

Board of Education Meeting

Wednesday, October 4, 2023 7:00 PM

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

1. **CALL TO ORDER/ PLEDGE OF ALLEGIANCE/MEETING
NORMS**

2. **STAFF AND STUDENT RECOGNITION**

3. **APPROVAL OF MINUTES**

4. **COMMITTEE REPORTS**

5. **STUDENT REPRESENTATIVE REPORTS**

6. **CHAIR REPORT**

7. **SUPERINTENDENT REPORT**

8. **CONSENT AGENDA**

8.1. PERSONNEL

8.1.a. Teacher Resignations

8.1.b. New Teacher Hires

8.1.c. A-1 Hire - August 23, 2023

8.1.d. A-2 Hires - Effective September 11, 2023

8.1.e. A-3 Hires - Effective September 19, 2023

9. **PUBLIC COMMENT**

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

10.1. Bristol Eastern High School Trip - Quebec
City, Canada - February 29, 2024 - March 3, 2024

10.2. Bristol Eastern High School Trip -
Yucatan Peninsula, Mexico - April 12, 2025 to
April 19, 2025

10.3. BCHS & BEHS Combined Music Trip to
Williamsburg, VA - April 11, 2024 - April 14,
2024

10.4. The Barnes Foundation Donation to South
Side School

10.5. Budney Aerospace Donation

10.6. 23-24 New Hires Overview

11. **POLICY REVISION**

11.1. Policy 3453 - School Activity Funds

11.2. Policy 6146 - Graduation Requirements

12. **NEW BUSINESS**

13. **BUILDING REPORTS**

14. **INFORMATION/LIAISON REPORTS**

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

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

17. **ADJOURNMENT**

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 click the following link: [September 13, 2023 Regular Meeting](#).

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, September 13, 2023 – 7:00 p.m.
Regular Meeting Minutes

The Bristol Board of Education meeting was held on Wednesday, September 13, 2023, at 7:00 p.m. at the Bristol Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Jill Fitzsimons-Bula, Kristen Giantonio, Lorianne Osenkowski, Shelby Pons, Maria Simmons, Dante Tagariello, and Jennifer Dube; **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Lynn Boisvert, Business Manager and Erick Rosengren, Council Liaison

CALL TO ORDER/ PLEDGE OF ALLEGIANCE/MEETING NORMS

Chair Dube called the meeting to order at 7:00 p.m. and asked the audience to stand for the Pledge of Allegiance. Chair Dube asked that the audience join her in a moment of silence for Ruth Meusel a Grade 2 Teacher at Clara T. O'Connell School from 4/7/69 to 6/22/92.

Chair Dube read the meeting norms into the record.

STAFF AND STUDENT RECOGNITION

Back to School Bash - August 28, 2023 - Erika Treannie and Kristy Ricciardone

Dr. Carbone recognized and thanked Erika Treannie and Kristy Ricciardone for all of their work in organizing and overseeing the Back-to-School Bash. Mrs. Erika Treannie and Mrs. Ricciardone were present in the audience and stood to be recognized. The event was held on the BAIMS field and was well attended by families, staff, and several local agencies. This was the first Back-to-School Bash we hope that this will become an annual event.

APPROVAL OF MINUTES

August 2, 2023 - Special Meeting

On a motion by Dante Tagariello, seconded by Russell Anderson,

The Board of Education voted to approve the August 2, 2023, Special Meeting minutes as written with eight (8) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Osenkowski, Pons, Simmons, Tagariello, and Dube) in favor of the motion. Commissioner Giantonio Abstained.

August 9, 2023 - Special Meeting - Meet & Greet

On a motion by Dante Tagariello, seconded by Jill Fitz-Simons-Bula,

The Board of Education voted to approve the August 9, 2023 - Special Meeting - Meet & Greet as written with six (6) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Osenkowski, Tagariello, and Dube) in favor of the motion. Commissioners Giantonio, Pons, Simmons Abstained.

August 9, 2023 - Special BoE Meeting

On a motion by Dante Tagariello, seconded by Eric Carlson,

The Board of Education voted to approve the August 9, 2023 - Special Meeting BoE Meeting as written with six (6) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Osenkowski, Tagariello, and Dube) in favor of the motion. Commissioners Giantonio, Pons, Simmons Abstained.

August 16, 2023 - Special Meeting - Meet & Greet

On a motion by Russell Anderson, seconded by Jill Fitz-Simons-Bula,

August 16, 2023 - Special Meeting - Meet & Greet – cont'd

The Board of Education voted to approve the August 16, 2023 - Special Meeting - Meet & Greet as written with seven (7) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Osenkowski, Simmons, Tagariello, and Dube) in favor of the motion. Commissioners Giantonio and Pons Abstained.

August 16, 2023 - Special BoE Meeting

On a motion by Dante Tagariello, seconded by Russell Anderson,

The Board of Education voted to approve the August 16, 2023 - Special BoE Meeting as written with seven (7) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Osenkowski, Simmons, Tagariello, and Dube) in favor of the motion. Commissioners Giantonio and Pons Abstained.

August 22, 2023 - Special BoE Meeting

On a motion by Dante Tagariello, seconded by Russell Anderson,

The Board of Education APPROVED the August 22, 2023 - Special BoE Meeting as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello, and Dube) in favor of the motion.

September 6, 2023 - Special Meeting - Meet & Greet

On a motion by Eric Carlson, seconded by Russell Anderson,

The Board of Education voted to approve the September 6, 2023 - Special Meeting - Meet & Greet as written with seven (7) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Simmons, and Dube) in favor of the motion. Commissioners Pons and Tagariello Abstained.

September 6, 2023 - Special BoE Meeting

On a motion by Eric Carlson, seconded by Russell Anderson,

The Board of Education voted to approve the September 6, 2023 – Special BoE Meeting as written with seven (7) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Simmons, and Dube) in favor of the motion. Commissioners Pons and Tagariello Abstained.

COMMITTEE REPORTS

Communication Meeting

Commissioner Simmons reported that at the last meeting, the committee discussed the committee explored the Connecticut Definition and Framework for Family Engagement: Full, Equal, and Equitable Partnerships with Families, the committee looked at the Connecticut Definition and Framework for Family Engagement, discussed the CT Family and Community Engagement Conference, explored the idea of a district compendium, discussed literature that may support the work of the committee (*Everyone Wins! The Evidence for Family-School Partnerships and Implications for Practice*) and discussed ways of having a regular report/sharing of things that are happening districtwide that support School, Family and Community-Partnerships.

Finance Committee

Chair Dube chaired the September Finance Committee meeting for Commissioner Tagariello. Chair Dube reported that the final snapshot for FY 2023 is still showing a negative balance, however, we utilized much of our available grant funding to bring the general fund deficit balance down lower than it had been over the past few months; and our accounts are lower than the anticipated energy deficit total for natural gas, heating and diesel fuels.

Operations Committee

Commissioner Carlson reported that the Operations Committee met September 6th. The ESSER/ARP money that we had set aside for Chippens Hill Middle School air conditioning/ventilation project, the bids came in above the amount

Operations Committee – cont'd

that we had set aside; unfortunately, prices have increased more than expected. We are going to switch to other projects to use the ESSER/ARP money. The committee voted on projects including fire alarm systems, building management systems, boilers in Hubbell, Eastern, and Chippens Hill and some rooftop units. Commissioner Carlson also reported that the Chippens Hill Underground Storage Tank for oil has been red-flagged by DEEP. The tank that is now 31 or 32 years old is out of date and we have to stop using it and put in a temporary tank while we go through the process of getting the new above-ground storage tank installed.

Policy Committee

Commissioner Pons reported that the committee met and discussed the Legislative Summary 2023 and discussed the different policies that will need to be reviewed and possibly adjusted. The committee also talked about Recess Policy #5144-4, looked at model policies from CAGE, discussed the current policy, and decided to continue the conversation at the next policy meeting to decide if it will be revised. The committee looked at Policy Number 6822 which requires the board to post all of its materials online and got an overview of where those things could be found online with the Board calendar. The committee also talked about the current legislation that requires all school districts to provide menstrual products in schools. Bristol was ahead on this and had passed a policy over a year ago, the policy allowed us to provide feminine hygiene products, but we did not include tampons, we are now looking to see if that is a possibility. The committee will be talking about this again next month.

Student Achievement

Commissioner Fitzsimons-Bula reported that the committee met on Wednesday, August 30th. The bulk of the conversation was around five (5) first readings of new curriculum which included Computer Software Applications - If You Love It Teach It, Rising Educators II, Foundations, and Health Science and Fashion Design. Commissioner Fitzsimons-Bula added that these conversations and discussions are really interactive which gives the committee some insight as to what the students will be learning in the classrooms.

STUDENT REPRESENTATIVE REPORTS

Bristol Central High School

BCHS Senior Student Representative, Isabel Paolino provided her first Student Representative Report for the 23-24 school year. Highlights from the report included Fall Sports have begun, the Girls' Swimming and Dive and Girls' Volleyball have started the season with wins, and the Girls' Soccer and Volleyball teams both received a national award for having high grades and great sportsmanship. Students are looking forward to the first home football game next Friday. Students are getting back into the swing of things, the senior Rambassadors have been working hard to help make the switch from middle to high school easier for the Freshman. On the first day of school they wore yellow shirts to stand out and help the freshmen get to their classes on time. There is a new swipe system that is being used before the school day, early dismissal, and using the restrooms, it helps to incentivize the students to get to school on time and to not spend a large amount of class time in the restroom. The Interact Club has started off the year strong, by volunteering for the Bristol Boys & Girls Club 5K Color Dash, and they are now working to put the Girls Powderpuff football game together where they donate the profits to the Make-A-Wish Foundation. The first few weeks of school have been great for Bristol Central and Isabel cannot wait to see what the school year brings and looks forward to updating the Board on future events.

Bristol Eastern High School

BEHS Senior Student Representative, Rita Gao provided her first Student Representative report for the 23-24 school year. Highlights from the report included Fall Sports have gone into full swing and there are many games happening. Our first football game last Saturday was a win against Farmington High School, Girls volleyball and Boys soccer also started off their seasons with a win. There is another big football game this Friday under the lights against Hartford Public. A group of students met with adults from the school district to talk about goals for the Bristol Public Schools. The annual Club fair will be held tomorrow which allows all students to walk around and explore the different options we offer as a school; the goal is to have as many students involved in a club, sport or activity as possible so that they feel connected to the school. With September half over, students have gotten used to the new rules and protocols at school. The biggest change has been with attendance and school safety, we now swipe in for

Bristol Eastern High School – cont'd

attendance each morning using a new the new swipe system which also is used for entrance into our games and places like the lavatory. Other things coming up: progress reports, parent-teacher conferences on October 10th 11th, and 12th, we have PSAT's for the school and SATs for seniors on October 11th and October 21st is set aside for a homecoming dance.

CHAIR REPORT

Chair Dube shared that at the August 8th City Council meeting Mayor Caggiano appointed Lori Osenkowski to fulfill the remainder of this term to cover the resignation of Todd Sturgeon. Chair Dube shared some facts about Lori. Lori has three children in the Bristol Public Schools system, one in each level; elementary, middle, and high school so she will have a great pulse on what is going on in our BPS community. She and her husband have been giving back to the community through their Lights on Rosewood displays donating funds to residents of Bristol experiencing need. Lori will be serving as the alternate on the Operations Committee and the Communications and Community Relations Committees. On behalf of the entire board Chair Dube officially welcomed Commissioner Osenkowski to the Board of Education.

SUPERINTENDENT REPORT

Dr. Carbone presented the monthly Superintendent Report. Dr. Carbone shared information regarding the opening of the 2023-2024 school year. The school year kicked on August 29th - we welcomed 8,064 students back to our schools and programs with 270 PreK 3 and PreK 4 scholars attending our newly opened Edgewood PreK Academy. It was exciting to witness the families and scholars on opening day across the district and most notably those families experiencing Edgewood for the first time. I would like to thank our custodial and maintenance staff as well as our office and administrative staff who worked tirelessly to prepare for a smooth opening after our redistricting process this spring. We are off to a great start to the year even with the weather being less than cooperative. The one area that we have received concerns and complaints from is related to transportation. Most impacted are the later tier of timed schools, which comprise our elementary schools and students who were not routed when First Student rolled over to a new process for routing our buses. They changed their routing to an outside source, we are still working to address timing issues by looking for efficiencies within bus routes and will look into splitting buses if needed. We cannot make these decisions until we are confident First Student has completed a review of all existing bus routes and students' assignments. Families are asked to reach out to the Superintendent's Office or the Transportation office if there are concerns. The Strategic planning process is well underway, the goal is to have a draft document by the end of 2023.

CONSENT AGENDA

Chair Dube called for a motion to approve the Consent Agenda, which will include Items 8.1.a through 8.2.b.

On a motion by Dante Tagariello, seconded by Kristen Giantonio, and

The Board of Education voted to approve the Consent Agenda as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

PERSONNEL

Administrative Resignation

Sassu, Peter - BoE- Director of School Safety and Security - Effective August 30, 2023

On a motion by Dante Tagariello, and seconded by Kristen Giantonio,

The Board of Education voted to accept the Administrative Resignation as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

Teacher Retirement

Floyd, Anthony - BEHS - Physical Education Teacher effective August 4, 2023

On a motion by Dante Tagariello, and seconded by Kristen Giantonio,

The Board of Education voted to approve the Teacher Retirement as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

Teacher Resignations

Abreu, Debbie - BCHS - TESOL Teacher effective August 1, 2023

Bernadel, Melissa - GH - Special Education GOAL Teacher effective August 10, 2023

DeVito, Margaret - BAIMS - 6-8 Social Studies Teacher effective August 15, 2023

Ferguson-Taylor, Leisa - WB - Grade 8 Math Teacher effective August 10, 2023

Harrington, Alicia - STAF - Kindergarten Teacher effective August 25, 2023

Linnell, Kelsey - Bristol Prep - Social Studies Teacher effective July 24, 2023

Peralta-Frias, Elaine - ID - Social Worker effective August 22, 2023

On a motion by Dante Tagariello, and seconded by Kristen Giantonio,

The Board of Education voted to accept the Teacher Resignations as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion

New Teacher Hires - Effective August 28, 2023

Colopy, Griffin - GH - Grade 8 ELA Teacher

Diaz Galindo, Yesenia - BEHS - School Counselor

DiLonardo, Rachel - CHMS - Special Education GOAL Teacher

Doyle, Micaela - GH - Special Education GOAL Teacher

Guerin, Sarah - WB - Grade 1 Teacher

Ieraci, Victoria - ID - Grade 2 Teacher

Maglio, Sarah - SSS - Kindergarten Teacher

Matos, Morgan - STAF - Kindergarten Teacher

Pogue, Kelly - BCHS - Grade 9 Math (Algebra) Teacher

Pollock, Jillian - GH - Kindergarten Teacher

Pompano, Mary Kate - STAF - Elementary Literacy Coach

Rodriguez, Jennifer - WB - Kindergarten Teacher

Toro, Jessica - STAF - Grade 5 Teacher

Trelli, Jase - BAIMS/NEMS - Grade 6-8 Wellness Teacher

Wadowski, Jonathan - CW - Technology Education Teacher

Welsh-Stephenson, Vanessa - CHMS - Grade 6 Special Education Teacher

Winoski, Alexandra - MTV/STAF - Special Education Teacher

On a motion by Dante Tagariello, and seconded by Kristen Giantonio,

The Board of Education voted to approve the New Teacher Hires as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

A-1 Resignations

DeVito, Margaret - BAIMS - Grade 8 Team Leader effective August 15, 2023

McCane, Tara - CHMS - Purple Team Leader effective June 14, 2023

Taylor-Ferguson, Leisa - WB - Grade 8 Team Leader effective September 15, 2023

A-1 Resignations – cont’d

On a motion by Dante Tagariello, and seconded by Kristen Giantonio,

The Board of Education voted to accept the A-1 Resignations as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

A-2 Resignation

DeVito, Margaret - BEHS - Head Drama Coach effective August 15, 2023

On a motion by Dante Tagariello, and seconded by Kristen Giantonio,

The Board of Education voted to accept the A-2 Resignations as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

A-3 Resignations

DeVito, Margaret - BAIMS - Gifted Coach effective August 15, 2023

DeVito, Margaret - BAIMS/NEMS - Social Studies Curriculum Coordinator effective August 15, 2023

On a motion by Dante Tagariello, and seconded by Kristen Giantonio,

The Board of Education voted to accept the A-3 Resignations as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

Teacher Leave of Absence

McPartlin, Megan - WB - Grade 4 Teacher effective September 15, 2023 through November 24, 2023

On a motion by Dante Tagariello, and seconded by Kristen Giantonio,

The Board of Education voted to approve the Teacher Leave of Absence as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

Sixth-Year Salary Credit

<u>Name</u>	<u>Assignment</u>
Aseltine, Susan	K-5 LMS, MTV
Bourke, Logan	Math Teacher, BEHS
Nadeau, Alisha	Special Education, BEHS
Stavens, John	Social Studies Teacher, BEHS

On a motion by Dante Tagariello, seconded by Kristen Giantonio, and

The Board of Education voted to approve the Sixth-Year Salary Credit as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

TEAM Mentors/Cooperating Teachers Applicant

<u>Name</u>	<u>Assignment</u>
Amanda Webster	Elementary Teacher, SSS

On a motion by Dante Tagariello, and seconded by Kristen Giantonio,

The Board of Education voted to approve the TEAM Mentors/Cooperating Teachers Applicant as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello, and Dube) in favor of the motion.

GRANTS

2023-2024 Fresh Fruits and Vegetables Grant Alliance Grant 2023-2024

On a motion by Dante Tagariello, and seconded by Kristen Giantonio,

The Board of Education voted to approve the 2023-2024 Fresh Fruits and Vegetables Grant and the Alliance Grant 2023-2024 as written with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

Dr. Carbone shared information regarding the Alliance Grant that was approved under the Consent Agenda. Pursuant to CT General Statute each Alliance District's receipt of its designated ECS funding is conditioned upon submission and the Commissioner of Education's approval of a plan, district progress, and performance relative to that plan, in the context of the district's overall strategy to improve academic achievement. The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program. Goals must align to a tiered system of interventions, Foundational reading programs (Grades K-3), Additional learning time, either extended day or extended year, a talent strategy designed to "attract, retain, promote and bolster the performance of staff," training for school leaders and staff early childhood education, student support and Wraparound Services, Minority teacher/administrator recruiting, and or Enhancement of bilingual education programs. The Bristol Alliance Grant focuses on resources to support the areas of Talent, Climate, Academics, and Operations within BPS. All positions and programs help to increase academic performance and support district climate initiatives or bilingual education. Dr. Carbone shared the positions that are supported or fully funded through the Alliance Grant. Annually BPS submits a grant proposal to the SDE aligned to the goals of our district strategic plan and performance indicators, this year's grant award totals \$9,013,623 dollars which is a \$1,286,721 increase from FY 23.

PUBLIC COMMENT

Chair Dube read the in-person Public Comment Rules into the record.

Mike Erosenko – 40 Palmoor Place addressed the Board regarding his family's PreK Academy experience.

Chair Dube read the Remote Public Comment Rules into the record.

Chair Dube read the submitted Public Comment.

Jennifer Sledziona – 54 D'Amato Lane – wrote to the Board regarding transportation.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

23-24 New Hires Overview

Dr. Culkin presented the New Teacher Hiring Overview for 2023-2024. Since last month's report, the district welcomed seventeen (17) new certified staff, ten (10) of whom come to us as new teachers, seven (7) with provisional or professional level certification, and over half having earned a Master's or 6th Year Degree. Nearly half of our new teachers are Bristol residents. Since last month's report, there has been additional movement, resignations, and retirements. At this time Bristol Public Schools continues to seek to fill certified positions which are in various stages of recruiting and hiring at this time.

Reallocation of ESSER/ARP Funds

Dr. Dietter presented the Reallocation of ESSER/ARP Funds. As Commissioner Carlson identified earlier this evening, the last ESSER/ARP meeting was held. The bids that came back for the HVAC work at Chippens Hill Middle School were simply over budget. There was a total of 8.5 million dollars allocated for that project but after soft cost and contingency, there was approximately 7.2 million available. The low bid that came in was at 8.9 million dollars and they're simply not enough money allocated for the project to move forward so the committee voted to disband. Subsequently, there was an Operations Committee meeting and the committee discussed projects aligned

Reallocation of ESSER/ARP Funds – cont'd

with Priority Area 5 (Safe and Healthy Schools) that also aligned with our long-term Continuous Improvement Projects in district.

On a motion by Eric Carlson, seconded by Kristen Giantonio, the Board engaged in a lengthy discussion. Following the discussion,

The Board of Education voted to approve the reallocation of the available \$8.128M to smaller projects aligned to ESSER/ARP Priority Area 5, Building Safe and Healthy Schools, and to request City Council approve the Operations Committee to serve as the building committee for these projects which will be no more than 1.5M each with seven (7) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Tagariello and Dube) in favor of the motion and two (2) Commissioners (Pons and Simmons) Opposed.

CHMS Underground Storage Tank Final Plans and Cost Estimates

Dr. Dietter presented the CHMS Underground Storage Tank Final Plans and Cost Estimates. The project has been moving forward. We have final plans and cost estimates that have been submitted, they are being reviewed and approved by the required personnel. The PCR (Plan Completion Review) is scheduled with the State on September 20, 2023. We are working with the engineer to complete the paperwork that will be reviewed at that meeting. After the PCR is approved at the State, we can go out to bid, the bid documents are prepared and ready to go. Commissioner Carlson has identified that the tanks were red-flagged which was an unanticipated wrinkle in this project however we were able to transfer the oil within the tanks to other tanks within the district and we are working with DEEP to move that project forward.

On a motion by Eric Carlson, seconded by Dante Tagariello, and following a question regarding why the tanks were red-flagged.

The Board of Education voted to approve the final plans and project manual(s) as prepared for bidding and dated September 15, 2023, and the professional cost estimate, completed in accordance with Level 3 of ASTM International Standard E1557, Standard Classification of Building Elements and Related Sitework-UNIFORMAT II for this project, dated August 23, 2022, with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

Bristol Eastern Booster Club Gift

Michael Higgins presented the Bristol Eastern Booster Club Gift. The Bristol Eastern High School Football Booster Club has received a \$4,000 check given to them at their annual golf tournament fundraiser that was held at the end of July. It was donated by an alumnus who was part of the state championship Bristol Eastern football team in the late eighties. This donor has made similar contributions in the past to both Bristol high schools. This particular donation was made to uphold the tradition of holding one weekly team dinner per game week during the season. Each Thursday the team and coaches have a dinner together throughout the season and this \$4,000 will be used to provide ten (10) team dinners. If there are any leftover funds it typically goes into the end-of-season celebration that honors the football team and the cheerleading squad for the season and/or the Spring Booster Club scholarship fund for the cheerleaders and football players.

On a motion by Kristen Giantonio, seconded by Shelby Pons,

The Board of Education voted to approve receipt of the \$4,000 check by the Bristol Eastern High School Football Booster Club, for the purpose of weekly team meals during the season with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

Special Services Report

Amy Martino presented the Special Services Report. Mrs. Martino reviewed the Special Education enrollment trends for the month of August. Enrollment trends were not captured during the month of July due to enrollment fluctuations that occurred over the summer. As of August 1, the identification rate of Bristol Public School students who require special education programming was 1,748 students which is 22.17% of the 7,882 enrolled students. As

Special Services Report – cont'd

of September 1, 2023, 1,760 of the 8,053 students were identified as requiring special education programming this enrollment reflects 21.18% of the total BPS student population. As of August 1st, 118 students with disabilities required out-of-district placements at private special education school programs. There were 73 students requiring special education programming services at other public out-of-district schools including magnet schools. As of September 1, 2023, 125 students with disabilities require out-of-district placements at private special education school programs while 71 students required special education programming services at other public out-of-district schools. During the month of August 2023, five (5) newly registered students were identified as students with disabilities at the time of registration. One (1) student enrolled in BPS during the month of August 2023 received their programs and services at out-of-district special education school programs at the time of enrollment. Mrs. Martino also reported that the Connecticut Legislature recently passed Public Act No. 23-137, An Act Concerning Resources and Support Services for Persons with an Intellectual or Developmental Disability. Effective July 1, 2023, the school district's obligation under this subsection shall terminate services when such student has graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first. Students will no longer graduate upon their 22nd birthday as the legislation requires services to continue until the end of the school year. As a result, the anticipated fiscal impact, not budgeted for within the FY24 budget, will be approximately \$320,000, plus the cost of transportation.

CURRICULUM REVISION

Fashion Design - Second Reading

Ken Bagley presented the Fashion Design Curriculum. Fashion Design is a curriculum proposal to be included at BAIMS as part of the high school art offerings. Students will learn the basics of fashion illustration, fibers and textiles, construction, careers, and the business of fashion lines. The curriculum was presented at the Student Achievement Committee and passed to the full board for final approval.

On a motion by Kristen Giantonio, seconded by Jill Fitzsimons-Bula,

The Board of Education voted to approve the Fashion Design Curriculum as presented with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello, and Dube) in favor of the motion.

Computer Software Applications - New Course - Second Reading

Dr. Jaime Rechenberg presented the Computer Software Applications Curriculum. In this course, students get hands-on practice to produce professionally formatted documents, spreadsheets, and presentations needed in their future careers or personal lives. A parallel focus is placed on reinforcing and improving keyboarding proficiency through business-related activities. A variety of software packages including Microsoft Office Suite (Word, Excel, and PowerPoint), Google Apps (Docs, Sheets, and Slides), and other web-based software will be utilized in this course. This is a course designed for students in grades 9 and 10, however, this course will benefit students in all grades looking to broaden their computer software skills.

On a motion by Kristen Giantonio, seconded by Jill Fitzsimons-Bula,

The Board of Education voted to approve the Computer Software Applications Curriculum as presented. with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello, and Dube) in favor of the motion.

Foundations in Health Science - New Course - Second Reading

Dr. Jaime Rechenberg presented the Foundations in Health Science Curriculum. This course is an introduction to the various pathways (Diagnostic, Therapeutic, Health Informatics, Support Services, Biotechnology Research and Development) in the field of Allied Health. Students will learn the basic structure and function of selected body systems and will practice medical skills associated with selected body systems. Students will learn medical abbreviations and basic medical terminologies (prefix, suffix, and word roots) associated with selected body systems. Particular focus will be placed on vital signs and skills associated with medical assisting, CNA, and nursing. Students

Foundations in Health Science - New Course - Second Reading – cont'd

will also learn basic communication skills and demonstrate competency in dealing with patients with a variety of backgrounds regardless of sexual orientation, religious, ethnic, and racial status. This course embeds multiple hands-on (CPR training, Stop the Bleed) and virtual lab experiences (Blood Typing) to enhance their knowledge and class experience. Students will be expected to demonstrate competency in the skills that are taught.

On a motion by Dante Tagariello, and seconded by Eric Carlson,

The Board of Education voted to approve the Foundations in Health Science Curriculum with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello and Dube) in favor of the motion.

Rising Educators II - Second Reading

Dr. Jaime Rechenberg presented the Rising Educators II Curriculum. This is the second course in the Rising Educators series. Throughout the semester, students learn about the essential elements to a positive classroom environment, the role of evidence-based practice in yielding expected student outcomes, and the modes in which curriculum is used in generating teacher lesson plans. Student learning is anchored in fieldwork and observational experiences, where they observe instruction, link observations to their conceptual learning, and apply in their work with students.

On a motion by Dante Tagariello, and seconded by Kristen Giantonio,

The Board of Education voted to approve the Rising Educators II Curriculum with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Giantonio, Osenkowski, Pons, Simmons, Tagariello, and Dube) in favor of the motion.

UCONN - If You Love It, Teach It - New Course - Second Reading

Dr. Jaime Rechenberg presented the UCONN If You Love It, Teach It Course Curriculum. This college-level UCONN course explores the profession of teaching and the role passion for learning and passion for teaching plays in creating inclusive and engaging classrooms where all children are welcome and given the opportunity to learn. Students will learn about the evolution of the teaching profession over time and work to connect their strengths and passions to the important work teachers do! This course includes 20 hours of required internship time where students are working in district classrooms alongside experienced and passionate teachers.

On a motion by Kristen Giantonio, seconded by Dante Tagariello,

The Board of Education voted to approve the UCONN - If You Love It, Teach It Curriculum as presented with nine (9) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) in favor of the motion.

NEW BUSINESS

There was no New Business to come before the Board.

BUILDING REPORTS

Dr. Dietter provided the monthly building reports.

Chippens Underground Storage Tank – Nothing new to report, since it was discussed at length early this evening.

BAIMS Building Update – We are working through just some of the last items on the punch list and we're looking forward to the process of closing out and auditing that project.

NEMS Building Committee Report - we have been having our programming meetings. The initial meetings have taken place, we elicit feedback from the various disciplines throughout their school and across the grade levels to talk about the spaces and programming so that's been well received in that process move forward. We will be we will be

BUILDING REPORTS – cont’d

presenting plans at the next meeting. That is a recursive process we meet with the planning teams we have feedback, and the architects go back again and make visions. We will be engaged in that for the next couple of months.

ESSER/ARP Building Committee Update – Nothing new to report based on our previous discussion.

Edgewood Project Update - There are no changes to report, we are still waiting for State approval.

Culinary Arts Project Updates - There are no changes to report, we are still waiting for State approval.

Athletic Fields and Site Improvements - dugouts are complete at both high schools and windscreens have been ordered. They will be installed prior to the next baseball and softball season Batting cages are in process we are still waiting for the turf to be installed, which is in process. We are currently pricing out identified repairs at both the BC and BE tracks to the surface there are some areas that need to be touched up, information will be provided when we have information from the engineers.

INFORMATION/LIAISON REPORTS

Chair Dube provided a report from BAIMS and Mountain View schools.

Commissioner Simmons reported on South Side School.

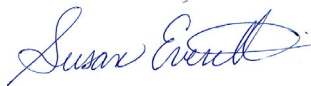
Commissioner Anderson provided a report from Stafford and Bristol Central

Commissioner Osenkowski provided a report from Ivy Drive School.

ADJOURNMENT

There being no other business to come before the Board, the meeting should be adjourned. (8:35 p.m.).

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, May 24, 2023 – 6:00 p.m.
Special Board of Education Meeting

A Special Bristol Board of Education meeting was held on Wednesday, May 24, 2023, 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, Jill Fitzsimons-Bula, Kristen Giantonio, Shelby Pons, Dante Tagariello, and Chair Jennifer Dube

EXCUSED: Commissioners: Maria Simmons and Todd Sturgeon

ALSO PRESENT: Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy, Superintendent, Lynn Boisvert, Finance Director, and Tim Callahan, School Project Manager

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Chair Dube called the Special Meeting to order at 6:01 p.m. and read the meeting norms into the record.

Tim Callahan, School Project Manager provided background information and a brief description of each of the requests before the Board this evening.

2. BCCHS Culinary Arts Program Alteration Education Specifications Approval

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education approves the Education Specifications for the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, located at 480 Wolcott Street, Bristol, Connecticut and to forward to City Council for action.

3. Request City Council to authorize BoE to establish a building committee for the BCCHS Culinary Arts Program Alteration

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to establish the Operations Committee as the building committee with regard to the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.

4. Request City Council to authorize BoE to apply for the school construction grant for the BCCHS Culinary Arts Program Alteration

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept or reject a grant for the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.

5. Request the Authorization of Schematic Design for the BCCHS Culinary Arts Program Alteration

On a motion by Eric Carlson and second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to hereby authorize at least the preparation of schematic drawings and outline specifications for the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.

6. BEHS Culinary Arts Program Alteration Education Specifications Approval

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education approves the Education Specifications for the Bristol Eastern High School Culinary Arts Program Alteration Project located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut, and to forward to City Council for action.

7. Request City Council to authorize BoE to establish a building committee for the BEHS Culinary Arts Program Alteration

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to establish the Operations Committee as the building committee with regard to the Bristol Request City Council to authorize BoE to establish a building committee for the BEHS Culinary Arts Program Alteration – cont'd Eastern High School Culinary Arts Program Alteration Project located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut.

8. Request City Council to authorize BoE to apply for the school construction grant for the BEHS Culinary Arts Program Alteration

On a motion by Eric Carlson and a second, by Dante Tagariello the Board of Education requests the City of Bristol City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept or reject a grant for the Bristol Eastern High School Culinary Arts Program Alteration located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut.

9. Request the Authorization of Schematic Design for the BEHS Culinary Arts Program Alteration

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to hereby authorize at least the preparation of schematic drawings and outline specifications for the Bristol Eastern High School Culinary Arts Program Alteration Project located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut.

10. Edgewood School Targeted Alterations Project Education Specifications Approval

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education approves the Education Specifications for the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut and to forward to City Council for action.

A question followed regarding the amount of money the city will be responsible for.

11. Request City Council to authorize BoE to Establish a building committee for the Edgewood School Targeted Alterations Project

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to establish the Edgewood School Targeted Alterations Project Committee as the building committee with regard to the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut.

12. Request City Council to authorize BoE to apply for the school construction grant for the Edgewood School Targeted Alterations Project

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept or reject a grant for the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut.

13. Request the Authorization of Schematic Design for the Edgewood School Targeted Alterations Project

On a motion by Eric Carlson and a second, by Dante Tagariello the Bristol Board of Education requests the City of Bristol City Council to hereby authorize at least the preparation of schematic drawings and outline specifications for the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut.

14. ADJOURNMENT

There being no other business, and,

On a motion by Eric Carlson and a second, by Kristen Giantonio, the Board of Education unanimously voted to adjourn the meeting. (6:18 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary

Bristol Board of Education

APPROVED

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, May 24, 2023 – 6:00 p.m.
Special Board of Education Meeting

A Special Bristol Board of Education meeting was held on Wednesday, May 24, 2023, 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, Jill Fitzsimons-Bula, Kristen Giantonio, Shelby Pons, Dante Tagariello, and Chair Jennifer Dube

EXCUSED: Commissioners: Maria Simmons and Todd Sturgeon

ALSO PRESENT: Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy, Superintendent, Lynn Boisvert, Finance Director, and Tim Callahan, School Project Manager

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Chair Dube called the Special Meeting to order at 6:01 p.m. and read the meeting norms into the record.

Tim Callahan, School Project Manager provided background information and a brief description of each of the requests before the Board this evening.

2. BCBS Culinary Arts Program Alteration Education Specifications Approval

On a motion by Eric Carlson and a second, by Dante Tagariello, the Bristol Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Tagariello, and Dube) unanimously voted to approve the Education Specifications for the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, located at 480 Wolcott Street, Bristol, Connecticut and to forward to City Council for action.

3. Request City Council to authorize BoE to establish a building committee for the BCBS Culinary Arts Program Alteration

On a motion by Eric Carlson and a second, by Dante Tagariello, the Bristol Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Tagariello, and Dube) unanimously voted to establish the Operations Committee as the building committee with regard to the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.

4. Request City Council to authorize BoE to apply for the school construction grant for the BCBS Culinary Arts Program Alteration

On a motion by Eric Carlson and a second, by Dante Tagariello, the Bristol Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Tagariello, and Dube) unanimously voted to request the City of Bristol City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept or reject a grant for the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.

5. Request the Authorization of Schematic Design for the BCBS Culinary Arts Program Alteration

On a motion by Eric Carlson and second, by Dante Tagariello the Bristol Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Tagariello, and Dube) unanimously voted to request the City of Bristol City Council to hereby authorize at least the preparation of schematic drawings and outline specifications for the Bristol Central High School Culinary Arts Program Alteration Project located at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.

6. BEHS Culinary Arts Program Alteration Education Specifications Approval

On a motion by Eric Carlson and a second, by Dante Tagariello, the Bristol Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Tagariello, and Dube) unanimously voted to approve the Education Specifications for the Bristol Eastern High School Culinary Arts Program Alteration Project located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut, and to forward to City Council for action.

7. Request City Council to authorize BoE to establish a building committee for the BEHS Culinary Arts Program Alteration

On a motion by Eric Carlson and a second, by Dante Tagariello, the Bristol Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Tagariello, and Dube) unanimously voted to request the City of Bristol City Council to establish the Operations Committee as the building committee with regard to the Bristol Eastern High School Culinary Arts Program Alteration Project located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut.

8. Request City Council to authorize BoE to apply for the school construction grant for the BEHS Culinary Arts Program Alteration

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9. Request the Authorization of Schematic Design for the BEHS Culinary Arts Program Alteration

On a motion by Eric Carlson and a second, by Dante Tagariello, the Bristol Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Tagariello, and Dube) unanimously voted to request the City of Bristol City Council to hereby authorize at least the preparation of schematic drawings and outline specifications for the Bristol Eastern High School Culinary Arts Program Alteration Project located at Bristol Eastern High School, 632 King Street, Bristol, Connecticut.

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A question followed regarding the amount of money the city will be responsible for.

11. Request City Council to authorize BoE to Establish a building committee for the Edgewood School Targeted Alterations Project

On a motion by Eric Carlson and a second, by Dante Tagariello, the Bristol Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Tagariello, and Dube) unanimously voted to establish the Edgewood School Targeted Alterations Project Committee as the building committee with regard to the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut.

12. Request City Council to authorize BoE to apply for the school construction grant for the Edgewood School Targeted Alterations Project

On a motion by Eric Carlson and a second, by Dante Tagariello, the Bristol Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Giantonio, Pons, Tagariello, and Dube) unanimously voted to request the City of Bristol City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept or reject a grant for the Edgewood School Targeted Alterations Project at Edgewood School, located at 345 Mix Street, Bristol, Connecticut.

13. Request the Authorization of Schematic Design for the Edgewood School Targeted Alterations Project

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14. ADJOURNMENT

There being no other business, and,

On a motion by Eric Carlson and a second, by Kristen Giantonio, the Board of Education unanimously voted to adjourn the meeting. (6:18 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

APPROVED

Celia J. Browne

I am looking to secure a teaching position through a Durational (DSAP) while completing a Master's Degree in Education.

WORK EXPERIENCE

Child Care, — Private Babysitter

June, 2017 - PRESENT

Routinely care for two young children in my neighborhood

The Nest Child Care, — Child Care

December 2019 - July 2020

Work in the before/after school program (BAS) at Region 15 Public Schools.

Bristol Public Schools, — Substitute Teacher; ESY Teacher

May 2022 - Present

Works as daily substitute teacher in a K-8 school during breaks, and as an ESY teacher.

EDUCATION

Central CT State University, New Britain, CT - Teaching Certification, Secondary Education

In process

University of Alabama, Tuscaloosa, AL— BS, Human Environmental Science

August, 2020 - May 2023

SKILLS

Reliable and Responsible

Professional

Excellent

Communication Skills

Friendly and Outgoing

Resourceful

Collaborative

HOBBIES

Yoga, Physical

Fitness, Running,

Hiking, Swimming;

Pickleball;

Spending time with family and friends

Special Education Teacher

Jacqueline Davis

Special Education Teacher with 14 years of teaching experience across a variety of dynamic classroom environments with special education students grades K-12. Current primary focus on working with special needs students at the elementary school grade level. Proficiently trained in CT-SEDs and possess experience collaborating with other Special Education teachers/service providers/administrators in order to troubleshoot IEP issues as they arise. Strengths include organizational skills, meeting deadlines, fostering a positive working relationship with students/parents/guardians/administrators/other educators, writing measurable IEP goals, and developing data-driven curriculum that meets rigorous standards.

Education and Credentials

Masters of Science in Education (2010); Major: Middle Childhood Students with Disabilities
- Brooklyn College, Brooklyn, NY; GPA: 3.98 (Dean's List Graduate)

Bachelor of Arts (2004); Major: Communications Minor: Business
- Marist College, Poughkeepsie, NY; Magna Cum Laude, May 2004

Current Connecticut Teaching Certification (165)

Professional Educator Experience

Linden Street Elementary School (Plainville, CT) - September 2022 to June 2023

Resource Room long term substitute teacher for students in grades 1-5, with a focus on executive functioning skills, reading, math and writing, until March 2023. Then, shifted into district created CT-SEDs Implementer Role for the district of Plainville, CT for remainder of the school year.

Granby Memorial High School (Granby, CT) - April 2020 to December 2021

Resource Room teacher for students with a range of needs in grades 11 and 12, with a focus on math and executive functioning skills.

Ben Bronz Foundation, Inc. (West Hartford, CT) - June to July 2019; August 2019 to February 2020

Special Education teacher for students in grades two through 12 with a focus on improving decoding, reading comprehension, remedial math, Consumer Math, and executive functioning skills.

ACCESSNorth/Edadvance (Torrington, CT) - July 2018 to January 2019

Resource Room teacher at a new special education therapeutic day school, with a focus on working with students in grades six to 12 with a range of emotional/trauma challenges.

Shared Services/Region 7 (Winsted, CT) - July 2015 to July 2018

Director, *The Highlander Transition Academy (HTA)* - Responsible for overseeing all aspects of HTA for students ages 18-21, including a) Instructional-Based Management (i.e. writing curriculum, overseeing all staff and students, and teaching soft skills), and b) Overall Academy Management (i.e. managing student behavioral issues; overseeing all finances of the program; managing transportation/community logistics, and generating new social media presence/Interest in HTA).

Explorations Charter School (Winsted, CT) - June 2012 - June 2015

Resource Room teacher for students with a variety of needs in grades 9 through 12. Additional titles include Governance Council Member, Preserving Our History Teacher, Prom Committee Advisor, and Sophomore Advisor.

Cherry Brook Primary School (Canton, CT) - Summer 2014

Resource Room teacher for students in grades K-3.

Batcheller School (Winsted, CT) - March - July 2012

Special Education Long-Term Substitute/Lead Teacher for ESY program

Resource Room teacher for students in grades K-2. Established summer school curriculum, oversaw five paraprofessionals, and established student schedules.

CHAMPS Early Childhood After School Literacy Enrichment Program (Winsted, CT) - March - July 2012

Interim Director and Program Facilitator

Began as Program Facilitator for Literacy Enrichment Program at CHAMPS, an after school program dedicated to helping at-risk youth. In May, was asked to serve as Interim Director for the remainder of the program. Responsibilities included managing four assistants and six program facilitators, organizing events for participants and their families, managing a budget, handling paychecks, using QuickBooks, and working with other community organizations to refine CHAMPS for the following school year.

Fulton Elementary School (Fulton, MD) - September 2011 - February 2012

Special Education Long-Term Substitute Teacher/Tutor

Lead Teacher for self-contained Behavior Program with students grades K-3.

Middle School 584 (New York, NY) - August 2008 - June 2011

Special Education SETSS Teacher (Grades 6-8)

Resource room teacher for students in grades 6-8 in one of the lowest performing districts in New York City. Completed the entire IEP process for over 110 students, from assessing each child to leading Annual Review meetings. Data Inquiry Team Member for English Language Arts and Math departments. Additional roles included Positive Behavior Intervention System (PBIS) team leader, Peace First Leadership Initiative team leader, Assessment Implementation leader and School Arts Support Initiative team member.

Other Professional Experience

Office Assistant, Democracy Prep Charter School, Harlem, NY - March 2008 to June 2008

Public Relations Account Executive, Cooney/Waters Group - February 2006 to July 2007

Account Coordinator and Executive Assistant, R.C. Auletta & Company - February 2005 to February 2006

· Chiefly responsible for day-to-day media management of FEI Women's Health and Cephalon pain and oncology pharmaceutical accounts, including media material development, creative outreach, and proactive risk management troubleshooting

Memberships and Honors

- Member of the CT Regional Transition Network
- Member of International Education Honor Society, Kappa Delta Pi
- Nominee for The New York Foundling Vincent J. Fontana Center for Child Protection's Grant Program to support dissertation research in the field of child welfare for doctoral students (did not accept)
- Nominee for the ASCD Outstanding Young Educator Award (OYEA) for 2012
- Nominated for, and accepted into, Bank Street's Principal's Institute Fall 2011 cohort
- New York City Teaching Fellow, Cohort 16
- Nominee for NYC Teaching Fellows Award for Classroom Excellence in 2009 and 2010

Relevant Skills

Proficient in CT-SEDs; Highly Proficient in Frontline; Highly Proficient in Google Classroom, Microsoft Office, and Mac programs; Proficient with variety of diagnostic achievement learning assessments such as WCJ-IV; CPR/First Aid Certified; Willson's Reading Program trained in 2008; Proficient in writing classroom grants; graduate of Dale Carnegie Leadership business course and public speaking seminar; trained in Emotional Intelligence curriculum for educators.

PAMELA J LE

Certified 6-12 Language Arts (English) & Social Studies Teacher

Dynamic High School and Middle School Alternative Education Teacher and Team Leader with over 37 years of demonstrated capabilities in the areas of United States History, World History, American & New England Studies, and English with a focus on Literature, and Educational Leadership. Also, organized teaching professional with more than 10 years of instructing expertise in Adult and Community Education and, a great enthusiasm for teaching complex topics to adult and ethnic learners.

EXPERIENCE

Paul Laurence Dunbar Middle School, Fort Myers, FL

ELA Department Head & English Teacher/Leadership & Learning ELA

August 2018 - PRESENT

- Cultivated collaborative, performance-oriented culture to keep team motivated and enthusiastic about achieving shared goals.
- Enforced organizational rules and incorporated policy changes into departments' day-to-day activities.

Fort Myers Middle Academy, Fort Myers, FL

English Language Teacher/Reading Intervention Teacher, 6th-8th Grade

AUGUST 2016 - JUNE 2017

Franklin Alternative School, Auburn, ME

Team Leader & Supervisor

AUGUST 1984 - JUNE 2016

- Planned, implemented, monitored, and assessed the need for an Independent Study Program adopted at Franklin Alternative High School to provide seniors an opportunity for credit recovery which is consistent with Edward Little High School's policies for Independent Study.
- Supervised staff for the Middle School program.
- Scheduled students for the school year.
- Created a Teen Parenting Program with a quarter of a million dollar budget.
- Collaborated with area agencies and schools, such as, Central Maine Medical Center, Tri-County Mental Health, Lewiston High School, Edward Little High School, Lewiston Regional Technical School, and Central Maine Community College.
- Served on the NEASC Executive Committee for Auburn's Secondary Schools
 - Secured 200K in new funding from private sources through grant writing and private donations.
- Developed innovative and technology-based curriculum to meet the needs of at-risk learners.
- Developed the United States History, American Literature, and Physical Education curriculums.
- Served as Senior Advisor and worked with students to increase interest in post-secondary education.

Auburn Adult & Community Education, Auburn, ME
Independent Study Coordinator

AUGUST 2001 - JUNE 2016

- Adapted Independent Study Curriculums to meet the needs of adult immigrant learners in the areas of math, science, English, and social studies.
- Streamlined the Independent Study Program by placing all curriculums, files, and grades on one central computer.
- Served as class marshal for Adult Education Graduation.
- Empowered adult learners to attend college.
- Collaborated with Franklin Alternative High School in the area of curriculum.
- Monitored student progress and developed process' to aide students who have fallen behind.

EDUCATION

- **Paul Dunbar Middle School**- Clinical Education/Collegial Coaching, March 2021
- **University of Phoenix** - *Ed.D (ABD) Educational Leadership*, January 2012, GPA: 3.89
- **University of Phoenix** - *Ma.Ed Education Administration & Supervision*, June 2011, GPA: 3.86 Thesis on School Absenteeism
- **St. Joseph's College of Maine** - *B.A History & English Secondary, Education*, January 1984, GPA: 3.80

AWARDS

- 1984- St. Joseph's College Clio Award for Excellence in History
- 1992-State of Maine Dropout Prevention Award Recipient
- 1992- Auburn School Department Dropout Prevention Recognition Award.
- 1994- WCSH6 Jefferson Award Recipient for Outstanding Service to the Community.
- 2014-University of Phoenix Alumni Scholarship
- 2017 Golden Apple Nominee Community Involvement

CERTIFICATIONS

- 2011-01 Conditional State of Maine Principal's Licensure
- 2020-08 State of Maine 7-12 Secondary Education Certification
- 2020-2025 Florida Certification Language Arts & Social studies Grade 6 12; ESOL Endorsement, Reading

SPECIALIZED TRAINING

Teacher Career Bridge; Dell Educator Training; Leading & Learning Team; Safe Schools; Distance Learning; Culturally Relevant Teaching; Goal Setting & Data Analysis; Diversity Awareness; Teaching Students with Disabilities; Research-based Instructional Strategies Learning-focused Instructional Frameworks; ESOL Curriculum & Materials Development; ESOL Culture; Supplemental Reading Programs; Positive Behavioral Support

Meghan Palnitkar

OBJECTIVE

Recent graduate with 1 year DSAP and 6+ years related experience seeks full time teaching job for 2023-24 school year.

EDUCATION —

University of Saint Joseph
West Hartford, CT
2021-2023
MAT Comprehensive Special Education
Education and Special Education coursework, including laws, behavioral intervention strategies, and high leverage instructional practices.

Dartmouth College
Hanover, NH
2005-2009
BA Neuroscience
Cognitive neuroscience as well as basic biology, chemistry, physics, and education.

Technology Experience —

CT-SEDS
Google Suite
Microsoft Office
Google Classroom
PowerTeacher

EXPERIENCE

Aug 2022-Jun 2023
Special Education Teacher • Windsor Public Schools • Windsor, CT

Jun 2022-Aug 2022
ESY Special Education Teacher • Windsor Public Schools • Windsor, CT

Feb 2018-Pres
Paraeducator • Windsor Public Schools • Windsor, CT

Jun 2019-Feb 2021
SAT Tutor • The Princeton Review • New York, NY

Summer 2017-Summer 2018
Lead Camp Counselor • CT Science Center • Hartford, CT

Feb 2016-Feb 2018
Substitute Teacher • Kelly Educational Staffing • Farmington, CT

General Experience: Create and implement a wide variety of lessons and interactive programs for students grades 1-12. Build relationships with students from different backgrounds. Deliver individual and small group instruction.

Special Education Teacher Experience: Implement IEPs as instructor in English Foundations course, assist students with problem solving in school avoidance program, facilitate PPT meetings, support colleagues in implementing IEPs, collaborate with students, families, and colleagues as well as test students and interpret data to create IEPs.

COLE PETANO

OBJECTIVE

To pursue a job as an ELA teacher and use my skills for the benefit of a good community

RELEVANT EXPERIENCE

October. 2018- Substitute Teacher, *Farmington Public Schools*

May. 2019

- Worked Flexible and early hours
- Practiced classroom management
- Established positive classroom relationships in limited time
- Practiced thinking on feet in front of classroom when lesson plans were insufficient

November.

2020-June. 2021

Long-term Substitute, *Canton Intermediate School*

- Crafted lessons based on workshop model
- Worked with a team to plan lessons
- Graded assignments and conferenced for relevant feedback
- Assumed the full duties of a 4th grade and then 6th grade teacher
- Taught both remotely and in person

Humanities Recovery Teacher, *Suffield Public Schools*

August. 2021-

June. 2022

- Oversaw transition to and from quarantine for middle and high school students
- Cotaught when not with students online. Most often in grades 5-8.
- Took on the duties of long-term sub (grade 11 history)
- Provided services as extracurricular acting coach

July, 2022 Academic SPED ESY Teacher, *Suffield High School*

- Interpreted and assessed progress on IEP goals and objectives
- Differentiated instruction based on IEP accommodations and recommendations
- Managed classroom with diverse behavior and academic needs
- Delegated tasks and expectations effectively to first-time paraprofessional

September, 2022-
Present Reading acceleration Teacher, *Illing Middle School*

- Worked with colleagues and mentors to teach an unfamiliar skillset and curriculum
- Interpreted and assessed progress on IEP goals and objectives. Recommended action based on data.
- Differentiated instruction in small class settings for students with diverse needs
- Fostered a positive classroom climate and environment through TEAM

EDUCATION

May, 2019-
Current Masters in Teaching, Secondary English Education

Accomplishments

- Student teaching and observations over the course of one year at New Britain High School
- Internship observing extended school year at Conard High School, West Hartford
- Submitted thesis for publication: "The Effectiveness of a Collaborative Strategic Reading Intervention on Diverse Populations in an Urban Setting"
- Analyzed data and discussed best practice in both mock and real data team meetings
- GPA-3.4

September 2014 – May 2018 Bachelors in English Education and Creative Writing, Minor in Educational Psychology, University of Connecticut

Accomplishments

- GPA—3.0
- Director / Assistant Director / Actor / Costume Committee head for Page to Stage Productions and Dramatic PAWs clubs.
- Member of Scared Scriptless Improv Comedy Troupe
- Member of UConn Coalition of Writers

September 2010 –
June 2014 *Avon High School*

Accomplishments

- GPA – 3.5
- President of The Con at Arts (after school special interest club)
- Singer in Rhapsody in Cappella group
- Editor of and contributor to AHS literary magazine

JULIE QUINLAN (IVES)

Education

- University of Washington, Seattle, WA **2017**
 - M.Ed, Educational Leadership and Policy Studies, GPA 3.96
- Saint Michael's College, Colchester VT **2012**
 - BA in History
 - Secondary Education Licensure Program, minor – Political Science
 - graduated *summa cum laude*, *Phi Beta Kappa Scholar*, GPA 3.98

Certification

- Connecticut Provisional Educator Certificate: Social Studies/History 7-12

Teaching Experience

- Social Studies Teacher, *Eisenhower Middle School, Everett, WA* **2017-2023**
 - Taught 6th grade Ancient Civilizations & 8th grade U.S. History & Government
 - Collaborated with district wide Social Studies team to rewrite 6th and 8th grade History curriculum to better reflect multiple perspectives, varied modes of learning, and increased usage of ELA strategies and primary sources
 - Used data to plan professional development, set goals, and coordinate and lead meetings as History Department Head, 2019-2022
 - Served the school community on PBIS, AVID, and district wide curriculum committees
 - Mentored student teachers, student interns, and collaborated with the district Social Studies instructional coach to assist new hires
- Social Studies Teacher, *Suffield High School, Suffield, CT* **2012- 2015**
 - Planned and taught varying levels of International Studies, Civics, and World History
 - Developed student-centered, discussion-oriented lessons in an Applied Psychology elective
 - Collaborated with colleagues to design and implement differentiated curriculum that promoted critical thinking and civic engagement
 - Served the school community as a class advisor, after school tutor, Awards and Scholarship Committee Chair, and Middle School Field Hockey Coach
- Teaching Assistant, *University of Washington, Seattle, WA* **Fall 2016**
 - Attended all class periods and facilitated small group discussions for an undergraduate education course: ED310 Current Issues in Education
 - Read, graded, and provided over 80 undergraduate students with written feedback on their reading response papers throughout the quarter

Skills, Achievements, & Professional Associations

- Google Certified Educator
- Mastery of Canvas, PowerSchool, Naviance, Nearpod/Flocabulary, Interactive Panel Software
- 2023 Gilder Lehrman Institute WA History Teacher of the Year Nominee for the use of primary sources in the classroom
- Dept. Head, Eisenhower Middle School, 2019-2022
- Professional Development Presenter for In-Service Day 2020, Everett Public Schools
- National Council for Social Studies, Phi Beta Kappa Honor Society

Emily Ryan

Objective

To secure a clinical fellowship position within the public school system as a speech-language pathologist, utilizing my education, clinical experience, and passion for working with children to help students achieve their communication goals.

Education

University of Connecticut- Speech Language Pathology, M.A., Expected Completion August 2023

Southern Connecticut State University- Communication Disorders, B.S. 2021

Tunxis Community College- Liberal Arts, A.S. 2019

Relevant coursework: Infant and Child Development, Lifespan Development, Introduction to Early Childhood Education

Skills

Computer: Microsoft Word, Excel, Powerpoint; Google Docs, Slides, Sheets, Canva

Clinical Experience

Willard Elementary School, Berlin CT

January 2023-Present

- Provided individual and small group therapy for students in the areas of articulation, language, and social skills, collaborated with teachers, administrators, psychologist, and social worker to assess student progress towards IEP goals, co-led small, mixed groups in collaboration with psychologist and social worker, provided push-in services to assist students in the classroom and promote generalization of skills, conducted assessments and screenings to determine eligibility or continued eligibility for speech services

Duggan School, Waterbury, CT

August 2022- December 2022

- Provided individual and small group therapy for a diverse student population in the areas of articulation and language; collaborated with teachers, administrators, psychologist, and social worker to assess student progress towards IEP goals; conducted assessments and screenings to determine eligibility or continued eligibility for speech services; developed IEP goals and objectives

Pediatric Communication Center, Rocky Hill, CT

May 2022- July 2022

- Gained experience providing individual therapy for children and adults in the areas of articulation, language and social communication skills, developed and implemented session plans

Mansfield Center for Nursing and Rehabilitation, Mansfield, CT

March 2022- May 2022

- Provided individualized treatment to geriatric patients with a focus on cognitive communication and swallowing; planned and implemented treatment sessions in accordance with best evidence-based practices to ensure patient safety; assisted supervising clinician with multiple swallow studies;

UConn Speech and Hearing Clinic, Storrs, CT

August 2021- December 2022

- Gained experience with planning appropriate and engaging sessions for children and adults. Developed competencies in evaluating children for speech and language impairments utilizing the PLS-5, CELF-P3, CELF-5, GFTA-3 and REEL-3. Provided parents/caregivers with clear information following evaluations and comprehensive written reports.

Work Experience

ESPN KidsCenter, Bristol, CT

July 2017- August 2021

Lead Camp Counselor and After School Teacher

- Planned and created daily lesson plans for a variety of ages; provided training and assistance to other counselors, promoted workplace cohesion through leadership skills; communicated and informed parents of child's strengths and accomplishments; worked closely with other faculty members to create and assist with summer camp program; communicated with children to promote a positive atmosphere; enhanced personal growth development by connecting with other counselors and teachers

References available upon request.

Mikayla M. Wyskiel

EDUCATION

Southern Connecticut State University

Masters of Science in Communication Disorders

New Haven, Connecticut

June 2021- June 2023

Southern Connecticut State University

Bachelors of Science in Communication Disorders

New Haven, Connecticut

August 2015- May 2019

Cum Laude

Study abroad- Colegio de España

CLINICAL EXPERIENCE

Hospital for Special Care

Graduate Student Clinician

New Britain, Connecticut

April 2023-Current

- Provide evidenced-based assessment and provide differential diagnosis for a variety of communication and swallowing disorders across the lifespan including clients with aphasia, developmental and acquired apraxia of speech, dysarthria, autism spectrum disorder, laryngeal cancer, and traumatic brain injury.
- Provide evidence-based treatment to address communication and swallowing disorders and recommend appropriate compensatory strategies, environmental modifications, diet modifications, and carryover programs
- Assess patient communication needs via feature matching to recommend appropriate high-tech AAC device

Bristol Public Preschools

Graduate Student Clinician

Bristol, Connecticut

January- April 2023

- Provided evidence-based assessment and treatment to address articulation, literacy, phonological and phonemic awareness, expressive, and receptive language deficits in 3-4-year-olds
- Created and administered engaging activities that correspond with yearly IEP goals and objectives
- Evaluated and reassessed current goals and objectives through formal and informal assessments to present at parent teacher meetings

Southern Connecticut State University

Graduate Student Clinician

New Haven, Connecticut

January- December 2022

Faculty Led Trip: Peru

- Administered bedside swallow assessments for patients with cerebral palsy from ages 0;6-21 and provided relevant education for safe feeding and compensatory strategies during feeding

On-campus Simulation

- Assessed voicing on a patient with a tracheostomy by trialing PMV's and suctioning tracheostomy tube
- Executed 40+ passes of flexible endoscopic evaluation of swallowing on a mannequin and identified relevant anatomy

Access Network

- Collaborated with graduate student clinicians and clinical instructors to run a weekly gaming group in hybrid format for clients with aphasia target receptive and expressive language skills, executive functioning, and social pragmatics

Center for Communication Disorders

- Provided evidence-based therapy to target articulation, literacy, phonological and phonemic awareness, expressive and receptive language for children with various forms of structure, flexibility, and high-interest activities
- Performed hearing screenings, otoscopy, and tympanometry testing to evaluate outer and middle ear health as
- Educated clients and family members regarding goals, client progress, and environmental adjustments to improve communication in the home

Mikayla M. Wyskiel

ADDITIONAL CLINICAL COMPETENCIES

Standardized Assessment: hearing screening, ALFA, WAB-R, OSME-3, CADL-3, TAWF-2, RCBA-2, MoCA, RBANS, and CLQT+

Augmentative and Alternative Communication: GRID, proloquo2go, Vocable, LAMP, Engage via eye gaze

WORK EXPERIENCE

Blackbird Tavern & The Spicy Green Bean

Middlefield & Glastonbury Connecticut

Waitress & Restaurant Manager

March 2013- Current

- Communicate professionally with proper customer service and ensure that all guests are having a pleasant experience
- Present as head manager in difficult or complex situations that involve communication, compromise, and problem solving

A.I. Prince Technical High School

Hartford, Connecticut

Substitute Teacher

September 2021- January 2023

- Replicated and implemented lesson plans left by the absent teacher
- Created activities on the spot related to the assigned classrooms and subject taught
- Exercised classroom behavior management and assisted administration

Cromwell Middle School

Cromwell, Connecticut

Paraprofessional- Spanish Monitor

August 2020- June 2021

- Led class as the head teacher in hybrid format to facilitate class activities that include all 4 major aspects of language (reading, writing, speaking, and listening) and maintain student engagement
- Collaborated with families and other building professionals such as special education teachers, school psychologists, guidance counsellors, and paraprofessionals to ensure proper student support

Intercultura

Heredia, Costa Rica

English as a Second Language Teacher

September 2019- September 2020

- Created lesson plans according to the class's language level, ranging from beginner to advanced
 - Helped student's perfect their pronunciation by showing them how to properly use their articulators
 - Administered oral and written exams, including language level testing
 - Monitored and recorded student's progress of their individual and class language acquisition
-

OTHER SKILLS AND KNOWLEDGE

- TEFL/TESOL Certificate
- Advanced, professional fluency in Spanish



USA: 1-800-304-9446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

QUEBEC CITY Winter Wonderland with Château Frontenac Accommodation

Bristol Eastern High School
February 29 - March 3, 2024
4 DAYS

Jennifer Page
Tour Consultant

✉ jennifer.page@prometour.com

Estimated Travel Time:
Bristol (CT) to Quebec City (QC) = 450 miles / 8h00

Be prepared for WINTER WEATHER. Dress in layers, bring mittens, a tuque, waterproof jacket, snow pants & boots.

DAY 1: TRAVEL TO QUEBEC CITY

Thursday 29-Feb-2024



06:15 Departure from your school by **motor coach** to **La Belle Province**.

15:30 Meet your **Quebecois Prometour Tour Director** upon arrival, he/she will remain with your group for the duration of your visit.

Slide on the famous **Glissades de la Promenade Dufferin** outside the impressive Château Frontenac.

(3 glissades)

Savor a warm **cup of hot chocolate** after having played in the snow.

Enjoy a **fondue dinner** in a quaint local restaurant with your group.

Overnight accommodation at the magnificent **Fairmont Le Château Frontenac**.

A **night hall monitor** will provide added security for **8-hours**.

NOTE (duration of visit):

Accommodation at the Fairmont Le Château Frontenac is subject to availability.

Service of a hotel night hall monitor is subject to availability.

DAY 2: QUEBEC CITY

Friday 01-Mar-2024



Enjoy breakfast with your group at the **Monastère des Augustines**, located in the historic wings of the Hôtel-Dieu de Québec which was the first permanent hospital established in North America north of Mexico.

(clean, indoor slippers / running shoes are mandatory)

Take a tour of the **Parliament of Quebec** and learn about the politics that govern the province of Quebec.

Have lunch on your own.

Explore the incredible **Hôtel de Glace / Ice Hotel** at your **own pace**. Made of ice and snow, the architecture and design changes each year, making this hotel truly unique. **(non guided)**

Experience winter thrills and laughs while **snow rafting, sliding on inner tubes and crazy carpets** at **Village Vacances Valcartier**

Enjoy dinner in a quaint local restaurant with your group and Prometour Tour Director.

Overnight accommodation at the magnificent **Fairmont Le Château Frontenac**.

A **night hall monitor** will provide added security for **8-hours**.

DAY 3: QUEBEC CITY

Saturday 02-Mar-2024



Enjoy breakfast (croissants and a bowl of hot chocolate) at **Restaurant Le Cochon Dingue**, a small Parisian bistro with a wildly contagious and irresistible Quebecois "joie de vivre".

Visit the **Copper Museum**, watch a demonstration of "Repoussé" work and then live the experience of an artisan by working on your own copper piece that you can bring home.

Enter the **Ste-Anne de Beaupré Basilica**. This impressive house of worship is one of the five national shrines of Canada. **(non guided)**

Have lunch on your own.

Visit **Chez Marie**, a family-owned artisanal bakery, where you can taste delicious maple butter.

Admire the magnificent **Parc de la Chute Montmorency**! You may even see ice climbers on the sheet of ice that covers the waterfalls in winter. **(photo stop)**

Embark on a **dog sledding adventure**! Start with an introduction to basic techniques and

safety before heading out on a **dog-sled ride** (20 minutes) through wooded trails, followed by a visit with the dogs, and time for **snow shoeing** (20 minutes).

Experience the Quebecois tradition of **sugaring off** at a **Cabane à Sucre**. Tour the sugar shack to learn how tree sap becomes syrup (aka liquid gold), enjoy a lumberjack meal, listen to folk songs, learn traditional dances, and have **maple taffy on snow!**

Overnight accommodation at the magnificent **Fairmont Le Château Frontenac**.

A **night hall monitor** will provide added security for **8-hours**.

DAY 4: QUEBEC CITY - RETURN HOME Sunday 03-Mar-2024



Enjoy the buffet breakfast at **Dufferin Restaurant** located within Château Frontenac.

Wander through the enchanting **Quartier Petit Champlain**, the oldest shopping district in North America. Today, it showcases the talents of local artisans and is the location of the **Escalier Casse-Cou** and **Wall of History**.

Admire the view as you ride the **Vieux Québec Funicular**.

Say a fond *Au Revoir* to your Quebecois **Prometour Tour Director**.

11:30 Meet your driver and **motor coach** and depart for the USA.

PRICE PER PERSON SHEET

This is a privately operated tour - you will not be combined with another group

Student Price Per Person

40 + participants + 4 free	1 450 USD
40 + participants + 5 free	1 500 USD
40 + participants + 6 free	1 550 USD
40 + participants + 7 free	1 600 USD

35 to 39 participants + 3 free	1 500 USD
35 to 39 participants + 4 free	1 550 USD
35 to 39 participants + 5 free	1 600 USD
35 to 39 participants + 6 free	1 650 USD

30 to 34 participants + 3 free	1 600 USD
30 to 34 participants + 4 free	1 650 USD
30 to 34 participants + 5 free	1 700 USD

25 to 29 participants + 2 free	1 700 USD
25 to 29 participants + 3 free	1 750 USD
25 to 29 participants + 4 free	1 800 USD

20 to 24 participants + 2 Free	1 850 USD
20 to 24 participants + 3 Free	1 950 USD

SUPPLEMENTS

Adult Insurance Premium \$ 15 per day, per person
Adult Activity Supplement \$ 15 per day, per person
Twin Room Supplement \$ 60 per night, per person
Single Room Supplement \$ 120 per night, per person

This trip is quoted as a student tour, prices are subject to increase if number of adults exceeds 30% of group size.

PAYMENT SCHEDULE

Based on Dates of Travel

15-Oct-2023 \$ 250 pp
30-Nov-2023 \$ 1000 pp
30-Dec-2023 Balance (determined by final group size)

Please check with your credit card company and/or financial institution for any extra applicable fees.

PRICE INCLUDES

PROMETOUR PEACE OF MIND PROGRAM

Please refer to complete policy for all insurance details

Student Group Insurance Program covering group dates of travel

Coverage includes:

Trip Cancellation, Interruption, and Delay

Missed Connection

Emergency Accident and Sickness Medical Expense

Emergency Evacuation and Repatriation

Baggage & Personal Effects

Baggage Delay

+ Cancel for Any Reason (CFAR) up to 75% of prepaid, forfeited, non-refundable payments or deposits

Transportation

Round trip motor coach transfer departing from school

Associated ground transportation costs while in destination

No approved vendor specified

PRICE DOES NOT INCLUDE

Meals that are not indicated in the daily program

Additional tipping including, but not limited to in destination activity guides, hotel, and restaurant staff is at your discretion.

Personal spending money

Costs associated with travel documents, visas, medical testing, vaccinations, or other as required by your destination(s) or home country

Costs associated with changes to itinerary due to unforeseen circumstances including but not limited to: pandemics, epidemics, natural disasters, or other

Any applicable Prometour processing fees (\$35)

Accommodation

3 nights'accommodation at Fairmont Château Frontenac
4 starstandard
Night hall monitor: 8-hours x 3 nights
Students: 3 & 4 per room, by gender, single beds not guaranteed
Chaperones: 2 per room, by gender, single beds guaranteed
Group Leader guaranteed single room x 1

Meals

3 Breakfasts / 3 Dinners
Restaurantmeals are group menu with1non-alcoholic beverage +
vegetarian option

Activities/ Sightseeing

Allaforementioned visits, activities, tours and admissions

TourGuides

Serviceof a bilingual Quebecois Tour Director
Localcity / activity guides as indicated in the program

Tips

Tour Director (\$16)
Motor coach driver(s) (\$12)

Complimentary Tips

Complimentary trips as indicated in the price grid
Based on full paying participants

Other

Applicable service fees, taxes and FICAV contribution
School/Group Leader indicated on Prometour Certificate of
Liability

Notes

The final itinerary may differ fromthis version. Whena scheduled activity or tourist site is not possible, Prométour will make every effortto minimize inconvenience by adjusting the itinerary or replacing the item witha suitable alternative.

Specialrequests such as: specific hotels, restaurants, activities, Tour Director,daily scheduling etc. are subject to availability.

Prométourreserves the right to alter your itinerary before or during your tour forreasons including but not limited to: severe weather conditions, governmentrestrictions, holidays, special events, or other unforeseen circumstances.

Prométour'sGreen Initiative!

Prométour'starget is to be a 100% carbon neutral company. Complimentary CO2 offsetting isincluded on all tours with bus or air transportation.

EXCHANGERATE Prometour has quoted this package at an exchange of1 CAD = 0.80 USD

Useful Information / Documents

TERMS & CONDITIONS

PROTECTION PLAN / PEACE OF MIND 2020

Prometour Educational Tours
339 rue Saint-Paul East, Montreal, Quebec, H2Y 1H3, Canada

www.prometour.com

info@prometour.com

USA: 1-800-304-9446 / CAN: 1-800-657-7754





**SCHOOL BOARD
PRESENTATION**

— 2023 —



SCHOOL BOARD PRESENTATION

Yucatán Adventure

April 12, 2025 - April 19, 2025

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Welcome to Explorica and thank you for your interest in student travel!

As a licensed tour operator, Explorica is proud to be able to give your students the opportunity of a lifetime! When your school travels with Explorica, you'll bring your classroom lessons to life and offer your students valuable exposure to a city outside of their hometown. It's an educational adventure for both you and your students.

Before we begin, here's a little more about us:

Founded in 2000, Explorica helps teachers create educational tours full of authentic, interactive learning experiences. We specialize in connecting teachers and students to new cultures, languages, and people on educational tours across the globe.

We believe we can create a better world by enriching every student with a cultural experience through travel. We aim to be the product leader in educational travel, helping teachers and students discover the wonders of the world through safe and reliable tour experiences. And we do this with a passion for delighting customers and connecting travelers to the world.

Explorica's combination of exclusive online tools and personalized service enables us to create tours uniquely suited to provide both the best value and the most customized tours in the industry.

Every Explorica tour includes flights or bus transportation, accommodations, on-tour transportation, most meals and an expert, full-time Tour Director dedicated to your group. What's more, as a WorldStrides organization, we have a network of more than 45 offices around the globe. And with our veteran Program Consultants, Customer Care Representatives, and comprehensive, user-friendly website, we're always here to support you from the moment you contact us, to the minute you shout bon voyage!

Join more than one million teachers and students in experiencing the world on Explorica tours!

Happy travels!

Sincerely,

Richard Beekman

Head of K12 Group Educational Travel and Experiences
Explorica by WorldStrides



Hotel information

Even though you'll be far from home, your comfort won't be compromised. That's because when you travel with Explorica, you'll stay in clean, safe, attractive hotels that provide modern amenities and easy access to major attractions.

It is Explorica's policy to accommodate students in safe and clean hotels. We follow the three "C"s for our hotels – clean, comfortable, and convenient. Upgraded hotels are available upon request.

The selection of our hotels is based on proximity to tour sights, comfort, quality and safety. Students are roomed in either triple or quad accommodations based on the hotel availability. Students have the option to upgrade to twin rooming for \$45 per night. Paying adults (23 or older) are roomed in twin/double accommodations and a \$45 per night double/twin rooming supplement is included in the adult total cost (\$75 per night for cruises and ferries). Adults have the option to upgrade to a single room for an additional \$40 per night.

HOTEL SAMPLE SPECIFIC TO MERIDA, YUCATAN

Holiday Inn Express

Standard hotel

Hotel description

"With a stay at Holiday Inn Express Merida Centro in Mérida (Mérida Centro), you'll be a 4-minute walk from Mérida Cathedral and 9 minutes by foot from Paseo de Montejo. Complimentary wireless Internet access keeps you connected, and satellite programming is available for your entertainment. Private bathrooms with showers feature complimentary toiletries and hair dryers. Conveniences include safes and desks, as well as phones with free local calls. Don't miss out on recreational opportunities including an outdoor pool and a fitness center. Enjoy a meal at the restaurant or stay in and take advantage of the hotel's room service (during limited hours). A complimentary buffet breakfast is served daily. Featured amenities include a 24-hour business center, a 24-hour front desk, and luggage storage."

Group leader evaluations

"A beautiful and wonderfully located hotel in the midst of the older part of the city with lots of independent exploration possible."



Meal information

Explorica provides breakfast and dinner daily on all tours (unless otherwise indicated on your itinerary). Explorica makes sure all travelers have the opportunity to experience local cuisine with their meals, such as a tapas dinner in Spain, crêpes in France, or wiener schnitzel in Germany.

Tour Director

Your Tour Director is responsible for organizing the overall logistics of the trip. He or she will be with you from the beginning of the tour until the end to oversee the arrangements for all transportation, meals, accommodations, and sightseeing. The Tour Director can also provide a wealth of information and suggestions for your free time. Local guides are your resource for detailed destination information and help supplement the travel experience.

Communication on tour

Explorica provides a Tour Diary for each group that travels. We were the first company to develop the diary and have been providing this service for 20 successful years. Our online Tour Diary lets parents and friends see pictures of the group as they travel, so they know their children are safe, happy, learning and having fun. Here is an example of a posting for a group that traveled on a recent Galápagos Islands tour:

“Day 2 - Hello everyone! Today was a wonderful first day! After breakfast we went to visit the highlights of Quito, museums, churches, plazas, government palace, and more. Then we had lunch in a traditional restaurant of the old town, after that we went to the equator line; there we had fun practicing some experiments and some of us got a certification as ‘egg master.’ We went back to the hotel and at night kids had dinner, and finally it was time to prepare everything to Galapagos! Tomorrow, we leave early. We’re having a great time!”



Safety and security

All Tour Directors come highly recommended with at least five years of experience in the industry. In addition to their safety expertise, we provide 24/7 emergency support, and have a global presence with offices around the world.

Explorica also offers each traveler the option to purchase the Travel Protection Plan at \$12/day or \$18/day for the Travel Protection Plan Plus.

Explorica has a \$50 million Liability Insurance Policy (see below). We can have the school information printed on the certificate before traveling.

We are a member of USTOA: United States Tour Operators Association's \$1 Million Travelers Assistance Program. As an Active Member of USTOA, Explorica, Inc. is required to post \$1 million with USTOA to be used to reimburse, in accordance with the terms and conditions of the USTOA Travelers Assistance Program, the advance payments of Explorica, Inc. customers in the unlikely event of Explorica, Inc. bankruptcy, insolvency or cessation of business. Further, the \$1 million posted by Explorica, Inc. may be sufficient to provide only a partial recovery of the advance payments received by Explorica, Inc. Complete details of the USTOA Travelers Assistance Program may be obtained by writing to USTOA at 275 Madison Avenue, Suite 2014, New York, New York 10016, by email to information@ustoa.com or by visiting their website at www.USTOA.com.

In addition to the USTOA, Explorica is affiliated with the following notable organizations: Student Youth Travel Association (SYTA), National Tour Association (NTA), European Tour Operators Association (ETOA), Better Business Bureau (BBB), International Air Transportation Association (IATA), World Youth Student & Educational (WYSE) Travel Confederation, British Educational Travel Association (BETA).



Liability policy

To Whom It May Concern,

We understand that many school officials have expressed concern about allowing their students to travel. We want to assure you that the safety of the tour participants is Explorica's number one priority and that we have policies and procedures in place to protect the school, school district, teachers and participants involved with this tour.

Explorica's liability insurance is one of the largest in the industry at \$50 million. This insurance coverage extends to cover certain individuals acting on behalf of Explorica as tour directors, program leaders, chaperones, and volunteer speakers. Your school can be named as additional insured, if desired.

We of course share your concern for the students' safety and peace of mind. Our optional Cancel for Any Reason travel protection plan provides medical, baggage and cancellation insurance coverage for our travelers. We also have a network of support staff in the United States as well as a 24-hour emergency service for groups and their families. We offer additional peace of mind for parents and friends of our travelers by providing an online Tour Diary that is updated with pictures and journal entries by the Tour Director throughout the trip.

If you would like to discuss this matter further, we would be happy to speak with you at any time. Please call us at 1.888.310.7120.

Sincerely,
Stephane Cosse
VP Operations



Payment options

FULL PAYMENT

Pay in full at time of enrollment.

MONTHLY AUTOMATED PLAN

Pay your \$50 deposit plus any travel protection plan fees with a credit card or checking account upon enrollment, and the balance of your tour fee will be automatically charged to your card or debited from your account in equal monthly installments until 35 days prior to your departure date. Please note that you must make all payments by credit card, debit card or checking account. If two consecutive payments are returned NSF or declined, we will change your account to the 4-Step Manual Plan.

4-STEP MANUAL PLAN

Pay your \$99 deposit upon enrollment, and then pay \$500 toward your balance 30 days later. At 110 days prior to departure 75% of the balance is due. At 65 days prior to departure the remainder of the balance is due. You must make each payment manually.

GENERAL PAYMENT INFORMATION

We accept MasterCard, Visa, ACH checking account payments (and require a credit card or ACH payment for our monthly payment plan), money orders and personal checks. Please note personal checks are only accepted until 75 days prior to departure and ACH payments until 65 days prior to departure.

Each month we will automatically charge the credit cards or debit the checking accounts of participants who choose our monthly payment plan; we will send email reminders of payments due to all other participants approximately two weeks in advance of the payment due date. You will receive payment reminders only through email and not through the mail. Payments that are late are subject to a \$50 late fee. The date of payments is determined by the date of receipt at Explorica. If you are not paid in full by 75 days prior to your departure or do not meet the conditions of your payment plan, then your tour reservation will be cancelled (subject to standard cancellation policy).

Payments rejected due to insufficient funds, disputed by your credit company, returned to us by the drawer's bank, or returned due to a stop-payment order are subject to a \$35 non-refundable fee. We reserve the right to cancel reservations for any participant who does not meet his or her contractually obligated payment schedule. Any bounced checks are subject to a \$35 non-refundable fee.



Insurance policy

EXPLORICA'S TRAVEL PROTECTION PLANS

Through Trip Mate, our third-party travel protection plan provider, four out of five Explorica travelers protect their tours with our travel protection plans. Explorica offers two great plans that help protect your educational travel investment.

EXPLORICA'S TRAVEL PROTECTION PLAN

Our standard travel protection plan covers you for the following events:

- ›A traveler's injury, sickness, or death of a family member
- ›Theft of passport or visas
- ›Flight cancellations due to strike or bad weather
- ›Loss of luggage and personal effects
- ›Trip cancellation or trip interruption due to covered reasons such as a covered sickness, illness, injury or death
- ›Trip cancellation or trip interruption due to terrorist acts, as defined

EXPLORICA'S TRAVEL PROTECTION PLAN PLUS

Along with providing you the same benefits as our standard Travel Protection Plan, the Explorica Travel Protection Plan Plus also includes our exclusive Cancel For Any Reason Waiver Benefit. With our Cancel For Any Reason Waiver Benefit, if you cancel your trip for any reason not otherwise covered by this policy, we will reimburse you for 75% of the non-refundable cancellation fees which apply to your trip, provided:

- 1) Payment for this plan is received by Explorica within 14 days of your initial deposit/payment for your trip; and
- 2) You cancel your trip 48 hours (2) days or more before your scheduled trip departure date.

This Cancel For Any Reason Waiver Benefit does not cover: 1) penalties associated with any air or other travel arrangements not provided by Explorica; or 2) the failure of Explorica to provide the bargained-for travel arrangements due to cessation of operations for any reason.

The Cancel For Any Reason Waiver Benefit is provided by Explorica and is not an insurance benefit underwritten by United States Fire Insurance Company and must be purchased within 14 days of your initial payment for your trip.



Insurance policy cont.

TRAVEL PROTECTION PLAN BENEFITS

The following benefits apply to both of Explorica's high-quality Travel Protection Plans:

TRIP INTERRUPTION

If you have to interrupt your Explorica trip after departure due to a covered injury, sickness or death (your own or that of a traveling companion or a family member) or for other covered reasons such as: cancellation of arrangements by an airline due to strike or bad weather; a documented theft of passports or visas; or a terrorist incident which occurs in a city which is listed on the itinerary of your trip and within 30 days prior to your scheduled departure date for your trip, as defined, you will be reimbursed up to the trip cost for the unused, non-refundable land or water arrangements and the additional transport charges paid to return home or to rejoin your trip (limited to economy one-way airfare, or first class if your original tickets were first class).

TRAVEL DELAY

Reimburses up to \$100 per day (maximum of \$500) for reasonable accommodation and traveling expenses until travel becomes possible if you are delayed for 12 hours or more due to a covered reason such as a common carrier delay; injury, sickness or death of you or your traveling companion; quarantine; loss of passport, travel documents or money; or natural disaster.

MEDICAL EXPENSE/EMERGENCY ASSISTANCE

Provides reimbursement up to \$25,000 for reasonable and customary medical expenses incurred while on your trip; emergency dental treatment received during your trip, up to \$750; the costs for emergency transport to home or an appropriate hospital, including escort expense (both, if deemed necessary by the attending physician), for a covered injury or sickness which occurs while on your trip; or the cost of homeward carriage if deceased, up to \$50,000.



Insurance policy cont.

BAGGAGE & PERSONAL EFFECTS

Coverage up to \$2,000 for direct physical loss or damage to your baggage, passports or visas while on your trip. A \$600 maximum limit applies to jewelry, gems, watches, cameras and camera equipment, and furs; a \$300 per article limit applies to all other items. If, while on your trip, your baggage is delayed for more than 24 hours, we will reimburse you up to \$100 for the purchase of necessary additional clothing and personal articles.

PRE-EXISTING CONDITIONS WAIVER

The plan exclusion for pre-existing conditions is waived if you purchase the plan within 14 days of your initial deposit/payment for your trip.

A "Certificate of Coverage" which provides complete details of the plan, including conditions, exclusions and limitations is available to you on our website under the Travel Protection Plan or at any time by request.

The Explorica Travel Protection Plan benefits are administered by: Trip Mate, Inc. (In CA, dba Trip Mate Insurance Agency), 9225 Ward Parkway, Suite 200, Kansas City, Missouri 64114; tel. 1.800.888.7292.

The Explorica Travel Protection Plan is underwritten by United States Fire Insurance Company, Morristown, NJ.

The cost for Explorica's Travel Protection Plan is \$16 per day of your tour, maximum \$224. This plan must be purchased at the time of enrollment and cannot be refunded once selected.

The cost for Explorica's Travel Protection Plan Plus is \$24 per day of your tour, maximum \$336. This plan must be purchased at the time of enrollment and cannot be refunded once selected.



Positive feedback

After every tour, Explorica asks our Program Leaders to create an evaluation to judge our overall pre-tour, during tour, and post-tour performance as a company. Everything is judged and it is a great way to provide feedback for us to improve as a company. Oftentimes we are given such positive feedback that we want to share it with potential Explorica Program Leaders!

Angel R., 2022

This was my first experience with Explorica and first time in beautiful Costa Rica. I have to say I was impressed with everything we did during our trip. The schedule was well prepared by the team and for the most part everything went smooth. I want to especially thank our Tour Guide Rey for an amazing experience. He was so good with the whole group, and I feel as if I made a great friend for years to come. Kayley and Katey, our reps who helped organize our group from the beginning, were so patient with me as a director. I often felt like I was not keeping up with things, but they always helped me stay focused on reaching goals for my group. I am truly grateful to the entire team for their hard work. All my students were pleased with the experience and are looking forward to the next trip. I highly recommend the program for educators and their students. Pura Vida!

Barbara D., 2022

I've just completed my final tour with Explorica, having worked with them for 10 years. I'd highly recommend them to my colleagues who are interested in leading student tours. Explorica allowed me to design a highly customized, ambitious itinerary that my students will remember for years. They helped me to bring students on an art and culture rich tour from the Baroque back to the Renaissance, and then backwards through Ancient Rome, Ancient Greece, back to the Minoans at Knossos, and even back to Neolithic cave dwellings. Our tour guide was exceptional, local tour guides were excellent, and meals were great. I cannot commend Explorica highly enough for making student travel available and accessible.

Mara B., 2022

I love traveling with Explorica. Everything is handled professionally, and the trips are well planned. I have been on 8 trips and already have my next one planned. It would not have seen so many places in the world if it was not for Explorica.

Audra J., 2022

I am a teacher that traveled with 13 students and 2 other teacher chaperones to Peru for 10 days. We had a wonderful time and learned so much. Explorica set us up with an amazing local tour guide, and managed all the hotels, flights, meals and tours. Overall, I was very happy with the experience, and so were my students!



Yucatán Adventure

April 12, 2025 - April 19, 2025

Kayak through mangroves, tour historical Mérida, hop on a boat for a flamingo-watching tour at Rio Lagartos, and bask on Playa del Carmen's gorgeous beaches.

TOUR ITINERARY

Day 1 Hola Cancún

- › Meet your tour director, travel to Valladolid and check into hotel
- › Welcome dinner

Day 2 Valladolid

- › Ek-Balam archeological site visit
- › Las Coloradas guided bicycle tour
- › Flamingo-watching tour at Rio Lagartos
- › Rio Lagartos beach time

Day 3 Valladolid -- Mérida

- › Chichén Itzá guided visit
- › Cenote visit
- › Travel to Mérida
- › Paseo Montejo tour director led-walking tour
- › Yucatán dinner

Day 4 Mérida

- › Mérida Guided Sightseeing Tour
Government Palace, Mérida Cathedral,
Progreso Beach
- › Chuburná mangrove kayaking tour

Day 5 Mérida -- Playa del Carmen

- › Cobá Archaeological site visit by bike
- › Travel to Playa del Carmen

Day 6 Playa del Carmen

- › Tulum guided visit
- › Snorkeling at Akumal bay
- › Playa del Carmen beach time

Day 7 Playa del Carmen

- › Playa del Carmen beach time
- › Optional Xcaret visit & folklore show - \$150

Day 8 London landmarks

TOUR INVESTMENT:

Travelers under 23 years \$3,263.00*

Travelers 23 and above \$3,703.00*

*Sign up by 09/28/2023 and use voucher code **2025EarlySavings** to receive this discounted price!

INCLUDED:

Round-trip airfare, on-tour tipping, all transportation, sightseeing tours and site visits, all hotels with private bathroom, breakfast, lunch and dinner daily, full-time multi-lingual tour director, Travel Protection Plan.



Supporting documents

This school board packet should be submitted with the following supporting documents:

- Official price quote
- Student application
- Student/parent agreement & release form
- Explorica's terms & conditions



101 Federal Street
Suite 900
Boston, MA 02110

591 Camino de la Reina
Suite 1025
San Diego, CA 92108

1.888.310.7120 | explorica.com

Plan and Educational Rationale for Williamsburg, VA

April 11-14, 2024

It has been many years since the music department has traveled on an overnight trip. Overnight trips are an essential part of the development of any high school student. It prepares to be away from home for more than one night, therefore making them more responsible and preparing them for life after high school.

This trip is a “working trip”. Although there is some sightseeing planned, the trip is aimed towards a performance in the nationally acclaimed Music in the Parks music festival. Music in the Parks is known to put on some of the best festivals in the country. Students from BCHS will be traveling with students from BEHS for this festival at the Heritage Festival in Williamsburg, VA. This is the second time BE and BC students have traveled together. Kyle Camerato (BEHS Band), David Nelson (BCHS Vocal) and I are looking to prepare the students for a rare experience these days. The teachers will all be working together to make sure this experience is as positive and beneficial and educationally appropriate for each student involved.

PERKINS TRAVEL CORPORATION

TRAVEL SPECIALISTS

BUSINESS ~ VACATION ~ GROUP ~ CONVENTION

40 SOUTH HIGH STREET, NEW BRITAIN, CONNECTICUT, U.S.A 06051

PHONE: (860) 223-1655 FAX: (860) 827-4546

www.perkinstravel.com

May 4, 2023

John Abucewicz

David Nelson

BRISTOL CENTRAL HIGH SCHOOL

480 Wolcott Street

Bristol, CT 06010

Dear John and David,

I have been diligently working your proposal to Williamsburg in April 2024 and I am pleased to offer you the following package:

BRISTOL CENTRAL HIGH SCHOOL TO WILLIAMSBURG, VA.

THURSDAY, APRIL 11, 2024- SUNDAY, APRIL 14, 2024

- DELUXE DVD EQUIPPED MOTORCOACH TRANSPORTATION WITH LAV, WIFI, AC AND OUTLETS (BASED ON **THREE 52 PASSENGER COACHES WITH DATTCO**)
- BUS DRIVERS' GRATUITIES, **INCLUDING RELIEF DRIVERS IN BOTH DIRECTIONS**
- THREE NIGHTS HOTEL ACCOMMODATIONS AT THE FORT MAGRUDER HOTEL, A TRADEMARK COLLECTION BY WYNDHAM (**MAXIMUM OF 4 PEOPLE TO A ROOM**) (**PENDING CONTRACT**)
- HOTEL TAXES
- THREE FULL AMERICAN BUFFET BREAKFASTS AT THE HOTEL
- ONE PIZZA PARTY AT THE HOTEL UPON ARRIVAL ON THURSDAY, APRIL 11TH
- ONE BOX DINNER OR SIMILAR AT THE FESTIVAL SITE ON FRIDAY, APRIL 12TH (**PENDING SCHEDULE**)
- ONE FOOD STAND VOUCHER TO BE USED IN BUSCH GARDENS PROVIDED BY MUSIC IN THE PARKS
- ONE DAY ADMISSION TO BUSCH GARDENS ON SATURDAY, APRIL 14TH INCLUDED WITH MUSIC IN THE PARKS
- ADJUDICATION WITH MUSIC IN THE PARKS (**PENDING APPLICATION BY SCHOOL AND ACCEPTANCE BY MUSIC IN THE PARKS**)
- ONE DAY SELF-GUIDED TOUR OF COLONIAL WILLIAMSBURG TO INCLUDE ADMISSION TO THE EXHIBITION BUILDINGS, COLONIAL TRADE SHOPS AND COLONIAL HOMES OF THE HISTORIC AREA ON FRIDAY, APRIL 11TH.
- TWELVE CHAPERONES PAYING **\$400.00** EACH IN DOUBLE OCCUPANCY BASED ON ABOVE PACKAGE FEATURES
- FOUR DIRECTORS COMPLIMENTARY IN SINGLE OCCUPANCY BASED ON ABOVE PACKAGE FEATURES
- TWO SECURITY OFFICERS SIX HOURS EACH EVENING FROM 10:30PM TO 4:30AM
- 24/7 ON CALL PERKINS TRAVEL REPRESENTATIVE TO ASSIST WHILE YOU ARE TRAVELING
- LUGGAGE TAGS
- TAXES AND GRATUITY ON ABOVE PACKAGE FEATURES

COST: \$693.00	PER STUDENT BASED ON FOUR TO A ROOM
\$730.00	PER STUDENT BASED ON THREE TO A ROOM
\$803.00	PER STUDENT BASED ON TWO TO A ROOM

PLEASE NOTE WE ARE NOT HOLDING SPACE WITH ANY OF THE ABOVE VENDORS. THE STUDENT PRICES ARE SUBJECT TO CHANGE UNTIL 2024 PRICING FROM ALL VENDORS IS RECEIVED AND SPACE IS CONFIRMED. PLEASE REVIEW AND LET ME KNOW IF ANY ADJUSTMENTS NEED TO BE MADE.

I have predicated the above costs on minimum of 130 students. If this number should increase or decrease the costs are subject to change. Also, you will see that I have listed three different prices per student. The final per student cost will be confirmed once the rooming list has been received.

THE FEDERAL MOTOR CARRIER SAFETY ADMINISTRATION HAS IMPLEMENTED ELECTRONIC LOGS IN ALL COACH BUSES. THIS WILL TAKE THE PLACE OF THE PAPER LOGBOOKS. THE PURPOSE OF THE ELECTRONIC LOGS IS TO ENFORCE THE LEGALITY OF THE BUS DRIVER HOURS. BUS DRIVERS CAN LEGALLY BE ON DUTY FOR 15 HOURS IN ONE DAY WITH 10 OF THOSE HOURS DRIVING. THEY MUST HAVE 8 HOURS OFF BETWEEN THE 15 HOURS ON DUTY DAY. THE 10 HOURS OF DRIVING INCLUDE ALL THE HOURS A DRIVER HAS DRIVEN IN A DAY, NOT JUST THOSE HOURS RELATING TO THE ITINERARY.

Please be advised, with the current economic situation and potential of escalating fuel prices, a surcharge might be levied which is beyond our control.

I do want to make you aware the Fort Magruder hotel does have balconies. These balconies do not connect to each other and each balcony is separated by a cement wall, so you are not able to see the balcony next to you. You can view the property along with the bedrooms on their website at <https://www.wyndhamhotels.com/trademark/williamsburg-virginia/fort-magruder-hotel-trademark-collection-by-wyndham/overview>

We offer limited insurance coverage. It is mandatory that you convey this information to each participant, in writing, when sending home details on the trip. The information will be emailed to you. This email can be forwarded to the parents and will include the link to purchase the insurance. They click on the link, complete the trip details, and then put in their credit card number. Once purchased they will receive a copy of the policy. I would send the insurance details home to the parents once you know you have enough participation for the trip. The insurance premium is non-refundable once purchased but must be purchased prior to the students paying their final balance on the trip.

Going forward, services with Perkins Travel will include a cancellation policy. Perkins Travel will be assessing a cancellation fee. The cancellation letter will include the specific details. Please note, this fee goes into effect regardless of the School Board policy changes and/or world events. Once we receive trip approval and all the package features are confirmed a detailed cancellation letter will be emailed to you.

If you should have any questions or would like to make any changes, please do not hesitate to contact me.

Sincerely,

Janet Buslewicz
Group Services
PERKINS TRAVEL MANAGEMENT

M E M O R A N D U M



TO: Catherine Carbone, Ed.D., Superintendent of Schools
FROM: Kimberly Culkin, Ed.D., Chief of Talent Management
SUBJECT: New Teacher Overview

LAST NAME	FIRST NAME	ASSIGNMENT	LOCATION	BACHELORS	MASTERS	6TH YEAR
Browne	Celia	Grade 8 Science	WB	University of Alabama		
Davis	Jacqueline	Grades 6-8 Special Education	BAIMS	Marist	Brooklyn College	
Le	Pamela	Grade 7 ELA Teacher	CHMS	St. Joseph's College of Maine	University of Phoenix	
Palnitkar	Meghan	Special Education Teacher	BEHS/BCHS	Dartmouth College	University of Saint Joseph	
Petano	Cole	Grade 8 ELA Teacher	CHMS	UCONN	UCONN	
Quinlan	Julie	Social Studies Teacher	BPA	Saint Michael's College	University of Washington	
Ryan	Emily	Speech and Lang. Pathologist	MTV	SCSU	UCONN	
Wyskiel	Mikayla	Speech and Lang. Pathologist	EPH/NEMS	SCSU	SCSU	

Current Certified Vacancies	
Elementary	1
Middle	3
High	1
DW	3
Special Education	4
SLP	1
On Track Coordinator	1
Social Worker	2
PreK	3
Admin	1

Policy 3453 School Activity Funds, June 2023

For the purpose of this policy, student activity funds shall fall within the meaning under CGS Chapter 170, Section 10-237, with the exception that no student activity fund shall be set up to include "gate fees" for sporting events or "attendance fees" for other school-sponsored events whereby Bristol residents and Bristol students shall be charged a fee for entrance to the same event. Notwithstanding the preceding exception, or requirements otherwise mandated under state or federal statute, Student Activity Funds may be set up for "gate fees" for sporting events or "attendance fees" for other school-sponsored events wherein those same fees shall be charged to non-Bristol resident adults and children who attend the same event. In addition, schools are prohibited from charging a student activity fee if the student does not choose to participate in an optional athletic or other extracurricular school activity funded by the fee

Policy 3453 Student Activity Funds, Action Item - to add back the language that was struck out.

For the purpose of this policy, student activity funds shall fall within the meaning under CGS Chapter 170, Section 10-237, with the exception that no student activity fund shall be set up to include "gate fees" for sporting events **during the regularly scheduled season of play (Fall, Winter, Spring)** or ~~"attendance fees" for other school-sponsored events~~ whereby Bristol residents and Bristol students shall be charged a fee for entrance to the same event. **Pre or post season games or exhibits and the annual Battle for the Bell may include a gate fees for all spectators regardless of residency in Bristol.**

Notwithstanding the preceding exception, or requirements otherwise mandated under state or federal statute, Student Activity Funds may be set up for "gate fees" for sporting events or "attendance fees" for other school-sponsored events wherein those same fees shall be charged to non-Bristol resident adults and children who attend the same event. In addition, schools are prohibited from charging a student activity fee if the student does not choose to participate in an optional athletic or other extracurricular school activity funded by the fee.

The legislation regarding mastery credit has changed from a requirement to an option. After meeting with our high school administration, we'd like to keep it as an elective offering (allowing students to earn accelerated credit in an area where only academic level is offered and/or as a guide for more structured independent learning), but remove it as a requirement for the Class of 2024. Policy 6146 would need to be revised to remove the Mastery-Based Diploma Assessment as required and to add one credit under "additional elective credits beyond the required subjects".

6146 Instruction

Graduation Requirements

I. Introduction

To graduate from the Bristol Public Schools a student must have earned a minimum of ~~25~~ 25 credits and must have met the credit distribution requirement, according to the credit distribution tables within this policy. The Board of Education shall award a high school diploma to any World War II veteran requesting such diploma who left high school for military services as defined in the statutes.

II. Credit Distribution Requirements:

Minimum Graduation Requirements		
Required Subject Areas	Credits	Required Courses
<i>Humanities (ELA and Social Studies) - minimum of 9 credits</i>		
English	4	English 1, 2, 3, and 4 (or English 3R and Creative Writing, Mythology, and/or Contemporary Literature)
Social Studies	3	Modern American History, 1 credit Civics, .5 credits
World Languages	1	Spanish, French, Italian, Latin, or Language & Culture A/B
Fine Arts Elective	1	Course in Art or Music
<i>STEM (Science, Technology, Engineering, and Mathematics) - minimum of 9 credits</i>		
Mathematics	4	Algebra I, Geometry, and Algebra II, and a math elective
Science	3	Physical Science, Biology, and Chemistry*
Career and Technical Education	1	Course in Engineering and Technology, Business and Finance, Family Consumer Science, Health Occupations
STEM Elective	1	Course in Math, Science, CTE, Business and Finance, Family Consumer Science
<i>Physical Education and Health</i>		
Physical Education	2	.5 credit in Grades 9, 10, 11, 12
Health	1	.5 credits in Grade. 9 Health and .5 credits in Grade 11 Health
<i>Additional Credit Requirements</i>		
Elective credits beyond Required Subject Areas	4	Could include Mastery Based Credit Experience

Required Total Credits	25	
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Minimum Graduation Requirements for Class of 2023 and Beyond		
Required Subject Areas	Credits	Required Courses
Humanities	9	Modern American History, 1 credit. Civics, .5 credit
English	4	English 1,2,3,4 (or English 3r and Writing Portfolio, Creative Writing, Mythology or Contemporary Literature)
Social Studies	3	Modern American History, 1 credit. Civics, .5 credit
World Languages	1	
Fine Arts	1	Courses in Art or Music
STEM	9	
Mathematics	4	
Science	3	Students must take Physical Science, Biology, Chemistry
Career and Technical Education	1	Courses in Engineering and Technology, Business and Finance, Family and Consumer Science
STEM Elective	1	Courses in Math, Science, CTE, Business and Finance, Family and Consumer Science
Physical Education and Health	3	
Physical Education	2	
Health	1	
Other Areas	5	
Mastery Based Diploma Assessment	1	
Additional elective Credits beyond required Subject Areas	4	
Required Total Credits	25	

A credit shall consist of not less than the equivalent of an eighty-minute period for 90 days of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line course work or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2017-2018 school year). Such student support and remedial services shall provide alternate

means for a student to complete any of the high school graduation requirements, previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

III. Credit Requirements for Seniors Transferring from another High School

When a student transfers into a Bristol high school, entering as a senior, having completed all credit requirements for the junior year at the previous high school, the high school counselor will review the number of credits required for graduation at the student's previous high school. If the credit requirements for graduation at the previous high school are fewer than the required 25 Bristol credits, the principal will make the final determination about the number of credits required to be earned in the senior year in order for the student to graduate from a Bristol high school. This provision will only apply to a student entering a Bristol high school as a transferring senior. If a student transfers into the Bristol Public Schools after completing at least three years in a high school in another district, he/she will be exempted from Bristol's performance standard requirements for graduation.

IV. Credit Requirements for Students Attending Bristol Technical Education Center

Students who attend Bristol Tech (BTEC) will earn 5 credits for successful completion of their coursework. The credit distribution will be as follows: One credit in mathematics, one credit in science, three credits in Career and Technical Education/Elective credit. In most cases, juniors who attend BTEC should be taking English 3 (1.0 credit), Health (.5 credit), and Civics (.5 credit) at their Bristol High School (Bristol Central High School/Bristol Eastern High School/Bristol Preparatory Academy). Students will also be expected to enroll in BTEC/PE (.5 credit) which can be taken as an independent study outside of the school day in order to meet their PE requirement.

Seniors who attend BTEC should be taking English 4 (1.0 credit), their Social Science requirement, if still needed (.5 credit), PE or BTEC/PE, and/or any other graduation requirements they have left to meet at their Bristol High Schools.

~~Students who attend Bristol Technical Education Center for their junior and senior year will attain six credits per year for their coursework successfully completed at the school in addition to the credits they earn through classes taken at Bristol Central or Bristol Eastern High School. Students who attend the Bristol Technical Education Center will earn five credits in the technical area and one credit in Applied Science for courses successfully completed at the Bristol Technical Center.~~

V. Courses for Credit

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements except that the Board may grant a student credit toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular

graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, course taken in middle school, internships and student designed independent studies, provided such demonstration of mastery is in accordance with such state-wide content standards; toward meeting a specified course requirement upon successful completion in grade seven or eight of a course that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve.

A. World Language

1. World Language courses taken privately through a non-profit provider: Students shall be granted credit towards meeting high school requirements for privately completing a world language course provided by a non-profit organization and passing a subject area proficiency test identified and recommended in the Connecticut Seal of Biliteracy Guidelines.
2. Up to four credits for a private, non-profit world language course shall be granted if the student achieves a passing grade on a test recommended in the Connecticut Seal of Biliteracy Guidelines.
3. The fulfillment of the mandated one credit world language requirement, beginning with the class of 2023, can include the successful completion of a world language course in grades six, seven, or eight, or an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination recommended in the Connecticut Seal of Biliteracy Guidelines and such credits do not exceed four.

B. Online Courses

1. All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #[6172.6](#), "Virtual/On-line Courses."

C. Higher Education courses

1. A student shall be granted credits for the successful completion of coursework at an institution accredited by the Department of Higher Education or a regionally accredited institution.
2. One three-credit semester course, or its equivalent, shall equal one-half high school credit.

D. High School courses taken in grades seven or eight

1. A student shall be granted high school credit for taking Algebra I and/or Geometry at the seventh and eighth grade level. The Algebra I and Geometry courses shall be the same course and same exams as at the high school level.
 - a. To be eligible for this credit, a student must take three years of mathematics in grades nine through eleven. Upon completion of the third year of mathematics at the high school level, that is at the end of the junior year, the credit for Algebra I and/or Geometry, taken while in grade seven or eight, will be awarded.
2. A student shall be granted high school credit if they have successfully completed both 7th and 8th grade Spanish **upon entrance into high school.**

VI. Student Success Plan

A. The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to twelve, inclusive.

VIII. Options if Requirements Are Not Met

Seniors who are not eligible for graduation with their class due to a failure to meet the district graduation requirement for the credit distribution ~~and meeting the performance standard in evidence-based reading and writing and mathematics~~, as per policy as described above, may select one of the following options:

- A. Return in September as a fifth-year student.
- B. Enroll in summer school to obtain course credit for courses failed.
- C. Enroll in courses to be designated through the Bristol Adult Education Program and receive the Bristol Adult High School Diploma.

IX. Connecticut Seal of Biliteracy

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the "Connecticut State Seal of Biliteracy" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Biliteracy."

Legal References: Connecticut General Statutes

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

[10-223a](#) Promotion and graduation policies

[10-17F\(d\)](#) Requirement of bilingual education program

Public Act No. 01-205 An Act Concerning Mastery Test Exemptions

2002 Title III No Child Left Behind

State of Connecticut, Department of Education, Circular Letter: Series 2008-2009, C-10

Policy Adopted: April 5, 1995

Policy Revised: April 1, 1998

Policy Revised: May 1, 2002

Policy Revised: June 2, 2004

Policy Revised: April 5, 2006

Policy Revised: December 5, 2007

Policy Revised: August 20, 2008
Policy Revised: August 17, 2011
Policy Revised: February 13, 2013
Policy Revised: July 6, 2016
Policy Revised: May 2, 2018
Policy Revised: February 6, 2019
Policy Revised: April 6, 2022

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

6146

Regulation

Instruction

Graduation Requirement Regulations

I. Vision of the Graduate

- a. All Bristol Public School students will graduate with the essential academic knowledge, skills and dispositions that empower them to be self-sufficient and make meaningful contributions in a rapidly changing global society.
 - i. Meaningfully contribute to a global society
 1. Global Awareness
 - a. Learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
 - b. Understand other nations and cultures, including the use of non-English languages
 2. Collaborations
 - a. Demonstrate ability to work effectively and respectfully with diverse teams
 - b. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a goal
 - c. Assume shared responsibility for collaborative work, and value the contributions made by each team member
 3. Empathy
 - a. Demonstrate understanding of others' perspectives and needs
 - b. Listen with an open mind to understand others' situations
 4. Social and Cross-Cultural Skills
 - a. Know when it is appropriate to listen and when to speak

- b. Conduct themselves in a respectable, professional manner
 - c. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
 - d. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- ii. Effectively communicate in a global society
 - 1. Communications and Technology Literacy
 - a. Use digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society
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 - a. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
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- a. Know how to make appropriate personal economic choices
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- ii. Demonstrate academic knowledge and skills

1. Content Mastery

- a. Develop and draw from a baseline understanding of knowledge in an academic discipline

2. Critical thinking and problem solving

- a. Collect, assess, and analyze relevant information
- b. Reason effectively. Use systems thinking
- c. Make sound judgements and decisions
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II. Proficiency for Awarding of Credit for World Language Courses Offered Privately Through a Non-Profit Provider as recommended in the Connecticut Seal of Biliteracy Guidelines.

A. Students must complete a world language course offered privately through a non-profit provider and pass the prescribed examination. The cost of this course will not be borne by the district.

B. In order to earn credits under this program, students must also demonstrate proficiency through one of the assessments recommended in the Connecticut Seal of Biliteracy Guidelines. The cost for these assessments will not be borne by the district.

C. The chart below lists the maximum credit to be awarded for each language category and proficiency level. This recommendation is based on ACTFL's categorization of the difficulty of the language and the proficiency rating that has been achieved.

Granting High School Credit for Private World Language Courses in Connecticut Developed in collaboration with the American Council on the Teaching of Foreign Languages (ACTFL)				
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<p>In order to earn credits, students must take both the OPI and the WPT in the same language. If the ratings differ, the credits will be awarded based on the lower of the two ratings. Students can take the tests while in Grades 7-12.</p> <p>*Four credit maximum allowed under state law even though ACTFL credit equivalency, in parentheses, suggests awarding more credit for higher proficiencies in more difficult languages.</p>				

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Regulation Approved: May 1, 2002

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Regulation Revised: April 5, 2006

Regulation Revised: August 20, 2008

Regulation Revised: August 17, 2011

Regulation Revised: May 2, 2018

Regulation Revised: February 6, 2019

Regulation Revised: April 6, 2022

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

The legislation regarding mastery credit has changed from a requirement to an option. After meeting with our high school administration, we'd like to keep it as an elective offering (allowing students to earn accelerated credit in an area where only academic level is offered and/or as a guide for more structured independent learning), but remove it as a requirement for the Class of 2024. Policy 6146 would need to be revised to remove the Mastery-Based Diploma Assessment as required and to add one credit under "additional elective credits beyond the required subjects".

6146 Instruction

Graduation Requirements

I. Introduction

To graduate from the Bristol Public Schools a student must have earned a minimum of 25.25 credits and must have met the credit distribution requirement, according to the credit distribution tables within this policy. The Board of Education shall award a high school diploma to any World War II veteran requesting such diploma who left high school for military services as defined in the statutes.

II. Credit Distribution Requirements:

Minimum Graduation Requirements for Class of 2023 and Beyond		
Required Subject Areas	Credits	Required Courses
Humanities	9	Modern American History, 1 credit. Civics, .5 credit
English	4	English 1,2,3,4 (or English 3r and Writing Portfolio, Creative Writing, Mythology or Contemporary Literature)
Social Studies	3	Modern American History, 1 credit. Civics, .5 credit
World Languages	1	
Fine Arts	1	Courses in Art or Music
STEM	9	
Mathematics	4	
Science	3	Students must take Physical Science, Biology, Chemistry
Career and Technical Education	1	Courses in Engineering and Technology, Business and Finance, Family and Consumer Science
STEM Elective	1	Courses in Math, Science, CTE, Business and Finance, Family and Consumer Science
Physical Education and Health	3	
Physical Education	2	
Health	1	
Other Areas	5	
Mastery Based Diploma Assessment	1	
Additional elective Credits beyond required Subject Areas	4	
Required Total Credits	25	

A credit shall consist of not less than the equivalent of an eighty-minute period for 90 days of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line course work or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds

directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2017-2018 school year). Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

III. Credit Requirements for Seniors Transferring from another High School

When a student transfers into a Bristol high school, entering as a senior, having completed all credit requirements for the junior year at the previous high school, the high school counselor will review the number of credits required for graduation at the student's previous high school. If the credit requirements for graduation at the previous high school are fewer than the required 25 Bristol credits, the principal will make the final determination about the number of credits required to be earned in the senior year in order for the student to graduate from a Bristol high school. This provision will only apply to a student entering a Bristol high school as a transferring senior. If a student transfers into the Bristol Public Schools after completing at least three years in a high school in another district, he/she will be exempted from Bristol's performance standard requirements for graduation.

IV. Credit Requirements for Students Attending Bristol Technical Education Center

Students who attend Bristol Technical Education Center for their junior and senior year will attain six credits per year for their coursework successfully completed at the school in addition to the credits they earn through classes taken at Bristol Central or Bristol Eastern High School. Students who attend the Bristol Technical Education Center will earn five credits in the technical area and one credit in Applied Science for courses successfully completed at the Bristol Technical Center.

V. Courses for Credit

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements except that the Board may grant a student credit toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, course taken in middle school, internships and student designed independent studies, provided such demonstration of mastery is in

accordance with such state-wide content standards; toward meeting a specified course requirement upon successful completion in grade seven or eight of a course that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve.

A. World Language

1. World Language courses taken privately through a non-profit provider: Students shall be granted credit towards meeting high school requirements for privately completing a world language course provided by a non-profit organization and passing a subject area proficiency test identified and recommended in the Connecticut Seal of Biliteracy Guidelines.

2. Up to four credits for a private, non-profit world language course shall be granted if the student achieves a passing grade on a test recommended in the Connecticut Seal of Biliteracy Guidelines.

3. The fulfillment of the mandated one credit world language requirement, beginning with the class of 2023, can include the successful completion of a world language course in grades six, seven, or eight, or an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination recommended in the Connecticut Seal of Biliteracy Guidelines and such credits do not exceed four.

B. Online Courses

1. All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #[6172.6](#), "Virtual/On-line Courses."

C. Higher Education courses

1. A student shall be granted credits for the successful completion of coursework at an institution accredited by the Department of Higher Education or a regionally accredited institution.

2. One three-credit semester course, or its equivalent, shall equal one-half high school credit.

D. High School courses taken in grades seven or eight

1. A student shall be granted high school credit for taking Algebra I and/or Geometry at the seventh and eighth grade level. The Algebra I and Geometry courses shall be the same course and same exams as at the high school level.

a. To be eligible for this credit, a student must take three years of mathematics in grades nine through eleven. Upon completion of the third year of mathematics at the high school level, that is at the end of the junior year, the credit for Algebra I and/or Geometry, taken while in grade seven or eight, will be awarded.

2. A student shall be granted high school credit if they have successfully completed both 7th and 8th grade Spanish.

VI. Student Success Plan

A. The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to twelve, inclusive.

VIII. Options if Requirements Are Not Met

Seniors who are not eligible for graduation with their class due to a failure to meet the district graduation requirement for the credit distribution and meeting the performance standard in evidence-based reading and writing and mathematics, as per policy as described above, may select one of the following options:

A. Return in September as a fifth-year student.

B. Enroll in summer school to obtain course credit for courses failed.

C. Enroll in courses to be designated through the Bristol Adult Education Program and receive the Bristol Adult High School Diploma.

IX. Connecticut Seal of Biliteracy

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the "Connecticut State Seal of Biliteracy" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Biliteracy."

Legal References: Connecticut General Statutes

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

[10-223a](#) Promotion and graduation policies

[10-17F\(d\)](#) Requirement of bilingual education program

Public Act No. 01-205 An Act Concerning Mastery Test Exemptions

2002 Title III No Child Left Behind

State of Connecticut, Department of Education, Circular Letter: Series 2008-2009, C-10

Policy Adopted: April 5, 1995

Policy Revised: April 1, 1998

Policy Revised: May 1, 2002

Policy Revised: June 2, 2004

Policy Revised: April 5, 2006

Policy Revised: December 5, 2007

Policy Revised: August 20, 2008
Policy Revised: August 17, 2011
Policy Revised: February 13, 2013
Policy Revised: July 6, 2016
Policy Revised: May 2, 2018
Policy Revised: February 6, 2019
Policy Revised: April 6, 2022

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

6146

Regulation

Instruction

Graduation Requirement Regulations

I. Vision of the Graduate

- a. All Bristol Public School students will graduate with the essential academic knowledge, skills and dispositions that empower them to be self-sufficient and make meaningful contributions in a rapidly changing global society.
 - i. Meaningfully contribute to a global society
 1. Global Awareness
 - a. Learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
 - b. Understand other nations and cultures, including the use of non-English languages
 2. Collaborations
 - a. Demonstrate ability to work effectively and respectfully with diverse teams
 - b. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a goal
 - c. Assume shared responsibility for collaborative work, and value the contributions made by each team member
 3. Empathy
 - a. Demonstrate understanding of others' perspectives and needs
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Bristol, Connecticut