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, 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
MHS School Improvement Plan

Academics • Talent • Climate • Systems

TOGETHER
Academics

Strengthening Academies

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

APLS
Academy Seminars
Cross-Disciplinary Capacities
Gr. 9 and 10 English
Academics
Strengthening Tier One Instruction

~ 500 Classes visited in teams
Through April
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

Google Demo Slam
Getting Kids to Read
Habits of Mind and Ownership
Inter-disciplinary Academy courses
Test Corrections and Reflections
Ninth Grade Team Days What do we do if they don’t get it
What do we do when they don’t get it
Using Pre-Assessments
Question Formulation Tokens
Springboard and Recommendations

BreakoutEDU
Google My Maps
Forms and Flubaroo
Gmail Jedi
Suggestion Mode
DocentEdu
Excellent Extensions
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”)
How does this PD impact our students?
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
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.Naroziak@uconn.edu.

Mean Comparisons

<table>
<thead>
<tr>
<th>Year</th>
<th>Manchester High School Courses</th>
<th>Manchester High School Students</th>
<th>Hartford County Student Mean</th>
<th>DHS G Student Mean</th>
<th>Very Large School Mean</th>
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<td>2005-2006</td>
<td>7</td>
<td>56</td>
<td>42</td>
<td>25</td>
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<td>71</td>
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<tr>
<td>2008-2009</td>
<td>12</td>
<td>135</td>
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<td>2009-2010</td>
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<td>2013-2014</td>
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<td>165</td>
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<td>11</td>
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<tr>
<td>2015-2016</td>
<td>13</td>
<td>227</td>
<td>76</td>
<td>76</td>
<td>70</td>
</tr>
</tbody>
</table>
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
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

- Academies
- High Leverage
- Dedicated Time
- Creativity Improvement
- Student Work Reviews
- Choosing Themes
- Risk-Taking
- Sharing Best Practice
- Unit Reflections
- Common Rigorous Curricula
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 Triads - With Pat Proctor
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.