

Board of Education Meeting

Wednesday, September 9, 2026 7:00 PM

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

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

1.1.

- Dr. Ann Clark- Former Bristol Superintendent of Schools from 1997-2002
- Robert DeSantis- Former Physical Education & Athletic Coordinator at BCHS from 1972-2020

2. STAFF AND STUDENT RECOGNITION

2.1. AP Capstone Scholars

3. APPROVAL OF MINUTES

3.1. August 5, 2026 -Regular Meeting Minutes

3.2. August 12, 2026 -Special Meeting Minutes

4. COMMITTEE REPORTS

5. CHAIR REPORT

6. SUPERINTENDENT REPORT

6.1. Convocation- "Better Together"

6.2. First Day of School

6.3. Budget Update-Financial Efficiencies

6.4. Student Assessment Report- LAS Outcomes

6.5. Student Assessment Report-AP Results

7. CONSENT AGENDA

7.1. PERSONNEL

7.1.a. Teacher Hires

- Baucum, Matthew - BEHS - .5 TESOL Teacher effective August 24, 2026
- Boucher, Jennifer - GH - Grade 5 Teacher effective August 24, 2026
- Champagne, Kristin - BCHS - CW Special Education Teacher (Learning Center) effective August 24, 2026
- Collopy, Kelly - BEHS - Mathematics Teacher effective August 24, 2026
- Dauti, Marina - BCHS - Guidance On-Track Coordinator effective August 24, 2026

- DeFusco, Anna - EPH - Special Education Teacher effective August 24, 2026
- Dube, Emilie - GH - School Psychologist effective August 24, 2026
- Effend, Caitlin - SS - Grade 5 Teacher effective August 24, 2026
- Francesco, Nicholas - STAF - Kindergarten Teacher effective August 26, 2026
- MacLean, Jessica - STAF - Special Education Teacher effective August 24, 2026
- Mancini, Kimberly - CHMS - Special Education Teacher effective August 24, 2026
- McDonald, Colin - CHMS - Mathematics Teacher effective August 24, 2026
- McKenzie, Makeda - CHMS - ELA Teacher effective August 24, 2026
- Morrell, Erin - STAF - Grade 3 Teacher effective August 24, 2026
- Oakes, Jessica - BCHS - Special Education Teacher - EXCEL Program effective August 24, 2026
- Salazar, Ashley - Grade 5 Teacher effective August 25, 2026
- Salvatore, Trey - SS - PE/Health Teacher effective August 24, 2026
- Scarola, Thomas - BAIMS - Grade 7 Mathematics Teacher effective September 2, 2026
- Signor, Michelle - WB - Special Education Teacher - LEAD Program effective August 24, 2026
- Urbanowicz, Annamarie - WB - Special Education Teacher effective August 24, 2026
- Webb, Sophia - STAF - Special Education Teacher effective August 27, 2026

7.1.b. Teacher Leave of Absence Requests

- Kohan, Rebecca - WB - Grade 3 Teacher effective December 3, 2026 returning January 4, 2027
- Olsen, Kate - BEHS - World Language Teacher effective August 24, 2026 through the end of the 2026-2027 SY
- Shortt, Miranda - CHMS - February 11, 2027 through the end of the 2026-2027 SY

7.1.c. Teacher Resignation effective June 30, 2026

- Bazarewsky, Olivia - CW - TESOL Teacher

7.1.d. All Hires effective August 24, 2026

- Bell, Margaret - CHMS - Co-Green Team Leader
- Miller, Joseph - CHMS - Co-Green Team Leader

7.1.e.

**A2 Hires effective August 27, 2026*

- **Archibald, Kathleen - BCHS - Freshman Co-Advisor*
- *Nocera, Shelly - BEHS - Freshman Co-Advisor*
- *Rochester, Anya - BCHS - Freshman Co-Advisor*
- *Stavens, John - BEHS - Freshman Co-Advisor*

7.1.f. Sixth Year Salary Credit effective
September 1, 2026

7.1.g. Administrative Hire

- *Kulak, Michael - Greene Hills Assistant Principal*

7.1.h. **A3 Hire effective August 24, 2026*

- *Boudreau, Kenneth - WB - Gifted Coach*
- *Grenier, Bridget - BCHS - Team Leader - History*
- *McCabe, Kelly - BCHS - Team Leader - Mathematics*
- *Reichler, Elizabeth - BCHS - Team Leader - HS Student Support Coordination*
- *Silva, Alyson - BCHS - HS Student and Family Engagement*
- *Steszewski, Craig - BAIMS - MS Curriculum Coordinator - Mathematics*

7.2. GRANTS

7.2.a. 2026-27 Alliance District Application

7.2.b. Nita M. Lowey 21st Century Community
Learning Centers (21st CCLC) - Summer
Supplemental Funding

7.2.c. ReadyCT Robotics Grant for Bristol
Eastern and Bristol Central High Schools

7.2.d. ReadyCT Robotics Grant for Chippens Hill
Middle School

7.2.e. CSDE Family Resource Center Grant Awarded
to Bristol Family Resource Center (FRC)

7.2.f. Primary Mental Health Grant Awarded to
Family Resource Center

7.2.g. State Adult Education

7.2.h. Peter R. Marsh Grant - BAIMS Music -
Theresa MacDonald

8. **PUBLIC COMMENT**

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

9.1. Pupil Personnel Services Report

10. **CURRICULUM REVISION**

10.1. Decision: AP Cybersecurity New
Curriculum

10.2. Decision: AP Statistics Revision

10.3. Decision: AP Chemistry Revision

11. TEXTBOOK ADOPTION

11.1. Decision/Textbooks: AP Statistics
Textbooks (waive second reading)

11.2. Decision/Textbooks: Media Freedom and
Power Textbook (waive second reading)

12. POLICY REVISION

12.1. Revision: Policy 5142 - School Safety:
Preparation, Response, and After Action

12.2. Rescind: Policy 5141.6 - Crisis
Management

12.3. Rescind: Policy 6114 - Emergencies and
Disaster Preparedness

12.4. Rescind: Regulation 5131.914

12.5. Revision: Policy 5131.8 - Out of School
Misconduct

12.6. Revision: Policy 5141.5- Suicide
Prevention and Intervention

12.7. Revision: Policy 5141.24 - Students/Staff
with HIV or AIDS

13. NEW BUSINESS

13.1. Appointment of BEHS Roof Committee
Liaison

13.2. Appointment of Policy Committee Member

13.3. Appointment of School Safety Committee
Member

14. INFORMATION/LIAISON REPORTS

14.1. City Council Liaison Report

14.2. BOE Liaison Reports

15. ADJOURNMENT

The minutes presented within this document summarize the discussion of the Regular Board of Education meeting. To view the meeting in its entirety and hear full reports please click the following link: [8/5/26-Regular Board of Education Meeting](#)

Bristol Board of Education
Bristol, Connecticut
Wednesday, August 5, 2026 – 6:30 p.m.
Regular Meeting Minutes

The Bristol Board of Education regular meeting was held on Wednesday, August 5, 2026 at 6:30 p.m. in the Bristol Board of Education Auditorium located at 129 Church Street and via Zoom Meeting Platform.

Present: Vice Chair: Jennifer Tagariello, Commissioners: Jill Fitzsimons-Bula, Kara Ledger, Lorianne Osenkowski (virtual), Robert Parenti, and Barbara Tedesco

Absent: Chair Shelby Pons, Commissioners: Kristen Giantonio and Jennifer Van Gorder; Peter Kelley, Board Liaison

Also, Present: Superintendent Iris White, Mary Hawk, Deputy Superintendent, Jodi Bond, Director of Finance, Dr. Amy Martino, Director of Pupil Services, Joseph Grabowski, Chief Talent Officer, Jeff Telke, Supervisor of IT and Carly Fortin Director of Curriculum and Instruction

1. Call to Order/Pledge of Allegiance/Moment of Silence:

Chair Pons called the meeting to order at 6:30 p.m. and asked the audience to stand for the Pledge of Allegiance.

2. Approval of Minutes

2.1 July 7, 2026 -Regular Meeting Minutes

The Board of Education voted to approve the July 7, 2026 -Regular Meeting Minutes as written.

Motion made by Kara Ledger and second by Robert Parenti. The motion carried.

2.2 June 10, 2026 -Special Meeting Minutes

The Board of Education voted to approve the June 10, 2026 -Special Meeting Minutes

Motion made by Kara Ledger and second by Robert Parenti. The motion carried.

3. Committee Reports

No committee reports provided.

4. Vice- Chair Report

Vice Chair Tagariello provided a report, located [here](#).

5. Superintendent Report

Superintendent Iris White began her report by announcing that the Northeast Middle School Ribbon Cutting Ceremony will be held on Friday, August 7, 2026, celebrating the completion of the school's renovation project. She also announced that the Sgt. Alex Hamzy Gym Dedication at Northeast Middle School is scheduled for Saturday, August 15, 2026, honoring Sgt. Hamzy's legacy and service to the Bristol community.

Superintendent White shared that the Mayor's Pencil Hunt and Back-to-School Bash will take place on Wednesday, August 19, 2026, providing school supplies and community resources to Bristol students and families. She noted that the first 125 students in attendance will receive free backpacks. She also reminded the Board that the annual Back-to-School Convocation will be held on Monday, August 24, 2026, at 10:00 a.m. at Muzzy Field. This year's theme, "Better Together," reflects the District's commitment to collaboration and student success.

Superintendent White provided an update on the 2025-2026 Charitable Dress Down Program, expressing appreciation to Bristol Public Schools staff for their continued generosity and participation. She noted that the program raised funds to benefit numerous local charitable organizations and school-related initiatives throughout the school year. She also announced the charitable initiatives and opportunities planned for the 2026-2027 school year.

Superintendent White encouraged staff, families, and community members to participate in the Connecticut Blue Ribbon Commission on Education Funding and Accountability Survey, emphasizing the importance of stakeholder feedback in helping shape future recommendations for public education.

Superintendent White recognized the Bristol Junior All-Stars Team and the Bristol 12U Softball Team for their outstanding achievements and for representing the Bristol community with pride. She also congratulated the Bristol Splash Swim Team on its successful season, recognizing the dedication and accomplishments of its student-athletes. In addition, she announced that Mountain View Elementary School has been named a Red, White, and Blue School in recognition of its exemplary commitment to civic education and student engagement.

This concluded the Superintendent's Report.

6. Consent Agenda

Vice Chair Tagariello called for a motion to approve the consent agenda, which include items from 6.1.a to 6.1.f.

Motion made by Robert Parenti and second by Kara Ledger. Motion passed unanimously.

8.1 PERSONNEL

6.1a A1 Hires effective August 24, 2026

Archibald, Brian – BCHS – Special Education Department Head

Croce, Jennifer – BEHS – Special Education Department Head
D’Agonstino, Silvio – CHMS – Purple Team Leader
Downes, Jason – CHMS - Silver Team Leader
Mariano, Klaudia – BEHS – World Language Department Head
Mullaney, Courtney – CHMS – Blue Team Lead
Russman, Christel – BCHS – K-12 Library Media Department Head

6.1b A2 Resignations effective June 26, 2026

Abucewicz, Danielle – CHMS – Special MS Performing Groups, Choral
Boudreau, Kenneth – WB - Robotics

6.1c A3 Hires effective August 27, 2026

Baldwin, Friecka – CHMS – Math Curriculum Coordinator
Baldwin, Friecka – CHMS - Co-Instructional Resource Coordinator
Baranski, Zara – BEHS – Science Team Leader
Behrendt, Sarah – CHMS – ELA Curriculum Coordinator
Croce, Megan – BEHS – Mathematics Team Leader
Guerrera, Joseph – CHMS – Social Studies Curriculum Coordinator
Nocera, Shelly – BEHS – ELA Team Leader
Rubbo, Cary – CHMS – Co-Instructional Resource Coordinator

6.1d A3 Resign effective June 26, 2026

Boudreau, Kenneth – WB – Gifted Coach

6.1e Teacher Hire effective August 24, 2026

Affainie, Jasiel – CHMS – Mathematics Teacher
Culpepper, Madison – CHMS – School Psychologist
Dadio, Brittany – WB – Special Education Teacher, LEAD
Gomez, Shannon – WB – Special Education Teacher, LEAD
Hill, Amanda – CW – PE/Health Teacher
Mangual, Mardelin – BEHS – Spanish Teacher

6.1f Teacher Resignations effective June 30, 2026

Mamuya, Lashay – BAIMS – Mathematics Teacher, Grades 6-8
Montague, Thomas – BEHS- Special Education Teacher
Wyskiel, Mikayla – STAF – Speech and Language Pathologist

7. Public Comments

Prior to public comment commencing, Vice Chair Tagariello read the rules to Public Comment. The following individuals addressed the Board via in-person:

- Scott Fields - 7 Southdown Dr. - Addressed the Board regarding Personnel

8. Deliberated Items/District Leadership Team Reports

8.1 Teacher Hiring Overview for School Year 2026-2027

Joseph Grabowski, Chief Talent Officer, provided an update on the District's current hiring efforts, noting that the onboarding and recruitment of both certified and non-certified staff remain ongoing. He indicated that a more comprehensive staffing report will be presented to the Board over the next several months as hiring continues.

Commissioner Parenti inquired about the hiring committee process, specifically regarding expectations for committee members' participation throughout all phases of the interview and selection process. Mr. Grabowski responded to the questions and provided clarification on the District's hiring procedures.

9. New Business

No new business to report.

10. Information/Liaison Reports

10.1 City Council Liaison Report

No report provided.

10.2 BOE Liaison Reports

No report provided.

11. Adjournment

There being no further business to come before the Board, the Regular Board of Education Meeting adjourned at 6:47 p.m.

Respectfully Submitted,



Sydney Molina
Recording Secretary
Bristol Board of Education

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: [8/12/26-Special Board of Education Meeting](#)

Bristol Board of Education
Bristol, Connecticut
Wednesday, August 12, 2026 – 5:00 p.m.
Special Meeting Minutes

The Bristol Board of Education Special meeting was held on Wednesday, August 12, 2026 at 5:00 p.m. in the Bristol Board of Education Auditorium located at 129 Church Street and via Zoom Meeting Platform.

Present: Chair Shelby Pons (virtual), Commissioners: Jill Fitzsimons-Bula(5:11 p.m.), Kara Ledger , Robert Parenti, Barbara Tedesco and Jennifer Van Gorder

Absent: Vice Chair: Jennifer Tagariello, Commissioners: Lorianne Osenkowski, Kristen Giantonio and Peter Kelley, Board Liaison

Also, Present: Superintendent Iris White, Mary Hawk, Deputy Superintendent, Jodi Bond, Director of Finance, Dr. Amy Martino, Director of Pupil Services, Joseph Grabowski, Chief Talent Officer, Jeff Telke, Supervisor of IT

1. Call to Order/Pledge of Allegiance/Moment of Silence:

Commissioner Parenti called the meeting to order at 5:00 p.m. and asked the audience to stand for the Pledge of Allegiance.

2. Discussion and Possible Action of:

2.1 Appointment of the Principal of Greene-Hills School

Superintendent White shared some background about the hiring for the position of the Principal of Greene Hills School. Ms. White recommended Sarah Kulig for the position of Principal of Greene Hills School and provided an introduction of Ms. Kulig. Ms. Kulig addressed the board briefly about the appointment.

No questions and discussion followed the introduction.

Commissioner Parenti motioned to approve the appointment of Sara Kulig as Principal of Greene-Hills School.

Motion made by Kara Ledger and second by Barbara Tedesco. Motion passed 5-0.

2.2 Appointment of the Assistant Principal of Chippens Hill Middle School

Superintendent White shared some background about the hiring for the position of the Assistant Principal of Chippens Hill Middle School. Ms. White recommended Julie Barbash for the position of Assistant Principal of Chippens Hill Middle School and provided an introduction of Ms. Barbash. Ms. Barbash addressed the board briefly about the appointment.

No questions and discussion followed the introduction.

Commissioner Parenti motioned to approve the appointment of Julie Barbash as Assistant Principal of Chippens Hill Middle School.

Motion made by Kara Ledger and second by Barbara Tedesco. Motion passed 5-0.

2.3 Appointment of the Dean of Pupil Personnel Services

Superintendent White shared some background about the hiring for the position of the Dean of Pupil Personnel Services. Ms. White recommended Shannon Gomez for the position of Dean of Pupil Personnel Services who will oversee the LEAD programs and provided an introduction of Ms. Gomez. Ms. Gomez addressed the board briefly about the appointment.

No questions and discussion followed the introduction.

Commissioner Parenti motioned to approve the appointment of Shannon Gomez as Dean of Pupil Personnel Services.

Motion made by Kara Ledger and second by Jill Fitzsimons-Bula. Motion passed 6-0.

3. Adjournment

There being no further business to come before the Board, the Special Board of Education Meeting adjourned at 5:13 p.m.

Respectfully Submitted,



Sydney Molina
Recording Secretary
Bristol Board of Education

Matthew A. Baucum

Professional Summary

Dynamic ESL educator with extensive experience teaching in diverse classroom settings, including middle schools, universities, and adult education. Skilled in lesson planning, co-teaching across subjects, and fostering inclusive and engaging learning environments. Holds a Master's in Applied Linguistics, with a strong foundation in language acquisition theories and practical teaching methodologies. Fluent in English and intermediate in Japanese. Passionate about empowering students through language and cross-cultural exchange.

Professional Experience

TESOL Teacher

New London Public Schools, CT • Aug 2022 – Present

- Designed and implemented ESL instruction for students in grades 6–8 based on observed classroom needs and district curriculum
- Co-taught math, science, and social studies in an arts-focused school
- Established and led an after-school music club, teaching guitar and bass
- Supported student engagement and language acquisition through culturally responsive teaching

Graduate Assistant / ESL Instructor

Center for Intensive English, Central Connecticut State University • Sept 2021 – May 2022

- Taught English to international college-aged students with varying proficiency levels
- Developed and delivered lessons using assigned textbooks and customized materials
- Created and evaluated exams, projects, and classroom activities

ESL Tutor / Assistant

Middletown Adult Education, CT • Dec 2019 – Dec 2020

- Assisted in daily classroom instruction and lesson delivery
 - Developed lesson plans and taught with the support of the lead teacher
 - Provided one-on-one support to students needing additional language help
-

Education

M.A. in Applied Linguistics

Central Connecticut State University, New Britain, CT

GPA: 3.84 • Graduate Assistant in the Center for Intensive English

B.A. in English & Journalism (Double Major)

University of Maine, Orono, ME

GPA: 3.113 • Dean's List Honoree

Certifications

- Connecticut State License (111) Teaching English to Speakers of Other Languages
 - Completed TESOL-focused coursework and practicum as part of graduate studies
 - Maine Professional License TESOL
-

Skills

Instructional: Lesson Planning, Classroom Management, Curriculum Development

Technical: WordPress, Online Teaching Tools

Creative: Writing, Music Instruction (Guitar, Bass)

Interpersonal: Patience, Compassion, Cross-Cultural Communication

Languages

- English: Native/Fluent
 - Japanese: Intermediate (Reading and Speaking)
 - Spanish: Beginner (Currently learning)
-

Leadership & Accomplishments

- **The Mjolnerd:** Built and managed a personal website dedicated to writing and reviews
- **Joey Wallock Award:** Recognized for outstanding kindness and service
- **Benefit Concert Organizer:** Coordinated and performed in a charity concert for a local soup kitchen
- **Grand Canyon R2R:** Completed two Rim-to-Rim hikes across the Grand Canyon

JENNIFER BOUCHER

STEM COACH - TEACHER

STEM coach and former elementary teacher with 7+ years of experience fostering curiosity and problem-solving through hands-on learning. Highly organized, team-oriented, and skilled in leading instructional improvement.

CONTACT

P :

E :

CERTIFICATION

State of Connecticut

Elementary Education K-6 (305)

Provisional Educator Certificate
C032019001178

EDUCATION

Sixth Year Certificate

Educational Leadership

Central Connecticut State University
Graduated: n/a

Master of Curriculum and Instruction

Concentration in Math

Oklahoma Christian University
Graduated: December 2025

Master of Education (M.Ed.)

University of Hartford
Graduated: May 2019

Bachelor of Arts in American Studies

Western Connecticut State University
Graduated: December 2014

SKILLS

- Communication & Collaboration
- Classroom Management
- Data Analysis & Instructional Planning
- Curriculum Design & Alignment

EXPERIENCE

District STEM Coach

Waterbury Public Schools
August 2025- Present

- Coach and support K-5 teachers in implementing engaging, standards-based STEM instruction.
- Model, co-teach, and design inquiry-based lessons that integrate technology and real-world problem solving.
- Use data to guide instruction, monitor progress, and inform next steps.
- Lead professional development and facilitate teacher collaboration focused on best practices.
- Partner with administrators to align STEM initiatives and enhance student learning and engagement.

Third Grade Teacher

Waterbury Public Schools
Tinker Elementary School
August 2019 - August 2025

- Planned and delivered standards-based instruction using Benchmark Advance, i-Ready Math, and district curriculum.
 - Differentiated lessons and interventions using i-Ready and mCLASS data to meet diverse student needs.
 - Integrated restorative practices and daily morning meetings to build a positive classroom community.
 - Designed center-based learning experiences that promoted engagement and collaboration.
 - Collaborated with grade-level partners and instructional coaches to align lessons with Connecticut Core Standards.
-

Kristin Champagne
58 Venice Drive
Burlington CT 06013
(860) 985 9845

Objective:

To obtain a position in the field of Special Education which allows me to engage with diverse populations, work in a team environment, and make a difference in the lives of children and adolescents.

Professional Experience:

August 2024 present-Special Education Teacher Soltera Academy- teaching all subjects in a 9-12 grade classroom, in A PBIS, SEL classroom. Writing and monitoring IEP goals, collaborating with clinicians, creating engaging curriculum, with scaffolding, and participating in PPTs.

March 2024- Present-Behavioral Health Coach- Bend/ Lyra Health- working as a Board Certified Health and Wellness Coach, via telehealth, with youth, adolescents and young adults addressing mental and behavioral health concerns, as part of a clinical team.

January 2022-2024

Membership and Wellness Director, Cheshire YMCA- Responsible for planning and implementation of a wide range of adult and youth health and wellness programs and events, supervision of 30+ full and part-time staff, assisting with branch fundraisers and special events, collaborating with the senior leadership team in managing the organization.

2021- 2022 Health and Wellness Coordinator, Special Olympics Responsible for supporting the year-round efforts of Special Olympics Connecticut's Health & Wellness initiatives.

2019- 2021 Assistant Teacher/Instructional Tutor, Solterra Academy-Responsible for providing academic and behavioral support for students on individual basis, encouraging students to complete class work, working with students to accomplish IEP goals, monitoring student behavior and performance.

2018-2019 Special Education Teaching Assistant Norfeldt School, West Hartford- Responsible for assisting in the classroom and Specialized Learning Center, modifying classwork and instructing students in accordance with IEPs. Working with students one-to-one and in small groups, assisting with daily tasks, behavior plans, and data collection.

2016-Present Owner, Studio6 Fitness, Farmington-Responsible for operating all aspects of the studio, including scheduling, marketing, budget management, and event planning. Conducting exercise sessions focused on children with special needs.

2015-2017 Wellness Director, Farmington Valley YMCA- Responsible for planning and implementing a wide range of adult and youth health and wellness programs and events. Responsible for supervision of 30+ full and part-time staff, assisting with branch fundraisers and special events, and collaborating with stakeholders within and outside the organization.

2002-2015 Senior Health and Wellness Director, Middlesex YMCA, Middletown Responsible for providing leadership and supervision to 30+ part-time and full-time staff, and the development and execution of adult and youth health and wellness programs. Collaborating with the leadership team and community partners to create a healthy community.

Education:

CAS Special Education- SUNY 2026, MEd Health Education, Springfield College 2024

B.A. in Physical; Education, Whittier College, CHES -2024, NBC-HWC- 2025

Certified in Mental Health First Aid. Previously held RBT & Therapeutic Crisis Intervention

Certified: Adult & Child CPR /AED, Yoga YTT, Coach.Certified in Mental Health First Aid.

Previously held RBT & Therapeutic Crisis Intervention

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March 2024- Present-Behavioral Health Coach- Bend/ Lyra Health- working as a Board Certified Health and Wellness Coach, via telehealth, with youth, adolescents and young adults addressing mental and behavioral health concerns, as part of a clinical team.

January 2022-2024

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2002-2015 Senior Health and Wellness Director, Middlesex YMCA, Middletown Responsible for providing leadership and supervision to 30+ part-time and full-time staff, and the development and execution of adult and youth health and wellness programs. Collaborating with the leadership team and community partners to create a healthy community.

Education:

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B.A. in Physical; Education, Whittier College, CHES -2024, NBC-HWC- 2025

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Certified in Mental Health First Aid. Previously held RBT & Therapeutic Crisis Intervention

Certified: Adult & Child CPR /AED, Yoga YTT, Coach.Certified in Mental Health First Aid.

Previously held RBT & Therapeutic Crisis Intervention

Kelly Collopy

EDUCATION

Roger Williams University Aug 2018-May 2022
Major: BA in Mathematics and BA in Secondary Education
Cumulative GPA: 3.8
Dean's list: 2018-2022

SKILLS

- Proficient in Python
- Proficient in R Programming
- Proficient in Microsoft Excel, Word, and Powerpoint

EXPERIENCE

Teaching

- College Calculus I and II Aug 2019-May 2022
- Algebra I Aug 2025-June 2026
- High School Geometry Nov 2021-Mar 2022, Aug 2025-June 2026
- High School Math Aug 2023-Present
- Middle School Math Jan 2024-June 2024
 - Communicate and simplify complex ideas and mathematical concepts both orally and in writing
 - Analyze assessment data to address instructional gaps
 - Communicate with administration and colleges to improve student learning

Administration

- Pue, Chick, Liebowitz, and Blezard CPA Firm May 2021-Aug 2021
- The National Hotel May 2022-Aug 2022
 - Accurately record information and maintain records
 - Use Excel to import data
 - Interact with clients, visitors, and staff on a daily basis

BARISTA

- Birdhouse Coffee Sept 2022 - Jan 2024
- Julien's Cafe Jan 2024 - Present

CERTIFICATIONS AND AWARDS

- Outstanding Senior Award in Mathematics and Secondary Education
- Rhode Island Teaching Certificate

MARINA DAUTI

Summary

Bilingual school counseling professional with strong skills in interpersonal communication, organization, and creativity. Recognized for leading initiatives that address student needs, including improving access to basic resources and supporting career exploration for school-aged students through targeted lessons and a school-wide career fair. Eager to apply my knowledge of counseling theories in both individual and group settings and committed to supporting students from diverse backgrounds. I am motivated to contribute to a collaborative school community, advocate for equitable student support, and continue growing as a reflective and student-centered counseling professional. My key knowledge areas included the following:

Assessment/Interpretation
Individual/Group Counseling
Curriculum Development
Attendance Coordination

College Advising
504/IEP Planning
Advocacy
Crisis Counseling

Mediation
Facilitation
Career Advising
Manifestation

Education

University of Saint Joseph

Master of Arts – School Counseling

Chi Sigma Iota International Academic and Counseling Honor Society/Membership Engagement Committee Leader
and Social Event/Wellness Committee Head

West Hartford, CT
2023 -2026

Post University

Bachelor of Arts – Double Major – Summa Cum Laude - Psychology & Communications and Media Studies 2023

Women's Soccer Team (2020-2021), Psychology and Human Services

Club vice president (2021-2022), Honors Program (2021- 2023)

Waterbury, CT

Certification

Connecticut School Counseling (068) K-12, *pending*

Professional Experience

Chippens Hill Middle School, Bristol, CT.

08/2025 – 06/2026

School Counseling Intern

- Provide one-on-one academic, social, and personal counseling for 212 students
- Participate in crisis team, Planning and Placement Team (PPT), attendance teams, and disciplinary team
- Complete crisis counseling with at risk students and refer to appropriate service
- Monitor attendance records and collect data for 8th grade students
- Coordinate advocacy initiatives such as Cousin's Closet
- Create and deliver career exploration classroom lessons
- Develop school-wide initiative such as a career fair for grades 6-8

Wolcott High School, Wolcott, CT.

01/2025 – 06/2025

Practicum Intern

- Conducted individual counseling sessions addressing diverse needs of each student
- Participated in team meeting opportunities to enhance school environment and department
- Developed intervention plans for diverse needs
- Guided classroom lessons in various topics such as course registration, college admission process, and career exploration
- Counseled a bilingual student in her native language

ESS, Bristol, CT.

10/2023 – 06/2025

Substitute Teacher

- Assisted with classroom instruction in the absence of a regular teacher
- Followed and provide lesson plans while supporting student understanding of material
- Promoted and ensure classroom guidelines and regular routines are followed
- Supported diverse student needs

Other Experience

Educator, Lululemon, West Hartford, CT

03/2025 - Current

General Manager, Hometown Pizza Terryville, Terryville, CT.

06/2016 – 01/2025

Volunteer Tutor, EngIN, Remote

05/2022 – 08/2022

Assistant Teacher, Heavenly Gifted Childcare Center, Thomaston, CT.

01/2021 – 09/2021

Awards/Recognition

Horatio Alger State Scholar 2019

Chi Sigma Iota International Academic and Counseling Honor Society

ESS Bristol Public Schools District Substitute of the Year 2025

CSI Service to the Chapter Award 2026

Skills

Google Suite | Microsoft 365 | PowerSchool | Naviance | Google Classroom | CT-SEDS | Canva

Certifications

CT Mandated Reporter Training | Youth Suicide Prevention Certification | Risk Management: Identifying Your Client | Introduction to Child Trafficking in Connecticut For Schools | Internet Security and You | IIN Integrative Nutrition Health Coach

Languages

English | Albanian

Anna DeFusco

Education & Credentials

Post Baccalaureate Certification in Special Education 5/2022

Southern Connecticut State University – New Haven, CT

Cumulative GPA 3.74/4.0

200-Hour Kripalu Certified Yoga Teacher 7/2018

Kripalu Center for Yoga & Health – Lenox, MA

Bachelor of Science, Communication Disorders 5/2018

Minor in Psychology

Southern Connecticut State University – New Haven, CT

Cumulative GPA 3.23/4.0

Licences

Special Education: 165 Comprehensive, Grades K - 12 (as of 7/1/2023 includes PreK) 7/21/2022 - 7/20/2032

Teacher Education and Mentoring (TEAM) Program TEAM Status: **TEAM Program Completed**

Experience & Special Skills

Waterbury Public Schools

Waterbury, CT

Special Education Teacher (ABA Self-Contained)

8/2024 - Present

- Instruction: Lead a self-contained classroom of 11 students with ASD, utilizing 1:1 and small group instruction based on ABA principles.
- Behavioral Management: Reduced classroom-wide aggressive incidents through the implementation of individualized behavior plans and visual schedules.
- IEP Leadership: Facilitated annual IEP meetings for a caseload of 15, ensuring 100% compliance with state and federal regulations.
- Data Analysis: Tracked behavioral trends and academic mastery, adjusting instructional prompts based on weekly data probes.
- Staff Supervision: Managed and mentored 8 Registered Behavior Technicians (RBTS), providing daily feedback on fidelity of implementation for student BIPs.
- Adept at utilizing Picture Exchange Program (PECS)
- Skillful when using Augmentative and Alternative Communication (AAC) to assist students in their learning to express their thoughts, needs, wants, and ideas.
- Successful completion of the TEAM Program
- Data/IEP Software: CT-SEDS, Powerschool
- Assistive Tech: iPad (AAC), SMART Board

- Assessment: VB-MAPP, Brigance, CTAA

Regional School District 13

Academic Year 2023-2024

Durham, CT

Special Education Teacher/Long-term Substitute Teacher

- Valued member of the Increasing Educator Diversity Committee
- Demonstrated ability to deliver explicit, systematic, and sequential lessons
- Strong ability to develop differentiated instruction to meet the needs of all learners
- Consistently utilized evidence-based learning strategies to support identified students in the least restrictive environment
- Collected, analyzed, and interpreted data to measure student progress and inform the Individualized Education Plan (IEP)
- Experienced in formal & informal evaluation and assessment practices (Instrumentation: WIAT, WJ-IV, CTOPP-2, GORT-5, TOWRE-2, WIST, CORE, PAST, and Curriculum-Based Measurements)
- Proficient in creating student goals and objectives for the IEP

CES Six to Six Interdistrict Magnet School

Academic Year 2022-2023

Bridgeport, CT

Special Education Teacher

- Developed strong cross-cultural communication skills and cultural competence
- Connected with and led a diverse group of employees
- Experienced in developing rapport, assessing, and delivering instruction to urban youth
- Administered the Smarter Balanced Assessment Consortium (SBAC)

The Grove School

Academic Year 2021-2022

Madison, CT

Special Education Teacher & Residential Teacher/Counselor

- Planned for, instructed, and assessed ten learners with IEPs per trimester
- Reported to supervisors in work and university setting
- Successful completion and scoring of edTPA and teacher licensing examinations
- Supervised and resided in a dorm with up to ten adolescents with Emotional Disturbance
- Planned activities and facilitated weekly yoga and mindfulness club
- Provided practical counseling and guidance for students in the dorms

Area Cooperative Educational Services (ACES)

Academic Year(s) 2018-2020

North Haven, CT

Daily Substitute Teacher/Special Education Teacher

- Interim teacher for a professional out on leave
- Created a classroom behavior management plan for students with significant emotional & behavioral challenges

EMILIE M. DUBE

PROFILE

I am a dedicated professional with a Master of Science in School Psychology with a specialty in Clinical Child Counseling and Sixth-Year Certificate training in School Psychology. Licensed Professional Counselor Associate (LPC-A) with a strong commitment to supporting student mental health and development.

EDUCATION

University of Hartford - West Hartford, CT | GPA OF 3.89

Master of Science and 6th Year certificate in School Psychology with a Specialty in Clinical Child Counseling
Expected graduation – May 2026

Post University – Waterbury, CT | GPA OF 3.97

Bachelor of Arts Degree in Psychology | Summa cum laude | Achieved 2023
President's List
Honors Program

Northern Vermont University – Lyndonville, VT | GPA OF 4.0

President's List

PROFESSIONAL EXPERIENCE & TRAINING

School Psychology Internship

August 2025-June 2026

Central School - Simsbury, CT

Engage in individual and group counseling, behavioral observations, data collection, and consultation with educators and families to support students' social-emotional and academic needs.

School Psychology Practicum/Clinical Child Counseling Internship

August 2024-June 2025

New Britain High School - New Britain, CT

Under the supervision of a school psychologist, responsible for psychological assessment, school consultation, classroom observations, IEP contributions, and individual/group counseling.

School Psychology Internship

August 2022-June 2024

Ivy Drive Elementary School - Bristol, CT

Assist school psychologist in group and individual counseling, observe psychological evaluations, and discuss daily hardships students may experience. Exposed to a district-wide behavioral program with numerous psychological disorders. Gained the ability to collaborate as a team with faculty, students, and guardians.

LEADERSHIP AND MENTORSHIP

Peer Mentor | University of Hartford—School Psychology Program 2025 – Present

- Mentor second-year graduate students by guiding them on coursework, practicum expectations, and professional development. Offer support related to school psychology training, fieldwork experiences, and navigating graduate program requirements.
- Foster collaboration and peer support within the program to promote academic and professional success.

Graduate Research Assistant | University of Hartford – West Hartford, CT | Sept 2024 - May 2025

- Assisted faculty with research related to school psychology and burnout in the field.
- Collected, organized, and prepared research data for analysis.
- Supported literature reviews and preparation of research materials.

Receptionist/Social Work Assistant | The Pines at Bristol – Bristol, CT | Apr 2020 - Nov 2023

- Hand-selected to work with the Social Services department to conduct Brief Interviews for Mental Status (BIMS) assessments.

PROFESSIONAL COMPETENCIES AND SKILLS

Professional Competencies

- Psychological Assessment
- Professional Consultation
- PREPaRE School Crisis Prevention and Intervention Training — Certificate of Completion. *National Association of School Psychologists (NASP), 2025*

Professional Skills

- Individual Counseling
- Group Counseling
- Teacher and Family Consultation
- Personality Assessment
- Cognitive Assessment
- Crisis Intervention

LICENSURE

Licensed Professional Counselor Associate (LPC-A) — Connecticut

CAITLIN CHRISTY EFFEND

Wethersfield, CT 06109 | (860)-208-9591 | caitlineffend@gmail.com

Education and Certifications

Central Connecticut State University, New Britain, CT

Master of Science in Teacher Leadership

Certified 1-6th Grade (305) Provisional

Central Connecticut State University, New Britain, CT

Bachelor of Science in English Elementary Education

Certified 1-6th Grade (305) Initial

Professional Experience

2nd Grade Teacher Samuel B. Webb Elementary School, Wethersfield, CT- Suburban, appx. 340 students, Public School, PreK-6, Restorative Practice Based (August 2025-June 2025)

- Planned and facilitated daily math lessons using the Illustrative Mathematics framework and Building Thinking Classrooms, incorporating collaborative problem-solving and mathematical discourse
- Collaborated with grade-level teams to align curriculum and analyze student performance data
- Coached 4th grade students on For Inspiration and Recognition of Science and Technology (FIRST) LEGO League Robotics Team during meetings and competitions
- Communicated regularly with families through Parent Square, phone calls, and meetings regarding academic progress and behavioral support
- Supported multilingual learners and students with IEPs or 504s through targeted accommodations and individualized instruction
- Analyzed benchmark and classroom performance data to provide differentiated Tier 2 reading and math interventions within the SRBI framework
- Coordinated with Studenttreasures Publishing to develop and publish a class book showcasing student writing
- Implemented rigorous lessons aligned with NGSS and Common Core State Standards for up to 17 students including the reading curriculum Bookworms

5th Grade Teacher Walter Derynoski Elementary, Southington, CT- Suburban, appx. 600 students, Public School, K-5, Top 20% of Public Schools in CT (Aug. 2023-August 2025)

- Coached 2 For Inspiration and Recognition of Science and Technology (FIRST) LEGO League Robotics Teams of 24 students total, 12 students per team
- Implemented Tier 2 SRBI Intervention
- Communicated with parents daily on Parent Square
- Followed NGSS and Common Core State Standards to create and implement rigorous lessons for up to 21 students
- Enhanced School Community by participating in One Book, One School
- Hosted 4 class writing celebrations centered around Personal Narrative, Nonfiction, Persuasive Essays, Fantasy Short Stories: Inviting families to recognize student work

- Coordinated with Studenttreasures Publishing, a company who publishes student work, to develop a class book highlighting student writing
- Utilized iReady Math Curriculum for math instruction ranging from diagnostic testing to whole group instruction, to individualized learning paths

2nd Grade Teacher Charles H. Barrows STEM Academy, Windham, CT- Lottery Decision, appx. 540 students, K-8, Inquiry Based Learning, Multi-Town Enrollment (Aug. 2019- July 2023)

- Wrote and awarded Below Grade Level Texts PTO Grant
- Served on the Diversity and Equity Inclusion Committee
- Served on Math Vertical Team charged with developing cohesion from grades K through 8
- Trained in Responsive Classroom to create and maintain a culturally responsive and rigorous classroom culture
- Follows NGSS and Common Core State Standards to create and implement rigorous lessons for up to 21 students
- Follows STEM created units to connect all subjects to current content
- Implements core and guided reading instruction using American Reading Company (ARC) Program
- Communicates daily with parents through Seesaw to enhance their child's progress throughout the year

Other Teaching Experiences

3rd Grade Teacher Expeditionary Learning Academy at Moylan School, Hartford, CT (Mar. 2019- June 2019)

Teacher Assistant Bugbee Elementary School, West Hartford, CT (Feb. 2019- Mar. 2019)

Substitute Teacher Nathan Hale Elementary School, Meriden, CT (Dec. 2018-Feb. 2019)

Student Teacher Israel Putnam School, Meriden, Grade 5 (Fall 2018)

Program Team Member Little Farmers Childcare Center, Tolland, CT (June 2018- Aug. 2018)

Internships

2nd Grade Intern Greene-Hills Elementary School, Bristol, (Spring 2018)

3rd & 4th Grade Intern Holmes Elementary School, New Britain, (Spring 2017)

5th Grade Intern Emerson-Williams Elementary, Wethersfield, (Fall 2017)

1st Grade Intern Smalley Academy, New Britain, (Fall & Spring 2016)

Awards

- **The Robert Schneeweiss Outstanding Student Volunteer of the Year** (2017-2018)
- **Ken M. Bedini Student Leader Award from the National Association for Campus Activities** (Fall 2017)
- **President's List, Central Connecticut State University** (Spring 2018)

Nicholas Francesco

EDUCATION

- Central Connecticut State University, New Britain, CT
Bachelor of Science in Elementary Education: English, August 2021-May 2025

CERTIFICATION

- (305) Elementary: Grades PreK through 6 – Initial Educator

AWARDS & HONORS

- President's List (Spring 2024-Fall 2024), Dean's List (Fall 2021-Spring 2025), CCSU Sigma Tau Delta English Honors Society, CCSU Departmental Honors, English B.S.Ed.

WORK EXPERIENCE

Bristol Public Schools, CT

Building Substitute, May 19th 2025-Present

- Substituting in grades K-5, special education, physical education, art, and music
- Long-term substituted in 3rd grade classroom for 2 months, in which attended PPTs and parent-teacher conferences
- Long-term substituted in Kindergarten classroom for 3 weeks

Hubbell Elementary School, Bristol, CT

Student Teacher and Intern, October 6th 2024-May 16th

- Completed student teaching in a 4th grade classroom of 20 students (spring semester)
- Assisted teachers in literacy and math, grades K-5 (fall semester)
- Substituted when needed, grades K-5 and special education
- Gained experience with programs such as Smarter Balanced, DIBELS, Illustrative Mathematics, Foundations, Heggerty, Second Steps, ST Math, Lexia
- Participated in school-wide events, meetings, and parent-teacher conferences

Morley Elementary School, West Hartford, CT

Intern, February 9th-April 26th 2024

- Completed 45 field work hours within a 3rd grade classroom of 17 students
- Created and implemented own social studies/literacy unit
- Made observations of classroom and students, specifically those with special needs

Vance Elementary School, New Britain, CT

Intern, October 4th-November 28th 2023

- Completed 30 field work hours within a 5th grade classroom of 26 students
- Created and implemented own literacy lesson

Nicholas Francesco

RELATED EXPERIENCE

Playhouse Theatre Academy, West Hartford and Simsbury, CT

Teaching Artist, September 29th 2025-Present

- Teaching students ages 4-12 acting and improv lessons
- Writing lesson plans and curating curriculum
- Participating in outreach programs and events to promote classes
- Administrative tasks such as contacting schools for outreach programs

Club SciKidz, Simsbury, CT

Camp Counselor, June 13th 2025-Present

- Taught grades 1-7 science lessons including emergency veterinarian science, video game/computer skills, junior science, junior physician
- Provided first aid to campers

Fappiano Family, Simsbury, CT

Nanny, Summer 2023 and Summer 2024

- On-call care for 5/6 year old boy and 8/9 year old girl
- Handled transportation of pick up and drop off from school and summer camp
- Facilitated activities and provided discipline

Genus-Johnston Family, Avon, CT

Nanny, March-August 2023

- On-call care for two girls, ages 4 and 6
- Handled transportation of pick up and drop off from school and summer camp
- Facilitated activities and provided discipline

SummerQuest Parks and Recreation Camp, Portland, CT

Specialty Director, June 2021-August 2021 and June 2022-August 2022

- Planned, organized, and led activities, crafts, and games with co-directors
- Monitored children ages 3-5 and 6-11 in large group settings
- Provided first aid to campers

Nicholas Francesco

Professional References

Erin Bristol

Elementary School Teacher

Ellen P. Hubbell School

Cell: 860-989-2878

Work: 860-584-7842

erinbristol@bristol12.org

Mrs. Bristol was my cooperating teacher during my student teaching at Hubbell.

Jennifer Benson

Instructional Support Teacher

Ellen P. Hubbell School

Cell: 860-978-1034

Work: 860-584-7842

jenniferbenson@bristol12.org

Mrs. Benson was my cooperating teacher during my first internship at Hubbell.

Barbara Clark

Professor of Education

Central Connecticut State University

clarkb@ccsu.edu

Dr. Clark was my education professor at CCSU for two years.

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

September 9, 2026

X	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: Teacher Hires

BACKGROUND:

Baucum, Matthew – BEHS - .5 TESOL Teacher effective August 24, 2026
Boucher, Jennifer – GH – Grade 5 Teacher effective August 24, 2026
Champagne, Kristin – BCHS – CW Special Education Teacher (Learning Center) effective August 24, 2026
Collopy, Kelly – BEHS – Mathematics Teacher effective August 24, 2026
Dauti, Marina – BCHS – Guidance On-Track Coordinator effective August 24, 2026
DeFusco, Anna – EPH – Special Education Teacher effective August 24, 2026
Dube, Emilie – GH – School Psychologist effective August 24, 2026
Effend, Caitlin – SS – Grade 5 Teacher effective August 24, 2026
Francesco, Nicholas – STAF – Kindergarten Teacher effective August 26, 2026
MacLean, Jessica – STAF – Special Education Teacher effective August 24, 2026
Mancini, Kimberly – CHMS – Special Education Teacher effective August 24, 2026
McDonald, Colin – CHMS – Mathematics Teacher effective August 24, 2026
McKenzie, Makeda – CHMS – ELA Teacher effective August 24, 2026
Morrell, Erin – STAF – Grade 3 Teacher effective August 24, 2026
Oakes, Jessica – BCHS – Special Education Teacher – EXCEL Program effective August 24, 2026
Salazar, Ashley – Grade 5 Teacher effective August 25, 2026
Salvatore, Trey – SS – PE/Health Teacher effective August 24, 2026
Scarola, Thomas – BAIMS – Grade 7 Mathematics Teacher effective September 2, 2026
Signor, Michelle – WB – Special Education Teacher – LEAD Program effective August 24, 2026
Urbanowicz, Annamarie – WB – Special Education Teacher effective August 24, 2026
Webb, Sophia – STAF – Special Education Teacher effective August 27, 2026

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: resumes

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White

Iris White

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

Jessica MacLean

Education

Central Connecticut State University — New Britain, CT
Bachelor of Arts in Theatre (Performance), Graduated May 2022

Teaching Residency Placement

Resident Student Teacher— Self-Contained Special Education Behavioral Classroom

Ivy Drive Elementary School | Kindergarten–1st Grade | 2025–2026 School Year

- ☐ Prepare and implement lesson plans across SEL, Math, Literacy, and Social Studies
 - ☐ Conduct formative and summative assessments to monitor student learning and growth
 - ☐ Support IEP implementation, restorative practices, and behavioral interventions
 - ☐ Attend IEP meetings and collaborate with classroom staff and support teams
 - ☐ Build positive, trusting relationships with students while connecting lessons to student interests
-

Relevant Experience

Wethersfield Public Schools (Behavior Specialist) — Wethersfield, CT | Aug 2023–June 2025

- ☐ Support students with learning disabilities, including autism, in academic, social, and behavioral development
- ☐ Assist with implementing IEP goals and behavioral supports under BCBA supervision
- ☐ Utilize de-escalation and restorative strategies to support student regulation

Hartford Stage (Lead Teaching Artist) — Hartford, CT | June 2023–Present

- Design and teach theatre lessons for students from preschool through high school
- Teach acting techniques, script analysis, theatre vocabulary, and creative expression
- Adapt instruction to meet the levels, ability and experience of actors of all ages

Kelly Educational Services (Substitute Teacher) CT | Nov 2022–June 2023

- Implement lesson plans across multiple grade levels and subject areas
- Support classroom management and maintain instructional continuity
- Worked regularly with special education students from Pre-K through 6th grade

Gloucester Stage Company (Theatre Education Apprentice) — Gloucester, MA | May 2022–Nov 2022

- Assisted/directed with youth theatre productions through choreography, blocking, and instruction
- Managed groups of 20+ students while supporting the crew

Skills

Classroom Management • Lesson Planning • Behavior Support • IEP Implementation •
Foundations • Technology Integration • Collaboration • SEL Support • Restorative Practices

Professional Development & Certifications

PMT Trained • CPR Certified

Leadership & Additional Experience

10+ years of educational theatre experience in directing, stage management, choreography, and costume design roles.

Kim Mancini

OBJECTIVE: To obtain a position as a Middle School Special Education Teacher within the Bristol Public School System, where I can design and implement individualized, data-driven instruction to support students with diverse learning and behavioral needs. I am dedicated to fostering a structured, inclusive classroom environment and collaborating with staff and families to promote student independence, growth, and success.

EDUCATION

Teacher Residency Program (Special Education)

June 2025 – Current

Bristol Public Schools / Partner Institution

205 Skiff St

Hamden, CT 06517

Certification in Special Education

Post University

September 2022 - June 2024

800 Country Club Rd

Waterbury, CT 06708

Bachelor of Science in Accounting

Briarwood College

August 2001 - August 2003

2279 Mt Vernon Rd

Southington, CT 06489

Associate of Applied Science in Accounting

Plainville High School

August 1997 - June 2001

47 Robert Holcomb Way

Plainville, CT 06062

High School Diploma

QUALIFICATIONS

- Completed four years of study at an institution of higher education.
- Hands-on support working with children individually or in small groups by providing basic instruction on reading, writing, math, and other education-related activities as assigned by teachers' directions.
- Assist and support staff in an educational environment.
- Encourage learning by engaging students.
- Have an understanding of the educational system.
- Patience with students.
- Passion for children and education.
- Good listening and communication skills.
- Committed to diversity.
- Dependable

EXPERIENCE

Bristol Board of Education

September 9, 2024 - Current

Chippens Hill Middle School

Bristol, Connecticut

Long-term Substitute Teacher - Learning Center

Teacher Resident

- Instructing groups of students with mild to moderate disabilities.
- Involve adapting the existing curriculum in core subjects.
- Accommodate the individual learning needs of each student.
- Create personalized lesson plans tailored to their specific requirements.
- Collaborate with parents and support staff to address any significant factors that may hinder students' progress.

Bristol Board of Education

October 2017 – Current

Chippens Hill Middle School

Bristol, Connecticut

ParaEducator

- Provided academic and behavioral support to students to facilitate inclusion in a general education classroom.
- Provided support to other members of the teaching and administrative staff.
- Implemented academic and therapeutic programming that reflected goals established in the student's IEP.
- Observed students to supply teachers with feedback regarding potential learning blocks and opportunities for support.
- Maintain confidentiality.

Bristol Parks, Recreation, Youth and Community

June 2023 - Current

51 High Street

Bristol, CT 06010

ParaEducator

- Seasonal position.
- Behavioral support.
- Assist with summer camp activities.
- Work with specific campers who need extra assistance during the camp day.
- Provided support to other members.
- Observed campers to supply the staff with feedback regarding the camper's needs.
- Maintain confidentiality.

Dunkin Donuts

March 2013 – October 2017

330 Middle Street

Bristol, CT 06010

Manager

- Leadership
- Understanding and supporting the operation of the store.
- Providing customer service.
- Training the staff.
- Daily inventory, reporting, scheduling staff, and tracking/analyzing the sales records.

LICENSES AND CERTIFICATIONS

Parent Management Training (PMT)

Date Completed: 9/27/2025

Validity Period: 1 Year

Bristol Board of Education

Adult CPR/AED, Child CPR, and First Aid

Date Completed: 6/15/2023

Validity Period: 2 Years

Certificate ID: 018MBL2

Bristol Parks & Recreation Department

ADDITIONAL SKILLS

- Expert in Microsoft Office (Word, Excel, and PowerPoint)
- Solid interpersonal and communication skills to develop rapport with a diverse population.
- Proficient in Students' Needs Assessment, Individual Education Plans (IEP), Behavioral Assessment/Modification, De-escalation Techniques, and Crisis Intervention & Support.
- Fluent in Sign Language
- Supervising
- Teamwork
- Communicating
- Organizing

Colin P. McDonald

Mathematics and Special Education Teacher | Southington Public Schools

Professional Profile

Mathematics and Special Education Teacher with experience teaching grades 6–8 through American curriculum and inquiry centered pedagogy. Combines math instruction, curriculum design, and inclusive learning practices to help diverse students access rigorous content. Skilled in adapting instruction, collaborating across cultures, and leading case management processes that support academic growth and equitable student success.

Education & Certifications

M.S., Learning Experience Design & Educational Technology (Dual Major: Adult and K–12 Learners)
Western Governors University

B.A., Comprehensive Regular Education & Special Education
Western Governors University

Connecticut Provisional Teacher Licensure: K–12 Special Education; Grades 1–6 Regular Education,
Mathematics Middle School 6-8

Professional Experience

John F. Kennedy Middle School – Southington Public Schools

Mathematics Teacher & Special Education Teacher | 2019 – Present

- Facilitates inclusive, inquiry-based instruction across four mathematics classes, blending conceptual understanding with skill development for students in general and special education settings.
- Adapts Kendall Hunt's Illustrative Mathematics for Survey and grade-level settings, integrating explicit instruction and scaffolded supports.
- Implements Building Thinking Classrooms strategies that foster collaboration, critical thinking, and conceptual fluency—enhancing engagement and instructional pacing across diverse learners.
- Leads comprehensive case management processes, integrating data, family collaboration, and cross-functional planning to ensure inclusive access and compliance with IDEA/ADA standards.
- Collaborates weekly with general education and related service providers to align interventions, instructional strategies, and accommodations supporting holistic student development.
- Mentors new teachers in special education procedures, data-informed instruction, and inclusive classroom practices, promoting shared professional growth and program consistency.

- Designs data-informed instructional adjustments to increase student engagement, mastery, and accountability in mathematics learning.
 - Advocated for and supported districtwide adoption of a remedial math curriculum providing equitable on-ramps to grade-level mastery and long-term academic growth.
-

Key Achievements & Contributions

- Introduced and implemented Building Thinking Classrooms methodologies that elevated student collaboration, engagement, and conceptual understanding—contributing to their schoolwide adoption as a core instructional model.
 - Designed performance-based geometry projects integrating art and mathematics to promote conceptual transfer and creative problem-solving consistent with IB and inquiry based learning principles.
 - Developed math-language scaffolds and multilingual-friendly learning supports within Canvas to ensure accessibility for diverse learners and families in a multicultural school community.
 - Piloted digital assessment tools and collaborated with district leadership to refine benchmark systems supporting data-informed instruction and equitable student growth.
-

Professional Development

- Conducts independent research on Building Thinking Classrooms practices to continuously refine instructional strategies.
- Utilizes Connecticut State Department of Education seminars and conferences to remain current on special education law and instructional guidelines.
- Collaborates regularly with cross-functional teams to exchange effective practices and enhance interdisciplinary collaboration.
- Contributes to informational sessions and seminars at local schools to enhance academic programs and improve student transition planning.

Professional References

The following individuals can speak to my professional performance, leadership, and contributions within Southington Public Schools.

Amy Aresco

Coordinator of Special Education (Former) / Director of Pupil Services (Current)

Southington Public Schools – Board of Education

aaresco@southingtonschools.org | +1 860 628 3200 ext. 10208

Susanne Vitcavage

Evaluator (Former) / Building Principal (Current)

John F. Kennedy Middle School, Southington Public Schools

svitcavage@southingtonschools.org | +1 860 628 3275 ext. 14004

Michael Halloran

Evaluator (Current) / Vice Principal (Current)

John F. Kennedy Middle School, Southington Public Schools

mhalloran@southingtonschools.org | +1 860 628 3275 ext. 14003

David Swerling

Colleague (Current) / Teacher (Current)

John F. Kennedy Middle School, Southington Public Schools

dswerling@southingtonschools.org | +1 860 628 3275

Rachael Evenski

Colleague (Current) / Teacher (Current)

John F. Kennedy Middle School, Southington Public Schools

Revenski@southingtonschools.org | (860) 628-3275

Makeda McKenzie

Professional Summary

Dedicated and compassionate English educator with over 10 years of experience teaching Language Arts across diverse learning environments. Skilled in differentiated instruction, curriculum development, and data-driven strategies to support student achievement. Proven record of academic success, including coaching students to win district-wide poetry competitions and guiding award-winning essay writing. Experienced in improving standardized test outcomes, with demonstrated success on high school exit exams and SBAC assessments. Currently pursuing a Master's degree in Special Education (Cross-Endorsement), with a strong commitment to inclusive education and fostering academic, social, and emotional growth for all learners.

Work Experience

7th Grade ELA Teacher

Waterbury Public Schools, Waterbury, CT

August 2025 – Present

8th Grade ELA Teacher

Bridgeport Public Schools, Bridgeport, CT

August 2023 – June 2025

5th Grade ELA Teacher

Achievement First Bridgeport Middle School, Bridgeport, CT

October 2022 – July 2023

9th, 10th, & 11th Grade ELA Teacher

Ministry of Education Jamaica, Lucea, Hanover

September 2019 – September 2022

7th & 8th Grade ELA Teacher

Ministry of Education Jamaica, Orange Bay, Hanover

March 2017 – August 2019

7th Grade ELA Teacher

Cyber Learning Center, Union Street, Montego Bay, Jamaica

September 2014- March 2017

Education

- Master's degree in Special Education

University of Saint Joseph (In progress, expected 2027)

- Bachelor's degree in English Language and Literature

University of the West Indies, Jamaica (2021)

- Diploma in Teaching in English Language and Literature

Sam Sharpe Teacher's College, Jamaica (2013)

Certifications

- 015 English, Grades 4 through 12
- TEFL Certification

Achievements

- **2026 SBAC Performance Above District Average**

Achieved 11% of students at Level 4 (vs. district average of 5%) and 29% at Level 3 (vs. district average of 21%) on grade 7 SBAC.

- **Guided Award-Winning Student**

Coached a student to win the 2024 Martin Luther King Vision Award for an exceptional essay on Martin Luther King Jr. The essay was published in the Connecticut Post.

- **District Poetry Competition Success**

Mentored five students to win the Bridgeport Public Schools District Poetry Competition

in 2024

Mentored three students to win the Bridgeport Public Schools District Poetry Competition in 2025

- **Staff Award** in 2021 & 2022 for achieving over 80% pass rates in high school exit examinations
- **Staff Award** for Initiative and Motivation in 2017

Erin Morrell

EDUCATION

Plymouth State University

Plymouth, New Hampshire

Bachelor of Science in Elementary Education & Youth Development

Major: Elementary Education

May 2024

PROFESSIONAL SUMMARY

I am an enthusiastic and compassionate elementary educator with experience in multi-level classrooms, long-term substitute teaching, and after-school enrichment programs. I am committed to creating a welcoming classroom where every child feels seen, supported, and encouraged to take risks as they learn and grow. By building meaningful relationships with students and families, I strive to foster confidence, curiosity, and a positive learning environment where every child can thrive.

WORK EXPERIENCE

West Bristol School

Bristol, CT

Kindergarten-2nd grade teaching assistant- primarily K

September 2024-Present

- Supported lead teachers with daily classroom management, lesson preparation, and implementing routines to ensure smooth transitions and student engagement.
- Led small group instruction across literacy and math, tailoring support to meet varied student needs and IEP goals.
- Assisted with learning rotations, centers, and hands-on activities to reinforce core academic skills in age-appropriate ways.
- Provided individualized attention during independent work time and collaborated with teachers on student progress and classroom strategies.

3rd Grade Long Term Substitute

February 2025-June 2025

- Led full-time instruction across all core subjects (ELA, Math, Science, Social Studies), aligning lessons with district curriculum and state standards.
- Designed and implemented differentiated instruction to meet the diverse academic and social-emotional needs of students.
- Created and graded assignments, administered assessments, and tracked student progress using school systems.
- Maintained classroom routines, behavior expectations, and a positive learning environment to ensure continuity in learning.
- Communicated regularly with families to support student success.
- Collaborated with grade-level team members, interventionists, and special education staff to support inclusive practices and student growth.

Ivy Drive School After School PAL Program Supervisor

Bristol, CT

October 2024- February 2025

- Supervised and mentored a diverse group of children, ensuring their safety, well-being, and engagement during after-school hours.
- Provided extra support during different enrichment programs that came in
- Managed schedules and coordinated logistics for off-site field trips, ensuring timely departures and safe return.
- Fostered a positive, inclusive environment that promoted respect, communication, and collaboration among students.

Kindergarten Long Term Substitute:

August 2025-November 2025- April 2026-June 2026

- Delivered daily instruction aligned with district curriculum and lesson plans to maintain continuity of learning in a Kindergarten classroom
- Managed a classroom of young learners, establishing routines, expectations, and positive behavior supports
- Assessed student progress through observations, informal assessments, and student work
- Collaborated with grade-level teachers, support staff, and administration to ensure consistency and student success
- Attended and actively participated in Planning and Placement Team (PPT) meetings to support students with individualized educational needs.
- Implemented accommodations and modifications outlined in IEPs and 504 Plans.

Extended School day Youth Coordinator:

March 2026-June 2026

- Supervised and ensured the safety of elementary-aged students during the after-school program.
- Assisted with engaging enrichment activities that promoted creativity, collaboration, and hands-on learning.
- Assisted with specialized enrichment programs, including museum-based learning experiences and STEM projects such as designing and creating arcade games.
- Provided individualized and small-group homework assistance, helping students develop academic skills and complete assignments.

OTHER SKILLS AND INTERESTS

- Consistently maintain an optimistic and encouraging classroom atmosphere to support student growth and confidence.
- Demonstrates ability to remain patient and empathetic, effectively addressing individual student needs and fostering a supportive learning environment.
- Highly organized and prepared, ensuring well-structured lessons and efficient classroom management.
- Dedicated to ongoing professional development and staying current with the best educational practices.
- Builds meaningful relationships with students and families to foster trust, confidence, and a sense of belonging.
- Promotes curiosity, creativity, and a lifelong love of learning through engaging classroom experiences.

Jessica Oakes

Work Experience

Special Education Teacher, Terryville High School

Dec. 2025 - Present

- Serve as Case Manager and Special Education Teacher for high school students with diverse disabilities
- Lead IEP meetings, ensuring compliance while advocating for individualized student needs
- Differentiate instruction based on students' IEPs and needs
- Design and teach phonics-based reading class, incorporating regular progress monitoring and data-driven instruction

Student Teacher, Ivy Drive School, Bristol, CT

Aug. 2025-Dec. 2025

- Designed and implement differentiated literacy and math lessons for K-2 students aligned with grade-level standards and IEP goals
- Collaborated with general education teachers and paraprofessionals to support student growth and progress

Long-Term Special Education Substitute Teacher, Bristol Eastern High School

Aug. 2023-June 2025

- Taught functional Math, Science, English, and Reading to students with learning disabilities, autism, and developmental delays, emphasizing individualized instruction and practical application of academic concepts in real-world scenarios
- Developed customized lessons to gather data on students' progress towards IEP goals
- Coordinated services and collaborated with parents and staff to ensure the effective delivery of support services.

Guest Relations Supervisor, Lake Compounce Amusement Park

Jan. 2022-Dec. 2023

- Managed and resolved guest concerns, ensuring an exceptional experience across all park departments, including Food & Beverage, Rides, Games, and the Waterpark.
- Led the recruitment, hiring, and onboarding process for new team members, ensuring effective training on the Galaxy POS system, cash handling procedures, and delivering high-quality customer service.

Education

University of Hartford, West Hartford CT

Dec. 2025

Master's of Education in Special Education

Central Connecticut State University, New Britain CT

May 2024

Bachelor of Science, Accounting

GPA: 3.9/4.0, Dean's List for Spring and Fall 2022 semesters

Bristol Eastern High School, Bristol CT

June

2020

Skills

Problem Solving, Classroom Management, Google Workspace, Microsoft

Ashley Salazar

PROFESSIONAL SUMMARY

A dedicated and passionate educator with a strong desire to foster the academic and social growth of each young learner. A fast learner who is highly motivated to differentiate curriculum and tailor lessons to meet the diverse needs of all students. Skilled in consistently differentiating instruction based on learners' profiles, interests, and readiness, aiming to procure a full-time position with a school where young children's learning and teacher development are of optimal importance.

TEACHER CERTIFICATION

Connecticut State Endorsement 111 TESOL: Grades Pre-k through 12 – August 2025

Connecticut State Endorsement 305 Initial Educator Elementary: Grades 1 - 6 – August 2024

New York State Initial Certification in Elementary Childhood Education: Grades 1-6 – April 2023

EDUCATION

ACES Alternate Route to Certification for Teachers of English Learners

September 2024-May 2025

Queens College, City of New York

Bachelor of Arts: Elementary & Early Childhood Education – January 2023

GPA: 3.76 – Honors & Awards: Magna Cum Laude, Provost Scholar Academic Award, Dean's List, Dean of Education Search Committee, NSLS of Queens College, Teacher Opportunity Corps

BramsonORT College, Forest Hills, New York

Associates in Applied Science: Medical Assistant – June 2010

GPA: 3.7 – Honors & Awards: Dean's List

EDUCATION WORK EXPERIENCE

Teacher, 5th Grade General Education — Bucks Hill Elementary School – Waterbury, CT

- Foster a positive, inclusive, and task-oriented learning environment that promotes student engagement and accountability
- Design and deliver engaging, standards-aligned lessons with differentiated instruction to meet the diverse needs of all learners, including ELLs and students with IEPs
- Use i-Ready data to drive instruction, monitor progress, and provide targeted Tier 2 and Tier 3 interventions
- Implement scaffolds such as visual supports, sentence frames, and small-group instruction to support language development and comprehension
- Administer and analyze MAZE and Oral Reading Fluency (ORF) assessments to inform instruction and track student growth
- Prepare 5th-grade students for the Smarter Balanced Assessment while piloting a new science curriculum as one of two selected schools in Waterbury

Teacher, 5th Grade Bilingual — Bucks Hill Elementary School – Waterbury, CT

August 2024-June 2025

- Establish a positive and nurturing environment for students in which trusting relationships were formed to effectively support the academic, social, and personal growth of students
- Implementing engaging and developmentally appropriate instruction in both English and Spanish aligned

- with 5th-grade standards while differentiating instruction for English Learners using scaffolds, visuals, and language supports to promote language acquisition and academic success.
- Maintain consistent progress monitoring for all students, particularly those receiving Tier 2 and Tier 3 interventions.
 - Administer and analyze LAS Links and MAZE to assess English language proficiency and guide instruction for ELs.
 - Work closely with bilingual support staff, special education teachers, and instructional coaches to support student growth.
 - Participate in ongoing professional development to stay current with instructional best practices and curriculum tools.

Teacher, 5th Grade ICT Classroom, Leave Replacement — P.S. 184 – District 25
September 2023–June 2024

Long Term Substitute Teacher, 2nd Grade — P.S. 184 – District 25
February 2023–June 2023

Student Teacher, 4th Grade — P.S. 184 – District 25
September 2022–December 2022

Student Teacher, 3rd Grade — P.S. 330 – District 24
January 2022–May 2022

Teacher Opportunity Corps Internship, 3rd Grade — P.S./M.S. 42 – District 27
March 2021–June 2021

RELATIVE WORK EXPERIENCE

Salazar Entertainment — Owner
September 2011–May 2020

- Provided professional event services (e.g., children's entertainment, event decor, planning and rentals)
- Coordinated services for events, such as catering, signage, displays, decor, and entertainment
- Planned and organized events with budgets up to \$15k
- Managed and trained staff of 8-15 employees
- Managed budgets, payroll, and bookkeeping duties

PROFESSIONAL ASSOCIATIONS & AFFILIATIONS

The National Society of Leadership and Success — CUNY Queens College Chapter
Member – 2021–Present

International Literacy Association
Member – 2022–Present

SKILLS

Cheer Coach - Community Event Organizer - Differentiated Lesson Plans - SIOP strategies or sheltered instruction - Process Writing - Team Player - Problem-Solving - Technologically Savvy - Thinking Maps - Graphic Organizers - Community-Based Learning - Google Applications - Smarter Balanced test preparation - Growth Mindset - Curriculum piloting - UDL Lesson Planning - Modification Techniques - Professional Face Painter - Event Coordination and Planning - Balloon Decor - PTA Board Parent Member - SLT Parent Member

Trey Salvatore

Education

Central Connecticut State University – New Britain, CT
Bachelor of Science in Physical Education – Graduated May 2026

Middlesex Community College – Middletown, CT
Associate of Science in General Studies – Graduated December 2019

Professional Experience

Physical Education Student Teaching

Wakelee Elementary and Wolcott High School – Wolcott, Connecticut
January 2026 – May 2026

- Planned and implemented standards-based physical education lessons aligned with SHAPE America standards
- Managed classroom behavior using clear expectations, routines, and positive reinforcement strategies
- Assessed student performance across psychomotor, cognitive, affective/social domains using formative and summative assessments
- Utilized a variety of instructional strategies including small-sided games, skill progressions, and cooperative learning
- Integrated technology (HR monitors, videos, demonstrations) to enhance student understanding of skills and concepts
- Provided constructive feedback to improve student skill development and engagement

Practicum Experience

Beman Middle School – Middletown, Connecticut
September 2025 – December 2025

- Planned and delivered physical education lessons including team handball, weight room training, and health education topics
- Taught health lessons focused on communication skills and building positive relationships
- Modeled and reinforced safe and responsible behavior in both gym and weight room settings

Woodside Intermediate School - Cromwell, Connecticut
January 2025 - May 2025

- Designed and implemented skill-based soccer lessons focusing on dribbling, passing, and shooting
- Assessed student performance using a formative checklist aligned with lesson objectives
- Fostered a positive and inclusive learning environment to increase student engagement and participation
- Assisted in organizing and executing school wide Field Day activities

Certifications

- Praxis II: Physical Education Content and Design (5095) - Passed (Sept 2025)
- Health Education Praxis (5551) – Anticipated June 2026
- First Aid & CPR – American Red Cross
- ServSafe Certification

Work Experience

General Manager

Cassetta Management Group, Dairy Queen Franchise

September 2015 – Present

- Supervised and led a team of 50+ employees developing leadership, communication, and conflict resolution skills
- Trained staff on safety procedures, expectations, and performance standards
- Managed high-pressure environments requiring organization, multitasking, and problem-solving
- Provide excellent customer service to a wide range of customers to ensure repeat business and overall satisfaction
- Implemented cost-saving procedures to maintain a low cost of goods sold
- Managed hiring, scheduling, and performance to maintain efficiency and low labor costs

Sales Account Representative

Mimma Burke State Farm

September 2020 – September 2021

- Managed and serviced a wide range of existing customer accounts
- Analyzed potential clients needs and present them with affordable insurance options
- Engaged with up to 75 existing and potential customers daily to improve relationships and build new connections
- Provided hospitality and customer service to all accounts

Thomas Scarola

Summary

Professional Educator with 29 years of experience teaching Mathematics and Social Studies to 6th, 7th, and 8th Graders. I am retiring and will continue to teach full time while I earn my 7th year Degree in AI for Education beginning this Fall from Boston University

Experience

Region 12 School District | Thomaston, CT

Teacher | 07/1996 - 07/2026

- Taught 6th and 7th Grade Mathematics for first 15 years of my career
- Taught 7th and 8th Grade Social Studies for last 14 years
- Teacher of the Year-2001-Mathematics
- Coached for 20 Years. Earned (10) Class S State Championships-Cross-Country and Track & Field

Vertex Computer Cable & Products | Farmingdale, NY

Sales Representative | 04/1990 - 02/1996

- Outside Sales-Responsible for Connecticut Territory
- Salary & Commission
- Successful Growth year to year

BKM Total Office | Hartford, CT

Sales Representative | 01/1986 - 03/1990

- Worked as Sales Representative to the Travelers Insurance Major Account
- SteelCase Systems Furniture Distributor
- Coordinated Installation Teams and Workstation Installations

Skills

Mentoring, Teaching, Communication Skills, Computer Skills, Leadership

Education

University of Connecticut | Storrs, CT

Masters Degree in Educational Technology | 08/2008

- 3.92 GPA

University of Bridgeport | Bridgeport, CT

Masters Degree in Educational Technology | 06/1996

- Earned my 1st Masters in Education

New England College | Henniker, NH

Bachelors Degree in Business Administration | 05/1984

Michelle Signor



Objective

To obtain a position that will provide me the opportunity for personal and professional growth, through helping students succeed in attaining academic goals, as well as values and responsibility to guide them throughout their school careers and adult lives.

Experience

Special Education Teacher – Autism Program - Wolcott School District – Wolcott, CT 8/2024-Present

- Experience with CTSEDS
- Plan and conduct annual and triennial PPT Meetings
- Conduct and report out on testing for re-evaluations
- Develop relationships with children and their families and encourage consistent communication
- Close communication and collaboration with other Compass Teacher, BCBA, and service providers
- Supervise, support, and consistently communicate with paraprofessionals
- Plan and implement academic, behavioral, social emotion and/or communication goals and objectives for each student
- Develop discrete trial instruction lesson plans for each objective on the IEP
- Train paraprofessionals in DTI and use of token boards
- Analyze data and modify instruction as needed
- Conduct a morning meeting for small groups- incorporate a variety of skills including gross motor, fine motor, communication and academic skills; as well as following directions/rules
- Develop, organize and assign task boxes (i.e. life skills, fine motor, academics, art, etc.)
- Work 1:1 with students on all skills
- Administer the State Wide SBA and Alternate SBA
- Create daily schedules for each student and paraprofessional
- Participate in Staff Meetings, weekly Special Education meetings, any trainings to further my learning
- Develop a personal goal - Reverse Inclusion - plan and carry out fun activities that promote communication between my students and their typical peers.

Special Education Teacher - Resource Room – Wolcott School District – Wolcott, CT 8/2022-6/2024

- Experience with CTSEDS
- Plan and conduct annual and triennial PPT Meetings
- Develop relationships and have consistent communication with children and their families
- Close communication and collaboration with BCBA, classroom teachers, and other service providers
- Plan and implement academic goals and objectives for each student
- Develop meaningful lesson plans
- Plan weekly meetings with classroom teachers to discuss modifications/accommodations
- Supervise, support, and consistently communicate with paraprofessionals
- Collect and analyze data in order to modify instruction as needed
- Conduct and report out on testing for re-evaluations
- Work 1:1 or in small groups to address IEP goals and objectives
- Administer the State Wide SBA
- Create schedules for paraprofessionals
- Participate in Staff Meetings, weekly Special Education meetings, any trainings to further my learning (Braille training)



Classroom Teacher – Grade 1 – Wolcott School District – Wolcott, CT 8/2016-6/2022

- Create and implement lessons with differentiated instruction and modifications
- Provide individual/small group instruction to address specific needs
- Assess students using formal and informal assessments
- Implement behavior management techniques
- Work closely with and create positive rapport with teachers, families, and students
- Create a safe and positive environment to encourage growth and learning

Classroom Teacher – Grade 2 & Kindergarten – Wolcott School District – Wolcott, CT 8/2014-6/2016

- Create and implement lessons with differentiated instruction and modifications
- Provide individual/small group instruction to address specific needs
- Assess students using formal and informal assessments
- Implement behavior management techniques
- Work closely with and create positive rapport with teachers, families, and students
- Create a safe and positive environment to encourage growth and learning

Head Teacher – Plainville Day Care – Plainville, CT 1/2011 - 12/2012

- Create and implement lesson plans with differentiated instruction and modifications
- Supervised staff
- Created a safe and comfortable environment
- Created rapport with parents/families

Special Education Paraprofessional – Linden Street Elementary - Plainville, CT 2/2010 - 11/2011

- Worked closely with classroom teacher
- Interpreted Individualized Educational Plans and implemented goals per student

Education

Central Connecticut State University – New Britain, CT 2015
Masters Degree, Special Education

Southern Connecticut State University – New Haven, CT Spring 2010
Bachelors Degree, Elementary Education/Psychology - Double Major

Certification

State of Connecticut Professional Educator Certificate:

Elementary K-6 (013)

Special Education: Comprehensive- Pre-K-12 (165)

AnnaMarie Urbanowicz

Professional Summary

Dedicated and compassionate Special Education Teacher with six years of experience serving students in an outplacement behavioral therapeutic school setting. Skilled in developing and implementing IEPs, designing differentiated instruction, managing challenging behaviors, and building strong student relationships. Experienced in collaborating with families, multidisciplinary teams, and support staff to promote academic, behavioral, and social-emotional growth. Proficient in data collection, progress monitoring, and implementing positive behavioral supports to support student success. Passionate about creating structured, supportive learning environments that foster independence, confidence, and lifelong achievement.

Certifications & Licensure

- Comprehensive Special Education (PreK-12) – CT Certified
- PMT (Physical Management Training)
- CPR/First Aid/Medication Administration Certified
- Coaching Certificate – CT

Education

M.S. Curriculum and Instruction
Western Governors University – October 2024

B.S. Comprehensive Special Education
Southern Connecticut State University – December 2019

Professional Experience

Special Education Teacher

EdAdvance – October 2020 to Present

- Develop and implement Individualized Education Plans (IEPs) for students with autism, ADHD, and variety of other emotional/behavioral disabilities
- Manage and support paraprofessionals in delivering instruction and behavioral interventions
- Collaborate with other providers including occupational and speech therapists

- Collaborate with families and other case managers
- Monitor student progress through data collection and adjust instruction as needed
- Create a supportive and structured classroom environment tailored to student needs

Paraprofessional

Southington Public Schools – January 2020 to September 2020

- Provided 1:1 behavioral and academic support to students with special needs
- Adapted to remote learning environment during COVID-19 closures
- Transitioned to teaching role upon hire at EdAdvance

KidZone Instructor/Manager & Front Desk Receptionist & Birthday Party Host

Healthtrax Fitness & Wellness – 2014 to 2020

- Supervised and cared for children ages 8 weeks to 14 years
- Scheduled and coordinated staff shifts for childcare area
- Managed phone communications and assisted with customer service
- Supervised and instructed children during events and parties

Skills

- IEP Development & Implementation
- Behavior Management & De-escalation Strategies
- Social-Emotional Learning (SEL) Integration
- Collaboration & Team Teaching
- Data Collection & Progress Monitoring
- Classroom Management
- Student-Centered Instruction

SOPHIA WEBB

OBJECTIVE

A recent master's graduate who is pursuing a job in the teaching field to inspire student growth and apply evidence-based instructional practices in the classroom.

EDUCATION

Pennsylvania State University

- Master's in education; special education, 2025
- Bachelor of Science in early childhood and elementary education 2024
 - Member of the Schreyer's Honors College
 - Magna Cum Laude

Virginia Academy, *Class of 2020*

CERTIFICATIONS

- First Aid and CPR Certified, *until 2027*
- PA and CT Instructional I Certification PreK– 4 and Pre-K – 6
- PA and CT Special Education Certification PreK – 12
- ACE Group Fitness Certification and Schwinn Cycling Certification

TEACHING EXPERIENCE

Hubbell Elementary – Bristol, CT

Long Term Substitute, 4/2026 – Current

- Responsible for conducting special education service hours for fourth and fifth grade students with IEPs.
- Implemented explicit and individualized instruction in small groups outside of the general education classroom to meet the needs of students and work on students' IEP goals in literacy and math.
- Continued the integration of behavior supports for multiple students with behavior and social goals to maintain their progress towards their goals.

Mechanicsville Elementary – Sykesville, MD

Special Education Teacher, 8/2025 – 4/2026

- Monitored goal achievement, facilitated annual IEP meetings, and partnered with general education teachers to deliver accommodations and supports for 20 individualized education plans.
- Communicated with other staff members to effectively implement both push-in and pull-out services for students with specific learning disabilities, autism, and other health impairments.
- Used evidence-based curriculum specifically designed for Tier 3 support (i.e., Wilson Just Words, Foundations, Bridges, Report Form, Framing Your Thoughts, and TouchMath).

Celebree School of Tech Court – Westminster, MD

Summer Teacher, 6/2025 – 8/2025

- Created and implemented lessons based off the school's curriculum that integrated multiple core subjects (math, writing, reading, science).

Student Teaching Practicums – Centre County, PA

Clearfield Elementary – Kindergarten Teacher, 09/2023 – 05/2024

- Worked alongside my mentor teacher to create and implement curriculum-based lessons for core academic subjects.
- Designed a comprehensive two-week, 10-lesson unit integrating all four core academic subjects through a single, cohesive theme, emphasizing discovery-based learning to foster critical thinking and student engagement.

Grays Woods Elementary – Emotional and Autistic Support Teacher, 09/2024 – 12/2024

- Utilized evidence-based strategies such as Applied Behavior Analysis, social stories, and sensory integration techniques to enhance learning and development.
- Explicitly taught students how to understand and regulate their emotions through the Zones of Regulation curriculum

Park Forest Middle School – Reading Intervention Teacher, 01/2025 – 05/2025

- Developed and implemented targeted reading intervention plans to support struggling readers in phonemic awareness, fluency, comprehension, and vocabulary.
- Assessed student reading levels using diagnostic tools and progress monitoring assessments to tailor instruction and track growth.

Loudoun County Public Schools

Substitute Teacher, 06/2024 – 05/2025

- Implemented lesson plans effectively while adapting to students' needs and classroom dynamics.
- Enforced school policies and procedures to ensure a safe and respectful learning environment.

Winwood Children's Center

Summer Teacher, Summer 2022

- Worked with children of varying age, interest, skill, and developmental levels.
- Implemented camp activities fostering physical, social, and emotional growth.

GENERAL EXPERIENCE

Penn State Fitwell – State College, PA

Group Fitness Instructor, 09/2021 – 05/2025

- Lead and created structured and innovative fitness programs to be executed in small to large group atmospheres with a large range of skill level.

Chick Fil A – Leesburg, VA

Team Leader, 02/2020 – 01/2025

- Optimized customer experience through a collaborative service environment where hospitality and care were the top priority.

Virginia Academy – Ashburn, VA

Middle School Volleyball Coach, 08/2019 – 11/2019

- Encouraged and cultivated strong work ethic by demonstrating diligence, patience, and respect for others.

Cornerstone Chapel – Leesburg, VA

Kindergarten Sunday School Teacher, 06/2016 – 9/2019

- Applied play-based strategies, including crafts and games, to provide diverse approaches to learning.

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

September 9, 2026

☒	Decision Item
☐	Information Item

AGENDA REPORTING FORM

TOPIC: Teacher Leave of Absence Requests

BACKGROUND:

Kohan, Rebecca – WB – Grade 3 Teacher effective December 3, 2026 returning January 4, 2027
Olsen, Kate – BEHS – World Language Teacher effective August 24, 2026 through the end of the 2026-2027 SY
Shortt, Miranda – CHMS – February 11, 2027 through the end of the 2026-2027 SY

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White
Iris White

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



Amy Devine <amydevine@bristol12.org>

Re: Formal Resignation- Two Weeks' Notice

1 message

Zachary Maher <zacharymaher@bristol12.org>

Wed, Aug 5, 2026 at 4:26 PM

To: Joseph Grabowski <josephgrabowski@bristol12.org>

Cc: Olivia Bazarewsky <oliviabazarewsky@bristol12.org>, Iris White <iriswhite@bristol12.org>, Sarah Lupa <sarahlupa@bristol12.org>, Erika Coleman <erikacoleman@bristol12.org>, Amy Devine <amydevine@bristol12.org>

Hi Olivia,

Thank you for sending this. I wish you the best of luck in your new position.

Thank you,

Zach Maher

Sent from my iPad

On Aug 5, 2026, at 4:24 PM, Joseph Grabowski <josephgrabowski@bristol12.org> wrote:

Hello Olivia,

I wish you the best in your future endeavors.

Sincerely,

Joe

Joseph Grabowski

Chief of Talent Management

Bristol Public Schools

860-584-7022

Privileged and confidential. If received in error, please notify me by email and delete the message.

On Wed, Aug 5, 2026 at 4:21 PM Olivia Bazarewsky <oliviabazarewsky@bristol12.org> wrote:

Dear Superintendent White, Principal Coleman, Human Resources, and Directors Zach Maher and Sarah Lupa,

Please accept this email as my formal notice of resignation from my position as a TESOL Teacher at Ivy Drive School. My final working day will be **August 19, 2026**.

This decision was not made lightly. I am sincerely grateful for the opportunity to have been part of Bristol Public Schools and to work alongside such dedicated colleagues in support of our multilingual learners. I have valued the experiences, relationships, and professional growth that this position has provided.

Thank you for the opportunity to serve the students and families of Bristol Public Schools. I appreciate your support throughout my time with the district and wish you all continued success in the years ahead.

Sincerely,

Olivia Bazarewsky

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

September 9, 2026

X	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: Teacher Resignation effective June 30, 2026

BACKGROUND:

Bazarewsky, Olivia – CW – TESOL Teacher

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: letter

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

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

September 9, 2026

X	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: A1 Hires effective August 24, 2026

BACKGROUND:

Bell, Margaret – CHMS – Co-Green Team Leader
Miller, Josphe – CHMS – Co-Green Team Leader

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

September 9, 2026

X	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: A2 Hires effective August 27, 2026

BACKGROUND:

Nocera, Shelly – BEHS – Freshman Co-Advisor
Archibald, Kathleen – BCHS – Freshman Co-Advisor
Rochester, Anya – BCHS – Freshman Co-Advisor
Stavens, John – BEHS – Freshman Co-Advisor

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:	



BOARD OF EDUCATION
Bristol, Connecticut

RECOMMENDATIONS TO BOARD OF EDUCATION
FOR SIXTH YEAR SALARY CREDIT EFFECTIVE
09/01/2026

NAME	ASSIGNMENT
Butler, Alexandra	Special Education Teacher, Bristol Prep
Cyr, Nicole	Grade 2 Teacher, South Side
D'Amato, Lauryn	Literacy IST, Stafford
Germain, Bridget	Mathematics Teacher, Bristol Prep
Germain, Eileen	Grade 8 Mathematics Teacher, CHMS
Kielma, Carolyn	Science/Biology Teacher, BCHS
LaRosa, Kathryn	Literacy IST, GHS
McDaniel, Kathleen	Social Studies Teacher, BEHS
Muscara, Bethany	Grade 2 Teacher, GHS
Palmieri, Tania	Mathematics IST, GHS
Parent, Bevin	Grade 3, MTV
Rivoira, Stacy	Kindergarten, GHS
Taylor, Jennifer	Literacy Intervention, GHS
Vastola, Joanna	Special Education Teacher, NEMS
Vita, Diane	Grade 2 Teacher, GHS
Wilson, Rachel	Special Education Teacher, WB

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

September 9, 2026

☒	Decision Item
☐	Information Item

AGENDA REPORTING FORM

TOPIC: Sixth Year Salary Credit effective September 1, 2026

BACKGROUND:

Please see attached worksheet

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: worksheet

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

September 9, 2026

☒	Decision Item
☐	Information Item

AGENDA REPORTING FORM

TOPIC: Administrative Hire effective September 10, 2026

BACKGROUND: Kulak, Michael – GH – Assistant Principal

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:
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ATTACHMENTS: resume

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White
Iris White

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

Michael Kulak

Education:

2021 Sacred Heart University, 6th year in Educational Leadership (092 Certificate)
2004 University of New Haven, Masters of Elementary Education (013 Certificate)
2002 University of Massachusetts, Bachelors of Arts in Political Science
Minor in Sociology; Played 4 years on Division-1 Baseball Team

Instructional Math Coach Gaffney School New Britain

2021-present

- Leadership Development Academy member
- Identified, designed and facilitated professional development for building/district staff based on observation, best practices, assessment and district initiatives
- Coached teachers in grades K-5 using Jim Knight's Impact Cycle by guiding them through the student-centered goal-setting process, provided strategies and resources, and collected and analyzed student data. 100% of teacher goals have been met
- Member of the building Leadership Team that analyzed data, identified trends, determined next steps, and offered suggestions to school wide issues
- Facilitated data team meetings using various data points, such as IReady, IM assessments and cool downs to guide teachers in analyzing data and making positive instructional decisions
- 5 year increase of proficiency in Math and Science SBA scores.
- 5 year increase of proficiency in IReady Math scores
- Provided intervention for small groups of students based on individual needs
- Supported teachers in grades K-5 with best practices in math instruction, curriculum implementation, team planning, and modeling to improve adult actions that lead to student success
- Worked as part of a district math team to roll out The Illustrative Mathematics Program and Building Thinking Classrooms using vertical learning spaces
- Actively worked with district level employees to create norms for teaching math
- Organized all math materials and oversee district level expectations within my building
- Guided instructions for building and district teachers with Building Thinking Classrooms
- Created a math lab to support teachers and students with the use of Vertical Spaces and critical thinking strategies
- Supported and organized the roll out of Mystery Science for grades K-5
- Analyzed IReady My Path and Diagnostic data to drive classroom instruction
- Supported roll out of SBA testing and IAB opportunities for grades 3-5
- Active member of the Grading policy committee
- Admin Designee-cover for administrators in their absence

Michael Kulak

Leadership Internship

2017-2018

- Active participant in 504, PPT and SAT meetings
- Lead and conducted grade level SRBI academic and behavior meetings
- Conducted discipline meetings on students with parents present
- Trained by the Connecticut Center for School Change in instructional rounds
- Analyzed, organized and disseminated data collected during Instructional Rounds
- Grade 5 representative for multiple Safe School Climate Meetings that reviewed protocol to ensure safety of staff and students
- Co-lead the organization of students, staff and curriculum for afterschool programs
- Conducted observations using the SEED model of evaluation
- Mentored multiple staff members to become more effective educators
- Attended various BOE meetings to have a better understanding of the district goals, vision and rationale for creating a 21st century learning environment
- Discussed the budget with central office staff to have a better understanding of the fiscal responsibilities of a school district
- Project Choice Liaison that managed behavior, academics and transportation for Choice students
- Managed transportation arrangements for Choice students and families
- Co-supervised student placement meetings
- Organized and executed Mindfulness PD for Tender Care Learning Center
- Active member of the Equity and Social Justice Committee

Emma Hart Willard Elementary School

Grade 5 Team Leader

2013 - 2019

- Active participant with meetings to discuss school and grade level concerns
- Created grade level budgets
- Point person when discussing assessment and curriculum
- Participated in peer observations and provided feedback on the process
- TEAM and colleague mentor to multiple teachers
- Modeled classroom management and instructional approaches for staff members
- Trained in Smarter Balanced and NWEA testing
- Involved in the hiring process for administration, classroom and specialist positions
- Volunteered to attend the NGSX summer Professional Development
- Prepared and administered multiple professional development opportunities for staff

Emma Hart Willard Elementary School

2003 - 2021

Taught first, second, third and fifth grades

- Implemented rigor, relevance and respect through differentiated data driven instruction
- Taught literacy, math, science, social studies and writing by integrating various technologies to meet a variety of academic needs
- Created a safe and exciting classroom environment that meets the needs of all students' social, emotional and academic needs to make them lifelong learners

Michael Kulak

-
- Implemented math workshop and to help differentiate instruction in math
 - Active participant in Math Studio training and use of Math Habits of Mind
 - 5th grade representative of the Social Studies vertical team committee that created the Berlin Schools' social studies curriculum
 - Grade 5 representative on Science vertical team focused on NGSS integration
 - Co-lead professional development for organizing lessons and materials for NGSS
 - Reviewed formative and summative data to adjust instruction and assessments
 - Columbia trained in reader's and writer's workshop at multiple grade levels
 - Reader's Workshop drove various literacy and social studies units of instruction
 - Worked with LMC and TELE teachers to implement research and technology into the curriculum
 - Created and modified curriculum in literacy, math, writing, social studies and science
 - Provided various ways of communications for parents about classroom happenings
 - Implemented multiple levels of phonics for classroom instruction.

Emma Hart Willard Elementary School

Audio Visual Coordinator

2006 - 2021

- Integrated lessons on Smart Board using the Notebook software
- Coordinated use of Audio/Visual technology within the school
- Presented PD on how to use different websites and apps to contribute to student success and engagement
- Created the school wide A/V budget
- Set up A/V equipment and worked with presenters to aid in their presentations

Skills:

- Trained at multiple Google Boot Camps
- AI software to support teaching and learning
- Knowledge of CCSS and SEED Model of Evaluation
- SIOP Trained
- CPI trained
- Alice trained (active shooter training)
- TEAM mentor
- Former Vice President of Terryville/Plymouth Little League
- President of the Bristol Central All Sports Booster Club
- Virtus trained
- AED, CPR and first aid trained
- Softball/baseball coach
- Dance Dad

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

September 9, 2026

X	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: A3 Hire effective August 24, 2026

BACKGROUND:

Boudreau, Kenneth – WB – Gifted Coach
Grenier, Bridget – BCHS – Team Leader – History
McCabe, Kelly – BCHS – Team Leader – Mathematics
Reichler, Elizabeth – BCHS – Team Leader – HS Student Support Coordination
Silva, Alyson – BCHS – HS Student and Family Engagement
Steszewski, Craig – BAIMS – MS Curriculum Coordinator – Mathematics

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

09/09/2026
(Meeting Date)

X	Information Item
	Decision Item

AGENDA REPORTING FORM

TOPIC: Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) - Summer Supplemental Funding

BACKGROUND: Bristol Arts and Innovative Magnet School and Bristol Central/Bristol Eastern High School were awarded Supplemental Summer Funding. The funds are to support and strengthen 2026 programming under the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program.

Bristol Arts and Innovative Magnet School received \$31,331.88 which will be utilized for additional student summer scholarships and summer program transportation.

Bristol Central/Bristol Eastern High School received \$31,331.88 which will be utilized for professional development costs, field trips, end of year student participation celebration, and instruction/technology materials for theater production programming.

COST: \$62,663.75 **FUNDING SOURCE:** B400F122-G1226

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: _____

CONTACT NUMBER: _____

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol, CT	
Presented at Board Meeting:	
Agenda Item #:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

09/09/2026
(Meeting Date)

X	Information Item
	Decision Item

AGENDA REPORTING FORM

TOPIC: ReadyCT Robotics Grant for Bristol Eastern and Bristol Central High Schools

BACKGROUND: Bristol Central and Bristol Eastern High Schools were awarded \$9,200 to support their drone teams. The funds will be used to create 3 teams within the new high school drone program. Within this program, students will complete the Robolink online course, pass the online Pilot test, and learn how to fly the drones. The High School teams will coordinate and meet with the middle school teams, and other teams in nearby districts for events.

The funds will be used to purchase season registration fees, robotics kit, supplies, and a coach stipend.

COST: \$9,200 **FUNDING SOURCE:** 1065000-HSROB

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: _____

CONTACT NUMBER: _____

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol, CT	
Presented at Board Meeting:	
Agenda Item #:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

09/09/2026
(Meeting Date)

X	Information Item
	Decision Item

AGENDA REPORTING FORM

TOPIC: ReadyCT Robotics Grant for Chippens Hill Middle School

BACKGROUND: Chippens Hill Middle School was awarded \$8,985 to support the launch of a rookie RECF Aerial Drone Team for students in grades 6 through 8. The funds will be utilized to establish 4 teams, attend 2 competitions, the purchase of robotics kits and replacement parts.

COST: \$8,985 **FUNDING SOURCE:** 1065000-CHROB

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: _____

CONTACT NUMBER: _____

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol, CT	
Presented at Board Meeting:	
Agenda Item #:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

09/09/2026
(Meeting Date)

X	Information Item
	Decision Item

AGENDA REPORTING FORM

TOPIC: CSDE Family Resource Center Grant Awarded to Bristol Family Resource Center (FRC)

BACKGROUND: The Bristol FRC was awarded \$245,300.00 in grant funding from the State Department of Education through the Family Resource Center grant program. These funds are the primary funding source for the Bristol FRC, covering general operating expenses, such as staffing, supplies, and professional and technical services (data management software, consultants, curriculum subscriptions, professional development).

The FRCs are located in West Bristol, Greene-Hills, and South Side Schools. They currently have 4 full-time and 4 part-time staff members. FRC programming and services are aligned with the required 7 core components of Family Resource Centers, as defined in Connecticut General Statutes Section 10-4o.

COST: \$245,300.00 **FUNDING SOURCE:** B400S054-G1227

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: _____

CONTACT NUMBER: _____

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol, CT	
Presented at Board Meeting:	
Agenda Item #:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

09/09/2026
(Meeting Date)

X	Information Item
	Decision Item

AGENDA REPORTING FORM

TOPIC: Primary Mental Health Grant Awarded to Family Resource Center

BACKGROUND: The Bristol FRC was awarded \$15,464.00 in grant funding from the State Department of Education. This award was a continuation of funding to support ongoing mental health programming at Greene-Hills, West Bristol, and South Side Schools. The Primary Mental Health “BOOST” program follows the nationally recognized, evidence-based Primary Project model, providing 1:1 play-based interventions to students in 1st and 2nd grade. FRC staff are trained in the model through the Children’s Institute of Rochester.

Grant funds will be used to purchase program materials, provide ongoing training and supervision, and support staffing costs.

COST: \$15,464.00 **FUNDING SOURCE:** B400S064-G1227

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: _____

CONTACT NUMBER: _____

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol, CT	
Presented at Board Meeting:	
Agenda Item #:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

09/09/2026
(Meeting Date)

X	Information Item
	Decision Item

AGENDA REPORTING FORM

TOPIC: State Adult Education

BACKGROUND: The Board of Education has received notification from the Connecticut State Department of Education that Bristol has been awarded \$467,738 in State Adult Education – Provider.

In addition to receiving this funding, we received a supplemental amount of \$57,613 to support our Southington Adult Education Co-op.

This grant allows the Bristol Board of Education to provide quality educational programming and services in English for adults with limited English proficiency, elementary basic skills, and secondary school completion programs or classes.

COST: \$467,738 **FUNDING SOURCE:** B400S001-G1227

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: _____

CONTACT NUMBER: _____

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol, CT	
Presented at Board Meeting:	
Agenda Item #:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

9/9/2026

(Meeting Date)

X	Information Item
	Decision Item

AGENDA REPORTING FORM

TOPIC: Peter R. Marsh Grant - BAIMS Music - Theresa MacDonald

BACKGROUND: "The Purpose of the Middle School Music Grant is to provide students with impressionable performance experiences with engaging, informal audiences where the world of music comes to life for them. Through the blending of their hearts and imaginations, this opportunity will inspire the students to grow as musicians and compassionate members of their community."

The grant award of \$1,850 is an incredible opportunity to provide extra resources and uniform items for our students, while also enriching their music lives, and the lives of seniors in the area. Part of the funding pays for the bussing for these events, and the surplus goes toward any extra classroom needs (ie. choir t-shirts, or extra music supplies)

COST: \$1,850 **FUNDING SOURCE:** 1065000-MARSH

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: _____

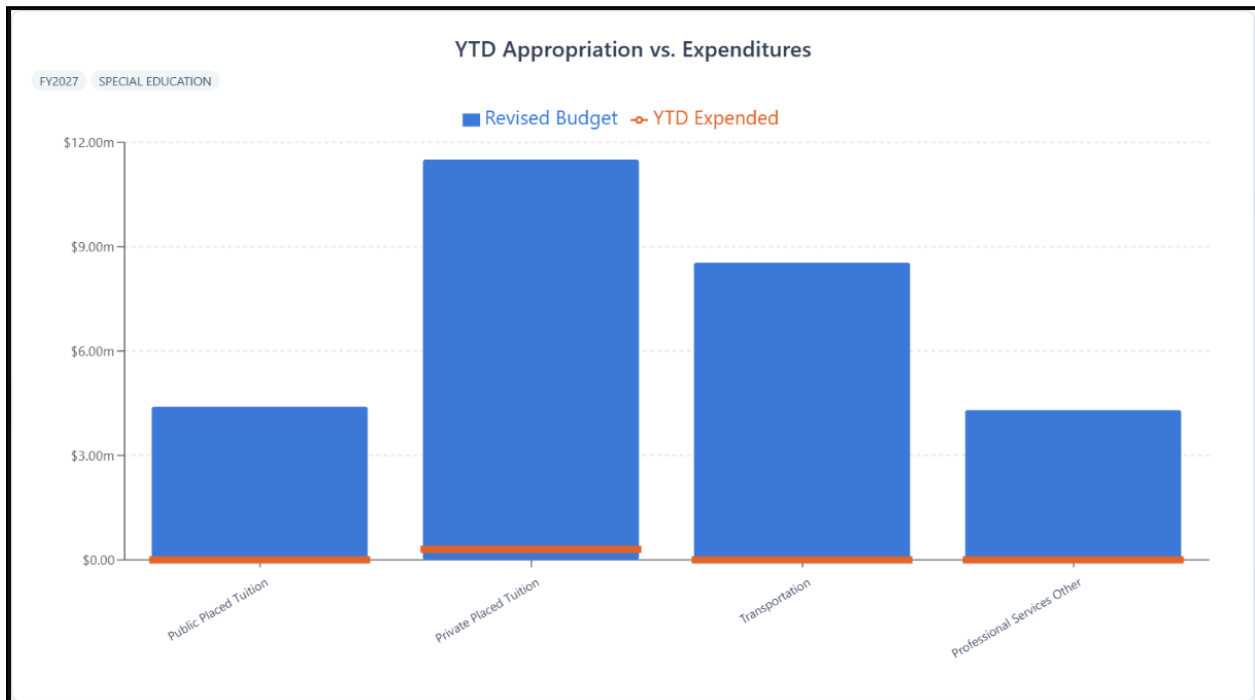
CONTACT NUMBER: _____

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol, CT	
Presented at Board Meeting:	
Agenda Item #:	
Approved:	
Order Filed:	
Referred to:	

Pupil Personnel Services Monthly Budget Trends

As of August 1, 2026



This graphic highlights the four primary budget drivers within the Office of Pupil Personnel Services, excluding personnel costs. As we begin the new fiscal year, all budget lines remain fully available, with the exception of Private Placement Tuition, where expenditures have begun as anticipated. Encumbrances for the 2026-2027 school year have not yet been fully processed across all budget lines. As expenditures and encumbrances are entered throughout the year, we will continue to closely monitor each account and provide regular updates on budget status, including any areas of concern or emerging fiscal trends.

Bristol Enrollment Trend Data
Special Education August 1, 2026 Reporting

As of August 1, 2026

Monthly Special Education Enrollment Trends

Special Education – New enrollment trends May 2025 to present:		
	% of new enrollment eligible for services	Outplaced students
June	41%	0
July	43%	0
August	24%	1
September	22%	0
October	37%	2
November	68%	0
December	39%	0
January	27%	1
February	54%	1
March	21%	0
April	50%	1
May	59%	0
June	50%	1
July	46%	0
Avg./total		1

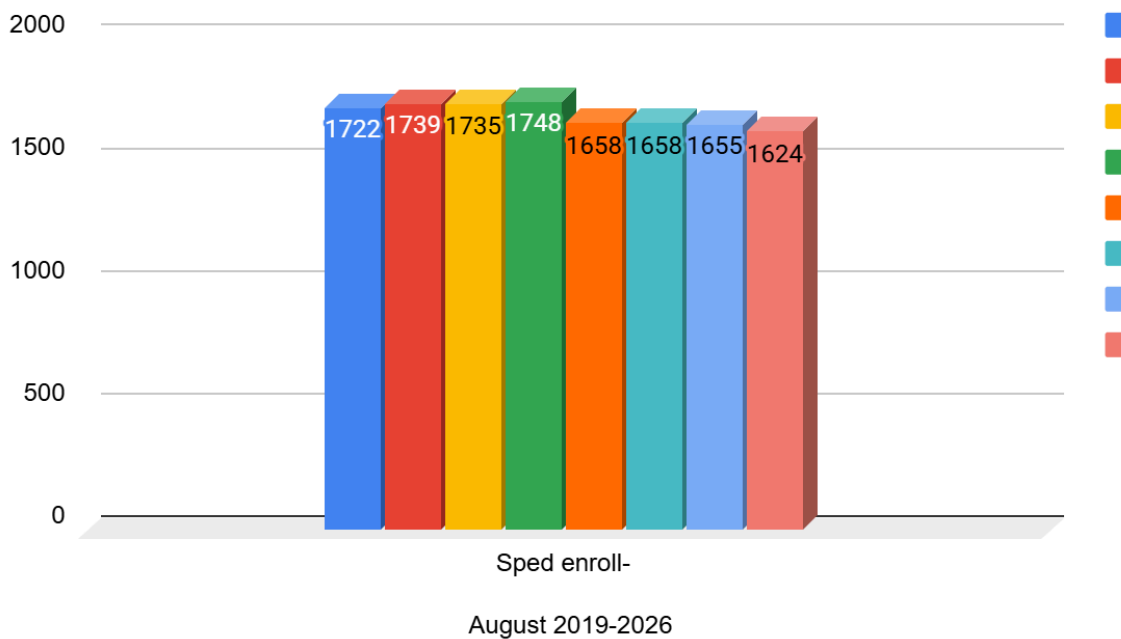
During the month of July 2026, 46% (31 of 68) of newly enrolled students to BPS were receiving special education services; none of our newly registered students attended an ODP placement at the time of enrollment.

Bristol Enrollment Trend Data
Special Education August 1, 2026 Reporting

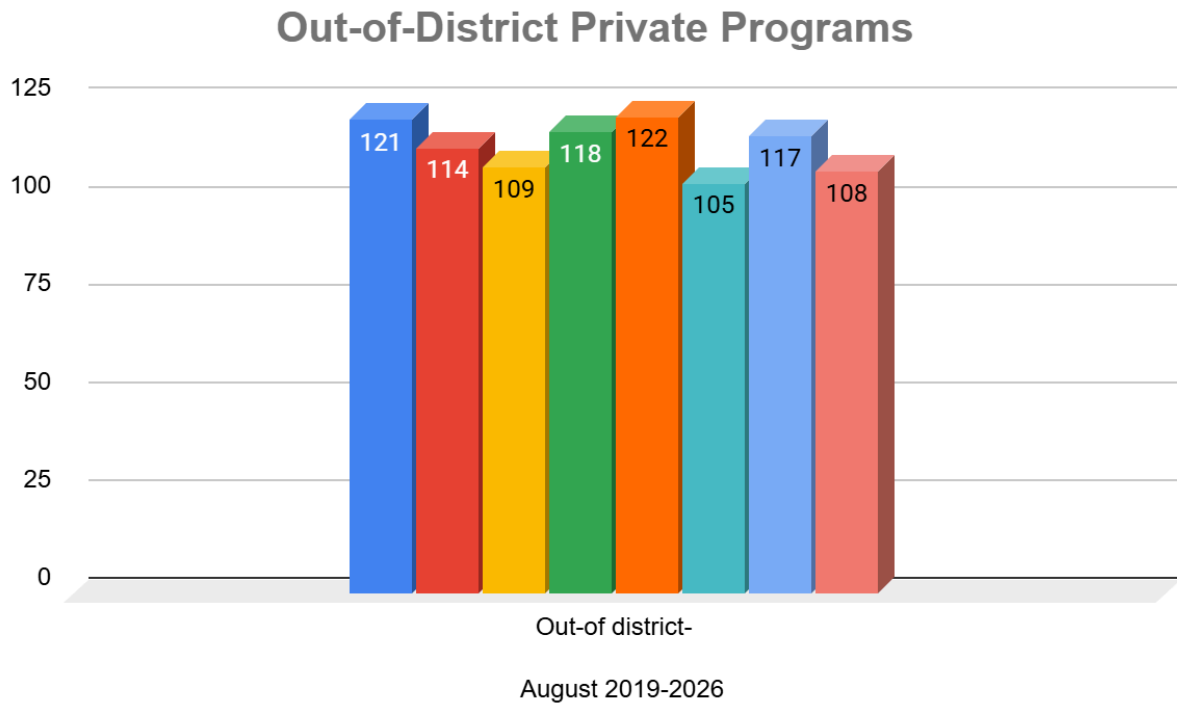
Yearly Special Education Enrollment Trends (August Reporting 2019-2026)

Student count	Aug 1, 2026	Aug 1, 2025	Aug 1, 2024	Aug 1, 2023	Sept 1, 2022	Sept 1, 2021	Sept 1, 2020	Sept 1, 2019
Sped enrollment	1722	1739	1735	1748	1658	1658	1655	1624
Out-of district-Private	121	114	109	118	122	105	117	108
Out-of District-Public	89	93	84	73	71	64	59	54

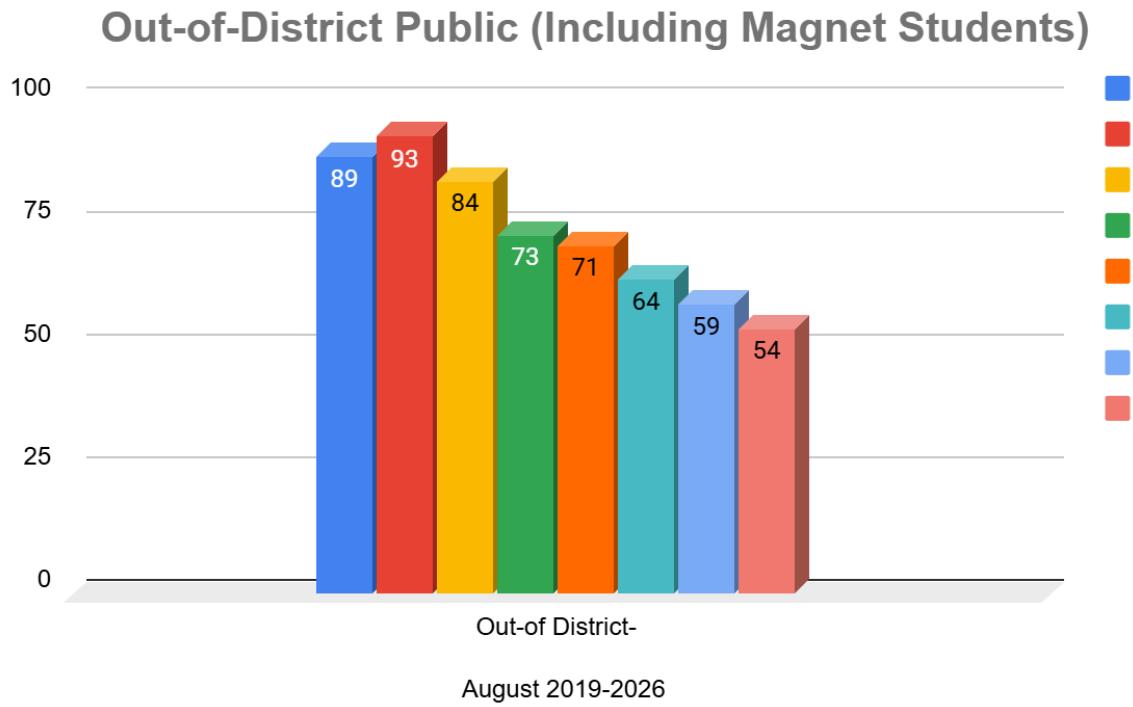
Total Special Education Enrollment



Bristol Enrollment Trend Data
Special Education August 1, 2026 Reporting



Bristol Enrollment Trend Data
Special Education August 1, 2026 Reporting



Special Services Update- Reported by Amy Martino

As of **August 1, 2026, 1,722 of the 7,646 enrolled** Bristol students are identified as requiring Special Education programming. This enrollment reflects **22.52%** of the total BPS student population.

As of **August 1st, 121** students with disabilities required out-of-district placements at private special education school programs. There were **89** students requiring special education programming services at other public out-of-district schools, including magnet schools.

During the month of **July 2026, 46% (31 of 68)** of the newly registered students were identified as students with special education programming needs at the time of registration with. **None** of the newly registered students required programming and services at an out-of-district special education school program.

During the month of July, there were no 211 or 911 calls.

Per request, the yearly trends by month have also been included to view changes across each month from 2019-2026.

Please note that enrollment fluctuates drastically during July and August, which impacts enrollment numbers.

[illegible]

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

September 9, 2026
(Meeting Date)

☐	Information Item
☒	Decision Item

AGENDA REPORTING FORM

TOPIC: New Curriculum: AP Cybersecurity

BACKGROUND:

The AP Cybersecurity course provides a broad introduction to the field, aligning closely with a standard first-year collegiate introductory cybersecurity course. The course is designed to train students to:

- Understand Risk: Students learn about common threats and vulnerabilities and how they combine to create risk for individuals and organizations.
- Apply Defense-in-Depth: A central focus is studying how risk can be mitigated through a defense-in-depth strategy, which implements layered security controls.
- Secure Multiple Domains: Students explore specific vulnerabilities, attacks, mitigations, and detection measures across several key domains, including:
 - Physical spaces
 - Computer networks
 - Digital devices
 - Applications and data
- Evaluate Societal Impact: Throughout their studies, students consider the broader impact of cybersecurity on individuals, organizations, societies, and governments.

AP developed the course in partnership with college faculty and industry leaders, the course also aligns with the NICE Workforce Framework*. It emphasizes hands-on learning through authentic unit scenarios that connect classroom knowledge to real-world professional tasks.

COST: \$0 **FUNDING SOURCE:** N/A

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

[AP Cybersecurity CURRICULUM \(2026\)](#)

TOPIC PRESENTER: Laura Lanza, Secondary STEM Supervisor

CONTACT NUMBER: (860) 584-7074

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

September 9, 2026
(Meeting Date)

☐	Information Item
☒	Decision Item

AGENDA REPORTING FORM

TOPIC: Curriculum Revision: AP Statistics

BACKGROUND:

Last revised in 2019; College Board revised the Course Exam and Description to take effect Fall 2026

The AP Statistics course introduces students to the major concepts and tools for formulating questions, collecting and analyzing data, and interpreting results from data. The practices and skills for the course have been aligned to help students understand the statistical problem-solving process based on the American Statistical Association (ASA) recommendations. The content, skills, and assessments in the AP Statistics course focus on exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

COST: \$0 **FUNDING SOURCE:** N/A

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

[Agenda Reporting Form \(ARF\) - AP Chemistry \(9-2026\)](#)

TOPIC PRESENTER: Laura Lanza, Secondary STEM Supervisor

CONTACT NUMBER: (860) 584-7074

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

September 9, 2026
(Meeting Date)

☐	Information Item
☒	Decision Item

AGENDA REPORTING FORM

TOPIC: Curriculum Revision: AP Chemistry

BACKGROUND:

Last revised in 2019; College Board revised the Course Exam and Description in 2024

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as:

- Atomic Structure and Properties
- Compound Structure and Properties
- Properties of Substances and Mixtures
- Chemical Reactions
- Kinetics
- Thermochemistry
- Equilibrium
- Acids and Bases
- Thermodynamics and Electrochemistry

This course requires that 25% of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational chemistry principles and apply the science practices. This includes a minimum of 16 hands-on labs (at least six of which are inquiry based).

Inquiry-based laboratory experiences support the AP Chemistry course and AP Course Audit curricular requirements by providing opportunities for students to engage in the science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work.

COST: \$0 **FUNDING SOURCE:** N/A

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

[AP Chemistry CURRICULUM \(2026\)](#)

TOPIC PRESENTER: Laura Lanza, Secondary STEM Supervisor

CONTACT NUMBER: (860) 584-7074

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

September 9, 2026
(Meeting Date)

☐	Information Item
☒	Decision Item

AGENDA REPORTING FORM

TOPIC: AP Statistics Textbook 1st Reading: The Practice of Statistics for the AP® Course

BACKGROUND: This text will support the revision of the AP Statistics curriculum which was necessitated by the revision of the College Board Exam and Course Description effective Fall 2026. The textbook review committee did not find any other textbooks currently aligned to the new scope and sequence. Additionally, this is the newest edition of the textbook that teachers have been utilizing so they are familiar with the layout and resources.

In order to expedite the transition from the 6th to 8th edition, a request is also being made to waive the second reading of this text.

COST: \$22,191.95 **FUNDING SOURCE:** A310 2210 564102 Textbooks

RECOMMENDATIONS/COMMENTS:

Waive second reading

ATTACHMENTS:

[Textbook Recommendation to BOE Form - AP Statistics.pdf](#)

TOPIC PRESENTER: Laura Lanza

CONTACT NUMBER: 860-584-7074

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

☐ Information

Date: Sep 9, 2026

☒ Decision

AGENDA REPORTING FORM

TOPIC: Media Freedom and Power Textbook

BACKGROUND: Our Journalism Pathway culminates in Media, Freedom, and Power, a dual enrollment course offered in partnership with SCSU. Starting this year, SCSU is requiring all courses to use the updated, third edition of their textbook, The Power of Free Expression in America. In order to expedite the transition from the 2nd to 3rd edition, we request to waive the second reading of this text.

COSTS: \$1,187.45

FUNDING SOURCE: General Budget

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:  Textbook Recommendation to BOE Form - Media Freedom and Power 2026

TOPIC PRESENTER: Leszek Ward

CONTACT NUMBER: 860-584-7083

SUPERINTENDENT: *Ms. Iris White*

Bristol Board of Education, Bristol, CT

Presented at Board Meeting:

Approved:

Order Filed:

Referred to:



Textbook Recommendation to the Board of Education

Subject/Course: Media Freedom and Power SCSU
First Presentation BOE Meeting Date: 9/9/2026

Grade Level: 11-12
Second Presentation BOE Meeting Date: Waived

Describe need for the textbook/materials:

Media Freedom and Power, offered as a dual enrollment opportunity by Southern Connecticut State University, serves as the capstone course in the Journalism Pathway, providing students the opportunity to earn 3 credits from SCSU. This year, SCSU is requiring all courses to use the updated, third edition of their textbook, The Power of Free Expression in America. In order to expedite the transition from the 2nd to 3rd edition, we request to waive the second reading of this text.

Listed below are textbooks/materials evaluated by the Textbook Selection Committee:

Subject/ Course	Title of Book	Author(s)	Edit ion	Copyright Date	Publisher	Rubric Score Total	Readability
Media, Freedom, and Power	The Power of Free Expression in America	Frank Harris III, Jerry Dunklee, Jodie Gil	3rd	2027	Cognella		

The following textbook(s)/materials are recommended by the Textbook Selection Committee

Subject/ Course	Title of Book	Author(s)	ISBN #	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
Media, Freedom, and Power	The Power of Free Expression in America	Frank Harris III Jerry Dunklee Jodie Gil	9798823373609	3rd	2027	Cognella	San Diego, CA	https://titles.cognella.com/

Reasons for recommendation (include information on match to curriculum concepts and skills):

SCSU is requiring all courses to use the updated, third edition of their textbook

Textbook Recommendation to the Board of Education

Student Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: #Texts per School
11	The Power of Free Expression in America	\$107.95	\$1,187.45	11 - BC

Teacher Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: # per School

TOTAL COST	
Total Cost for Student Texts/Materials	\$1,187.45
Total Cost for Teacher Materials	
GRAND TOTAL	\$1,187.45

Textbook Selection Committee		
Staff member	School	Grade/Course Taught
Katherine Callahan	Bristol Central High School	Media Freedom and Power

Students

School Safety: Preparation, Response, and After Action

It is the policy of the Bristol Board of Education to maintain a safe, orderly, civil, and positive learning environment and to be prepared, as far as possible, to prevent and respond quickly and appropriately to unexpected crises, such as emergencies, disasters, and threats.

The Board of Education shall strive to build safe, supportive, and academically challenging school learning environments in partnership with students, staff members, families and community leaders and officials. Supporting these efforts, along with ensuring all facilities, grounds, equipment, and vehicles meet acceptable injury and violence prevention standards for design, installation, use, and maintenance, the Board recognizes that sound emergency preparedness planning and response are essential for the health, welfare, and safety of all students, staff and visitors. All school community members are responsible for doing everything in their power to promote everyone's safety at all times. District staff and students shall be prepared to respond immediately and responsibly to any combination of events that threaten the school community.

The Board directs the Superintendent to develop, maintain, and implement an *Emergency Disaster Preparedness and Response Plan (District Security and Safety Plan)* and, for each school, a **School Security and Safety Plan** and administrative procedures that detail provisions for responding to emergencies and disasters. This Plan will articulate the roles of local emergency service providers in crisis preparedness and incident management, which shall be included in the District's Security and Safety Plan.

The School Security and Safety Plan

The Superintendent shall use state-approved School Security and Safety Plan Standards and a School Security and Safety Plan Template to comply with the National Incident Management System (NIMS) and incorporate the National Incident Command System when updating District- and site-level emergency and disaster preparedness plans. Each school in the district, each school year, will develop and implement a **School Security and Safety Plan**. Such plan shall be based upon the standards issued by *the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS)* and the *School Security and Safety Plan Template*. In addition to preparedness and response, the plan shall provide guidance on recovery from any emergency incident.

In developing the District and School Security and Safety Plans, which include plans for various crisis scenarios, such as fire, bus accidents, criminal acts, civil disturbances, presence of intruders, hazardous material spill, weather-related emergencies, and bomb threats, the Superintendent shall collaborate with local and state emergency responders and local health officials in compliance with [state law](#). ~~the provisions of PA 13-3.~~

Students

School Safety: Preparation, Response, and After Action

The School Security and Safety Plan (continued)

The Board, through the Superintendent, shall annually, by November 1 of each year, submit the School Security and Safety Plans for each school to the Department of Emergency Services and Public Protection via submission to the District's DEMHS Regional Coordinator in the manner prescribed by said agency.

In accordance with state law, all portions of the District's and each school's Security and Safety Plan that are not explicitly exempt from disclosure under the Freedom of Information Act shall be made accessible to members of the school community upon request. The administration shall maintain a redacted, public-facing copy of the plan for this purpose.

The Superintendent or designee shall use the School Security and Safety Plan standards and plan templates developed by the Department of Emergency Services, state-approved Standardized Emergency Management System guidelines, be compliant with the National Incident Management System (NIMS) and incorporate the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The School Security and Safety Plan shall be developed within the context of the four recognized phases of crisis management: Mitigation/Prevention, Preparedness, Response, and Recovery.

All crisis response and security drills conducted within the District shall adhere strictly to the following statutory requirements:

1. Written notice shall be provided to parents, guardians, students, and school staff at least seven (7) calendar days prior to conducting any crisis response drill.
2. Immediately at the start of any crisis response drill, an explicit announcement shall be broadcast over the school's public address system informing all occupants that a drill is taking place.
3. Drills conducted when students are present shall not include active assailant simulations, high-sensory elements (such as fake gunfire or loud, realistic audio), or unannounced surprise scenarios.
4. Staff shall provide age-appropriate and developmentally appropriate preparation for students prior to the drill and offer opportunities for reflection or debrief following the exercise.

District Security and Safety Committee

The District Security and Safety Committee includes the Superintendent, Police Chief, Fire Chief, representative of school leadership, teachers and staff, mental health and special education staff representatives, and others deemed necessary. This Committee shall meet each month and fulfill the following tasks:

Students

School Safety: Preparation, Response, and After Action

District Security and Safety Committee (continued)

- Oversee and facilitate the process for the development and submission of School Security and Safety Plans;
- Ensure that District and school site security and safety plans address an all-hazards approach to emergencies;
- Assist individual school-based crisis response teams (the School Security and Safety Committee) to include community partners and school-based personnel as specified;
- Develop training activities and conduct emergency exercises, such as tabletop exercises, to support and improve the plan;
- Initiate, build, and maintain relationships with community partners;
- Conduct regular safety, security and hazard assessments;
- Establish and update the district emergency management plan;
- Interview vendors that provide products related to school safety and security;
- Meet with the Board of Education committee that oversees district security and safety quarterly to report on the following:
 - Input related to policy changes and updates;
 - Resources supporting security and safety initiatives;
 - Security and safety concerns facing the District;
 - Updates on communication procedures and protocols;
 - (*Discussions relating to emergency plans may require an Executive Session.*)

School Security and Safety Committees and Immigration Protocols

Each school shall establish a **School Security and Safety Committee** to assist in developing and implementing the school's **Security and Safety Plan**. Such plans shall be based upon the Department of Emergency Services and Public Protection standards.

The members of the Committee shall include a *local police officer, local first responder, teacher and administrator* from the school, a *mental health professional, a parent or legal guardian* of a student at the school, a *special education teacher, the administrator(s) designated to interact with immigration authorities*, and any other person deemed necessary, such as a *school nurse, custodian, local health director, transportation coordinator*, etc. Schools shall collaborate closely with law enforcement, fire and emergency services personnel, and community partners, including public health professionals, to develop a plan that addresses a wide range of crises. A security vulnerability assessment of each school shall be conducted every two years; the results of which shall be incorporated into the school's Security and Safety Plan and reported to the DEMHS Regional Coordinator.

Students

School Safety: Preparation, Response, and After Action

School Security and Safety Committees and Immigration Protocols (continued)

School Security and Safety Plans are to be updated and submitted annually and conform to standards and templates developed by the Department of Emergency Services and the Division of Emergency Management and Homeland Security (DEMHS) pursuant to Section 86 of Public Act 13-3. In addition, the Superintendent or designee shall ensure that the District's procedures include strategies and actions that comply with the National Incident Management System (NIMS) used by all first responders at all levels of prevention/mitigation, preparedness, response and recovery.

Each School Security and Safety Plan shall include protocols for interacting with a federal immigration authority who appears in person or contacts a school. Such protocols shall be based on applicable law and CSDE guidance, and shall include at a minimum:

1. Designation of at least one administrator at each school responsible for interacting with federal immigration authorities;
2. Provisions authorizing such administrator to request identification, ask for judicial warrants, review materials provided, and consult with legal counsel; and
3. Permission for other school personnel to direct federal immigration authorities to the designated administrator.

~~For each school year, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the District or otherwise contacts a school to request information. For purposes of this policy, a "federal immigration authority" means "any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act."~~

~~Such protocols shall be based on applicable law and the CSDE's "Guidance to K-12 Public Schools Pertaining to Immigration Activities," or any subsequent applicable CSDE guidance, and shall include, at a minimum:~~

- ~~A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;~~
- ~~B. provisions that such administrator, or any other school employee, may:~~
 - ~~1. request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;~~

- ~~2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority's request and, if so, to produce such judicial warrant;~~
 - ~~3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and~~
 - ~~4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and~~
- ~~C. permission for other school personnel to direct such federal immigration authorities who request access to any records, information, the interior of the school building, or other school personnel to communicate with the administrator.~~

(cf. 5114 - Suspension/Expulsion; Student Due Process)
(cf. 6114.1 – Fire Emergency Drills/Crisis Response Drills)
(cf. 6114.7 - Safe Schools)

Legal Reference: Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

10-220f Safety committee

10-221 Boards of education to prescribe rules

10-222m School security and safety plans. School security and safety committees

10-231 Fire drills

19a-221 Quarantine of certain persons.

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)

P.A. 19-5 An Act Concerning the Safe Storage of Firearms in the Home and Firearm Safety Programs in Public Schools

Public Act No. 25-1, An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements

State Standards:

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025)

[P.A. 26-1 An Act Concerning Various Provisions Relating to Education, Public Safety, and General Government \(Sec. 44-47\)](#)

Policy Adopted: September 8, 2004

Policy Revised: July 8, 2026

Policy Revised:

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Students

School Safety: Preparation, Response, and After Action

The Superintendent or designee, on behalf of the Board of Education, shall ensure that District and School Security and Safety Plans address an all-hazards approach to emergencies and shall include, but not be limited to:

1. Fire on or off school grounds that endangers students and staff;
2. Natural disasters;
3. Environmental hazards;
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group;
5. Bomb threat or actual detonation;
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities;
7. Medical emergencies and quarantines, such as pandemic influenza outbreaks.

Public Community Access to Security Plans (P.A. 26-1):

Upon request from any member of the school community (parents, guardians, staff, students, or community residents), the District shall provide access to the non-exempt portions of the School Security and Safety Plan. The Superintendent or designee shall ensure that sensitive security details exempt under C.G.S. § 1-210 (b)(19) – including specific tactical response steps, physical vulnerability evaluations, building floor plans, and security system operational details – are redacted prior to public inspection.

Protocols for Interacting with Federal Immigration Authorities

~~Through this policy, the Board of Education commits to ensuring that the Bristol Public Schools follow all guidelines and protocols established by the Connecticut State Department of Education regarding interactions between immigration authorities and the District. These plans cover each school.~~

Through this policy, the Board of Education commits to ensuring that the District adheres to all CSDE-established guidelines and protocols governing interactions between immigration authorities and the District. No staff member shall be disciplined, suspended, terminated, or otherwise punished for implementing the updated School Security and Safety Plan regarding staff interactions with an immigration authority (P.A. 25-1).

These plans specifically require each district to do the following:

1. Designate at least one administrator at each school to serve as the individual responsible for interacting with federal immigration authorities;
2. Specify that this administrator, or any other school employee, may request specific information from the immigration authorities to take specific other actions (see below); and

3. Permit other school personnel to direct immigration authorities to the designated administrator if they request access to records, information, the interior of the school building, or to communicate with other school personnel.

Actions that the designated administrator or any other school employee may take:

1. Request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number, and business card;
2. Ask the immigration authority if he or she has a judicial warrant to support the authority's request and, if so, show the warrant;
3. Review warrants or other materials that the authority provides to determine who issued the warrant and what it or the other material authorizes the authority to do; and
4. Consult with the school district's legal counsel (or legal counsel's guidance) on how to interact with the immigration authority regarding the request's nature, whether a warrant is produced, the warrant's details (including whether it is a judicial warrant or an administrative warrant), whether the immigration authority is claiming exigent circumstances, and any other consideration the legal counsel has identified.

Students

School Safety: Preparation, Response, and After Action (continued)

~~No staff member shall be disciplined, suspended, terminated, or otherwise punished for implementing the updated school security and safety plan regarding staff interactions with an immigration authority. This protection specifically applies to staff who take any of the permitted actions listed above and direct the immigration authority to communicate with the designated administrator. (PA 25-1 An Act Concerning Interactions Between School Personnel and Immigration Authorities, The Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements)~~

Mandatory Crisis Response Drill Procedures

In accordance with P.A. 26-1, all crisis response drills (including lockdown, shelter-in-place, and evacuation exercises) must comply with the following operational standards:

1. Written notification must be transmitted to staff, students, and parents/guardians at least seven (7) calendar days in advance of any crisis drill via direct email, text alert, or student portal.
2. Immediately as the drill begins, the principal or designee shall broadcast a building-wide announcement stating clearly: "Attention staff and students, we are beginning a security drill. This is only a drill."
3. Drills conducted while students are present must be free of active assailant simulations, fake gunfire, pyrotechnics, or unannounced surprise scenarios.
4. Teachers shall review drill steps with students in an age and developmentally appropriate manner prior to the exercise and allow time post-drill for student debriefing and questions.

Each school and district building shall establish a **School Security and Safety Committee**. The Committee is responsible for developing the school's Security and Safety Plan and shall include a *local police officer, local first responder, teacher and administrator* from the school, a *mental health professional, a special education department representative, a parent or guardian of a student at the school, the administrator(s) designated to interact with immigration authorities*, and may include any other person deemed necessary, such as a *nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and transportation coordinator*. The School Security and Safety Committee shall also invite subject-matter experts to participate as needed, including, for example, the local public works director, the high school student council president, and/or the food service director.

The Superintendent shall annually review, update as necessary, and submit a School Security and Safety Plan for each school under its jurisdiction to the DESPP/DEMHS Regional Coordinator based on the standards and required template as updated. These annual submissions shall also include the results of security and vulnerability assessments conducted every two years for each school.

The Superintendent shall identify a lead administrator, such as the school principal, who shall conduct a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Personal safety and security (Number 4 under Security and Safety Plans) and Steps to be taken after the disaster or emergency (Number 8 under the same section). By November 1st of each school year, the board of education, through the superintendent, shall submit to its DEMHS Regional Coordinator an electronic copy of the plan for that year.

School Security and Safety Plans shall be based on the school security and safety plan standards and template developed by the Department of Emergency Services and Public Protection, pursuant to section 86 of PA 13-3.

Students

School Safety: Preparation, Response, and After Action (continued)

In addition, the Superintendent or designee shall ensure that the District's procedures include strategies and actions that are compliant with the National Incident Management System (NIMS) used by all first responders at all levels for prevention/mitigation, preparedness, response and recovery, including, but not limited to, the following:

1. **Regular inspection** of school facilities and equipment and identification of risks;
2. **Instruction and practice** for students and employees regarding emergency plans, including:
 - a. Staff training in first aid, stop the bleed and cardiopulmonary resuscitation;
 - b. Regular practice of emergency procedures by students and staff.
3. Specific determination **of roles and responsibilities** of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the District and, if communication between District and site is not possible, at each site. (Use of the National Incident Command System);
 - b. Individuals responsible for specific duties;
 - c. Designation of the Principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations that do not permit execution of prearranged plans;
 - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation;
 - e. Assignment of responsibility for identifying injured persons and administering first aid.
4. **Personal safety and security**, including:
 - a. Identification of areas of responsibility for supervision of students;
 - b. Procedures for evacuation of students and staff, including a procedure to release students, including posting of evacuation routes;
 - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible;
 - d. Identification of transportation needs, including a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety;
 - e. Provision of a first aid kit to each classroom;
 - f. Arrangements for students and staff with special needs;
 - g. Upon notification that a health crisis, such as a pandemic, exists, attendance policies for students and sick leave policies for staff with known or suspected infectious diseases should be adjusted.

Students

School Safety: Preparation, Response, and After Action (continued)

5. **Closure of schools**, including an analysis of:
 - a. The duration of the event's impact and possible scenarios;
 - b. The impact on student learning and methods to ensure continuity of instruction;
 - c. How to provide for continuity of operations for essential central office operations;
 - d. Communicating school closures and other operational decisions to the staff, students, Board of Education, local officials, and community members.
6. **Communication** among staff, parents/guardians, the Board of Education, other governmental agencies, and the media during an emergency, including:
 - a. Identification of spokesperson(s);
 - b. Development and testing of communication platforms, such as hotlines, telephone/messaging trees, websites and social media;
 - i. Communicate to students, staff, parents, community, officials, and Board on how/when they can expect information to be shared;
 - ii. Share what crisis-related communications can and can't include;
 - iii. Share how they will be updated during a crisis;
 - iv. Share how they will be provided with after-action summaries of an event, including but not limited to what occurred, how the District responded, and actions the District will take to prepare for similar future occurrences.
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand;
 - d. Distribution of information about District and school site emergency procedures to staff, students, and parents/guardians.
7. **Cooperation with other state and local agencies**, including:
 - a. Development of guidelines for law enforcement, fire department, and medical emergency responder involvement, intervention, and after-action analysis and feedback;
 - b. Collaboration with the local health department, including developing a tracking system to alert the local health department to a substantial increase in student or staff absenteeism as indicative of a potential outbreak of an infectious disease.
8. **Steps to be taken after the disaster or emergency**, including:
 - a. Inspection of school facilities;
 - b. Provision of mental health services for students and staff, as needed;
 - c. After-action review after each event: (This review should involve school and district administration, staff, and emergency services personnel involved in the incident. Each review should result in a written summary to prepare for future events).

Students

School Safety: Preparation, Response, and After Action (continued)

The Superintendent shall establish a **District Security and Safety Committee**. The Committee is responsible for overseeing the schools' development, submission and implementation of Security and Safety Plans and shall keep track of all drill logs and other documents required for submission. The District Security and Safety Committee shall include the *Chief of Police, Chief of Fire/Emergency, a teacher and administrator representative* from a primary and secondary school, *a mental health professional, a special education department representative, a parent/guardian of a student* enrolled in a district school, and may include any other person deemed necessary, such as *a nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and transportation coordinator*. The District Security and Safety Committee shall also invite emergency management experts and vendors to share information and products for consideration to improve security and safety procedures, fortification measures, and communication systems.

The District Security and Safety Committee shall organize annual District training, including tabletop exercises, drills, and other activities to promote district security. Such activities include, but are not limited to, parent information sessions, Board of Education presentations and updates, and the review and update of published security and safety documents and communications.

The School Security and Safety Plans shall be reviewed annually and updated if necessary and shall use as its framework the **Four Phases of Emergency Management for Schools**:

1. Prevention-Mitigation Phase

- a. Prevention is the action schools and districts can take to decrease the likelihood that an event or crisis will occur.
- b. Mitigation actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented.
 - i. Assess and address the safety integrity of facilities, security, culture, and climate of the schools, and is considered an ongoing process, directly linked to the other three phases;
 - ii. Correlate with school climate policy and subsequent plans;
 - iii. Work with community partners to conduct an assessment of school buildings, grounds, and the surrounding community.
- c. Examples of items to build into the crisis management plan:
 - i. Fencing hazardous areas;
 - ii. Anchoring outdoor equipment;
 - iii. Installing building access control measures, such as buzz-in systems, photo IDs, security cameras, alarm systems, and fortification measures;
 - iv. Conducting school vulnerability assessments, such as campus entry points and buffer zones;
 - v. Establishing wellness programs;
 - vi. Establishing tools and protocols for identifying and immediately sharing concerns, such as See Something, Say Something;
 - vii. Correlate with health, wellness, and school climate policies.

Students

School Safety: Preparation, Response, and After Action (continued)

2. Preparedness Phase

- a. Preparedness is designed to strengthen the school community by coordinating with community partners through:
 - i. Developing an emergency plan and protocols;
 - ii. Adopting the Incident Command System;
 - iii. Addressing the needs of persons with disabilities;
 - iv. Conducting staff training and drills.
- b. Elements to be addressed:
 - i. All-hazards emergency procedures;
 - ii. Emergency supplies;
 - iii. Incident Command System to facilitate effective response;
 - iv. Student accountability procedures in the case of emergency;
 - v. Family reunification plans (contact information, notification procedures, appropriate identification);
 - vi. Training and exercises (tabletop exercises and full-scale exercises);
 - vii. Recovery planning;
 - viii. Communication with the media and parents/guardians;
 - ix. Annual review and revision.

3. Response Phase

- a. Involves what must be done during response to an emergency:
 - i. Activating the Crisis management plan and the Incident Command System;
 - ii. Coordinating with first responders;
 - iii. Adapting to an evolving situation;
 - iv. Deciding on response strategies;
 - v. Accounting to students-reunifying with parents/guardians;
 - vi. Communicating with parents/guardians and the media.
- b. Consideration of which primary response to use based upon the specifics and the severity of the situation:
 - i. Evacuation;
 - ii. Lockdown;
 - iii. Shelter in place.
- c. Response Action: Evacuation:
 - i. Use when locations outside the building are safer than inside the school;
 - ii. Identify multiple evacuation routes in coordination with community partners;
 - iii. Determine how teachers will account for students;
 - iv. Ensure teachers, administrators, and staff members have appropriate “Go-kits.”

Students

School Safety: Preparation, Response, and After Action (continued)

- d. Response Action: Lockdown:
 - i. Use when there is an immediate threat of violence in, or immediately around the school;
 - ii. Ensure all exterior doors are locked;
 - iii. Ensure all public safety officials can enter the building;
 - iv. Determine policy regarding blinds, turning off lights, use of status cards;
 - v. Staff and students to move to an area not visible from windows or doors.
- e. Response Action: Shelter-in-Place:
 - i. Use when students and staff must remain indoors during an extended period of time;
 - ii. Close all windows and turn off all heating and air conditioning systems;
 - iii. Provide accommodations for eating, sleeping and personal hygiene. Have staff activate family emergency plans;
 - iv. Provide communications to students and staff (plain language vs. codes).
 - v. Discourage external cellular communications by students and staff during emergencies;
 - vi. Provide for review/debriefing of the incident.

4. Recovery Phase

- a. Designed to assist students, staff, and their families in the healing process and to restore educational operations in the schools.
- b. Four primary components to be addressed:
 - i. Physical/structural recovery;
 - ii. Business/fiscal recovery;
 - iii. Restoration of the learning environment;
 - iv. Psychological/emotional recovery.
- c. Issues to be addressed:
 - i. Assessment and repair of facilities;
 - ii. Possible need for alternate school sites;
 - iii. Payroll and financial systems;
 - iv. Record management;
 - v. Returning normalcy to the school environment;
 - vi. Identification of those needing psychological/emotional support and development of short and long-term interventions as needed.

5. Communication

- a. **Setting the table:** Preparing the community on what it can expect regarding crisis communications, such as how information will be shared, what it will (and will not) include, and how often it will be sent;
- b. **Real-Time Communication:** Providing internal communication to staff and the board of education and external communication to parents, the community, and the media;

Students

School Safety: Preparation, Response, and After Action (continued)

- c. **After-action communication:** Reviewing and sharing the factual account of what had occurred and the outcomes that can be shared.

All Hazards School Security and Safety Plan Standards

https://portal.ct.gov/-/media/demhs/_docs/plans-and-publications/school-security-and-safety-plan-standards.pdf?rev=457023ebffa54e1e938fb17de0d74c55&hash=8B651FB5D35B6D64CE80AC7F0DA3F897

Recognizing the need for an “all-hazards” emergency preparedness and response capability for schools, the Connecticut state government has expanded its role as a partner in ensuring the safety, security, and emergency preparedness of the state’s local educational facilities. In keeping with Public Act 13-3, Section 86, the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS), in consultation with the Department of Education, re-convened a multi-jurisdictional, multidisciplinary working group to review and revise, as needed, the School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template, which were released to help schools and the surrounding communities meet all-hazards threats. The requirements for a plan and plan standards are now codified in Connecticut General Statutes Sections 10-222m and 10-222n.

Those individuals charged with developing local all-hazards school security and safety plans should also review the Guide for Developing High-Quality School Emergency Operations Plans, released in June 2013 by a consortium of federal agencies, including the U.S. Department of Education and FEMA. In addition, we have reviewed and revised the template for an all-hazards approach to emergencies at public schools to address these Standards, including those identified in Public Act 13-3, Section 86:

1. Involvement of local officials, including the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management, and emergency medical services in the development of school security and safety plans;
2. An organizational command structure based on the National Incident Management System (NIMS), including the Incident Command System (ICS), and a description of the responsibilities of the different parts of the command structure. NIMS includes establishing a standard nomenclature, and municipalities shall work together through their Connecticut Division of Emergency Management and Homeland Security (DEMHS) Regional Emergency Planning Teams to implement the standard language and definitions in the attached template plan. Basic NIMS training for school employees may include ICS 100 C, which can be taken online at <http://training.fema.gov>;

Students

School Safety: Preparation, Response, and After Action

All Hazards School Security and Safety Plan Standards (continued)

3. A requirement that a school security and safety committee be established at each school. This committee can be combined with an existing school committee, provided that the following requirements are met: a. Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in developing the school's security and safety plan and for administering it.
4. The Committee members shall include a *local police officer*, a *local first responder*, a *teacher* and *administrator* from the school, a *mental health professional*, a *special education department representative*, and a *parent or guardian* of a student at the school. They may include *any other person deemed necessary*, such as a *school nurse*, *custodian* or *property manager*, *local emergency management director*, *local public health director*, *information technology manager*, and *transportation coordinator*. The school security and safety committee should also invite subject-matter experts to participate as needed, including, for example, the *local public works director*, the *high school student council president*, and/or the *food service director*.
5. Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to its DESPP/DEMHS Regional Coordinator, based on the standards listed here and further provided in the attached template and any updated template, as well as the results of the assessment described in Number 8, below. By November 1st of each year, local and regional boards of education must submit to their DEMHS Regional Coordinators an electronic copy of their plan(s) for that year;
6. The school security and safety plans shall be an annex to the municipality's Local Emergency Operations Plan (LEOP), filed with the DESPP/DEMHS Regional Coordinator under Connecticut General Statutes Section 28-7. The school security and safety plans do not have to be physically attached to the LEOP; they may be referenced in the LEOP but kept in a separate binder;
7. Procedures for managing various types of emergencies, including crisis management procedures;
8. A requirement that local law enforcement and other local public safety officials (including the local emergency management director, fire marshal, building inspector, and emergency medical services representative) evaluate, score (assess), and provide feedback on fire drills and crisis response drills. This means that each named official should evaluate and provide feedback on at least one fire drill and crisis response drill each year. While it may be impossible for every official to attend every drill at every school, it is best practice for the town public safety team (fire, police, emergency management, etc.) to attend at least one drill per year as a team. That way, team members can share observations and ideas.

Students

School Safety: Preparation, Response, and After Action

All Hazards School Security and Safety Plan Standards (continued)

The feedback is critical to maintaining and enhancing your school's preparedness. The board of education shall annually submit a report to the DESPP/DEMHS Regional Coordinator by July 1 of each year regarding the types, frequency, and feedback on the fire and crisis response drills. This report provides an opportunity to develop best practices and lessons learned. The report template is located in Appendix 14 of the plan templates. If you have any questions about completing this report, please contact us at SchoolSecurityPlanStandards@ct.gov.

9. A requirement that each local and regional board of education conducts a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Number 4 above, based on the assessment;
10. A requirement that the safe school climate committee for each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district's safe school climate coordinator and the school security and safety committee described in Number 3, above (See Connecticut General Statutes Section 10-222k);
11. A requirement that the school security and safety plan for each school provide an orientation on the plan to each school employee at the school, and provide violence prevention training in a manner described in the plan. Training to the plan is critical. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, public health, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response;
12. A requirement that each school construct a reference kit available for first responders, which includes several copies of laminated easy-to-read floor plans; master keys to interior and exterior door locks, and other items determined as needed, after consultation with school officials, local law enforcement authority having jurisdiction, emergency management director, and first responders; and
13. A requirement that each school security and safety plan follow the format of the All-Hazards School Security and Safety Plan Templates, as released and revised by the Division of Emergency Management and Homeland Security of the Department of Emergency Services and Public Protection, in consultation with the Department of Education, including the use of standard terminology. The purpose is to ensure that each school plan achieves the objectives outlined in the Plan Templates. In addition to preparedness and response, the plan should provide guidance on recovery from any emergency incident. See, for example, the "Accounting for All Persons and Family Re-Unification" Annex (Functional Annex G), and "Recovery and Continuity of Operations" (COOP) Annex (Functional Annex H) in the plan templates. Also, schools can take actions to mitigate potential issues through preventative planning. See, for example, guidance provided in the "Mental Health" Annex (Functional Annex J) in the plan templates.

Students

School Safety: Preparation, Response, and After Action

All Hazards School Security and Safety Plan Standards (continued)

14. Per Public Act 19-184, each school security and safety plan shall contain a plan to provide emergency communications developed for any student identified as deaf, hard of hearing or both blind or visually impaired and deaf, including procedures for alerting such students of an emergency situation and ensuring that the specific needs of the students are met during the emergency situation (A new annex was added to the template July 1, 2021, titled Annex M, Emergency Plan for Students with Disabilities).
15. Per Public Act 21-92, each school security and safety plan shall contain emergency action plans for Interscholastic and Intramural Athletic Events. In July 2022, a new annex, Annex N, was added to the template to address this requirement.

Students

Crisis Response

The Board of Education is committed to averting and resolving crises that may occur and may involve students, faculty, staff, or the total school community. Through its educational programs, student assistance teams, student support personnel, and other strategies and mechanism, the public school system will strive to prevent crisis situations and to prepare its community members to address crises as they occur, and circumstances that may pose the threat of crisis.

School personnel, through training and with the aid of specialists, shall strive to identify possible crises and to intervene early and appropriately in the lives of children and families where the danger exists.

Legal Reference: Connecticut General Statutes

[10-221](#) (e) Boards of Education to prescribe rules

Policy Adopted: May 5, 1999

Instruction**Emergencies and Disaster Preparedness/Drills**

The Board of Education recognizes its obligation to students, staff and the community to be prepared to deal with various emergencies as they arise, ensuring to the greatest extent possible the safety of District students, staff and visitors.

The Superintendent shall develop and maintain an emergency preparedness plan which shall make provisions for handling a variety of foreseeable emergencies, all-hazard threats, including terroristic activity. The emergency plan shall be kept current. The Superintendent shall use state-approved guidelines when updating District and site-level emergency and disaster preparedness plans and be compliant with the standards issued by the Department of Emergency Services and Public Protection.

The plan shall specify procedures to be taken in the District in the event of an emergency.

The Board will conduct a security and vulnerability assessment for each of its schools every two years and develop a school security and safety plan for each such school in compliance with Section 87 of P.A. 13-3.

The administration shall require the Building Principal to maintain procedures for fire, civil defense, and other emergencies, in accordance with the District's plan and to insure the maintenance of the fire alarm system and regular and emergency exits of all buildings. Special drill activities related to fire safety and other emergencies will be planned and implemented by each Principal, in association with the Superintendent, director of security, the police, the fire marshal or other civil authorities, to ensure orderly movement and placement of students to the safest available space(s) should an emergency occur.

Emergency preparedness should be discussed with teachers and students as deemed necessary by the building administration. Each classroom shall have posted a copy of rules, lock down, evacuation and shelter-in place signals, evacuation routes, and procedures to be followed for emergencies and emergency evacuations. All District personnel shall make themselves familiar with these procedures.

Emergency Responses

Emergency responses will depend on the circumstances and may include evacuation, shelter-in-place or lockdown. For evacuation purposes, each school has at least one off-campus site where students and staff assemble. If the threat is chemical or biological in nature, to avoid contamination, we ask that no one enter or leave the building until it is safe to do so.

In the event your child's school is evacuated, the school will attempt to notify you as soon as possible at the home and/or emergency numbers provided previously to the school. The news media will also be notified.

First Aid

At least one person at each school site should hold current first aid and/or CPR certification.

(cf. [5141.6](#) – Crisis Prevention/Response)

(cf. [5142](#) – Student Safety)

(cf. 6114.1 – Fire Emergency/Crisis Response Drills)

(cf. [6114.3](#) – Bomb Threats)

(cf. 6114.6 – Emergency Closings)

(cf. 6114.7 – Safe Schools)

Legal Reference: Connecticut General Statutes

[10-221](#) Boards of education to prescribe rules

[10-231](#) Fire drills

[52-557b](#) Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)

[10-222m](#) – School security and safety plans. School security and safety committees

[10-222n](#) – School security and safety plan standards

Policy Adopted: April 5, 1995

Policy Revised: October 6, 2010

Policy Revised: September 12, 2018

BRISTOL BOARD OF EDUCATION

Bristol, Connecticut

Regulation

Instruction

Emergencies and Disaster Preparedness/Drills

Fire Emergency and Drills

In the event that fire is discovered in any of the school buildings, the signal to evacuate the building should be activated first and simultaneously or then call the Fire Department. Once safely outside of the school, the Superintendent's office should be notified. Once the Fire Department is on the scene, directions should be taken from their on-site commander.

I. General Rules

a. Teachers and School Personnel

- (1) Directions for student and staff egress must be posted in each room.
- (2) During a fire drill all school personnel are to leave the building. Classroom teachers should follow their students out of the room to assure the room is empty. Windows and doors should be closed and lights turned off.
- (3) Teachers are responsible for the safe conduct of their students from their rooms to places of safety outside of the building.
- (4) Teachers should take attendance to be sure that all of their students have exited the building. Slips with names of missing students and students who are with your class who are members of another class should be walked to the designated adult.
- (5) Teachers should instruct students to walk quietly to the exits. Classes then shall proceed to a designated area, a safe distance from the building.
- (6) Re-entry into the building will occur once an all-clear signal is given.
- (7) All pertinent information must be available for substitute teachers.

b. Students

- (1) When the fire alarm sounds, all students should stop what they are doing; Stand, form a line and walk out the proper exit in an orderly fashion. Books and other materials are to be left in the classroom or other area from which the student exited.
- (2) Any student not in the classroom should immediately join the nearest line of students and pass with that line. The student then becomes the responsibility of the teacher who is in charge of that line.
- (3) Students and teachers should stay as low to the ground as possible to avoid possible inhalation of smoke in the event of a fire.

(4) No student or staff is to return to the building until the all-clear signal indicates that it is safe to return to the building.

(5) Students are to walk back into the building in an orderly manner.

(6) Silence must be maintained so that students may hear the teacher's directions.

II. Emergency Plans

Plans must include details for:

1. students leaving the building in an orderly and rapid manner;
2. which adult will collect 'missing student' slips. This adult will also attempt to locate missing students
3. teachers and other staff ascertaining that no student remains in the building;
4. designation of staff/fire department to check for students or staff in the "Area(s) of Refuge";
5. a map indicating where each class will be located after exiting the building;
6. alternate exits, as real emergencies often call for alternate exits to be used; and
7. establishing an 'all clear' signal with which all students and staff are familiar.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic. Principals and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

Legal Reference: Connecticut General Statutes

[10-231](#) Fire drills (as amended by PA 00-220 and PA 09-131)

Regulation Approved: April 5, 1995

Regulation Revised: October 6, 2010

Regulation Affirmed: January 3, 2018

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Regulation

I. Safe School Climate Coordinator Roles and Responsibilities:

A. The Superintendent shall assume the role of, or appoint from among existing school district administrators, a district Coordinator.

B. The duties of the Coordinator shall include those enumerated under C.G.S. Section [10-222\(d\)](#) and the Bristol District Board of Education's Regulation Section [5131.911](#). at a minimum, and shall also include the following:

- i. Overseeing the implementation of the district's Safe School Climate Goal(s);
- ii. Preventing, identifying and responding to any kind of mean-spirited behavior including, but not limited to reports of alleged bullying and harassment in the schools of the district, in collaboration with the Specialists, as well as the Board and the Superintendent as appropriate;
- iii. Providing data and information regarding school climate improvement to the Connecticut State Department of Education, in collaboration with the Superintendent as may be required by law;
- iv. Meeting with the Specialists at least twice during the school year to: (i) identify strategies to improve school climate that promotes high quality relationships among all school community members, and, as a result, is designed to eliminate intentional and unintentional mean-spirited behaviors including, but not limited to bullying and harassment, (ii) make recommendations concerning amendments to the district's Safe School Climate Goals, and (iii) oversee completion of each individual school's "School Climate Survey;" and
- v. Providing leadership for the following activities:
 1. Advancement of evidence-based policy and best practices to improve school climate, foster high quality relationships, and promote physical, emotional, and intellectual school safety; and
 2. Development and dissemination of resources and training materials for Specialists, Committees, school staff and community members about issues of school climate and school climate improvement efforts and activities.

II. Safe School Climate Specialist Roles and Responsibilities:

A. At the beginning of each school year, the Principal of each school, or the Principal's designee as approved by the Coordinator, shall serve as the Specialist for the individual school to which he or she is assigned.

B. The Specialist's duties shall include those enumerated under C.G.S. Section [10-222\(d\)](#) and the Bristol District Board of Education's Regulation Section [5131.911](#). In addition to these duties, the Specialist shall:

- a. Investigate, or supervise the investigation of, reported acts of mean-spirited behaviors including, but not limited to reports of alleged bullying and harassment in the school in accordance with this Policy;
- b. Collect and maintain records of such reports in the school;
- c. Act as the primary school official responsible for preventing, identifying and responding to such reports in the school and leading efforts to improve school climate;
- d. Chair or co-chair the Committee and establish the meeting calendar for the Committee meetings; and
- e. Serve as the primary supervisor of the school's School Climate Improvement Goals for the implementation and the monitoring of the School Climate Improvement Goals.

III. Safe School Climate Committee Roles and Responsibilities:

A. In collaboration with the Coordinator, the Specialist at each school building shall form a representative Committee consisting of a demographically representative group of students enrolled in the school (if developmentally appropriate); parents of students enrolled in the school; school personnel, including, but not limited to teachers, administrators, student support personnel; other medical and mental health experts where available; and community members.

B. Such Committee shall be formed no later than 30 days from the effective date of this Policy.

C. Committee composition/membership shall be reviewed annually by the Coordinator and the Specialist.

D. The duties of the Committee shall include those enumerated under C.G.S. Section [10-222\(d\)](#) and the Bristol District Board of Education's Regulation Section [5131.911](#). In addition to these duties, the Committee shall, at a minimum, perform the following duties:

- i. Supervising the scheduling and administration of "School Climate Surveys" to students, staff, parents, and community members;

- ii. Setting goals and tracking survey completion;
- iii. Reaching out to staff and parents before administering the Survey;
- iv. Providing Survey data to the Coordinator;
- v. Reviewing and analyzing the school-based school climate assessment data;
- vi. Using the data and other appropriate data and information to identify strengths and challenges with respect to improving school climate;
- vii. Using the data to create and/or update the school-based School Climate Improvement Plan;
- viii. Overseeing the implementation of the school-based School Climate Improvement Plan;
- ix. Implementing the School Climate Improvement Plan and monitoring the progress of school climate improvement, in collaboration with the Coordinator;
- x. Overseeing the implementation of annual school climate assessments at the school;
- xi. Reviewing and making recommendations to the Coordinator regarding the safe school climate plan based on issues and experiences specific to the school;
- xii. Overseeing the education of students, school employees and parents/guardians of students on issues relating to improving school climate;
- xiii. Holding meetings at least four times each year, at which minutes shall be kept.
- xiv. Performing any other duties as determined by the Specialist and/or the Coordinator that are related to improving school climate in the school, or required by law.

IV. School Climate Surveys:

- A.* Each school, supported with oversight by the Coordinator and under the guidance of the Committee, shall administer, on an annual basis, at the same time of year each year, the School Climate Survey in order to assess a school's strengths and challenges.
- B.* Preparation for Survey Administration: All survey participants should be made aware of the purpose and value of the survey as determined by the Committee prior to administration, so that the school will receive authentic data to help drive decisions that will benefit the entire school community.[10]

V. School Climate Improvement Plans:

A. In collaboration with the Coordinator, each Specialist shall develop and/or update an Improvement Plan based on the findings of the School Climate Survey.[11]

1. The Specialist and the Committee shall develop and/or update the Improvement Plan, taking into consideration the needs of all key stakeholders, with sensitivity to equity and diversity.
2. The Climate Improvement goals and strategies shall support the actualization of the following five Standards.

Standard 1: Develop a **shared vision** and plan for promoting, enhancing and sustaining a positive school climate.

Standard 2: Develop **policies** that promote social, emotional, ethical, civic and intellectual learning as well as systems that address barriers to learning.

Standard 3: Implement **practices** that promote the learning and positive social, emotional, ethical and civic development of students and student engagement as well as addressing barriers to learning.

Standard 4: Create an environment where all members are **welcomed, supported, and feel safe** in school: socially, emotionally, intellectually and physically.

Standard 5: Develop meaningful and engaging practices, activities and norms that **promote social and civic responsibilities and a commitment to social justice.**

3. Each School Climate Goal from within the School Improvement Plan shall be submitted to the District Climate Committee for approval with recommendations provided to the School Climate Specialist. The approved goal will be filed with the School Climate Coordinator.

4. The Safe School Climate Plan shall be made available on:

- I. The Bristol Board of Education's website;
- II. At each individual school in the school district and on each school's web site;
- III. Ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools; and
- IV. In all student handbooks.

VII. Codes of Conduct:

Codes of conduct for both students and adults shall be amended to reinforce positive school climates by detailing, and consistently recognizing and supporting positive behavior, applying appropriate graduated and corrective responses for inappropriate conduct, in order to address the root causes of the individual's specific conduct, while promoting physically, emotionally, and

intellectually safe and supportive teaching and learning environments for all students and adults in the school community. Practices that focus on building community, celebrating accomplishments, transforming conflict, rebuilding and strengthening relationships are consistent with positive school climates. Such responses shall be chosen in response to the context of each situation to support relationship-building and improvement, and with particular attention to issues of equity. These responses may include, but are not limited to one or more of the following:

- a. Reflective activities;
- b. School counseling support;
- c. Anger management;
- d. Health counseling or intervention;
- e. Mental health counseling;
- f. Skill building such as social and emotional, cognitive, and intellectual skills;
- g. Resolution circles and conferencing;
- h. Community service;
- i. Conflict resolution or mediation; and
- j. Other actions detailed in accordance with Board policies and procedures such as those regarding:
 - i. Participation in extracurricular activities;
 - ii. Student discipline (including detention, in or out of school suspension, and expulsion); and
 - iii. Adult/employee professional responsibility, conduct, separation/disciplinary actions.

Appendix

[1] Appendix A. National School Climate Standards

<https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/policy/school-climate-standards.pdf>

[2] School Climate Improvement is more encompassing than any individual program that might be implemented as a strategy for improving one or more dimensions of school climate.

[3] Appendix B. www.bristol.k12.ct.us

[4] National School Climate Council (2007). The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy. On: <http://www.schoolclimate.org/publications/policy-briefs.php>.

[5] Faster, D. & Lopez, D. (2013). School climate and assessment. In Dary, T. & Pickeral, T. (ed) (2013). School Climate Practices for Implementation and Sustainability. A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center.

[6] This definition is a compilation of dozens of definitions of Social Justice provided by philosophers, religious leaders, social, civic and community organizers, lawyers, ethicists, journalists, authors and educators.

[7] <http://www.schoolclimate.org/climate/process.php>.

[8] In the National dialogue, this Safe School Climate Committee is often referred to as a Safe School Climate Team, see http://schoolclimate.org/climate/stages_tasks_challenges.php.

[9] As of July 1, 2012, pursuant to C.G.S. Section [10-222\(d\)](#), every school should have identified a "Safe School Climate Committee." Satisfaction of this Policy's requirement of establishing a Safe School Climate Committee may have been satisfied previously by complying with these C.G.S. Section [10-222\(d\)](#) requirements.

[10] When using school climate data as a "flashlight" and not a "hammer," stakeholders will be more fully engaged, and the findings will be more useful for long-term improvement. To promote such a spirit of trust, school leaders should also consider key preparation and planning issues before administration, such as: how representative their Committee is, and to what extent stakeholders work and learn in a culture of blame or distrust as opposed to a more collaborative problem solving culture. For instance, are parents/guardians, students and personnel present to lend their unique perspectives? Differing viewpoints can create powerful discussions and build a transparent culture where members feel valued, trusted, included and actively engaged in the school community.

[11] Pursuant to C.G.S. Section [10-222\(d\)](#), all districts are required to have submitted and posted on their District website a Safe School Climate Plan, which contains provisions pertaining to bullying, filing complaints and conducting investigations.

[12] The District Safe School Climate Plan is placed within the School Climate Improvement Plan.

[13] See Appendix A for exact wording of the Standards.

[14] Alameda County School Health Services (California) The seven principles of restorative practice are: (1) voluntary participation, (2) respect for everyone involved, (3) inclusion of all the people impacted, (4) a focus on the harms, needs, and causes that have arisen, (5) consensus-based decision-making focused on how to repair the harm and prevent future harm, (6) opportunity for dialogue that aligns with the above principles, and (7) expanding the capacity of the community to create a just and fair response.

[15] Because the school improvement process is considered a continuing systemic process of learning and evaluating goals and objectives as they impact a diverse group of learners, the School Climate Survey shall be administered, at minimum, annually, at the same time of year each year.

Regulation Adopted: July 18, 2018

Bristol Public Schools

Bristol, Connecticut

Students

Out of School Misconduct

Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and is a violation of a publicized Board policy, even if such misconduct occurs off-school property and during non-school time.

In compliance with judicial decisions, the Board considers conduct which is "severely disruptive of the educational process" to mean conduct that "markedly interrupts or severely impedes the day-to-day operations of a school" in addition to such conduct also being violative of publicized school policy. Such conduct includes, but is not limited to, phoning in a bomb threat, or making a threat, off school grounds, to kill or hurt a teacher or student.

In addition, in making the determination as to whether conduct is "seriously disruptive of the educational process," the administration may consider, but such consideration shall not be limited to (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in section [29-38](#) and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. The Board of Education or impartial hearing board, in matters of expulsion for out of school misconduct, in making a determination as to whether conduct is "seriously disruptive of the educational process," may consider, but consideration is not limited to the same items listed previously.

Such discipline may result whether: 1) the incident was initiated in the school or on school grounds, or 2) even if the incident occurred or was initiated off-school grounds and non-school time; if after the occurrence there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process, markedly interrupting or severely impeding the day-to day operation of a school, by threatening:

1. The school's orderly operations;
2. The safety of the school property;
3. The welfare of the persons who work or study there.

Examples of the type of such off-school misconduct that may result in such discipline include but are not limited to:

1. Use, possession, sale, or distribution of dangerous weapons; (as defined C.G.S. [53a-3](#), [53-206](#), and [29-35](#))

Students

Out of School Misconduct (continued)

2. Use, possession, sale, or distribution of illegal drugs; or
3. Violent conduct,
4. Making of a bomb threat,
5. Threatening to harm or kill another student or member of the staff, where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

For example, if it is determined that a student's use, possession, or sale of drugs in the community has a strong likelihood of endangering the safety of students or employees because of the possibility of such sales in the school; or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment; or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school for such off-school misconduct, the Board may impose discipline up to and including suspension and/or expulsion. The rationale to be applied in considering disciplinary action is whether the off-school grounds conduct will markedly interrupt or severely impede the day-to-day operation of a school.

A student *who possessed and used a firearm*, deadly weapon, dangerous instrument or martial arts weapon in the commission of a crime off-campus shall be expelled for one calendar year unless said expulsion is modified on an individual case basis.

Regulation of Off-Campus Speech

It is recognized that some off-campus speech can be harmful and subject to regulation by District officials. The regulatory interests of the District and its schools remain significant in some off-campus circumstances. Such circumstances involving off-campus speech in which the District has an interest include, but are not limited to, the following:

- serious or severe bullying or harassment targeting particular individuals;
- threats aimed at teachers or students;
- the failure to follow rules concerning lessons, the writing of papers, the use of computers or participation in other online school activities; and
- breaches of school security devices, including material maintained within school computers.

In order for the District to take disciplinary action regarding student off-campus speech, school officials are limited to those situations where it can be reasonably forecast that the student speech in question will materially disrupt classwork or involve substantial disorder in the school setting. Off-campus student speech may be regulated only in compelling circumstances.

Students

Out of School Misconduct (continued)

Legal Reference: Connecticut General Statutes

[4](#)- 176e through [4](#)- 185 Uniform Administrative Procedure Act.

[10](#)-233a through [10](#)-233f re in-school suspension, suspension, expulsion.

[29](#)-35 Carrying of pistol or revolver without permit prohibited.

[29](#)-38 Weapons in vehicles.

[53a](#)-3 Firearms and deadly weapons.

[53](#)-206 Carrying and sale of dangerous weapons.

[53a](#)-217b Possession of firearms and deadly weapons on school grounds.

18 U.S.C. 921 Definitions.

PL 103-382 Elementary and Secondary Education Act. (Sec. 14601 - Gun Free Requirements: Gun Free School Act of 1994)

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education. (*SC 15862*)

[Wisniewski v. Bd. Of Educ.](#), 494 F.3d34 (2nd Cir. 2007)

[Doninger v. Niehoff](#), 257F.3d (2nd Cir. 2008)

[Mahanoy Area School District v. B.L.](#) (S.C. 20-255) June 23, 2021

Policy Adopted: March 1, 1995

Policy Revised: May 5, 1999

Policy Revised: February 7, 2007

Policy Revised:

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Students

Suicide Prevention and Intervention

The Board of Education recognizes that suicide is a complex issue and that, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide in depth counseling. Instead, the Board directs school staff to refer students who may be at risk of attempting suicide to an appropriate service for assessment, **and** counseling **and treatment services outside of the school.**

The Board of Education recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in these programs.

Risk factors for youth suicide will be based on the statewide strategic suicide prevention plan developed by the Connecticut Suicide Advisory Board, which includes, but is not limited to youth who are:

1. bereaved by suicide,
2. disabled or have chronic health conditions, such as mental health or substance use disorders,
3. involved in the juvenile justice system,
4. experiencing homelessness or placed in an out-of-home setting, such as foster care, or
5. lesbian, gay, bisexual, transgender or questioning.

To that end, the Board directs the Superintendent to implement an assessment recommended by the Connecticut State Department of Education for determining suicide risk. The assessment shall be used to determine the suicide risk of students who:

1. exhibit mental health distress,
2. have been identified as at risk of suicide, or
3. are considered to be at an increased risk of suicide based on particular risk factors.

Any school employee who may have knowledge of a suicide threat must take the proper steps to **immediately** report this information to the building principal or his/her designee who will, in turn, notify the appropriate school officials, the Crisis Intervention Team, the student's family and appropriate resource services outside and within the school system.

In addition, information regarding the 988 crisis line should be made widely available in schools and district offices. Text should note to call 988 if you are in emotional distress and/or you are having suicidal ideations. It should also include that by calling 988, you will be provided with support and connected to resources if needed.

Information concerning a student's suicide attempt, threat, or risk will be shared with others to the degree necessary to protect that student and others.

Students

Suicide Prevention and Intervention

Legal Reference: Connecticut General Statutes

[10](#) 221 Boards of education to prescribe rules, policies, ~~and procedures. (e) re~~
~~"policy and procedures for dealing with youth suicide prevention and youth~~
~~suicide attempts."~~

Policy Adopted: March 7, 2007

Policy Revised: January 5, 2021

Policy Revised:

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Students

Suicide Prevention and Intervention

Guidelines

All school district professionals should share with Principals any observations of student behavior which may be related to the possibility of suicide.

The Principal, in turn, has a responsibility to follow guidelines in Board of Education policy and this regulation on suicide prevention. *If circumstances of a particular situation indicate that actions other than those described would serve the best interests of a given student and the school system, ~~If circumstances indicate actions other than those described~~,* Principals may consult with the designated Student Assistance and Support Team (SAST) or equivalent, Planning and Placement Team (PPT), Early Intervention Program (EIP) and/or other appropriate personnel and shall document the circumstances and resulting decisions.

In addition, information regarding the 988 crisis line should be made widely available in schools and district offices. Text should note to call 988 if you are in emotional distress and/or you are having suicidal ideations. It should also include that by calling 988, you will be provided with support and connected to resources if needed.

Special Issues in Using Procedures

- 1. Principal.** Principal shall mean Principal or Principal's designee.
- 2. Communication.** The building Principal shall maintain communication with the Superintendent of Schools concerning all suicide attempts and shall call on the Central Office for advice on how to proceed as such assistance is needed. In turn the Superintendent will keep the Board informed about suicide related issues as appropriate. All communications must be kept confidential.
- 3. Documentation.** All actions taken by school personnel will be carefully documented with factual information, observable behaviors, and actions and placed in the student's supplementary health file. Following an attempted suicide, a daily log of student behavior should be maintained until no longer needed.
- 4. Contagion.** Sometimes a suicide attempt or suicide will trigger other suicide attempts. The best preventive measure against the contagion effect involves careful identification and monitoring of students who may be in a risk category, efforts to reduce glamorization of the suicide, and carefully planned follow up activities.
- 5. Anniversary Dates.** The week, month of year anniversary of the death may trigger a delayed grief reaction or suicide attempts modeled after the first. School personnel should be sensitive to this and intensify student monitoring at these times.

Students

Suicide Prevention and Intervention

Special Issues in Using Procedures (continued)

6. Support. Student Assistance and Support Team members should be sensitive to each other's needs for support, and it can also be helpful to have an outside professional available during and following crisis periods to "debrief" the team and offer support to individual members as needed.

7. Suicide at School. Most experts agree it is better to keep students at school where adult support systems are available than to send them home where no adult supervisors might be available to them. Students should only be released to their parents or other responsible adults should they ask to leave school early.

Students at Risk for Suicide

1. General Procedures During School Hours

School staff who have identified a potentially suicidal student or who have other reason to believe the student is at risk of suicide must immediately bring the student's name to the attention of the Principal or his/her designee even if the student has confided in the staff person and asked the staff person to keep their discussion confidential. In such cases, the staff person would explain that he/she cannot maintain confidentiality under the circumstances.

Appropriate staff members gather background information prior to contacting a student identified with suicidal tendencies - unless there appears to be imminent risk of self harm. This background check should be done on the same day as the referral and may include:

- A. Further discussion with the person who made the referral.
- B. Contact with other staff members for data on recent student performance. [At the earliest possible moment following the collection of information, contact with the student will be made to determine the seriousness of the situation.](#)

~~3. Completion of a Risk Assessment~~

C. Critical Situation

The student has the intent to kill himself/herself, a specific plan for how he/she will do it, and immediate access to the method; in addition, he/she exhibits feelings of loneliness, hopelessness, helplessness, and the inability to tolerate more pain.

- 1. A staff member will stay with the student to offer support. In addition, he/she will explain to the student that someone will be contacting parent(s) because of deep concern.

Students

Suicide Prevention and Intervention

Students at Risk for Suicide (continued)

2. A staff member will notify parents and request that they come to the school immediately. The following points should be covered in the meeting with the parents:

- (a) The seriousness of the situation.
- (b) The need for immediate outside professional help.
- (c) The need for continued monitoring.
- (d) A request for parent(s) to sign a release of information form for communication between the school and the facility to which the student will be taken, the student's therapist, and other individuals as appropriate.

3. When parents cannot be contacted, or if they refuse to come to the school and a medical emergency exists, normal procedures will be followed for such emergencies (such as calling an ambulance or Crisis Unit). If parents refuse to come to school, the Principal will explain that the school may be required to file a medical neglect report with the Department of Children and Families. In addition, the Principal may inform parents that the student will not be accepted back into school until a formal mental health evaluation has taken place.

This exclusion will be done in compliance with state regulations and only if it is deemed to be in the best interest of the student.

4. As a follow up, a staff member will contact the family to discuss plans for professional assistance and support to the student, and permission for communications between school and therapist will be requested. A plan of action for in school support and monitoring of the student will be discussed at the next Student Assistance Team/Early Intervention Program meeting.

D. Potential Suicide Situation

The student has some intent to kill himself/herself and has thought about how he/she would do it. He/she has access to the method but does not have everything in place. Although the student may exhibit feelings of hopelessness, helplessness, and unbearable pain, he/she shows some willingness to accept help. The following action will be taken, the order to be determined by the specific situation:

1. A staff member will explain to the student that his or her parents will be contacted to arrange for professional help and to develop an appropriate support system. The staff member will offer to speak on the student's behalf.

Students

Suicide Prevention and Intervention

Students at Risk for Suicide (continued)

2. Following the meeting with the student the Principal or designee will:
 - (a) Convene the Student Assistance Team to plan a course of action, if appropriate.
 - (b) Contact the student's parents to inform them of the seriousness of the situation and request an immediate meeting the same day.
 - (c) Obtain further information from parents concerning the student's mental health history, including therapy and previous suicidal attempts or threats. If the student is currently being seen by a mental health professional, the Principal will ask for parental permission to speak with that professional.
 - (d) Communicate the need for suicidal risk evaluation.
 - (e) If the parent refuses to come to school, the Principal will explain that the school should file a medical neglect report with DCF.
 - (f) As follow up, a team member will contact the family to discuss plans for professional help to the student. The team will meet to develop a plan for in school support and schedule a re-entry meeting.

General Procedures After School Hours

If a staff member has become aware of a potentially suicidal student during after school hours, he/she should consider and decide the following actions:

1. Contact parents.
2. Contact police.
3. Contact student's therapist.
4. Contact 24 hour crisis center.
5. Contact Principal.
6. Schedule a re-entry meeting.

Students Who Have Attempted Suicide

1. In school Attempt:

- (a) The staff person who becomes aware of the attempt will remain with the student and immediately send for the nurse and Principal.
- (b) The nurse and Principal will follow school medical emergency procedures to get immediate medical help for the student.

Students

Suicide Prevention and Intervention

Students Who Have Attempted Suicide (continued)

- (c) Parents will be contacted.
- (d) Principal will refer to the Crisis Intervention Plan.
- (e) The Superintendent will be informed of the event.

2. Out of school Attempt:

- (a) The staff person who receives information concerning an attempted suicide will immediately contact the school Principal who will verify the information and actions taken by the parents.
- (b) The Principal will determine if the situation warrants informing the faculty.
- (c) If the attempted suicide is causing visible distress among students, a school meeting may be held to identify others at risk with students and discuss concerns.
- (d) The Principal, in conjunction with the Student Assistance Team, will develop a plan to monitor and support high risk students. Individual support plans will be developed/reviewed at the student re-entry meeting.
- (e) A team member will be assigned to follow up and monitor the student upon his/her return to school.
- (f) As appropriate, information will be shared with Principals of sibling's schools and the **Special Pupil** Services Department and Superintendent's Office.

Local/Community Based Resources

<u>Bristol Hospital Emergency Room</u> Brewster Road Bristol, CT 06010	860-585-3000
<u>New Britain General Hospital</u> 100 Grand Street New Britain, CT 06050	860-224-5011
<u>UConn Health Center (24 Hours)</u> Psychiatric Services 263 Farmington Avenue Farmington, CT 06030	860-679-2000

Students

Suicide Prevention and Intervention

Local/Community Based Resources (continued)

<u>Department of Children & Families</u> One Grove Street, 4th floor New Britain, CT 06053	860-832-5200
<u>Bristol Police Department</u>	860-584-3000
<u>Wheeler Clinic</u> 91 Northwest Drive Plainville, CT 06062	860-793-3500
<u>CT infoline</u>	211
<u>National Suicide Prevention (24/7/265)</u> 988 Suicide & Crisis Lifeline	988 (call/text)

Legal Reference: Connecticut General Statutes

[10](#) 221(e) Boards of education to prescribe rules.

Regulation Approved: March 1, 1995
Regulation Revised: March 7, 2007
Regulation Revised: January 6, 2021
Regulation Revised:

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Students

Students/Staff with HIV, ~~ARC (AIDS Related Complex)~~ or AIDS

Scientific studies show that the Human Immunodeficiency Virus (HIV), the virus which causes the acquired immune deficiency syndrome (AIDS) ~~or ARC (AIDS Related Complex)~~, is transmitted through sexual intercourse with an infected individual or through exposure to contaminated blood or needles. There is no evidence to support the notion that the HIV virus can be transmitted through ordinary school or household activities, e.g. coughing, sneezing, hugging, sharing of utensils or food, or shaking hands.

The anonymity of individuals with HIV infection or AIDS is protected by law. Moreover, individuals with HIV infection or AIDS are protected from discrimination by both federal and state laws. Neither attendance at school nor employment may be denied to an individual with HIV infection or AIDS. It is the policy of the District that no student or staff member with HIV infection or AIDS may be prohibited from attending school/employment unless there is an immediate risk of injury or harm to the individual or to others.

Because the diagnosis of HIV infection or AIDS is a confidential matter between the individual student or staff member and his or her physician, the District may be unaware of the diagnosis. Consequently, the Board of Education has adopted a policy of "universal precautions" which protects all students and staff from contact with blood and body fluids of others. These precautions are enumerated in the Communicable Diseases regulation.

(cf. - 4147.1/4247.1 Bloodborne Pathogens) (~~cf. — 5141.22 Communicable Diseases~~)

Legal Reference: Connecticut General Statutes

10-19b Acquired Immune Deficiency Syndrome (AIDS) education

[10-76\(d\)\(15\)](#) Duties and powers of boards of education to provide special education programs and services

[10-154a](#) Professional communications between teacher or nurse and student

[10-207](#) Duties of medical advisors

[10-209](#) Records not to be public

[10-210](#) Notice of disease to be given parent or guardian

[19a-221](#) Quarantine of certain persons

[19a-581-585](#) AIDS testing and medical information

~~20 U.S.C. 7906, No Child Left Behind Act of 2001~~

Policy Adopted: April 4, 2007

Policy Revised:

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut