Board of Education Meeting

Wednesday, November 4, 2026 6:30 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. Lawrence Szmalc - Retired Custodian/Site Supervisor 1993-2012 - November 13, 1953 -October 5, 2026

2. **STAFF AND STUDENT RECOGNITION**

2.1. Ivy Drive- 2026 Connecticut School of Distinction High Growth High Needs- Mathematics

2.2. High School Leadership Council- Team IMPACT All In 5K

2.3. School Staff Appreciation Days

3. **APPROVAL OF MINUTES**

3.1. October 7, 2026 -Regular Meeting Minutes

3.2. October 27, 2026 -Special Meeting Minutes

4. **COMMITTEE REPORTS**

5. **STUDENT REPRESENTATIVE REPORTS**

5.1. Bristol Central High School
Junior: Isabella Ferrer

5.2. Bristol Eastern High School
Junior: Jean Zendel Yema

6. **CHAIR REPORT**

7. **SUPERINTENDENT REPORT**

7.1. SBA Achievement and Growth — **Presenter:** Carly Fortin

7.2. Freshmen On-Track Rate — **Presenter:** Carly Fortin

8. **CONSENT AGENDA**

8.1. PERSONNEL

8.1.a. Teacher Hires

- Martin, Lyssa – CW – Bilingual TESOL Teacher effective October 9, 2026
- Ryan-Muniz, Michelle – CHMS – Student Success & Wellness Counselor (Guidance Counselor) effective October 27, 2026

8.1.b. Teacher Resignation

- Scarola, Thomas – BAIMS – Grade 7 Math Teacher effective October 30, 2026

8.1.c. Teacher Retirements

- Maghini, Michele – NEMS – Grade 6 ELA Teacher effective June 30, 2027
- Ortiz-Diehl, Rose – STAF – Grade 5 Teacher effective June 30, 2027
- Vocke, Sharon – NEMS – Music Teacher effective February 2, 2027

8.1.d. A2 Hires effective August 24, 2026

- Guastella, Michelle – CHMS – Climate Coordinator
- Maust, Andrew – CHMS – Head Drama

8.1.e. A2 Resignations effective June 30, 2026

- D'Agostino, Silvio – BEHS – (.5) Spring Drama Choreographer
- D'Agostino, Silvio – CHMS – Head Drama
- Spanedda, Michael – BEHS – Percussion Instructor 1A

8.1.f. A3 Hires

- Fusco, Tina -WB – Gifted Coach effective October 16, 2026
- Mirmina, Shawn – BCHS – Gifted Coach effective October 26, 2026

8.2. GRANTS

8.2.a. Nita M. Lowey 21st Century Community Learning Centers - IVY, EPH, SSS

8.2.b. Special Education Expansion and Development Grant

8.2.c. United Way: School Supply Funds

8.2.d. Middle School ASSISTments

9. **PUBLIC COMMENT**

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

10.1. Pupil Personnel Services Report

10.1.a. Pupil Personnel Services Report

10.2. October 1 Enrollment Count for the 2026-2027 School Year

11. **POLICY REVISION**

11.1. Rescind: Policy 5145.6 Student Grievance Procedures Title IX and Accompanying Appendix A

11.2. Rescind Policy 5145.5 Sexual Harassment/Exploitation and Accompanying Appendix A

11.3. Rescind: Policy 1112 News Media Relationships

11.4. Adopt: Policy 5142.4 School Resource Officer and accompanying Form A

11.5. Revise: Policy 6164.12 Acquired Immune Deficiency Syndrome (AIDS)

11.6. Revise: Policy 6114.3 Bomb Threats

11.7. Revise: Policy 6141.2 Separation of Church and State

11.8. Revise: Policy 1411 Law Enforcement Agencies

11.9. Revise: Policy 5118.1 Homeless Students

12. **OLD BUSINESS**

12.1. Second Review of Proposed School Calendars for 2027/2028 SY & 2028/2029 SY

12.2. Second Review of Proposed 2027 Board of Education Meeting Dates

13. **NEW BUSINESS**

13.1. BAIMS - Accept the Project as Complete

13.2. Financial Dashboard

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:10/7/26-Regular Board of Education Meeting

Bristol Board of Education
Bristol, Connecticut
Wednesday, October 7, 2026 – 6:30 p.m.
Regular Meeting Minutes

The Bristol Board of Education regular meeting was held on Wednesday, October 7, 2026, at 6:30 p.m. in the Bristol Board of Education Auditorium located at 129 Church Street and via Zoom Meeting Platform.

Present: Chair Shelby Pons, Commissioners: Jennifer Tagariello, Jill Fitzsimons-Bula, Thomas Hick, Kara Ledger, Robert Parenti (virtual), Barbara Tedesco, Kristen Giantonio, Jennifer Van Gorder; and Peter Kelley, Board Liaison (virtual)

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 Management 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 Shelby Pons called the Regular Meeting of the Bristol Board of Education to order at 6:30 p.m. The Board participated in the Pledge of Allegiance. A moment of silence was observed in memory of Aidan Collins, Bristol Eastern High School Class of 2024, who passed away on September 19, 2026.

2. Staff and Student Recognition

2.1 School Staff Appreciation Days

Superintendent Iris White recognized and expressed appreciation for Bristol Public Schools staff in observance of several national recognition days and weeks throughout October, including National Principals Month, National Custodian Day (October 2), World Teachers' Day (October 5), National Coaches Day (October 6), and National School Bus Safety Week (October 19–23). She acknowledged the dedication and contributions of principals, custodians, teachers, coaches, and school bus personnel in supporting student success and ensuring safe, welcoming school environments.

3. Approval of Minutes

3.1 September 9, 2026 Regular Meeting Minutes

The Board of Education voted to approve the September 9, 2026 Regular Meeting Minutes as written.

Motion made by Jennifer Tagariello and seconded by Kara Ledger. Motion passed unanimously.

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3.2 September 9, 2026 Special Meeting Minutes

The Board of Education voted to approve the September 9, 2026 Special Meeting Minutes..
Motion made by Jennifer Tagariello and seconded by Kara Ledger. Motion passed unanimously.

3.3 September 23, 2026 Special Meeting Minutes

The Board of Education voted to approve the September 23, 2026 Special Meeting Minutes as written.
Motion made by Jennifer Tagariello and seconded by Jill Fitzsimons-Bula. The motion carried 7-0-2 with (2) abstention from Commissioners Jennifer Van Gorder & Kristen Giantonio.

4. Committee Reports

Student Achievement Committee: Commissioner Kara Ledger reported the Committee reviewed the Student Voice Initiative, including conversational-style surveys; PSAT/SAT outcomes; attendance and discipline information; and three curriculum revisions: Latin Historical Prose, Algebra 2, and Grades 6–8 Science. The Committee also received information regarding a curriculum designed to support students who have difficulty earning credit through traditional pathways.

School Safety Committee: Commissioner Jill Fitzsimons-Bula reported that the committee met earlier this evening and discussed all the following agenda items: ALICE Roll-Out Update, Camera Update, Stop the Bleed Training, Fire Alarm System Updates and Swatting Update.

Policy Committee: Commissioner Jill Fitzsimons-Bula reported the Committee met on September 23, 2026, and forwarded (8) eight policy revisions to the full Board for consideration this evening. Additional policy work is scheduled for the next Committee meeting.

School, Family, & Community Partnership Committee: Commissioner Tedescro reported the committee met on September 16, 2026 and received a presentation from Hubbell School and Erika Treanni regarding parent communication, family engagement, and attendance initiatives. The Committee plans to have a principal provide a school report at each meeting.

Finance & Operations Committee: Commissioner Jennifer Tagariello reported the Committee reviewed the district's financial position. Actual expenditures were reported at $8,504,664, with an available balance of $54,009,996. The cafeteria fund was reported to have a surplus of approximately $95,000. The Committee also reviewed the district's new financial dashboard, which is currently being piloted by the Finance and Operations Committee with plans for broader access.

5. Student Representatives

Superintendent White welcomed the 2026–2027 Board of Education Senior Student Representatives and recognized the eight students who participated in the selection process. Other students were invited to participate in the Superintendent's Student Advisory Council.

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Bristol Central High School Student Representative, Anne-Marie Beauchemin, reported on PSAT/SAT administration, senior college application workshops, parent-teacher conferences, senior parking space painting, efforts to restore senior quotes to the yearbook, club engagement, fundraising, and plans to gather input from student club and grade-level leaders. Full report can be found here: A.B (BCHS) BOE Rep October report

Bristol Eastern High School Student Representative, Erin Martin, reported on the school club fair, fall activities and athletics, parent-teacher conferences, school safety measures, pep rally inclusivity, student requests for additional PSAT/SAT preparation, and interest in expanded fresh food options in the cafeteria. Full report can be found here: Erin Martin Report-Oct 2026

6. Chair Report

Chair Pons welcomed newly appointed Commissioner Thomas Hicks to the Board and recognized former Commissioner Ozenkowski for her service and contributions to the Board, including her work with the School Safety Committee.

7. Superintendent Report

Superintendent White presented the Superintendent's Report, highlighting the following matters:
School Bus Safety:
Installation of BusPatrol safety camera technology on Bristol school buses is scheduled to begin October 26, 2026. The technology will identify vehicles illegally passing stopped school buses. Additional communication will be provided to families and the community prior to the warning and enforcement phases.

Student Bus Pass Initiative:
The district's allocation of Connecticut Department of Transportation student bus passes was increased to 318 passes. Bristol Alternative High School, Bristol Eastern High School, and Bristol Central High School will each receive 35 passes per trimester. School administrators and counselors will identify students based on individual transportation needs.

FY 2027–2028 Budget Planning:
The district will begin school and department budget presentations later in October. Presentations will be conducted virtually and recorded. The district continues to explore shared services and cost-saving opportunities, including technology expenditures. An outside review of accounts payable data is underway, and the district continues its IT task force meetings with the Mayor's Office. Budget workshops with the City are anticipated to begin in January.

Legislative Advocacy:
Superintendent White reviewed the Connecticut Association of Urban School Superintendents' legislative priorities, including increasing the Education Cost Sharing foundation amount, indexing ECS funding to inflation, and fully funding the Special Education Expansion and Development (SEED) grant while providing greater flexibility in the use of funds.

Superintendent White introduced Carly Fortin, Director of Curriculum and Instruction, who presented the spring 2026 PSAT and SAT assessment data. The report highlighted strong growth in mathematics and Evidence-Based Reading and Writing across the district. Notably, all juniors achieved expected growth in mathematics from the fall PSAT to the spring SAT. Bristol improved its overall performance among Alliance Districts, rising to second place. Furthermore, students eligible for free and reduced-price meals demonstrated significant academic gains, exceeding the state average on both subtests. The Class of 2027 also demonstrated higher performance overall compared to the Class of 2026.

Superintendent White then introduced Erika Treannie, Director of Climate, Culture, and Student Services, who presented the district's 2025–2026 chronic absenteeism report. Ms. Treannie noted that chronic absenteeism is defined as missing 10% or more of the school year. The district concluded the academic year with a 20.3% chronic absenteeism rate, reflecting an approximate 2% increase from the prior year. However, several schools demonstrated improvements, particularly at the high school level, where Bristol Eastern High School reduced its rate by approximately 2% and Bristol Preparatory Academy achieved a reduction of approximately 4%.

The district was awarded a $225,000 LEAP attendance grant to support attendance and student engagement initiatives. Continued emphasis will be placed on targeted attendance interventions and proactive outreach.

Following the presentation, Board members engaged in discussion regarding student attendance strategies and the overall efficacy of home visits.

This concluded the Superintendent's Report.

8. <u>Consent Agenda</u>

Chair Pons called for a motion to approve the consent agenda, which included items from 8.1.a to 7.2.h.

Motion made by Jill Fitzsimons-Bula and seconded by Kara Ledger. Motion passed unanimously.

8.1 PERSONNEL

8.1.a Teacher Hires

Blumetti, Olivia – ID – Kindergarten Teacher effective September 10, 2026
Davis, Anitra – CHMS – Special Education Teacher effective September 24, 2026
Dubin, Timothy – CW – Instrumental Teacher effective September 3, 2026
Gianni, Nicole – CW – School Psychologist effective August 24, 2026
Good, Mary – CW/BOE – Special Education Teacher effective September 29, 2026
Jimenez, Rebeca – GH – Speech and Language Pathologist effective September 22, 2026
Newton, Sarah – STAF/EPH – Speech and Language Pathologist effective September 22, 2026
Rimkie, Olivia – EPH/ID – Special Education Teacher effective September 15, 2026

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8.1.b Teacher Leave of Absence Requests
Knopf, Brittany – CHMS – Special Education Teacher effective September 23, 2026 through the end of the 26-27 School Year
LaRocca, MacKensie – GH – Grade 3 Teacher effective November 20, 2026 through the end of the 26-27 school year

8.1.c Teacher Retirements
Archangelo, Stacia – CW – Physical Education Teacher effective October 9, 2026
Monaco-Walsh, Kristine – CW – Art Teacher effective June 30, 2027

8.1.d A1 Hires effective August 24, 2026
Behrendt, Sarah – CHMS – Co-Orange Team Leader

8.1.e A2 Hire effective September 1, 2026
Abucewicz, Danielle – BE/BC – Special Performing Groups, Strawberry Fields
Nelson, David – CHMS – Special Performing Groups, Choral
Wodatch, Sara – NEMS – Climate Coordinator

8.1.f A2 Resignations effective June 30, 2026
Abucewicz, Danielle – CHMS – Special MS Performing Groups, Choral
Coderre, Michael – BEHS – Special Performing Groups, Strawberry Fields

8.1.g Administrative Resignation effective October 30, 2026
Broderick, Ryan – BCHS – Assistant Principal

8.2 GRANTS
8.2.a Federal Adult Education - PEP Comprehensive 2
8.2.b Prudence Crandall Center - CT Coalition Against Domestic Violence (CCADV)
8.2.c United Way of Central and Northeastern CT - Family Resource Center Operating Funds
8.2.d Early Start (formerly School Readiness)
8.2.e Mainstreet Community Foundation - Jim & Eleanor Frawley Community Fund
8.2.f The Barnes Foundation - Storytelling Residency Program
8.2.g Connecticut High Dosage Tutoring Program
8.2.h CT Learner Engagement and Attendance Program (LEAP)
8.2.i McKinney-Vento Homeless Children & Youth Program

Discussion ensued regarding the Connecticut High Dosage Tutoring Program and the district's authority to select program options.

9. <u>Public Comments</u>
The Board received a copy of written public comment regarding Policy 1120, Public Participation at Board of Education Meetings from Matthew Biadun, 53 Buff Road, Bristol, CT 06010.

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Victoria Corliss, 31 Haviland St, Bristol, CT 06010, addressed the Board regarding concerns related to transportation safety and reliability.

Chair Pons noted that the Superintendent would follow up directly with Ms. Corliss regarding the matters raised.

10. Deliberated Items/District Leadership Team Reports

10.1 Pupil Personnel Services Report

Dr. Amy Martino provided a Pupil Personnel Services Report enrollment and services within the district. As of September 1, 2026, 1,754 of the 7,815 enrolled Bristol Public Schools students were identified as requiring Special Education programming, representing 22.4% of the total student population.

The Board was informed that 123 students with disabilities required out-of-district placements at private special education school programs, while an additional 88 students received special education programming services at other public out-of-district schools, including magnet schools.

Dr. Martino also reported that during the month of August 2026, 45 of the 214 newly registered students 40% were identified at the time of registration as requiring Special Education programming and services. Of those newly registered students, two required placement in an out-of-district special education school program.

In addition, the Board received an update regarding emergency response activity during the month of August. There was (1) call to 211 and (0) calls to 911.

Dr. Martino provided an update on the Pupil Personnel Services monthly budget, as of September 1, 2026, all represented budget lines for the four primary budget drivers are fully available, with the exception of Private Placement Tuition, where expenditures have begun. Encumbrances have not yet been fully processed for the 2026–2027 school year. Each account will continue to be monitored as encumbrances are entered.

Questions and discussion followed the report in regards to enrollment trends, number of students returning to district programming, and continued monitoring of special education expenditures.

11. Curriculum Revisions

11.1 New Course Proposal: Latin Historical Prose

Lesek Ward, Secondary Humanities Supervisor, presented the proposed Latin Historical Prose curriculum. He outlined the structure of the revised upper-level elective, designed to offer flexible and rigorous course options to support four years of Latin study.

Discussion followed regarding the sequential progression of Latin courses and the implementation of the elective within the current course offerings.

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Chair Pons called for a motion to approve the Latin Historical Prose curriculum as presented.

Motion made by Jennifer Tagariello and seconded by Kara Ledger. The motion passed unanimously.

11.2 Curriculum Revision: Middle School (Grades 6–8) Science
Laura Lanza, Secondary STEM Supervisor, presented proposed revisions to the Middle School Science curriculum (Grades 6–8). The comprehensive updates aim to align instructional expectations across schools, strengthen inquiry-based and laboratory experiences, integrate virtual simulations, and ensure alignment with state standards and high school readiness expectations.

There were no questions or further discussion following the presentation.

Vice Chair Tagariello called for a motion to approve the revisions to the Middle School (Grades 6–8) Science curriculum as presented.

Motion made by Kara Ledger and seconded by Jill Fitzsimons-Bula. The motion passed unanimously.

11.3 Curriculum Revision: Algebra 2 (Academic & Accelerated)
Laura Lanza, Secondary STEM Supervisor, presented the revised Algebra 2 Academic and Accelerated curricula. The revisions align with the Illustrative Mathematics curriculum framework, enhance vertical alignment with Algebra 1, establish differentiated expectations for Academic and Accelerated levels, and incorporate adjustments based on SAT performance data.

There were no questions or further discussion following the presentation.

Vice Chair Tagariello called for a motion to approve the Algebra 2 curriculum revisions as presented.

Motion made by Kara Ledger and seconded by Jill Fitzsimons-Bula. The motion passed unanimously.

12. <u>Policy Revisions</u>
12.1 Revision: Policy 3231 – Medical Reimbursement for Special Education Students
Commissioner Fitzsimons-Bula presented proposed revisions to Policy 3231, which was last updated on October 6, 1999. The updates align Medicaid billing procedures, consent requirements, privacy protections, and legal references with current standards. Parental consent remains mandatory for Medicaid billing. In the draft policy, proposed deletions are indicated by red strikethrough text and proposed additions are shown in blue text.

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Discussion followed regarding parental consent procedures.

Vice Chair Tagariello called for a motion to approve the revisions to Policy 3231 – Medical Reimbursement for Special Education Students as presented.

Motion made by Jill Fitzsimons-Bula and seconded by Kara Ledger. The motion passed.

12.2 Revision: Policy 5114 – Suspension and Expulsion/Due Process
Commissioner Fitzsimons-Bula presented proposed revisions to Policy 5114 (Suspension and Expulsion/Due Process) to reflect statutory updates regarding alternative educational opportunities for students aged 16 to 18 facing a first or second expulsion. Proposed deletions are indicated by red strikethrough text and proposed additions are shown in blue text.

The Board discussed the financial implications of the statutory revisions, noting that the mandate does not include additional funding.

Chair Pons called for a motion to approve the revisions to Policy 5114 – Suspension and Expulsion/Due Process as presented.

Motion made by Jennifer Tagariello and seconded by Barbara Tedesco. The motion passed.

12.3 Revision: Policy 5131.913 – Cyberbullying
Commissioner Fitzsimons-Bula presented proposed revisions to Policy 5131.913 (Cyberbullying) to update legal references and recommended language. The policy was last updated on September 15, 2010. Proposed deletions are indicated by red strikethrough text and proposed additions are shown in blue text.

The Board discussed the proposed changes reflecting CABE sample language.

Chair Pons called for a motion to approve the revisions to Policy 5131.913 – Cyberbullying as presented.

Motion made by Jennifer Tagariello and seconded by Barbara Tedesco. The motion passed.

12.4 Revision: Policy 4111/4211 – Recruitment and Selection
Commissioner Fitzsimons-Bula presented proposed revisions to Policy 4111/4211 (Recruitment and Selection) to comply with Public Act 26-12, including job posting disclosure requirements and updated Teachers' Retirement Board re-employment provisions. The policy was last updated on December 7, 2016. Proposed deletions are indicated by red strikethrough text and proposed additions are shown in blue text.

Discussion ensued regarding whether the proposed policy revisions are mandated.

Chair Pons called for a motion to approve the revisions to Policy 4111/4211 – Recruitment and Selection as presented.

Motion made by Jennifer Tagariello and seconded by Kara Ledger. The motion passed.

12.5 Revision:Policy 5117 - School Attendance Areas

Commissioner Fitzsimons-Bula provided background on Policy 5117 - School Attendance Areas. The policy was last updated on January 3, 2007 and the proposed changes are presented with new additions in blue and deletions in red.

Questions and discussion followed in regards to capped classrooms

Chair Pons called for a motion to approve the revisions to Policy 5131.8 Out of School Misconduct as presented.

A motion was made by Jennifer Tagariello and seconded by Jill Fitzsimons-Bula. The motion carried 7-0-2 with (2) abstention from Commissioners Jennifer Van Gorder & Kristen Giantonio.

12.6 Revision:Policy 1120 Public Participation at Board of Education Meetings

Commissioner Jill Fitzsimons-Bula provided a detailed background on the current Policy 1120 (Public Participation at Board of Education Meetings), which is based on the CABE model and was last revised on March 1, 2017. Policy 1120 was brought back to the Subcommittee for further review after receiving feedback from CABE and Attorney Jessica Ritter and the proposed changes are presented with new additions in blue and deletions in red.

Questions and discussion followed regarding language to #4, #5, #8.

Chair Pons called for a motion to approve the revisions to Policy 1120 Public Participation at Board of Education Meetings as presented. ***Motion made by Jennifer Tagariello and seconded by Kara Ledger.***

Following discussion, Chair Pons called for a revised motion with the corrected language of #8 to Policy 1120 Public Participation at Board of Education Meetings.

A motion was made by Jennifer Tagariello and seconded by Jill Fitzsimons-Bula. The motion carried 7-0-2 with (2) abstention from Commissioners Jennifer Van Gorder & Kristen Giantonio.

12.7 Revision:Bylaw 9325 Meeting Conduct

Commissioner Fitzsimons-Bula provided a detailed background on Bylaw 9325, Meeting Conduct, which is based on the CABE model and was last revised on April 6, 2016. With the need for consistency among Policy 1120, Bylaw 9325, and Bylaw 9322. The Committee proposed revisions to Bylaw 9325, including incorporating items #1–#11 from Policy 1120 to align the bylaw with the established public speaker procedures.The proposed changes are presented with new additions in blue and deletions in red.

Questions or discussion followed regarding the inclusion of items #1-11.

Chair Pons called for a motion to approve the revisions to Bylaw 9325 Meeting Conduct as presented.

A motion was made by Jennifer Tagariello and seconded by Jill Fitzsimons-Bula. The motion carried 7-0-2 with (2) abstention from Commissioners Jennifer Van Gorder & Kristen Giantonio.

12.8 Revision:Bylaw 9322 Public and Executive Sessions

Commissioner Fitzsimons-Bula presented Bylaw 9322, Public and Executive Sessions. She noted that, based on a CABE audit, the bylaw is recommended for revision to align with the current CABE model. The bylaw was last updated on April 6, 2016. The proposed changes are presented with new additions in blue and deletions in red.

Questions and discussion followed regarding smoking being included in the Bylaw.

Chair Pons called for a motion to approve the revisions to Bylaw 9322 Public and Executive Sessions as presented.

A motion was made by Jennifer Tagariello and seconded by Jill Fitzsimons-Bula. The motion was carried unanimously.

13. NEW BUSINESS

13.1 Donation from the BCHS Athletics Activities account to the BCHS Press Box Project

Jodi Bond, Director of Finance presented the Donation from the BCHS Athletics Activities account to the BCHS Press Box Project.

Questions or discussion followed the use of funds for this project.

Chair Pons called for a motion to approve the Donation of $34,000 from the BCHS Athletics Activities account to the BCHS Press Box project.

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Motion made by Jennifer Tagariello and seconded by Kara Ledger. The motion passed.

13.2 Graduation Date for Class of 2027

Joseph Grabowski, Chief Officer of Talent Management presented to the Board the Class of 2027 Graduation date as June 11, 2027. The date corresponds with the projected last day of school and is intended to provide families, students, administrators, and vendors with advance notice for planning purposes.

Questions and discussion regarding plans for finals for students. Carly Fortin addressed the Board and presented the feedback with the collaborative work with the High Schools Council Administrative Team in regards to final exam schedule

Chair Pons called for a motion to approve June 11, 2027 as the graduation date for the Class of 2027.

Motion made by Jennifer Tagariello and seconded by Kara Ledger. The motion passed.

13.3 First Review of Proposed School Calendars for 2027/2028 SY & 2028/2029 SY

Joseph Grabowski, Chief Officer of Talent Management presented a first review of draft school calendars for the 2027–2028 and 2028–2029 school years.

For 2027–2028, the projected first day is August 26, 2027, and the projected last day is June 7, 2028. The Board discussed the placement of Good Friday in relation to April vacation, alignment with neighboring districts, religious holidays, community feedback, and the impact of the school calendar on June programming and extended school year services.

For 2028–2029, the projected first day is August 28, 2028, and the projected last day is June 9, 2029. The Board discussed potentially exchanging February 16 and February 20 to reduce the likelihood of a low-attendance day between a religious holiday and Presidents' Day weekend.

No action was taken, draft calendars will be presented for a second review at the next Board of Education meeting.

13.4 First Review of Proposed 2027 Board of Education Meeting Dates

The Board conducted a first review of proposed 2027 Board of Education meeting dates. Two scheduling options were presented, one beginning meetings at 6:30 p.m. and another at 7:00 p.m. Commissioners will provide their preferences for further consideration. No action was taken.

14. <u>Information/Liaison Reports</u>

14.1 City Council Liaison Report

No report provided.

14.2 BOE Liaison Reports

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Commissioner Tedesco acknowledged a report from Principal Farrell regarding family engagement activities and Bully Prevention Month initiatives.

15. <u>Adjournment</u>

There being no further business to come before the Board, the Regular Board of Education Meeting adjourned at 9:11 p.m.

Respectfully Submitted,



Sydney Molina
Recording Secretary
Bristol Board of Education

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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:10/27/26-Special Board of Education Meeting

Bristol Board of Education
Bristol, Connecticut
Tuesday, October 27, 2026 – 6:00 p.m.
Special Meeting Minutes

The Bristol Board of Education Special meeting was held on Wednesday, October 7, 2026, at 6:00 p.m. in the Bristol Board of Education Room 36 located at 129 Church Street and via Zoom Meeting Platform.

Present: Chair Shelby Pons, Commissioners: Jennifer Tagariello, Jill Fitzsimons-Bula (virtual), Thomas Hick, Kara Ledger, Robert Parenti, Barbara Tedesco, and Jennifer Van Gorder

Absent: Kristen Giantonio

Also Present: Superintendent Iris White

1. **Call to Order/Pledge of Allegiance/Moment of Silence:**
   Chair Shelby Pons called the Special Meeting of the Bristol Board of Education to order at 6:10 p.m. The Board participated in the Pledge of Allegiance.

2. **Public Comments**
   No public comment.

3. **Vote To Convene Into Executive Session For The Purpose Of:**
   - **3.1 Discussion of Superintendent's 2025-2026 Evaluation and Goals**
   - **3.2 Discussion of Superintendent's 2026-2027 Goals**

   Chair Pons called for a motion to convene into Executive Session for the for the discussion of items 3.1 Superintendent's 2025-2026 Evaluation and Goals and 3.2 Discussion of Superintendent's 2026-2027 Goals. They would invite Superintendent White to join the Executive Session.

   Jennifer Tagariello made the motion and it was seconded by Thomas Hick. The motion passed unanimously. (6:11 p.m.).

EXECUTIVE SESSION

Present: Chair Shelby Pons, Commissioners: Jennifer Tagariello, Jill Fitzsimons-Bula (virtual), Thomas Hick, Kara Ledger, Robert Parenti, Barbara Tedesco, and Jennifer Van Gorder

Absent: Kristen Giantonio

DRAFT

Also Present: Superintendent Iris White

The Executive Session was called to order at 6:11 p.m. Commissioners discussed the Superintendent's 2025-2026 Evaluation and Goals and 2026-2027 Goals.

4. Vote To Reconvene Into Public Session To Vote On Any Items From Executive Session

Chair Pons called for a motion to reconvene into Public Session.

Jennifer Tagariello made the motion and it was seconded by Robert Parenti. The motion passed unanimously. (8:06 p.m.)

No votes were taken on any items from the Executive Session.

5. Adjournment

With no other business to come before the board, the meeting should be adjourned. ***(8:07 p.m.).***

Respectfully Submitted,

Sydney Molina
Recording Secretary
Bristol Board of Education

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Bristol Public Schools

2026 Smarter Balanced

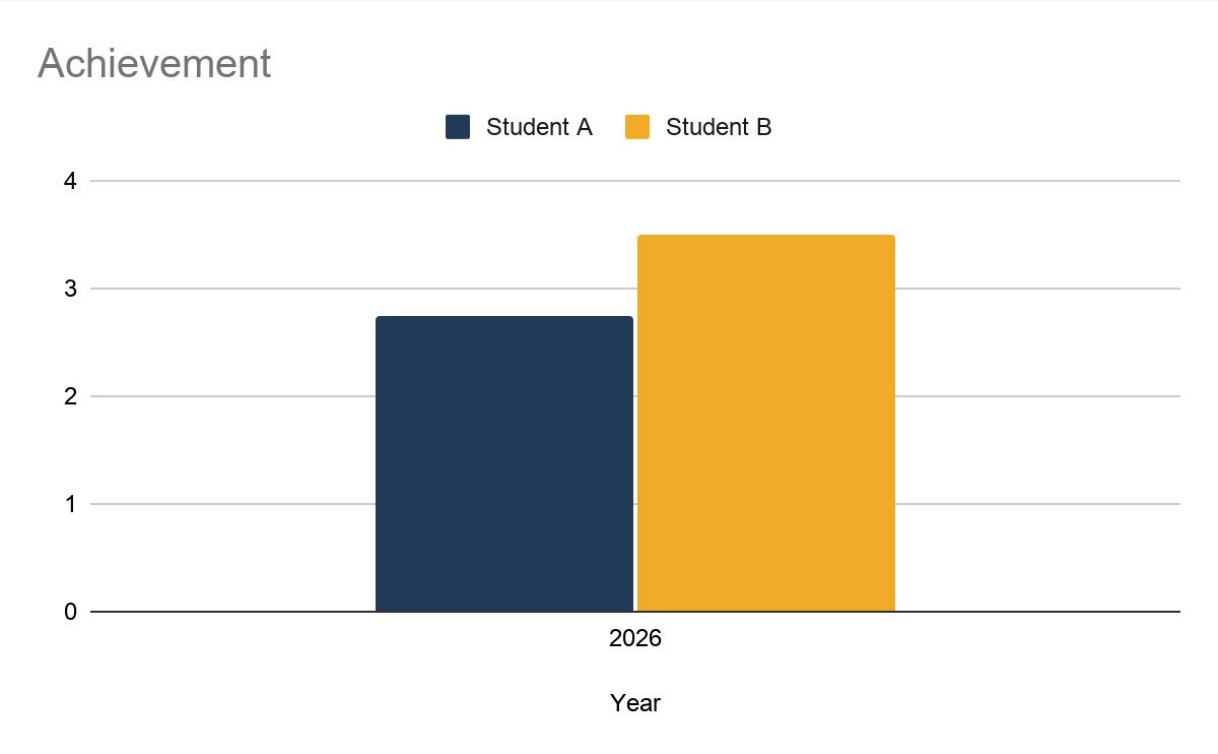
October 2026 Student Achievement Committee

Report Agenda

1. Literacy Highlights
2. Math Highlights
3. District Progress
4. Literacy Achievement Detail
5. Literacy Growth Detail
6. Math Achievement Detail
7. Math Growth Detail
8. Next steps

Bristol Public Schools

Achievement

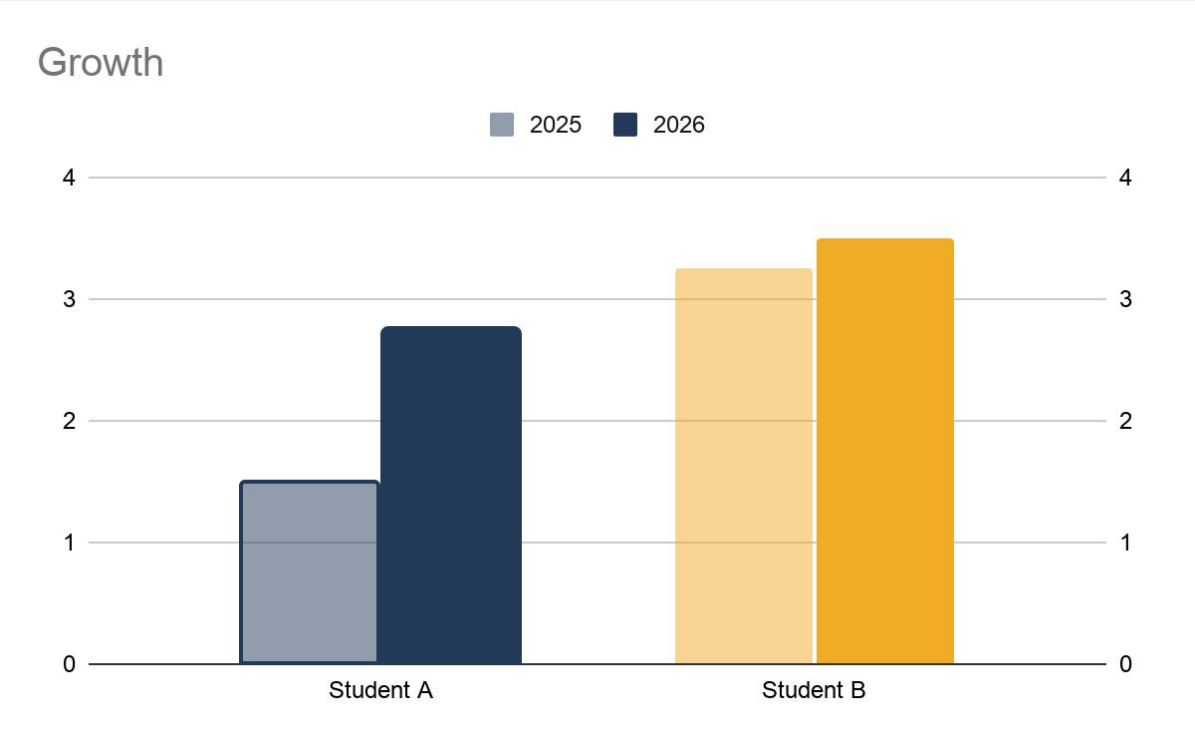


Achievement Scores

- Point in Time Summative Measurement
- Can reflect skills and knowledge with which the students **enter** the classroom, not necessarily reflective of all that has been taught

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Growth

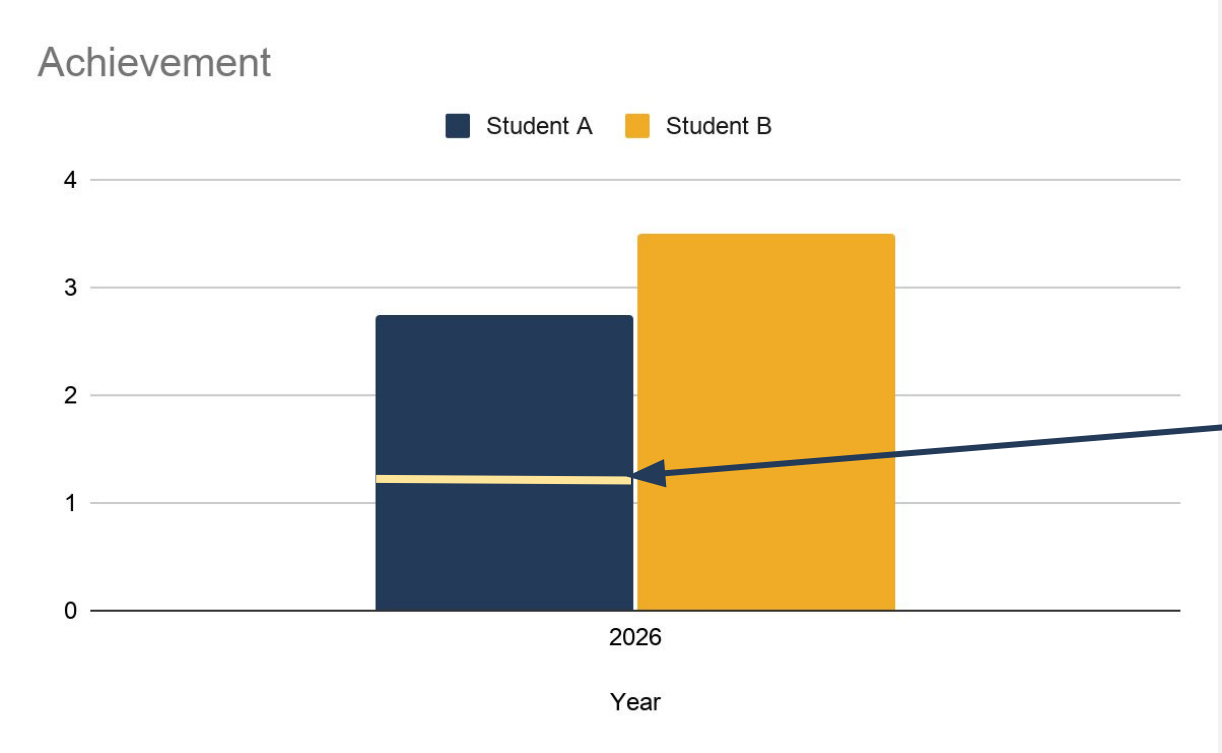


Growth Scores

- Measures student progress by comparing results across two assessment administrations
- Provides a clearer picture of academic impact over the past year

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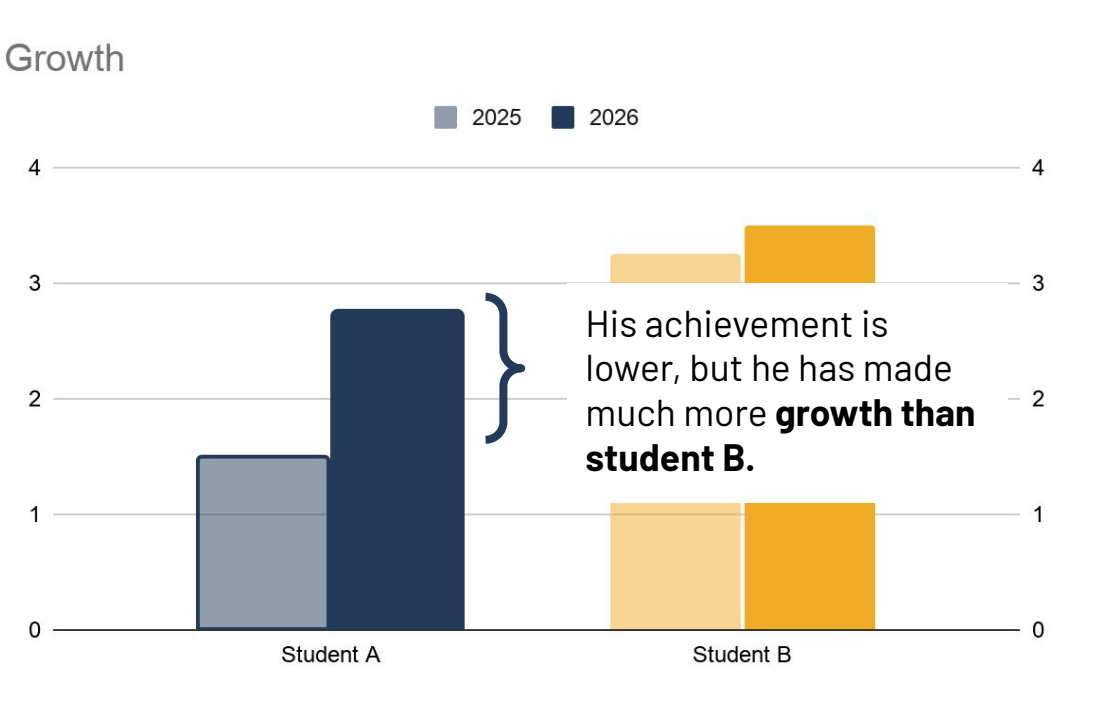
Achievement





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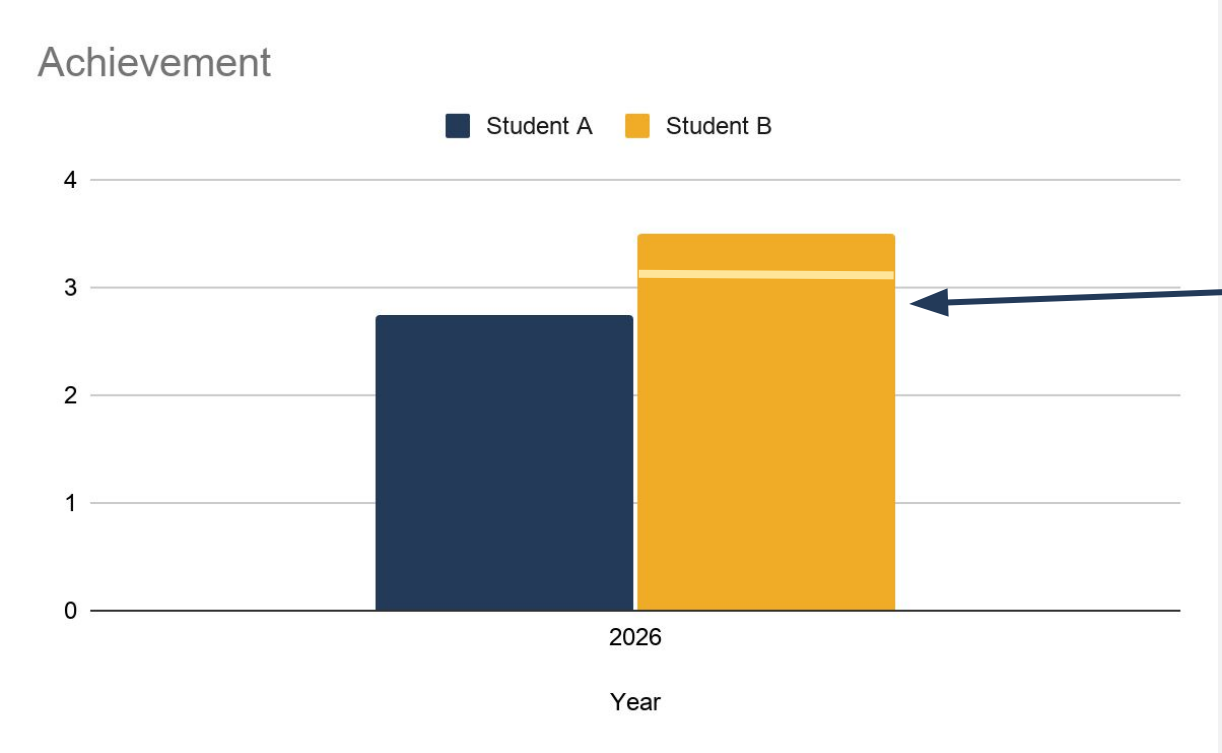
Growth





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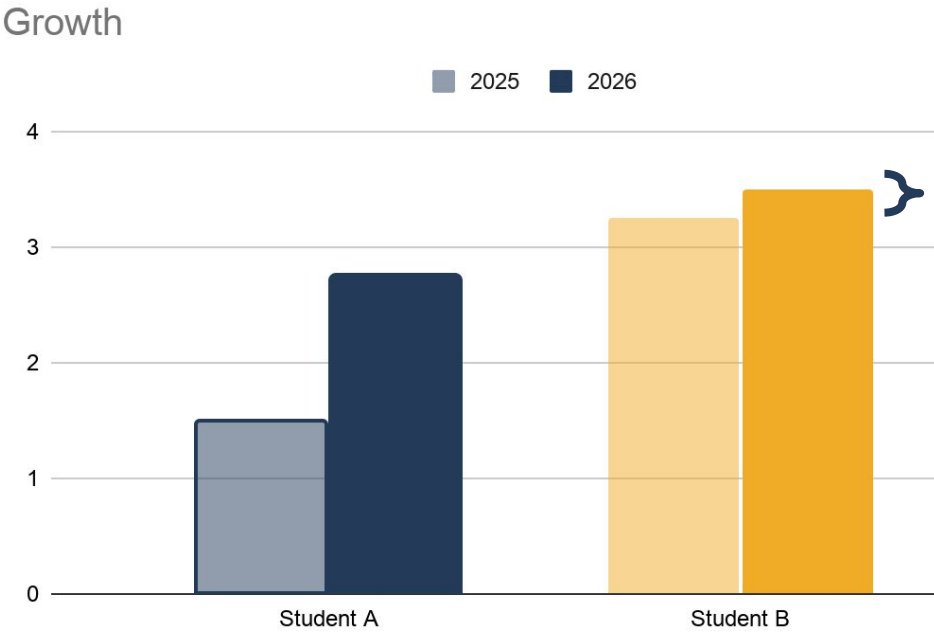
Achievement





Bristol Public Schools

Growth



Her achievement is higher, but she has made little **growth.**



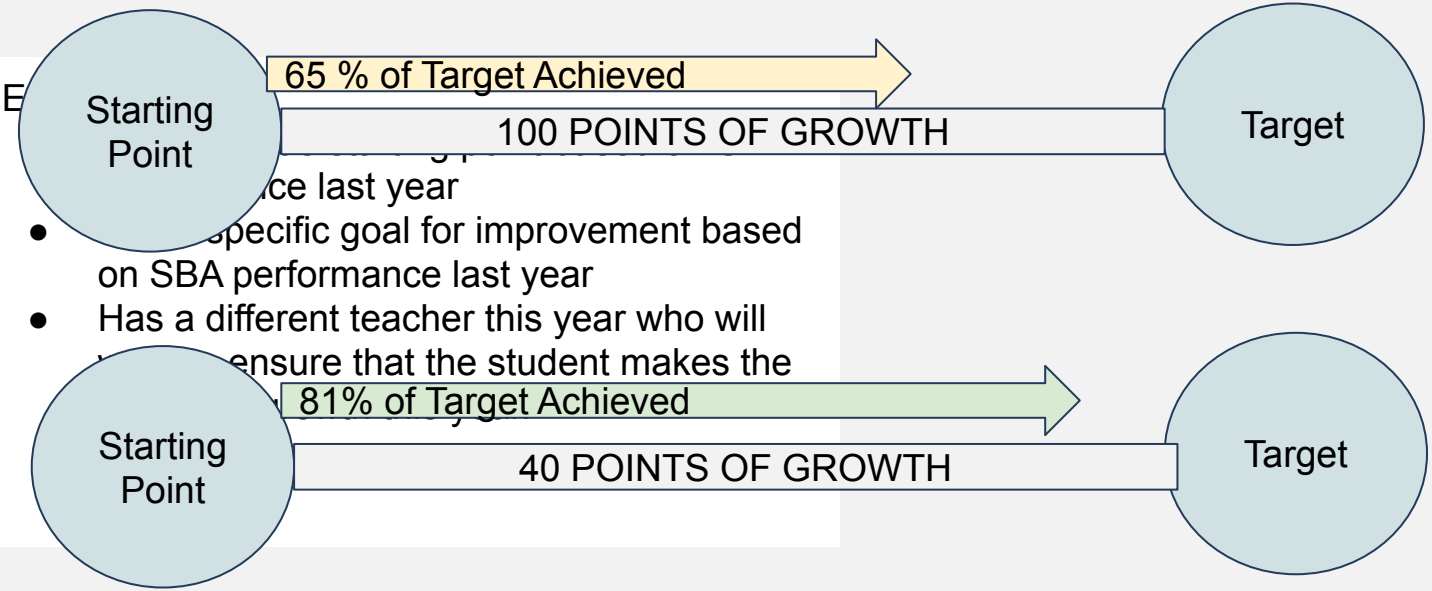
All students GROWING





E

- ce last year
- pecific goal for improvement based on SBA performance last year
- Has a different teacher this year who will ensure that the student makes the



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Growth terminology

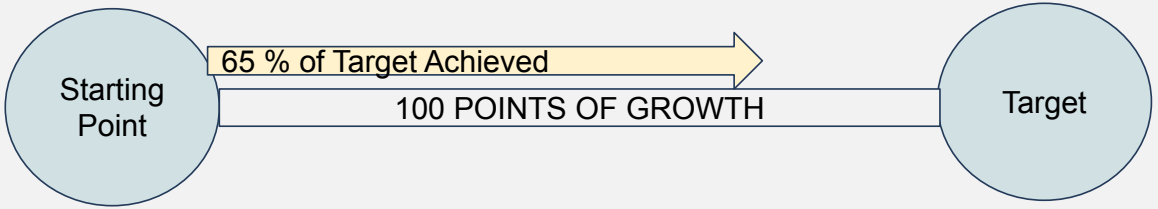
Growth Rate: % of students who met their targeted growth

In the example below, zero students met their targeted growth. Growth rate =0%

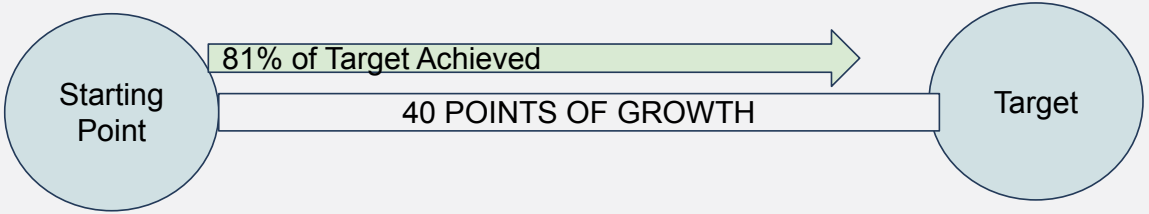
Average % Target Achieved: % of target achieved on average

In the example below, the average percent of target achieved would be 73%









Bristol Public Schools

Literacy highlights

- Literacy achievement remains stable across all schools.
- Bristol Eastern High School and West Bristol School achieved the greatest gains in literacy:
    - West Bristol and Bristol Eastern High School (SAT) saw their highest achievement since 2019.
- All elementary schools and Northeast Middle School outperformed the state performance index.
- Among Alliance districts, Bristol remains near the top in literacy achievement.
- Average student growth was strongest among our elementary schools, especially in West Bristol, Hubbell, Ivy Drive, and Mountain View.
    - More Hubbell and Ivy Drive students met their growth target than the state average.
    - Hubbell, Ivy Drive, Mountain View, and West Bristol had greater growth than the state.

Math highlights

- Math achievement remains stable across all schools.
- Bristol High Schools had the greatest gains in achievement with students earning the highest performance index they have achieved since 2021.
- Four elementary schools and Northeast Middle School outperformed the state performance index.
- High needs students had greater growth this year when compared to last year.
- Average student growth was strongest among our elementary schools, especially in Hubbell, Ivy Drive, and Mountain View.
  - More Hubbell, Ivy Drive, Mountain View and Northeast Middle School students met their growth target than the state average.
  - Hubbell, Ivy Drive, Mountain View, and Southside had greater growth than the state.

District Progress

2025-2026 Priority Areas	Outcomes

Looking at cohorts moving up:
• Literacy Achievement
  • Grades 4, 6, 7, and 8
  • All elementary schools, GHS, and WBS
• Math Achievement
  • Grades 3, 4, 6, and 8
  • All elementary schools
Supporting growth:
• Literacy: EPH, IVY, MTV, WBS
• Math: EPH, IVY, STAFF, and NEMS
	Literacy Achievement
	• Achievement remained steady in grades 6 and 7
	• Achievement improved in grade 8
	• Achievement remained steady in at the elementary level and improved at WBS.
	
	Math Achievement
	• Grades 3, 4, 6, and 8 continue to be a priority area
	• Four of five elementary schools improved their achievement.
	
	Literacy growth was stronger in EPH, IVY, MTV and WBS.
	
	Math growth was stronger in EPH, IVY and NEMS.

District-based FOCUS

- WB-Why aren't students maintaining consistent growth from Grade 4 to Grade 5?
- CHMS - How do we continue to keep the growth achieved in ELA for current 7th graders increasing?
- NEMS - How do we leverage growth we're seeing in G8 math into increased achievement?
- MTV - What did 4th and 5th grade do last year in math to significantly increase their students' APTA percentage?
- EPH - We are curious as to why our ML and RESOURCE populations are not making APTA
- GH - What can we leverage from grade 5 to spark growth in ELA grade 4?
- STAF - Despite cohesive teams in grade 4 and 5, our collective data continues to lag compared to other district schools - Why?
- SSS- Grade 5 teachers have historically been successful at "growing" students. This year's current grade 5 students lost ground from grade 3 to 4. How can we get these students growing again?

Bristol Public Schools

Bristol Public Schools

ELA Achievement

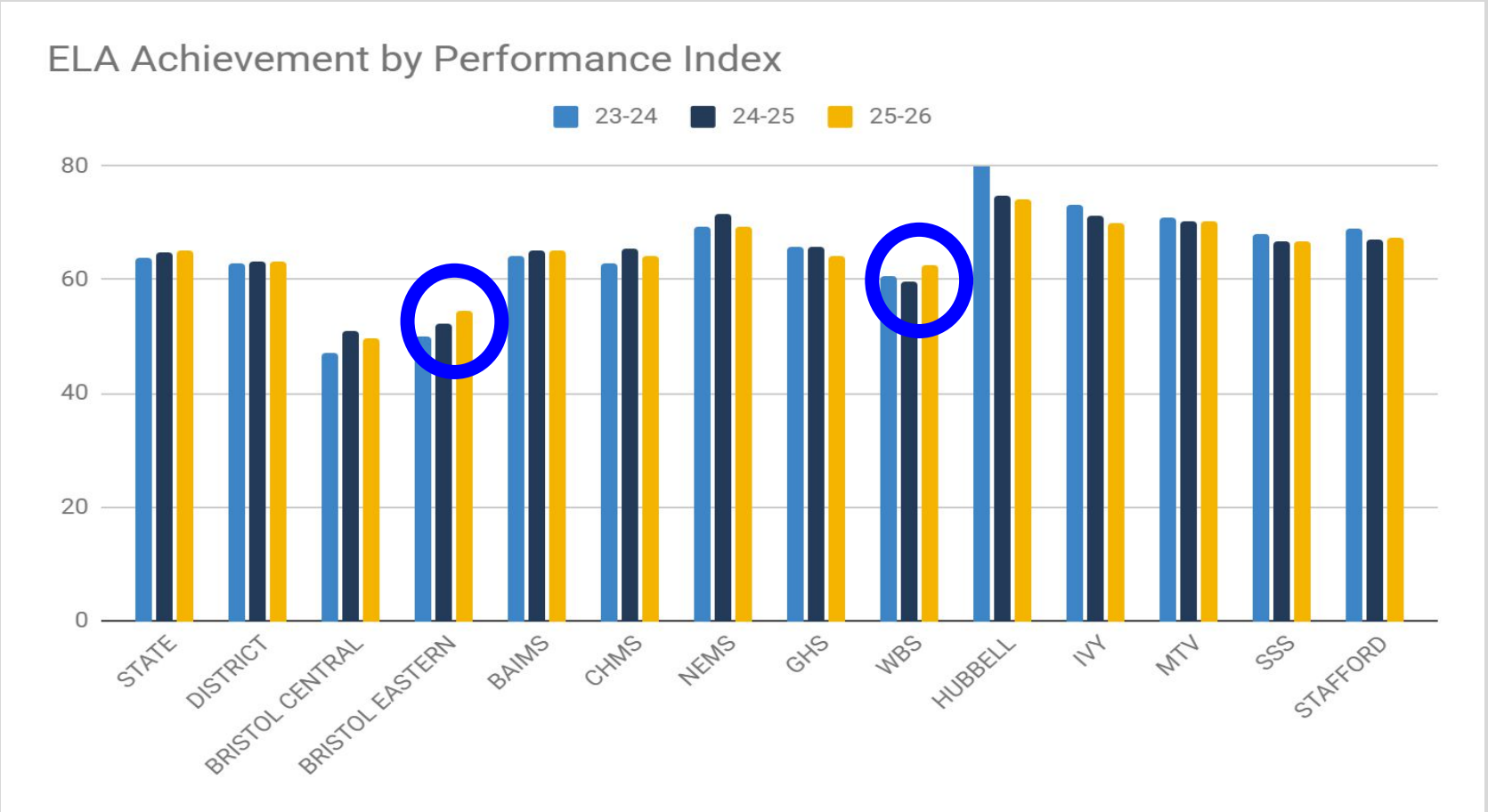
District ELA Performance Index

The district remained flat in 2026 for all students and dipped slightly for students with high needs.

Year	State ELA Performance Index	BPS ELA Performance Index	BPS High Needs ELA Performance Index
14-15	67.9	66.4	58.9
15-16	67.7	66.4	59.5
16-17	67	65.7	58.5
17-18	67.6	65.7	59.4
18-19	67.7	63.4	58.7
20-21	Not Available	Not Available	Not Available
21-22	64.2	63.3	57.5
22-23	63.9	63.5	58.5
23-24	63.9	62.8	58
24-25	64.7	63.2	57.7
25-26	65	63.3	57.3

School ELA Performance Index

Schools remained relatively flat. West Bristol School was the exception, showing an increase over 2025.



Elementary School ELA Performance Index

While ELA achievement remained relatively flat at the elementary level, every elementary school has a higher performance index than the state.

	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	24-25	25-26
STATE	67.9	67.7	67.1	67.6	67.5	Not available	63.3	63.9	63.9	64.7	65
DISTRICT	66.4	66.4	65.7	65.7	63.1	60.5	63.3	63.5	62.8	63.2	63.3
EDGEWOOD	70.6	72.7	*73.1*	71.6	73.9	69.2	68.3	66.9			
HUBBELL	70.4	70	66.2	69	67.5	68.2	75.4	75.9	81	74.6	74.2
IVY	73.6	72.7	*70.5*	69.2	68.5	67.1	74.1	77	73.3	71.2	70
MTV	69.1	71.1	*71.5*	74.7	73.4	65.96	71.1	71.8	71	70.4	70.1
SSS	71.3	72.1	*69.4*	72.3	70.3	63.08	71.1	72.5	68.1	66.7	66.6
STAFFORD	69.8	69.6	65.8	68.9	62.4	59.4	62.9	66.9	69	67	67.4

Middle School ELA Performance Index

Middle level achievement in literacy did not show improvement. At the same time, BAIMS remained consistent and students at NEMS continue to outperform the state.

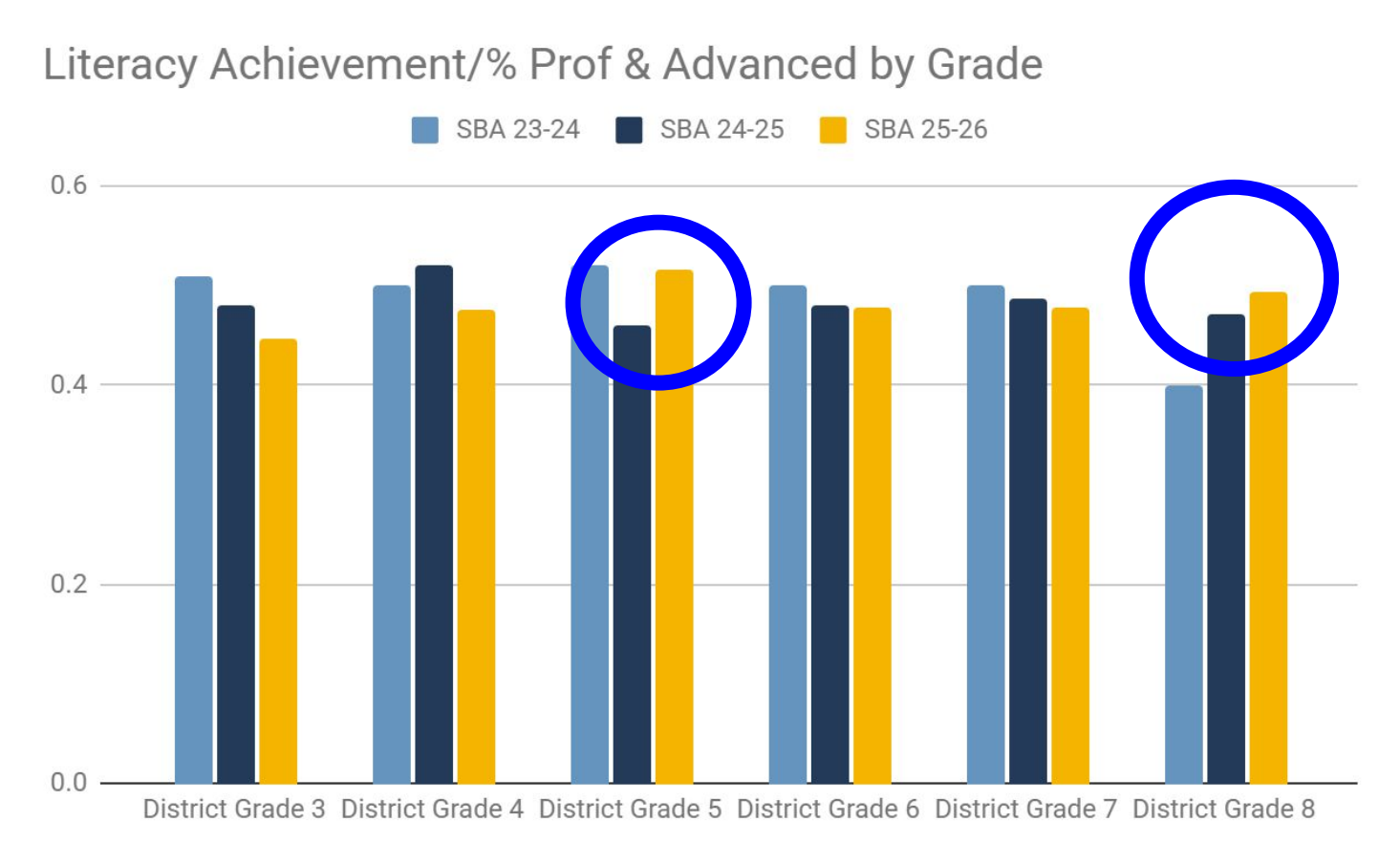
	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	24-25	25-26
STATE	67.9	67.7	67.1	67.6	67.5	Not available	63.3	63.9	63.9	64.7	65
DISTRICT	66.4	66.4	65.7	65.7	63.1	60.5	63.3	63.5	62.8	63.2	63.3
BAIMS								64.9	64.3	65.1	65.1
CHMS	66.2	65.5	66.7	66.9	60.4	65.5	66.1	62.6	62.9	65.5	64
NEMS	68.4	71.6	*71.2*	72.2	70.7	65.1	69.1	68.5	69.2	71.4	69.2

K-8 School ELA Performance Index

In our final year of the K-8 structure, students at West Bristol achieved at a higher levels, earning their highest achievement score since 2019.

	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	24-25	25-26
STATE	67.9	67.7	67.1	67.6	67.5	Not available	63.3	63.9	63.9	64.7	65
DISTRICT	66.4	66.4	65.7	65.7	63.1	60.5	63.3	63.5	62.8	63.2	63.3
GHS	67.1	66.3	65.9	65.2	61.2	60	64.3	65.7	65.6	65.8	64.1
WBS	66.5	67.5	66.8	67.5	62.7	59.73	59.2	60.8	60.5	59.5	62.5

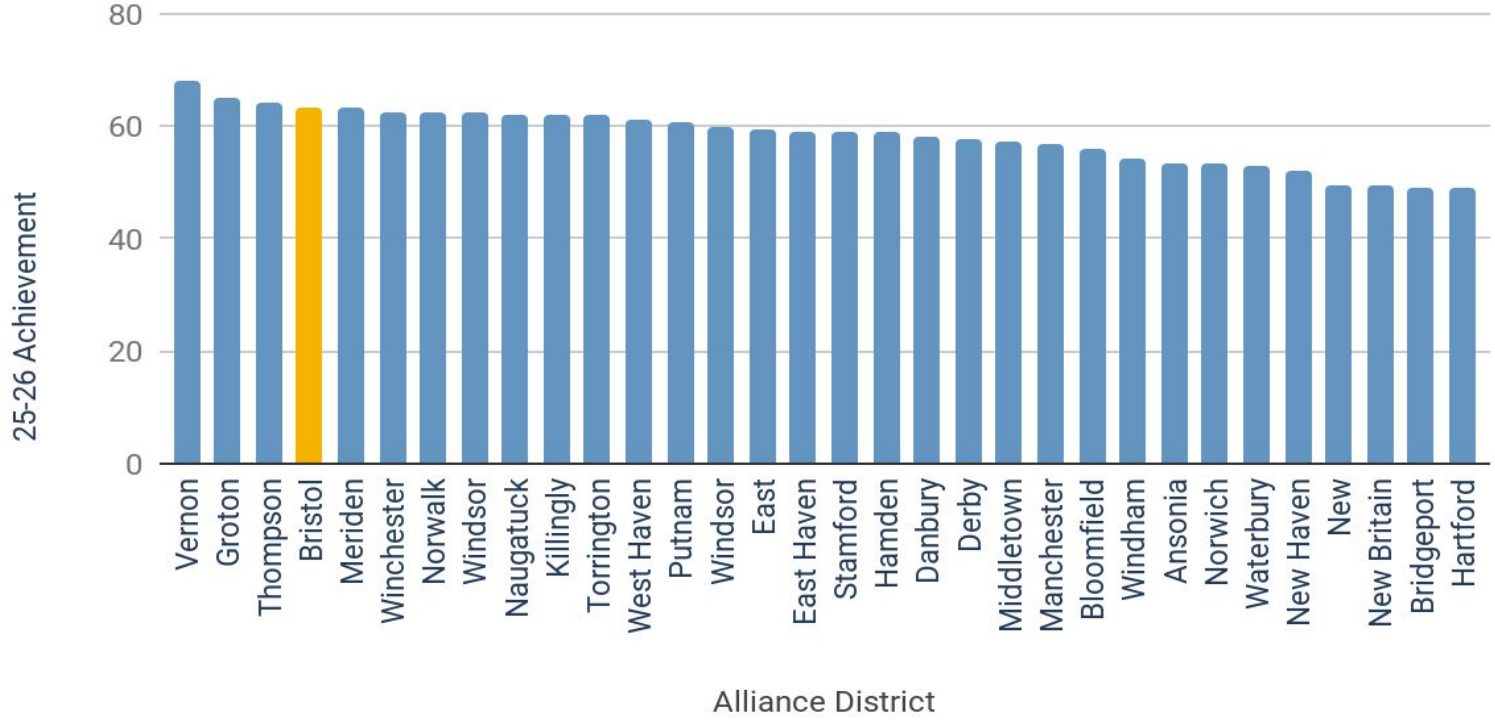
More Bristol students in grades 5 and 8 earned proficient or advanced literacy scores when compared to grade-levels in 2025.



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	SBA 21-22	SBA 22-23	SBA 23-24	SBA 24-25	SBA 25-26
State Grade 3	47%	45.5%	46%	46%	47.3%
District Grade 3	45%	53.6%	51%	48%	44.7%
State Grade 4	49%	48.8%	49%	46%	50.9%
District Grade 4	48%	47.6%	50%	52%	47.6%
State Grade 5	52%	51.3%	51%	46%	53.5%
District Grade 5	55%	55.7%	52%	46%	51.5%
State Grade 6	48%	48.0%	48%	50%	51.2%
District Grade 6	46%	49.1%	50%	48%	47.8%
State Grade 7	50%	48.8%	50%	50%	52.2%
District Grade 7	46%	44.0%	50%	49%	47.8%
State Grade 8	49%	48.5%	50%	50%	51.1%
District Grade 8	50%	45.3%	40%	47%	49.4%

When comparing literacy achievement, Bristol moved up in the ranking from the prior year to fourth among the Alliance districts.



Bristol Public Schools

ELA Growth

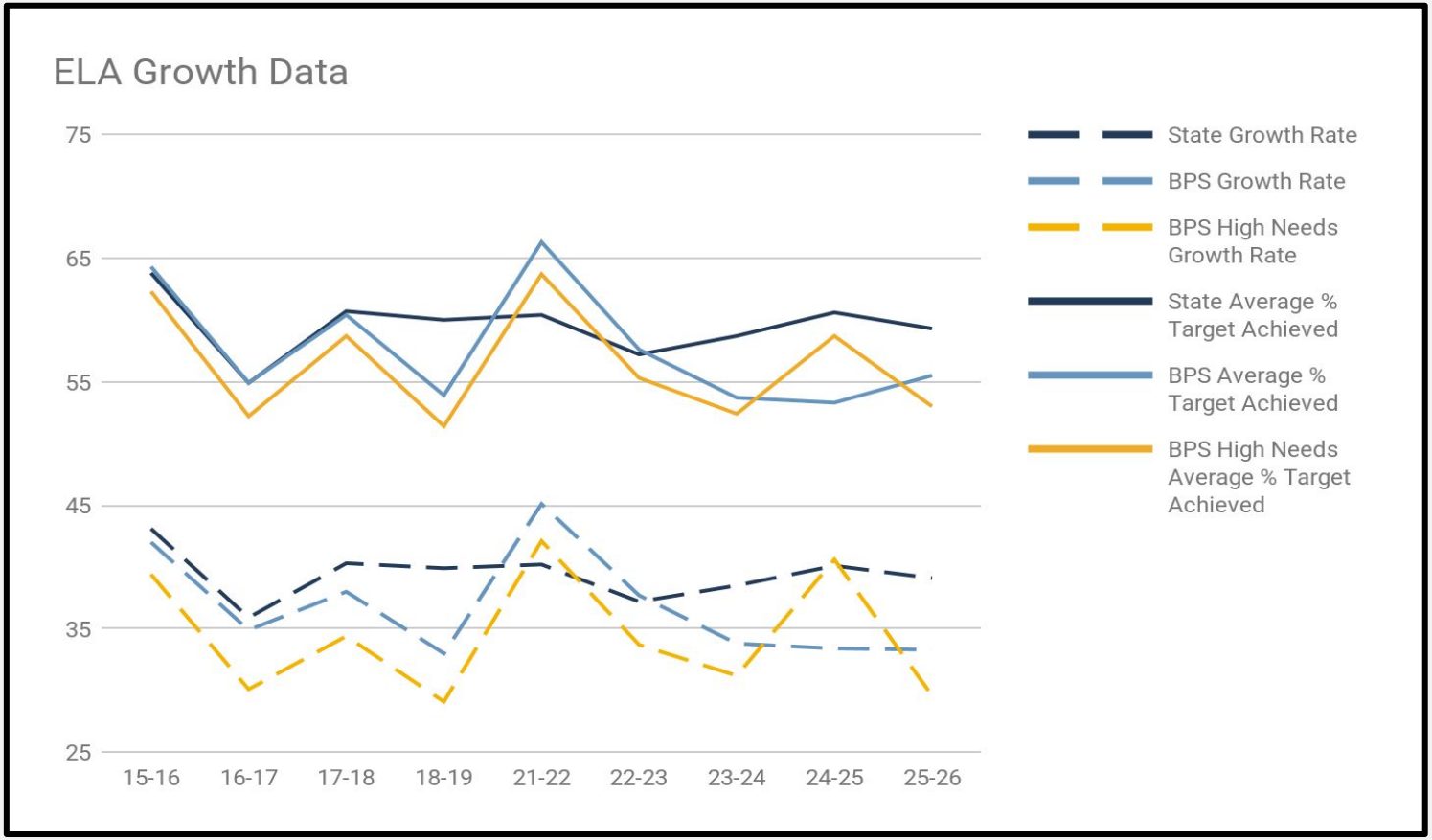
District Performance ELA Growth Data

Growth rate remained steady in 2026 and on average, students earned more of their growth targets.

	State Growth Rate	BPS Growth Rate	BPS High Needs Growth Rate	State Average % Target Achieved	BPS Average % Target Achieved	BPS High Needs Average % Target Achieved
15-16	43.1	42	39.4	63.8	64.3	62.3
16-17	35.9	34.9	30.1	54.9	54.9	52.2
17-18	40.3	38	34.4	60.7	60.4	58.7
18-19	39.9	33	29.1	60	53.9	51.4
21-22	40.2	**45.1**	42.1	60.4	**66.3**	63.7
22-23	37.2	**37.7**	33.7	57.2	**57.6**	55.3
23-24	38.5	33.8	31.2	58.7	53.7	52.4
24-25	40.1	33.4	40.6	60.6	53.3	58.7
25-26	39.1	33.3	29.6	59.3	55.5	53

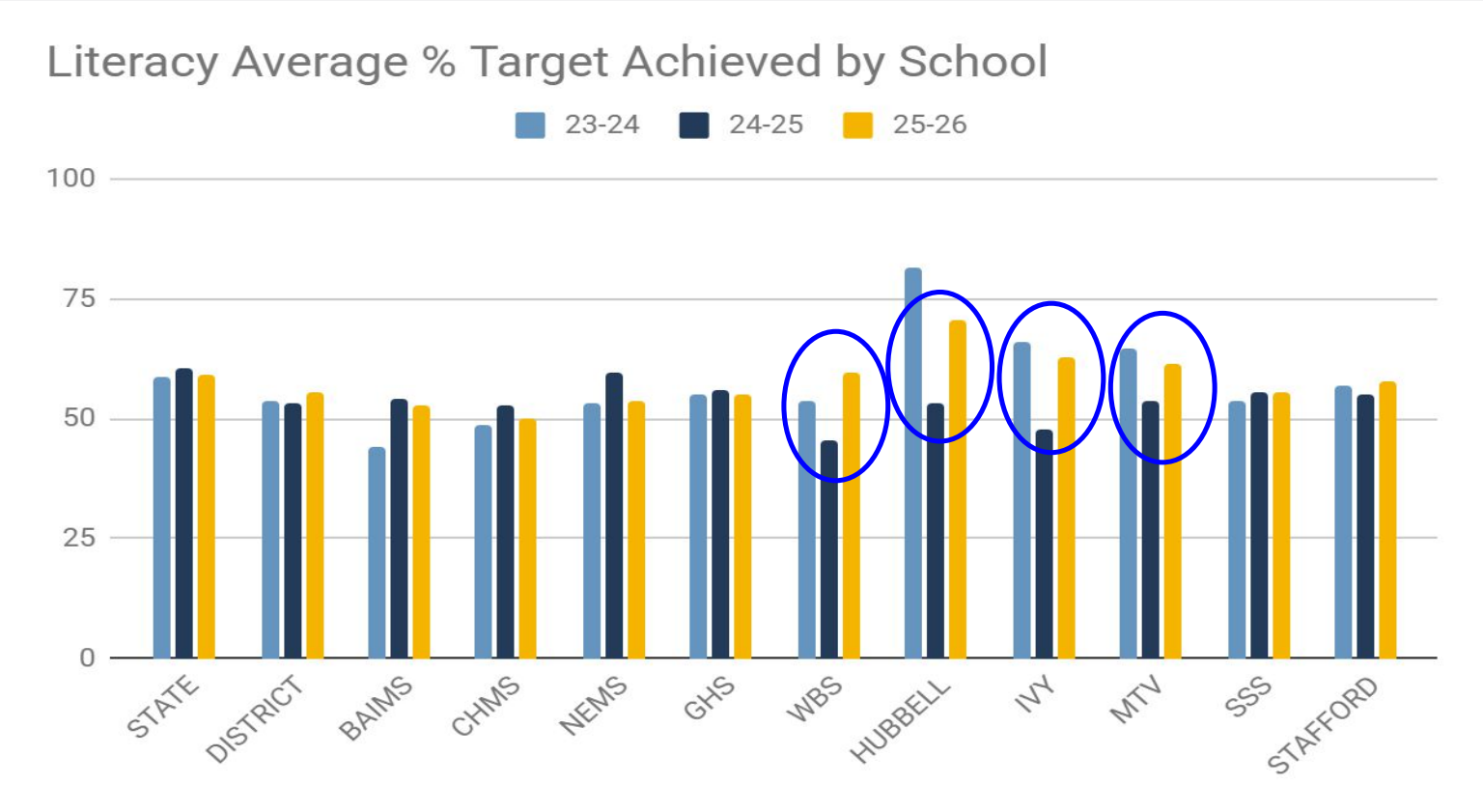
District Performance ELA Growth Data

While more students earned a higher percentage of their growth target, growth among high needs students fell.



APTA by School

Students at West Bristol, Hubbell, Ivy, and Mountain View all had greater growth this year than when compared to last year.



Bristol Public Schools

Literacy Growth Rate: Elementary

Hubbell and Ivy Drive school had higher growth rates than the state average.

	15-16 Growth Rate	16-17 Growth Rate	17-18 Growth Rate	18-19 Growth Rate	21-22 Growth Rate	22-23 Growth Rate	23-24 Growth Rate	24-25 Growth Rate	25-26 Growth Rate
STATE	43.1	35.9	40.3	39.9	40.2	37.2	38.5	40.1	39.1
DISTRICT	42	34.9	38	33	45.1	37.7	33.8	33.4	33.3
EDGEWOOD	43.5	35.4	33.7	39.6	37.3	29.4			
HUBBELL	40.7	37.9	42.1	33.1	65.6	47	52.7	35.6	44.9
IVY	45.5	43.5	27.2	40.2	48.6	63.3	43.8	28	41.4
MTV	45.3	28.9	39.2	42.2	56.3	46.7	40	32.5	34.3
SSS	42.4	29.3	47.9	28.4	59.9	48.3	31.9	37.6	31.6
STAFFORD	41.1	29.9	51.3	28.7	35.7	39.8	32.5	33.3	29.8

Literacy Growth Rate: K-8

West Bristol improved their growth rate when compared to 2025.

	15-16 Growth Rate	16-17 Growth Rate	17-18 Growth Rate	18-19 Growth Rate	21-22 Growth Rate	22-23 Growth Rate	23-24 Growth Rate	24-25 Growth Rate	25-26 Growth Rate
STATE	43.1	35.9	40.3	39.9	40.2	37.2	38.5	40.1	39.1
DISTRICT	42	34.9	38	33	45.1	37.7	33.8	33.4	33.3
GHS	43.3	32.5	34.8	30.7	41.2	40.7	34.5	35.9	33
WBS	45.7	36.2	40.2	30.7	35.7	32.4	33.2	25.9	33.7

Literacy Growth Rate: Middle

Middle schools saw a lesser percentage of students meeting their growth target than in 2025.

	15-16 Growth Rate	16-17 Growth Rate	17-18 Growth Rate	18-19 Growth Rate	21-22 Growth Rate	22-23 Growth Rate	23-24 Growth Rate	24-25 Growth Rate	25-26 Growth Rate
STATE	43.1	35.9	40.3	39.9	40.2	37.2	38.5	40.1	39.1
DISTRICT	42	34.9	38	33	**45.1**	**37.7**	**33.8**	33.4	33.3
BAIMS						**29.7**	28	34.3	32.9
CHMS	35.5	35.6	34.8	27.1	**46**	**33**	31.3	32.3	32.1
NEMS	48.4	38.7	41.6	44.9	**51.7**	**38.5**	35	40.2	33.8

Literacy APTA: Elementary

Almost all schools saw students earning more of their target than last year. Three schools outperformed the state.

	15-16 Avg % Target Achieved	16-17 Avg % Target Achieved	17-18 Avg % Target Achieved	18-19 Avg % Target Achieved	21-22 Avg % Target Achieved	22-23 Avg % Target Achieved	23-24 Avg % Target Achieved	24-25 Avg % Target Achieved	25-26 Avg % Target Achieved
STATE	63.8	54.9	60.7	60	60.4	57.2	58.7	60.6	59.3
DISTRICT	64.3	54.9	60.4	53.9	66.3	57.6	53.7	53.3	55.5
EDGEWOOD	72.6	56.5	60.6	69.8	66.5	50.6			
HUBBELL	60.7	65	63	55.1	86.3	69.4	81.4	53.3	70.4
IVY	66.8	60.6	55.8	63.7	74.9	82.2	66	47.7	62.9
MTV	66.3	50.1	64.9	60.7	84.5	68.6	64.7	53.9	61.5
SSS	70.4	54.5	74.4	53.6	78	73	53.7	55.4	55.3
STAFFORD	67.3	49.4	74.8	53.2	61.5	64.1	56.7	55	57.6

Literacy APTA: K-8

West Bristol students earned more of their growth target this year and outperformed the state average.

	15-16 Avg % Target Achieved	16-17 Avg % Target Achieved	17-18 Avg % Target Achieved	18-19 Avg % Target Achieved	21-22 Avg % Target Achieved	22-23 Avg % Target Achieved	23-24 Avg % Target Achieved	24-25 Avg % Target Achieved	25-26 Avg % Target Achieved
STATE	63.8	54.9	60.7	60	60.4	57.2	58.7	60.6	59.3
DISTRICT	64.3	54.9	60.4	53.9	66.3	57.6	53.7	53.3	55.5
GHS	65.4	54.3	56.6	50.3	62.1	62.5	55.1	56	55
WBS	68.7	56.9	64	53.2	56.6	54.3	53.5	45.7	59.7

Literacy APTA: Middle

Middle school students made less growth than last year.

	15-16 Avg % Target Achieved	16-17 Avg % Target Achieved	17-18 Avg % Target Achieved	18-19 Avg % Target Achieved	21-22 Avg % Target Achieved	22-23 Avg % Target Achieved	23-24 Avg % Target Achieved	24-25 Avg % Target Achieved	25-26 Avg % Target Achieved
STATE	63.8	54.9	60.7	60	60.4	57.2	58.7	60.6	59.3
DISTRICT	64.3	54.9	60.4	53.9	66.3	57.6	53.7	53.3	55.5
BAIMS						47.9	44	54.1	52.8
CHMS	55.5	54.9	55.6	45.7	66.5	50.3	48.6	52.8	50
NEMS	69.2	54.7	60.6	64.8	70.7	55.3	53.4	59.7	53.7

Literacy APTA by Grade: Grade 4

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Edgewood School	ELA	72.30%	56.40%	*	*	*
Ellen P. Hubbell School	ELA	95.70%	76.70%	83.50%	60.20%	73.60%
Greene-Hills School	ELA	61.50%	73.30%	63.40%	68.90%	60.50%
Ivy Drive School	ELA	66.30%	87.90%	65.90%	51.50%	71.90%
Mountain View School	ELA	83.10%	73.50%	59.30%	68.10%	60.80%
South Side School	ELA	71.90%	68.10%	53.30%	71.70%	53.70%
Stafford School	ELA	50.90%	58.50%	51.10%	52.90%	57.60%
West Bristol School	ELA	56.70%	59.90%	61.70%	61.90%	57.40%

Bristol Public Schools

Literacy APTA by Grade: Grade 5

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Edgewood School	ELA	59.00%	45.40%	*	*	*
Ellen P. Hubbell School	ELA	72.90%	61.20%	78.60%	47.70%	66.70%
Greene-Hills School	ELA	78.90%	71.90%	55.60%	48.10%	56.50%
Ivy Drive School	ELA	83.60%	78.00%	66.00%	43.50%	52.40%
Mountain View School	ELA	86.10%	65.60%	72.40%	45.70%	62.30%
South Side School	ELA	85.80%	76.80%	54.20%	42.30%	57.20%
Stafford School	ELA	71.80%	68.60%	63.90%	56.60%	57.50%
West Bristol School	ELA	69.20%	67.50%	62.80%	41.80%	51.90%

Bristol Public Schools

Literacy APTA by Grade: Grade 6

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Chippens Hill Middle School	ELA	76.30%	57.60%	51.70%	48.00%	60.70%
Greene-Hills School	ELA	64.60%	60.00%	63.70%	70.00%	83.80%
Northeast Middle School	ELA	70.00%	52.20%	49.30%	66.40%	62.50%
West Bristol School	ELA	70.80%	39.30%	55.90%	53.40%	61.60%
Bristol Arts and Innovation Magnet School	ELA	*	45.90%	33.60%	53.10%	47.60%

Bristol Public Schools

Literacy APTA by Grade: Grade 7

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Chippens Hill Middle School	ELA	59.80%	45.10%	48.50%	56.50%	43.60%
Greene-Hills School	ELA	44.80%	50.00%	51.50%	48.30%	38.40%
Northeast Middle School	ELA	88.30%	65.90%	61.10%	64.80%	53.00%
West Bristol School	ELA	32.10%	41.80%	54.00%	39.20%	55.90%
Bristol Arts and Innovation Magnet School	ELA	*	48.40%	51.10%	60.50%	55.00%

Bristol Public Schools

Literacy APTA by Grade: Grade 8

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Chippens Hill Middle School	ELA	63.80%	48.80%	45.90%	53.30%	43.80%
Greene-Hills School	ELA	56.80%	54.70%	41.60%	43.90%	36.50%
Northeast Middle School	ELA	56.50%	46.30%	49.70%	50.30%	44.60%
West Bristol School	ELA	53.80%	63.20%	31.40%	29.80%	73.40%
Bristol Arts and Innovation Magnet School	ELA	*	49.60%	48.30%	48.60%	55.70%

Bristol Public Schools

Bristol Public Schools

Math Achievement

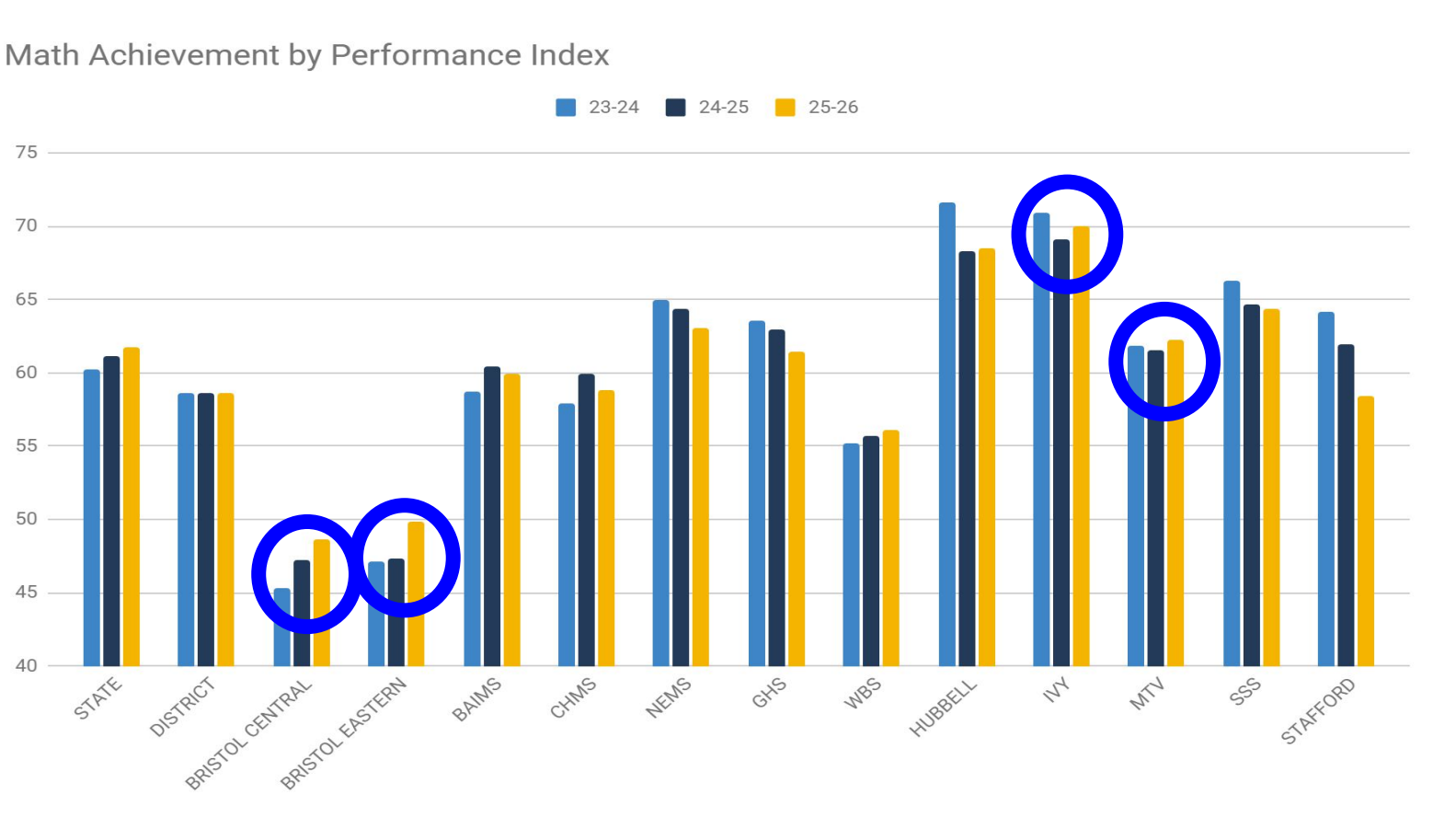
District Math Performance Index

The district remained flat in 2026 for all students and dipped slightly for students with high needs.

Year	State Index	BPS Actual Performance	BPS High Needs
14-15	59.3	57	50
15-16	61.4	59.5	52.6
16-17	62.2	59.6	52.5
17-18	62.7	59.9	53.2
18-19	64.2	59.5	53.2
20-21	n/a	54.1	n/a
21-22	58.6	56.6	49.9
22-23	59.7	58.5	53
23-24	60.2	58.6	53.1
24-25	61.1	58.6	52.5
25-26	61.7	58.6	52

School Math Performance Index

Schools had a slight increase at the elementary level with the greatest gains at Ivy Drive and Mountain View.



Elementary School Math Achievement

Four of our elementary schools had a higher percent of students reaching proficiency, outperforming the state average.

	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	24-25	25-26
STATE	59.3	61.4	62.2	62.7	64.2	n/a	58.6	59.7	60.2	61.1	61.7
DISTRICT	57	59.5	59.6	59.9	59.5	54.01	56.6	58.5	58.6	58.6	58.6
EDGEWOOD	62.3	66.3	67.1	66.6	67.8	63.3	60.7	60.8			
HUBBELL	61.4	63.3	59.8	60.6	63.8	60.91	69.7	71.8	71.6	68.3	68.5
IVY	68	69.3	66.8	67.5	64.2	61.18	71.3	73.5	70.9	69.1	70
MTV	61.6	64.4	67.3	68.5	67.4	59.08	63.1	66.0	61.8	61.5	62.2
SSS	62.1	63.6	65.1	69.1	65.4	55.26	65.5	68.0	66.3	64.7	64.4
STAFFORD	61.4	62.9	62.1	63.6	57.9	52.02	55.1	60.2	64.2	61.9	58.4

K-8 School Math Achievement

West Bristol School improved over last year.

	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	24-25	25-26
STATE	59.3	61.4	62.2	62.7	64.2	n/a	58.6	59.7	60.2	61.1	61.7
DISTRICT	57	59.5	59.6	59.9	59.5	54.01	56.6	58.5	58.6	58.6	61.4
GHS	57.6	58.6	59.3	59.2	58.7	56.02	61.4	65.5	63.6	63	61.4
WBS	57.9	59.1	59.9	61.8	59.4	48.75	50.1	53.1	55.2	55.7	56.1

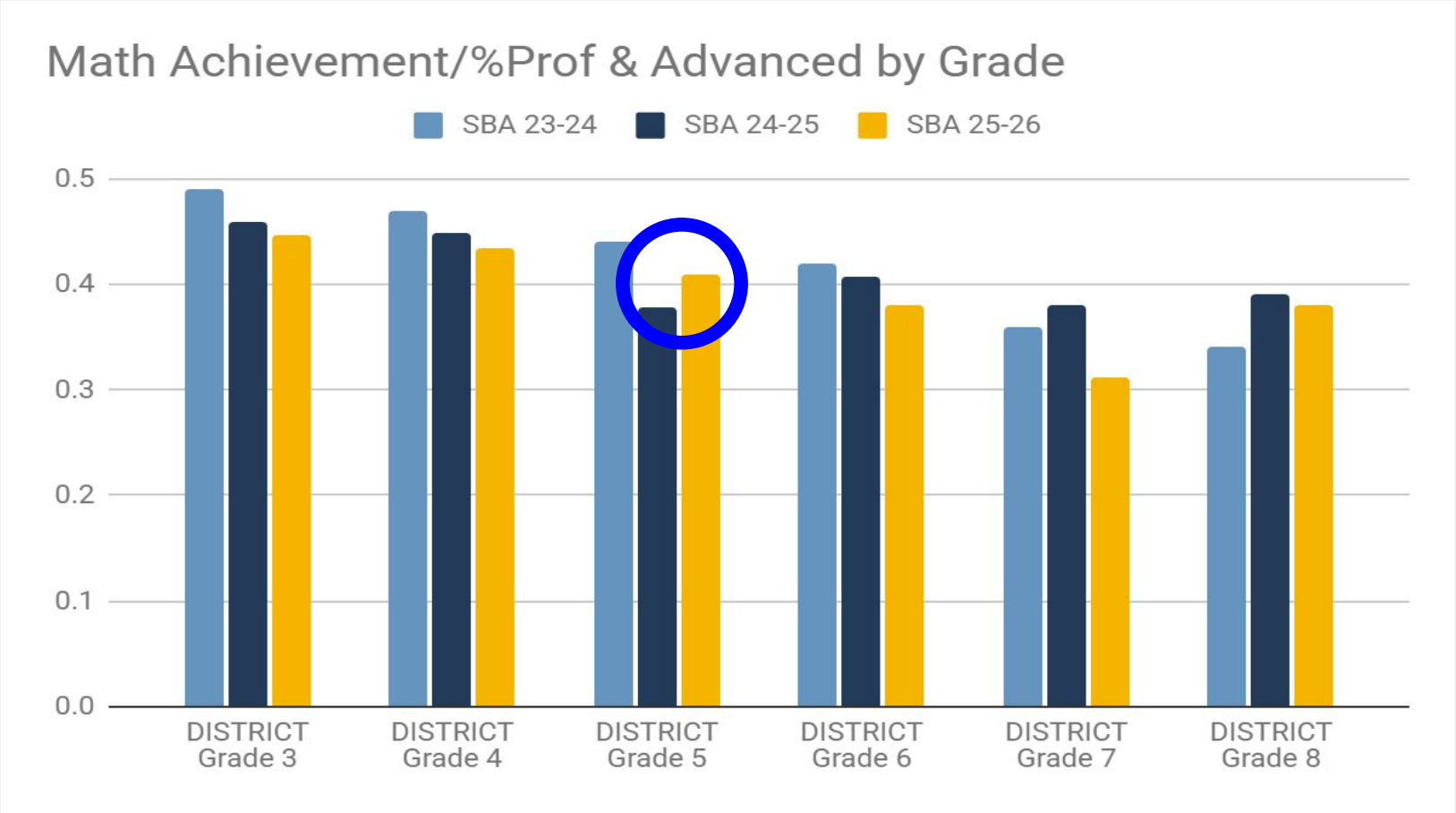
Middle School Math Achievement

Northeast Middle School outperformed the state average.

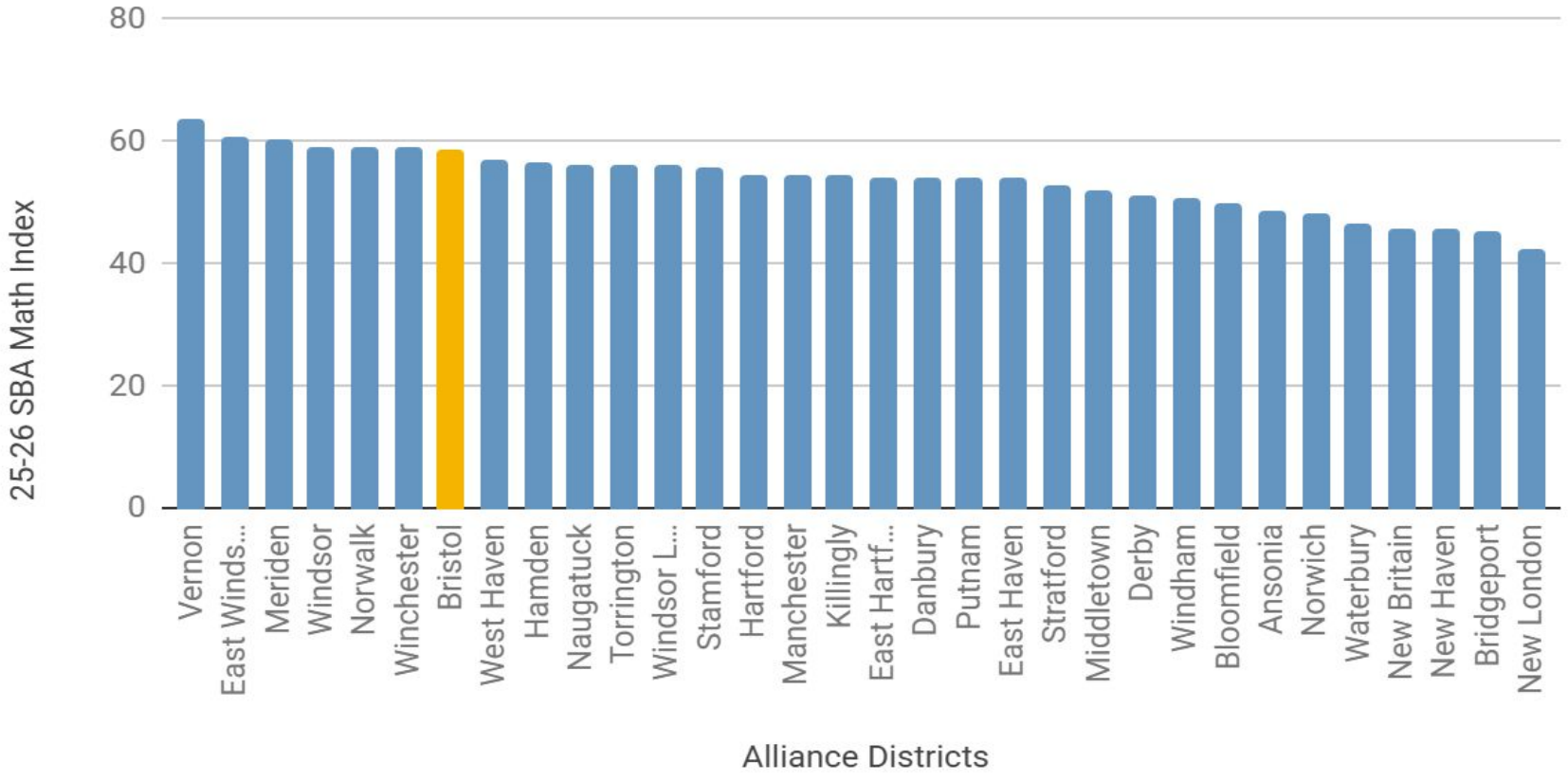
	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	24-25	25-26
STATE	59.3	61.4	62.2	62.7	64.2	n/a	58.6	59.7	60.2	61.1	61.7
DISTRICT	57	59.5	59.6	59.9	59.5	54.01	56.6	58.5	58.6	58.6	58.6
BAIMS								58.1	58.7	60.4	59.9
CHMS	56.6	57.8	57.4	57.4	54.3	52.3	55.3	55	57.9	59.9	58.8
NEMS	59.7	63.1	65.3	66	65.6	55.95	60.9	62.2	65.0	64.4	63.1

Math Achievement by Grade

Grade 5 was the only grade to earn a higher proficiency rate this year when compared to last year.



25-26 Math Achievement by Alliance District

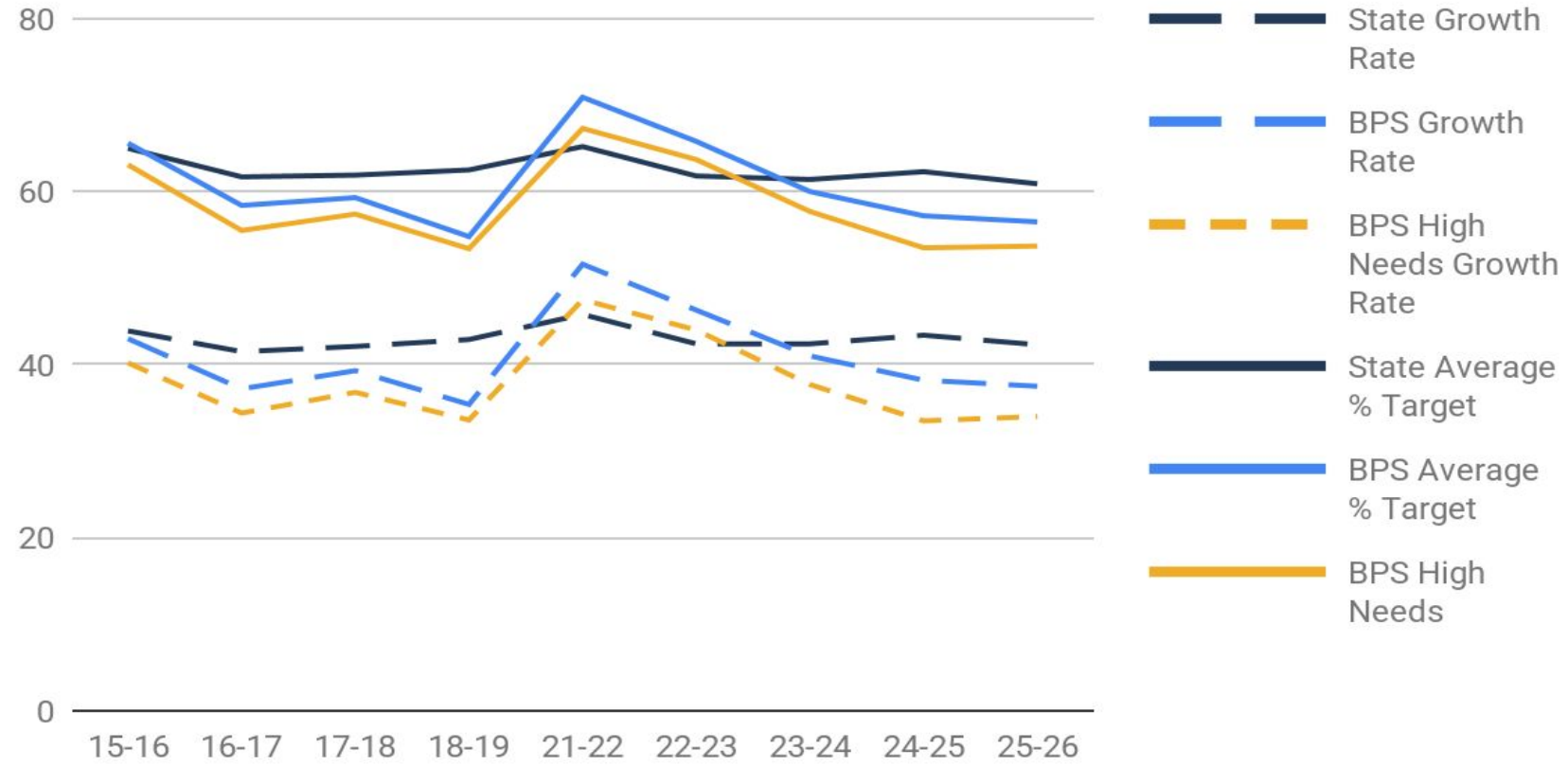


District Performance Math Growth Data

Math growth was done when compared to last year for all students, though students with high needs improved over last year.

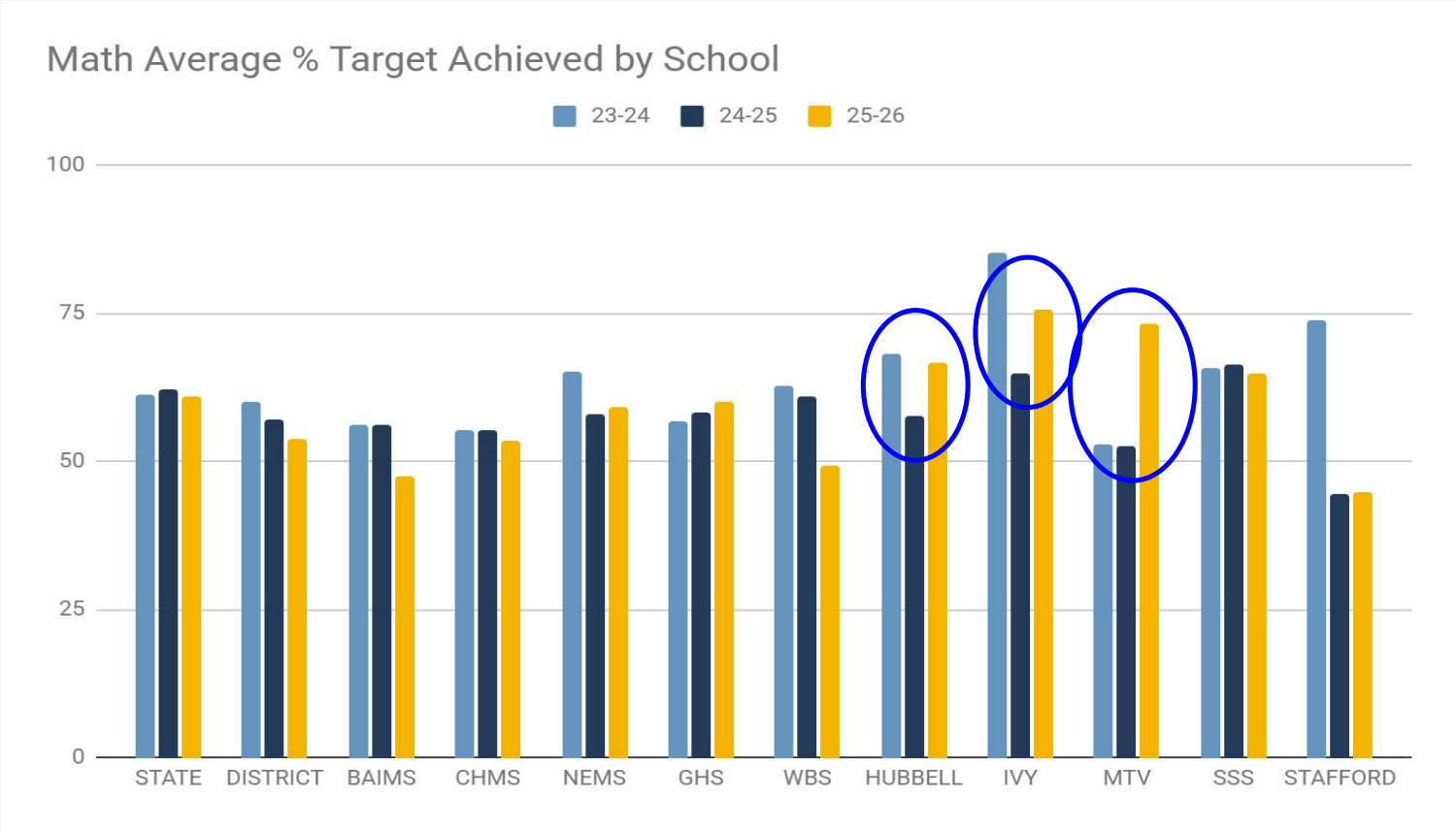
	State Growth Rate	BPS Growth Rate	BPS High Needs Growth Rate	State Average % Target Achieved	BPS Average % Target Achieved	BPS High Needs Average % Target Achieved
15-16	43.9	43	40.2	65	65.6	63.1
16-17	41.5	37.2	34.4	61.7	58.4	55.5
17-18	42.1	39.3	36.8	61.9	59.3	57.4
18-19	42.9	35.4	33.6	62.5	54.8	53.4
21-22	45.8	51.6	47.5	65.2	70.9	67.3
22-23	42.4	46.3	44	61.8	65.8	63.7
23-24	42.4	41	37.7	61.4	60	57.7
24-25	43.4	38.2	33.5	62.3	57.2	53.5
25-26	42.3	37.5	34	60.9	56.5	53.7

Math Growth Data



APTA by School

Math growth was strongest at Hubbell, Ivy Drive, and Mountain View.



Math Growth Rate: Elementary

Hubbell, Ivy Drive, and Mountain View Schools had a higher growth rate than the state of CT.

	15-16	16-17	17-18	18-19	21-22	22-23	23-24	24-25	25-26
STATE	43.1	35.9	40.3	39.9	40.2	42.4	42.4	43.4	42.3
DISTRICT	43	37.2	39.3	35.4	51.6	46.3	41	38.2	34
EDGEWOOD	40.9	25.5	20.2	26.4	38.6	30.6			
HUBBELL	40.5	40.8	44.8	48.8	78.7	55.3	49.1	39	42.5
IVY	46.3	44.3	35.2	42.3	74	66.7	60	37.8	53.2
MTV	39	30.8	31.4	25.7	54.3	53.3	28.6	28.1	49
SSS	35.2	33.8	58.6	34	60.3	50	45.4	45.3	43.5
STAFFORD	50.7	33.3	50.4	38.1	33.3	35.3	47	22.8	18.5

Math Growth Rate: K-8

Math growth rate among the K-8s was lower than last year.

	15-16	16-17	17-18	18-19	21-22	22-23	23-24	24-25	25-26
STATE	43.1	35.9	40.3	39.9	40.2	42.4	42.4	43.4	42.3
DISTRICT	43	37.2	39.3	35.4	51.6	46.3	41	38.2	34
GHS	38.7	38.3	33.2	34.3	56.8	57.1	38.4	40.7	39.2
WBS	45.7	42.3	44.7	41	40.8	40	39.8	39.5	31.3

Math Growth Rate: Middle

Northeast saw strong improvement in growth rate and outperformed the state.

	15-16	16-17	17-18	18-19	21-22	22-23	23-24	24-25	25-26
STATE	43.9	41.5	42.1	42.9	45.8	42.4	42.4	43.4	42.3
DISTRICT	43	37.2	39.3	35.4	51.6	46.3	41	38.2	34
BAIMS						40.5	37.5	36.9	30.5
CHMS	42.9	31.1	34.8	25.2	47.5	42.3	39	39.4	37.6
NEMS	47.2	47.9	44.4	46.8	58.2	49.5	46.4	40.7	59.2

Math APTA: Elementary

Hubbell, Ivy Drive, and Mountain View Schools had a higher growth rate than the state of CT.

	15-16	16-17	17-18	18-19	21-22	22-23	23-24	24-25	25-26
STATE	65	61.7	61.9	62.5	65.2	61.8	61.4	62.3	60.9
DISTRICT	65.6	58.4	59.3	54.8	70.9	65.8	60	57.2	53.7
EDGEWOOD	64.8	49.8	42	53	66.3	50.7			
HUBBELL	73.2	64.4	67.4	74.4	98.7	75	68	57.6	66.5
IVY	71.6	71.5	63.3	62.4	93.3	89.7	85.3	64.8	75.6
MTV	69	56.9	61.8	49.5	79.9	77.7	52.9	52.7	73.3
SSS	57.4	56.7	82.5	56	82.4	76.3	65.8	66.2	64.9
STAFFORD	77.8	59.5	74.1	55.6	57.5	66.1	73.7	44.4	44.7

Math APTA: K-8

Greene-Hills students met more of their growth target when compared to last year.

	15-16	16-17	17-18	18-19	21-22	22-23	23-24	24-25	25-26
STATE	65	61.7	61.9	62.5	65.2	61.8	61.4	62.3	60.9
DISTRICT	65.6	58.4	59.3	54.8	70.9	65.8	60	57.2	53.7
GHS	63	58.6	53.5	56.4	74.5	76	56.9	58.4	60.1
WBS	67.6	65	62.7	60.2	60.1	61.9	62.9	61.1	49.4

Math APTA: Middle

Northeast Middle School students met more of their growth target when compared to last year.

	15-16	16-17	17-18	18-19	21-22	22-23	23-24	24-25	25-26
STATE	65	61.7	61.9	62.5	65.2	61.8	61.4	62.3	60.9
DISTRICT	65.6	58.4	59.3	54.8	70.9	65.8	60	57.2	53.7
BAIMS						58.1	56.3	56.1	47.4
CHMS	62.1	49.6	52.9	42.1	64.9	58.3	55.2	55.2	53.6
NEMS	67.4	66.4	62.3	65.4	75.7	65.1	65.2	57.9	59.2

Math APTA by Grade: Grade 4

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Edgewood School	Math	73.70%	50.70%	*	*	*
Ellen P. Hubbell School	Math	100.00%	72.60%	61.40%	52.70%	65.40%
Greene-Hills School	Math	81.60%	89.10%	63.50%	60.90%	70.00%
Ivy Drive School	Math	93.50%	85.90%	87.10%	79.30%	87.00%
Mountain View School	Math	77.30%	82.60%	53.00%	48.10%	69.80%
South Side School	Math	77.80%	69.30%	57.10%	69.10%	58.30%
Stafford School	Math	58.20%	54.50%	66.60%	50.10%	35.80%
West Bristol School	Math	67.90%	91.60%	88.30%	82.50%	80.90%

Math APTA by Grade: Grade 5

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Edgewood School	Math	59.10%	56.40%	*	*	*
Ellen P. Hubbell School	Math	92.50%	77.70%	76.60%	61.70%	67.70%
Greene-Hills School	Math	91.50%	94.40%	65.80%	56.20%	76.40%
Ivy Drive School	Math	93.10%	92.60%	83.20%	51.00%	62.30%
Mountain View School	Math	82.90%	74.70%	52.90%	55.40%	77.50%
South Side School	Math	88.00%	81.50%	75.40%	63.80%	72.60%
Stafford School	Math	56.80%	75.30%	82.90%	40.10%	55.60%
West Bristol School	Math	77.60%	65.10%	57.70%	66.70%	50.70%

Bristol Public Schools

Math APTA by Grade: Grade 6

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Chippens Hill Middle School	Math	75.70%	74.50%	50.70%	42.10%	53.60%
Greene-Hills School	Math	87.60%	82.70%	74.60%	77.20%	83.30%
Northeast Middle School	Math	57.70%	52.10%	54.80%	58.10%	55.40%
West Bristol School	Math	79.30%	37.00%	55.50%	53.10%	33.50%
Bristol Arts and Innovation Magnet School	Math	*	44.80%	42.40%	57.30%	55.40%

Bristol Public Schools

Math APTA by Grade: Grade 7

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Chippens Hill Middle School	Math	52.50%	36.50%	48.30%	54.90%	44.70%
Greene-Hills School	Math	40.00%	30.50%	30.10%	30.20%	26.20%
Northeast Middle School	Math	86.10%	68.70%	61.60%	45.80%	46.00%
West Bristol School	Math	36.40%	53.70%	50.40%	43.90%	27.60%
Bristol Arts and Innovation Magnet School	Math	*	44.50%	54.60%	54.70%	29.60%

Bristol Public Schools

Math APTA by Grade: Grade 8

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Chippens Hill Middle School	Math	67.00%	64.80%	65.10%	68.10%	61.00%
Greene-Hills School	Math	68.60%	79.60%	52.60%	59.50%	44.20%
Northeast Middle School	Math	85.30%	73.40%	79.40%	69.00%	73.40%
West Bristol School	Math	37.70%	59.50%	53.50%	54.10%	43.30%
Bristol Arts and Innovation Magnet School	Math	*	85.30%	71.40%	53.50%	57.60%

Bristol Public Schools

District Next Steps

Area of Influence	Actions
Creating High-Performance School Cultures	• Implement targeted academic interventions, unified tier-1 instructional practices and dedicated social-emotional learning supports to ensure a smooth transition and equitable academic growth for students in their new middle school environments
Developing High-Reliability District Systems	• Increase support and accountability to school data through district continuous improvement team meetings, regular data reviews, and strategic plan reviews • Strengthen administrators ability to provide student-focused and curriculum-based feedback through professional development
Ensuring Curricular Pathways to Success	• Implement targeted writing experiences across all content area using the district writing framework to build student stamina and proficiency across varying functions of writing. • Pilot intervention models at two elementary schools and both middle schools to provide targeted Tier 2 and Tier 3 supports for students

Bristol Public Schools

Bristol Public Schools

On-Track to Graduation

Presentation to the Student Achievement Committee

October 21, 2026

Definition of “On-Track”

On-track is one indicator included in the CSDE Next Generation Accountability System. Indicator 7 identifies students as “on-track” when they are a grade nine student who has successfully earned six credits.

State Target

94%

District Highlights

Grade 9 Credit Attainment

BPS had more students earning six credits in grade 9 in 2025-26 than in the prior year.

Highest percentage achieved since 2019.

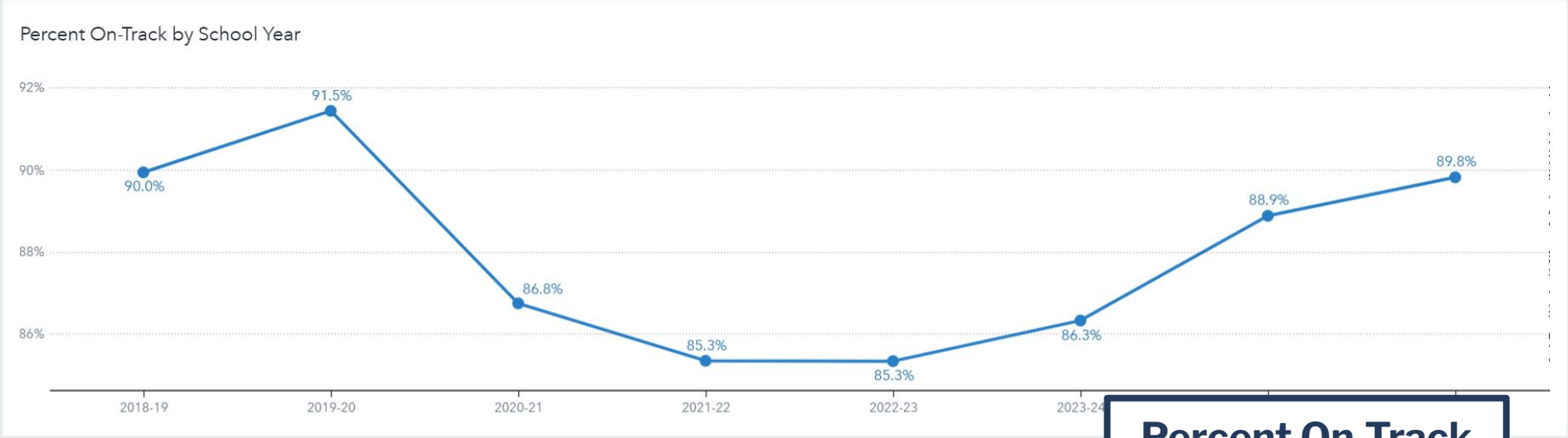
School Progress

Improvements were observed across both high schools, demonstrating district-wide positive momentum.

Bristol Public Schools

District Percent On-Track

More Bristol students earned six credits this year when compared to the past six years.



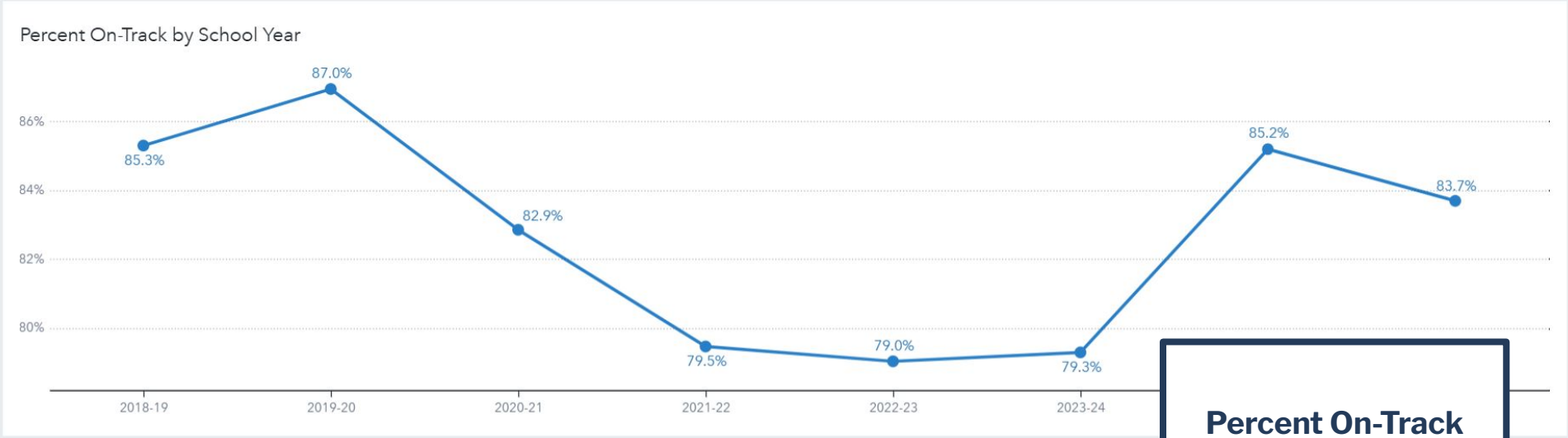
Percent On-Track

89.8%

Bristol Public Schools

On-Track Special Populations Economically disadvantaged

The percent of students who qualify for free or reduced lunch and who have earned six credits was higher than all students.



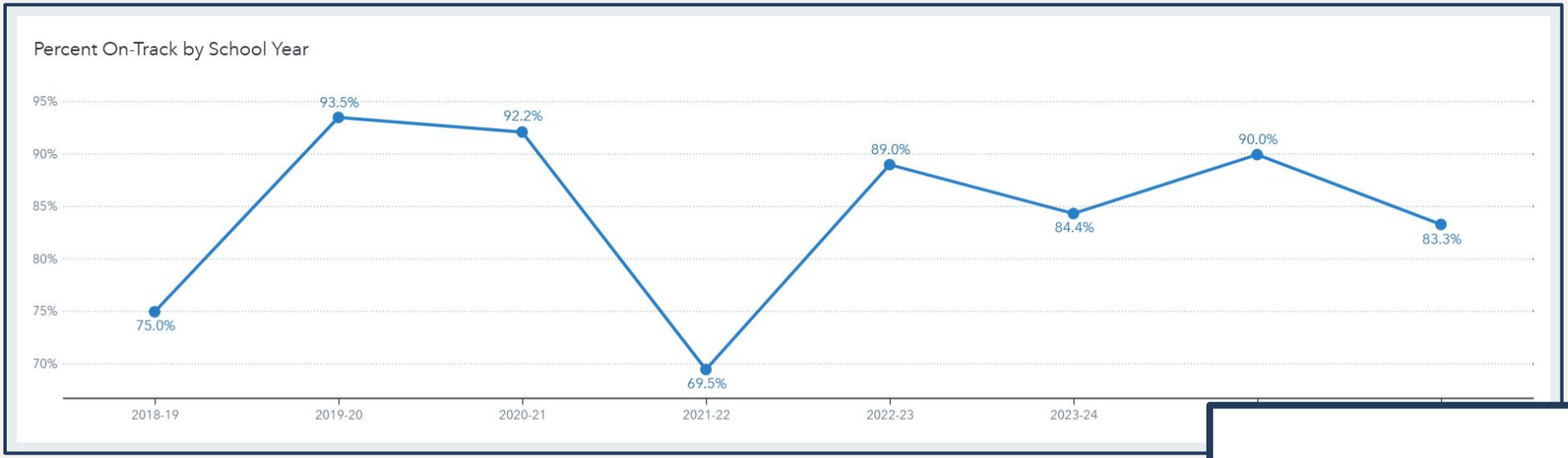
Percent On-Track

83.7%

Bristol Public Schools

On-Track Special Populations
Multilingual students

The percent of students who are multilingual learners and who have earned six credits was higher than all students.



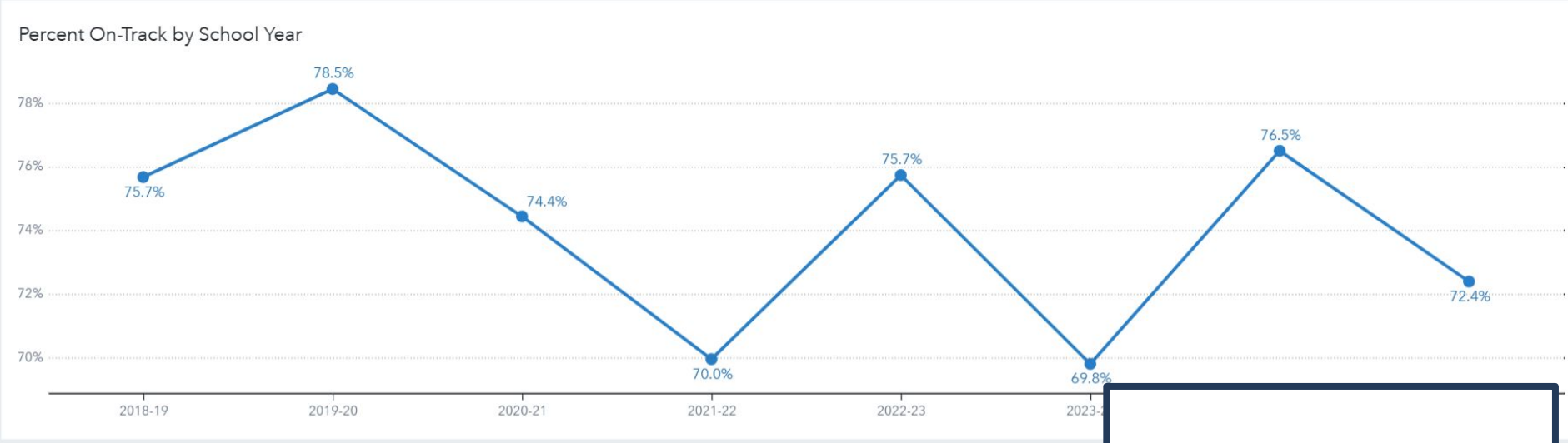
Percent On-Track

83.3%

Bristol Public Schools

On-Track Special Populations
Students with Disabilities

There was a significant decrease in the percent of students with disabilities who did not earn six credits.



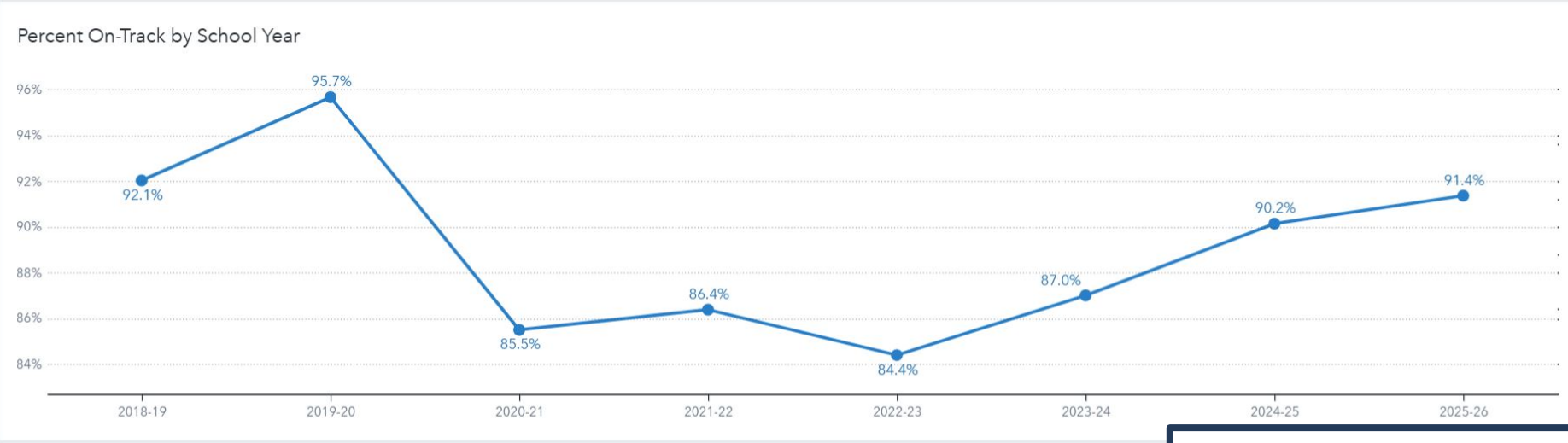
Percent On-Track

72.4%

Bristol Public Schools

Bristol Central High School On-Track Rate

The success rate of students who are earning six or more credits at Bristol Central High School continues to rise after the pandemic.



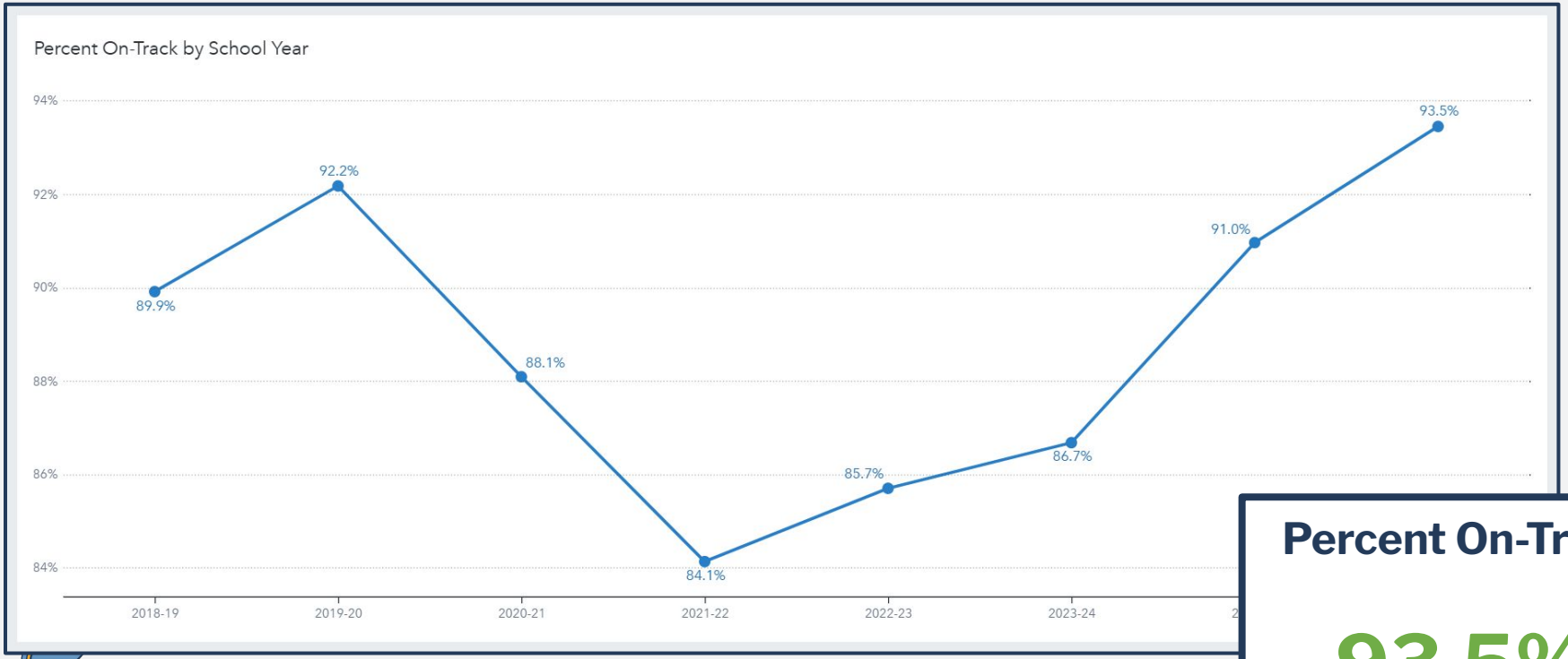
Percent On-Track

91.4%

Bristol Public Schools

Bristol Eastern High School On-Track Rate

The success rate of students who are earning six or more credits at Bristol Eastern High School continues to rise with its' highest average yet.

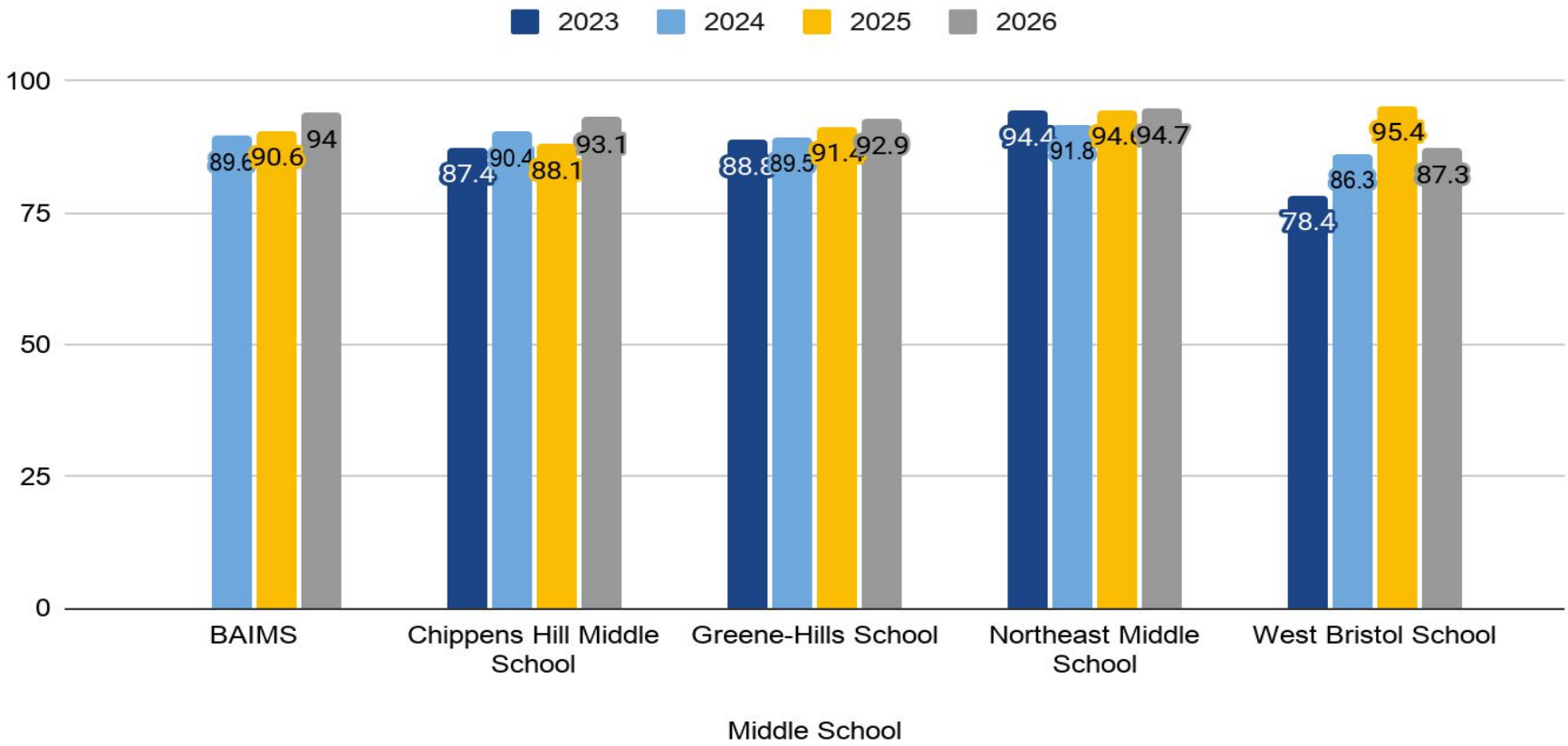


Percent On-Track

93.5%

Bristol Public Schools

On-Track Rates by Sending Middle School



Reflecting on Practice

Systems for Regular Monitoring and Review

Administrator Oversight

Each high school has assigned an administrator dedicated to tracking student progress. Monthly meetings are held to assess status, identify at-risk students, and implement targeted support, which administrators then share with their school-level teams monthly.

Staff Impact

Dedicated on-track counselors with specific caseloads operated throughout the entire school year at both high schools, directly contributing to positive outcomes in this metric.

Flexible Course Options & Structures

Master schedules now incorporate credit-recovery opportunities for ninth graders, enabling students to make up first-semester credits during the second semester.

Additional Factors

Overall high school attendance showed a notable improvement compared to the previous year.

Focus Areas

Strategic Priorities & Instructional Support

Grade 9 Implementation of Newly Revised English Language Arts

- Roll out the revised ELA curriculum to align with academic standards and boost literacy.
- Provide teacher professional development and resources for effective instruction.
- Monitor student progress to make timely adjustments.

Strengthen Math Support Through Scheduling and Tutoring

- Reconfigure daily schedules for dedicated math intervention periods.
- Implement high-dosage, small-group tutoring to address learning gaps.
- Track growth metrics to measure intervention impact.

Credit Connect Classes for New Students

- Utilize specialized courses to help transfer students catch up on graduation requirements.
- Provide a supportive onboarding environment for smooth integration and timely graduation.

Lyssa S. Martin

Professional Summary & Objective

Dedicated educator with over 15 years of experience seeking an educator role where I can use my expertise in differentiated instruction, collaboration, and inclusive teaching practices to support student growth and success.

Certifications

- **State of Connecticut Professional Educator Certificate:** Elementary, K-6 (013)
- **Teaching English to Speakers of Other Languages (TESOL):** PreK-12 (111)
- **TEAM Certified:** Trained Cooperating or Mentor Teacher

Professional Experience

Charter Oak International Academy | West Hartford, CT
Grade 3 & Grade 5 Classroom Teacher | Aug. 2018 – Present

- Design and deliver rigorous, inquiry-based, and project-based instruction tailored to student needs.
- Utilize culturally responsive teaching and restorative practices to foster an inclusive classroom environment.
- Collaborate on district-level initiatives to support program goals and student success (Superintendent's Advisory Board Committee Member, 2025 – 2026)

L.W. Batchelder Elementary School | Hartford, CT
Grade 3 Classroom Teacher | Aug. 2011 – June 2018

- Developed differentiated curriculum to support advanced learners and diverse classroom demographics.
- Built strong relationships with families and colleagues to promote a positive school community.

CREC River Street Autism Program at Coltsville | Hartford, CT
Associate Instructor | Nov. 2011 – July 2011

- Provided specialized instructional support for students within the autism program.

Education

- **TESOL Cross Endorsement:** ARCTEL Program - ACES, New Haven, CT (2024–2025)
- **Master of Science in Elementary Education:** University of New Haven, CT (2011)
- **Bachelor of Arts in Art History:** University of Connecticut, Storrs, CT (2007)
- **International Studies:** Institute of Fine & Liberal Arts at Palazzo Rucellai, Florence, Italy (2007)

Key Skills & Qualifications

- **Instructional Leadership:** Skilled curriculum writer with a record of developing rigorous, data-driven academic programs.
- **Language Support:** Certified TESOL educator with targeted strategies for advancing language development for multilingual learners.
- **Collaboration:** Relationship-driven team member committed to school-wide initiatives and restorative equity practices.

Michelle Ryan-Muniz

EDUCATION:

6th Year Certificate in Educational Leadership; December 2019, Southern Connecticut State University, New Haven, Connecticut.
Master of Science in School Counseling; December 1999, Long Island University, Brentwood, New York.
Bachelor of Arts in English; June 1993, Dowling College, Oakdale, New York.
Associate of Arts; June 1991, Suffolk County Community College, Riverhead, New York.

CERTIFICATIONS:

Connecticut Intermediate Administrator Certificate (092)
Connecticut School Counselor, Professional & NYS School Counselor, K-12, Permanent.

WORK EXPERIENCE:

March 2026-June 2026

Lincoln Middle School, Meriden, Connecticut 06451
School Counselor (Leave Replacement)

- Counselor for grades 6-8
- Facilitate 504 meetings
- Conduct peer mediations for students in conflict
- Counsel students in emotional crisis
- Coordinate Parent/Teacher conferences
- Attend PPT meetings

August 2024-June 2025

Norwalk Public Schools, Norwalk, Connecticut 06852
School Counselor

- 6th grade counselor
- Meet with students for counseling
- Present monthly social-emotional lessons in classrooms
- Attend PPT meetings
- Facilitate 504 meetings
- Coordinate parent/teacher conferences
- Register new students to the school, including international students
- Member of School Attendance Committee
- Submit referrals for students who need outside therapy through CARE Committee

August 2022-June 2024

Branford High School, Branford, Connecticut 06405
School Counselor

- Department Head during 2022-2023 school year. Supervised counseling department of 4 School Counselors, a Career Pathways Coordinator and two Administrative Assistants
- Responsible for counseling department budget
- Facilitator of weekly counseling department meetings
- Member of School Leadership Team
- Develop and distribute Program of Studies
- Coordinate and proctor PSAT and SAT exams with Assistant Principal
- Attend Crisis Response Team meetings

August 2007-June 2022

New Haven Public Schools, New Haven, Connecticut 06510
School Counselor

- PSAT Coordinator and SAT School Day Coordinator
- 504 Coordinator and Homeless Liaison
- Conduct developmental guidance lessons using Naviance
- Counsel students who are in academic jeopardy and/or emotional crisis
- Guide seniors and their parents through the college process; financial aid applications and scholarship searches
- Attend weekly PPT meetings for special education students

- Discuss PSAT results with juniors and help them complete college/major searches
- Meet with all students in grades 9-11 regarding course selections for next year
- Facilitate parent/teacher conferences
- CAPT Coordinator and NCAA Clearinghouse Contact
- Supervised college intern from Fairfield University during 2010-2011 school year

August 2001-June 2007 **Warren G. Harding High School**, Bridgeport, Connecticut 06610
School Counselor

- Promoted to Lead School Counselor in 2005 (Supervised 5 School Counselors)
- Responsible for registering and developing schedules for new students
- Chairperson of Senior Scholarship Committee
- Coordinator of administration of PSAT, Proctor of AP exams
- Assist in the Bridgeport city-wide College Fair
- Promote various careers through organization of a school-wide Career Fair
- Make classroom presentations to 11th & 12th grades regarding college applications, SAT deadlines and college choices, help students complete college applications and essays
- Present developmental guidance program called, GEAR-UP, to 9th graders.

August 2000-August 2001 **New York Institute of Technology**, Central Islip, New York 11722
Assistant Director of Admissions

- Meet with high school and/or transfer students regarding transcripts, majors and admission requirements
- Travel to various high schools for college fairs to recruit potential students

October 1999-June 2000 **North Country Road Middle School**, Miller Place, New York 11764
School Counselor (Leave Replacement)

- Counsel emotionally/academically needy students
- Facilitate parent/teacher conferences regarding troubled students
- Develop schedule for Terra Nova and Otis-Lennon testing
- Organize testing rooms, proctors and supplies for ELA/Math state exams
- Present High School course offerings to students in classrooms
- Participate in Child Study Team meetings and Committee for Special Education meetings
- Co-facilitate anger management group for at-risk male students

October 27, 2026

Dear Mr. Grabowski

Please accept this letter as formal notification of my resignation from my position as a Mathematics Teacher at Bristol Arts and Innovation Magnet School within Bristol Public Schools, effective Friday, October 30, 2026.

I appreciate the opportunities I have had to work with students, colleagues, and the Bristol Public Schools community during my time in the district. I am grateful for the experiences and professional growth I have gained throughout my employment.

I will work to support a smooth transition of my responsibilities prior to my departure.

Thank you for the opportunity to serve the students and families of Bristol Public Schools.

Sincerely,

Tom Scarola

Tom Scarola
Mathematics Teacher
Bristol Arts and Innovation Magnet School

Michele Maghini
6th Grade ELA Teacher

Dan Sonstrom
Principal, Northeast Middle School
530 Stevens Street

Dear Dan,

Please accept this letter as formal notification that I will be retiring from my position as 6th grade Language Arts Teacher effective June 30, 2027.

It has been a true privilege to be a part of the Northeast community for the past 19 years. During my time here, I have had the pleasure of working alongside incredible colleagues, supportive leadership, and wonderful students. I am deeply grateful for the opportunities I've had to grow professionally and contribute to our school's mission.

Over the coming months, I remain fully committed to maintaining the highest standard of instruction for my students. I am also happy to assist in making this transition as seamless as possible, whether that involves organizing my classroom materials, helping prepare for a successor, or assisting with handoff notes.

Thank you again for your support and leadership during my tenure at NEMS. I wish you, the staff, and our students continued success in the future.

Sincerely,

Michele Maghini
Teacher

October 5, 2026

Rose Ortiz-Diehl
Fifth Grade Teacher & Enrichment Coach
Stafford School, Bristol Public Schools

To: Latanya Farrell
CC: Joseph Grabowski
Bristol Public Schools Administration

Subject: Notice of Intent to Retire – End of 2026–2027 School Year

Dear Administration,

Please accept this letter as formal notification of my intent to retire from my position as a Fifth Grade Teacher and Enrichment Coach at Stafford School at the conclusion of the 2026–2027 school year.

Reflecting on my 20 years of service within Bristol Public Schools, I am filled with immense gratitude for the opportunity to educate, mentor, and grow alongside such a dedicated community of students, families, and educators. Serving this district over two decades has been one of the most rewarding journeys of my professional life.

Teaching has brought me profound joy throughout my career. I will deeply miss the daily interactions in the classroom—the spark of curiosity in my students when a new concept clicks, the enthusiasm during enrichment activities, and the warmth of our school community. Collaborating with my colleagues and participating in our students' growth year after year has left an indelible mark on my heart.

As I prepare for this final year, my commitment to my students, team, and school remains as strong as ever. I look forward to making the 2026–2027 school year a fulfilling and memorable experience for everyone at Stafford School. I am also dedicated to assisting in any way necessary to ensure a seamless transition for my students and the incoming faculty before my departure.

Thank you for your support, leadership, and guidance throughout my years with Bristol Public Schools. I look forward to celebrating this milestone year with our school community.

Sincerely,

Rose Ortiz-Diehl
Fifth Grade Teacher & Enrichment Coach
Stafford School, Bristol Public Schools

Sharon Vocke
Northeast Middle School

October 13, 2026

Ms. Iris White, Superintendent of Schools
Bristol Public Schools Central office
129 Church Street
Bristol, CT 06010

Dear Superintendent White and Members of the Board of Education,

Please accept this letter as formal notification of my intent to retire from my position as Instrumental Music Teacher at Northeast Middle School. My last day of employment with Bristol Public Schools will be February 1, 2027, with an effective retirement date of March 1, 2027.

My decision to retire was not easy. Although I'm excited about my future, I'm also deeply grateful for the opportunity to make a difference in so many lives, and it has been deeply fulfilling. As a child, I was mostly ignored by my parents and felt invisible, until my elementary band director chose me in fifth grade to be in a quartet. I became a music teacher because I wanted to make sure young people all feel seen and special. I had teachers along the way who served as phenomenal role models and I'm grateful to Bristol for giving me the opportunity to "pay it forward."

I have always known intuitively that learning to play an instrument enhances the brain. A player must use fine and gross motor movement, with the precision and timing needed, all while listening, matching, blending, and adjusting every moment. This happens while reading notes, rhythms, tempos, and dynamics, following a conductor, and creating phrases and expressing emotion. This activates every part of the brain.

Playing an instrument is one of the few activities that can be enjoyed alone or with others for the rest of one's life, and the skills and socialization are proven to enhance the lives of the young, old, and very old. In band, there's a place for everyone, from the very gifted to the most limited. No one is excluded and no one is benched. It's a win for everyone, including musicians, composers, and audience members, and, in turn, the world.

Thank you to the City of Bristol, for allowing me to nurture students and support them in their joys and struggles in this challenging and rewarding endeavor. I have had the pleasure of working with many wonderful, supportive families here, and many have become dear friends.

I could not have done this without the incredible support and help I received from Ken Bagley. He reminded me that I'm good at this job when I doubted myself. He helps all of us in our department in big and small ways, when he's able, including subbing at 7:00 am without hesitation, and he helped when the new BAIMS music area was damaged. He put the art tables together at the new NEMS when the legs finally came in. When I had 27 students auditioning for Regionals one year, he helped coach them before school every Friday for months. He's a servant- leader who lifts up others around him, and encourages and teaches rather than being critical. He's been a positive role model and a tremendous help to me. He's one of Bristol's greatest treasures.

I am fully committed to ensuring a smooth passing of the baton to Northeast's new band director. I want the students' experience to continue to be meaningful and fulfilling. Please let me know how I can best help the administration and the fine arts department make this transition as smooth as possible.

I am confident the Bristol Public Schools will continue to thrive and grow. I will carry the memories of all who supported me as I continue my journey.

With gratitude,

Sharon Vocke

CC:
Daniel Sonstrom, Principal, Northeast Middle School
Kenneth Bagley, Supervisor, Fine Arts
Joseph Grabowski, Office of Talent Management
Allison Wadowski, Benefits Coordinator
Mike Reynolds, BFT President

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

November 4, 2026

X	**Decision Item**
	Information Item

AGENDA REPORTING FORM

TOPIC: A2 Hires effective August 24, 2026

BACKGROUND:

Guastella, Michelle – CHMS – Climate Coordinator
Maust, Andrew – CHMS – Head Drama

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

November 4, 2026

X	**Decision Item**
	Information Item

AGENDA REPORTING FORM

TOPIC: A2 Resignations effective June 30, 2026

BACKGROUND:

D'Agostino, Silvio – BEHS – (.5) Spring Drama Choreographer
D'Agostino, Silvio – CHMS – Head Drama
Spanedda, Michael – BEHS – Percussion Instructor 1A

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

November 4, 2026

X	**Decision Item**
	Information Item

AGENDA REPORTING FORM

TOPIC: A3 Hires

BACKGROUND:

Fusco, Tina -WB – Gifted Coach effective October 16, 2026
Mirmina, Shawn – BCHS – Gifted Coach effective October 26, 2026

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

11/4/26
(Meeting Date)

☐ **Information Item**

☐ **Decision Item**

AGENDA REPORTING FORM

TOPIC: Nita M. Lowey 21st Century Community Learning Centers - IVY, EPH, SSS

BACKGROUND: The Board of Education has been awarded $226,781 in 21st Century Community Learning Centers Program Funds from the CT State Department of Education to support the Every Minute Matters: Project Accelerated Learning (PAL) programs. The PAL program provides a no-cost extension to the school day for students in grades K-3. Services include: tutoring, community exploration and enrichment, academic goal planning, and snacks/dinner to all students enrolled.

The PAL program is offered at Hubbell, Ivy Drive, and South Side Schools and will serve a total of 90 families. The grant period is 7/1/26 – 9/30/27.

COST: $226,781 **FUNDING SOURCE:** B400F080-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

11/4/26
(**Meeting Date**)

☐ **Information Item**

☐ **Decision Item**

AGENDA REPORTING FORM

TOPIC: Special Education Expansion and Development Grant

BACKGROUND: Bristol has been awarded $797,370 in Special Education Expansion and Development funds for the grant period 7/1/2026 – 6/30/2027. The purpose of these funds is to develop new Special Education programs within the district. The funds will be used to expand programming for students who require a self-contained program.

COST: $797,370 **FUNDING SOURCE:** B400S076-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

11/4/26
(Meeting Date)

☐ **Information Item**

☐ **Decision Item**

AGENDA REPORTING FORM

TOPIC: United Way: School Supply Funds

BACKGROUND: Bristol Public Schools was notified by the United Way of Central and Northeastern Connecticut that the district was identified as a recipient during their school supply drive with an award of $1,856.64. These monies will be used to purchase back to school supplies for students who participate in the annual back to school bash.

COST: $1,856.64 **FUNDING SOURCE:** 1065000-UWSUP

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

November 4, 2026
(**Meeting Date**)

X	**Information Item**
	Decision Item

AGENDA REPORTING FORM

TOPIC: Middle School ASSISTments

BACKGROUND:
Chippens Hill Middle School began a partnership with WestED and ASSISTments during the 2025-26 school year. WestED is conducting an Algebra 1 readiness study with control and treatment groups. CHMS was chosen as a treatment school in both the 2025-26 school year and the 2026-27 school year. They are receiving complimentary coaching for Grade 7 teachers through The Teaching Lab. For the 2026-27 school year, BAIMS and NEMS were chosen as control group schools. Students will still have access to ASSISTments as a practice and feedback platform, but the teachers will not receive coaching until next year. As an incentive for participating in the study, BPS will be receiving $1000 per teacher who teaches sixth or seventh grade math at BAIMS or NEMS. The funding will be earmarked for math classroom supplies to promote innovative instruction.

COST: $7,000 **FUNDING SOURCE:** 1065000-MSDAT

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER:

CONTACT NUMBER:

ACTING SUPERINTENDENT: Iris White
Iris White

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

PROCEDURES FOR PUBLIC PARTICIPATION AT BOARD OF EDUCATION MEETINGS

The Bristol Board of Education welcomes public participation in accordance with Policy 1120, Public Participation at Board of Education Meetings. Board meetings are meetings held in public and are not public hearings. Public participation is subject to recognition by the Chairperson and the requirements of Board policy.

A. Public Participation During Meetings

1. **Recognition:** Individuals wishing to speak must address the Chairperson for recognition and state their name, address, and topic.
2. **Speaking Time:** Each speaker is limited to four (4) minutes and may speak only once. Speakers may not transfer their allotted time to another individual or speak on behalf of another person or organized group.
3. **Subject Matter:** Comments should concern matters within the Board's jurisdiction or the topic for which the speaker signed up. The Chairperson may remind speakers of this requirement but shall not restrict or terminate speaking time solely because of the viewpoint expressed or specific subject addressed. Speakers whose comments fall outside the Board's jurisdiction will be advised accordingly, and their comments will be noted for the record.
4. **Public Input:** The Board welcomes and values a variety of perspectives and encourages community members to share their thoughts, questions, and concerns respectfully.
5. **Student Confidentiality and Personnel Matters:** Comments involving confidential student information protected by FERPA are prohibited. Individuals with complaints concerning district personnel are strongly encouraged to use the appropriate administrative chain of command.
6. **Meeting Conduct:** All participants are expected to conduct themselves respectfully and help maintain an orderly meeting. Disruptive behavior, harassment, obscene language, and threats are prohibited. Individuals who disrupt the meeting may be warned and, if the behavior continues, asked to leave.
7. **Board Responses:** Board members do not respond directly to public comments during meetings. The Chairperson or Superintendent may provide brief factual clarification or refer questions and concerns to appropriate district personnel for follow-up.

B. Written Public Comments

Members of the public may submit written comments for distribution to Board members.

1. Email written comments to sydneymolina@bristolk12.org with the subject line **PUBLIC COMMENT-BOE MEETING**
2. Include your full name, address, and topic.
3. Comments should concern matters within the Board's jurisdiction.
4. Do not include confidential student information protected by FERPA. Complaints involving individual district personnel should be directed through appropriate administrative channels.

5. Comments received by 4:00 p.m. on the day of the meeting will be distributed to Board members before the meeting. Comments received after that time may be distributed following the meeting.
6. Written comments and supporting materials may be made available to Board members but are not automatically read aloud or included on the meeting agenda.

C. Administration of Procedures

The Chairperson is responsible for maintaining order and administering public participation in accordance with Policy 1120. Public participation during consideration of regular agenda items is permitted at the Chairperson's discretion, consistent with Board policy. These procedures are intended to provide clear, consistent guidance and do not supersede Policy 1120 or applicable law.

Student Category	Student Count SEPTEMBER 1st 2025		Student Count JUNE 1st 2025	Student Count JUNE 1st 2026	Student Count AUGUST 1st 2025		Student Count SEPTEMBER 1st 2025		Student Count OCTOBER 1st	TOTAL NET CHANGE SINCE PRIOR MONTH	TOTAL NET CHANGE SINCE 6/1/2026		Student Count NOVEMBER 1st	TOTAL NET CHANGE SINCE PRIOR MONTH	TOTAL NET CHANGE SINCE 6/1/2026
SPED Enrollment	1760		1850	1823	1722		1754		1770	16	-53				
Out of District - Private	119		129	135	121		123		129	6	-6				
Out of District - Public	99		94	95	89		88		87	-1	-1				
Risk Assessment	5		39	28	0		1		24	n/a	cumulative: 25			n/a	cumulative:
Psychiatric Evaluation	0		0	0	0		0		8	n/a	cumulative: 8			n/a	cumulative:
Independent Ed. Evaluation	0		0	0	0		0		0	n/a	cumulative: 0			n/a	cumulative:

Student Category	Student Count DECEMBER 1st	TOTAL NET CHANGE SINCE PRIOR MONTH	TOTAL NET CHANGE SINCE 6/1/2026		Student Count JANUARY 1st	TOTAL NET CHANGE SINCE PRIOR MONTH	TOTAL NET CHANGE SINCE 6/1/2026		Student Count FEBRUARY 1st	TOTAL NET CHANGE SINCE PRIOR MONTH	TOTAL NET CHANGE SINCE 6/1/2026		Student Count MARCH 1st	TOTAL NET CHANGE SINCE PRIOR MONTH	TOTAL NET CHANGE SINCE 6/1/2026
SPED Enrollment															
Out of District - Private															
Out of District - Public															
Risk Assessment		n/a	cumulative:			n/a	cumulative:			n/a	cumulative:			n/a	cumulative:
Psychiatric Evaluation		n/a	cumulative:			n/a	cumulative:			n/a	cumulative:			n/a	cumulative:
Independent Ed. Evaluation		n/a	cumulative:			n/a	cumulative:			n/a	cumulative:			n/a	cumulative:

Student Category	Student Count APRIL 1st	TOTAL NET CHANGE SINCE PRIOR MONTH	TOTAL NET CHANGE SINCE 6/1/2026		Student Count MAY 1st	TOTAL NET CHANGE SINCE PRIOR MONTH	TOTAL NET CHANGE SINCE 6/1/2026		Student Count JUNE 1st	TOTAL NET CHANGE SINCE PRIOR MONTH	TOTAL NET CHANGE SINCE 6/1/2026		Student Count JULY 1st	TOTAL NET CHANGE SINCE PRIOR MONTH	TOTAL NET CHANGE SINCE 6/1/2026
SPED Enrollment															
Out of District - Private															
Out of District - Public															
Risk Assessment		n/a	cumulative:			n/a	cumulative:			n/a	cumulative:			n/a	cumulative:
Psychiatric Evaluation		n/a	cumulative:			n/a	cumulative:			n/a	cumulative:			n/a	cumulative:
Independent Ed. Evaluation		n/a	cumulative:			n/a	cumulative:			n/a	cumulative:			n/a	cumulative:

	1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun	1-Jul
	% of enrollment	% of enrollment	% of enrollment	% of enrollment	% of enrollemnt	% of enrollment	% of enrollment	% of enrollment	% of enrollment	% of enrollment	% of enrollment
	1754 of 7815	1770 of 7806									
	22.40%	22.67%									

STUDENT CATEGORY	*Student Count* Oct 1st	*TOTAL NET CHANGE SINCE PRIOR MONTH*	*TOTAL NET CHANGE SINCE 6/1/2026*
SPED Enrollment	1770	16	-53
Out of District - Private	129	6	-6
Out of District - Public	87	-1	-1
Risk Assessment/211	24	n/a	cumulative: 25
Psychiatric Evaluation	0	n/a	cumulative: 8
Independent Ed. Evaluation	0	n/a	cumulative: 0
Calls to 911	8	n/a	n/a

1-Oct
% of enrollment
1770 of 7806
22.67%

Special Services Update- Reported by Amy Martino

As of October 1, 2026, 1,770 of the 7,806 enrolled Bristol students are identified as requiring Special Education programming. This enrollment reflects **22.67%** of the total BPS student population.

As of **October 1st, 129** students with disabilities required out-of-district placements at private special education school programs. There were **87** students requiring special education programming services at other public out-of-district schools, including magnet schools.

During the month of **September 2026, 41% (24 of 56)** of the newly registered students were identified as students with special education programming needs at the time of registration with. **2** of the newly registered students required programming and services at an out-of-district special education school program.

During the month of September, there were 24 211 or 8 911 calls.

Bristol Enrollment Trend Data
Special Education October 1, 2026 Reporting

As of October 1, 2026

Monthly Special Education Enrollment Trends

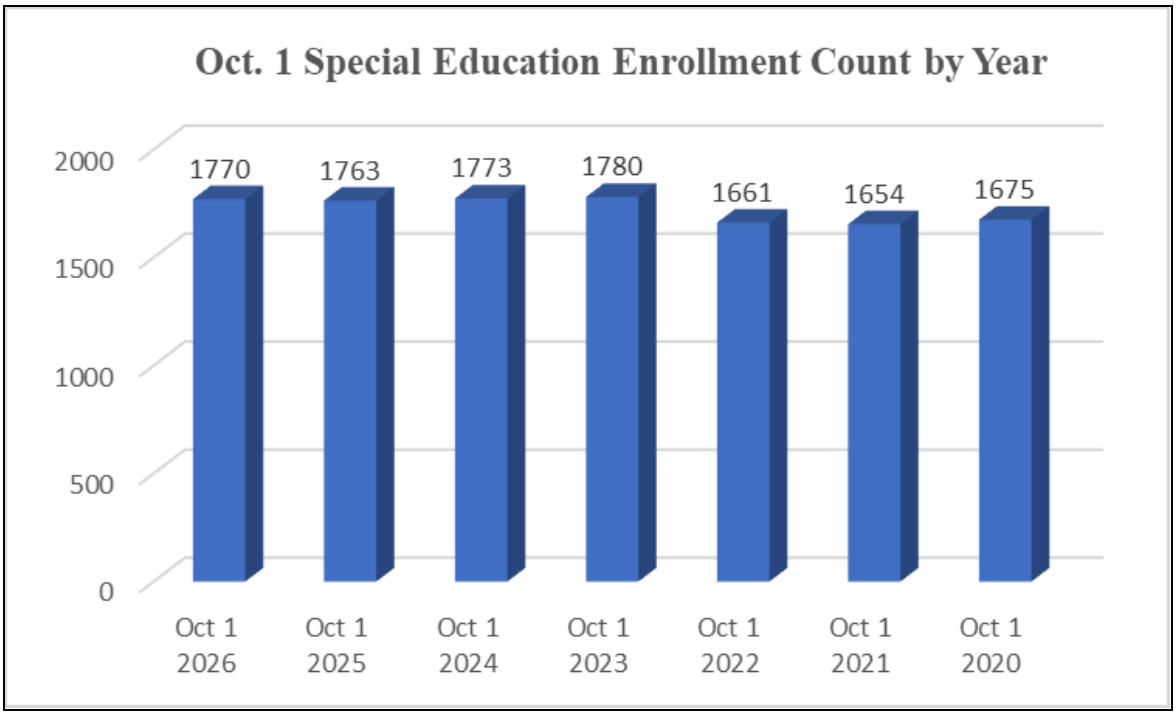
Special Education – New enrollment trends September 2025 to present:		
	% of new enrollment eligible for services	**Outplaced students**
September	22%	0
October	37%	2
November	68%	0
December	39%	0
January	27%	1
February	54%	1
March	21%	0
April	50%	1
May	59%	0
June	50%	1
July	46%	0
August	21%	2
September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

During the month of September 2026, 41% (24 of 56) of newly enrolled students to BPS were receiving special education services; 2 of our newly registered students attended an ODP placement at the time of enrollment.

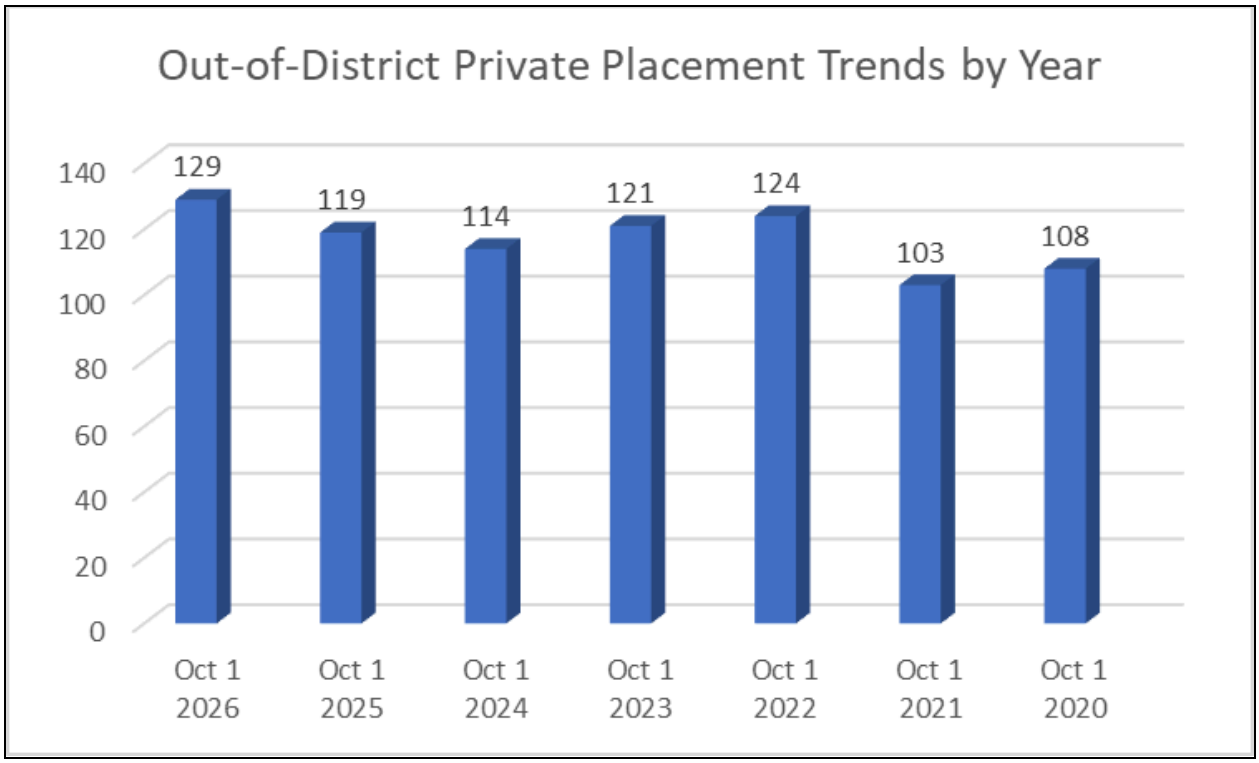
Bristol Enrollment Trend Data
Special Education October 1, 2026 Reporting

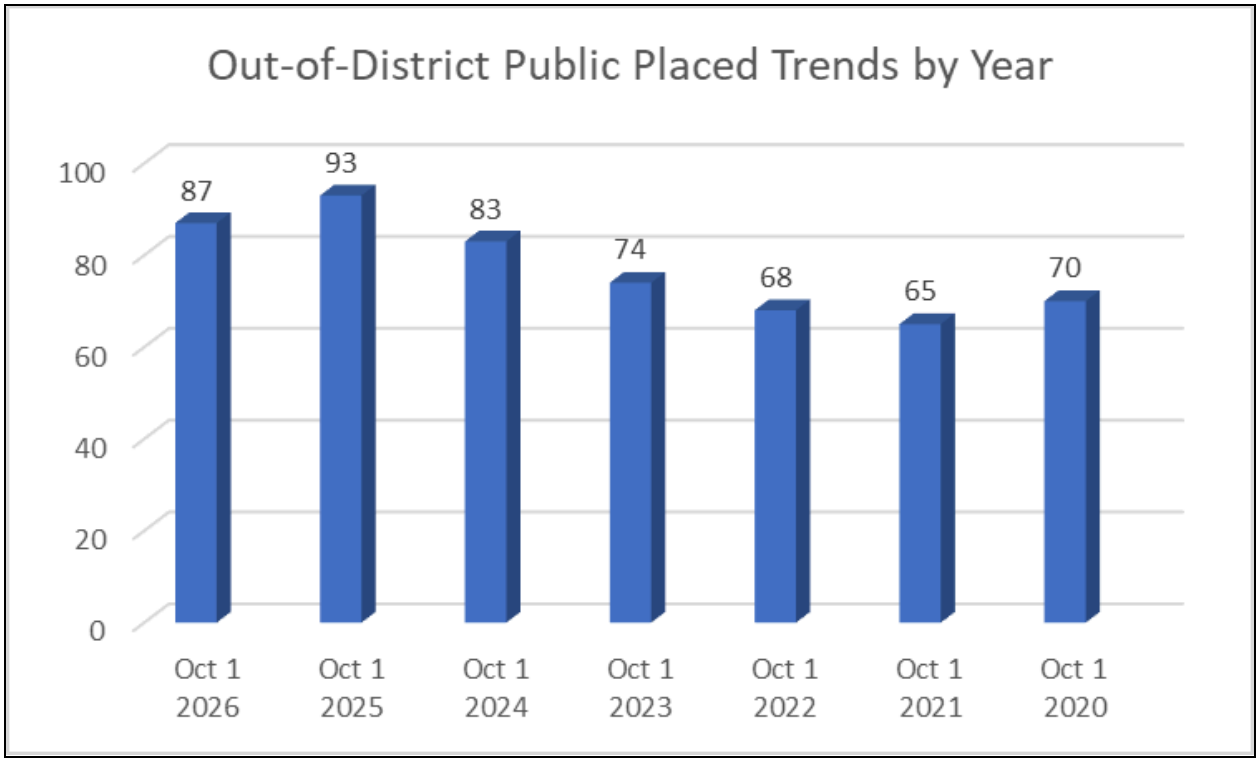
Yearly Special Education Enrollment Trends (October Reporting 2020-2026)

Student count	Oct 1, 2026	Oct 1, 2025	Oct 1, 2024	Oct 1, 2023	Oct 1, 2022	Oct 1, 2021	Oct 1, 2020
Sped enroll-ment	**1770**	**1763**	**1773**	**1780**	**1661**	**1654**	**1675**
Out-of district-Private	**129**	**119**	**114**	**121**	**124**	**103**	**108**
Out-of District-Public	**87**	**93**	**83**	**74**	**68**	**65**	**70**



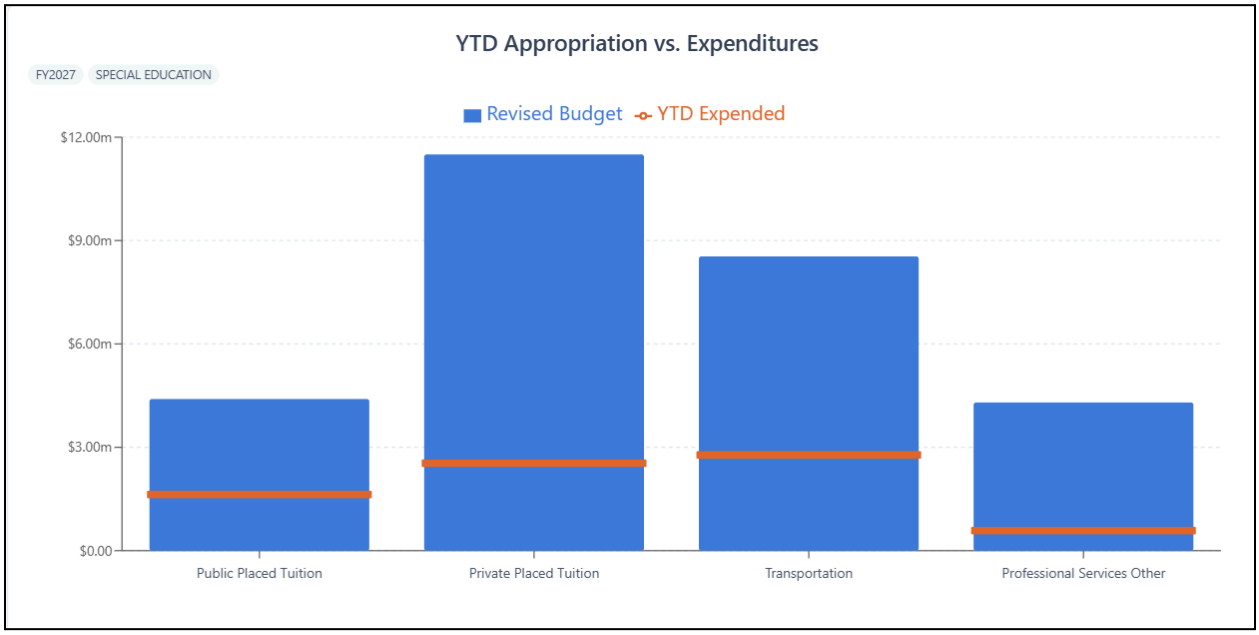
Bristol Enrollment Trend Data
Special Education October 1, 2026 Reporting





Pupil Personnel Services Monthly Budget Trends

As of October 1, 2026



This graphic highlights the four primary budget drivers within the Office of Pupil Personnel Services, excluding salaries. As of October 1st, all budget lines are trending as we would expect as we start to encumber costs. As expenditures continue to be 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.

Enrollment Data of : 10/1/2026								2026-2027	2025-2026	2024-2025
PreK Programs										
Edgewood PreK Academy	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Total	Total	Total
PK4		19	18		18	18	2		162	173
PK3AM	11			12			2		86	123
PK3PM	10			9			2			
	Section 8	Section 9	Section 10	Section 11	Section 12	Section 13	Section 14			
PK4	18	18			10	18	18			
PK3AM			9	11						
PK3PM			10	10						
	Section 1							163		
PK4	6							45		
PK3AM								41		
PK3PM										
Community Based Speech (Burke)	9									
Total Grade Level Enrollment								**87 PK3/162 PK4**	**86 PK3/162 PK4**	**123 PK3/173 PK4**
TOTAL PREK STUDENTS								**258**	**260**	**295**
Elementary Schools										
Hubbell	**Gr. K**	**1**	**2**	**3**	**4**	**5**		**Total**	**Total**	**Total**
	21	21	23	19	24	22				
	21	20	22	18	24	23				
	22	23		19	23	22				
Total Section Enrollment	**64**	**64**	**45**	**56**	**71**	**67**		**367**	**361**	**362**
Destinations K-5	**0**							**0**	**0**	**0**
EPH Students Including Special Programs	64	64	45	56	71	67		**367**	**361**	**362**
Greene-Hills	**Gr. K**	**1**	**2**	**3**	**4**	**5**		**Total**	**Total**	**Total**
	17	20	23	22	20	21				
	17	20	22	23	17	22				
	17	20	22	22	17	22				
	17	20	23	21	19	21				
	17	20	21	22	17	20				
Total Section Enrollment	**85**	**100**	**111**	**110**	**90**	**106**		**602**	**617**	**628**
Destinations K-5			1			2		**3**	**5**	**6**
GHS Students Including Special Programs	85	100	112	110	90	108		**605**	**622**	**634**
Ivy Drive	**Gr. K**	**1**	**2**	**3**	**4**	**5**		**Total**	**Total**	**Total**
	22	18	22	23	23	26				
	20	18	22	21	21	24				
	19	17	23	23	21	26				
Total Section Enrollment	**61**	**53**	**67**	**67**	**65**	**76**		**389**	**401**	**407**
Destinations K-5			1					**1**	**2**	**2**
IVY Students Including Special Programs	61	53	68	67	65	76		**390**	**403**	**409**

Mountain View	Gr. K	1	2	3	4	5		Total	Total	Total
	12	17	19	16	22	19		|	|	|
	13	18	19	18	21	19		|	|	|
	12	16	18	15	21	20		V	V	V
Total Section Enrollment	**37**	**51**	**56**	**49**	**64**	**58**		**315**	**347**	**367**
Destinations K-5		1		1	1			**3**	**1**	**0**
MTV Students Including Special Programs	37	52	56	50	65	58		**318**	**348**	**367**

South Side	Gr. K	1	2	3	4	5		Total	Total	Total
	21	15	19	20	21	24		|	|	|
	22	15	20	19	21	21		|	|	|
	22	15	20	18	21	22		|	|	|
	0	15	18	19	21	23		|	|	|
	0	0	0	0	0	21		V	V	V
Total Section Enrollment	**65**	**60**	**77**	**76**	**84**	**111**		**473**	**482**	**515**
LEAD								**0**	**3**	**1**
SSS Students Including Special Programs	65	60	77	76	84	111		**473**	**485**	**516**

Stafford	Gr. K	1	2	3	4	5		Total	Total	Total
	16	20	21	20	20	23		|	|	|
	16	17	18	20	21	26		|	|	|
	14	21	18	21	22	24		V	V	V
Total Section Enrollment	**46**	**58**	**57**	**61**	**63**	**73**		**358**	**386**	**382**
Destinations K-5	0	0	0	0	1	1		**2**	**1**	**1**
Lead	2	2	0	1	1			**6**		
STA Students Including Special Programs	48	60	57	62	65	74		**366**	**387**	**383**

West Bristol	Gr. K	1	2	3	4	5		Total	Total	Total
	15	17	18	19	19	22		|	|	|
	15	19	18	20	19	23		|	|	|
	15	18	17	20	19	19		|	|	|
	15	18	18	17	19	22		|	|	|
	15	19	17	19	19	21		V	V	V
Total Section Enrollment	**75**	**91**	**88**	**95**	**95**	**107**		**551**	**585**	**590**
Destinations K-5						3		**3**	**3**	**5**
Lead	13	5	6	7	6	3		**40**		
WBS Students Including Special Programs	88	96	94	102	101	113	23	**594**	**588**	**595**

TOTAL K-5 ENROLLMENT	433	477	501	514	532	598		**3055**	**3179**	**3251**
BPS Students Including Special Programs	448	485	509	523	541	607		**3113**	**3194**	3266

Middle Schools										
	6	**7**	**8**					**Total**	**Total**	**Total**

BAIMS	91	88	89		268	261	268
Chippens Hill	256	286	266		808	623	577
Destinations 6-8	2	3	1		6	1	3
Total Students Including Special Programs	258	289	267		814	624	580
Greene-Hills						287	290
Destinations 6-8						0	0
Total Students Including Special Programs	0	0	0			287	290
Northeast	195	249	201		645	338	338
Destinations 6-8	1		1		2	2	1
Total Students Including Special Programs	196	249	202		647	340	339
West Bristol						258	243
Destinations 6-8						0	1
Total Students Including Special Programs	0	0	0			258	244
TOTAL 6-8 ENROLLMENT	542	623	556		1721	1767	1716
Total Students Including Special Programs	545	626	558		1729	1770	1721

High School							
	9	10	11	12		Total	Total	Total
BCHS	285	287	239	246		1057	1129	1170
ACCESS	0	0	1	2		3	5	3
B-TECH	0	0	13	12		25	13	9
Comm/Voc Program	0	0	0	10		10	13	16
Destinations 9-12	2	2	3	3		10	5	4
Destinations Behavior	2	0	0	0		2	0	0
Total Students Including Special Programs	289	289	256	273		1107	1165	1202
BEHS	282	265	255	235		1037	1015	1031
ACCESS	0	0	1	3		4	4	5
B-TECH	0	1	6	4		11	8	6
Comm/Voc Program	0	0	0	16		16	14	13
Destinations 9-12	3	1	5	0		9	7	7
Destinations Behavior	2	1	1	0		4	0	0
Total Students Including Special Programs	287	268	268	258		1081	1048	1062
BPA	0	11	14	10		35	41	50
B-TECH	0	0	0	0		0	1	0
Total Students Including Special Programs	0	11	14	10	0	35	42	50
TOTAL 9-12 ENROLLMENT	567	563	508	491		2129	2129	2251

Total Students Including Special Programs	576	568	538	541		2223	2255	2314

Special Education Program: Citywide **Totals from numbers above**	**2026-2027**	**2025-2026**	**2024-2025**
ACCESS	**7**	**9**	8
B-TECH	**36**	**22**	15
Comm/Voc Program	26	27	29
Destinations 9-12	**19**	**12**	**11**
Destinations Self Contained	**6**		
Destinations 6-8	**8**	**3**	5
Destinations K-5	**485**	**494**	529
PROP (reported to state)	**130**	**119**	**117**
Students attending magnet school programs or public school in districts other than BPS (Not reported by BPS)		**270***	**297***
TOTAL NOT INCLUDED ABOVE			
TOTAL DISTRICT ENROLLMENT	**7,453**	**7,598**	**7,713**

*Not included in District Enrollment Total.

Elementary Class Size Guidelines
Kdg = 22
Gr. 1 - 2 = 23
Gr. 3 - 5 = 28

5145.6 Appendix A

Students

Student Grievance Procedures (Title IX)

Complaint Form

The Bristol Board of Education and its designees shall respect the right to confidentiality, witnesses (if any) and the accused consistent with the school district's legal obligations.

NAME OF COMPLAINANT:

_____

ROLE OF COMPLAINANT: i.e. student

_____

DATE OF COMPLAINT:

_____

NAME OF ALLEGED TITLE IX VIOLATOR:

_____

DATES AND PLACE OF INCIDENT(S):

_____

DESCRIPTION OF VIOLATION:

_____

NAME OF WITNESSES:

_____

EVIDENCE OF VIOLATION i.e., letters, photos:

_____

_____

_____

ANY OTHER INFORMATION:

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

Students

Student Grievance Procedures (Title IX)

Designation of Responsible Employee

The Bristol Board of Education designates the Superintendent of Schools or his/her designee as the responsible employee to coordinate school district compliance with Title IX and its administrative regulations.

The Superintendent of Schools or her/his designee, shall formulate procedures for carrying out the policies in this statement and shall be responsible for continuing surveillance of district educational programs and activities with regard to compliance with Title IX and its administrative regulations.

The Deputy Superintendent of Schools, as the compliance officer for Title IX, shall, upon adoption of this policy and once each academic year thereafter, notify all students and employees of his/her name, office address and telephone number. Notification shall be by posting on websites and in handbooks and/or other means sufficient to reasonably advise all students and employees.

Grievance Procedure

Any student or employee shall have a ready means of resolving any claim of discrimination on the basis of sex in the educational programs or activities of the District. Grievance procedures are set forth in Policy 9350 - Hearings of the Bristol Board of Education.

Appendix A provides a Title IX Complaint Form.

Dissemination of Policy

The Superintendent of Schools or his/her designee shall notify applicants for admission, students, parents/guardians of elementary and secondary school students, sources of referral of applicants for admission, employees and applicants for employment that it does not discriminate on the basis of sex in the educational programs or activities which it operates and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

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

34 C.F.R. Part 106 - Title IX of the Educational Amendments of 1972

Policy Adopted: March 1, 2017

Bristol Public Schools

Bristol, Connecticut

Students

Sexual Harassment/Exploitation

General

Sexual harassment will not be tolerated among students of the school district, and any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers in the schools. Students shall exhibit conduct which is respectful and courteous to employees, to fellow students, and to the public.

Definition

Sexual harassment is any unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to: insulting or degrading sexual remarks or conduct; threats or suggestions that a student's submission to, or rejection of, unwelcome conduct will in any way influence a decision regarding that student; conduct of a sexual nature which substantially interferes with the student's learning or creates an intimidating, hostile, or offensive learning environment — such as the display in the educational setting of sexually suggestive objects or pictures.

Complaints Procedures

The Board of Education encourages victims of sexual harassment to report such claims promptly to the Superintendent of Schools or designee. Complaints shall be investigated promptly and corrective action taken when allegations are verified. Confidentiality shall be maintained and no reprisals or retaliation shall occur as a result of good faith charges of sexual harassment.

The district shall provide staff development for district administrators and other staff and annually shall distribute this policy to staff and students.

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C.2000-e2(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.

Title IX of the Education Amendments of 1972, 34 CFR Section 106.

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998)

Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

Constitution of the State of Connecticut, Article I, Section 20.

Policy Adopted: March 1, 1995

Policy Revised: April 4, 2007

Regulation

Students

Exploitation/Sexual Harassment

Complaint Procedure

1. If a student believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.

2. As soon as a student feels that he or she has been subjected to sexual harassment, he or she should make a written complaint to the appropriate school personnel, or the Principal or his/her designee. The student will be provided a copy of this policy and regulation and made aware of his or her rights.

3. The complaint should state the: Use the form on 5145.5 (c)

(a) Name of complainant;

(b) Date of complaint;

(c) Date of alleged harassment;

(d) Name or names of alleged harasser or harassers;

(e) Location where such alleged harassment occurred;

(f) Detailed statement of the circumstances constituting the alleged harassment.

4. Any student who makes an oral complaint of harassment to any of the above mentioned personnel will be provided a copy of this regulation and requested to make a written complaint as outlined above.

5. All complaints are to be forwarded immediately to the Principal or designee — unless that individual is the subject of the complaint in which case the complaint should be forwarded directly to the Deputy Superintendent.

6. If possible, within five (5) working days of receipt of the complaint, the staff member assigned to investigate the complaint shall commence an effective, thorough, objective and complete investigation. The investigator shall consult with individuals reasonably believed to have relevant information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discretely, maintaining confidentiality as possible while still conducting an effective and thorough investigation. Throughout the investigative process, due process rights of the alleged harasser will be protected.

7. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged harasser, and, as appropriate, to others directly concerned.

8. If the student complainant is dissatisfied with results of an investigation, he or she may file a written appeal to the Superintendent or designee who shall review the investigator's written report.

Information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes harassment. The Superintendent or designee may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing this review, the Superintendent shall respond as soon as possible in writing to the complainant.

If after a thorough investigation, there is reasonable cause to believe that sexual harassment has occurred, the district shall take reasonable actions to ensure the harassment ceases and will not recur. Actions taken in response to findings of harassment may include reassignment, transfer, or disciplinary action, or warnings that appropriate action shall be taken if further acts of harassment or retaliation occur.

The substance of this regulation will be distributed to all elementary, middle and high school students in their school handbook.

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C.2000-e2(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.

Title IX of the Education Amendments of 1972, 34 CFR Section 106.

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

Constitution of the State of Connecticut, Article I, Section 20.

Regulation Approved: March 1, 1995

Revised: April 4, 2007

5145.5 Appendix A

Students

Sexual Harassment

Sexual Harassment Complaint Form

The Bristol Board of Education and its designees shall respect the right to confidentiality, witnesses (if any) and the accused consistent with the school district's legal obligations.

NAME OF COMPLAINANT:

_____

POSITION OF COMPLAINANT:

_____

DATE OF COMPLAINT: _____

NAME OF ALLEGED HARASSER:

_____

DATES AND PLACE OF INCIDENT(S):

_____

DESCRIPTION OF MISCONDUCT:

_____

NAME OF WITNESSES:

_____

EVIDENCE OF HARASSEMENT, i.e., letters, photos:

_____

_____

_____

ANY OTHER INFORMATION:

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

Community Relations

News Media Relations

Recognizing that an open relationship should exist between school administrators who are charged with the responsibility of conducting public business, and the news media who has the responsibility of reporting the actions of government to citizens, the Superintendent of Schools is authorized to provide to the members of the press information which is a matter of record and public information.

Information released to the media shall be that which public information, as covered by statute is. It is recognized that there is information of a confidential nature which shall not be released, such as information concerning personnel, grievances, negotiations, court actions and special placement of students. Information provided to the media should be factual and should not involve speculation or assumptions.

Administrators may release any information which has been previously generated. This does not include, however, generating new information at the request of a member of the press. All communications by school officials to the press shall be "on the record." Press releases are to indicate the administrator's name and title.

The principal has the right to restrict interaction with students on school property if he/she deems it interferes or disrupts the educational process.

Policy Adopted: July 7, 1993

Policy Revised: December 7, 2016

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Community Relations

News Media Relations

Recognizing that an open relationship should exist between school administrators who are charged with the responsibility of conducting public business, and the news media who has the responsibility of reporting the actions of government to citizens, the Superintendent of Schools is authorized to provide to the members of the press information which is a matter of record and public information.

Members of the press, television and radio stations will be directed by the Superintendent of Schools to the administrator directly responsible for the information they seek.

Information released to the media shall be that which is public information as covered by statute. It is recognized that there is information of a confidential nature which shall not be released, such as information concerning personnel, grievances, negotiations, court actions and special placement of students. Information provided to the media should be factual and should not involve speculation or assumptions.

Administrators may release any information which has been previously generated. This does not include, however, generating new information at the request of a member of the press. All communications by school officials to the press shall be "on the record." Press releases are to indicate the administrator's name and title.

The principal has the right to restrict interaction with students on school property if he/she deems it interferes or disrupts the educational process.

Regulation Approved: July 7, 1993

5142.4
Form A

Bristol Public Schools
School Resource Officer (SRO) Report on Investigations and Behavioral Interventions

This form must be completed and provided to the Bristol Chief of Police within five (5) school days of conducting an investigation and/or behavioral intervention of 1) challenging behavior ***that escalates to violence or constitutes a crime,*** *or 2) conflict* ***that escalates to violence or constitutes a crime.***

> ***"Challenging behavior"*** *means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.*
>
> ***"Investigation or behavioral intervention"*** *means a circumstance in which a school resource officer is conducting (i) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts.*

The SRO may only report investigations and/or behavioral interventions of challenging behavior or conflict that escalate to violence or constitute a crime. If the conduct did not escalate to violence or constitute a crime, it may not be reported in this form.

Name of School Resource Officer: _____

Badge Number: _____ **School Affiliation:** _____

Investigation and/or Behavioral Intervention Information:

Date of Investigation/Intervention: _____

Time of Investigation/Intervention: _____

Location of Incident: _____

The reason for and nature of such investigation and/or behavioral intervention:

_____

_____

The disposition of such investigation or behavioral intervention (check all that apply):

- Referral to administration for possible discipline ☐
- Restorative practices implemented ☐
- Peer mediation ☐
- Referral to student support services ☐
- Citation or summons issued ☐
- Arrest of student(s) ☐
- Search of student(s) by SRO ☐
- Management of crisis or emergency ☐
- Other: _____

Please complete the following section for student involved in the investigation and/or behavioral intervention. ***Do not include student names.*** *Identify additional students, if applicable, as "Student B," "Student C," etc. Demographic information for each student will be collected by the School District from the school's information system and shared with the SRO for the limited purpose of complying with state reporting requirements.*

	Age	**Gender**	**Race/Ethnicity (check all that apply)**	**Does the student have a known disability?**	**During the investigation and/or behavioral intervention, was the student….**
Student A	_____	☐ **Male** ☐ **Female** ☐ **Non-binary**	☐ Hispanic or Latino ☐ White ☐ Black or African American ☐ Native Hawaiian or Other Pacific Islander ☐ Asian ☐ American Indian or Alaska Native	☐ Yes ☐ No	☐ Searched by SRO ☐ Apprised of constitutional rights ☐ Issued a citation or a summons ☐ Arrested ☐ Detained[1] (if detained, note how long the student was detained: _____)
Insert additional rows for Students B,C,D as applicable					

[1]Detained, for the purposes of this form, means detained by the SRO as a law enforcement action or placed under the direct supervision of the SRO by a responsible administrator.

This report was completed on: _____

By signing below, I certify that the information I have provided in this report is true and accurate to the best of my ability and recollection. I have not maintained a copy of this report and I understand that the information set forth herein is confidential and may not be redisclosed except in accordance with state and federal law.

_____ _____
School Resource Officer **Date**

I, the _____ Police Department Chief of Police, received this report on: _____. I understand that the information set forth herein is confidential and may not be redisclosed except in accordance with state and federal law.

_____ _____
Print **Signature**

cc: Superintendent of Schools

Students

Safety

School Resource Officer

It is understood and agreed that the Bristol Board of Education and the Bristol Police Department officials share the following goals and objectives regarding the School Resource Officer (SRO) Program in the schools:

- Establish a positive working relationship in a cooperative effort, with the intent of preventing juvenile delinquency and assisting in student development;

- Maintain a safe and secure environment on school campuses that will be conducive to learning;

- Promote positive attitudes regarding the role of police officers in today's society; and

- Strive to ensure a consistent response to incidents of student misbehavior, clarify the role of law enforcement in school disciplinary matters, and reduce involvement of police and court agencies for misconduct at school and school-related events.

Duties include, but are not limited to:

1. Investigating and documenting specific incidents;
2. Assistance in identifying, intervening, and communicating with at-risk students;
3. Provision of crime prevention education;
4. Promotion of a positive student attitude towards law enforcement;
5. Operating as a liaison between the community and the District.

The Superintendent of Schools will develop administrative regulations as necessary to implement this policy.

The Board shall enter into a Memorandum of Understanding (MOU) with the local police department that defines the officer's role and responsibilities. The MOU must address daily interactions among students, school personnel, and police officers, and must include a graduated response model for student discipline. Any such MOU entered into, extended, updated, or amended on or after July 1, 2023 shall include a provision requiring all school resource officers to complete, while in the performance of their duties as school resource officers and during periods when such officers are assigned to be at the school, any separate training specifically related to social-emotional learning and restorative practices provided to district certified employees.

(cf. 5114 – Suspension/Expulsion; Student Due Process)
(cf. 5131.2 – Assault)

Students

Safety

School Resource Officer (continued)

(cf. 5131.21 – Terrorist Acts/Threats)
(cf. 5131.4 – School Grounds Disturbances)
(cf. 5131.41 – In-School Disturbances)
(cf. 5131.5 – Vandalism)
(cf. 5131.6 – Drugs, Tobacco, Alcohol)
(cf. 5131.61 – Inhalant Abuse)
(cf. 5131.612 – Surrender of Physical Evidenced Obtained from Students)
(cf. 5131.7 – Weapons and Dangerous Instruments)
(cf. 5131.8 – Off School Grounds Misconduct)
(cf. 5131.9 – Gang Activity or Association)
(cf. 5141.6 – Crisis Management)
(cf. 5142 – Safety)
(cf. 5144 – Use of Physical Force)
(cf. 5145.11 – Questioning and Apprehension)
(cf. 5145.12 – Search and Seizure)
(cf. 5145.121 – Vehicle Searches on School Grounds)

Legal Reference: Connecticut General Statutes
4-176e through 4-180a. Contested Cases. Notice. Record.
10-220 Duties of boards of education.
10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, and PA 98-139.
53a-3 Definitions.
53a-217b Possession of Firearms and Deadly Weapons on School Grounds.
PA 94-221 An Act Concerning School Discipline and Safety.
GOALS 2000: Educate America Act, Pub. L. 103-227.
18 U.S.C. 921 Definitions.
Title III - Amendments to the Individuals with Disabilities Education Act.
Sec. 314 (Local Control Over Violence)
Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.
P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.
PA 23-208 An Act Making Certain Revisions to the Education Statutes.

Policy adopted:

Agreement By and Between
the Bristol Police Department
and the Bristol Board of Education
for the School Resource Officer Program
and the Armed Security Officer Program

This Memorandum of Understanding ("Agreement") is made and entered into this 5th day of August, 2026, by and between the Bristol Police Department (the "Department") and the Bristol Board of Education (the "Board").

INTRODUCTION

The School Resource Officer ("SRO") Program involves the placement of law enforcement officers within the education environment of the Bristol Public Schools (the "District"). The SROs are Bristol police officers employed and assigned by the Department to serve as liaisons between the school community and the Department and to support the school administration and staff in promoting a safe and positive school environment. The SROs are visible and active law enforcement figures at the schools to which they are assigned. Any individual hired by the Department to work as an SRO shall be a sworn police officer.

The Armed Security Officer ("ASO") Program involves the employment of armed security officers by the District to work in District schools and assist the school administration and other school staff in promoting a safe and positive school environment and taking steps to prevent school violence.

This Agreement is founded on the following principles:

- The vast majority of student misconduct can and should be addressed through classroom and in-school strategies and by maintaining a positive school climate.
- The response to school disruptions should be reasonable, consistent, and fair, with appropriate consideration of relevant factors, such as the age of the student and the nature and severity of the incident.
- The District and the SRO Program will utilize a graduated response model, described in Section VI of this Agreement, which provides increasingly more serious consequences for continued student misconduct.
- ASOs shall have no role with respect to the discipline of students or managing student behavior unless the student poses a direct and imminent threat to others.
- Establishment of clear and consistent guidelines for school and police personnel with regard to non-emergency disruptive behavior at school and school-related events promotes the best interests of students, the school system, law enforcement, and the community at large.

When determining consequences for a student's disruptive behavior the following factors shall not be considered: (1) the student and/or family's race, ethnicity, gender, gender identity or expression, sexual orientation, religion, national origin and/or membership in any other protected class, and/or

(2) the economic status of the student and family.

THE SRO PROGRAM

I. Goals and Objectives

- Establish a positive working relationship in a cooperative effort, with the intent of preventing juvenile delinquency and assisting in student development;
- Maintain a safe and secure environment on school campuses that will be conducive to learning;
- Promote positive attitudes regarding the role of police officers in today's society; and
- Strive to ensure a consistent response to incidents of student misbehavior, clarify the role of law enforcement in school disciplinary matters, and reduce involvement of police and court agencies for misconduct at school and school-related events.

II. Supervision of School Resource Officers

The Department agrees to provide SROs (4 total FTE) for the district. The SROs will be assigned to the following schools:

- Bristol Central High School (designated SRO)
- Bristol Eastern High School (designated SRO)
- Chippens Hill Middle School designated SRO)
- Northeast Middle/BAMS School designated SRO)

The Department, in consultation and agreement with the Superintendent of Schools, will determine which Bristol police officers will assume the roles and responsibilities of an SRO. If the Department conducts interviews for the assignment to such position, the Superintendent or designee will be invited to attend the interviews.

SROs shall remain employees of the Department and shall not be employees of the Board. As such, the Department agrees to provide fully uniformed and armed SROs to the District, and the Department shall bear the costs of the SRO Program during school days when the SROs are present in the schools. The Department agrees to fund and provide all required, as well as advanced,

ongoing training to ensure SROs are current in best law enforcement practices and certifications. Whenever possible, such training will take place when school is not in session.

The Board acknowledges that the SROs will remain subject to the administration, supervision, and control of the Department. However, while acting in the capacity of an SRO, the SROs shall take direction from school administration with the exception that, while in the performance of law enforcement duties, the SROs will follow protocols established by the Department and its Chief of Police.

The school administration shall meet annually with each SRO and the Chief of Police or designee to discuss the job performance of the SRO.

III. Appointment, Term and Schedule

The Chief of Police or designee, in consultation and agreement with the Superintendent of Schools, will assign each SRO's workdays and shifts. The SROs' duty hours shall, whenever possible, conform to the school day. It is understood and agreed that in the event of an emergency in the community, an SRO may be ordered by the Department to leave school during normal duty hours and to perform other services for the Department.

In the performance of their duties, SROs shall coordinate and communicate with school administration. In the event an SRO must be absent from work, the SRO shall notify the Department supervisor and the school principal(s) at the building(s) to which the SRO is assigned.

The District shall contact the SRO's supervisor at the Department to request SRO attendance at after-school and evening school activities. If such attendance requires overtime, it shall be subject to approval by the Superintendent of Schools and the SRO's supervisor at the Department.

IV. Uniform and Equipment of School Resource Officer

SROs will wear their approved Department uniform with appropriate logos and name badges depending on the type of school activity and program and/or the request of the school or Department.

The Department will provide the SRO with a designated vehicle, laptop, and the usual and customary office supplies required for the performance of their duties.

The SROs will carry their department-approved duty firearm and other Department-issued equipment. The SRO is responsible for carrying such equipment or otherwise storing and securing such equipment, including firearms and ammunition, in accordance with Department protocols. Such duty firearm and other Department-issued equipment shall only be used when law enforcement intervention is necessary and then shall only be used in accordance with the policies and standards of the Department and applicable law.

V. Duties and Responsibilities of the School Resource Officers

- The SROs will abide by applicable Board policies and District regulations.
- The SROs will assist the Superintendent, principals, faculty, and staff to promote a safe learning environment.
- The SROs will collaborate with school administrators, as well as local law enforcement, fire service, public safety and emergency management agents, as may be appropriate, in emergency crisis planning and building security matters. Among other things, the SRO will assist the school administration in conducting lock down drills and offer suggestions regarding how to maintain and improve school safety in all schools.
- The SROs will confer with the building principal(s) at the building(s) to which the SRO is assigned to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.
- The SROs may be a resource for instruction in the following areas: law-related education, violence diffusion, safety programs, alcohol and drug prevention, crime prevention, and other pertinent subjects.
- The SROs will present topics to students on various law enforcement/safety issues, as requested by the school administration.
- The SROs will work proactively to develop positive relationships with students and staff and be available to students, parents, and staff who freely want to discuss concerns.
- The SROs will contact the principal of the school about any juvenile delinquency, incidents, charges, and arrests within a timely manner and in accordance with applicable law.
- The SROs will complete, while in the performance of their duties as school resource officers and during periods when assigned to be at the school, any separate training specifically related to social-emotional learning and restorative practices, physical restraint and seclusion, and other trainings, as appropriate, that is provided to certified employees of the school(s) to which the SRO is assigned.
- If a conflict develops between the SROs' legal responsibilities as sworn police officers and their responsibilities to the District, the SROs' legal responsibilities as sworn police officers shall take precedence. However, the SROs shall inform the school principal, the Superintendent, and the Chief of Police/or designee of such conflict and shall work with school officials to suggest a means of avoiding future conflicts.

- The SROs have no ordinary role in school discipline or enforcement of school rules, although an SRO may provide assistance to school personnel at the request of a school administrator. The SRO will work collaboratively with the Superintendent to determine the goals and priorities for the SRO Program and the parameters for SRO involvement in school disciplinary matters, consistent with the terms of this Agreement and the Graduated Response Model described in Section VI.

- The SRO will abide by applicable law and the Department's general orders concerning investigations, interviews and searches of students or staff on school property or at school functions under the jurisdiction of the Board. At no time will SROs direct or demand that school personnel interview or search a student.

- The SRO will consult with and coordinate activities through the Superintendent or building principal(s) at the building(s) to which the SRO is assigned. Except in emergency situations, the SRO will not take any official law enforcement action without notifying the school administration in accordance with Section VII, below. The SROs shall notify the school principal or their designee and the Superintendent whenever any law enforcement action has been taken while performing in the role of SRO.

- The SRO will act swiftly and cooperatively when responding to emergencies at school, including but not limited to disorderly conduct by trespassers and the possession and/or use of weapons on school grounds, consistent with Department policy and protocols.

VI. Graduated Response Model

The Board and the SRO Program will utilize the following graduated response model, which provides increasingly more serious consequences for continued student misconduct.

Classroom Intervention - The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and non-threatening such as

dress code violations and violations of classroom rules. SROs should not be involved at this level. Classroom intervention options might include redirection, re-teaching, school climate initiatives, and moving seats. The teacher should initiate parental contact.

School Administration Intervention - Classroom interventions are supported by school administrators and other school staff who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level may include, but are not limited to: repetitive patterns, defacing school property; truancy; threatening; and other behaviors in hallways, bathrooms, courtyards and school buses. Administration intervention options might include time in the office, after school detention, loss of privileges, reparation, and/or parent conference.

Assessment and Service Provision - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school services may be appropriate. This intervention is managed by the school administrator or a student assistance team. Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as vandalism or harassment, may be examples that belong at this level as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any classroom or school administration interventions and might include referral to a juvenile review board (JRB) or community service or program, suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. Police can be involved in their role on JRBs.

Law Enforcement Intervention – Only when classroom, school and community options have been found ineffective, or when deemed appropriate by the administration or in an emergency, should the school involve the police, including the SRO, in a specific student intervention. Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Law enforcement options may include, but not be limited to, verbal warning; conference with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court. In appropriate circumstances, law enforcement options may include arrest. Absent an emergency, any such arrest will be conducted in accordance with Section VII, below.

VII. Police/SRO Activity at Schools

The parties agree that employees of the Department and/or the assigned SROs ("Law Enforcement Professionals") need to follow certain protocols when on school grounds in non- emergency circumstances as follows.

Except in an emergency, Law Enforcement Professionals seeking to conduct formal police interviews, interrogations, and/or arrests of any student on District property or at a school-sponsored activity shall inform the building principal. When making such request, Law Enforcement Professionals shall be aware of the potential disruption to the educational process that police action may cause and consider the necessity of such action based on: (1) the potential danger to persons; (2) the likelihood of destruction of evidence or other property; and (3) the ability to conduct the investigation, arrest or search elsewhere. As such, Law Enforcement Professionals will work to minimize the potential for disruption through a coordinated effort with the schools.

When taking a student into custody, officers should make reasonable efforts to avoid making arrests or taking students into custody on the school premises or at a school-sponsored activity. Whenever possible, and except in the event of an emergency, students should be taken into custody out of sight and sound of other students.

VIII. Reporting of Investigations and Behavioral Interventions

In accordance with state law requirements, each SRO shall submit a report to the Chief of Police for each investigation or behavioral intervention of challenging behavior or conflict that (1) is conducted by the SRO and (2) escalates to violence or constitutes a crime, no later than five school days after conducting such investigation or behavioral intervention. An "investigation or behavioral intervention" is "a circumstance in which a school resource officer is conducting (i) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts."

The SRO's report shall include: (1) the date, time and location of such investigation or behavioral intervention, (2) the name and badge number of the SRO, (3) the race, ethnicity, gender, age and disability status for each student involved in such investigation or behavioral intervention, (4) the reason for and nature of such investigation or behavioral intervention, (5) the disposition of such investigation or behavioral intervention, and (6) whether any student involved in such investigation or behavioral intervention was (a) searched, (b) apprised of such student's constitutional rights, (c) issued a citation or a summons, (d) arrested, or (e) detained, including the amount of time such student was detained. The SRO shall not include student names on the report.

All SROs shall use and complete Form A, attached hereto and incorporated herein. SROs and/or the Department shall not substitute their own form(s) for Form A and shall not submit any supplemental or additional documents in connection with Form A, unless required by law or mutually agreed upon by the parties in writing.

[**OPTIONAL: For purposes of this section, the School District will provide the SRO with only as much student demographic information as is necessary for the limited purpose of complying with state reporting requirements as reflected in Form A, in accordance with applicable law. The SRO shall not redisclose this information for any purpose other than sharing the information with the Chief of Police, as required by statute.**]

On a monthly basis, the Chief of Police ***or his designee*** shall compile and provide to the Superintendent of Schools all Form A documents completed by the SROs during the prior month. In the event there were no Form A documents completed by the SROs during any given monthly period, the Chief of Police shall notify the Superintendent of Schools in writing as follows: "During the month period consisting of ___ to ___, the SROs did not engage in any investigation or behavior intervention of challenging behavior or conflict that escalated to violence or constituted a crime."

I. Duties of the Bristol Public Schools

The District shall provide to the SROs the following materials and facilities which are deemed necessary to the performance of the SROs.

- An office with a desk and chair.
- Direct phone line.
- Access to internet hookup.
- Access to view all live-feed security cameras throughout the school to which they are assigned.
- SROs shall have access to student record information in accordance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

I. Police Access to Images from School Cameras

In the event of a criminal investigation, the Department or other law enforcement agencies may request access to school district video images, live or recorded, by making a written request for access to the Superintendent. Access may be granted by the Superintendent or other such certified administrator as designated by the Superintendent only when determined by the Superintendent to be appropriate under state and federal law. If access is granted, the Department shall abide by its policies and procedures with respect to evidence, juvenile records, and personally identifiable information.

In the absence of express permission from the Superintendent or designee, the Department (excluding SROs) may only access school district live streaming video and/or recorded images from school cameras in emergency circumstances, including an emergency alarm originating from one of the school facilities or grounds or a 911 call pertaining to a school facility/grounds. Any such access by the Department shall be only be made for the purpose of the Department and other law enforcement or first responders aiding in the public safety emergency response to a school facility.

The Department may also access school district camera footage live or recorded images if the Superintendent or a school administrator makes such a request, when the Superintendent or school administrator has determined that there is a significant and articulable threat to the health and safety of students or other individuals or when otherwise appropriate under state and federal law.

Other than a daily system test conducted by the Chief of Police or designee(s), conducted at a time when students are not present in the building, the Department will not routinely view school district video images, live or recorded, to monitor the schools or grounds.

Notwithstanding the above, the SRO will have access to live video images captured at the school at which the SRO is assigned, during the days and hours in which the SRO is performing such assignment, in order to help maintain school security.

I. **Dismissal of a School Resource Officer**

In the event that school administration feels that an SRO is not effectively performing their duties and responsibilities, the administrator shall contact the Superintendent. Within a reasonable amount of time, the Superintendent shall notify the Chief of Police.

In the event a conflict arises within the school between the SRO and school staff. The SRO is to notify their supervisor. The supervisor will contact administration at the Board of education in an effort to resolve such conflict

The Department and the District agree to provide their employees with training relative to this Agreement and its purposes. The parties agree to maintain regular and open communication to evaluate the effectiveness of this Agreement and suggest improvement or adjustments that may be necessary.

ASO PROGRAM

In the event that the District employs ASOs to work in District schools to assist the school administration and staff in promoting a safe and positive school environment and taking steps to prevent school violence, such ASOs shall meet all legal requirements for the position, as well as all requirements established by the District and the Department.

I. Appointment and Supervision

ASOs shall be employed by the Board. When recruiting, hiring, and selecting ASOs, the Superintendent or designee shall consult with representatives from the Department and shall invite representatives from the Department to participate in interviews and the selection process.

With respect to their daily duties and general school security and safety, ASOs shall be supervised by the Superintendent or designee

The ASOs' general work schedule shall be determined by the Superintendent or designee.

II. Authorized Equipment

The Board shall provide pepper spray ("Authorized Equipment") for use by an ASO while on duty for the Board. All Authorized Equipment shall remain the property of the Board and shall be used in accordance with the ASO's training, applicable law, Board policy and accompanying regulations. The Board reserves the right to revoke an ASO's authorization to carry Authorized Equipment at its discretion. Such revocation shall result in the immediate loss of the ASO's authority to carry pepper spray on school grounds and may result in disciplinary action, up to and including termination of employment.

The Board shall ensure that ASOs receive semi-annual inspections of any authorized firearm by a POST Council-certified firearms instructor or certified armorer.

III. Certifications, Permits, Licenses and Training

- With respect to firearms, equipment, and related certifications and training, the Board shall be responsible for initiating all required background investigations and renewal checks necessary for an ASO's continued employment and authorization to serve in the position. The Department shall verify that each ASO possesses all required permits, certifications, licenses, and training necessary to carry a firearm on school property and perform the duties of an ASO in accordance with applicable federal and Connecticut law, Board policy, and administrative regulations. The Department shall provide the Board with written confirmation that each ASO's required permits, certifications, licenses, and training are current, including written verification that each ASO:

- Meets the requirements of Conn. Gen. Stat. § 10-244a, including the requirement to receive annual training pursuant to Conn. Gen. Stat. § 7-294x and successfully complete annual firearms training provided by a certified firearms instructor that meets or exceeds the standards of the POST Council or 18 U.S.C. § 926C, as amended from time to time;

- Successfully completes additional training and re-training requirements, as required by law and/or determined and/or the Board, including but not limited to active shooter training, cardiopulmonary resuscitation ("CPR") training, automatic external defibrillator ("AED") training, Narcan administration training; and

- Holds all certifications, permits, and/or licenses required under federal and/or Connecticut law with respect to the duties and responsibilities of ASOs, including but not limited to certifications, permits and/or licenses to carry and use firearms or other equipment as an ASO.

TERM OF AGREEMENT

This Agreement supersedes any prior agreement between the Board and the Department regarding the provision of SROs and shall take effect upon execution.

The term of this Agreement shall be three (3) years from the date of execution. Notwithstanding, this Agreement may be terminated by both parties at any time by mutual written agreement, or by

either party providing written notice of termination to the other party prior to March 31st of any year, with such termination to be effective the following July 1st.

Prior to March 31st of each year, the Department will notify the District, in writing, of the number of SROs to be provided during the following school year. Absent written notice, the number of SROs in the SRO Program will remain the same for the following school year.

This Agreement constitutes a final written expression of all terms of this Agreement and is a complete and exclusive statement of those terms. This Agreement may be modified in writing by consent of the parties.

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed by their authorized officers.

Signed, sealed and delivered in the presence of:

Shelby R. Pons — 8/14/26

Shelby Pons — Date
Chair, Bristol Board of Education

Iris White — 8/5/26

Iris White — Date
Superintendent, Bristol Public Schools

Mark R Morello — 8/18/26

Mark Morello — Date
Chief of Police, Bristol Police Department

FORM A

Bristol Public Schools

School Resource Officer (SRO) Report on Investigations and Behavioral Interventions

This form must be completed and provided to the Bristol Chief of Police within five (5) school days of conducting an investigation and/or behavioral intervention of 1) challenging behavior ***that escalates to violence or constitutes a crime,*** *or 2) conflict* ***that escalates to violence or constitutes a crime****.*

"Challenging behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

"Investigation or behavioral intervention" means a circumstance in which a school resource officer is conducting (i) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts.

The SRO may only report investigations and/or behavioral interventions of challenging behavior or conflict that escalate to violence or constitute a crime. If the conduct did not escalate to violence or constitute a crime, it may not be reported in this form.

Name of School Resource Officer: _____

Badge Number: _____ School Affiliation: _____

Investigation and/or Behavioral Intervention Information:

Date of Investigation/Intervention:

Time of Investigation/Intervention:

Location of Incident:

The reason for and nature of such investigation and/or behavioral intervention:

The disposition of such investigation or behavioral intervention (check all that apply):

- Referral to administration for possible discipline ☐
- Restorative practices implemented ☐
- Peer mediation ☐
- Referral to student support services ☐
- Other: _____
- Citation or summons issued ☐
- Arrest of student(s) ☐
- Search of student(s) by SRO ☐
- Management of crisis or emergency ☐

Please complete the following section for <u>each</u> student involved in the investigation and/or behavioral intervention. ***Do not include student names.*** *Identify additional students, if applicable, as "Student B," "Student C," etc. Demographic information for each student will be collected by the District from the school's information system and shared with the SRO for the limited purpose of complying with state reporting requirements.*

	Age	**Gender**	**Race/Ethnicity (check all that apply)**	**Does the student have a known disability?**	**During the investigation and/or behavioral intervention, was the student….**
Student A	_____	☐ Male ☐ Female ☐ Non-binary	☐ Hispanic or Latino ☐ White ☐ Black or African American ☐ Native Hawaiian or Other Pacific Islander ☐ Asian ☐ American Indian or Alaska Native	☐ Yes ☐ No	☐ Searched by SRO ☐ Apprised of constitutional rights ☐ Issued a citation or a summons ☐ Arrested ☐ Detained[1] (if detained, note how long the student was detained: _____)
Insert additional rows for Students B, C, D, as applicable					

This report was completed on: .

By signing below, I certify that the information I have provided in this report is true and accurate to the best of my ability and recollection. I have not maintained a copy of this report and I understand that the information set forth herein is confidential and may not be redisclosed except in accordance with state and federal law.

_____

1 Detained, for the purposes of this form, means detained by the SRO as a law enforcement action or placed under the direct supervision of the SRO by a responsible administrator

Instruction

Exemption from Acquired Immune Deficiency Syndrome (AIDS) Instruction

~~Acquired Immune Deficiency Syndrome (AIDS) is one of the most serious health problems that Americans have ever faced. Currently there is no cure for those infected with AIDS, but the Board believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that win keep them healthy and perhaps save their lives.~~

In accordance with the provisions of Section 10-19(b) of the Connecticut General Statutes, it is the policy of The Bristol Board of Education shall offer during the regular school day planned ongoing and systematic instruction on acquired immune deficiency syndrome, as taught by legally qualified teachers.

Upon receipt of a written request from a parent or guardian, the Board of Education shall exempt their children from such instruction, in accordance with C.G.S. 10-19(b).

Legal Reference: Connecticut General Statutes

10-19(b) ~~AIDS education. 10-19(b)~~ Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.

Policy Adopted: April 5, 1995 **BRISTOL PUBLIC SCHOOLS**

Policy Revised: **Bristol, Connecticut**

Instruction

Emergencies and Disaster Preparedness

Bomb Threats

~~From time to time, the Board shall approve administrative guidelines covering the safety of all students and personnel in emergency situations arising from bomb threats to the school system.~~

The Board recognizes that bomb threats are a significant concern to the schools. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

1. **In the event of a bomb threat, the following guidelines will be followed:**

   A. The person receiving the threat will immediately notify the Principal/designee.

   B. Students and staff will evacuate the building according to a plan designed by the Principal/designee.

   C. Fire and police officials will immediately be notified of the threat.

   D. All staff, Board of Education, town officials and the parent community will be alerted and updated throughout the event. A statement with updates will be made available to the media. Once the event has concluded, a statement will be provided regarding whatever details can be shared.

   E. The building and/or premises will be searched under the direction of a previously designated fire or police official in conjunction with school personnel.

   F. If a thorough search has been conducted and nothing found, the feasibility of returning students and personnel to the building will be evaluated by a previously designated fire or police official, subject to final approval by the Superintendent/designee.

   G. Students who leave school without permission will be subject to discipline.

H. Investigation of the bomb threat will be made by school administration, law enforcement and fire department officials in cooperation with other appropriate agencies.

I. An After Action protocol will be conducted with appropriate personnel relevant findings and updated procedures, if any, will be shared with the community.

2. Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a "look-alike" bomb on school premises will be considered a threat for the purpose of this policy.

It is also a violation of Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, "toxic or hazardous substance or material" means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

3. Definitions

A. A **"bomb"** means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, "Molotov cocktail" or other destructive device.

B. A **"look-alike bomb"** means any apparatus or object that conveys the appearance of a bomb or other destructive device.

C. A **"bomb threat"** is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.

D. **"School premises"** means any school property, school buses and any location where any school activities may take place.

4. Development of Bomb Threat Procedures

The Superintendent or his/her designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the District's Crisis Response Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

A. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);

B. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);

C. Incident "command and control" (who is in charge, and when);

D. Communications contacts and mandatory bomb threat reporting;

E. Parent notification process;

F. Training for staff members; and

G. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent or his/her designee will be responsible for overseeing a review or evaluation of bomb threat procedures.

5. Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the School Resource Officer or other employee in a position of authority.

An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the District's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

The Superintendent shall be responsible for reporting any bomb threat to the Board of Education. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

6. Student Discipline Consequences

Making a bomb threat is a crime. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action.

The administration shall suspend and may recommend for expulsion any student who makes a bomb threat.

7. Aiding Other Students in Making Bomb Threats

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

8. Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

9. Staff Discipline Consequences

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

10. Civil Liability

The District reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

11. Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate opportunity as determined by the Superintendent within parameters set by the Board.

Time lost may be rescheduled on a vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

12. Notification Through Student Handbook

All student handbooks shall address the District's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

(cf. 5114 - Suspension/Expulsion)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5141.6 - Crisis Prevention/Response)

(cf. 5142 - Student Safety; Procedures for Plan During Crisis)

(cf. 6114 - Emergencies and Disaster Preparedness)

(cf. 6144.1 - Fire Emergencies/Drills)

(cf. 6114.6 - Emergency Closings)

(cf. 6114.7 - Safe Schools)

Legal References: Connecticut General Statutes

53-80a - Manufacture of bombs

53a-61aa - Threatening in the first degree: Class D felony

18 U.S.C. §§921;8921

Policy adopted: April 5, 1995

~~**Regulation**~~

~~**Instruction**~~

~~**Bomb Threats**~~

~~In the case of a bomb threat, the principal of that school will initiate when appropriate and supervise the execution of the standard fire evacuation plan. The Superintendent of Schools will be immediately notified. The Police and Fire Departments will additionally be notified when appropriate. Teachers are to lead students in their charge quickly and quietly along prescribed routes leaving the building. Teachers are also responsible for turning off lights, closing windows and blinds, and closing doors in the classrooms they are leaving, as well as taking a grade book, seating chard, or class list with them to check attendance. Attendance will be reported in a manner determined in the individual school's education plan. In the case of a bomb threat, the person receiving the threat will file a report with the Police Department. The building principal will make the decision as to when it is appropriate to re-enter the building.~~

~~**Regulation Approved: April 5, 1995**~~

6114.3 Form

BOMB THREAT REPORT FORM

INSTRUCTIONS: *If a recording device has been put in place and a threat is received by telephone, start the recorder immediately. Don't hang up the phone. If the caller hangs up, leave the phone off the hook. Be calm. Listen; do not interrupt the caller, notify colleagues of your activity by prearranged signal while the caller is on the line; ask to have the message repeated.*

Date call received _____ Time _____

Exact words of person placing call

_____

_____

_____

If the threat is received via E-mail, tell another employee to alert Central Office immediately as you record information and correspond with the sender using the questions below. ASK the following questions:

What time is the bomb set to explode? _____ How many devices are involved?

_____

Where is each located? _____ Floor _____ Area _____

What does the bomb look like? _____

Is it disguised? _____ Concealed/Hidden _____ In the open?

_____

What kind of bomb is it? _____ What will cause it to explode?

_____

Why was it placed? _____ How did it get into school? _____

Who placed the bomb? _____

Are you a current student? ___Yes ___No Are you a former student? ____Yes ___No

Where are you calling from?_____ What is your name? _____

VOICE CHARACTERISTICS:	**BACKGROUND NOISE:**
[ ] Male [ ] Female	[ ] Rapid [ ] Music [ ] Television
[ ] Adult [ ] Juvenile Age	[ ] Giggling [ ] Children [ ] Restaurant

[ ] Intoxicated [ ] Accent	[ ] Deep [ ] Airplane [ ] Office
[ ] Disguised [ ] Nasal	[ ] Crying [ ] Traffic [ ] Train
[ ] Angry [ ] Broken	[ ] Squeaky [ ] Conversation
[ ] Slow [ ] Sincere	[ ] Excited [ ] Machinery
[ ] Normal [ ] Speech Problem	[ ] Stressed [ ] Shopping Mall
[ ] Loud [ ] Calm	[ ] Other, specify _____

NOTIFY THE FOLLOWING:

[ ] State Police [ ] Fire Department

[ ] Local Police [ ] Building Principal/Administration

[ ] Superintendent [ ] Other, specify _____

Additional information:

_____

_____

_____

_____

Signature of Person Receiving Call Date

Instruction

Separation of Church and State

In accordance with the mandate of the Constitution of the United States prohibiting the establishment of religion it is the policy of this Board that the public schools will, at all times and in always, be neutral in matters of religion.

This requirement of neutrality need not preclude nor hinder the public schools in fulfilling their responsibility to educate students to be tolerant and respectful of religious diversity. The district also recognizes that one of its educational responsibilities is to advance the students' knowledge and appreciation of the role that religion has played in the social, cultural, and historical development of civilization.

Therefore, the district will approach religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other's religious and/or non-religious views. In that spirit of respect, students and staff members should be excused from participating in activities that are contrary to religious beliefs unless there are clear issues of compelling public interest that would prevent it.

Holiday Celebration and Observances

The building principal is responsible for monitoring compliance with this policy. Pertinent information will be included in the student, parent, and staff handbooks.

Absence for Religious Observation

Student absences for religious observances shall be excused. Furthermore, such absences should not prohibit receipt of attendance related awards nor impact student grades or participation in school events.

Recognition of Religious Holidays

The objective study of religious holidays provides a natural opportunity to promote an appreciation for and respect of diversity. Learning opportunities should extend beyond Judeo-Christian beliefs; reflecting the diversity of global cultures.

1. Recognition of religious holidays will not dominate the educational program and must support curricular objectives.

2. All religions must be afforded equal dignity, but none advanced nor disparaged.

Instruction

Separation of Church and State

Recognition of Religious Holidays (continued)

3. Decorations which are part of custom, that have no direct religious meaning (Christmas tree, Menorah) may be displayed. Tree decoration should not promote religion nor require student participation.

4. Programs should focus on seasonal rather than religious themes; inclusive of concerts, enrichment programs and Parent-Teacher Organization sales.

5. Performances which recognize holidays must be of an artistic nature, not religious. Religious music must not dominate any school program. Program selections should not, by their nature, exclude students from participation.

6. The Cafeteria staff will consider religious dietary restrictions when planning menus. (non-meat meals, limiting pork to one menu choice)

7. Parents may exclude their children from programs involving the recognition of religious holidays or if celebration is in conflict with family beliefs. A written request for exclusion should be sent to the principal.

Legal Reference: First Amendment, The United States Constitution

Engel v. Vitale, 370 U.S. 421 (1962)

Lenon v. Kurtzman, 403 U.S. 602 (1971)

Lee v. Weisman, 505 U.S. 577 (!992)

Lamb's Chapel v. Center Moriches Union Free School District, 508 U.S. 384 (1993)

Policy Adopted: April 5, 1999

Community Relations

Law Enforcement Officials

~~Because of the many support services which local law enforcement agencies provide to the schools, staff and students, the Board of Education shall maintain close relationships with those agencies consistent with protecting legal rights of staff and students.~~

~~The Superintendent shall establish lines of communication with local law enforcement agencies for the security of school facilities, safety of students and staff, and for better education of students concerning law enforcement agencies.~~

Schools are responsible for students during school hours. This responsibility includes protecting each student's constitutional rights, assuring due process in questioning and arrest, protecting students from any form of illegal coercion and keeping students safe from physical and emotional harm. Because of the many support services that local law enforcement agencies provide to the schools, staff, and students, the State Board of Education supports the best possible relationship with those agencies consistent with the system's responsibilities to protect legal rights of staff and students.

This policy is intended to balance the needs of school and police officials. The reduction of ambiguity and confusion in how these officials interact will provide an optimal environment for education while ensuring that the public safety needs of the school and community are adequately met. Priority shall be given to law enforcement's involvement in threat assessments and in the planning and implementation of school district emergency plans, security procedures, intervention and crisis response.

Law enforcement officials are viewed as key community stakeholders in developing and implementing a comprehensive emergency readiness plan for the district's schools.

Interview of Students

Police interviews generally will not take place on school grounds. However, if the police do indicate that an interview on school grounds is necessary, school authorities may cooperate. When the interview involves a juvenile, a parent must be present. The exceptions to this rule are (a) if the student is being interviewed as a victim and/or (b) if there is an overriding immediate public safety concern. If a student under the age of 16 is being interviewed by the police and the parent/guardian cannot be present, a member of the school staff should be present.

When police are investigating possible criminal acts which occurred, or may have occurred, on school property, or while under the jurisdiction of the school district, they may question students at school when the following procedures are observed:

1. Students will be questioned as confidentially and inconspicuously as possible.

2. An attempt will be made to notify the student's parents so that they may be present during the questioning. The school Principal, or his/her designee, will be present. The administrator shall maintain a written record of all such interviews conducted.

3. Preferably, the officer doing the questioning will wear civilian clothes.

When investigating a possible criminal violation occurring off school grounds or not part of a school program, police will be encouraged to question students in their homes; however, they may be permitted to question students in the schools when the procedures outlined in 1-3 above are observed. Police will make every attempt to minimize distractions or disruption of school routines during the performance of their duties.

Arrest of Students

The decision to call police and request an arrest is within the discretion of the building administrator. The Principal may request the arrest of a student or there are times in which the police may request to pick up a student due to a warrant being issued for his/her arrest. If the school Principal agrees to assist in the arrest of a student, the student should be escorted from class by school personnel and remain in a secured office until the police arrive. The arrested student will be removed from the school in a way that minimizes embarrassment to the student and any disruption of the school routine.

Alternate Position: *At no time will a student be released to an officer without one of the following: (a) a warrant; (b) a court order; (c) arrest; (d) protective custody resulting from child abuse investigation; (e) permission of the parent.*

Weapons

In cases where a student is suspected of carrying a dangerous weapon and there is a safety issue inherent in the search process, the student should be secured in a private area and the police should be contacted to conduct the search.

If a search is conducted by a school official and a weapon is found, weapons that are illegal should be turned over to the police immediately by the school official. Illegal weapons include knives with over a four-inch blade, dirk knives, switchblade knives, martial arts weapons and firearms. Ammunition should also be immediately turned over to the police. Weapons that are not illegal but are a violation of school policy may be retained by the Principal.

Designation of Authority

The Superintendent is authorized to develop procedures regarding this policy, including a process to ensure that appropriate staff has been informed, and to establish lines of communication with local law enforcement agencies to effect necessary cooperation toward ensuring the security of the school facilities, and the safety of students and staff.

(cf. 5145.12 Search/Seizure)

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules

53a-185 Loitering in our about school grounds: Class C Misdemeanor

54-76j Disposition upon adjudication as youthful offender

Policy adopted: July 7, 1993

Community Relations

Relations with Law Enforcement Agencies

School Police Cooperation

District officials are committed to cooperation with police officials and other law enforcement authorities to maintain a safe and secure school environment. Police officials have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police, however, shall be involved in threat assessment activities, and in the planning and implementation of school and district emergency plans, security and crisis response activities.

This regulation is intended to balance the needs of school and police officials. The reduction of ambiguity and confusion in how these officials interact will provide an optimal environment for education while ensuring that the public safety needs of the school and community are adequately met. Police officials may enter school property or a school function to question or to search a student or to conduct a formal investigation involving students only if they have (1) a search or arrest warrant; or (2) probable cause to believe a crime has been committed on school property or at a school function; or (3) been invited by school officials.

Generally, police should be notified immediately of any crime. Police will make every attempt to minimize distractions or disruption of school routines during the performance of their duties. There may be instances where the transgression is so slight that the school administrator can resolve the issue himself/herself. Examples of crimes that fall into this category are theft of pocket change, minor vandalism, or minor physical altercations in which there is no injury or pain inflicted upon either participant.

Event	Suggested Action
Vandalism, Breaking, Entering, etc.	Police should be notified immediately. (cf. 5131.5 – Vandalism)
Alcohol, Drugs, etc.	The suspected drug or alcohol should be secured by the building administrator and given directly to the responding police officer. The police officer will sign a receipt and give it to the building administrator. Prescription drugs out of the container should be seized and the prescription confirmed via the subscribing doctor. If the prescription is not valid the drug should be seized and the police notified. (cf. 5131.6 - Alcohol, Drugs and Tobacco)

Loitering	As long as the school grounds are posted, "no trespassing," warnings prior to arrest are not required. Notification of police and requests for arrest are within the discretion of the building administrator.
Confrontations	Confrontations where students become involved in loud tumultuous behavior but do not assault another is a violation of the law and police can arrest for this behavior. The decision to call police and request an arrest is within the discretion of the building administrator.
Assaults	Physical altercations in which students are injured or pain has been inflicted upon another should be reported to the police as soon as practicable. The district/school crisis management plan may be activated.
Weapons	Confiscated weapons that are illegal in themselves should be turned over to the police department immediately by the school official who seized same. This category of weapons includes knives with over a four-inch blade, dirk knives, switch blade knives, martial arts weapons and guns. Ammunition should also be immediately turned over to the police. Any evidence or information relative to firearms in the school should be immediately relayed to the police. Weapons that are not illegal in themselves but are a violation of school policy. Police notification in these instances are within the discretion of the school administrator. (cf. 5131.7 - Weapons and Dangerous Instruments)
Bomb Scare Suspect Devices	Do not handle suspected devices. Notify Superintendent's office and police. Police will notify the Fire Department
Fire Department.	A building check will be completed by custodial staff. The building administrator will decide whether or not to evacuate following discussions with the police and fire officials. The administrator will notify the Superintendent of his/her decision.
Civil Disobedience	When known about in advance, school and police should plan beforehand. Picketing is legal whereas blocking traffic, etc., is illegal. Police officials may be requested to assist in controlling disturbances at school and if necessary to take students or other persons into custody.

Motor Vehicles, Parking Lots

Police routinely patrol parking lots and may arrest or summon individuals in said lots. Students involved in motor vehicle accidents in parking lots that result in personal injury or over $400.00 in damages are required to report same. (cf. 5131.3 - Student Driving/Parking)

Police Interviews

Generally will not take place on school grounds. However, if the police do indicate that an interview on school grounds is necessary, school authorities shall cooperate.

Police Interviews of Juveniles

When the interview involves a juvenile, the police will usually arrange to have a parent present. The exceptions to this rule are (a) if the student is being interviewed as a victim and/or (b) if there is an overriding immediate public safety concern. If a student under the age of 16 is being interviewed by the police and the parent/guardian cannot be present, the student may at his/her request, have a member of the school staff present. Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the schools. This means they (1) must be informed of their legal rights; (2) may remain silent if they so desire; and (3) may request the presence of an attorney.

Child Abuse

School officials will notify the Department of Children and Families and the police of suspected child abuse cases. If staff members have reasonable cause to suspect that a child has been abused by a school employee, they must report the abuse to the Superintendent who will notify the DCF and police. (cf. 5141.4 - Reporting of Child Abuse/Neglect)

Extracurricular Activities

Police assigned on site have communications if additional police resources are needed. Police officials assigned to extracurricular activities shall report to the school administrator to discuss appropriate monitoring procedures.

Arrest Warrants

There are times in which the police may decide to pick up a student due to the Warrant being issued for his/her arrest. Once notified of an outstanding Arrest Warrant for a student, the student should be escorted from class by school personnel and remain in a secured office until the police arrive. The arrested student will be removed from the school in a way that minimizes embarrassment to the student and any disruption of the school routine. When a student is removed from school by law enforcement officers for any reason, school officials will make every

reasonable effort to notify the student's parent/guardian or legal custodian. The school officials will document such efforts in writing.

Confidential Police Records Police officials are prohibited by state and federal law from disclosing confidential juvenile arrest information or using the police computer network to obtain information relative to registration numbers, home addresses, etc.

Search of Students School officials may search students, bookbags, lockers, desks, etc., using the established "reasonable suspicion" standard. In cases where a student is suspected of carrying a dangerous weapon and there is a safety issue inherent in the search process itself, the police should conduct the search after the student is secured in an office. (cf. 5145.12 - Search and Seizure)

Each year the administration will meet with local law enforcement officials to discuss:

1. Whom the school/law enforcement official should call for suspected violations of the law occurring on district property or other common needs;
2. How school representatives should handle evidence of a suspected crime/contraband, etc.;
3. Board policy and procedures related to law enforcement officials' request for access to a questioning of students on district property and district notification requirements;
4. Applicable provisions of district emergency plans and security procedures;
5. Special event needs.

Notification of a Student's Arrest

Pursuant to the requirements of C.G.S. 10-233h, as amended by Public Act 94-221, Public Act 95-304 and Public Act 97-149, whenever the Superintendent receives oral, followed by written notification from the local police department or state police that a student was arrested for a Class A misdemeanor, a felony, or for selling, carrying, or brandishing a facsimile firearm, he/she shall maintain the written report in a secure location and the information in the report shall be maintained as confidential in accordance with Section 46b-124. The Superintendent may disclose such information, when reported during the school year, only to the Principal of the school in which the student is enrolled or the supervisory agent of any other school in which the student is enrolled.

The Principal or supervisory agent may disclose such information only to special service staff or a consultant, such as a psychiatrist, psychologist or social worker, for the purposes of assessing the risk of danger posed by the person to other students, school employees or property and effectuating an appropriate modification of such person's educational plan or placement for disciplinary purposes. Such information with respect to a child under sixteen years of age shall be confidential in accordance with 46b-124 and shall only be disclosed as provided in this section and shall not be further disclosed.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.
10-233a through 10-233s re student suspension, expulsion.
10-233g(b) Boards to report school violence.
10-233h Arrested students. Reports by police to the superintendent, disclosure, confidentiality.
17a-101 Protection of children from abuse.
17a-102 Report of danger of abuse.
46b-124 Confidentiality of records of juvenile matters. Exception
53-206c Sale, carrying and brandishing of facsimile firearms prohibited. Class B misdemeanor.
53a-185 Loitering in or about school grounds: Class C Misdemeanor.
Reports of principals to police authority.
New Jersey v T.L.O., 53 U.S.L.W. 4083 (1988), 469 U.S. 325; 105 S.CT 733.
54-76j Disposition upon adjudication as youthful offender.

Regulation approved:

Students

Homeless Students

Employees of the Bristol Board of Education shall make reasonable efforts to identify homeless children and youths within the district, encourage their enrollment in school and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws.

Further, it is the policy of the Bristol Board of Education that no child or youth shall be discriminated against or stigmatized in this school district due to ~~because of~~ homelessness. Homeless students as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to free school privileges.

Homeless students shall not be separated from the mainstream school environment on the basis of their homelessness. Such students shall have access to education and other services they need to meet the same challenging State academic standards to which all students are held.

Homeless students within the district not placed in a shelter remain the district's responsibility to provide continued educational services. Such services for the child may be:

1. Continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or

2. Provided in the school that is attended by other students living in the same attendance area where the homeless child lives.

To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent/guardian. If placement in the school of origin is not feasible, the homeless student must be placed in the school that is attended by other students living in the same attendance area in which the homeless child lives.

The District will provide a written explanation, including the right to appeal whenever the District sends a homeless student to a school other than the school of origin, a school requested by the parent/guardian or unaccompanied youth.
Homeless children shall be provided educational services that are comparable to those provided to other students enrolled in the district, including but not limited to, Title I, transportation services, compensatory educational programs, gifted and talented, special education, ESL, health services and food and nutrition programs and preschools operated by the District, if they meet the established criteria for these services.

The Superintendent of Schools or designee shall refer identified homeless children under the age of eighteen who may reside within the school district, on a case-by-case basis, when there is reasonable suspicion of neglect or abuse, ~~unless such children are emancipated minors,~~ to the Connecticut Department of Children and Families. (DCF). (Homelessness by itself does not automatically mean that abuse or neglect exists.)

Students

Homeless Students

The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen years of age:

1. The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records.

2. Other enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent. If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

3. Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, may be waived at the discretion of the Superintendent.

4. Transportation services must be comparable to those provided other students in the selected school. Transportation shall be provided to the student's school of origin or the school attendance area in compliance with federal and state regulations. If the school of origin is in a different school district from where the homeless child or youth is currently living, both school districts shall agree on a method for sharing the responsibility and costs or share the costs equally.

5. Official school records policies and regulations shall be waived at the discretion of the Superintendent, in compliance with federal statutes.

6. The district shall make a reasonable effort to locate immunization records from information available. The District's liaison shall assist the parent/guardian in obtaining the necessary immunizations and records. The District shall arrange for students to receive immunizations through health agencies and at District expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of Board of Education policy on immunizations.

7. The Board will provide any homeless student, who is not in the physical custody of a parent/guardian, full access to his/her educational records, including medical records, in the Board's possession.

~~7.~~ 8. Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools.

Students

Homeless Students

9. The District will treat information about a homeless child or youth's living situation as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA). Such information shall not be deemed to be directory information.

Any homeless child or youth denied school accommodations shall continue in attendance or be immediately enrolled in the school selected by the child in the school district. The homeless child or youth or the parent/guardian of such homeless individual shall be provided with a written explanation of the reasons for the denial of accommodations in a manner and form understandable to such homeless child or youth or parent/guardian. Information shall also be provided regarding the right to appeal the decision to deny accommodations. The homeless child or youth shall be entitled to continue in attendance in the school district during all available appeals.

In addition, if a homeless child or youth is denied school accommodations, such homeless child or youth shall be entitled to a hearing conducted pursuant to C.G.S. 10-186.

The District's educational liaison for homeless children is Cecilia Garay. The liaison must assist homeless children and youth, as described within the administrative regulations, in the placement/enrollment decisions, considering the youth's wishes, and provide notice of appeal under the Act's enrollment disputes provisions. The liaison shall also participate in State-provided professional development programs for local liaisons.

~~The District's educational liaison for homeless children is the Director of Teaching & Learning.~~

Students residing in a temporary shelter are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:

1. Continue to provide educational services, including transportation between the temporary shelter and the school in the home district; or

2. Pay tuition to the district in which the temporary shelter is located.

The Superintendent shall develop regulations, to ensure compliance with applicable statutes in the implementation of this policy.

(cf. 5143 - Student Health Assessments and Immunizations)
(cf. 5146 - Child Abuse and Neglect)

Students

Homeless Students

Legal Reference: Connecticut General Statutes

4-176e to 4-180a Agency hearings.
4-181a contested cases. Reconsideration. Modifications.
10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers. (as amended by PA 19-179)

10-253(e) School privileges for children in certain placements, non resident children and children in temporary shelters. (as amended by PA 17-194)

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surrounding without court order. ~~17a-102 Report of danger of abuse.~~

17a-103 Reports by others.

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.

46b-120 Definitions.

PA 17-194 An Act Concerning Access to Student Records for Certain Unaccompanied Youths

PA 19-179 An Act Concerning Homeless Students' Access to Education

McKinney-Vento Homeless Assistance Act, (PL 107-110-Sec 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95.
Federal Register: McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81, No. 52, 3/17/2016.
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.)
Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. Implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011.

Policy Adopted: March 5, 2003
Policy Revised: August 19, 2015
Policy Revised: May 2, 2018

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Students

Homeless Students

In order to appropriately implement the policy pertaining to homeless children, youth and students placed in shelters, in compliance with all applicable federal and state statutes, the following regulations are established.

Definitions:

Homeless children and youth's ~~students~~ are federally defined as "individuals who lack a fixed, regular, and adequate nighttime residence." This definition includes the following types of students who are:

a. sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;

b. living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;

c. living in emergency or transitional shelters;

d. abandoned in hospitals;

~~e. awaiting foster care placement;~~

~~f.~~ e. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

~~g.~~ f. living in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings;

~~h.~~ g. migratory children living in the above described circumstances.

Connecticut's residency definitions contained in C.G.S. ~~10-235(d)~~ 10-253(d) defines non-residency as children residing with relatives or non-relatives, when it is the intention of such relatives or non-relatives and of the children or their parents or guardians that such residence is to be (1) permanent, (2) provided without pay and (3) not for the sole purpose of obtaining school accommodations. In addition, C.G.S. 10-253(e) indicates that children in temporary shelters are entitled to free school privileges from either the school district in which the shelter is located or from the school district in which the child would otherwise reside, if not for the need for temporary shelter. The district has an obligation to identify homeless and migratory children.

"Enroll" and "enrollment" are federally defined to include attending classes and participating fully in school activities.

Students

Homeless Students

"Unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian. (42 USC §11434a)

District Obligations Regarding Placement of Homeless Students:

a. District policy must remove barriers to the identification, enrollment and retention of homeless children and youth, including such barriers as outstanding fees, fines or absences.

~~a.~~ b. The District must continue the student's education in the "school of origin" which is the school the child attended when permanently housed or the school of last enrollment. School of origin may include pre-school administered by the District and, when a homeless child or youth completes the final grade level served by the school of origin; school of origin also includes the designated receiving school at the next grade level for all feeder schools. The District must presume that keeping a homeless child or youth in the school of origin is in such individual's best interest unless doing so is contrary to the request of the individuals' parent/guardian or unaccompanied youth. OR

~~b.~~ c. The District must enroll the homeless student in any public school that non-homeless students who live in the area where the child is actually living are eligible to attend. The school selected based on a homelessness child or youth's best interest shall immediately enroll such child even if he/she missed application or enrollment deadlines during any period of homelessness.

~~c.~~ d.The District is required, "to the extent feasible" to keep the homeless child in the school of origin unless it is against the wishes of the parent/guardian. If the District determines that it is not in the child's or youth's best interest to attend the school of origin, the District will provide a written explanation of its determining reasons, in a manner and form that is understandable.

~~d.~~ e The homeless child's right to attend the school or origin extends for the duration of homelessness. When the child or youth completes the final grade served by the school of origin; it also includes the designated receiving school at the next level for all feeder schools.

~~e.~~ f If a child becomes permanently housed during the academic year, he/she is entitled to stay in the school of origin until the end of the school year.

Students

Homeless Students

District Obligations Regarding Placement of Homeless Students (continued)

~~f.~~ g A child who becomes homeless in between academic years is entitled to attend his/her school of origin for the following academic year.

~~g.~~ h The District must provide written explanation, including the right to appeal, whenever the school District sends the homeless child to a school other than the school of origin or a school requested by the parent/guardian.

~~h.~~ i. With an "unaccompanied youth," the District's homeless liaison must assist in the placement/enrollment decisions, considering the youth's wishes, and provide notice of appeal under the Act's enrollment disputes provision.

j. The District's liaison must participate in professional development and technical assistance provided by the State Office of the Homeless Coordinator.

k. The definition of "school of origin" includes preschools operated by a local school district.

l. Information about a homeless student's living situation shall be treated as a student education record, subject to FERPA protections and shall not be deemed to be directory information.

Appeal Procedures: (Enrollment Disputes)

a. C.G.S. 10-186 currently defines the process for resolving issues involving homeless students. The state is required to establish an appeal process.

b. In a dispute over eligibility the child or youth shall immediately be enrolled in the school in which enrollment is sought, pending final resolution of the dispute and all available appeals.

~~b. Federal law requires school districts to allow homeless students to "stay put." "The child shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute."~~

c. The District's homeless liaison shall carry out the dispute resolution process expeditiously and, in the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending the final resolution of the dispute and all available appeals.

Students

Homeless Students

~~**Notice of Determination and Appeal**~~

~~The Superintendent or designee shall provide written notice to the parent/guardian or unaccompanied youth of the District's determination and of the right to appeal, and provide a copy to the liaison. If the Superintendent or designee determines that the homeless student shall attend a school other than the student's previous school or a school other than the one requested by the student's parent or guardian, the Superintendent or designee shall also provide written explanation regarding that decision to the parent/guardian and provide a copy to the liaison.~~

~~**Enrollment Disputes**~~

~~If an enrollment dispute arises between the student's custodial parent/guardian (or the student not in custody of a parent/guardian) and the District, the student shall be immediately enrolled in the school selected by the parent/guardian or student until the dispute is resolved.~~

~~The parent/guardian (or student, if applicable) may appeal an enrollment determination made by this district to the district's homeless student liaison within 4 days after receiving the written determination and notice of right-to-appeal.~~

~~The liaison shall issue a written decision on the dispute within 4 days of the receipt of the appeal and hand deliver a written decision and notice of right-to-appeal to the Board Of Education to the parent/guardian (or student, if applicable).~~

~~Within 4 days of delivery of the liaison's decision and right-to-appeal notice, the parent/guardian (or student, if applicable) may appeal the decision to the Board of Education.~~

~~The Board shall issue a written decision on the dispute within 4 days of the receipt of the appeal and hand deliver the written decision and notice of right-to-appeal.~~

~~The parent, guardian or the student with legal standing (including Unaccompanied Youth) may take appeal therefrom to the State Board of Education within twenty days of the mailing of the decision by the local or regional board of education. If the appeal is not made within twenty days, then the decision becomes final; and Parent, guardian or the student with legal standing aggrieved by the decision of the State Board of Education may take appeal therefrom to the Superior Court as provided in C.G.S. Section 10-187 and may file with the State Board of Education within fifteen days after the personal delivery or mailing of the final decision, a petition for reconsideration of the final decision.~~

Students

Homeless Students

School Selection (continued)

Educational Services to be Provided to Homeless Students:

1. Educational services are to be comparable to those received by other students in the school.

2. Such students may be entitled to such services through Head Start programs, as Title I, state/local remedial programs, special education, limited English proficiency, vocational education, gifted/talented and school nutrition programs.

3. Homelessness alone is not to be considered a sufficient reason to separate students from the mainstream school environment.

4. Homeless students may be segregated for short periods of time only for health and safety emergencies or to provide temporary, special or supplemental services.

School Selection

A. Standards for School Selection:

1. The District shall make a determination as to the best interests of a homeless child or youth to make a determination as to the appropriate school of placement.

2. The District is required to keep a homeless child or youth in his/her school or origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year, to the extent feasible, unless it is against the wishes of the parent or guardian. Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students who live in the area where the child or youth is actually living are eligible to attend.

3. The District must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the youth. In considering the child's or youth's best interest, the District must consider student-centered factors related to the child's or youth's best interest, giving priority to the request of the parent or guardian or unaccompanied youth.

Students

Homeless Students

School Selection (continued)

B. Procedures for Review of School Selection Recommendation:

1. The Principal or his/her designee of the school in which enrollment is sought shall review an enrollment request in accordance with the standards discussed above, and shall make an initial recommendation. If the Principal or his/her designee's recommendation is to select a placement other than the school desired by the parent(s) or guardian(s) of the homeless child or youth of the unaccompanied youth, then the Principal of his/her designee shall refer the matter to the Superintendent or his/her designee for review of the recommendation and the reasons therefor, and shall notify the District's Homeless Liaison of same.

2. The Superintendent or his/her designee shall review the matter and consult with the District Homeless Liaison concerning same. If the Superintendent or his/her designee agrees with the recommendation of the Principal or his/her designee, and a dispute remains between the District and the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth about a school selection and/or enrollment decision; the Superintendent or his/her designee shall provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a written explanation of the District's decision regarding this matter and the right to appeal such decision to the Board of Education.

C. Dispute Resolution Process:

1. The District's Homeless Liaison shall be responsible for promoting objective and expeditious dispute resolutions, and adherence to these administrative regulations.
2. If the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth disputes the school placement decision or enrollment, the District must immediately enroll the homeless child or youth in the school in which enrollment is sought, pending resolution of the dispute. The homeless child or youth shall also have the right to all appropriate educational services, including transportation to and from the school in which enrollment is sought, while the dispute is pending.

Students

Homeless Students

School Selection (continued)

3. If necessary, the District Homeless Liaison shall assist parent(s) or guardian(s) of a homeless child or youth or an accompanied youth with completion of the necessary appeal paperwork required to file for an appeal to the Board of Education, and provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a copy of Section 10-186(b).
4. Within ten (10) days of receipt of an appeal to the Board of Education by a parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth, the District shall hold a hearing before the Board of Education concerning such appeal, and such hearing shall be conducted in accordance with Section 10-186(b).

Transportation Obligations of the School District for Homeless Students:

1. Services must be comparable to those provided other students in the selected school.

2. Homeless students must be provided transportation to and from the school of origin or the school attendance area, if requested by the parent/guardian, if the school is within the school district. Transportation shall be provided for the entire time the child or youth is homeless.

3. If the school of origin is in a different school district from where the child is currently living, both school districts are to agree on a method for sharing the responsibility and costs, or share the costs equally.

4. When a student obtains permanent housing, transportation to and from the school of origin or the school attendance area, must be provided until the end of the academic year, if it is in the student's best interest to remain in that school.

5. Transportation to the school of origin or the school attendance area, shall also be provided during pending disputes.

Enrollment Requests from Homeless Parents:

1. The selected school is required to immediately enroll the child, even in the absence of records normally required for enrollment. Parents/guardians may be required to submit contact information.

2. The last school attended must be contacted to obtain records.

3. If the child lacks immunizations or immunization/medical records, the enrolling school MUST refer the parent/guardian to the liaison in order to get help obtaining immunizations and records.

Students

Homeless Students

Privacy

1. Schools must treat information about a homeless child's or youth's living situation as a student education record subject to all protections of the Family Educational Rights and Privacy Act (FERPA).

2. Such information shall not be deemed to be directory information.

District Liaison for Homeless Students:

The District's liaison for homeless students is ~~the Director of Teaching & Learning.~~ Cecilia Garay

The duties of the local liaison are:

a. Ensure homeless children and youth are identified by school personnel and through coordination with other agencies and entities.

b. Ensure homeless children enroll in and have a full and equal opportunity to succeed in the school district's schools. including ensuring that such homeless children and youth have opportunities to meet the same challenging state academic standards as other children and youth.

c. Ensure that homeless families and children receive educational services for which they are eligible, including Head Start, ~~Even Start,~~ special education and, preschool programs, administered by the district ~~and referrals to health care services, dental services, mental health services, and other appropriate services.~~

d. Parents/guardians are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children.

e. Ensure that public notice of the educational rights of homeless children is disseminated where such children receive services. (For example, family shelters, soup kitchens, and schools) and youth is disseminated where such children receive services in locations frequented by parents/guardians of such children and unaccompanied youth, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to parents/guardians of homeless children and youths and unaccompanied youth.

f. Ensure that enrollment disputes are mediated in accordance with the McKinney Vento Act, including carrying out the initial dispute resolution process and ensuring that homeless students are immediately enrolled pending resolution of any enrollment dispute.

Students

Homeless Students

District Liaison for Homeless Students (continued)

g. Parent/guardian is fully informed of all transportation services, including to the school of origin or the school attendance area, and is assisted in accessing those services.

h. Ensure that homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services.

~~h.~~ i. ~~Must~~ assist unaccompanied youth in placement/enrollment decisions, including considering the youth's wishes in those decisions, and providing notice to the youth of the right to appeal such decisions.

~~i.~~ j. ~~Must~~ assist children who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.

~~j.~~ k. ~~Must~~ collaborate and coordinate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children.

l. Indicate that a child or youth or his/her immediate family is eligible to participate in a local district program and authorized to affirm such individual/family for the HUD homeless assistance program. (This qualification can be done provided the District liaison has received the mandatory training.)

m. Provide the State Coordinator the reliable, valid, and comprehensive data needed to fulfill the federally required data collection.

n. Collaborate with and participate in professional development and technical assistance activities, as offered by the State Coordinator for the Education of Homeless Children and Youth.

o. Ensure that school personnel providing services to homeless children and youth receive professional development and other support and that unaccompanied youths:

   i. are enrolled in school;

   ii. have opportunities to meet the same challenging State academic standards the State has established for other children and youth; and

   iii. are informed of their status as independent youths under Section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087VV) and that such youth may obtain assistance from the District to receive verification of such status for purposes of the Free Application for Federal Student Aid.

p. Coordinate special education services for homeless children and youth identified as eligible within the local District.

Students

Homeless Students

District Liaison for Homeless Students (continued)

q. Ensure that high school age homeless youth receive assistance from counselors to advise such youths on preparation and readiness for college.

r. Provide any homeless student, who is not in the physical custody of a parent/guardian (an "unaccompanied youth") full access to his/her educational records, including medical records, in the district's possession.

Regulation Adopted: March 5, 2003

Regulation Revised: August 19, 2015

Regulation Revised: May 2, 2018

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

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Iris White
Superintendent of Schools

Mary Hawk
Deputy Superintendent of Schools

2027 BOARD OF EDUCATION MEETING SCHEDULE

Day: First Wednesday of every month*
(except January, July and September)

Time: 6:30 p.m

Place of Meeting: Auditorium, Board of Education Administration Building,
129 Church Street, Bristol, Connecticut 06010 and/or Virtually

January 13, 2027*

February 3, 2027

March 3, 2027

April 7, 2027

May 5, 2027

June 2, 2027

July 14, 2027*

August 4, 2027

September 8, 2027*

October 6, 2027

November 3, 2027

December 1, 2027

January 5, 2028

DRAFT