

Southington Board of Education Meeting

Thursday, October 14, 2021 6:00 PM

John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, CT 06489

200 North Main Street

Southington, CT 06489



SOUTHINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session
 - a. SEA Contract Negotiations Update
 - b. Unaffiliated Compensation
3. Reconvene Meeting - Regular Session - 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes - September 23, 2021
6. Public Communications
 - a. Communications from Student Board Representatives
 - b. Communication from Public
 - c. Communications from Board of Education
 - d. Communications from Administration
7. Committee Reports
 - a. Policy & Personnel Committee Meeting - September 28, 2021
8. Superintendent's Reports
 - a. Personnel Report
9. Old Business
 - a. Town Government Communications
 - b. SHS Citizenship in Action Course - Second Reading
 - c. SHS Black and Latino Curriculum - Second Reading
10. New Business
 - a. Policy 5130 - Bullying Prevention and Intervention Policy - Revision - First Reading
 - b. Southington Library Board Presentation
11. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

SEPTEMBER 23, 2021

The regular meeting of the Southington Board of Education was held on Thursday, September 23, 2021, at 7:00 p.m. as a public meeting in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

1. CALL TO ORDER

Mrs. Terri Carmody, Chairperson, called the meeting to order at 7:01 p.m.

Board members present were Mr. Joseph Baczewski (Vice-Chairperson), Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Missy Cipriano, Mrs. Colleen Clark (Secretary), Mr. David Derynoski, and Mr. Zaya Oshana. Absent were Mr. James Chrzanowski and Mr. David Falvo.

Cabinet administrators present were Mr. Steven Madancy, Superintendent of Schools, Mr. Frank Pepe, Assistant Superintendent, and Mrs. Jennifer Mellitt, Director of Business & Finance.

Student Representatives Jhalissa Vincent, Ethan Solury, and Angelina Micacci were absent.

2. PLEDGE OF ALLEGIANCE

Mrs. Clark led in reciting of the Pledge of Allegiance.

As a point of order, Mr. Madancy announced that he received an email on the current COVID numbers from Town Manager Mark Sciota and that the town numbers were still in the red requiring masks to be worn in all Town buildings during public meetings unless attendees can appropriately distance themselves.

3. APPROVAL OF MINUTES ~ September 9, 2021

MOTION: by Mr. Baczewski, second by Mr. Derynoski:

“Move to approve the Regular Board of Education meeting minutes of August 12, 2021, as submitted.”

Motion carried unanimously by voice vote.

4. PUBLIC COMMUNICATIONS

a. Communication for Student Representatives

Mrs. Carmody stated that the student representatives had previous commitments.

b. Communications from Public

Mrs. Carmody requested that Southington residents only could approach the podium to speak and needed to complete a sign-in sheet with their name and address (*Attachment #1*). She noted that Mrs. Clark would start a 3-minute timer for each speaker.

There were six people who came to the podium and voiced their opinions about segregation, HB6423 on Immunization, requesting each Board member's position on mask mandates before the election, vaccines, masking and unmasking, no consistency throughout the state, effectiveness of masks, denial of medical exemptions and a parent's offer to buy outside furniture for a school, safety, following the science and guidance of the experts, no distancing on buses, unanswered questions, inviting the Governor and the Regional Health Director to attend a Board of Education meeting to discuss mask wearing and the appropriate type of medical mask, and parents right to choose what is right for their child(ren). Other topics of discussion were Critical Race Theory (CRT) being taught in some classrooms. LGBTQ+ ally video/discussion that should be up to the parent's discretion to teach their child(ren) and not the school district's responsibility, students should be allies to all children and not just one group. Schools should focus on teaching academics, not sexuality. Some participants yielded their 3-minutes to people already speaking so they could finish their speech.

Mrs. Clark read emails that she received that were requested to be read into the record regarding universal masking of students / staff for safety and following CDC recommendations, data not supporting masking of students and freedom of choice, vaccinations, the physical and psychological / emotional harm of wearing masks, children wearing masks to protect an unvaccinated adult, masks hindering students in speech therapy (*Attachment #2*). Mrs. Clark apologized for missing part of an email at the last Board meeting and read the missing page into the record at this meeting.

Please see the YouTube video link of the meeting and public communication below that also can be found on both the Town of Southington and Southington Board of Education websites:

<https://www.youtube.com/channel/UC59RScd50ReAqz-PnbXUSSQ/playlists>

c. Communications from Board Members

Mr. Baczewski addressed CRT (Critical Race Theory) and after reviewing the Civics curriculum at the high school level found nothing in the curriculum that addressed CRT. If parents know of a class where it is being taught, he requested they contact the principal / administration with the specifics so it could be addressed. He addressed the Governor's Emergency executive powers being overreaching to all school districts in the state. He did not understand why the legislative branch could not meet in person just like the Board of Education was doing. He noted that the Board was not being complacent and that he personally had contacted the Department of Public Health (DPH) and Governor Lamont's office and stated that the silence he received from the state was deafening. Under the circumstances, he thought that the school system was doing a fantastic job and that Mr. Madancy and Mr. Pepe were doing the

best with what they had to work with. Mr. Baczewski remarked that his children were excited to be attending school and enjoying it. He told the public that he heard them loud and clear but, unfortunately, there was no response to his questions at the state level.

Mrs. Cipriano stated that she agreed with Mr. Baczewski and that she also sent emails and reached out to the Governor that went unanswered. She thanked Sgt. Isaac Rodriguez, who yielded his 3-minutes to Angelica, for his service to the country. Mrs. Cipriano stated that the Board was just as concerned as the parents but could not give them answers to their questions when the Board was being ignored by the state and that their hands were tied. She wanted the parents to know that the Board members silence was not because they don't care, it was because they do not have any answers. She noted a parent questioned inconsistency throughout the state with the guidelines that had been passed and that she would contact the representatives in Hartford for an answer. She also addressed medical exemptions. She noted that some parents were afraid to voice their opinions; however, she encouraged all parents to speak out and let their views be known.

Mrs. Cipriano stated that she was the Board liaison to the STEPS (Southington Town-wide Effort to Promote Success) Coalition and reported that STEPS received grant money to hire a part-time administrative assistant and that the 2021-2022 STEPS Calendar was available. She praised the SHS Blue Knight Baseball team for rallying behind their Coach Charlie Lembo who is facing health challenges and that the team conducted a food drive to benefit Bread for Life in honor of their coach.

Mr. Brown reported that he attended a CREC (Capital Region Education Council) meeting, which Southington is a member, and that it is the governing body for the Head Start program. Head Start services 444 students in 29 towns until the age of five. He explained all the services that Head Start provides to the families.

Mrs. Carmody stressed that CRT was not part of the SHS curriculum and that if someone thinks it is, to please bring forth a specific example so administration could deal with it right away. She stressed that it needed to be repeated that Southington was not teaching Critical Race Theory and that it was not part of the curriculum. Mrs. Clark added that she could not find anything in the 9th Grade Curriculum and source documents about CRT and that the Board could not go by hearsay that it was being taught and needed specifics to address it if any teacher was overstepping. Mr. Brown explained the different teacher disciplinary levels and added that any instances should be brought to the principal who would then bring it to the attention of central office. To date, nothing has been brought to the Board level. Mrs. Carmody addressed people in the audience who were shouting questions during the meeting and explained the meeting procedures that needed to be followed. She added that the Board members were listening to the public and doing exactly what they were elected to do and found it very disheartening to listen to the criticisms after putting many hours into the job as volunteer elected officials. Mr. Baczewski noted that there was a path to follow for anyone in the public who wanted to view the curriculum. Mrs. Carmody stated that they would have to contact Mr. Pepe's Office to make an appointment to look up all the curriculum and that it was also online to view.

d. Communication from Administration

Administration reported on the following:

1. September Chamber Meeting: Mr. Madancy stated that he attended the September 15th Chamber of Commerce meeting along with Mr. Larry Covino, Adult Education Program

Director, to engage with community members and talk about potential partnerships and expanding on what already exists (internships, apprenticeships, etc.) between the public schools and business community.

2. September Rotary Meeting: Mr. Madancy reported that he attended the September Rotary meeting and spoke about civic engagement and to give an update on the vision for the school district.

3. Bristol-Southington Adult Education Co-Op: Mr. Larry Covino, Program Director of the Bristol-Southington Adult Education and President of the state-wide organization for Adult Education, gave a detailed PowerPoint presentation on the Co-Op between the Bristol and Southington Adult Education programs, which is a new collaboration this year. He discussed the collaborative program in detail and how it benefited Southington. He provided Southington Adult Education Data from 2010 and spoke at length about the state mandated adult education programs offered. He explained that the district receives grant funds from the state for mandated adult education and noted that in 2021, Southington serviced a total of 25 students and awarded four high school diplomas. Mr. Covino acknowledged the benefits and return on investment of receiving a high school diploma that helped people in obtaining careers that include benefits, etc. He noted that Southington had a waiting list for ESL (English as a Second Language) classes because they were full. He explained that in school year 2020-2021 there was programming only two nights a week, one ESL and GED Diploma Program at night, no school counselor and no daytime director or data administrator at night because they were teaching during the day. Currently, with the Bristol-Southington collaborative these areas have coverage. Mr. Covino explained in detail the 2021-2022 programming that includes Adult Education open three nights a week, Southington students having access to three high school completion programs (GED, CDP & NEDP), residents can attend Bristol's daytime programs, expanded marketing and outreach and access to federally funded programs in Bristol such as Allied Health, Family Literacy, Employability Skills including resume writing, interviewing, and career counseling. Mr. Covino explained that all the adult education programs were free.

Mr. Brown questioned how the adults in Southington would find out about these programs. Mr. Covino replied that he was working on the marketing aspect and attended the September Chamber of Commerce meeting for that purpose as well as advertising on Telemundo. Mr. Brown pointed out that Southington was working on a grant to advertise to people who need help in some way to find out about services offered and that adult education could be included in that grant. Mr. Covino noted that in Bristol he does a lot of grant writing and would be happy to help with that grant.

Mr. Madancy noted, per Mr. Derynoski, that in the future this report would be a separate agenda item under New Business and not part of the Administrative Report.

4. After Hours COVID Reporting: Mr. Madancy praised the administrators at the building level and central office administrators including Mr. Pepe, Assistant Superintendent, Mrs. Passamano, Human Resources Manager, and Mrs. O'Hara, Nurse Supervisor, who are checking a hotline and portal every evening and weekend for reported COVID cases and contacting building administrators for appropriate contact tracing. They have been on-call 7-days a week, 365 days a year since last March, which is a testament to their professionalism and dedication to the district.

5. Staff Vaccine Mandate Update: Mr. Madancy thanked the Human Resources Office for working through the processes and sending communication to the school district employees, which was a monumental task with over 1,200 employees, in a very limited amount of time given to them by the state.

Mr. Madancy requested a Moment of Silence in memory of Mrs. Mary DeCroce of SoCCA (Southington Community Cultural Arts Center), who recently passed away and was a true champion of children and the arts. She started a program at SoCCA for students with disabilities.

5. COMMITTEE REPORTS

a. Curriculum & Instruction Committee Meeting – September 15, 2021

Mr. Brown thanked the Board members, administrators, and teachers who attended the September 15 meeting. Mrs. Amy Zappone, Math and Science Coordinator presented the Grades K-5 science goals and aligning the NGSS (Next Generation Science Standards) with the Vision of a Graduate. The committee received an overview of two social studies courses: 1) Citizenship in Action Course and 2) Black and Latino Curriculum. He explained that the teaching of Civics (previously 9th grade) and U.S. History (previously 11th grade) were switched around this year. He explained that an Action Inquiry Project was embedded in the Citizenship in Action Course that allows students to investigate an issue ranging from global to community. Mrs. Cipriano added that Citizenship in Action is a one-year course on civil discourse. Mr. Baczewski thought that it was currently a good time in history for students to be studying this course especially on conservatism and liberalism and the current media madness. Mr. Brown added that another part of this curriculum was how to detect bias in a source, which is complicated to teach and essential today.

Mr. Brown acknowledged that the Curriculum & Instruction Committee meetings were public meetings that the public could attend, and an agenda is posted with the Town Clerk's Office. He noted that there copies of the curriculum could be obtained from Mr. Pepe's office.

Mr. Brown explained that the Black and Latino Curriculum was a new elective course mandated by state Public Act 19-12 in June 2019 that is a one-year course on the history of Black and Latino people in the United States, which the state required to be taught next school year; however, Southington was one-year ahead of schedule. The state provides workshops on this course for teachers to attend on their own time during the summer. Mr. Brown acknowledged that he would put Critical Race Theory (CRT) on the agenda for a topic of discussion at the next meeting. Mrs. Cipriano wanted the public to know that this was a state curriculum that teachers had to follow and was a 300-page curriculum. She spent a lot of personal hours going through every 6th grade to 12th grade curriculum over the last two months including the 300-page Black and Latino Curriculum, which is an elective. She believed that there would be topics that would fire-up different passions from different students and taught by the teachers per state requirements. She stated that the Board would discuss it in more detail. She thought it was important to note that teachers were studying and investigating this state required curriculum on their own.

6. OLD BUSINESS

a. Town Government Communications

There was no Town Government Communication.

7. NEW BUSINESS

a. Budget Assumptions and Priorities 2022-2023

MOTION: by Mr. Baczewski, second by Mr. Derynoski:

“Move to adopt the Budget Assumptions and Priorities for 2022-2023.”

Motion carried unanimously by voice vote.

- b. SHS Citizenship in Action Course – First Reading**
- c. SHS Black and Latino Curriculum – First Reading**

Mr. Madancy stated that these courses were first reads and action would be taken at the next Board meeting.

8. ADJOURNMENT

MOTION: by Mr. Derynoski, seconded by Mr. Baczewski:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:35 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary

ATTACHMENT #1 – PUBLIC COMMUNICATIONS - SPEAKERS

Southington Board of Education
PUBLIC COMMUNICATION

	NAME	ADDRESS	TOPIC
1	Angelica Espada	550 Darling Street	Segregation
2	Jennifer Couture	181 Prospect St	yielded 3 minutes
3	ISAAC RODRIGUEZ	550 DARLING ST	ll ll ll
4	STEVEN BALSHSKI	191 Queen St Apt A12	CR
5	Colleen Dabkowski	363 Mulberry St.	yielded 3 minutes
6	Michael Kozlowski	27 Hitching Post Dr	LGBT Ally video
7	Tyler Young	48 Berkley Ave	Maskes -
8	Keith Ritchie	Chautauque Ter	maskes
9	RANDALL HEATH	165 Kensington Rd	Maskes
10	Richard Corcoran	79 Babcock Ave	green table
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ATTACHMENT #2 - PUBLIC COMMUNICATIONS - EMAILS

From: Marissa S <marissa.salvo@gmail.com>
Sent: Wednesday, September 22, 2021 9:43 AM
To: SBOE <SBOE@southingtonschools.org>
Subject: Letter in support of universal mask wearing

Good morning Superintendent Madancy, Board of Education members, and Ms. Colegrove,

Please find attached my letter of support for universal mask wearing in the Southington Public Schools for the entire 2021-2022 school year. I'd appreciate this being read into the record at tomorrow's Board of Education meeting.

Thank you for your time.

Sincerely,
Marissa Salvo

September 21, 2021

Dear Members of the Board of Education and Superintendent Madancy,

I know many in our community and perhaps some on this board are in support of “unmasking our kids.” How would you, as the Board of Education, feel after deciding to make masks optional in the following scenario: an elementary student in the Southington school district comes in contact with COVID-19 while in school, becomes seriously ill, requiring hospitalization in the intensive care unit and needing a ventilator to breathe, and in the worst-case scenario **dies**? What if this student was your child, grandchild, sibling, or neighbor?

With the highly infectious Delta variant circulating, removing masks indoors, as in the case with optional mask wearing, could make this scenario a reality. Just one infected person could spread the virus to an entire class, especially in an elementary school where **all children under the age of 12 are unvaccinated**. (At this time, the COVID-19 vaccine is not indicated for individuals under the age of 12.)

As the National Education Association, an organization supporting universal masking in schools, states, **“America’s public schools should be the safest place in every community.”** It is up to *you* to ensure that this holds true in Southington Public Schools!

Remember that the 2020-2021 school year proved that kids could go to school and remain safe, even during a global pandemic because of **UNIVERSAL MASKING**. When you need to make a decision on this topic, I urge you to follow the Centers for Disease Control and Prevention and the American Academy of Pediatrics recommendation of **universal indoor masking by all students (age 2 and older), staff, teachers, and visitors to K-12 schools, regardless of vaccination status**.

Please do what you can to **protect all children while they are in your school buildings!**

Sincerely,



From: Jillian Echard <jillian.echard@gmail.com>
Sent: Thursday, September 23, 2021 2:19 PM
To: SBOE <SBOE@southingtonschools.org>; TERRI C. CARMODY <tcarmody@southingtonschools.org>; JOSEPH BACZEWSKI <JBACZEWSKI@southingtonschools.org>; COLLEEN W. CLARK <cwclark@southingtonschools.org>; JAMES CHRZANOWSKI <JCHRZANOWSKI@southingtonschools.org>; MISSY CIPRIANO <MCIPRIANO@southingtonschools.org>; DAVID J. DERYNOSKI <dderynoski@southingtonschools.org>; ZAYA OSHANA <zoshana@southingtonschools.org>; BOB BROWN <bobbrown@southingtonschools.org>; DAVID FALVO <DFALVO@southingtonschools.org>; STEVEN MADANCY <smadancy@southingtonschools.org>
Subject: Partial Letter for Tonight

Good Afternoon,

Mrs. Clark, thank you so much for offering to read the portion of this letter, that was left out previously, at tonight's meeting. No need to read the entire letter again obviously, just the portion noted below. Since it sounds disjointed, if you wouldn't mind just mentioning that it is part of a previous letter that was mistakenly omitted, I'd appreciate it.

Thank you very much for your attention to this.

Jillian Echard

I have heard the argument that, yes, children aren't being affected by this virus that much, but they can still spread it to an adult who hasn't been vaccinated. With all due respect, that unvaccinated adult has made it their choice to not be vaccinated. Why, then, is it my child's responsibility, our children's burden, to wear a mask to protect them? Let me make my opinion on this clear: It is not my child's responsibility to protect an unvaccinated adult.

I have heard people say "it's the parents complaining, not the kids", but I know firsthand that not to be true. I kept a positive attitude in front of my children, not complaining or voicing my opinions, for fear they'd just emulate my behavior. But at the end of the school year, with no provocation, my children started to complain that the masks were harder to breathe in. Perhaps it was because their school lacks air conditioning, and this was a result of the rising temperatures in the building. And I have heard countless other parents speak to this as well.

At the beginning of last school year, my sister (also in the Southington School district) asked if my niece, who had just started kindergarten, could benefit from speech therapy. The teacher honestly said that she didn't know, because it's very hard for her to hear what her students are saying with the masks on. After testing occurred, she overwhelmingly qualified for services. However, through a year of speech therapy with both my niece and her therapist in masks, not a single gain was made in any area of concern. These are these children's formative years, and they're being hindered due to these mask policies. Are we really willing to have our children in masks for another school year where their teachers struggle to hear their little, developing voices?

Recently studies have emerged that U.S. elementary school students ended this school year 4-5 months behind where they should have been. No doubt because time and time again, it has been proven that children this age do not learn the way they were made to learn last year. They need interaction, and groups, and play. They need to be heard by their teachers.

A friend's son's teacher, in the Southington school district, with a background in psychology, noted during their parent teacher conference that the masks are affecting our children's ability to empathize, and learn basic social cues. Interested, I then researched this, and found published peer review papers to this point. If we can't tell if someone is sad, or hurt, or angry, how do we know to stop the actions causing these feelings? Masks are impacting our children's emotional development.

From: Jenna Giacomi <jennagiacom@yahoo.com>
Sent: Friday, September 3, 2021 3:24 PM
To: JOSEPH BACZEWSKI <JBACZEWSKI@southingtonschools.org>; BOB BROWN <bobbrown@southingtonschools.org>; TERRI C. CARMODY <tcarmody@southingtonschools.org>; JAMES CHRZANOWSKI <JCHRZANOWSKI@southingtonschools.org>; MISSY CIPRIANO <MCIPRIANO@southingtonschools.org>; COLLEEN W. CLARK <cwclark@southingtonschools.org>; DAVID J. DERYNOSKI <dderynoski@southingtonschools.org>; DAVID FALVO <DFALVO@southingtonschools.org>; ZAYA OSHANA <zoshana@southingtonschools.org>
Subject: Unmask Our Kids- To be read into BOE Record 9/9/2021

Hello,

Today I am writing to you in hopes that you have a better understanding as to why there *should not* be a mask mandate for children enrolled at Southington Public Schools.

I am aware that Governor Lamont's executive orders are in effect until 9/30/2021, but I want to continue to push for the freedom to choose whether our children wear masks in Southington Public Schools.

Currently it seems that everyone is concerned about increased hospitalizations among young children testing positive with COVID-19. If you only watch the news, you would be led to believe that children are the driving force for the increase in hospitalizations, however, data straight from the CDC indicates otherwise.

The CDC website has a "New Admissions of Patients with confirmed COVID-19 per 100,000 Population by Age Group, Connecticut."

Specifically looking at CT, the data shows that children between the ages of 0-17 have a total of 1 hospital admission for the last 7 day from 8/26/2021-9/1/2021.

Additionally, as of 9/1/2021, the data shows that children in CT between ages 0-17 make up 0.12 of the population for New Admission per 100,000 population. Whereas, ages 70+ still make up the majority of 3.09.

The CDC also continues to state that most children with COVID-19 have mild or they have no symptoms at all. It also appears they continue to be the lowest risk for severe disease and death.

As a State we have surpassed many others in regards to vaccination efforts. CT has managed to fully vaccinate 66% of its population, with over 88% of individuals over 55+, who are considered high risk.

Not that I want to downplay anyone's experience or hospitalization with COVID-19, but the data just doesn't support these universal restrictions on our CT children. I believe we should leave it up to each individual parent/ guardian whether or not mask our children in school and be respectful to each other's choices.

Thank you for your time.
-Jenna Giacomi

My address to be read in the record is 51 Arrowhead Lane, Plantsville

Board of Education
Administrative Report
October 14, 2021



1. DPH/SDE COVID-19 Health & Safety Meetings
2. Barnes Memorial Grant – EI
3. College Workshop Highlights
4. Red Ribbon Rally – October 13th
5. 9/11 Flag



SOUTHINGTON PUBLIC SCHOOLS

Board of Education Policy & Personnel Committee Meeting

Meeting Date: September 28, 2021 @ 5:30PM

Superintendents Conference Room

Meeting called to order at 5:30PM

STEVEN G. MADANCY

SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE

*ASSISTANT SUPERINTENDENT
OF SCHOOLS*

BOARD OF EDUCATION

TERRI C. CARMODY
BOARD CHAIRPERSON

JOSEPH BACZEWSKI
VICE CHAIRPERSON

COLLEEN W. CLARK
SECRETARY

ROBERT S. BROWN

JAMES J. CHRZANOWSKI

MISSY CIPRIANO

DAVID J. DERYNOSKI

DAVID M. FALVO

ZAYA G. OSHANA

Board Members Present: Policy and Personnel Committee Chair Colleen Clark, Zaya Oshana, and David Derynoski

Board Member(s) Absent: David Falvo

Administration Present: Frank Pepe, Assistant Superintendent

The committee reviewed and discussed the following policy and job description: Consensus was to move the policy forward to the full Board for approval at the October 14th Board meeting. The job description will be further analyzed as the Capstone develops.

1. Policy 5130 Bullying Prevention and Intervention Policy **REVISION**
2. Capstone Advisor Job Description **NEW**
3. The following policy revisions/creation were introduced based on current legal updates. These will come before the committee over the course of the 2021-2022 school year.
 - a. School Lunch Debt (now): Procedure to collect unpaid charges that prohibit shaming and 30 meals charged results in a referral to the district's homelessness liaison.
 - b. Policy Concerning Grading (now): Method to determine a student's GPA calculation including whether weighted or not.
 - c. Policy for Equitable Identification of Gifted and Talented Students (July 1, 2022): Multiple measures for identification needed.
 - d. Policy Concerning the Eligibility Criteria for Enrollment in an Advanced Course or Program (July 1, 2022): Eligibility requirements for student enrollment.
 - e. Challenging Curriculum Policy (July 1, 2022): Develop criteria to identify 8th and 9th graders who may be eligible to take advanced course and create an academic plan for each.
 - f. Remote Learning Policy (January 1, 2022): Waiting on SDE guidance.

Meeting adjourned at 6:40 PM.

Respectfully submitted,

Frank Pepe

200 NORTH MAIN ST.
SOUTHINGTON, CT 06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 14, 2021

Decision Requested X Agenda Code 8 a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2021-2022 school year. This report includes activity for the month of September 2021.

Background: The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.

Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** Board of Education

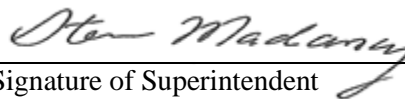
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Recommend that the Board of Education approve the Personnel Report as submitted by the human resource department.



Signature of Staff Member Submitting Report



Signature of Superintendent

Included:

Personnel Report

Agenda –September 2021

**Personnel Report
September 2021**

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CLASS	Allison, Brittany	RN nurse	HES	1.0	9-13-2021	BA	\$48,870
CLASS	Allko, Eliana	Paraeducator	HES	.80	9-2-2021	N/A	\$17.67
CLASS	Carrier, Shannon	Paraeducator	KES	.88	9-3-2021	N/A	\$17.67
CLASS	Davis, Jessica	Paraeducator	FES	.88	9-2-2021	N/A	\$17.67
CLASS	Dessureau, Mandy	Paraeducator	SES	1.0	9-13-2021	N/A	\$17.67
CLASS	Durani, Divya	Paraeducator	HES	.88	9-07-2021	N/A	\$17.67
CLASS	Grimshaw, Mary	Math tutor	TES	1.0	9-13-2021	N/A	\$21.35
CLASS	Kalvaitis, Allison	Literacy/Math Tutor	FES	1.0	9-27-2021	N/A	\$21.35
CLASS	Labate, Sara	Math tutor	TES	1.0	9-13-2021	N/A	\$21.35
CLASS	McQuatters, Elizabeth	Nurse, LPN	HES	.50	8-30-2021	N/A	\$24.15
CLASS	Munn, Margaret	Paraeducator	FES	.88	9-7-2021	N/A	\$17.67
CLASS	Murray, Carrie	Paraeducator	FES	.88	9-8-2021	N/A	\$17.67
CLASS	Paolino, Tanya	Paraeducator	SEES	.88	9-15-2021	N/A	\$17.67
CLASS	Perkins, Allison	Paraeducator	KSA/SHS	.88	9-27-2021	N/A	\$17.67
CERT	Rearдон, Brian	Special Education	SHS	1.0	9-20-2021	MA	\$69,998
CLASS	Reisner, Lily	Paraeducator	DES	.88	9-7-2021	N/A	\$17.67
CLASS	Roux, Ashlei	Literacy/Math tutor	FES	1.0	9-13-2021	N/A	\$21.35
CLASS	Salvatore, Kylie	Paraeducator	SES	.88	9-7-2021	N/A	\$17.67
CERT	Scam, Meghan	Special Education	SHS	1.0	8-26-2021	BA	\$48,462
CLASS	Spatafore Jr, Daniel	Paraeducator	FES	1.0	9-28-2021	N/A	\$17.67
CLASS	Sullivan, Kim	Paraeducator	HES	.88	9-13-2021	N/A	\$17.67
CLASS	Toro, Jessica	Literacy/Math tutor	SES	1.0	9-13-2021	N/A	\$21.35
CLASS	Tresselt, Stephanie	Paraeducator	SHS	1.0	9-27-2021	N/A	\$17.67
CLASS	Vecchito, Caroline	ABA therapist	KES	1.0	9-20-2021	N/A	\$17.67
CLASS	Ward, Laura	Paraeducator, LAUNCH	HES	.88	9-13-2021	N/A	\$17.67
CLASS	Wojenski, Elana	Literacy/Math tutor	HES	1.0	9-13-2021	N/A	\$21.35
CLASS	Wheeler, Ashley	Paraeducator, LAUNCH	HES	.88	9-7-2021	N/A	\$17.67

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CLASS	DiNello, Scott	Custodian	HES	8-30-2021	39	RETIRE
CLASS	Garcia, Idalis	Paraeducator, PT	STELLAR	8-26-2021	3 mos	RESIGN*
CERT	Gleason, James	Phys Ed/Health	SHS	8-2-2021	32	RESIGN
CERT	Grasso, Maria	Math	JFK	8-25-2021	4	RESIGN
CLASS	Gregory, Beverly	Food Service Technician	SHS	9-29-2021	16	RESIGN
CLASS	Kastner, Kaitlin	Paraeducator	KSA	9-3-2021	1	RESIGN
CERT	Kubko, Iwona	Psychologist	SHS	9-25-2021	18	RESIGN
CLASS	Rossignol, Jessica	Paraeducator, PT	FES	9-25-2021	6	RESIGN
CERT	Rodriguez, Luz	World Language Spanish	JAD	9-15-2021	3	RESIGN
CERT	Rogers Roy, Ellen	Library Media Specialist	SEES/SES	8-13-2021	3	RESIGN
CLASS	Slason, Joan	Paraeducator, FT	SHS	9-3-2021	9	RESIGN
CERT	Teitelman, Shana	Speech Lang Pathologist	JFK	8-6-2021	7	RESIGN
CERT	Zellner, Julie	Speech Lang Pathologist	STELLAR	9-14-2021	3	RESIGN

*Idalis Garcia, job abandonment

**Personnel Report
September 2021**

ASSIGNMENT CHANGE

NAME	FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		EFFECTIVE
	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	
Aresco, Darlene	Paraeducator, LAUNCH, HES	.88	Paraeducator, LAUNCH, HES	1.0	9-27-2021
Doner, Jo-Ann	Nurse, LPN, DES	.50	Nurse, LPN, DES	1.0	9-27-2021
Gerrish, Emily	Paraeducator, JFK	.88	Paraeducator, JFK	1.0	9-27-2021
Krause, Joann	Paraeducator, SHS	.62	Paraeducator, SES	.88	9-7-2021
Monti, Mandy	Paraeducator, SEES	.88	Paraeducator, SEES	1.0	9-7-2021
Norton, Marie	Paraeducator, LAUNCH, HES	1.0	ABA therapist, SPACE, HES	1.0	9-27-2021
Panajoti, Edlira	Paraeducator, JFK	.88	Paraeducator, JFK	1.0	9-27-2021
Pelletier, Heather	Nurse, RN, HES	1.0	Nurse, LPN, JFK	1.0	9-28-2021
Pisacane, Lisa	Paraeducator, SEES	.88	Paraeducator, SEES	1.0	9-7-2021
Saraceno, Margaret	Library Clerk, SHS	.43	Paraeducator, library, SHS	1.0	9-29-2021
Searles, David	Paraeducator, JAD	1.0	Paraeducator, STELLAR	1.0	9-20-2021
Serafino, Michael	Paraeducator, JFK	1.0	Paraeducator, STELLAR	1.0	9-27-2021
Shay, Victoria	Paraeducator, JFK	.88	Paraeducator, JFK	1.0	9-24-2021
Triompo, Matthew	Custodian, SHS	.50	Custodian, SHS	1.0	9-13-2021

TRANSFERS

CERT NAME	FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		EFFECTIVE
	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	
<i>None to report</i>					

COACHING / STIPENDS

Coaching Stipends

Cannon, Brian	Ice Hockey Coach		SHS	Resign
Green, Connor	Asst Cross-Country, Indoor Track & Field, Head Outdoor Track & Field Girls		SHS	Resign
Magani, Nicholas	Asst Cross-Country Coach		SHS	Stipend
Taheri, Amin	Boys' Freshman Soccer		SHS	Stipend

Other Stipends

Courtemanche, Kyle	Lego League/Robotics Advisor		JAD	Stipend
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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date October 14, 2021

Decision Requested X

Agenda Code 9 b

AGENDA REPORTING FORM

Agenda Topic: SHS Citizenship in Action Course – Second Reading

Summary of Issue: The Board of Education Curriculum & Instruction Committee reviewed the SHS Citizenship in Action Course.

Background: _____

Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

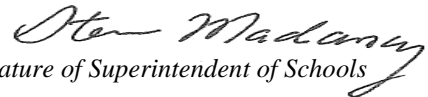
Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Citizenship in Action Course to the full Board for a second reading.

Titles of Attachments:

1. Citizenship in Action Course



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

New Course Proposal

Citizenship in Action Course

Citizenship in Action
Curriculum Overview

CITIZENSHIP IN ACTION **Grade 11** **Credit: 1** **H, CCP, CP** **Full Year** **H**

All students are required to pass this course to satisfy graduation requirements.

In this course, students will focus on both skill development and content understanding as they explore topics such as: Structure and Function of our Government, The Law and You, the Media and other Influencers of Government, Elections and the Democratic Process, Comparative Government and Reforming the System. Part of this course will be centered on a required action inquiry project that students will explore throughout the year. Students will investigate an issue or problem at levels that range from the school community to the global society, create solutions to this problem and present their findings. The end result of this course is to prepare students to be active participants in civic life in both their communities and our democracy.

Unit	Title/Description
1	<u>Across the Political Divide:</u> This unit examines the political ideologies that shape American government. Students will examine the American election system and regional differences in the political landscape.
2	<u>Media Madness:</u> This unit examines the ways in which the government informs the public, the public influences the government, and how the media covers it all.
3	<u>The Power of Ideas:</u> This unit focuses on the roles and responsibilities of citizens in a democratic society.
4	<u>Getting Governing Done:</u> This unit focuses on the various roles that citizens play in the U.S. political system and how they use these roles to address public issues (the legislative branch).
5	<u>American Justice:</u> The unit examines that relationship between the American citizenry and the government at the local, state and federal levels (the judicial branch).
6	<u>The Bully Pulpit:</u> In this unit, students examine the scope of the President's power, factors that caused the office to evolve over time, and ways in which presidents have dealt with crises. Special attention will be paid to the manner and style in which presidents have communicated with the American public over time (the executive branch).
7	<u>Active Citizen Project:</u> Graduates from Southington High School should be prepared to make positive contributions to the global community as engaged citizens. This project will use a process approach throughout the school year for teaching young people how to monitor and influence public policy to make change in their communities. This will be accomplished by using the skills necessary to identify and understand critical needs in society and to work towards solving complex problems over the span of the course.

Project summary: Small groups of students develop a visual presentation that explains an issue important to them, describes their action plan to address the issue, and discusses the impact of their service or activism towards solving this issue. Students are expected to engage with the community that encompasses their issue.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date October 14, 2021

Decision Requested X

Agenda Code 9 c

AGENDA REPORTING FORM

Agenda Topic: SHS Black and Latino Curriculum – Second Reading

Summary of Issue: The Board of Education Curriculum & Instruction Committee reviewed the SHS Black and Latino Curriculum.

Background: _____

Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

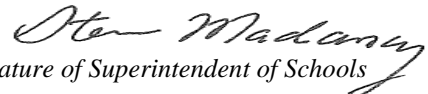
Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Black and Latino Curriculum to the full Board for a second reading.

Titles of Attachments:

1. Black and Latino Curriculum



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

New Course Proposal

Black and Latino Curriculum

African American/Black and Puerto Rican/Latino Studies Curriculum Overview

AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES

Grade 11-12 Credit: 1.0 CCP level Full Year H

Prerequisite: Modern US History and/or World History

This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

The passage of CT PA 19-12 in June 2019 established an inclusive, "one-year, integrated course [of] the history of Africa and the Diasporas...with intentional linkages to the accomplishments, struggles, and beauty of Black and Latino people in the U.S., Americas (North and South), the Caribbean, and around the world." (Curriculum, pg. 2) A showcase will occur at the end of the school year.

Unit	Sem 1: African American/Black History	Unit	Sem 2: Puerto Rican/Latino History
1	Where We Come From: Introduction to African Origins	1	Early Beginnings: Who Are We?
2	How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency	2	Blood and Beauty
3	Black Literacy, Organizations, and Liberation	3	Sweat
4	Long, Long History for Equality	4	Resistance and Defiance
5	Black Movement for Equality	5	Where are we now?
6	Protest, Politics, and Power		

SHS is part of the field study year - the teachers will meet quarterly with SERC and other field study schools to discuss challenges and successes. This could modify the curriculum for future years.

Compelling Questions & Objectives	
S1 U1	<p>What impact did the people of Ancient Africa have on early and modern civilizations, and why has this impact been largely ignored through much of history? How has the concept of race been socially constructed over time?</p> <p><u>In this unit, students:</u></p> <ul style="list-style-type: none"> • Examine the impact of various aspects of African culture and world civilizations in the past and present. • Analyze the factors that have contributed to racialized global conflict and change in the modern world; and • Develop a positive and accurate identity, including an awareness of and comfort with one's membership in multiple groups in society.
S1 U2	<p>How were some Africans from the global diaspora able to assert their agency to resist slavery? Why were other Africans unable to do this?</p> <p><u>In this unit, students:</u></p> <ul style="list-style-type: none"> • Analyze how Africans, African Americans, and their descendants have struggled to gain freedom, equality, and social justice. • Explore the ways in which slavery was embedded in legislation. • Investigate how multiple racial and cultural perspectives influence the interpretation of slavery
S1 U3	<p>When is resistance and/or revolution justified/glorified/condemned? How effective were the actions of abolitionists and the slave rebellions of this period? Are individual contributions or collective efforts more effective in actualizing social change?</p> <p><u>In this unit, students:</u></p> <ul style="list-style-type: none"> • Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence; • Explore various perspectives of enslavement from free and enslaved Africans; and • Analyze the impact of the cotton economy on the development of the domestic slave trade.
S1 U4	<p>How was Reconstruction a success or failure?</p> <p><u>In this unit, students:</u></p> <ul style="list-style-type: none"> • Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence. • Explore the Reconstruction politics through literature and other accounts from primary documents and impact on Whites and Blacks.
S1 U5	<p>How successful have Black Americans' movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States?</p> <p><u>In this unit, students:</u></p> <ul style="list-style-type: none"> • Identify tactics, mission, and accomplishments of major groups involved in the movement for equality • Investigate the causes, consequences, and historical context of key events in this time period • Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people's struggle for freedom, equality, and social justice; • Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements; • Analyze the role of women of color in the women's rights movement.
S1 U6	<p>What are the greatest human rights issues facing America today and in the future? What does radically reimagining new possibilities and more just futures look and sound like now?</p> <p><u>In this unit, students:</u></p> <ul style="list-style-type: none"> • Examine the impact of class and gender on how the Black community is shaped by a variety of identities, communities, and perspectives. • Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

	<ul style="list-style-type: none"> • Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black experiences, intellectual thought, and culture.
S2 U1	<p>How has Latino and Puerto Rican identity evolved over time? Is there a single "Latino identity"? Is there a Latino "race"?</p> <p><u>In this unit, students:</u></p> <ul style="list-style-type: none"> • Explore Latinos' and Puerto Ricans' identity; • Examine the collective and individual identities of Latinos and Puerto Ricans and demonstrate understanding of how this influences the perception and realities of Latino and Puerto Rican; • Explore Latinos' understanding of race; • Understand how Latinos "show up in the color line that created a Black and White bin"; • Examine Puerto Rican Migration; and • Learn about the strengths and contributions of the African diaspora in Latin America and in the Caribbean
S2 U2	<p>How has the persisting narrative of the voyages of Columbus held long and short-term consequences for the formation and evolution of the identity of Puerto Ricans and Latinos?</p> <p><u>In this unit, students:</u></p> <ul style="list-style-type: none"> • Explore different perspectives on how the Natives were treated by the Europeans and the voices like Bartolomeo de las Casas, who left a single perspective of this historical encounter behind. • Explore various forms of anti-Latino treatment such as scientific experiments in Puerto Rico and Guatemala, and language suppression. • Become more aware of the contributions of Latino people to American history in spite of oppression.
S2 U3	<p>How did power and hierarchy come together to create the social and economic structures of Puerto Rico and Latin America?</p> <p><u>In this unit, students:</u></p> <ul style="list-style-type: none"> • Explore how colonialism impacted the development of Latin America societies during a period of social, economic "transformation." • Examine and interpret how Latin Americans and Puerto Ricans constructed and interpreted racial, ethnic, class, and gender identities as a result of historic and economic experiences of enslaved Africans in Latin America and in Puerto Rico. • Investigate the ways in which United States relations with Puerto Rico and Latin America help or hinder social and economic growth. • Examine the specific role of Indigenous, Spaniards, and Africans in the formation of the Puerto Rican Nation. • Evaluate how severe economic policies impact the economic growth of Puerto Rican and Latin America currently.
S2 U4	<p>With the diaspora in mind, how has the theme of resilience been illustrated in the past and present history of Latinos' battle for equity?</p> <p><u>In this unit, students:</u></p> <ul style="list-style-type: none"> • Explore the Latinos' fight for independence against Spain • Explore the nationalist movements against dictatorial/non-democratic leaders in the 20th century • Analyze the power structures within the United States that influence oppressing the people and voices of the Latino world • Examine the arts as a form of resistance, strength, and community
S2 U5	<p>What impact have Puerto Ricans and Latinos had on Connecticut, and what impact might they (and you) have on the future?</p> <p><u>In this unit, students:</u></p> <ul style="list-style-type: none"> • Analyze reasons that individuals from Puerto Rico and other Latin Americans migrated to Connecticut. • Explore the accomplishments and contributions of these individuals and their descendants to Connecticut history and culture. • Understand and examine the misconceptions and negative beliefs that have been normalized and excluded the contributions of Latinos and Puerto Ricans

Policy 5130

Bullying Prevention and Intervention Policy- Revision



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Students

CONDUCT/BULLYING BEHAVIOR IN SCHOOLS

Series 5000: Students

Bullying Prevention and Intervention Policy

The Southington Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, **teen dating violence** harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior **or teen dating violence** shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" means ~~the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district,~~ **an act that: is direct or indirect and severe, persistent or pervasive, which:**

- ~~1. causes physical or emotional harm to such student or damage to such student's property;~~
- ~~2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;~~



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- ~~3. creates a hostile environment at school for such student;~~
- ~~4. infringes on the rights of such student at school; or~~
- ~~5. substantially disrupts the education process or the orderly operation of a school.~~
1. causes physical or emotional harm to an individual;
2. places an individual in reasonable fear of physical or emotional harm; or
3. infringes on the rights or opportunities of an individual at school.

Bullying shall include, but **need** not be limited to, a written, ~~verbal~~ **oral** or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

For purposes of this policy, "**Teen Dating Violence**" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Consistent with the requirements under state law, the Southington Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

1. **E**nable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
2. enable the parents or guardians of students to file written reports of suspected bullying;



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3. require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
7. provide for the inclusion of language in student codes of conduct concerning bullying;
8. require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty eight hours after the completion of the investigation;
9. require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying. ~~Normally, separate meetings shall be held with respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.~~
10. require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct



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from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;

11. establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
12. direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
14. direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
15. require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
16. prohibit bullying (A) on school grounds, at a school-sponsored or school related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
17. require, at the beginning of each school year, each school to provide all



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school employees with a written or electronic copy of the school district's safe school climate plan; and

18. require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

~~Not later than January 1, 2012, the Southington Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education.~~ The Board shall submit its Safe School Climate Plan to the State Department of Education for review and approval. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under Connecticut General



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Statutes §§ 10-4a and 10-4b, as developed and provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative.

Legal References:

Conn. Gen. Stat. § 10-222q

Public Act 21-95

Conn. Gen. Stat. § 10-222r

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws* Conn. Gen. Stat. 10-145a / Conn. Gen. Stat. 10-145o / Conn. Gen. Stat. 10-220a / Conn. Gen. Stat. § 10-222d / Conn. Gen. Stat. 10-222g / Conn. Gen. Stat. 10-222h / Conn. Gen. Stat. §§ 10-233a through 10-233f /

Policy Adopted: April 28, 2005
Policy Revised: April 2009
Policy Revised: December 2011