

Board of Education Meeting

Wednesday, October 1, 2025 7:00 PM

BOE - Room 36 and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

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

2. **STAFF AND STUDENT RECOGNITION**

3. **APPROVAL OF MINUTES**

4. **COMMITTEE REPORTS**

5. **STUDENT REPRESENTATIVE REPORTS**

6. **CHAIR REPORT**

7. **SUPERINTENDENT REPORT**

8. **CONSENT AGENDA**

8.1. PERSONNEL

8.1.a. Teacher Retirement

8.1.b. New Teacher Hires

8.1.c. A-2 Teacher Hires Stipend

8.1.d. Sixth Year Salary Credit - Effective
09/01/2025

9. **PUBLIC COMMENT**

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

11. **POLICY REVISION**

12. **NEW BUSINESS**

13. **INFORMATION/LIASON REPORTS**

14. **ADJOURNMENT**

The minutes presented within this document summarize the discussion of the Special Board of Education meeting. To view the meeting in its entirety and hear full reports, please click the following link:
<https://zoom.us/j/99856780662?pwd=Anr1Ft9aiwnnYr5mMO8diW8cY4UmxS.1>

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Thursday, September 18, 2025 -7:00pm
Special Meeting Minutes

A Special Bristol Board of Education meeting was held on Thursday September 18, 2025, at 7:00 p.m. in Room 36 of the Board of Education Building, located at 129 Church Street, Bristol, Connecticut, and via the Zoom meeting platform.

PRESENT:

Commissioners: Russell Anderson, Eric Carlson, Jill Fitzsimons-Bula (Virtual), Lorianne Osenkowski, Maria Simmons, Dante Tagariello (Virtual) , Jennifer Van Gorder, Kristen Giantonio, Erick Rosengren, and Chair Shelby Pons

ABSENT:

ALSO PRESENT: Tara Landon, Operations and Facilities Manager, Iris White, Superintendent, and Mary Hawk, Deputy Superintendent; Pete Fusco Director of Facilities

CALL TO ORDER AND PLEDGE OF ALLEGIANCE:

Chair Pons called the meeting to order at 7:09 pm and asked the audience to stand for the Pledge of Allegiances

1. Discussion and Possible Action on Edgewood PK – Renovation Vs Targeted Alteration

Chair Pons shared a slideshow about the Edgewood Preschool renovation

Reopening Edgewood as a preschool program, no longer a comprehensive elementary school, but a dedicated preschool academy

Tara Landon has advised best case scenarios and uses her conservative estimate for the Renovation and Targeted Alteration.

Tara Landon also clarified a few details about renovation and state reimbursement whether we pursue a roof- only replacement or a full renovation to new, begin with \$5.8 million already in hand. Additionally, approved for state reimbursement around \$11.7 million

Edgewood Building committee has recommended the full renovation-to-new plan. It is fiscally responsible, maximizes reimbursement and aligns with Phase 1 SLAM feasibility (through 2032), the district's five-year capital improvement plan, and the broader "Reimagining Bristol" plan.

Tara Landon also corrected that the renovate-as-new option remains a \$28.8 million project, with the city's share estimated at approximately \$4.42 million, reflecting the additional 15% reimbursement

Target alteration (roof and mechanicals only, as well including mechanicals and required code compliance upgrades) was originally projected at \$16.8 million, which required a \$5.1 million city share.

Updated estimates now put this option closer to \$20.8 million dollars

Tara Landon pointed out, code compliance remains somewhat certain until demolition begins, meaning costs could escalate further

Chair Pons evaluated the two options: Roof-only or Renovate to New.

Roof-only: \$20.8 million, with just 69.64% reimbursement → higher city share, more local cost.

Renovate-to-new: \$28.8 million, with at least 84.64% reimbursement (and potentially up to 99%) → lower city share, less local cost.

Chair then called for a roll call vote on the motion to approve the Edgewood project as a renovate-as-new project.

Following a Roll Call Vote of nine (9) commissioners (Andreson, Osenkowski, Van Gorder, Tagariello, Carlson, Giantonio, Fitzsimons-Bula, Simmons and Pons) IN FAVOR of the motion. The motion PASSED. -unanimous

2.Superintendent Discussion on The Role of Student Representatives

Chair Pons opens the discussion on the Role of Student Representatives

Student Representatives are required to attend monthly meetings.

Eligibility requirements are unchanged from prior years and were shared verbatim from last year's application

Administration invited board members to provide feedback on eligibility criteria before applications are distributed

Students have historically attended virtually, which satisfied the requirement. In-person is not required may attend in person if they choose

Commissioner Simmons has been working with Kate and high school principals to explore potential changes to the process.

Board members emphasized the importance of hearing directly from students on substantive issues, not just school events

Board reiterated that while student representatives would not hold policymaking authority within their schools, their input at the board table would provide authentic feedback and keep board closer to the student experience

Convened to Executive Session 9:30

3.VOTE TO CONVENE INTO EXECUTIVE SESSION *for the purpose of:* discussion concerning the Superintendent's Evaluation and Goals

Eric Carlson made the motion and it was seconded by Russell Anderson. Motion passed unanimously

4.Adjournment

With no other business to come before the board, the meeting was adjourned.

Respectfully Submitted,



Recording Secretary
Bristol Board of Education

Elizabeth Burdelski

Letter of intent to retire, May 15, 2025

To whom it may concern,

After careful consideration I have decided to formally announce my retirement, effective January 2026, at the close of the first semester. This decision has not been an easy one to make, but I do believe that it is the right decision for me at this time.

I want to emphasize that I have thoroughly enjoyed working in the Bristol district where I also make my home. The students have always been dear to my heart and I am proud to have had the continued support of the staff and administration here at Bristol Eastern High School. I also appreciate the support I have received from the district over the years. I truly believe we have one of the best districts in Connecticut because of our commitment to excellence.

Sincerely, Elizabeth Burdelski

Kelly A. Monahan-DiNoia

5 September 2025

Dear Superintendent White and Principal Wininger,

After 38 deeply rewarding years of teaching Latin, I am writing to formally announce my intention to retire at the end of this school year (30 June 2026).

It has been an honor and a joy to be part of the Bristol Public School system. I am profoundly grateful for the students I've taught, the colleagues I've worked alongside, and the many wonderful memories created over nearly four decades in the classroom.

Thank you for the support and opportunities you've provided me throughout my career. I will leave, next June, with a full heart and deep appreciation.

Most sincerely,
Kelly Monahan-DiNoia

MEMORANDUM



TO: Iris White, Superintendent of Schools
FROM: Joseph Grabowski, Chief of Talent Management
SUBJECT: Teacher Hiring Overview for School Year 2025-2026

New Hires as of October 1, 2025:

| CERTIFICATION | |
|----------------------|---|
| Initial | 4 |
| Provisional | 1 |
| Professional | 2 |
| Resident Certificate | |

| GENDER | |
|--------|---|
| Male | 2 |
| Female | 5 |

| ETHNICITY | |
|------------------------|---|
| Hispanic or Latino | 2 |
| Not Hispanic or Latino | 5 |

| RESIDENCE | |
|---------------|---|
| Bolton | 1 |
| Bristol | 1 |
| Plainville | 1 |
| Simsbury | 1 |
| Terryville | 2 |
| West Hartford | 1 |

| RACE | |
|-------------------------------------------|---|
| American Indian or Alaskan Native | |
| Asian | 1 |
| Black or African American | |
| Native Hawaiian or Other Pacific Islander | |
| White | 5 |
| Two or more races | |
| Chose not to answer | 1 |

| HIGHEST DEGREE HELD | |
|---------------------|---|
| Bachelors | 3 |
| Masters | 3 |
| Masters +30 | 1 |

| LAST NAME | FIRST NAME | ASSIGNMENT | LOCATION | BACHELORS | MASTERS | MASTERS + 30 |
|-----------|------------|--------------------------------|---------------|----------------------------|----------------------------|--------------|
| Engle | Casie | Grade 2 Teacher | MTV | CCSU | | |
| Guerin | Joseph | Special Education Teacher | WB | University of Saint Joseph | University of Saint Joseph | |
| Negron | Lia | Spanish Teacher | BCHS | CCSU | | |
| Rodney | Susan | Consumer Science Teacher | BCHS | Trinity College | Saint Joseph College | |
| Sooko | Dana | CW Art Teacher | SSS/EDGE PREK | Queens College | | |
| Trudeau | Emily | PreK Special Education Teacher | EDGE PREK | Charter Oak College | Charter Oak College | |

**/BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut**

October 1, 2025

| | |
|-------------------------------------|-------------------------|
| <input checked="" type="checkbox"/> | Decision Item |
| <input type="checkbox"/> | Information Item |

AGENDA REPORTING FORM

TOPIC: New Teacher Hires

BACKGROUND:

Engle, Casie – MTV – Grade 2 Teacher effective September 22, 2025
Guerin, Joseph – WB – Special Education Teacher effective September 25, 2025
Negron, Lia – BCHS – World Language (Spanish) Teacher effective TBD
Rodney, Susan – BCHS – Family Consumer Science Teacher effective September 29, 2025
Sooko, Dana – SSS/Edge PreK – CW Art Teacher effective September 8, 2025
Trudeau, Emily – EDGE PreK – PreK Special Education Teacher effective September 22, 2025

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: Resumes

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

ACTING SUPERINTENDENT: Iris White
Iris White

| Bristol Board of Education, Bristol CT | |
|-----------------------------------------------|--|
| Presented at Board Meeting: | |
| Approved: | |
| Order Filed: | |
| Referred to: | |

Casie Wunsch (Engle)

Elementary School Teacher

A compassionate elementary school teacher with a strong background in education looking to obtain a teaching position in an elementary school setting.

Teaching Experience

January 25' - Current

Bristol, CT

Student Teacher

Mountain View Elementary School - Bristol Public Schools

Second Grade

- Plan and implement lessons that align with the state standards, curriculum, and the needs of the students in the classroom.
- Participate in staff meetings, professional development, and parent teaching conferences.
- Manage behaviors, activities, and daily schedules throughout the classroom
- Reflect upon teaching experiences, identifying strengths and areas for improvement.

September 24' - December 24'

Thomaston, CT

Teacher Candidate

Black Rock Elementary School - Thomaston Public Schools

First Grade

- Observed and evaluated behavior management, classroom interaction, and classroom management.
- Completed 50 hours of field experience.

January 24' - May 24'

West Hartford, CT

Teacher Candidate

Morley Elementary School - West Hartford Public Schools

Fourth Grade

- Observed and evaluated behavior management, classroom interaction, and classroom management.
- Prepared and instituted a social studies literacy segment on biographies.
- Completed 51 hours of field experience.

September 23' - December 23'

New Britain, CT

Teacher Candidate

Lincoln Elementary School - Consolidated School District of New Britain

Fifth Grade

- Developed and implemented a lesson on nonfiction text features.
- Assisted teacher with small group instruction.
- Completed 47 hours of field experience.

Work Experience

September 2018 - Present

Terryville, CT

Head Teacher & Administrative Assistant

The Learning Center

- Plan and implement the summer curriculum and lesson plans for the center as well as lead field trips.
- Responsible for after school programs, including all staff and students. Ensure all paperwork at the program is up to date to ensure compliance with the state requirements.
- Communicate with parents about behaviors and developmental milestones.
- Responsible for answering phones for prospective families and giving tours.

Education

Bachelor of Science in Elementary Education

Central Connecticut State University

2020 - 2025

GPA: 3.0

Certifications

Connecticut Teacher's Certification

305 - Elementary - Grades 1 through 6

Pending

References

Michelle Bartucca

2nd Grade Teacher

860 - 706 - 7176

michellebartucca@bristol12.org

Cynthia Morrissey

University Supervisor

860-418-9178

cmorrissey@ccsu.edu

Rebecca Joyce

Managing Director

(860)-416-5229

bjoyce.thelearningcenter@gmail.com

Joseph Guerin

Certifications

- Special Education (K-12), Certified
-

Education

Master of Arts in Special Education Literacy

University of Saint Joseph, 2025

Bachelor's Degree in Special Education

University of Saint Joseph, 2024

Professional Experience

Reading Intervention Intern — Vernon, CT

September/2024 – June/2025

- Delivered individualized, evidence-based reading interventions for students
- Conducted small group and one-on-one instruction focused on literacy development and reading comprehension
- Collaborated with teachers, specialists, and families to support student Intervention goals.

ESS — Bristol, CT

February/2024 – Current

- Delivered individualized, evidence-based reading interventions for students with a range of disabilities.
- Conducted small group and one-on-one instruction focused on literacy and mathematics development

- Collaborated with teachers, specialists, and families to support student IEP goals.
 - Adapted instructional materials and approaches to meet diverse learning styles.
-

Core Skills & Expertise

- IEP Goal Writing & Progress Monitoring
 - Differentiated Instruction & Classroom Adaptations
 - Literacy Interventions (UFLI, SRSD, REWARDS)
 - Behavior Management & Positive Behavioral Supports
 - Small Group & 1:1 Instructional Support
-

Professional Development & Specialized Training

- **UFLI** (University of Florida Literacy Institute)
 - **SRSD** (Self-Regulated Strategy Development)
 - **REWARDS** (Reading Excellence: Word Attack & Rate Development Strategies)
-

Professional Summary

Dedicated and compassionate Special Education Teacher with expertise in literacy intervention, IEP development, and evidence-based instruction. Skilled at fostering inclusive learning environments that support academic, social, and emotional growth. Strong collaborator who builds positive relationships with students, families, and colleagues to help all learners achieve success.

References

Available upon request.

Lia Negrón

Objective

To obtain a Spanish teaching position at Bristol Central High School and begin working towards my masters.

Characteristics

Passionate, Dependable, Positive, Adaptable, and Determined

Philosophy

Classrooms should be collaborative and cooperative while catering to diversity to foster open-mindedness. I aim to produce well-rounded students that are open to consider other opinions and interpretations, and are eager to learn about other people, languages, and cultures.

Education

Central Connecticut State University, New Britain CT

Fall 2015-Spring 2019

Bachelor of Science degree in Secondary Education, May 2019

Minor through Honors Program

GPA: 3.79

Study Abroad

Summer 2017

University of Salamanca

- ❖ Completed 3 courses in the target language over four weeks

Academic Certification

Connecticut Teacher's Certification, Spanish, 7-12

Cross-certified K-6

Teaching Experience

Windsor High School, Windsor, CT

Fall 2019-Current

Spanish Teacher. Grades 9-12

- ❖ Full-time teaching of Spanish 1, 2, and 3 (honors and standard levels)
- ❖ Managed and taught classes of approximately 20 students with a variety of IEP and 504s
- ❖ Strategically planned and implemented lessons in person, through distance learning, and hybrid method
- ❖ Collaborated to design and implement a variety of performance based assessment tasks
- ❖ Conducted language instruction using the *avancemos* textbook program as well as the *somos* comprehensible input program
- ❖ Aided in administering the Seal of Bi-literacy exam Spring 2022
- ❖ Helped run the homework center after school for 1 school year

Hartford Magnet Trinity College Academy, Hartford, CT

Spring 2019

Student Teaching. Grades 9-12

- ❖ Full-time teaching of Spanish 3, 3 Honors, and 4 Honors
- ❖ Provided extra help for students during Trin Prep (study block)

Lia Negrón

- ❖ Completed edTPA Portfolio

Hartford Magnet Trinity College Academy, Hartford, CT

Fall 2018

Teacher Candidate. Grades 9-12

- ❖ Observed teaching strategies, classroom management, and learned school policies
- ❖ Worked with students at various levels to improve their proficiency in the target language and provide extra support for their learning needs
- ❖ Co-taught lessons and served as a classroom aid
- ❖ Planned and implemented 3 full lessons

New Britain High School, New Britain, CT

Spring 2018

Teacher Candidate. Grades 9-12

- ❖ Observed teaching strategies, classroom management, and learned how to use online teaching resources such as PowerSchool.
- ❖ Worked with two target students to improve their proficiency in the target language and provide extra support for their learning needs.
- ❖ Created a “getting to know you” activity implemented to create a classroom asset map
- ❖ Planned and implemented 2 mini lessons and one full lesson

Work Experience

Nanny: These jobs included not only standard care but also teaching and academic support.

- ❖ One child with a speech delay (two-year-old female) Spring 2021-Fall 2024
- ❖ Triplet boys (starting from one-years-old to five-years-old) Summer 2015-Summer 2018
- ❖ Two elementary level children (male and female) Spring 2015-Spring 2017

L.A.L.C.C. (Latin American, Latin, Caribbean Center)

Fall 2017-Spring 2018

- ❖ Campus outreach for cultural clubs and local community organizations
- ❖ Planned cultural events across campus
- ❖ Provided support in the academic center

Extracurricular & Leadership Roles:

C.O.L.A.D.A. (Central's Organization for Latin American Dance Awareness) Fall 2015-Spring 2018

Mission statement: The purpose of this organization shall be to promote and to further the understanding of the Latin American Culture through music and dance; to encourage individuals of all different ethnic backgrounds to participate. In effect, we aim to enrich campus life and its surrounding communities.

- ❖ President Fall 2017-Spring 2018
 - Ø Achieved the “Outstanding organization of the year” award
 - Ø Directed practice twice a week
 - Ø Was the head of two committees for planning and executing events on and off campus
- ❖ Vice-president Fall 2016-Spring 2017

Lia Negrón

- ∅ Directed practice twice a week
- ∅ Executed events on and off-campus
- ∅ Planned and organized group events, fundraisers, etc.

❖ Secretary

- ∅ Organized club events and executive board meetings
- ∅ Monitored member involvement and commitment

Spring 2016-Spring 2018

SUSAN K. RODNEY

PROFILE

Teaching professional with a diverse background in education and business. Committed to cultivating and fostering an enthusiasm for learning. Proven ability to gear teaching style to integrate students of various abilities and educational needs. Reputation for having an excellent rapport with faculty, staff, administration, parents and students. Core strengths include:

Organizational Skills
Classroom Management

Differentiated Instruction
Multiple Intelligence Activities

Self-motivated
Detail-oriented

EDUCATION

Masters of Arts in Education, May 2012
Saint Joseph College, West Hartford, CT

Graduate Teacher Certification Program, GPA: 3.93
Saint Joseph College, West Hartford, CT

Culinary Arts Degree, 2006
Connecticut Culinary Institute, Farmington, CT

Bachelor of Science in Psychology, May 1997
Trinity College, Hartford, CT

CERTIFICATION

Connecticut Professional Educator Certification, September 2025
Special Education: Grades Pre-K-12
Home Economics: Grades Pre-K-12

TEACHING EXPERIENCE

Hall High School, West Hartford, CT
Special Education Teacher

August 2018-Present

- Teach modified Mathematics class
- Co-teach 10th grade English class
- Teach Executive Functioning Study Skills class
- Provide additional academic support for students in reading, writing and Mathematics
- Collaborate with general education teachers and special education teachers in the modification, evaluation, and revision of school curriculum
- Teach reading, writing and math during ESY

SUSAN K. RODNEY

-2-

PROFESSIONAL EXPERIENCE (continued)

King Philip Middle School, West Hartford, CT

August 2012-June 2018

Special Education Teacher

- Co-teach 8th grade Mathematics class
- Co-teach 8th grade Language Arts class
- Teach modified Language Arts and Reading Program in the resource room
- Provide additional academic support for students in small groups in reading, writing and Mathematics
- Collaborate with other teachers in the modification, evaluation, and revision of school curriculum
- Coordinate paraprofessional schedule and support
- Administer standardized and achievement tests

Bristow Middle School, West Hartford, CT

February 2012-June 2012

Interim Special Education Teacher

- Co-teach 8th grade Mathematics class
- Offer in-class support in Language Arts
- Teach modified Language Arts and Reading Program in the resource room
- Provide additional academic support for students in small groups in reading, writing and Mathematics
- Collaborate with other teachers in the modification, evaluation, and revision of school curriculum
- Coordinate paraprofessional schedule and support
- Administer standardized and achievement tests

Thompson Brook School, Avon, CT

August 2011-January 2012

Student Teacher

- Designed and taught sequential lesson plans for 5th grade students in the resource room
- Differentiated instruction to meet the needs of all students while increasing motivation, understanding and confidence
- Developed a thematic unit on money math using a multi-sensory learning approach
- Provided individualized academic support to students to increase comprehension in subject matter
- Collaborated with colleagues on Planning and Placement Team to create and modify behavior intervention plans
- Coordinated the resource room schedule to accommodate classroom teachers, paraprofessionals, specialists and students

SUSAN K. RODNEY

-3-

PROFESSIONAL EXPERIENCE (continued)

Bristow Middle School, West Hartford, CT
Teacher's Assistant

August 2010-June 2011

- Co-taught structured study hall and academic support in grades 6-8
- Provided one-on-one support with students during class period
- Supported classroom teacher by correcting student work, entering grades into PowerSchool, photocopied teaching materials, monitoring classroom during lessons

ADDITIONAL EXPERIENCE

Morley Elementary School, West Hartford, CT
Volunteer

September 2009-May 2010

- Read and practiced conversational English with ESL students
- Led 4th grade reading groups focusing on comprehension and vocabulary
- Assisted Special Education teacher with small group instruction

BUSINESS EXPERIENCE

| | | |
|---------------------------------|-------------------------------------|-------------|
| Catering Sales Manager | Crowne Plaza Hartford, Hartford, CT | 2007 - 2009 |
| Assistant Director of Catering | Bon Appétit, Middletown, CT | 2007 |
| Executive Meeting Manager | Farmington Marriott, Farmington, CT | 2006 - 2007 |
| Catering Sales Manager | Restaurant Associates, Hartford, CT | 2006 |
| Assistant Dir. Alumni Relations | Trinity College, Hartford, CT | 2002 - 2005 |
| Community Relations Rep | C-SPAN, Washington, DC | 2000 - 2002 |
| Academic Resources Specialist | Close Up Foundation, Alexandria, VA | 1997 - 2000 |

DANA SOOKO

OBJECTIVE

Dependable Art teacher with 8+ years as an instructional lead in an urban setting. Over the years, I've had the honour of expanding the creativity of thousands of young scholars. It brings joy to my heart making a connection with my children, seeing the future generation exploring Art with their senses, and expressing their emotions, all while influencing them to become successful problem solvers. I believe every child is gifted with a unique potential, while my classroom is a gateway which grants them the opportunity to showcase it.

EDUCATION

- B.S. of Arts, Art Education & Studio Art
- Queens College, NY
- 2012- 2017

KEY SKILLS

- Strong classroom management
- Knowledge of art history, different art genres and styles
- Effective communicator
- Ability to adapt
- Active data collector with effective organizational skills

WORK EXPERIENCE

ART TEACHER/ *Noah Webster MircoSociety Magnet School, Hartford, CT (2024- Present)*

- Designed and implemented comprehensive art lesson plans aligned with national and state standards, tailored to developmental stages from PreK through 8th grade.
- Created inclusive and culturally responsive curriculum units that integrate global art traditions, promoting diversity and cultural awareness in the classroom.
- Developed and maintained strong relationships with students, families, and school community to support a positive, inclusive learning environment.
- Led school-wide art exhibitions and student showcases to celebrate artistic achievements and build school culture.
- Incorporated interdisciplinary connections by integrating art with history, language arts, and social studies to deepen student understanding and engagement. ☑

ART TEACHER/ *Growing Up Green Charter School, Jamaica, NY (2020- 2024)*

- Designed and delivered comprehensive art lesson for k-5 students, emphasizing the elements and principals of art
- Fostered a supportive and inclusive classroom environment that encourages creativity and self- expression.
- Engaged with parents regularly through Class Dojo, texts, Zoom,

and phone calls to ensure consistent communication and collaboration.

- Integrated core academic subjects into art projects to reinforce interdisciplinary learning.
- Maintained a portfolio system to track and showcase students' artistic development and progress.

ART TEACHER / *Hyde Leadership Charter School,*
Brooklyn, NY (2017-2020)

- Developed and implemented diverse art lessons focused on the elements and principles of art for K-5 students.
- Established strong communication with parents through daily interactions and various digital platforms (ClassDojo, texts, Zoom, phone calls).
- Reinforced learning by integrating core academic subjects into art lessons.
- cultivated a respectful and disciplined classroom environment, emphasizing mutual respect and care for materials. ☑
- Organized and maintained student portfolios to monitor artistic growth and achievements.

SCHOOL PROFESSIONALS, *New York, NY*
(2015-2017)

- Aided in various charter and private schools across New York City.
 - Collaborated closely with other teachers to meet curriculum standards and objectives.
 - Led and supported classrooms in the absence of regular teachers, ensuring continuity of instruction.
 - Created lesson plans, graded assignments, and participated in parent-teacher conferences to support student success.
-

Emily Trudeau

Professional Summary

Dedicated and compassionate early childhood educator with over 8 years of experience in preschool and integrated settings. Proven ability to develop and implement engaging, developmentally appropriate curriculum. Strong communication, leadership, and organizational skills. Holds a full initial teaching certification (112), CPR and EpiPen certified, and experienced in IEP development, NAEYC standards, and administrative support.

Skills

CPR & EpiPen Certified
Curriculum Development & Lesson Planning
IEP Creation & Meeting Facilitation
Classroom Management & Supervision
Observations & Assessments
Parent & Staff Communication
NAEYC Knowledge
Administrative Experience (including QuickBooks)
Google Drive & Basic Computer Skills
Public Relations & Event Planning
Time Management
Paralegal & Estate Planning Experience
Connecticut Initial Educator Certification (112)

Professional Experience

Bristol Child Development Center – Lead Preschool Teacher

June 2024 – Present | Bristol, CT

Previously: Lead Teacher (June 2021 – August 2023), Assistant Teacher (July 2020 – June 2021), Floating Teacher (October 2019 – July 2020)

- Began as a floating teacher, supporting classrooms of three- and four-year-olds.
- Promoted to Assistant Teacher in July 2020, working directly with children and supporting classroom instruction.
- Became Head Teacher in June 2021, a position held before and after a one-year role at Plymouth Center School.
- Plan and implement lesson plans aligned with developmental goals.
- Conduct regular observations, assessments, and maintain detailed documentation for each child.
- Lead parent-teacher conferences and build strong, supportive relationships with families and

staff.

- Track developmental milestones, support referrals, and collaborate with service providers including SLPs and 1:1 aides.
- Mentor and train new staff; classroom often used as a model during external observations.
- Demonstrate strong classroom management, effective delegation, and a collaborative team approach.

Plymouth Center School (Board of Education) – Integrated Preschool Teacher

June 2023 – August 2024 | Plymouth, CT

- Served as lead teacher in an integrated preschool classroom with both typically developing and atypical peers.
- Created, formatted, and implemented Individualized Education Programs (IEPs), including constructing goals and managing deadlines.
- Balanced classroom instruction and management while addressing the diverse developmental needs of all students.
- Collaborated effectively with special education team members, service providers, and families to ensure comprehensive support.
- Maintained accurate documentation and led parent-teacher and PPT meetings as needed.

Allaire Elder Law, LLC – Paralegal (Probate & Estate Administration)

December 2016 – July 2019 | Bristol, CT

- Specialized in probate matters, including small estates, tax purposes only estates, and full estate administration.
- Managed all aspects of estate files from intake to completion, including drafting and filing probate court documents.
- Ensured timely submission of required paperwork to probate courts, financial institutions, and government agencies.
- Maintained a high level of organization and planning, tracking deadlines and managing multiple case files.
- Communicated directly with clients to guide them through the probate process with professionalism and empathy.
- Collaborated with attorneys and clients to support estate planning and asset management.

Education

Charter Oak State College – ARC Program (112 Certification)

May 2022 – May 2023 | New Britain, CT

Earned Connecticut Initial Teaching Certification through the Alternate Route to Certification (ARC) program.

Charter Oak State College – Bachelor of Science in Paralegal Studies

New Britain, CT

References

Sarah Bugyrn
Speech and Language Pathologist, Former Co-worker
North Pond, Bristol, CT 06786
(860) 817-5784

Pam Testa
Manager, Bristol Child Development Center
339 West Street, Bristol, CT
(860) 302-6481

Ember Ruscito
Former Assistant Teacher
Bristol Child Development Center
339 West Street, Bristol, CT
(860) 992-6291

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

October 1, 2025

| | |
|-------------------------------------|-------------------------|
| <input checked="" type="checkbox"/> | Decision Item |
| <input type="checkbox"/> | Information Item |

AGENDA REPORTING FORM

TOPIC: A2 Hires

BACKGROUND:

Jacques, Sharon – BEHS – STEM Department Head effective September 8, 2025
Nugent, Alyssa – BEHS – Humanities Department Head effective September 8, 2025
Plourde, Jennifer – BCHS – Humanities Department Head effective September 3, 2025
Reichler, Jason – BCHS – STEM Department Head effective September 3, 2025

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

ACTING SUPERINTENDENT: Iris White
Iris White

| Bristol Board of Education, Bristol CT | |
|-----------------------------------------------|--|
| Presented at Board Meeting: | |
| Approved: | |
| Order Filed: | |
| Referred to: | |

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

October 1, 2025

| | |
|-------------------------------------|-------------------------|
| <input checked="" type="checkbox"/> | Decision Item |
| <input type="checkbox"/> | Information Item |

AGENDA REPORTING FORM

TOPIC: Sixth Year Salary Credit effective September 1, 2025

BACKGROUND:

Please see attached worksheet

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: Sixth Year Sheet

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

ACTING SUPERINTENDENT: Iris White
Iris White

| Bristol Board of Education, Bristol CT | |
|-----------------------------------------------|--|
| Presented at Board Meeting: | |
| Approved: | |
| Order Filed: | |
| Referred to: | |



**BOARD OF EDUCATION
Bristol, Connecticut**

RECOMMENDATIONS TO BOARD OF EDUCATION
FOR SIXTH YEAR SALARY CREDIT EFFECTIVE 09/01/2025

| Name | Assignment | Total Credits |
|----------------|-------------------------------------|----------------------|
| Bedlack, Karen | TESOL Teacher, BCCHS | 30 |
| Cawley, Megan | Grade 8 ELA Teacher, WB | 30 |
| Fisher, Ryan | Mathematics Teacher, BCCHS | 30 |
| Ireland, Kara | Grade 6 Language Arts Teacher, NEMS | 30 |



**BOARD OF EDUCATION
Bristol, Connecticut**

RECOMMENDATIONS TO BOARD OF EDUCATION
FOR SIXTH YEAR SALARY CREDIT EFFECTIVE 09/01/2025

| Name | Assignment | Total Credits |
|------------------|---------------------------------------|----------------------|
| Nocera, Shelly | English Teacher, BEHS | 30 |
| Parsons, Rebecca | Grade 6 Science Teacher, NEMS | 30 |
| Perrotti, Maria | World Language Teacher, Spanish, BEHS | 30 |



BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

10/1/25

Meeting Date

- Decision Item**
- Information Item**

AGENDA REPORTING FORM

TOPIC: Proposed BAIMS trip to London, England

BACKGROUND: BAIMS is looking to once again bring a small group of students to London in April, 2027. This immersive and cultural experience directly connects to the work being done in the Theater Classrooms

COST: \$60,000 (\$4,000 per student) **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS: Asking for BOE approval for the BAIMS Theater Department to travel to London England in April, 2027.

ATTACHMENTS: 6153_Exhibit_A - Baims Theater - London 2027.pdf
 Tour Price Quote _ EF Educational Tours.pdf (Added on 9/22/25)

TOPIC PRESENTER: Ken Bagley/ Lisa Carroll

CONTACT NUMBER: X7077

SUPERINTENDENT: Iris White

| Bristol Board of Education, Bristol CT | |
|----------------------------------------|--|
| Presented at Board Meeting: | |
| Approved: | |
| Order Filed: | |
| Referred to: | |

Bristol Public SchoolsField Trip Request Form for TravelOutside the Continental United States

All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip. The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

| | |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Name of School: | BAIMS |
| Date of Request: | 9/19/25 |
| Trip Destination | London, England |
| Proposed Dates: | April Vacation 2027 |
| Number of Students participating (approximately) | 15 |
| Grade level of students: | |
| Name of teacher(s) making request | Lisa Carroll |
| Number and names of chaperones: | |
| 1. Lisa Carroll | 2. Theresa MacDonald |
| 3. Lindsey DiPietro | 4. |
| 5. | 6. |
| 7. | 8. |
| If more teachers or chaperones are required, please attach list on a separate piece of paper. | |
| Transportation: | <input type="radio"/> Bus <input type="radio"/> Train |

| | |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| | <input type="radio"/> Plane XXXXX <input type="radio"/> Car <input type="radio"/> Other |
| Estimated Total Budget | \$60,000 |
| Estimated Cost to student | \$4,000 |
| Are fund-raising activities planned? <input type="radio"/> Yes (please describe) <input type="radio"/> No | Description of fund-raising activities |
| Name of Travel Agency | EF Tours |
| Lodging | <input type="radio"/> Hotel/Motel XXXXX <input type="radio"/> Private Homes <input type="radio"/> Other |

Insurance Arrangements for Staff and Students: (Please describe and attach a copy of the insurance coverage arranged for this trip). Please list any excursion that may be part of the exchange/trip that will be taken outside of the itinerary created by the travel agency.

Proposed Itinerary: Please write a brief narrative explaining the purpose and educational value of the proposed trip. *Attach a copy of the full brochure from the travel agency.

The Importance of the London Trip to Students' Education & District Curricular Goals

Trip Objectives:

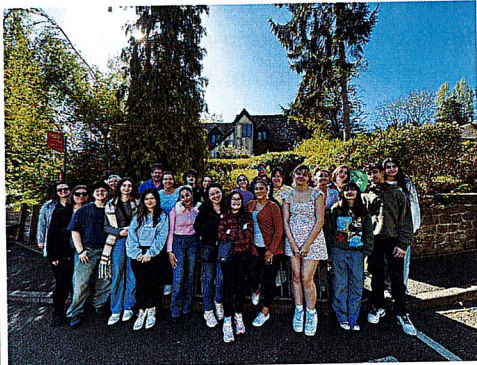
- Deepen understanding of British theater history, literature, and cultural influence.
- Provide students with immersive, real-world experiences that connect to classroom learning.
- Foster global awareness and cultural empathy.
- Support curriculum objectives in Theater, World History, and English Language Arts.

The proposed 2027 educational trip to London directly supports and enhances our school district's commitment to providing globally relevant, interdisciplinary, and experiential learning. London serves as a dynamic classroom where students engage firsthand with the subjects they study throughout the academic year.

Key Academic Connections:

- **Theater Arts:** Students explore the history of theater through a tour of the Globe Theater as well as a visit to Shakespeare's home in Stratford. Through theater workshops, behind the scenes tours and the viewing of two shows on London's West End, students will be immersed in theater production and will gain the cultural appreciation of British theater both past and present.
- **Social Studies & History:** Students explore topics such as monarchy, empire, industrialization, and world wars through visits to historical sites like the Tower of London and the British Museum. This aligns with our curriculum's emphasis on developing historical thinking and global perspective.
- **English Language Arts:** Through interactive sessions at Shakespeare's Globe Theatre and access to original literary artifacts at the British Library, students gain deep appreciation for British literature, authorship, and language, building on ELA curricular goals related to literary analysis and cultural context.
- **21st-Century Skills:** Travel encourages independence, cultural empathy, problem-solving, and collaboration—skills emphasized in our Portrait of a Graduate framework.

This trip reflects our district's curricular focus on global citizenship, interdisciplinary education, and experiential learning, offering students an unparalleled opportunity to connect classroom knowledge with real-world experiences. By supporting this initiative, the district affirms its dedication to academic excellence, cultural awareness, and preparing students for an interconnected world.





EDUCATIONAL
TOURS

Watch videos, read
reviews, and enroll on your
teacher's Tour Website

eftours.com/

This is also your tour number









CURTAIN TIME IN LONDON

7 or 9 days | England



The lights dim and the voices hush. The curtain rises and you're swept away by the performance on stage. London's theater scene has something for every audience. Tragedies, comedies, and musicals. Long-running favorites and groundbreaking debuts. You'll explore theater's roots at Shakespeare's Globe and learn about its present and future during backstage tours and lectures. And of course, London is a show in its own right.

YOUR EXPERIENCE INCLUDES:

-  **Full-time Tour Director**
-  **Sightseeing:** 1 sightseeing tour led by an expert, licensed local guide; 1 walking tour
-  **Entrances:** 2 theater performances; picnic shopping experience meal in London; Globe Theatre; *with extension: Shakespeare's birthplace; 1 theater performance; 2 theater workshops*
-  **Personalized learning guide:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; 5 overnight stays in hotels with private bathrooms (*7 with extension*); European breakfast and dinner daily
-  



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

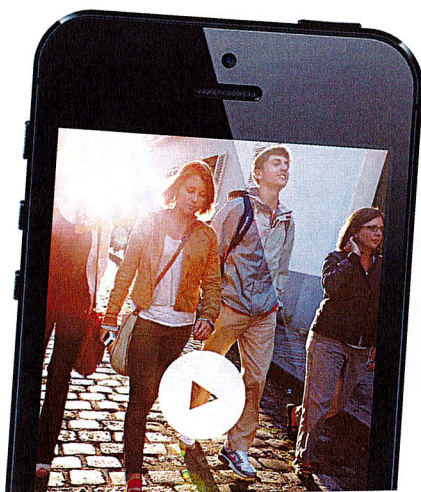
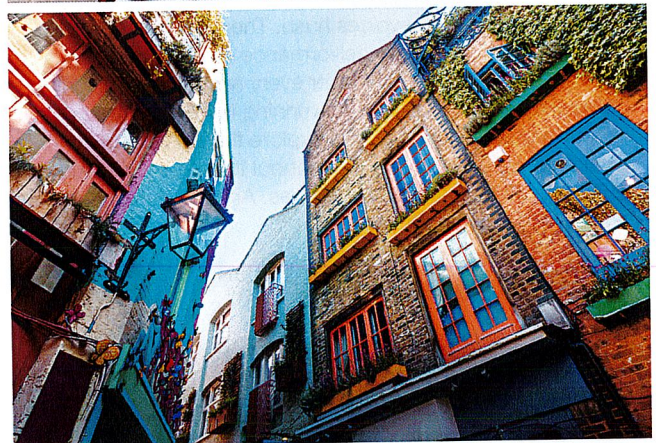
When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

— MELISSA, TRAVELER



Via Twitter



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

Your teacher's Tour Website

What you'll experience on your tour

Day 1: Fly overnight to England

Day 2: London

- Meet your Tour Director at the airport in London, a city of 8 million people that has become one of the world's great melting pots while maintaining a distinct character that's all its own.
- Take a walking tour of London. Stops may include the Strand, Trafalgar Square, Leicester Square, and Covent Garden.

Day 3: London

- On your expertly guided tour of London, admire architectural marvels like the Baroque domes and spires of St. Paul's Cathedral, the 17th-century church designed by Sir Christopher Wren. Then, check out the lively five-way intersection at Piccadilly Circus. You may even get a chance to witness the ceremonial Changing of the Guard at Buckingham Palace. And don't forget to snap a picture of Big Ben and the Houses of Parliament.
- Explore more of London or
 - ➦ visit Windsor Castle.

Day 4: London

- Take a backstage tour of a theater.
- Take advantage of free time to get to know the city at your own pace.
- Enjoy an authentic fish and chips dinner.
- Attend an evening theater performance.

Day 5: London

- Enjoy a full day to see more of London or
 - ➦ Explore the legendary college town of Oxford and experience the magic that makes it a real-life inspiration for so many stories.

Day 6: London

- Visit the Globe Theatre. Imagine London in 1599: Queen Elizabeth I reigned, William Shakespeare was the master of the quill, and the Globe Theatre opened its doors to the public. While the original Globe went up in flames during a performance, the new Globe Theatre is a modern-day replica, built just 250 yards from the original site. Take a tour of this theater-in-the-round and imagine being packed in with a crowd 3,000 strong, watching a first-run Shakespeare play. The antics of the Globe's rowdy spectators rival those of arena rock show audiences—theatergoers were known to hurl rotten food at onstage villains.
- Enjoy free time at Borough Market. Explore the international stalls, taking in all of the different aromatics. Shop for food, then sit down for a delicious picnic dinner.
- Attend an evening theater performance.

Day 7: Depart for home

➦ 2-DAY TOUR EXTENSION

Day 7: London | Stratford-upon-Avon

- Travel to Stratford-upon-Avon.
- Visit Anne Hathaway's cottage and the birthplace of William Shakespeare.
- Participate in a Shakespeare-based theater workshop.

Day 8: London

- Participate in a technical theater workshop.
- Attend a theatre performance.

Day 9: Depart for home

The week I spent in England was one of the best in my life. I saw things I never imagined I would or could. The Tower of London is mind-boggling because you get to walk the ground on which kings and queens have walked on. There are the iconic spots that everyone wants to see like Big Ben, the London Eye, and Buckingham Palace.

– YESELY, TRAVELER



Tour review

TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____

2. _____

3. _____

— The easiest ways to —
ENROLL TODAY



Enroll on our website
eftours.com/enroll



Enroll by phone
800-665-5364



Enroll by mail
EF Educational Tours
Two Education Circle
Cambridge, MA 02141

My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.

—CHARLOTTE, PARENT OF TRAVELER

“ Tour review

THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 55 years, EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- **We always offer the lowest prices** so more students can travel.
- **We're fully accredited, just like your school**, so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have more than 600 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director is with your group** every step of the way on tour, providing insight about your destinations as well as great local tips.



Tour Price Quote

Curtain Time in London

| | |
|--------------------------------------|--------------------------------------------------------|
| Prepared For Lisa Carroll | Prepared On August 28, 2025 |
| Your Tour Number 2927463HY | Your Tour Website www.ef-tours.com/2927463HY |

Lowest Price

Price valid for travelers enrolled August 28, 2025 - August 31, 2025*

Student
\$3,999

or \$206 / 19 mos

Adult
\$4,549

or \$235 / 19 mos

Price Breakdown

| | |
|------------------------------------------|---------|
| Program Price | \$3,819 |
| Global Travel Protection | \$190 |
| Stratford and Theatre Workshop | \$150 |
| Thames River Cruise and London Eye | \$90 |
| Windsor (pre-book only) | \$100 |
| Early Enrollment Discount | -\$200 |
| Optional Excursion Adjustment | -\$200 |
| Upgraded Theater | \$50 |

*Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at eftours.com/baggage. All prices subject to verification by an EF Tour Consultant. Program price validity excludes special discounts. To view EF's Booking Conditions, visit eftours.com/bc.



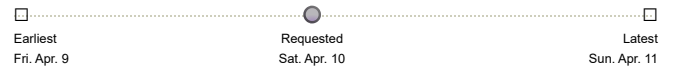
Your travel details

Total Length
7 days

Departing From
Boston (MA)

Requested Travel Dates
Saturday, April 10, 2027 - Friday, April 16, 2027

Your Departure Date Range



Your experience includes

An All-Inclusive Tour

Round trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.ef-tours.com/2927463HY.

Full-time Tour Director

Your culturally connected Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

Expert Local Guides

Your expert local guides are natural historians, adding cultural insight and global perspective on your sightseeing tours.

Personalized Learning Support

Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project for academic credit.

Continuous Support

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

Worldwide Presence

EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

24-hour Emergency Service

Travelers and their families can count on EF's dedicated emergency service team.

Peace of Mind Program

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances. Learn more about your flexible options at eftours.com/peaceofmind.

Your Tour Consultant

Lauren LeBlanc
617-453-4669
lauren.leblanc@ef.com

Memorandum of Understanding

Information Technology Task Force

I. Purpose:

To establish the formation of an Information Technology Taskforce (ITTF) to facilitate the continued cooperation and collaboration between the City of Bristol's IT dept. (City) and the Bristol Public Schools IT department. (BPS). This MOU will outline the formation, responsibilities, and scope of the ITTF to align the goals and objectives between the two IT departments for an effective, collaborative and mutually beneficial relationship.

II. Scope and Objectives:

The ITTF will work to:

- Foster regular communication and mutual understanding between the City and BPS.
- Assist with the identification and management of shared goals, resources, and projects including shared infrastructure and network systems to reduce redundancy and costs.
- Ensure the alignment of technical standards, policies, and best practices.
- Address and resolve conflicts or discrepancies that may impact shared systems or users.
- Evaluate and report on the effectiveness of collaborative efforts.

III. Taskforce Structure:

- Membership: The taskforce will consist of the Mayor of the City of Bristol, the Superintendent of Bristol Public Schools, the City Comptroller, the School's Director of Finance, the Chief Information Officer (CIO), and the BOE's Director of Technology and Student Data (DTSD). Additional non-voting members will be designated as needed.
- Chairperson: Eric Evans
- Frequency: The taskforce will meet Monthly and hold additional meetings as needed for urgent matters.
- Decisions: Decisions will be made by consensus; if consensus cannot be reached, a vote will be conducted.

IV. Roles and Responsibilities:

A. Taskforce Roles and Responsibilities:

- Facilitate regular updates on projects and operations from each IT Department.
- Document, monitor, and inquire on progress of shared goals and initiatives.
- Create sub-committees or working groups as necessary to address specific technical challenges or projects.
- Identify broader initiatives for consideration.
- Review annual IT Operational and Capital Budgets as it relates to shared systems and resources.
- Review 5-year technology and infrastructure plans for shared service technologies.
- Resolve non-budgetary IT related conflicts or issues within the City and BPS.
- Provide management support, direction and advice to CIO and DTSD.
- Ensure IT input and collaboration on all construction projects with an IT component.
- Aid in communicating requirements and decisions to other City and BPS departments to minimize confusion or conflicts (if necessary).
- Provide interdepartmental perspective that may not otherwise be available to IT through normal channels.
- Review hiring, disciplinary, and termination/retirement processes for IT personnel.

B. City Roles and Responsibilities:

- The City commits to a transparent approach in the development and implementation of following shared service areas (but not limited to):
 - Cybersecurity
 - Hardware
 - Software
 - Telecommunications
 - Data Management
 - Electronic Communications
 - Connectivity
- The City shall ensure timely communication of any internal changes that may impact shared systems or resources.
- The City shall provide constructive feedback on collaborative efforts to improve future projects.

C. BOE Roles and Responsibilities:

- Will ensure timely communication of any internal changes that may impact shared systems and resources.

- BPS shall acknowledge the City's lead role and specialized expertise in areas impacting shared services and resources and align its practices and actions with any guidance and standards established by the City.
- BPS shall collaborate and provide timely access and support to ensure cohesive management and maintenance of shared IT infrastructure and resources.

D. Reporting Structure:

- All current employees represented by AFSCME Unions 2267 and 233 will remain in their respective bargaining units and continue to report to their existing supervisors. At this time, no changes to reporting lines or unit assignments are being proposed or implemented.

V. CIO and DTSD Involvement with the ITTF:

1. **Issues:** Any outstanding issues that affect the broader shared services aspect of the City and BPS shall be voiced at an ITTF meeting or sent to the Taskforce members by email. This is to ensure that issues are identified and resolved as quickly as possible.
2. **Status:** The CIO and DTSD will provide the ITTF with status reports on a monthly basis. These reports will be submitted more frequently when working through special or otherwise sensitive projects or dealing with significant issues.

VI. Five Year Technology and Infrastructure Plan:

Both parties agree to collaboratively develop a 5-year strategic plan to guide the management, maintenance, and advancement of shared systems and resources. This joint plan will, where appropriate, integrate relevant goals and priorities from the existing BPS 5-year plan, aiming to create a cohesive and mutually beneficial strategy. Key Objectives include:

1. **Alignment of Priorities:** Identify areas of overlap between the existing BPS 5-year plan and the shared plan, and harmonize efforts to meet both organizations goals.
2. **Annual Targets and Progress Reviews:** Setting annual milestones and conducting reviews to assess progress, ensuring both parties remain aligned with the shared objectives.
3. **Resource Allocation and Budgeting:** Establishing a coordinated approach to funding and resource allocation that supports plan implementation and benefits both parties.
4. **Responsiveness to Change:** Reviewing and updating the plan annually to remain responsive to emerging technologies, evolving needs, and new opportunities for collaboration.

VII. Funding of Shared Systems and Resources:

To support the effective management and advancement of shared systems and resources, both the City and BPS agree to a collaborative funding approach that balances costs equitably, maximizes available funding sources, and promotes efficiencies. Key principles and practices include:

1. **Equitable Cost Division:** Each organization will contribute to the funding of shared systems and resources based on an equitable division of costs. Contributions will be determined by factors such as usage levels, specific resource needs, and overall benefit to each organization.
2. **Leverage of eRate Funding:** Both organizations commit to fully utilizing eRate and other applicable funding opportunities to offset costs. The taskforce will assist in identify qualifying purchases and services to maximize the benefit of eRate funding for shared technology needs where applicable and noting that eRate will be 100% applied to BPS' portion of qualifying expenditures.
3. **Annual Budget Review:** The ITTF will conduct an annual review of the shared budget to evaluate expenditures, identify potential cost-saving opportunities, and reallocate funds if necessary to improve efficiency. This review process will ensure that financial resources are used strategically and in alignment with the 5-year strategic plan.
4. **Transparency and Accountability:** Both the City and BPS will maintain transparency in their financial contributions and expenditures related to shared systems.

VIII. Conflict Resolution and Termination:

Both parties are committed to maintaining a collaborative and productive partnership through the Mayor's Information Technology Task Force (ITTF). However, if issues arise that cannot be resolved, or if any party operates in a manner inconsistent with the terms of this MOU, the following processes will apply:

1. **Resolution Efforts:** The ITTF will make every reasonable effort to address and resolve disagreements through open communication and, where appropriate, by adjusting strategies to maintain alignment with the MOU's goals and values. Both parties will approach these discussions in good faith, aiming to find mutually agreeable solutions.
2. **Termination Process:** If resolution cannot be achieved despite these efforts, either party reserves the right to terminate this MOU. Termination shall be provided in writing, with at least 30 days notice to the other party.
3. **Consequences of Termination:** In the event of termination, the City's ability to support shared systems and resources for BPS may be affected. This may result in adjustments to the availability of shared services, technical support, and access to jointly maintained resources. BPS recognizes that termination may impact its access to resources that were previously managed or facilitated in partnership with the City.

Signature section below.

Instruction

Curriculum Design/Development/Revision

Continuous work is required to maintain up-to-date and effective curriculum in a constantly changing world. The Board shall entrust to the Superintendent the primary responsibility for development of district curriculum.

The Student Achievement Committee, a subcommittee of the Board of Education, will review and approve all curriculum prior to referral to the full Board for final approval. As part of the curriculum implementation process, teachers and supervisors will revisit the approved curriculum to ensure it is optimized for student learning. Minor revisions to standards, learning targets, common learning experiences, and assessments are expected as part of the educational process. These revisions will be recorded by the curriculum supervisor and presented annually to the Student Achievement Committee, which may approve them at the committee level or refer them to the full Board. Major curriculum revisions, including the introduction of a new course, the adoption of new Connecticut or national standards, the adoption of statutorily required curricula or elements within a curriculum or changes to more than half of the course content, will be reviewed first by the Student Achievement Committee and then referred to the full Board for approval.~~The Board of Education shall establish a school district curriculum committee. This subcommittee of the Board of Education, called the Student Achievement Committee, will review and approve all curriculum prior to referral to the full Board of Education for final approval.~~

Actual curriculum development planning shall be the responsibility of the Director of Teaching and Learning Chief of Academics and the administrators responsible for the various curricular areas. The Director of Teaching and Learning Chief of Academics and subject area supervisors shall organize curriculum committees, consisting of teachers and administrators, for development, review, and revision of district curricula. All teachers have professional obligations to the school program which include work on curriculum committees, both during the school year and in the summer months. ~~The Board may also authorize approved curriculum work during the summer months.~~

All curricula shall be aligned with the Connecticut Curriculum Frameworks as adopted by the Connecticut State Board of Education.

All curriculum development and revision shall be in keeping with the Bristol Board of Education policies and state requirements and regulations. Curriculum development/revision shall be guided by:

1. The Connecticut Curriculum Frameworks and where such frameworks do not exist, by National standards;
2. Needs assessments and information concerning the education of district students;
3. Range of student abilities, aptitudes, and interests;
4. Mobility of district population;
5. Avoidance of discrimination;
6. Reduction of duplication of effort and repetitive curricula among various school levels and coordination of courses of study;
7. Provisions of negotiated agreements.

Legal Reference: Connecticut General Statutes

[10-16b](#) Prescribed courses of study.

[10-16c](#) et seq. re family life education.

[10-17](#) English language to be medium of instruction

[10-17](#) et seq. re Bilingual instruction.

[10-18](#) Courses in United States history, government and duties and responsibilities of citizenship.

[10-18a](#) Contents of textbooks and other general instructional materials.

[10-18b](#) et seq. re Firearms safety programs.

[10-19](#) Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education.

[10-19a](#) et seq. re Substance abuse prevention team.

[10-24](#) Course in motor vehicle operation and highway safety.

[10-21](#) et seq. re Vocational education and cooperation with business.

[10-220\(e\)](#) re Establishment of a school district curriculum committee

Policy Revised: April 5, 1995

Policy Revised: April 2, 2008

Policy Revised: February 3, 2010

Instruction

Curriculum Design/Development/Revision

Curriculum development and revision is an on-going process. The Board of Education delegates authority for curriculum design/development/revision to the administration. The Student Achievement subcommittee of the Board of Education will review and approve all curriculum prior to referral to the full Board of Education for final approval.

Whenever the Connecticut State Board of Education adopts new Connecticut Frameworks for a curriculum area, when a new course needs to be added, or a current curriculum needs to be revised, the formal curriculum development/revision process shall be implemented and a new curriculum shall be produced. The formal curriculum development/revision process is:

1. A proposal is made to the Curriculum Planning Council by the appropriate curriculum supervisor and staff.
2. Upon approval of the proposal for a full curriculum revision or development of curriculum for a new course by the Curriculum Planning Council, a curriculum committee is formed, headed by the appropriate curriculum supervisor, with representation from the appropriate teaching and administrative staff. In cases of minor revisions to an existing curriculum, revisions will originate with the content teachers and content area supervisor.
3. Each written curriculum shall consist of the title of the curriculum area, the grades or course for which the curriculum is written, a program or course description, prerequisite courses for high school level curricula, the department philosophy and goals, the Connecticut standards from the Connecticut Framework for the specific curriculum area or the National standards if Connecticut standards do not exist, the Power Standards, Essential Questions and Big Ideas, learning objectives for students, and instructional strategies and assessments.
4. New or revised curriculum will be presented to the Student Achievement committee of the Board of Education for a first reading. After review and any needed revision, the Student Achievement Committee will send the new or revised curriculum to the full Board as a second reading and a decision item for vote by the Board of Education.

When curriculum is developed or revised, professional development seminars will be provided to the appropriate administrative and teaching staff.

Regulation Adopted: February 3, 2010

Community Relations

Soliciting Funds from and by Students

Fund-raising activities may be approved by the Superintendent of Schools consistent with the following guidelines:

1. Fund-raising is in connection with school-sponsored projects. Requests for approval of fund raisers shall be made and approved, in writing, on the form provided.
2. There are sufficient educational or financial benefits which will accrue to the school and/or students, either directly or indirectly, from the activity.
3. The mechanics or procedures of fund-raising will neither be an unacceptable burden to teachers or other school staff members nor subject the school to inappropriate risks or responsibilities in handling funds.

Upon approval by the Superintendent, information from recognized charitable and other organizations which could eventually result in voluntary student and/or parental activities, contributions, or memberships of benefit to the organization may be distributed through the schools. In these instances, the distribution of material would be the only school involvement on behalf of the organizations.

There shall be no direct solicitation of funds by outside organizations from students except on specific approval of the Board of Education.

(cf. 1311 Participation in Community Life)

(cf. 1321 Public Performances by Students)

(cf. 1322 Student Contests)

(cf. 1325 Advertising and Promotion)

Policy adopted: