

MANCHESTER BOARD OF EDUCATION

REGULAR MEETING

MONDAY, MAY 9, 2016

Manchester High School – Room 293

Buildings & Sites Committee Mtg.

5:30 P.M. – Conf. Rm. Main Office MHS

Tour of MHS

6:30 P.M. - Tour

Board Of Education Mtg.

7:00 P.M. – Room 293 - MHS

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Board of Education Minutes 4-18-16 A – 3
- 4) Board of Education Minutes 4-25-16 A – 4

B. COMMITTEE REPORTS – None

C. CONSENT CALENDAR

- 1) Personnel Information C – 1
- 2) Establish an appropriation in the amount of \$22,000 for the Heisman
Scholars-Achieving by Reading Program Grant for FY15/16 C – 2

D. REPORT FROM STUDENT REPRESENTATIVE

- 1) Ms. Lori Fogg and Ms. Shania Stanton

E. PUBLIC COMMENTS (any item before the board)

F. SUPERINTENDENT’S REPORT

- 1) Recognize Student Representative Lori Fogg for her service – Mr. Matthew Geary, Superintendent of Schools
- 2) Introduction of new Student Representative – Nabila Hoor Un Ein
- 3) Manchester High School School Improvement Plan – Mrs. Jill Krieger, F – 3
Principal
- 4) Update on search for new Director of Finance & Management –
Mr. Matthew Geary, Superintendent of Schools
- 5) Update on Bullying Policy – Mr. Matthew Geary, Superintendent of Schools

G. UNFINISHED BUSINESS –

1) Policy Recommendation:

The Policy Committee submits to the full Board its recommended revision for a second reading and approval in accordance with its policy on policy changes:

Policy Revisions

Policy 6213 – Use of Therapy Dogs in School

G – 1

H. **NEW BUSINESS** – *None*

I. **PUBLIC COMMENTS** (comments limited to items on tonight's agenda)

J. **COMMUNICATIONS**

K. **ITEMS FOR FUTURE AGENDAS**

L. **ADJOURNMENT**

Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during the Public Comment session(s):

- 1) *Print your name and address on the sign-in sheet at the podium for accurate record keeping.*
- 2) *State your name and address for the record. Students state name only.*
- 3) *First Session: Three minute time limit for any item that may come before the Board. Listen for the bell.*
- 4) *Second Session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.*
- 5) *Written statements may be substituted for Board members if time runs out for speaker.*
- 6) *Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).*
- 7) *Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.*

PERSONNEL ACTION**RESIGNATIONS**

Michelle Balthazrr, Reading Consultant at Verplanck Elementary School has submitted a letter of resignation effective the end of business on June 30, 2016. Ms. Balthazrr has been with Manchester Public Schools since September 16, 2003. It is recommended that her request be approved.

Michael Grosso, Technology Education teacher at Manchester High School has submitted a letter of resignation for retirement purposes effective the end of business on June 30, 2016. Mr. Grosso has been with Manchester Public Schools since August 29, 1996. It is recommended that his request be approved.

Michael LaPointe, Physics teacher at Manchester High School has submitted a letter of resignation effective the end of business on June 30, 2016. Mr. LaPointe has been with Manchester Public Schools since August 25, 2014. It is recommended that his request be approved.

Keith Martin, Assistant Principal at Illing Middle School has submitted a letter of resignation for retirement purposes effective the end of business on June 30, 2016. Mr. Martin has been with Manchester Public Schools since August 20, 2001. It is recommended that his request be approved.

Santosha Oliver, Director of Teaching and Learning – STEAM has submitted a letter of resignation effective the end of business on June 30, 2016. Dr. Oliver has been with Manchester Public Schools since January 21, 2014. It is recommended that her request be approved.

Tesha Serer, Grade 1 teacher at Waddell Elementary School has submitted a letter of resignation effective the end of business on June 13, 2016. Ms. Serer has been with Manchester Public Schools since August 28, 2007. It is recommended that her request be approved.

Jessica Sylvan, School Psychologist at Bentley Alternative Education Program has submitted a letter of resignation effective the end of business on May 6, 2016. Ms. Sylvan has been with Manchester Public Schools since February 10, 2016. It is recommended that her request be approved.

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Matthew Geary, Superintendent of Schools
Subject: Heisman Scholars-Achieving by Reading Program Grant FY 15-16
Date: May 3, 2016

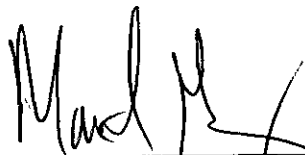
Background: Washington Schools received a \$22,000 grant from Heisman Trophy to purchase books for all students. We will be mirroring the research stated in the article "Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students" by Richard Allington; which states that if you give children approximately 12 self selected books prior to the summer vacation then reading ability will more likely be sustained. In addition, we will purchase backpacks for each child to carry their books. Assessment and tracking data will be collected around student interest and reading levels.

Discussion/Analysis: The goal is to prevent the "reading slide" that often occurs during the summer hiatus from school.

Financial Impact: None.

Other Board/Commission Action: None

Recommendation: The Superintendent of Schools recommends that the Board of Education requests the Board of Directors to establish an appropriation for Heisman Scholars in the amount of \$22,000 for 2015-2016.



Matthew Geary, Superintendent of Schools
Superintendent of Schools
Manchester, Connecticut
May 9, 2016

TOGETHER

MHS School Improvement Plan

Academics • Talent • Climate • Systems

Academics

Strengthening Academies

- Interdisciplinary Units and Courses
- Professional Community Connections
- Building Community
- Special Events
- Developing the Global Studies Academy

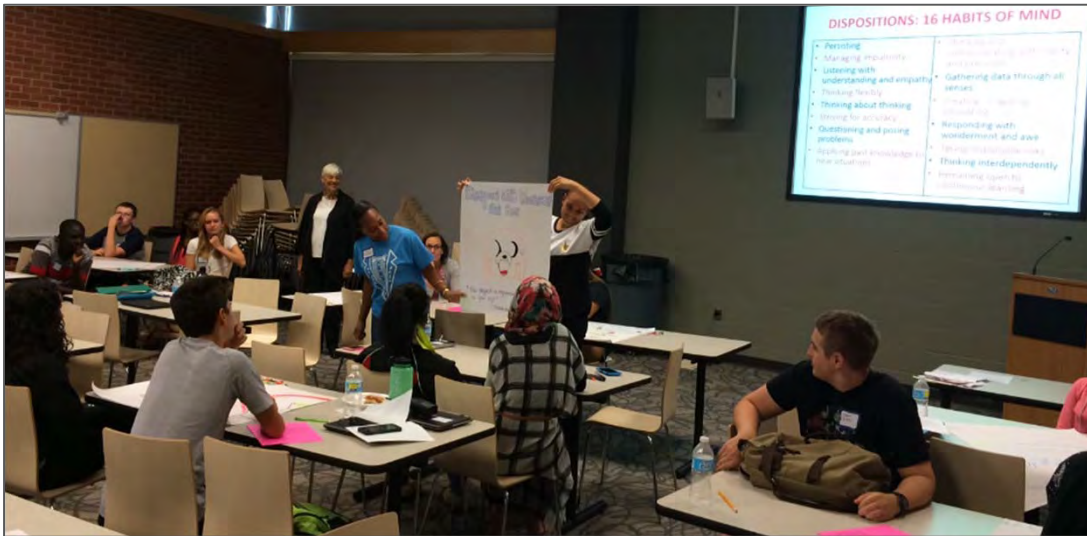


CULINARY • HOSPITALITY • ENTREPRENEURSHIP
ACADEMY @ Monroeville High School



Academics

Personalized Learning



APLS
Academy Seminars
Cross-Disciplinary
Capacities
Gr. 9 and 10 English

Academics

Strengthening Tier One Instruction

Lesson Type Variation	Lesson type observed: W = Whole Group I = Individual Assignment S = Small Group P = Partner Work	Learning Objective	Learning objective is posted	Learning objective is written in student friendly language/visible	The objective is stated/ paraphrased multiple times	Discourse Levels	Type 1 Sharing Ideas	Type 2 Elaborating and Supporting with Details	Type 3 Expressing Opinions and Interpretation	Type 4 Persuading and Negotiating
Levels of Engagement	Levels of Student Engagement:		Depth of Knowledge	DOK 1 Recall & Reproduction	DOK 1 requires recall of information, such as a fact, definition, term, or performance of a simple process or procedure.	DOK 1 Recall & Reproduction	Type 1 Sharing Ideas	Type 2 Elaborating and Supporting with Details	Type 3 Expressing Opinions and Interpretation	Type 4 Persuading and Negotiating
	Engagement	Students find the work interesting, meaningful and challenging. The student finds immediate value in completing the activity or assignment.		DOK 2 Skills & Concepts	DOK 2 includes the engagement of some mental processing beyond recalling or reproducing a response. Items require students to make some decisions as to how to approach their learning.					
	Strategic Compliance	Students pay attention but they are not committed. They learn, but the learning is not profound because it has no personal meaning or significance. The value the student associates with the task is extrinsic.	DOK 3 Strategic Thinking & Reasoning	DOK 3 requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning. The cognitive demands at Level 3 are complex and abstract.	DOK 3 requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning. The cognitive demands at Level 3 are complex and abstract.	DOK 3 Strategic Thinking & Reasoning				
	Ritual Compliance	There is no commitment to the work and the student pays minimal attention. Low level and superficial learning occurs. The student is willing to expend effort to avoid consequences.	DOK 4 Extended Thinking	DOK 4 requires high cognitive demand and is very complex. Students are expected to make connections—relate ideas within the content or among content areas—and have to select or devise one approach among many alternatives to solve a situation/problem.	DOK 4 requires high cognitive demand and is very complex. Students are expected to make connections—relate ideas within the content or among content areas—and have to select or devise one approach among many alternatives to solve a situation/problem.	DOK 4 Extended Thinking				
	Retreatism	The student is disengaged but does not act in ways that disrupt others. The student expends little or no energy to comply with lesson demands or tasks.	DOK Questions	DOK 1 Recall & Reproduction	Focus: facts, definitions, details or procedures (simple process) Note: one correct response	DOK 2 Skills & Concepts				
	Rebellion	The student refuses to do the task assigned. The student's attention is diverted, and he/she may be disruptive.		DOK 3 Strategic Thinking & Reasoning	Focus: reasoning and planning in order to respond, complex and abstract thinking, defending or justifying Note: more than one possible answer	DOK 4 Extended Thinking				
	Level of Classroom Engagement:		Bloom's Taxonomy	REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE	
	High Level of Engagement (authentic engagement or strategic compliance)			Retrieve knowledge from long-term memory.	Construct meaning from instructional messages, including oral, written, and graphic communication.	Carry out or use a procedure in a given situation or use (apply) to an unfamiliar task.	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure.	Make judgments based on criteria and standards.	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.	
	Moderate Level of Engagement – High Levels of compliance with little authentic engagement									
	Low Level of Engagement – high levels of retreatism or rebellion									

≈ 500
Classes
visited in
teams
Through
April



Core Practices Walkthrough

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Talent New Teacher Meetings



Monthly Meetings Topics

Safety and Security

Special Education

Discipline/Expulsions

Alternative programs

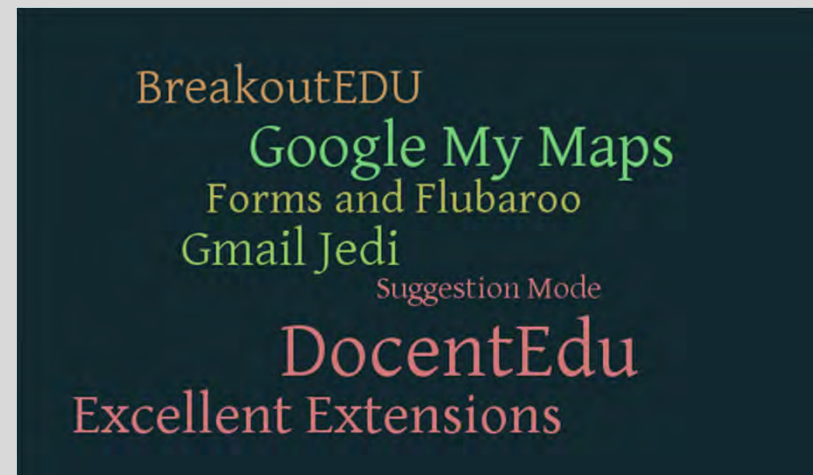
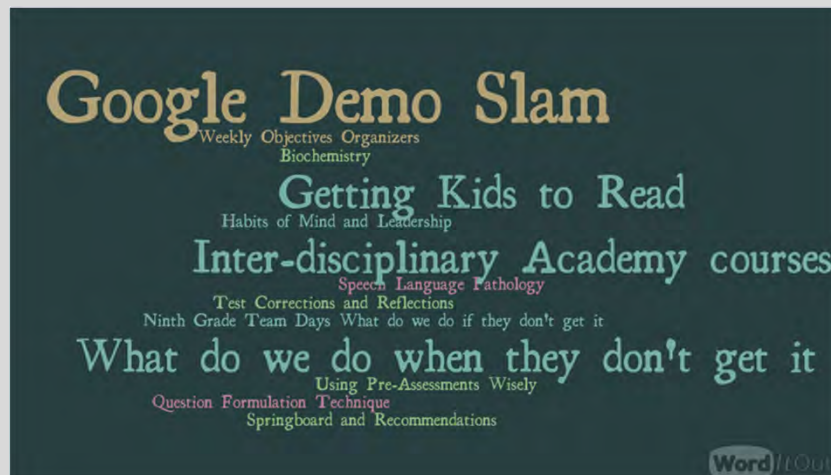
Celebrating half way

Student Support Services

Talent

Capitalizing on our Strengths & Sharing What We Do

23 Teachers Sharing Their Practice at Faculty Meetings



MHS PD You choose! August & November

Rigor and Effective Questioning
That Crumpled Paper Was Due Last Week
Google Classroom
Kahoot
Reading in the Content Areas
Climate
School Improvement
SAT Resources and Strategies
Pear Deck and Other Cool Apps
Breakout EDU
Mini-lessons
Real Talk
Doctopus & Goobric
Question Formulation Technique
EDPuzzle and Voicethread and more
ELLs in the Mainstream Classroom
Questioning Strategies in the Math Classroom
GMail, Calendar and Google Apps for the Classroom Teacher
Using Google Forms and Flubaroo in Google Classroom
Building Context with My Maps & Google Cultural Institute
Mathematical Practices, CCSS: It's time for a new poster!
Research Based Strategies for English Learners and Modern Applications
Beyond the Introductions: Setting Up for Positive Class Climate (AKA "You Can Use this Stuff on Friday")



*29 Different Staff
Presenting at PD
Sessions*

How does this PD impact our students?



By the end of class today, I will have worked both individually and collaboratively to define and research an appropriately focused connection between a Romantic Era short story and modern day America.

Name	Topic	Romantic Story	Thesis	Article
Lister	time & death	"Masque"		
Brandon	Beauty	"Birthmark"		
Edda	Perfection	"Birthmark"		
Raven	Perfection	"Birthmark"		
ANTONIO	Death	"Masque"		
Sierra	Beauty/Flaws	"Birthmark"	When people have flaws it's for a reason. Now a days beauty and being pretty requires being "poor". Everyone has that one thing that they want to or already have changed.	
Serena	Playing God	"Birthmark"		
Cameron	fairly + only domestic	"Birthmark"		
Izabyn	Perfection	"Birthmark"		



Talent Instructional Coaching

PD for Administrators and
Department Leaders on
Core Practices

Embedded PD

PD to PLCs

One on One Teacher
Coaching and Consulting



Academy Growth

Talent / Academics

University Partnerships

Student Teacher and Graduate Intern Placements

UConn Bridges Grant

Human Rights- Network of CT Human Rights education programs

MCC and UCONN Professional Development for Articulated Courses

Connecticut Writing Project - Professional Development

National Writing Project - Professional Development

Talent / Academics

College Coursework Opportunities

14 AP Courses

13 UCONN ECE Dual Enrollment Courses

13 MCC Dual Enrollment Courses

SUNY Albany Science Research Dual Enrollment

Goodwin College Partnership

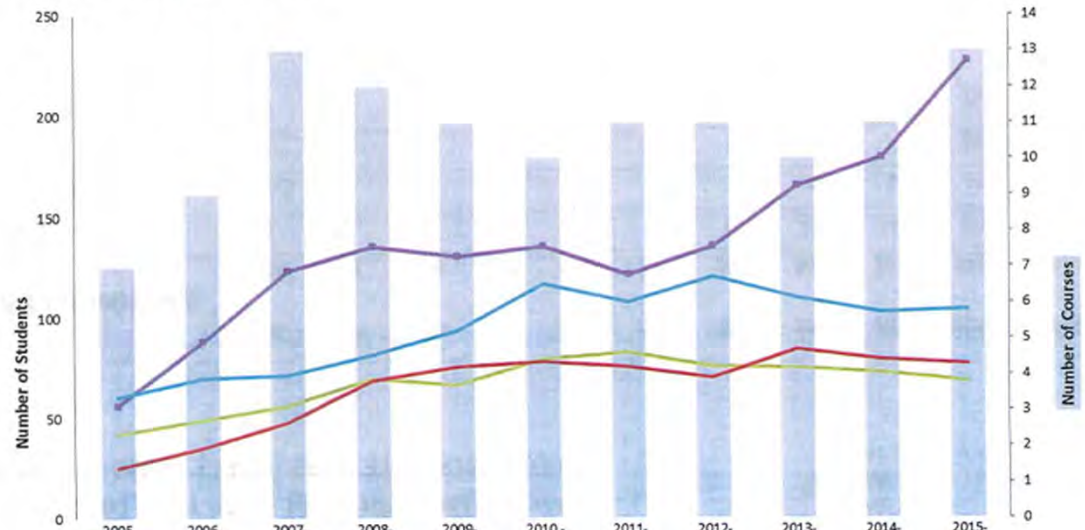
MCC Partnership

Manchester High School



The following charts show the UConn ECE student enrollment and number of UConn courses taught (not sections) at your school over time. It compares those numbers with other partner schools in your county, District Reference Group and among schools of a similar size to yours. Using different kinds of average – means and medians – allows you to make more precise comparisons. If you have any questions about these graphs, please contact Magda.Narozniak@uconn.edu.

Mean Comparisons



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
MANCHESTER HIGH SCHOOL Courses	7	9	13	12	11	10	11	11	10	11	13
MANCHESTER HIGH SCHOOL Students	56	88	123	135	130	135	121	135	165	179	227
Hartford County Student Mean	42	49	56	69	66	79	82	75	75	72	68
DRG G Student Mean	25	35	48	68	75	77	75	70	84	79	76
Very Large School Mean	60	70	71	81	93	116	107	120	109	102	104

UConn
EARLY
COLLEGE
EXPERIENCE



Culture and Climate

MHS Climate Committee

Manchester High School Climate Committee collaborates with all stakeholders, including staff, students, families/guardians and community members, to promote social-emotional well-being, physical safety, and positive relationships within the school community.

Culture and Climate

Strengthening Positive School Climate & Leadership

Assessment of needs & concerns

School Climate Mission Statement

Core Values

Building Relationships - secret snowflake, holiday potluck, students v. staff basketball game, peer mediation

Team Building Activities

Student Voice - school climate, academy development, senior focus groups

Assembly to support positive school climate & student leadership development

Culture and Climate

Strengthening Positive School Climate & Leadership

130 Staff on 25 Manchester Leadership Groups/Committees

21 Building Level Groups

4 District Level Committees

Celebration of Staff - teachers, secretaries, maintenance crew

Youth Leadership Coordinator - student leadership & celebrating students

Meaningful and Engaging Experiential Learning Opportunities

Community Service & Volunteer Opportunities

Field trips

Culture and Climate

Family & Community Engagement

CAFE: Family Engagement Assessment Action Plan

Immediate focus on improving the delivery of information

- Welcome Packet
- Website Review by the School Governance Council
 - Increase translation of resources and letters for families/guardians
- Student Performance
 - Involve Families in Student Achievement
 - PD to review strategies & collaborate to improve practices

Culture and Climate

Family & Community Engagement

Opportunities for Family Involvement and Building Capacity

International Conference, Three King's Day

Imagine College Family Nights

Multicultural Talent Show

Freshmen Parent Night

Post-secondary Planning Nights

8th grade Open House

School Governance Council and PTA

Collaboration with the Office of Family & Community Partnership

Partnership with Manchester Youth Services

Culture and Climate

Family & Community Engagement



Workshops, exhibits, music and food from all around the world

Families, MPS staff, students and community leaders were involved

Culture and Climate

Creating Opportunities and Reducing Barriers



- Imagine College
- 1:1 Chromebooks
- Springboard
- Power Hour
- AP & UCONN Enrollment
- 8-12 College Board Testing
- APLS
- Discipline
- Student Voice

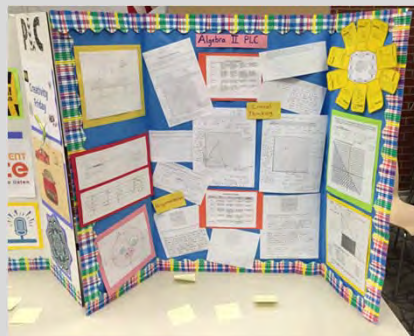
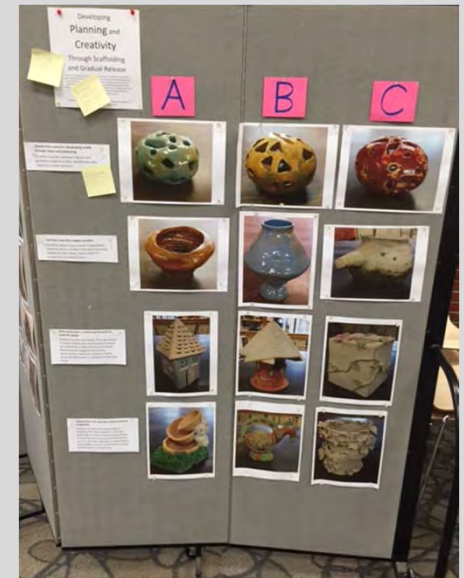
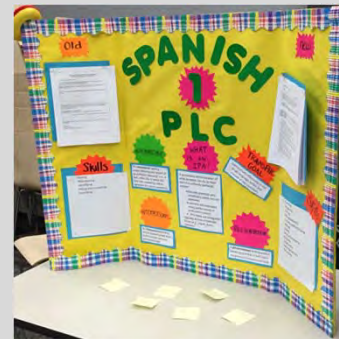
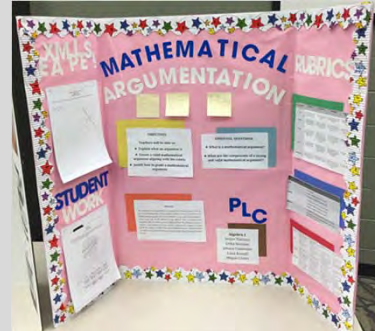
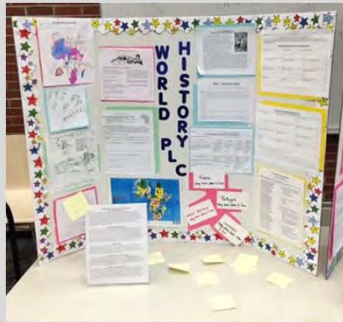
Systems

Professional Learning Communities



Systems

Professional Learning Communities



PLC Pride
On Display! Sharing
and learning from
colleagues



School Improvement Planning

Team Members

Jill Krieger

Katelyn Miner

Linda Iacobellis

Pam Fontaine

Kathy Sinisgalli

Mellie Crespo-Jimenez

Kelly Cecchini

Cathy Mazzotta

James Deschaine

Greg Sember

Heather Banas

Lisa Young

Josh Lewis

Ryan Jones

Monthly Meetings

School wide- ½ day and one full day

Secondary School Trips With Det. Director

MANCHESTER HIGH SCHOOL

Why Go Anywhere Else?





Manchester High School

College Course Offerings



Advanced Placement

English Language & Composition
English Literature & Composition
Calculus AB
Calculus BC
Music Theory
Biology
Chemistry
Environmental Science
Physics C
European History
Psychology
US History
World History
US Government & Politics

UConn ECE

UConn Senior English
UConn American Literature
Human Development and Family Studies
AP/UConn Calculus AB
AP/UConn Calculus BC
UConn Elementary Concepts of Statistics
Elementary Discrete Mathematics
American Studies
American Maritime Culture
AP/UConn US History
Human Rights
UConn Spanish 5

MCC College Career Pathways

College Accounting

E-Commerce Entrepreneurship

MS Office Computer Applications

Advanced Word Processing

Web Page Design 2

Broadcasting Journalism

Law & Order

Culinary Arts

Intro to Early Childhood Education

Algebra II

Public Speaking

English Composition

Anatomy & Physiology

Chemistry

SUNY Albany

Science Research

Partnerships

Manchester Community College

- Juniors and Seniors B or better- available electives

Goodwin College

- Juniors and Seniors with a 2.0 or better-English and electives



Manchester High School Committee & Leadership Group List



25 - Total committees/groups
21 – School committees/groups
4- District Committees

130 – Staff members

Academy Advisories

CHEA

Idelisa Torres
Amanda Lister
Chris Tartaglino
Marian Gingras
Anne Creme
Barbara Kastner
Melissa Doherty

EPSA

Idelisa Torres
Lani Grayson
Melissa Doherty
Sarah Forte
Gerry Navarra
Paul Sanborn
Amanda Lister
Beth Fanfarillo

Global Studies Academy

Linda Iacobellis
Parag Joshi
Chelsea Schonvisky
Jen Vignone
Jena Biondino
Isabelle Jayawickrema
Baileys Irizarry
Jose Rivera
Karen Saunders
Kathy Sinisgalli
Anna Maggiore
Alexandra (Allie) Seaha
Megan Rader
Violet Sims

MCA-

Mark Ruede

Michelle Sampiere
Janine Lambert
Beth Raynor
Julie Dumeer
Tom Demko
Lisa Camp
Pat Gibbons
Quinn Austermann
Jeana Favat
Shawn McClory
Allison Hernandez
Jill Mulholland

PAC-

Idelisa Torres
Eric Larson
Amanda Lister
Jake Skrzypiec
Nicole Milewski
Erica Gonsalves
Kelly Shea
Matt Delaney (joined in prep for next year)
Justis Lopez (joined in prep for next year)

STEM-D

Mark Ruede
Chris Casey
Chris Prytko
Will Plein
Nickole Staves
Mike Bergeron
Matt Meisterling
Sam Warner
Mike LaPointe
Tom Fitzpatrick
D'Andre Sims
Deb Weinberg
Carla Anderson
Jill Mulholland
Greg Sember
Len Cooke
Chris LeSure

Academy Seminars/personalized learning

Chelsea Schonvisky
Jen Vignone
Parag Joshi
Eric Larson
Michelle Sampiere

Jake Skrzypiec
Melissa Doherty
Matt Meisterling
Paul Sanborn
Amanda Lister
Jill Mulholland
Linda Iacobellis
Idelisa Torres
Mark Ruede
Katelyn Miner

Capacities Team-

Jill Krieger
Mark Ruede
Katelyn Miner
Donna Donnelly
Catherine Mazzotta
Lisa Young
Melissa Doherty
Michelle Sampiere
Parag Joshi
Amanda Lister
Heather Banas
Jill Mulholland
Denise Batista
Eric Larson

Department Chairs

Chris Casey
Stefanie Sebastiao
Catherine Mazzotta
Kelly Cecchini
Violet Sims
Keith Berry
Robert Healy
David Maloney
James Deschaine
Rosemary Stoner
Pam Fontaine
David Stetson
Pasqua Guzzi

Equity Team-

Ashley Bell
Katelyn Miner
Claire Shea
Denise Batista
Jill Krieger
Leah Lourie
Lisa Young

Marie Michael-Rogers
Melane Thomas
Noelle Coleman
Idelisa Torres
Kelly Shea
Lindsey Boutilier
Mellie Crespo-Jimenez
Roy Roberts

Link Crew-

Ashley Bell
Angela D'Agostino
Jeana Favat
Emily Fetco
Kassandra Holder
Linda Iacobellis
Paul Sanborn
John Tedesco

Pep Rally

Quinn Austermann
Denise Batista
Stefanie Grande
Kayleigh LaCava
Colleen Murphy
Melane Thomas

PLC Leaders-

Erica Gonsalves
Anisha Patel
James Tierinni
John Tedesco
Kelly Burns
Sam Warner
Greg Sember
Kate Dias
Jennifer Vignone
James Grandpre
Dan Marak
Angelina Dale
Jena Biondino
Kathy Sinisgalli
Ian Webster
Sarah Robak

PTSA

Jill Krieger
Ryan Jones

Rubrics-

Loretta Sullivan
Jen Downes
Kayleigh Lacava
Anne Creme
Amanda Lister
Kassandra Holder
Stephanie Grande
Heather Banas
Sara Robak
Mike Bergeron
Mark Ruede
Chris LeSure
Kelly Cecchini
Chelsea Schonvinsky
Carla Anderson
Katelyn Miner
Terry Flicker
Nikki Milewski
Jill Mulholland
Andrea Ruzzo

School Climate

Linda Iacobellis
Angela D'Agostino
Matt Delaney
Julie Dumeer
Jeana Favat
Pat Gibbons
Pam Hall
Diana Hancin
Baileys Irizarry
Ryan Jones
John (JT) Lauer
Mark McKinney
Teri Norman
Laurie Pels-Roulier
Rhonda Philbert
Michael Prevete
Paul Sanborn
Jake Skrzypiec
John Tedesco
Cathy Williamson
Lisa Young

Safety Committee

Jill Krieger

Alexia Kalogianes
Beth Litrico
Cathy Williamson
David Moyer
David Stetson
Denise Batista
Idelisa Torres
James Fromme
Janice Uerz
Linda Iacobellis
Lindsey Boutilier
Lynn Wabble
Marc Di Dominzio
Mark Mckenney
Mark Ruede
Max Cohen
Owen Carroll
Jane Wright
Katelyn Miner
Roy Roberts
Hillary MacLachlan

School Governance Council- 2015-16

Jill Krieger
Cathy Mazzotta
Anna Maggiore
James Morey

School Improvement

Jill Krieger
Katelyn Miner
Linda Iacobellis
Cathy Mazzotta
Mellie Crespo-Jimenez
Jim Deschaine
Heather Banas
Lisa Young
Josh Lewis
Kelly Cecchini
Greg Sember
Kathy Sinisgalli
Ryan Jones
Pam Fontaine

9th Team Leaders

Josh Curzan
Justin Pearson
Emily Fetko
Dan Marak
Meghan Gallo

District Learning & The Brain-

Amanda Lister
Matt Delaney

District Climate Committee

Patricia Gibbons
Linda Iacobellis
Meghan Gallo
Kate Dias
Baileys Irizarry
Kristin Phoenix

District Improvement Committee

Noelle Coleman
Jim Deschaine
Beth Raynor
Linda Iacobellis
Katelyn Miner
Denise Batista
Parag Joshi
Mellie Crespo-Jimenez- district
Rhonda Philbert- district

District PLC

Kelly Burns
Melissa Doherty
Erika Gonsalves
Sara Robak
John Tedesco

District Teacher/Administrator Evaluation Committee

Cathy Mazzotta
Thayer Redman
Jill Krieger

Use of Therapy Dogs in Schools

The school district supports the use of therapy dogs for the benefit of its students subject to the conditions of this policy. Benefits from working or visiting with a therapy dog include reduced stress, improved physical and emotional well being, lower blood pressure, decreased anxiety, improved self esteem and normalization of the environment, increasing the likelihood of successful academic achievement by the student. **Examples of activities that students may engage in with a therapy dog include petting and/or hugging the dog, speaking to the dog, giving the dog simple commands that the dog is trained to respond to and reading to the dog.**

Animal Assisted Activities and Animal Assisted Interactions are non goal-driven interactions where the specific content of the visit is spontaneous and is meant to provide motivational, educational and/or recreational activities that enhance the quality of life.

Animal Assisted Therapy is a goal-driven intervention which is directed and/or delivered by a health, human or education service professional and is meant to improve physical, social, emotional and/or cognitive functioning of an individual.

A therapy dog is a dog who has been individually trained, evaluated and registered with his/her handler to provide animal assisted activities, animal assisted therapy and animal assisted interactions within a school or other facility. Therapy dogs are not "emotional support animals" or "service animals."

A handler is an individual school district staff member or volunteer who owns a therapy dog and who has been individually trained, evaluated and registered with his/her therapy dog to provide animal assisted activities, animal assisted therapy and animal assisted interactions within a school or other facility.

A therapy dog is the personal property of the handler and is not the property of the school district. The handler shall assume full responsibility for the therapy dog's care, behavior and suitability for interacting with students and others in the school while the therapy dog is on school district property.

Therapy Dog Standards and Procedures

The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school district property:

Request: **At the request of the principal or the principal's designee,** a handler who wishes to bring a therapy dog to school district property shall submit a completed written request form to the Superintendent or the Superintendent's designee, for approval. (The request form is attached to this policy.) The request shall be submitted for approval each school year and/or whenever the handler wishes to use a different therapy dog. Such approval may be rescinded at any time at the sole discretion of the superintendent. **Once the Superintendent or the Superintendent's designee approves the request, a plan for dog visits shall be developed with the Principal or the Principal's designee.**

Training and Registration: The handler shall submit proof of registration as a therapy dog handler with each individual therapy dog he or she plans to bring to the school district. Such registration shall be from the Intermountain Therapy Dog, Pet Partners, Bright and Beautiful or such other therapy dog registering organization as determined by the superintendent. Such registration shall be from an organization that requires an evaluation of the therapy dog and handler prior to registration and at least every two years and shall remain current and in good standing at all times.

Health and Vaccination: The handler shall submit proof from a licensed veterinarian that the therapy dog is in good health and has been immunized against diseases common to dogs. Such vaccinations shall be kept current and up to date all times.

Licensing: The handler shall submit proof of licensure from the local dog licensing authority.

Insurance: The handler must submit a copy of an insurance policy that provides liability coverage for the work of the handler and therapy dog while the two are on school district property.

Once a handler has been approved by the superintendent to bring a therapy dog on school district property, such handler shall adhere to the rules of his/her registering organization and the following rules of the school district:

Identification: The handler and therapy dog shall wear appropriate identification issued by the registering organization identifying them as a registered handler and therapy dog. The handler shall bring only registered therapy dogs onto school district property and may bring only one such dog at a time. The handler shall not bring young children along to the school district when handling a therapy dog.

Health and Safety: The handler shall ensure that the therapy dog does not pose a health and safety risk to any student, employee, or other person at school and that the therapy dog is brought to the school district only when properly groomed, bathed, free of illness or injury and of the temperament appropriate for working with children and others in the schools.

Control: The handler shall ensure that the therapy dog wears a collar or harness and a leash no longer than four feet and shall maintain control of the therapy dog by holding the leash at all times that the therapy dog is on school district property, including during breaks, unless holding such leash would interfere with the therapy dog's safe, effective performance of its work or tasks. However, the handler shall maintain control of the therapy dog at all times and shall not tether the therapy dog to any individual or object.

Supervision and Care of Therapy Dog: The handler shall be solely responsible for the supervision and humane care of the therapy dog, including any feeding, exercising, and cleaning up after the therapy dog while the therapy dog is in a school building or on school property, shall not leave the therapy dog unsupervised or alone on school property at any time and shall limit the therapy dog's work to two consecutive hours at a time.. The school district is not responsible for providing any care, supervision or assistance to the therapy dog.

Authorized Area(s): The handler shall ensure that the therapy dog has access to only such areas of the school buildings or properties that have been authorized by school district administrators.

Allergies and Aversions: The handler shall remove the therapy dog to a separate area as designated by the school administrator in such instances where any student or school employee who suffers dog allergies or aversions is present in an office, hallway or classroom.

Recordkeeping: Volunteer handlers shall sign themselves and their therapy dog in upon arrival at any school and shall sign both out on departure from the building. Handlers who are school district staff shall sign in their therapy dog upon arrival and sign him/her out on their departure.

Photographs: The handler shall not take any photographs of students or staff without first obtaining a photo release.

Fees and Gratuities: The handler shall not charge a fee for the work they perform with the therapy dog, shall not borrow money or personal items or receive any personal gratuity, gift or tip, such as money or jewelry from students in the district.

Multiple Therapy Dogs on Site: The handler shall confirm whether or not there will be any other therapy dog(s) on site prior to scheduling any visit with a therapy dog and shall take steps with appropriate staff to ensure that the dogs do not engage inappropriately while on school property. When multiple therapy dogs are engaged in a planned activity on school district property, the handlers shall ensure that the dogs have an opportunity to greet each other prior to entering the school building. Once inside the building, the handlers shall ensure that the dogs are each on a four-foot leash, given work space at least eight feet from each other and are given no opportunity for contact or socialization with each other while working.

Damages and Injuries: The handler shall assume full responsibility and liability for any damage to school property or injury to district staff, students or others in the school caused by the therapy dog.

Exclusion or Removal from School District Property: A therapy dog may be excluded from school district property if a school administrator determines that: (1) The handler does not have control of the therapy dog; (2) The therapy dog is not housebroken; (3) The therapy dog presents a direct and immediate threat to others in the school; or (4) The therapy dog's presence otherwise interferes with the educational program. The handler shall immediately remove his/her therapy dog from school property when instructed to do so by a school administrator.