.B.I. Consultation
- Currently enrolled in the PPT learning Institute through The Collaborative for Educational Services.

Related Relevant Experience

Instructor – Freshman Seminar
University of Hartford
Briarwood College

Provided activities and unstructured group counseling for students at high risk for not completing their freshman year. At Briarwood College, instructed freshmen students and helped develop student skills in areas such as note-taking, test preparation, communication skills and personal economics.

Connecticut Dyslexia Center
529 Highland Ave.
Waterbury, CT. 06708
Cheryl Sharkis - Director

Participated in a one-year long training/internship in Orton-Gillingham prescriptive reading program. Program was an International Multi-Sensory Structured Language Counsel. Provided one-on-one structured, prescriptive, intensive reading intervention to identified students.

Professional Publications and Presentations

2005 New Britain Public Schools. Presentation on the Kaufman Assessment Battery for Children – Second Edition (K-ABC2) for Pupil Services staff.

Crespi, T.D., & Bieu, R.P. (2004). Study Skills. In S.W. Lee (Ed), *Encyclopedia of School Psychology*. Newtown, CA: Sage.

Crespi, T.D., & Bieu R.P. (2002, December). Gay adolescents in crisis in the U.S. *Counseling Today*, 45 (6), p.7.

Bieu, R.P. (2002, September). Understanding gay youth: The role of the school psychologist and school counselor. *The Connecticut School Psychologist*, 9 (3), p.25.

Professional Training

New Britain Public Schools
New Britain, CT.

Internship – completed 1500 hours of supervised experience in initial and re-evaluation Special Education assessment, consultation, direct individual counseling, and Individual Education Plan preparation. Received weekly individual and group supervision by certified school psychologists. Areas of focus include Emotional Disturbance assessment and psycho-educational

Richard Bieu M.S.

**School Psychologist
assessment**

Dr. Eric Colon-Rodriguez – Clinical Supervisor

References

**Ellen Aronheim
Assistant Director of Special Education (retired)
Naugatuck Public Schools
127 Joy Rd (home)
Middlebury CT. 06762
203-717-5363**

**Melissa Verrilli
Special Education Teacher
Cross St. Intermediate School
120 Cross St.
Naugatuck, CT. 06770
203-720-5227 (School)
203-529-9904 (Cell)**

**Joseph Miata
School Counselor
Hillside Intermediate School
51 Hillside Ave
Naugatuck CT. 06770
203-720-5260 (School)
203-848-4403 (Cell)**

**Kimberly Giulino
Special Education Teacher
Cross St. Intermediate School
120 Cross St.
Naugatuck, CT. 06770
203-720-5227 (School)**

**Kara Mahar
School Psychologist
City Hill Middle School
441 City Hill St
Naugatuck, CT. 06770
203-720-5250 (School)
203-525-8251 (Cell)**

Jessica Buchenholz

**Experiences
Continued**

CENTRAL CONNECTICUT STATE UNIVERSITY, New Britain, CT
Adjunct Faculty August 2011-May 2012

- Working with students of diverse backgrounds at the undergraduate and graduate levels
- Create and implement course syllabi for several programs
- Collaborate with fellow faculty to develop teaching materials and techniques
- Use Web 2.0 tools in the classroom (Wikispaces, Google Docs, Moodle, etc)

**Community
Service**

NORTHFIELD VOLUNTEER FIRE COMPANY, Northfield, CT
Auxiliary Member January 2013-Current

- Supporting firefighters on scene with food and hydration
- Supporting the upkeep and development of the fire department
- Organizing fundraisers for the department and community
- Volunteering at a monthly breakfast to raise money for the fire department
- Volunteering to run shelters during storms

References

- **Mary Kay Rendock** Fifth Grade Teacher
Carmen Arace Intermediate School 860-209-8257
- **Cynthia Vallarelli** Fifth Grade Teacher
Former Colleague at CAIS 860-916-0229
- **Katherine Rutkowski** Sixth Grade ELA & Social Studies Teacher
Carmen Arace Intermediate School 860-874-5550
- **Sarah Williams** School Principal
Carmen Arace Intermediate School 860-604-9044
- **Christina Trottier** Sixth Grade Teacher
Carmen Arace Intermediate School 860-309-6147

Brandy L. Cook

Objective: To obtain a secondary English Language Arts teaching position.

EDUCATION

7/2020 Integrative Health & Healing (+30 credits) ♦ GPA 3.9
9/2018 The Graduate Institute

6/2009 M.S. Education ♦ GPA 3.9
8/2008 University of Bridgeport

12/1996 B.A. English ♦ GPA 3.2
8/1994 University of Connecticut, Storrs

5/1994 English ♦ GPA 3.6
8/1992 Naugatuck Valley Community College

PROFESSIONAL CERTIFICATION

7/2012-2021 CT Provisional Educator, English Grades 7-12, Endorsement 015

WORK EXPERIENCE

Present Waterbury Public School – North End Middle School
8/2013 534 Bucks Hill Road, Waterbury, CT 06704

6/2016 Wamogo Regional High School – Region 6
8/2014 98 Wamogo Road, Litchfield, CT 06759

6/2013 Holy Cross High School
8/2009 587 Oronoke Road, Waterbury, CT 06708

Waterbury Public School – North End Middle School

Reading and English Language Arts Teacher: English 8 & 6

Read grade-appropriate complex literary, non-fiction, historical fiction, fantasy and informational texts. Guide students in developing written and spoken responses with textual evidence to support analyses. Equip students with the ability to work independently and in small groups to explore content specific skills. Develop vocabulary and grammar skills through fundamental instruction, authentic examples, application and reflection. Incorporate daily essential questions and success criteria to meet the daily instruction goals. Prepare and co-teach with special education teachers. Plan with the school-wide 6th grade ELA team and the 6th grade academic team. Attend weekly district wide content area training seminars. Participate in bi-weekly continuing education classes associated with the school turnaround plan. Interact with parents, guidance counselors and administration to ensure student success. Create an environment that promotes mutual respect, student responsibility, problem solving skills and student accountability.

Wamogo Regional High School – Region 6

UConn Adjunct Professor, English Language Arts Classroom Teacher

Hybrid Course

UConn Early College Experience (ECE) –ENGL 1011 Seminar in Writing Through Literature: 12ECE

AP Literature and Composition: 12 AP

UCONN ECE - Teach a full year course designed for students who have proven superior academic ability in English and who have demonstrated the ability to work independently. Assign numerous works of literature which are more demanding than those typically assigned in high school courses. Each student completes a portfolio of 30 pages of polished writing for review. The course corresponds to University of Connecticut's 1011-Literature Based Writing Seminar. Designed a syllabus and curriculum for Wamogo which was approved by UConn for this course.

Advanced Placement English- Teach a variety of texts with effective writing and critical reading as its important aim. Teach the purpose, modes, and language of discourse through the conventions of British literary history and/or selected texts.

English IV

Read and analyze works of world literature from a variety of authors and genres. Contrast major literary forms, techniques, and characteristics of the major literary periods and they will relate the literary works and authors to the major themes and issues of these eras. Vocabulary words, SAT words, and word study skills are emphasized, examined, and applied. Emphasis in the writing process is on the essay and analysis of themes in the literature. Reinforce spelling, mechanics and grammar as each student advances through the prewriting, writing, revising, and publishing stages of essay development. Create descriptive, evaluative, and informative essays, as well as a research project.

English III

Development of American literature from the colonial period through the 20th Century. Study representative writings and characteristics of American literature. Writing emphasis on the principles of effective composition, and a research paper. Select texts and read independently and respond in digital and written formats to these texts. Vocabulary is taught contextually, and grammar and usage are addressed as needed.

English II

Critical analysis of poetry, drama, short stories, and novels. Respond to a variety of literary texts with an emphasis on developing analytical essays about world literature. Independent reading, projects and research papers are required. Students will select texts and read independently and respond in digital and written formats to these texts.

Holy Cross High School

English Teacher: Teacher for English 9 CPA, 9CPB Literature, 10 CPA.

Learning Lab after school program: launched and structured the after school program which assists students in all subject areas to prepare for assessments, complete homework and projects; point of contact for all 9th grade teachers who have students in need of extra support; point of contact to the parents of students needing extra support after school.

9CPA: Introduce various genres of Western literature; reading and response to literature; grammar; vocabulary; oral and written communication skills.

9 CPB Literature: Intensive support for those students whose entrance examination scores reflect the need for significant work in language study; emphasize basic elements of grammar, composition, sentence structure and literature; introduce various genres of Western literature; vocabulary.

10CPA: Examine literature in its four basic forms: short story, poetry, novel and drama, from around the world and throughout history; reading and response to literature; build on grammar and vocabulary. Develop and teach lesson plans for various canon literature that meet state and national standards as well as school curriculum. Formally evaluate student performance and continuously check for understanding. Integrate technology, create differential instruction, scaffold assignments.

6/2009 Watertown High School

4/2009 324 French Street, Watertown, CT 06795

Student Teacher: Teacher for English 11 and 12.

Created and taught unit plans in an eighty-minute block that met state and national standards. Evaluated student performance and understanding of the material. Developed, administered and corrected student assessments. Continually and successfully evaluated by a cooperating teacher and the university internship professor.

4/2009 Litchfield High School/Middle School

9/2008 14 Plumb Hill Road, Litchfield, CT 06759

Teaching Intern: Short term and long term substitute teacher. Covered for teachers in all subject areas for grades seventh through twelfth. Confidence under pressure and classroom leadership skills for continually different daily assignments. Coverage of the library front desk. Lunch cafeteria and senior lounge monitor. Office staff and guidance administration staff support. Instruction of students in the learning center and reading center. In school suspension duties.

INSTRUCTIONAL TECHNOLOGY

Google for Education Certified Educator Level 1
Google for Education Certified Educator Level 2
Kami
Nearpod
Padlet
ScreenCastify
StudySync
LanSchool
iPad and Swivel Camera Robot
PowerSchool
Blooket, Epic, Quizzlet, Kahoot, Weebly, Vocab.com
ParentSquare
Microsoft Programs
Schoolology

OTHER

2021-2022, Teacher of the Year Nominee
2020, 2022, ELA Summer Curriculum Writing Lead, NEMS
2020 – Present, Cheer Committee Member, NEMS
2020, ELA Bootcamp Teacher, NEMS
2020-2021, Academic Success Teacher, NEMS
2019, ELA Curriculum Platform Focus Group, NEMS
2018, ELA Summer Curriculum Writing, NEMS
2017-Present, School Governance Council, NEMS
2016, Scholarship Committee Member, Wamogo
2016, NHS Review Board Member, Wamogo
2015-2016, Class of 2018 Co-Advisor, Wamogo
2014-2016, English Tutor
2010-2011, Homebound English Tutor
2010-2013, Yearbook Editor, Holy Cross HS
2009-2013, Halloween Happening, Holy Cross HS
2011, 2013 Senior Lock-In, Holy Cross HS

KAITLYNN CYR

"I wasn't born to 'Just Teach.' I was born to inspire others, to change people, and to never give up;
~~even when faced with challenges that seem impossible.~~"

SUMMARY:

Fosters a student-centered learning environment. Incorporates technology into daily curriculum.
Understands the importance of connecting with parents.

EDUCATION:

MAY 2021

ELEMENTARY EDUCATION (HISTORY), CENTRAL CONNECTICUT STATE UNIVERSITY

Overall GPA: 3.30

Elementary Education Major GPA: 3.61

Concentration (History) GPA: 3.13

Dean's List: Spring 2020

President's List: Spring 2021

Phi Alpha Theta Member since March 2021

CERTIFICATION:

MARCH 10, 2022 – MARCH 9, 2025

CONNECTICUT TEACHER CERTIFICATION

Elementary – Grades 1-6 (305)

TEACHING EXPERIENCE:

AUGUST 2021 – PRESENT

FRIST GRADE TEACHER, VANCE ELEMENTARY SCHOOL, NEW BRITAIN, CT

- Differentiated instruction for advanced students as well as students with IEP, 504 Plans or were below grade level
- Created a dynamic classroom environment using technology, flexible seating and differentiated instruction
- Worked with students individually and in small groups on literacy and mathematical skills
- Examined student work with students to correct answers in order to move forward to ensure understanding.
- Worked on small reading groups and guided reading groups
- Built relationships with my students, to create a loving and safe classroom environment
- Built relationships with the parents of my students

- Worked on classroom management strategies, implementing several that best fit the needs of all students
- Created Seesaw assignments to align with Common Core State Standards as well as match student needs
- Created a collaborative classroom environment for the digital age by utilizing online platforms such as iReady, Learn Zillion's Illustrative Math, Get Epic, Boddle, Wilson's Fun Hub, Prodigy, Jamboard and Razz Kids
- Administered district assessments to monitor student progress such as DRA, Sight(Trick) Word, Letter ID/ Sound tested
- Conducted in person and virtual conferences with parents
- Worked collaboratively with my team
- Generated work for literacy centers, based on the Foundations phonics curriculum and Journey's reading curriculum
- Tailored Reading United to create comprehensive reading curriculum to align with the District's Profile of a Graduate tasks and priority Common Core Standards
- Provided enrichment opportunities for all students

JANUARY 2021 – MAY 2021

SECOND GRADE STUDENT TEACHER, VANCE ELEMENTARY SCHOOL, NEW BRITAIN, CT

- Implemented hybrid to both in person and remote learners simultaneously via Google Meets and Google Classroom
- Worked with students individually and in small groups on literacy and mathematic skills
- Examined student work with students to correct answers in order to move forward to ensure understanding.
- Worked on small reading groups and guided reading groups with both in person and remote learners
- Built relationships with the students
- Integrated graphic organizers and multiple intelligences in lessons
- Created Google Classroom assignments to align with Common Core Standards and match student needs
- Created learning material such as Google Slides, Worksheets, and online games through Google Slides
- Worked with additional online educational websites such as iReady, Kahoot, Get Epic, and Razz Kids
- Worked on classroom management
- Performed district assessments such as sight word and DRA assessments
- Monitored students both in person and remotely through the online website Securely

PROFESSIONAL DEVELOPMENT ACTIVITES:

- Attended Wilson's Foundations Workshops
- Attended Illustrative Math Workshops
- Attended Mystery Science Workshops
- Attended Diversity, Equity and Inclusion Workshops

ADDITIONAL TEACHING RELATED EXPERIENCE:

SEPTEMBER 2016 – OCTOBER 2016

VANCE ELEMENTARY SCHOOL NEW BRITAIN, CT

Observed Grade 1

- Worked with students individually and in small groups on literacy skills.
- Collected and reviewed students' work.
- Conducted a spelling test with an individual student.

SEPTEMBER 2019 – DECEMBER 2019

LINCOLN ELEMENTARY SCHOOL New Britain, CT

Observed Grade 4

- Worked with students individually and in small groups on literacy and mathematical skills.
- Collected and reviewed students' work.
- Grade students' homework and tests.
- Performed three lessons on Inferencing in reading.
- Examined student work with students to correct answers in order to move forward to ensure understanding.

JANUARY 2020 – MARCH 2020

WOLCOTT ELEMENTARY SCHOOL West Hartford, CT

Observed Grade 2

- Worked with students individually and in small groups on literacy, science and mathematics skills.
- Collected and reviewed students' work.
- Grade students' homework and tests.
- Performed a mini lesson on the message Kid President instills to his audience and spreading kindness in our world as a way to help make our world a better place
- Discussed with the students their individual ways on how they would like to change the world or spread kindness

WORK EXPERIENCE:

JANUARY 2014 – AUGUST 2021

LITTLE ANGELS CHILDCARE AND LEARNING CENTER

Farmington, CT

- Between August 2018 and August 2019 was the head teacher of the three-year old preschool program, creating lessons designed to teach these children how to read and write the letters in the alphabet and begin to learn numbers, days of the week, months of the year.

- Worked with other children ranging from ages 3 months in our infant room, to five-years old in our preschool as well as worked with children in the toddler area of our facility
- During August 2020 to December 2020 was a substitute teacher for the three-year old preschool program, creating lessons designed to teach these children how to read and write the letters in the alphabet and begin to learn numbers, days of the week, months of the year.

MAY 2012 – DECEMBER 2013

LAKE COMPOUNCE – FOOD DEPARTMENT

Bristol, CT

- Primarily worked in the Candy Store, called Sweet Shoppe
- Organized the shelves and restocked candy that was on display for sell and cleaned the store
- Opened the candy store, as well as closed the candy store. Would occasionally be required to count the money in the registers at the end of the night
- Made fudge and other candy like treats

Elaine Diaz

Teacher Certification Endorsements
Provisional 2019 113 and 045

EXPERIENCE

Waterbury Public Schools

08/21- Present **Bucks Hill Elementary School**

Elementary School Teacher

Collaboration with co-teacher
Collaboration with paraprofessional
Observations for IEP goals
Writing of IEP
Participating and running PPT's
Parent communication

08/15- 8/21 **Waterbury Career Academy**

FCS- Human Services Teacher

Prepare and implement lessons
Classroom management
Teacher collaboration
Parent communication
Curriculum writing
UConn course

10/14-06/15 **Meriden Board of Education**

Teacher Program

Implement lesson plans
Classroom management
Daily evaluations for teacher
Daily communication with teachers and staff

Academic Honors

Kappa Delta Pi, University of
Hartford

National Society of Leadership
and Success, University of
Hartford

Presidential Letter, National
Society of Leadership and
Success

Awards

Helping Hands Award, Girl
Scouts of Connecticut (2019)

Character Award, Northern
Middlesex YMCA

Other

Curriculum writing (2016)

Completed Special education
classes towards Special Education
endorsement

08/13- 10/14 **St Stanislaus School**

Preschool Teacher

Prepare and implement lessons
Classroom management
Parent communication
Newsletters
Collaboration with paraprofessional
Motivating students with enthusiasm and imagination

09/12- 06/13 **Regional School District # 13**

10/14- 06/15

Substitute Teaching

Implement lesson plans
Classroom management
Daily evaluations for teacher
Daily communication with teachers and staff

09/06 - 06/11 **Middlesex Transition Academy**

Teacher Assistant/ Job Coach

Worked with special needs adults between 18 and 21 years old
Classroom management
Copy, file and grade papers
Attend meetings with parents
Assiste students on job site, in the classroom, and in the community
Complete progress work assessments

09/04 - 06/06 **Dag Hammarskjold Middle School**

Paraprofessional

Worked with 8th grade students
Supported curriculum and instruction
Assisted teacher with daily tasks

Student Teaching

2/12 – 6/12 **Casimir Pulaski School, Meriden**

Student Teacher – 2nd grade

Planning lessons and implementing assessments
Classroom management using the Positive Behavior System
Participated and attend in Data Team meetings
Designing and implementing curriculum on the solar system

09/11 -12/11 Frederick Brewster Elementary School, Durham

Student Teacher – Preschool

Planned and implemented lessons in an integrated preschool with 50% peer models
Experience working with support staff including occupational and speech therapists and paraprofessionals

EDUCATION

Masters of Arts in Autism Spectrum Disorder

In process

Grand Canyon University, Phoenix, AZ

Masters of Education and Certification

Major: Early Childhood Education

University of Hartford, West Hartford, CT

Bachelors of Science

Major: Psychology

Central Connecticut State University, New Britain, CT

Associates Degree

Major: General Studies

Middlesex Community College, Middletown, CT

RYAN HILL

My interest in teaching art at an Arts Magnet school goes above and beyond art education; I was extremely fortunate to have been a part of an immense transition turning a, once, charter school into an Arts Magnet School. I helped represent the schools change in many ways from traveling and interviewing art staff at several dignified Arts Magnet Schools, sitting on hiring committees and being an integral part of building the new school building from the inside out. This experience has helped me understand the importance of each working part of a magnet school and has really made me into the multifaceted and ever progressing teacher I am today.

EXPERIENCE

08/2009 – PRESENT

ART TEACHER - MUSEUM ACADEMY ARTS MAGNET / CREC

- Fine arts practice, including drawing, painting, art history, 3-D sculpting and other project based building
- Focus on planning and exhibition of the learning process and VTS per magnet school theme
- Writing pk-12 grade arts curriculum and engaging plans for art strategies, ensuring appropriate use of art tools and materials for a diverse population of learners'
- Management duties and safety watch of grouped minors

08/2006 – 06/2009

ART TEACHER - ST. PAUL CATHOLIC HIGH SCHOOL

- Fulfilling the mission of the school by planning, guiding and evaluating the creative process while maintaining the philosophy, organization, and original curriculum of the Catholic school standard.
- Responsible for helping to develop in each student an interest in art and the ability for creative expression in visual terms, using skills and techniques of artistic expression consistent and to develop aesthetic understandings and appreciations in art.
- Teaching drawing, painting, photography, jewelry, 3-D design and AP Art.
- Headed art show night, including an AP portfolio exhibition department.

08/2006 – 06/2009

LTLR ART TEACHER - COMSEWOGUE SCHOOL DISTRICT

- Long term art leave replacement /three separate times in various Comsewogue schools
- In two positions, I took over the in-place duties of the permanent art teacher and followed a preset unit guide; added in my own set of lesson plans to match the curriculum
- Due to unforeseen circumstances, I created several months of art lessons in a short amount of time

08/2002 – 06/2003

ART TEACHER - TABOR CENTER FOR THE ARTS

- Taught children, grades K-4th grades in an hour long session
- Wrote and set up engaging and adventurous lesson plans to cover the grade level spectrum
- Managed a class of 25 students for hourly long session, including classroom management and safety protocols
- Bought, collected and sought out programs to help fund the arts program for new project materials for each student

EDUCATION

MAY 2020

MA, MULTIPLE INTELLIGENCE THEORY, UNIVERSITY OF ST. JOSEPH

Multiple Intelligences studies refers to a theory describing the different ways students learn and acquire information. These multiple intelligences range from the use of words, numbers, pictures and music, to the importance of social interactions, introspection, physical movement and being in tune with nature. The theory posits that an understanding of which type of intelligence a student may possess can help teachers adjust learning styles, and suggest certain career paths for learners. Receiving this degree has helped me transition my classroom into a well-rounded environment for all learners.

MAY 2003

BS, ART EDUCATION, SOUTHERN CONNECTICUT STATE UNIVERSITY

I choose Southern CT State University because it was one of the closest universities that offered a fully inclusive art education program, where the department was one in itself and the connections and relationship between cohorts, professors and advisors added breadth to the studies. SCSU offered opportunities for diverse learning and well-rounded student teaching programs.

***Student Teaching 2003**

- Mead Elementary School, Ansonia
- Betsy Ross Arts Magnet School, New Haven

SKILLS

After gaining almost two decades of teaching experience, I believe my skills fall under the common definitional skills of an effective teacher: critical thinking, patience, communication, organization, imaginative thinking, leadership, teamwork, and time management. My skills beyond that include;

- Art Education, including, drawing, painting, 3-D Sculpture, Metal and Woodwork
- IT- Microsoft and all Google applications, Photoshop and other digital programs
- Curriculum Writing/Engaging Lesson and Project Based learning Planning
- Community development and involvement

PROFESSIONAL REFERENCES UPON REQUEST / ATTACHED AND UPLOADED TO APPLICATION

AMY IERONIMO

Professional Summary

Knowledgeable and dedicated worker experienced in the customer service industry. Solid team player with an outgoing, positive demeanor and proven skills in establishing rapport with others. Motivated to maintain positive relationships and contribute to success. Articulate, energetic and results-oriented with exemplary passion for developing relationships, cultivating partnerships and learning more.

EXPERIENCE

JANUARY 2022- TO CURRENT

STUDENT TEACHER, BRISTOL PUBLIC SCHOOLS-BRISTOL EASTERN HIGH SCHOOL

- Responsible for planning, implementing, and analyzing student learning.
- Establish positive relationships with students, parents, fellow teachers, and school administrators.
- Promoted language development skills through reading and reading comprehension.
- Conducted group and individual activities with students based on differentiated learning needs.
- Organized and labeled materials and displayed students work.
- Created and maintained, in coordination with lead teacher, child- centered educational environments.
- Reviewed existing plans to offer advice and improve strategies for each student.
- Implemented IEP plans to address identified concerns and improve progress against targets.
- Implemented individualized classroom instruction to meet student's needs.

MARCH 2022- TO CURRENT

JV SOFTBALL COACH, PLYMOUTH PUBLIC SCHOOLS-TERRYVILLE HIGH SCHOOL

- Responsible for planning and implementing practice drills.
- Establish positive relationships with students, parents, fellow teachers, and school administrators.
- Conducted group and individual activities with players based on current skills and needs.
- Reviewed existing plans to offer advice and improve strategies for each player.

AUGUST 2021- JANUARY 2022

READING INTERVENTALIST, PLYMOUTH PUBLIC SCHOOLS-HARRY S. FISHER ELEMENTARY SCHOOL

- Establish positive relationships with students, parents, fellow teachers, and school administrators.
- Promoted language development skills through reading and reading comprehension.
- Conducted group and individual activities with students based on differentiated learning needs
- Evaluated students reading aptitude, skill leer, and reading hindrances.
- Organized and labeled materials and displayed students work.

- Created and maintained, in coordination with lead teacher, child- centered educational environments.
- Provided planned objectives and instructions for struggling readers.
- Reviewed existing plans to offer advice and improve strategies for each student.
- Implemented IEP plans to address identified concerns and improve progress against targets.
- Implemented individualized classroom instruction to meet student's needs.

FEBURARY 2021 – TO JUNE 2021

STUDENT INTERN/ACADEMIC TUTOR, NEWINGTON PUBLIC SCHOOLS-JOHN WALLACE MIDDLE SCHOOL

- Establish positive relationships with students, parents, fellow teachers and school administrators
- Monitored students in class, hallways and cafeteria to supervise, enforce rules and support lead teacher.
- Educated students, maximized learning capabilities and sharpened classroom interest through effective instructional techniques.
- Observed children and recorded activities, maintained daily records and created safe environments during activities and learning.
- Fulfilled multiple duties, including tutoring basic skills, and grading homework and exams.
- Distributed classroom materials and supplies such as pencils, paper and art materials.
- Participated in meetings with parents concerning child's progress and areas of concern during parent-teacher conferences.
- Collaborated with other staff members to plan and schedule lessons promoting learning and student engagement.
- Helped students master learning concepts through one-on-one and small group tutoring.
- Conducted special assessments and tutoring sessions to support individual student's needs.
- Worked diligently in STEM practices with 6th and 5th graders while supporting lead teacher
- Worked one on one with special needs students throughout the day, monitoring behavior, and ensuring student is on tasks and completing work

AUGUST 2019 – JANUARY 2022

TELLER II, THOMASTON SAVINGS BANK

- Was promoted from a teller I to a teller II position
- Handled diverse customer needs to develop and retain loyal relationships.
- Monitored customer behaviors and presented documentation to detect signs of fraud by and toward bank customers.
- Followed company and regulatory policies to protect customer and bank assets.
- Contributed to bank's successful referral program and used applicable technology and programs to effectively show results.
- Employed excellent money handling abilities to operate and balance cash drawer daily.
- Used expert sales and service abilities to consistently achieve sales and referral goals.
- Listened to customers and recognized stated and unstated needs to effectively cross-sell bank products.
- Updated customer accounts with new balance, payment, and transfer information.
- Ensured customer satisfaction by responding quickly complete transactions per customers request

DECEMBER 2018 – TO MARCH 2019

CREW MEMBER, DUNKIN'

- Collaborated with team members to complete efficient work and bring in top hauls.
- Settled customers problems by addressing problems quickly and providing successful mediation.
- Restocked workstations with supplies and food display cases with fresh selections to decrease customer waiting during busy periods.
- Ensured cleanliness of restaurant areas by sweeping, moping and washing.
- Communicated openly with management team during each shift to promote smooth work flows.
- Greeted customers promptly and took orders to keep flow of traffic moving.
- Prepared hot beverages, including coffee and tea according to customer requests.
- Developed loyal clientele through friendly interactions, positive attitude and prompt assistance.

EDUCATION

EXPECTED GRADUATION IN 2022- CURRENTLY ATTENDING AND COMMUTING BACHELOR OF SCIENCE, CENTRAL CONNECTICUT STATE UNIVERSITY

- Majoring in Secondary Education in Biology
- Recipient of Central Connecticut State University Trustees Scholarship
- Finished Fall 2022 semester with a 3.69 GPA
- Dean's List 2019 Spring, 2019 Fall, 2020 Spring, 2020 Fall, Spring 2021, and Fall 2021 Semesters
- Peer mentor in the Success Central program for Fall 2020- Fall 2021

ATTENDED FALL OF 2018

BACHELOR OF SCIENCE, WESTERN CONNECTICUT STATE UNIVERSITY

- Transferred from WCSU to CCSU
- Dean's List 2018 Fall Semester
- Finished semester with a 3.89 GPA

ATTENDED FROM AUGUST 2014 TO JUNE 2018

HIGH SCHOOL DIPLOMA, TERRYVILLE HIGH SCHOOL

- President of Student Council
- Graduated in Top 10% of Class
- Elected Captain of varsity softball team
- Member of National Honors Society for Junior and Senior year
- Made honor roll each quarter all four years of attendance
- Student representative for Board of Education meetings

SKILLS

- | | |
|---------------|---------------|
| • Trustworthy | • Efficient |
| • Reliable | • Friendly |
| • Punctual | • Team Player |
| • Dependable | • Receptive |

Sarah Levesque

Creative and determined Spanish teacher, passionate about teaching culture and language.

QUALIFICATIONS SUMMARY

Technology

- Expert in utilizing evidence-based games and platforms to engage and reach students.
- Proficient in Microsoft Office and Google Suite.

Organization

- Recognized for outstanding organizational skills.
- Adept at streamlining classroom systems and formatting documents.

Communication

- Reputation for concise and timely interactions with stakeholders.
- Empathetic with a track record of building trust and rapport with students.

EDUCATION

M.A. in Educational Technology

American College of Education
Expected Nov 2022
GPA 4.0

B.S. in Spanish & Education

Minor in Italian

Central Connecticut State University

Study Abroad in Italy, Spain, and Peru

LICENSES & CERTIFICATIONS

Spanish 7-12 (023)

Connecticut Department of Education

Italian 7-12 (020)

CT State Department of Education

LANGUAGES

Spanish, Fluent
Italian, Proficient

EXPERIENCE HIGHLIGHTS

Naugatuck High School, Naugatuck, CT Spanish Teacher

2019 – Present

Teach Spanish I-III Honors and Academic courses to students in grades 9-12.

- Create a strong school-home connection by communicating with families regularly regarding student progress and behavior.
- Develop a safe and inclusive classroom and developed positive relationships with students using SEL techniques.
- Design differentiated, authentic and engaging lessons, successfully implementing innovative educational technologies.
- Collaborate with colleagues to promote student wellness and implement trauma-informed restorative practices.

Bristol High School, Bristol, CT Student Teacher

Jan 2019 – Jun 2019

Created lessons and managed 5 classes with up to 25 students in each class.

- Incorporated ACTFL standards into each lesson while also differentiating for students with varying needs
- Utilized Smart Board technology and Chromebooks for class instruction
- Monitored the progress of each student by grading their work and providing constructive feedback
- Evaluated student's performance on district wide assessments

Small World Languages, Cheshire, CT Spanish & Italian Instructor

2018 – 2020

Taught small groups of students aged 4-8 in private and elementary school settings.

- Implemented lessons according to curriculum.
- Created varying activities and assignments that incorporate essential vocabulary and grammar concepts

VOLUNTEER EXPERIENCE

Nonnewaug High School, Nonnewaug, CT Student Liaison

Sep 2017 – Nov 2017

Served as translator and advisor to Spanish-speaking student.

- Interpreted English to Spanish and Spanish to English
- Assisted student to acclimate to new classes.
- Collaborated with guidance counselor to create beneficial academic plan for student.

Michael Livingston

Objective

Utilize my experiences in education to obtain a position in middle or high school with Bristol Public Schools for each and every student and family.

Education

Southern Connecticut State University

Bachelor of Arts, Communications

August 1999 - May 2001, New Haven, Ct

Baltimore Community College

Associate, Liberal Arts

August 1996 - May 1999, Rosedale, MD

Howell Cheney Technical High School / Precision Machining

Substitute Instructor

September 2020 - Present, Manchester, CT

Experience

- Teach the students the fundamentals of Precision Machining
- Coplan lessons with the instructor on the fundamentals of Precision Machining
- Ensure safety protocols are in place, and being followed at all times
- Assist students with short and long term shop projects
- Collaborate with administration to form partnerships with local manufacturing companies
- Secure work based learning for students
- Provide feedback to students on academics and daily work habits, using the Power Teacher platform
- Provide career counseling to students within the technical profession

Capital Region Education Council / Resource Specialist

September 2008 - April 2020, Hartford, CT

- Maintained partnerships between Open Choice Districts and CREC by providing school administrators feedback from students enrolled in the program
- Provided administrators, parents, teachers, and students feedback on academic and behavioral expectations
- Collaborated with school teams to develop and implement effective processes to mainstream Open Choice students

- Designed programs for Open Choice students that are aligned with the mission and vision of the local school board
- Attended educational meetings, for example PPTs, 504, and parent meetings related to behavior and academics
- Facilitated the exchange of educational ideas and resources between partnering districts
- Served as the primary contact between students in Open Choice districts and the CREC Transportation Department including daily communication and served as the primary emergency contact
- Organized specialized transportation for district extra curricular activities
- Developed and managed the Exploring by Design Summer Program focused on Project Based Learning
- Provided one to one and small group advisory sessions with students focused on academics, behavioral expectations and any equity issues they would like brought to administration
- Tracked and provided feedback to students regarding their academic progress
- Referred students with academic difficulties to Open Choice's after school homework program and monitored their individual success
- Assisted school staff with student crisis intervention strategies
- Provided partnering CREC districts with feedback on IEPs and 504 utilizing data and best practices
- Coordinated the annual Youth Empowerment Summit for Open Choice students in order to provide training and open forums for discussions around race and equity
- Collaborated with families participating in the Open Choice program including parent nights, home visits, regular emails and phone calls
- Assisted families in locating and obtaining mental health services within the community
- Served as the crisis intervention specialist between families and school staff including referrals to the Department of Children and Families
- Conferred with classroom teachers concerning behavioral, social emotional, academic, or personal issues that may be affecting students
- Developed and conducted in-service trainings on techniques for remediating negative behavior
- Assisted teachers with developing crisis prevention plans in accordance with school policies and procedures
- Referred students requiring further evaluation or follow-up services to the appropriate school personnel or community agencies

Roosevelt Middle School / Dean of Students

August 2005 - September 2008, New Britain, CT

- Oversaw behavioral referrals for entire school staff
- Facilitated mediations between student and staff regarding behavioral incidents
- Communicated with families regarding behavioral incidents in school and on the school bus
- Monitored and kept track of suspensions and expulsions in order to provide feedback to the administration and completed mandated reporting to the state
- Built relationships with students and staff by making myself visible within the school building and within the school community
- Monitor student behavior throughout the day and providing feedback to students on school wide expectations
- Oversaw after school and Saturday detentions

Specialized Training

-
- Youth Empowerment Summit Facilitator Training 2019
 - Facilitating Restorative Circles in the classroom 2018
 - Restorative Practices 2017
 - Organization and time management strategies for students 2016
 - Crucial Conversations around race and equity 2016
 - The Positive Behavioral Interventions and Supports (PBIS) 2011
 - School and Families: Better Together 2010
 - Family Engagement Practices for Student Success 2010
 - Welcoming Atmosphere Walk-Through Training 2010
 - Administrative Intervention 2008
 - Crisis Prevention Intervention (CPI) 2007
 - Girls and Boys Town National Workshop 2007
 - Data Driven Analysis 2007
-

Committees, Awards and Volunteer Work

- Member of Consortium for Black & Latino Scholastic Achievement 2011
 - Connecticut State Department of Education Evaluation Board 2019
 - Member of the Crossroads Community Cathedral worship team 2010
-

References

Theresa Rode

Special Education Teacher

Theresa Rode

Skills

-
- ~Building relationships with students and parents~Respect for students
 - ~Collaboration with teaching and support team
 - ~Ability to de-escalate and work with difficult students
 - ~ Modifying curriculum~ Co-teaching and working in pull out classes
- Current in Crisis Intervention Training
- ~ Recent training in Orton Gillingham Reading w/100 hours of tutoring 2019
 - ~Ngsx training 2019
 - ~Inquiry training 2019
 - ~Transition training 2021
 - ~SEDS Training 2021-22
 - ~Professional Educator Certificate-Comprehensive Special Education Pre-K-12 (065) exp.02/09/22

Licensure Experience

Town of Winsted

August 1992- PRESENT, Winsted CT

In my years with Winsted, my responsibilities have been diverse. I have primarily worked with middle school students. The past 10 years I have worked at The Gilbert School. Prior to the Gilbert School, I worked at Pearson Middle School. My recent years have been with grades 7-9 focusing mostly on 7th grade. I have co-taught in Math, Science, English, Language Arts, and Social Studies. At Gilbert, I have taught learning strategies classes for support and have also taught pull out English/ Language Arts classes and most recently as a 9th grade teacher I taught pull out Pre-Algebra. At Pearson, initially I taught the multi handicapped population. At that time most of the students were in a self contained program and much of the skills worked on were life skills and physical care.

Community Associates of Connecticut / Special Education Teacher

August 1987 - May 1992, Waterbury, Ct.

This was a teaching position focusing on High school aged severe & profound multi- handicapped individuals. I was in charge of teaching: gross motor skills, fine motor skills, social emotional skills, ADL skills, vocational skills, communication skills and toileting and feeding skills. It was a private organization. While working there I also had the role of Lead teacher and had additional responsibilities in the absence of the Principal.

Gerry Lynn Schuster

Professional Summary

A compassionate and caring teacher committed to providing and creating a supportive, safe and inclusive learning environment to students where they can successfully explore new learning experiences and challenges.

Work History

RainBow Academy, LLC- Preschool Teacher
Waterbury, CT.
06/2012-09/2020

- Managed a well-controlled classroom by clearly outlining expectations and reinforcing positive behaviors.
- Provided a safe, supportive and judge free learning environment that was often used as a model for other classrooms.
- Supervised and mentored teachers and staff during assessments of students, lesson planning and positive behavior reinforcement techniques
- Differentiated learning experiences for students to provide diverse approaches to learning.
- Engaged every student in projects and lessons in a totally inclusive classroom.

Skills

- Play-Based Learning
- Creating a Safe and Judge Free Learning Environment
- Manage and Redirect Student Behavior Using Positive Reinforcement Techniques
- Creative and Engaging Experience Planning
- Strong Communication & Collaboration With Peers, Parents and Support Team Members

Education

University of Hartford
West Hartford, CT.
Master of Science: Advanced Special Education
GPA: 4.0 May 2017

Charter Oak State College
New Britain, CT.
Bachelor of Science: ECE/Adolescent Psy
GPA: 3.97 May 2015

Honoree of Alpha Sigma Lambda Honor Society

**Southbury Training school/ Summer School Special Education
Teacher**

July 1987 - August 1987, Southbury, Ct

This was a short term summer position. It was mostly working with the adult population assembling piecework for vocational tasks.

Education

Southern Ct State University

1996- 1999, New Haven, CT

I completed my Masters degree in Comprehensive Special Education in 1999.

Marywood University

September 1981 - May 1986, Scranton, PA

Although my focus was originally in Music Therapy, I changed my major during my third year to Special Education and am certified PK-12 in Special Education.

ABBRYANN TEVNAN

EXPERIENCE

FEBRUARY 2021 – PRESENT

BEHAVIOR THERAPIST, PRISM AUTISM EDUCATION AND CONSULTATION

BEHAVIOR THERAPIST PROVIDING INTENSIVE 1:1 ABA SERVICES TO CHILDREN WITH AUTISM

PROFICIENT WITH DATA COLLECTION, ENTRY, AND USAGE OF CENTRAL REACH PLATFORM

DECEMBER 2014– JUNE 2018

PARAPROFESSIONAL, AVON PUBLIC SCHOOLS

ROTATING PARAPROFESSIONAL FOR STUDENTS WITH DISABILITIES IN KINDERGARTEN THROUGH GRADE 3

EXPERIENCE WITH ASD, BEHAVIORAL ISSUES, AND VARIOUS LEARNING DISABILITIES

AUGUST 2013- DECEMBER 2014

PARAPROFESSIONAL, STAMFORD PUBLIC SCHOOLS

ASSISTED IN DAILY ROUTINES AND MANAGEMENT OF KINDERGARTEN ASD CLASSROOM, INCLUDING ACADEMIC GOALS AND INTENSIVE BEHAVIOR MANAGEMENT

JANUARY 2014- MARCH 2014

LONG TERM SUBSTITUTE TEACHER, STAMFORD PUBLIC SCHOOLS

TAUGHT AND MANAGED KINDERGARTEN CLASSROOM OF NINE STUDENTS WITH AUTISM SPECTRUM DISORDER

PLANNED DAILY AND WEEKLY LESSONS ACCORDING TO IEP GOALS, CURRICULUM, AND INDIVIDUAL NEEDS

CONDUCTED VARIOUS TESTING WITH STUDENTS INCLUDING VBMAPP

ATTENDED DATA AND TEAM MEETINGS, PROFESSIONAL DEVELOPMENT TRAININGS

CONDUCTED PARENT TEACHER CONFERENCES AND COMPLETED PROGRESS REPORTS AND REPORT CARDS IN ACCORDANCE WITH IEP GOALS

SEPTEMBER 2011- MARCH 2012

LEAD PRESCHOOL TEACHER, THE GODDARD SCHOOL

TAUGHT AND MANAGED CLASSROOM OF 15 PRESCHOOL STUDENTS

PLANNED AND EXECUTED DAILY AND WEEKLY LESSON PLANS IN ACCORDANCE WITH

CURRICULUM

COMMUNICATED WITH PARENTS DAILY ABOUT CHILD PROGRESS

SEPTEMBER 2008- JUNE 2011

PARAPROFESSIONAL, PLYMOUTH PUBLIC SCHOOLS

ASSISTED STUDENTS WITH MATH, READING, AND LANGUAGE ARTS IN SMALL GROUP SETTINGS

PROVIDED ACADEMIC AND BEHAVIORAL SUPPORT FOR SEVERAL INCLUSIVE CLASSROOMS IN KINDERGARDEN THROUGH GRADE 5

EDUCATION

MAY 2011

MASTER OF EDUCATION, CURRY COLLEGE

Master's Degree in Special Education, Moderate Disabilities, PreK-8
GPA 3.94, graduated with honors, Magna Cum Laude

MAY 2007

BACHELOR OF SCIENCE IN EDUCATION, BRIDGEWATER STATE UNIVERSITY

Bachelor's Degree in Elementary Education, grades 1-6
GPA 3.6, graduated with honors, Cum Laude

SKILLS

- Experience with ASD, ABA, DTI, and intensive behavior management
- PMT trained
- Early intervention
- Experience with developmental disabilities
- Classroom management
- Early childhood, elementary, and special education

Christina Trottier

Skills

Lesson planning, use of a wide variety of instructional techniques, classroom management, leadership, collaboration with colleagues, communication with parents, data analysis, co-teaching with special education teacher, partnering with support staff to meet students' needs

Experience

August 2003 - PRESENT

Carmen Arace Intermediate School, Bloomfield, CT - Classroom Teacher

- Taught grades 5 & 6
- Taught all subjects; currently teach grade 6 Language Arts and Social Studies
- Utilize Reading and Writing Workshop (TCRWP) to meet the needs of a variety of learners

September 2002 - June 2003

Martin Kellogg Middle School, Newington, CT - Classroom Teacher

- Long Term Substitute, Grade 6, Language Arts and Social Studies

Education

July 2005 - May 2009

Central Connecticut State University, New Britain, CT - Master of Science

- Remedial Reading and Remedial Language Arts, Summa Cum Laude

August 1996 - May 2000

Lebanon Valley College, Annville, PA - Bachelor of Science

- Elementary Education and Spanish, Magna Cum Laude

Activities

Teacher Education and Mentor (TEAM) Trained, National Geography Bee Coordinator, Homework Club, detention duty, field trip coordinator (Boston Museum of Science, Connecticut Historical Society, bowling, roller skating), team leader, summer school teacher, curriculum writing

Proficiency

Proficient with Reading and Writing Workshop (TCRWP), Collaborative & Proactive Solutions (CPS), Positive Behavioral Interventions and Supports (PBIS), PowerSchools, Google Classroom, Google Meet, Google Docs, Hapara, Screencastify, Microsoft Office, iReady, IXL, Newsela, Promethean Board and tablet, PearDeck, ActivInspire

Stephanie L. Wright

PERSONAL SUMMARY:

An experienced, enthusiastic, and hard working School Psychologist that aims to make every child feel valued and capable. A strong child and family advocate that shares difficult information with compassion and integrity. A strong believer that all children can succeed.

EMPLOYMENT EXPERIENCE:

Waterbury Public Schools – Waterbury, CT

SCHOOL PSYCHOLOGIST – 8/06 – Present

- Perform various school-based psychological services, such as completing psycho-educational evaluations, conducting group and/or individual counseling sessions, and responding to crisis situations
- Write comprehensive psychological evaluation reports, collect data for Functional Behavior Assessments and develop Behavior Intervention Plans
- Attend and serve as Planning and Placement Team meeting designee when necessary
- Maintain certain records, such as student data, timeline information and Medicaid billing data
- Collaborate with parents, teachers and staff to increase student performance and positive behaviors
- Participate in various school based committees and teams, such as the Chronic Absenteeism Team, the Crisis Intervention Team, the Early Intervention Plan Team, the School Safety Team, the School Improvement Team and the Positive Behavior Intervention Support Team

A Plus Learning Headquarters - Shelton, CT

TUTOR - Spring 2009, Spring 2010, Spring 2011, Spring 2012

- Worked with small groups of children to improve their reading, mathematics and writing skills.

Connecticut Junior Republic - Waterbury, CT

OUTREACH TRACKING & REUNIFICATION CASE MANAGER - 12/01 – 8/06

- Assisted clients in adjusting to their homes and communities after discharge from state-wide residential treatment programs
- Performed school visits and attended Planning and Placement Team meetings
- Conducted regular home visits, provided individual and family counseling services

North American Family Institute: Stepping Stone - Waterbury, CT

DIRECT CARE STAFF - 8/00 - 12/01

- Assisted in the daily living routine of adolescent females between the ages of 13 and 16

EDUCATION:

- **2005-2006: Southern Connecticut State University - New Haven, CT**
Sixth Year Certificate, School Psychology
- **2003-2005: Southern Connecticut State University - New Haven, CT**
Masters of Science Degree, School Psychology
- **1996-2000: Hampton University - Hampton, VA**
Bachelor of Arts Degree, Psychology

SKILLS:

- Dedicated, reliable team player
- Empathetic, understanding listener
- Effective communicator

SPECIAL RECOGNITIONS:

- 2013 Teacher of the Year for Wilson School

**BOARD OF EDUCATION
Bristol, Connecticut**

RECOMMENDATIONS TO BOARD FOR SIXTH YEAR SALARY CREDIT
EFFECTIVE 09/01/2021

Name	Assignment	Transcribed Course Work	Work Shops/CEU Equivalent	Instructor of College Course/s	Authorship	Travel	Total Credits
DeLucia, Domenico	WB Special Education Teacher	12					12
King, Elizabeth	CHMS TESOL Teacher	30					30
Kulig, Sara	ID Math Coach K-5	30					30
Loi, Marisa	ID Grade 5 Teacher	30					30
Meyer, Erin	BEHS Biology Teacher	30					30



Bristol Public Schools
Office of Teaching & Learning

Department	Art
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Illustration
Course Description for Program of Studies	In this course students will learn basic drawing skills, Color Theory, Figure and character illustration, and the different applications of illustration in sequential art, literature, advertising and editorial work.
Grade Level	9-12
Pre-requisites	None
Credit (if applicable)	.5x

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	BASIC DRAWING SKILLS	COLOR THEORY	FIGURE/CHARACTER	TYPES OF ILLUSTRATION	PRESENTING
Creating					
VA:Cr1.1 Investigate, Plan, Make	S	S	S	S	
VA:Cr2.1 Organize and develop artistic ideas and work	S	S		S	S
VA:Cr3.1 Refine and complete artistic work.	P	P	P		
Presenting					
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.	S				S
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.					P
VA:Pr6.1 Convey meaning through the presentation of artistic work.					S

Responding					
VA:Re7.1 Perceive and analyze artistic work.		S		S	
VA:Re8.1 Interpret intent and meaning in artistic work.					S
VA:Re9.1 Apply criteria to evaluate artistic work.			S		
Connecting					
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.			S		
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				P	

ESSENTIAL QUESTIONS

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

ENDURING UNDERSTANDING

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Visual imagery influences understanding of and responses to the world.
- Creativity and innovative thinking are essential life skills that can be developed.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

UNIT 1: BASIC DRAWING SKILLS

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1. HSI	<ul style="list-style-type: none"> Use multiple approaches to begin creative endeavors. 	Content Knowledge	Learning Activities or Resources <ul style="list-style-type: none"> Describe form with value Shade and produce a range of values Utilize Linear and atmospheric perspective to create the illusion of depth. Use direct observation of subject matter to create Contour drawings. Applying the elements and principles to create an effective composition. (exists in all units)
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cr2.1. HSI	<ul style="list-style-type: none"> Engage in making a work of art or design without having a preconceived plan. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cr3.1. HSI	<ul style="list-style-type: none"> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

VA:Pr4.1. HSI	<ul style="list-style-type: none"> Analyze, select, and curate artifacts and/or artworks for presentation and preservation. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Create innovative compositions by purposely organizing the **Elements of Art** and the **Principles of Design** in my drawings
- Use changes in **value** and rules of perspective to render basic **Forms** and create the illusion of depth.
- Use direct observation of subject matter to create contour line drawings.
- Photograph my artwork, create “digital assets” and develop a digital portfolio of my work
- Changes in Value can describe Form
- The rules of perspective create depth andrealism
- Looking closely at objects helps me to render them more realistically than drawing those objects from my imagination
- Careful arrangement of The Elements and Principles of Design within the available space creates an intentional/innovative composition
- Why is it important to look closely at your subject matter?
- How can I use value to create the illusion of depth in my drawings?
- How can I use the rules of perspective to create the illusion of depth in my drawing

UNIT 2: COLOR THEORY

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<ul style="list-style-type: none"> ● VA:Cr1.1.HSI Use multiple approaches to begin creative endeavors. 		Content Knowledge		Learning Activities or Resources <ul style="list-style-type: none"> ● Color wheel /primary/secondary/ tertiary colors ● Schemes- Monochromatic, Analogous, Complementary, Split Complementary, triadic ● CMY colors ● Link to Art History ● emotional/societal connections to colors and color schemes (unity, contrast) ● (introduction to adobe photoshop and illustrator here)tech ● Colors are associated with various personal and cultural meanings. ● Colors can be mixed and used together to create different color schemes. ● How can I use color to affect the viewer of my artwork? ● Why is it important to know how to mix colors? ● What is the difference between RYB primary and CMY colors?(maybe cut) ● How might various project requirements affect my color choices?
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
<ul style="list-style-type: none"> ● VA:Cr2.3.HSIII Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
<ul style="list-style-type: none"> ● VA:Cr3.1.HSI Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		

	revisions for works of art and design in progress.			
<ul style="list-style-type: none"> ● VA:Re.7.2.HSI Analyze how one's understanding of the world is affected by experiencing visual imagery. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		

Learning Targets

I CAN:

- Identify and use primary, secondary, and tertiary **colors** to create various color schemes
- Explore color associations
- Use color purposely to affect and inform the viewer.
- Apply **color** using wet and dry media

UNIT 3: FIGURE/CHARACTER

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<ul style="list-style-type: none"> ● VA:Cr1.1.HSI Use multiple approaches to begin creative endeavors. 		Content Knowledge		<p>Learning Activities or Resources</p> <ul style="list-style-type: none"> ● Study of Canons of the Human figure : heroic, ideal, ordinary as well as differences for male female and age. ● Facial proportions ● Character Design (creation of your own unique character) ● How do artists and designers determine whether a particular direction in their work is effective? ● How do life experiences influence the way you relate to art?
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
<ul style="list-style-type: none"> ● VA:Cr3.1.HSI Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
<ul style="list-style-type: none"> ● VA:Re.9.1.HSI Establish relevant criteria in order to evaluate a work of art or collection of works. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		

			Learning Behavior	
	<ul style="list-style-type: none"> ● VA:Cn10.1.HSI Document the process of developing ideas from early stages to fully elaborated ideas. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Apply an understanding of the human anatomy in figure drawing/ character design.
- Use facial proportions to create both realistic and imaginary faces/characters.
- Create an original character utilizing my prior knowledge of the elements and principles of art.

UNIT 4: TYPES OF ILLUSTRATION

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.2. HSI	<ul style="list-style-type: none"> ● Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.1. HSII	<ul style="list-style-type: none"> ● Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 		Content Knowledge	<ul style="list-style-type: none"> ● Sequential: comic strip, storyboard, process illustration ● Narrative: game design, children’s book illustration, Graphic novel ● Informative: diagrams, medical/scientific illustration, instructional illustrations ● Advertising/persuasive: product, public health campaign, political campaign, political cartoons ● (historical connection---20th Century Propaganda Posters) ● Editorial: Social justice, Editorial cartoons, responses to editorial writings etc.
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re.7.1 .HSIII	<ul style="list-style-type: none"> ● Analyze how responses to art develop over time based on knowledge of and experience with art and life. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

VA:Cn11. 1.HSI	<ul style="list-style-type: none"> Describe how knowledge of culture, traditions, and history may influence personal responses to art. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Create innovative compositions by purposely organizing the **Elements of Art** and the **Principles of Design** in my drawings
- Create Informative, Narrative/Sequential and Editorial Illustrations
- Use Adobe Creative Suite to design original works of art.

UNIT 5: PRESENTING

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2. HSIII	<ul style="list-style-type: none"> Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Pr.4.1. HSII	<ul style="list-style-type: none"> Analyze, select, and critique personal artwork for a collection or portfolio presentation. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Pr5.1. HSI	<ul style="list-style-type: none"> Analyze and evaluate the reasons and ways 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

- All work should be photographed, edited for clarity/publication and uploaded to students' digital portfolio.
- Class gallery show of best work and/or a publication etc.
- Create an online gallery on school website
- Engage in class discussions and critiques of classmates' presentations.

	an exhibition is presented.	Physical Skill	
		Product Development	
		Learning Behavior	
VA:Pr6.1. HSI	<ul style="list-style-type: none"> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re8.1. HSI	<ul style="list-style-type: none"> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Select art for presentation based on the audience, and/or venue space.
- Choose artwork that conveys a personal and/or social message.
- Edit, refine, and prepare artwork using a variety of techniques, methods, and/or technologies for my final presentation.
- Create an online portfolio and/or gallery.
- Engage in the process of art criticism and use vocabulary to interpret the meaning of a collection from a classmate's presentation.
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1. SCHOLASTIC ELIGIBILITY

Extra-Curricular Activities/Athletics - High School Request for Pupil Transfer within the Bristol Public School System With No Change in Residency.

Any student who is granted an out of area transfer request that results in attendance at the non-resident high school is partially eligible for interscholastic athletics for thirty (30) calendar days from the first date of practice following the date of enrollment (first day of attending classes) (for students entering over the summer, the 30 days begin on the first day of practice) in the receiving school, or the first contest after the date of enrollment, if entry is after the first allowable play date in any sport the student participated in at the previous school

Students and/or their parents legal guardians may file a waiver request with the Superintendent of Schools within thirty (30) days of notification of denial of the out of area request, seeking exemption from this policy because the out of area request is required for compelling personal reasons unrelated to athletics/ such as illness or incapacity of family members. The Superintendent of Schools shall consult with the two high school principals and/or the Supervisor of Physical Education, Health and Athletics and make a recommendation to the Board regarding the request. Should the Superintendent recommend against the waiver, the student and/or parents/legal guardian may appear before the Board, which shall issue the final decision regarding the requested waiver.

High School Full Extra-Curricular Eligibility

Quarter 1, 2 and 3 grades will be used to determine eligibility during the winter and spring seasons. Final end of the year grades, 2nd semester and summer school grades will determine eligibility for the fall season. During the school year, student eligibility and ineligibility status is determined on the day report cards are distributed or on the fourteenth (14) calendar day following the end of the marking period.

In order to be eligible to participate in all aspects of an extra-curricular activity, a student must meet the following criteria:

Fall Season

A student is eligible when he/she:

Is entering grade 9 from grade 8 OR must have received a minimum of five and a half (5.5) academic credits plus .5 physical education credit from the previous school year (**Add - and summer school**). Students attending BTEC or transferring into a Bristol School may have the .5 physical education credit waived by the building principal.

(Add - Beginning with the Class of 2026, a student is eligible when he/she is entering grade 9 from grade 8 OR must have received a minimum of six academic credits plus .5 physical education credit from the previous school year and summer school. Students attending BTEC or transferring into a Bristol School may have the .5 physical education credit waived by the building principal.)

- **(Add - Freshmen/sophomores at the start of the school year**
 - **Must be enrolled in a minimum of six (6) academic credits plus .5 physical education credit during the current school year (or have passed physical education for the upcoming school year in the prior summer).**
- Juniors/Seniors at the start of the school year
 - Is enrolled in a minimum of five and a half (5.5) academic credits plus ½ physical education credit.
- Passes all courses OR
- Fails one class for the year or second semester with a grade no lower than 60, not retaken or failed in summer school ~~and has a weighted semester two GPA of 2.0 or higher.~~
- If the student retakes the failed course in the fall, the student must achieve a grade of 65 or higher in that failed course by the midterm of the marking period. Eligibility of these students will be determined on the third school day after the progress reporting period.

If the student does not repeat the failed course, all grades must be a 70 or better at the midterm of the first marking period. Eligibility of these students will be determined on the third school day after the progress reporting period.

- The student must be a member of the school in grades 9, 10, 11 or 12.
- The student shall not have reached his or her twentieth (20th) birthday. A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.
- A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
- Any student who has been enrolled in grades 10, 11, 12 inclusive in any school (member or non-member) shall not participate in the same branch of athletics for more than (3) seasons. A student, upon enrolling in grade nine (9) shall have 4 continuous or uninterrupted years to complete his or her athletic eligibility.

Winter and Spring Seasons

- At the end of the previous marking period, the student is eligible when he/she:
- ***(Add - Freshmen/sophomores at the start of the school year***
 - ***Must be enrolled in a minimum of six (6) academic credits plus .5 physical education credit during the current school year (or have passed physical education for the upcoming school year in the prior summer).***
- Juniors/Seniors at the start of the school year
 - Is enrolled in a minimum of five and a half (5.5) academic credits plus ½ physical education credit.
- Passes all courses OR
- Fails one class with a grade no lower than 60 ~~and have a weighted quarter GPA of 2.0 or higher.~~
 - To maintain full eligibility the student must achieve a grade of 65 or higher in the failed course on the progress report following the marking period in which the failure occurred.

- o If the student does not repeat the failed course, all grades must be a 70 or better at the progress report following the marking period in which the failure occurred.
 - o Eligibility of these students will be determined on the third school day after the progress reporting period
- Students with an incomplete become ineligible the day grades are distributed or on the 14 calendar date after the close of the term. The student then has 10 days to make up the incomplete. If a student does not make up the incomplete within 10 days, the student remains ineligible. A student becomes eligible when the incomplete grade has been resolved within the 10 days.
 - The student should be a member of that school in grade 9, 10, 11, 12.
 - The student shall not have reached his or her twentieth (20th) birthday. A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.
 - A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
 - Any student who has been enrolled in grades 10, 11, 12 inclusive in any school (member or non-member) shall not participate in the same branch of athletics for more than (3) seasons. A student, upon enrolling in grade nine (9) shall have 4 continuous or uninterrupted years to complete his or her athletic eligibility.

High School Partial Extra-Curricular Eligibility

Fall Season

A student placed on Partial Extra-Curricular Eligibility would be granted limited participation but will not be able to represent the school in any type of competition, performance, etc. (i.e., athletic, drama, musical etc.).

Partial Extra-Curricular (~~Eligibility will be offered to a student only once per academic year.~~)

To gain Partial Extra - Curricular Eligibility, a student must meet the following criteria:

- **(Add - Fails one class with a grade lower than 60)** or fails two classes for the year or second semester and not retaken or failed in summer school.
- **(Add - Freshmen/sophomores at the start of the school year**
 - **Must be enrolled in a minimum of six (6) academic credits plus .5 physical education credit during the current school year (or have passed physical education for the upcoming school year in the prior summer).**
- Juniors/Seniors at the start of the school year
 - Is enrolled in a minimum of five and a half (5.5) academic credits plus ½ physical education credit.
- The period of Partial Extra-Curricular Eligibility will extend to the progress reporting period of the first quarter.
- To become eligible at the progress reporting period, a student on Partial Extra-Curricular Eligibility must attain a minimum average of "65" in the subject(s) that were failed and be passing all other classes. If the student does not or is unable to retake the failed class or classes, the student **must have a 70 in all subjects**. Eligibility of these students will be determined on the third school day after the progress reporting period.
- Students, who qualify under the Partial Eligibility Rule during a try-out period, may try-out for extracurricular activities, with the understanding that the Partial Eligibility Rule goes into effect immediately should he/she make the cut.
- Transfer students' grades are interpreted by the standards of the previously attended school.
- The student shall not have reached his or her twentieth (20th) birthday. A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.
- A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
- Any student who has been enrolled in grades 10, 11, 12 inclusive in any school (member or non-member) shall not participate in the same branch of athletics for more than (3) seasons. A student, upon

enrolling in grade nine (9) shall have 4 continuous or uninterrupted years to complete his or her athletic eligibility.

High School Partial Extra-Curricular Eligibility

Winter and Spring Seasons

A student placed on Partial Extra-Curricular Eligibility would be granted limited participation but will not be able to represent the school in any type of competition, performance, etc. (i.e., athletic, drama, musical etc.).

Partial Extra-Curricular Eligibility will be offered to a student only once per academic year. (~~Eligibility will be offered to a student only once per academic year.~~)

To gain Partial Extra -Curricular Eligibility, a student must meet the following criteria:

- Freshmen/sophomores at the start of the school year
 - Must be enrolled in a minimum of **six (6)** academic credits plus .5 physical education credit during the current school year (or have passed physical education for the upcoming school year in the prior summer).
- Juniors/Seniors at the start of the school year
 - Is enrolled in a minimum of five and a half (5.5) academic credits plus ½ physical education credit.
- For the current school year, fails **(Add - fails one class with a grade lower than 60)** or no more than 2 subjects at the end of the previous marking period (defined as a grade lower than 65). The period of Partial Extra-Curricular Eligibility will extend to the date of progress reporting of the marking period following the marking period in which the failure(s) occurred. A student on Partial Extra-Curricular Eligibility must attain a minimum average of "65" in the subject(s) that were failed and be passing all classes.
- In the event that a student fails a first semester course, which cannot be repeated the second semester, the student will be placed on Partial Extra-Curricular Eligibility for the third marking period and must be passing all subjects with a grade of 70 at the quarter

progress report. Eligibility of these students will be determined on the third school day after the progress reporting period.

- Students, who qualify under the Partial Eligibility Rule during a try-out period, may try-out for extracurricular activities, with the understanding that the Partial Eligibility Rule goes into effect immediately should he/she make the cut.
- Transfer students' grades are interpreted by the standards of the previously attended school.
- The student shall not have reached his or her twentieth (20th) birthday. A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.
- A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
- Any student who has been enrolled in grades 10, 11, 12 inclusive in any school (member or non-member) shall not participate in the same branch of athletics for more than (3) seasons. A student, upon enrolling in grade nine (9) shall have 4 continuous or uninterrupted years to complete his or her athletic eligibility.