

BOE Meeting Template
Monday, November 28, 2011 7:00 PM

Mabelle Avery Middle School District Offices Board Room, 4 Vision Boulevard, Somers, CT 06071

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. ELECTION OF OFFICERS
Nominations for board officers and the election of these officers will be made at this time.
4. APPROVAL OF MINUTES 3
5. AUDIENCE TO CITIZENS/STAFF/STUDENTS
 1. Guidance Annual Report/Alternative Ed Report 7
A brief annual report will be given regarding the guidance department and the alternative education program at SHS.
6. CORRESPONDENCE
7. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
8. CONSENT AGENDA
 1. Approval of Bills 14
 2. Request for Child-Rearing Leave (D. Senecal) 20
Dina Senecal, SES Grade 5 teacher is requesting a child-rearing leave through the end of the school year following her maternity leave approximately 3/24/12.
9. NEW BUSINESS
 1. SHS Field Trip Request 22
SHS Social Studies teacher Philip Goduti is requesting approval of a field trip to Washington, D.C. 5/19-21/12 for approximately 40 students. This will be the third year that this trip has occurred. Mr. Cotzin will answer any questions board members may have.
 2. Approval of Long-Range Plan 26
The Long-Range Planning Committee has reviewed all requests submitted by the administration for a new Long-Range Plan and is prepared to present the new plan for board approval.
 3. Approval of Electives/Curriculum Changes 39
The approval of electives and curriculum changes will be presented by Mr. Cotzin and Ms. Pezza. They will be available to answer any questions board members may have.
 4. First Warning of DBS Code 3524.2 - Green Cleaning Program 43
The Policy Committee is presenting this new policy which has been recommended by CABE. Second warning will be on the 12/12/11 agenda.
 5. First Warning of DBS Code: 5114 - Suspension and Expulsion/Due Process 44
This policy was revised and adopted in 7/10 as recommended by CABE. The legislature has added two changes to the current policy. Therefore, the Policy Committee has reviewed the changes as recommended by CABE and is presenting it to the board. Second warning will be on the 12/12/11 agenda.
 6. First Warning of DBS Code: 5131.911 & Admin. Reg. - Bullying 56
The Policy Committee has reviewed the changes recommended by CABE and is presenting both the policy and the administrative regulations to the board. Second warning will be on the 12/12/11 agenda.
 7. First Warning of DBS Code: 5131.913 - Cyberbullying 85
This policy is presenting this new policy as recommended by CABE. Second warning will be on the 12/12/11 agenda.
10. OLD BUSINESS
11. ADMINISTRATIVE REPORTS
 1. Discussion of District Pension Plan

12. COMMITTEE REPORTS

1. Budget
2. Curriculum
3. Policy
4. Salary & Negotiations
5. Planning
6. Other Committees

13. OTHER

14. ADJOURNMENT

SOMERS BOARD OF EDUCATION

1 Vision Boulevard

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – November 14, 2011

Members Present: D.Palmer, R.Lees, M.Cicciarella, B.Devlin, J.Formeister, A.Kirkpatrick, S.Bollinger (arrived at 7:03 p.m.), M.Maniscalco, D.Pinney

Members Absent:

Administrators Present: M.Suffredini, B.Bunnell, K.Pezza, B.Boutwell

Staff Present:

Citizens Present: R.Stone, C.Manning, T.Potrikus, L.Potrikus, J.Griger, M.Marquardt

Students Present:

Others:

1.0 SWEARING IN OF BOE MEMBERS

Somers Town Clerk, Ann Marie Logan, swore in new board members Mark Maniscalco and David Pinney at 6:45 p.m. in the Mabelle B. Avery Middle School Board of Education meeting room.

2.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:01 p.m. by Chairman Palmer in the Mabelle B. Avery Middle School Board of Education meeting room.

3.0 PLEDGE OF ALLEGIANCE

4.0 APPROVAL OF MINUTES

October 24, 2011 Meeting – It was MOVED (B.Devlin) SECONDED (A.Kirkpatrick) to approve the October 24, 2011 Board of Education meeting minutes. PASSED 6-0 (M.Maniscalco and D.Pinney abstain)

5.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

Citizens C.Manning and J.Griger addressed the Board showing their support towards Dr. Suffredini's recommendation of withdrawing February 2012 vacation.

5.1 Recognition and Appreciation of BOE Members

On behalf of the Board, Chairman Palmer recognized departing members M.Marquardt and T.Potrikus sincerely thanking them for their time served. Chairman Palmer presented cookies and coffee as a celebration and a five minute break was taken. Both members received plaques on behalf of the BOE. Dr. Suffredini also thanked M.Marquardt and T.Potrikus for their dedication and commitment to the district and community.

5.2 Curriculum Presentations – Art, Business, and Music

Director of Curriculum, K.Pezza, focused her presentation on areas of art, music, and business at Somers Elementary, Mabelle B. Avery, and Somers High.

Art at Somers Elementary takes place for one hour once each six-day cycle and emphasis is on the integration of art with social studies, reading, science and mathematics. Art classes at Mabelle B. Avery occur daily for one trimester each year by grade. Art at Somers High focuses on independent courses in order to further develop technique and specialization. The

art department at Somers High is currently reconsidering a revision of their course sequence to make AP Art an available option.

The business program at Somers High is a series of nine courses covering areas such as Accounting, Marketing, Business Law, Computer Applications, Personal Finance, and Entrepreneurship. Students who successfully complete Accounting II and Integrated Computer Applications qualify for college credit through the College Career Pathways program and credit is granted at Asnuntuck Community College.

The music program at Somers Elementary meets for thirty minutes twice per six day cycle as students K-5 learn basic rhythm, tempo, pitch, and musical notation through both vocal and instrumental instruction. Students in fourth and fifth grade have the opportunity to participate in the band or chorus programs. At Mabelle B. Avery and Somers High, students learn to perform more complex musical pieces, either vocally or instrumentally. Students in grades 6-12 have the opportunity to take either Band or Chorus as electives. At Somers High, students can also take Music Theory and/or participate in Jazz Choir in addition to Band and Chorus.

6.0 CORRESPONDENCE

The following correspondence was received:

- Chairman Palmer received an email from a constituent regarding field maintenance.
- Dr. Suffredini received a letter from Jerry Stevens, present of CTEA (Connecticut Technology Education Association) stating that Somers High School Technology Education and Engineering program was selected as the 2012 Connecticut Technology Education High School Program of the Year. Somers High Technology Education and Engineering program will be presented and honored by the International Technology and Engineering Education Association (ITEEA) at their international conference in Long Beach, California on March 15, 2012. It will also be presented and recognized at the annual CTEA conference held at Central Connecticut State University on May 17, 2012.

Dr. Suffredini commended the Somers High Technology Education and Engineering program for their hard work and dedication, being quite an honor to be recognized and pronounced a “model program” by CTEA.

7.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

8.0 CONSENT AGENDA

8.1 Approval of Bills 11/14/2011 (\$292,009.44)

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to approve the 11/14/11 Bills in the amount of \$292,009.44 as presented. PASSED 9-0

8.2 Request for Child-Rearing Leave (M. Beirn)

M. Beirn, a Somers High School English teacher, is requesting a child-rearing leave from approximately April 24, 2012 through the end of the 2011-2012 school year following her maternity leave.

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to approve Somers High English teacher M. Beirn’s request for child-rearing leave as presented. PASSED 9-0

9.0 NEW BUSINESS

9.1 Ratification of the A.F.S.C.M.E. Contract

The negotiation with the nurses’ union has reached a tentative agreement after mediation

took place last Tuesday, November 8, 2011.

It was MOVED (B.Devlin) SECONDED (M.Cicciarella) to approve the ratification of the A.F.S.C.M.E. contract as presented. PASSED 8-0 (M.Maniscalco abstains)

9.2 Reconsideration of February 2012 Vacation

Due to the recent impact by the late October winter storm that caused school cancellation for one week, the Superintendent recommended the Board vote to withdraw the February 2012 vacation and require a four-day school schedule that week, excluding Monday, February 20, 2012, which is President's day. The fifth make-up day will be added so that schools close on June 15, 2012 instead of the current end date of June 14, 2012. Dr. Suffredini expressed concern with winter weather patterns and relying on the last week of June as a buffer to make up any future days. He also expressed the district's open-minded flexibility with families and students regarding this withdrawal of vacation.

It was MOVED (B.Devlin) SECONDED (D.Pinney) to approve Dr. Suffredini's recommendation to withdraw the February 2012 vacation and require a regular school schedule that week excluding President's Day on 2/20/12 as presented. PASSED 8-0 (J.Formeister abstains)

10.0 OLD BUSINESS - None

11.0 ADMINISTRATIVE REPORTS

11.1 Transportation Update

Director of Business Services, B.Boutwell, updated the Board on the number of buses currently being used to transport students and the ridership numbers for each bus run, including out-of-district transportation. He also noted a conversation with CREC regarding a First Student bus company transport bid.

Bus evacuation drills were postponed due to winter storm weather but rescheduling will take place. Thus far in the school year, no bus stop requests have been received.

12.0 COMMITTEE REPORTS

Minutes will be taken at all subcommittee meetings.

12.1 Budget – A timeline will be published at a future date regarding drafting a budget for the 2012-2013 school year.

12.2 Curriculum – No Report

12.3 Policy

The Policy Committee met on Monday, November 14 and a large bundle of polices per CABA will be coming at their next meeting.

12.4 Salary & Negotiations

SESA will be the next contract focused on for salary and negotiations.

12.5 Planning Committee

The Planning Committee will vote on the Long-Range Plan next meeting.

11.6 Other Committees

Technology Ad Hoc Committee – No Report

13.0 OTHER

Chairman Palmer noted that Board officers will be elected next meeting as well as future committee assignments. Chairman Palmer also noted new board member orientation is available on December 6th and to contact Su Selley regarding further information and attendance.

14.0 ADJOURNMENT

It was MOVED (D.Pinney) SECONDED (B.Devlin) to adjourn the regular meeting of the Board of Education at 8:52 p.m. PASSED 9-0

Respectfully submitted,

Rick Lees, Jr., Secretary
Leah Cook, Recording Secretary

These minutes are not official until approved at a subsequent meeting.

Somers High School
Alternative Education Program Update
BOE Executive Summary
November 2011

The program started during the 2008/2009 school year and the average number of students in the program each year since its inception is 11. The current enrollment for this school year is eleven students: 2 freshmen, 4 sophomores, 1 junior, and 4 seniors. Students earn credits in science, English, social studies, math, and various electives. Some of the students are enrolled in mainstream elective classes during periods 1 & 2 and then report to the alternative education classroom for the remainder of the day. This option continues to prove to be successful in expanding the curriculum. ALEKS, the online math program, is still offered to students who need Algebra or Geometry credit. This year the alternative education program is running as a full day program, and students are required to remain in school until 2:15 unless they are part of the work-study program and are currently working at a job site. Students can earn up to two credits for this program. One credit is awarded for class time and one credit for job site employment. Currently, five students are doing both components of the work-study program and five students are earning the class time credit only.



Somers High School

5 Vision Boulevard, Somers, CT 06071

CEEB #070683

Phone: (860) 749-2270

FAX: (860) 749-9264

www.somers.k12.ct.us

School Profile • 2010 - 2011

Gary Cotzin, Principal
Rob Kapner, Assistant Principal

Lisa Grenier, School Counselor
Karen Regan, School Counselor
Steven Roberts, School Counselor

MISSION STATEMENT

Everyone at Somers High School will work to foster a learning community characterized by academic excellence, intellectual curiosity, creative expression, personal growth, responsible citizenship, and respect for all.

COMMUNITY

A small rural-suburban town adjacent to Enfield, Connecticut, a commuter community for Springfield, Massachusetts and Hartford, Connecticut with a population of approximately 11,000.

SCHOOL

A public high school, housing grades 9-12 with a total enrollment of approximately 569 and a teaching faculty of 49. Somers maintains a chapter in the National Honor Society and is a member of the New England Association of College Admissions Counselors, the Connecticut Interscholastic Athletic Conference and the North Central Connecticut Conference.

SCHEDULE

The schedule is an eight period, 6 day cycle offering 7 periods per day. Classes meet an average of 48 minutes with 1 long period per day of 70 minutes.

ACCREDITATION

Somers High School is accredited by the New England Association of Schools and Colleges and the Connecticut State Department of Education.

GRADUATION REQUIREMENTS

22 Credits (Minimum passing grade D-60%)

English - 4 credits

Social Studies - 3 credits

Fine Arts - .5 credits

Physical Education/Health - 1.5 credits

Math - 3 credits

Science - 3 credits

Practical Arts - .5 credits

Computer Literacy - .5 credits

6 competency points in English and social studies and 5 in math and science

HONORS & ADVANCED PLACEMENT

Honors English 9,10,11

AP English 12

Honors Algebra 2

Honors Geometry

Elementary Functions

Calculus

AP Calculus

AP Statistics

Research and Development

Honors Chemistry

AP Biology

AP Chemistry

Physics

AP US History

Honors Art

French 4,5

Spanish 4,5

AP Exams 2010: 84 students took 112 exams 9% scored 5, 14% scored 4, 18% scored 3.

SPECIAL PROGRAMS

College Career Pathways Program offered in conjunction with Asnuntuck Community College and Manchester Community College allows students to take selected courses for community college credit.

High School Partnership Programs with Asnuntuck Community College allow students to take college courses and earn both college and high school credit.

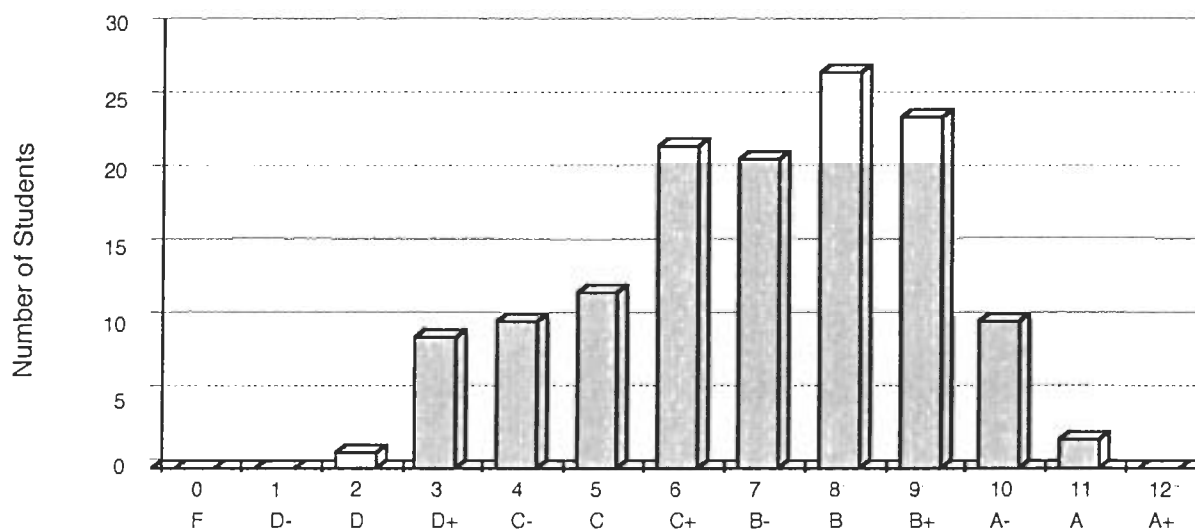
School-to-Career program offers options for job shadowing, internships, and other career exploration activities.

Virtual High School courses are available to students on-line for high school credit.

GRADE POINT AVERAGE

Unweighted 12 point system (A+ = 12 thru F = 0)

GRADE POINT AVERAGE DISTRIBUTION - Class of 2011



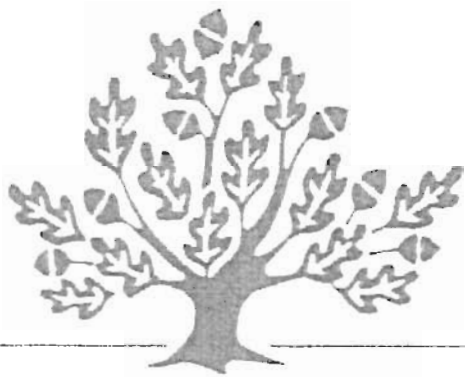
CLASS RANK/COURSE WEIGHTING

Final grades for all subjects studied except those receiving a "Pass" in a pass/fail course are used for all students in computing class rank. Class rank for the class of 2011 was computed at the end of their junior year using a four level system with level 4 being considered the most difficult. Course level appears to the right of the course name on the transcript.

	4	3	2	1
A+	17.5	16.0	14.5	13.0
A	16.5	15.0	13.5	12.0
A-	15.5	14.0	12.5	11.0
B+	14.5	13.0	11.5	10.0
B	13.5	12.0	10.5	9.0
B-	12.5	11.0	9.5	8.0
C+	11.5	10.0	8.5	7.0
C	10.5	9.0	7.5	6.0
C-	9.5	8.0	6.5	5.0
D+	8.5	7.0	5.5	4.0
D	7.5	6.0	4.5	3.0
D-	6.5	5.0	3.5	2.0

STATISTICAL SUMMARY

	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>
Number in graduating class	137	152	125	131	140
Number taking SAT	103	120	114	100	109
Mean score critical reading	519	535	512	542	520
Mean score math	525	556	524	553	533
Mean score writing	527	551	515	541	519
% attending 4 year college	58.7%	63%	75%	64%	61%
% attending 2 or 1 year programs	26%	26%	19%	24%	26%



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Gary Cotzin, Principal **Penny Bryzgel, Assistant Principal**
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School Profile • 2011 - 2012

School Counselors: Lisa Grenier lisa.grenier@somers.k12.ct.us
Karen Regan karen.regan@somers.k12.ct.us
Steve Roberts steve.roberts@somers.k12.ct.us

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Everyone at Somers High School will work to foster a learning community characterized by academic excellence, intellectual curiosity, creative expression, personal growth, responsible citizenship, and respect for all.

COMMUNITY & SCHOOL

Somers, CT is a picturesque rural-suburban town in Tolland County with a population of approximately 11,500 and a rich agricultural history. Somers was ranked 55 out of 100 "America's best small towns" by *Money Magazine*. Our public school district is comprised of three educational facilities located on a 115-acre campus. Our campus is also home to the town's public library and borders the town's main recreational area. This unique setting is known as the Somers Educational Complex, and it is located on Vision Boulevard.

Somers High School is a public high school, housing grades 9-12 with a total enrollment of approximately 553 students. Our faculty is a highly qualified staff of 58, including 2 faculty members with a PhD, 5 Sixth Year certificates, 36 Master's degrees and 15 Bachelor's degrees.

ACCREDITATION

Somers High School is accredited by the New England Association of Schools and Colleges (NEASC) and the Connecticut State Department of Education. NEASC has commended Somers High School's school community for "a culture that is nurturing, friendly, collegial and close knit" as well as "the desire of both teaching and administrative staff to do what is best for Somers' students."

SCHEDULE

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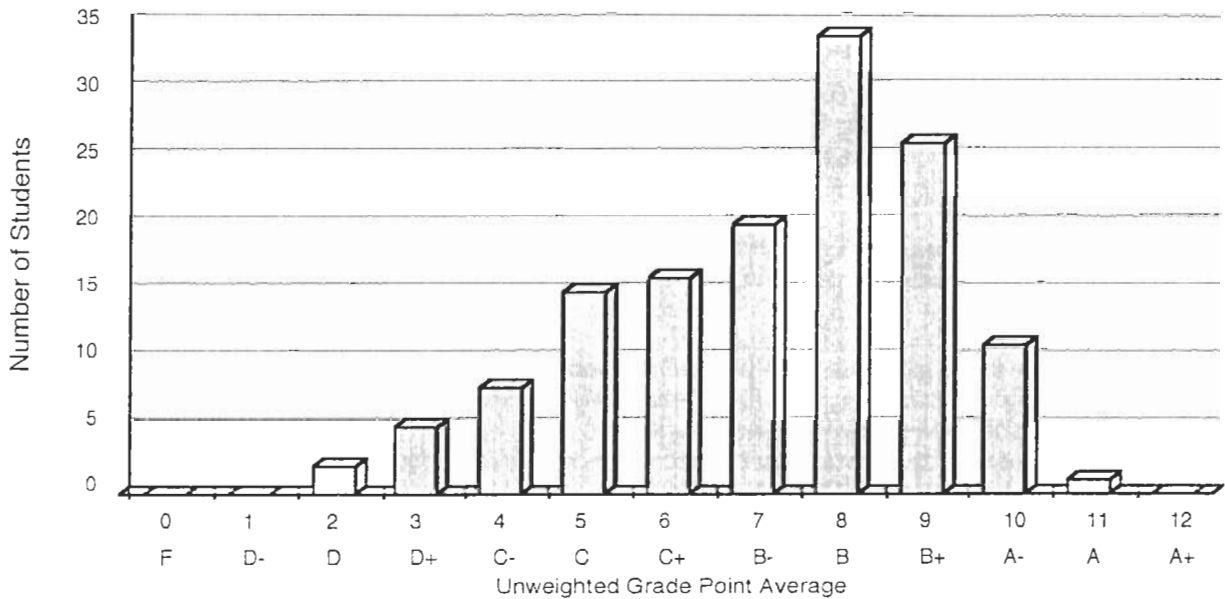
AP Exams 2010: 84 students took 112 exams. 9% scored 5, 14% scored 4, 18% scored 3.

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- High School Partnership Programs with Asnuntuck Community College allow students to take college courses and earn both college and high school credit.
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- Virtual High School courses are available to students on-line for high school credit.

GRADE POINT AVERAGE Unweighted 12 point system (A+ = 12 thru F = 0)

Class of 2012 Distribution



CLASS RANK/COURSE WEIGHTING

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B	13.5	12.0	10.5	9.0
B-	12.5	11.0	9.5	8.0
C+	11.5	10.0	8.5	7.0
C	10.5	9.0	7.5	6.0
C-	9.5	8.0	6.5	5.0
D+	8.5	7.0	5.5	4.0
D	7.5	6.0	4.5	3.0
D-	6.5	5.0	3.5	2.0

SAT SUMMARY

Class of 2011 - Students participated: 111 (80%)

	Critical Reading	Math	Writing
75 th Percentile	600	610	600
50 th Percentile	538	551	543
25 th Percentile	480	490	480

5 year average - Students participated: 535

	Critical Reading	Math	Writing
75 th Percentile	590	600	600
50 th Percentile	533	546	540
25 th Percentile	480	480	480

POSTSECONDARY PLANS

	4 year	2 year	Career Education	Military
Class of 2011	59.6%	22.7%	5%	.7%
5 year average	61.9%	22%	1%	1.1%

PAST FIVE YEARS

SAT Range (1600 scale)	# of Students Scoring in Range
1500s	2
1400s	9
1300s	34
1200s	84
1100s	110
1000s	131
900s	108
800s	39
700s	12
600s	5

Many of the most competitive universities have SAT scores of 1300 or higher as the low end of their mid 50% score range.

High School	SAT Mean Critical Reading 2010	SAT Mean Math 2010	SAT Mean Writing 2010
Somers High	519	525	527
Bolton High	547	557	549
Canton High	543	557	546
Conard High	520	500	520
Ellington High	532	538	539
Farmington High	539	558	546
Fermi High	513	529	509
Hall High	560	560	540
Newtown High	539	553	543
North Haven	498	506	NR
Simsbury High	575	574	580
Suffield High	537	574	580
West Haven	444	444	448

Somers Board of Education General Budget Treasury Warrant

Report # 14688

Check Batch: 5290
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP GB
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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Approved by:  **Date:** 11/22/11
William B. Boutwell, Director of Business Services

5290	3709	11/28/2011	V58674	Administrator, Unemployment Compensation	0.00	3,294.00
	3710	11/28/2011	V60028	Airex Filter Corporation	0.00	44.88
	3711	11/28/2011	V60591	American Art Clay Co., Inc	0.00	84.78
	3712	11/28/2011	V52306	Ameripride Linen and Apparel Services	0.00	62.12
	3713	11/28/2011	V60040	Anthem Life Insurance Company	0.00	2,159.14
	3714	11/28/2011	V00555	AT&T	0.00	1,002.60
	3715	11/28/2011	V00884	Avery Septic Service	0.00	150.00
	3716	11/28/2011	V60362	Booksource Inc., The	0.00	42.65
	3717	11/28/2011	E00035	Bryzgel, Penny	0.00	18.30
	3718	11/28/2011	V60600	BSN Sports	0.00	2,318.48
	3719	11/28/2011	M54301	C & A Distributors, Inc.	0.00	351.00
	3720	11/28/2011	E00047	Campanelli, Anthony	0.00	45.51
	3721	11/28/2011	V60085	Camphill Special School, Inc.	0.00	23,636.70
	3722	11/28/2011	V53547	CASPA	0.00	195.00
	3723	11/28/2011	V60601	Childswork/Childsplay	0.00	148.16
	3724	11/28/2011	V00159	Connecticut Light & Power	0.00	10,995.19
	3725	11/28/2011	V60574	CLG Electric LLC	0.00	2,955.00
	3726	11/28/2011	V60030	Connecticut, State of	0.00	240.00
	3727	11/28/2011	V51311	Courage To Change	0.00	23.90
	3728	11/28/2011	V00204	CREC	0.00	3,675.00

Somers Board of Education General Budget Treasury Warrant

Report # 14688

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	3729	11/28/2011	V60089	Dime Oil Company	0.00	21,432.16
	3730	11/28/2011	E00096	Duffy, Margaret	0.00	27.75
	3731	11/28/2011	V00295	Education Week Magazine	0.00	74.94
	3732	11/28/2011	V54191	Electrified Discounters, Inc.	0.00	1,077.89
	3733	11/28/2011	V52365	Empowering Writers, LLC	0.00	165.00
	3734	11/28/2011	V60592	Everase Corporation	0.00	187.00
	3735	11/28/2011	V60604	Fahey & Landolina, Attorneys LLC	0.00	1,156.25
	3736	11/28/2011	V54168	First Student, Inc	0.00	4,536.66
	3737	11/28/2011	V01563	Follett Educational Services	0.00	970.65
	3738	11/28/2011	E00257	Ford, Linda	0.00	11.99
	3739	11/28/2011	V60403	General Asp, Inc	0.00	1,330.00
	3740	11/28/2011	V54081	Graduate Pest Solutions, Inc.	0.00	233.00
	3741	11/28/2011	V60065	Green Grass Inc.	0.00	180.00
	3742	11/28/2011	V60599	Hamilton Caster & Mfg. Co.	0.00	127.60
	3743	11/28/2011	V51232	Hartford Hospital	0.00	5,225.00
	3744	11/28/2011	V00639	HB Communications Inc.	0.00	131.87
	3745	11/28/2011	V00385	Herb's Sports Shop	0.00	206.32
	3746	11/28/2011	V60090	High Grade Gas Service, Inc	0.00	940.69
	3747	11/28/2011	V54063	HSABank	0.00	2.50
	3748	11/28/2011	V52848	Intensive Education Academy, Inc.	0.00	7,055.40
	3749	11/28/2011	V00999	J.W. Pepper & Son, Inc.	0.00	71.32
	3750	11/28/2011	E00156	Jennings, Diane	0.00	150.00
	3751	11/28/2011	V02625	K & S Distributors	0.00	89.00
	3752	11/28/2011	V00665	Kelly-Fradet Lumber	0.00	93.44
	3753	11/28/2011	E00189	Levesque, Dana	0.00	90.15
	3754	11/28/2011	E00207	Machacek, Joan	0.00	45.51
	3755	11/28/2011	V52107	Major Electric Supply	0.00	211.10
	3756	11/28/2011	V60361	Marlin Leasing Corp	0.00	272.89
	3757	11/28/2011	V60605	Mikey D's Lawn Care	0.00	1,312.50
	3758	11/28/2011	V52493	Military History	0.00	24.95
	3759	11/28/2011	V21005	MSC Industrial Supply Co.	0.00	16.80
	3760	11/28/2011	V60598	Pacer Center	0.00	20.00
	3761	11/28/2011	V60186	PC Mall Gov	0.00	486.99
	3762	11/28/2011	V60568	Pediatric Services of America Inc	0.00	1,237.50
	3763	11/28/2011	V60594	Phil Demand - Piano Tech	0.00	176.00
	3764	11/28/2011	V53914	Pitney Bowes, Inc.	0.00	105.00
	3765	11/28/2011	V60602	Podd, Adam	0.00	75.00

Somers Board of Education General Budget Treasury Warrant

Report # 14688

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	3766	11/28/2011	E00267	Porter, Marjorie	0.00	100.00
	3767	11/28/2011	V60318	ProQuest LLC	0.00	725.00
	3768	11/28/2011	V60427	Protech Projection Systems, Inc.	0.00	862.50
	3769	11/28/2011	V54315	Quia Subscription Department	0.00	78.00
	3770	11/28/2011	E00285	Riola, Ralph	0.00	15.98
	3771	11/28/2011	V52476	River Valley Lawn Care LLC	0.00	817.93
	3772	11/28/2011	E00288	Roberts, Steven	0.00	26.09
	3773	11/28/2011	V51347	Scott Electric	0.00	169.85
	3774	11/28/2011	E00300	Selley, Su	0.00	41.63
	3775	11/28/2011	V60031	SNE Building Systems	0.00	917.00
	3776	11/28/2011	V02404	Somers Ace Hardware	0.00	364.23
	3777	11/28/2011	V00886	Somers Lunch Program	0.00	10.50
	3778	11/28/2011	V00548	Somers Sanitation Service, Inc.	0.00	1,189.70
	3779	11/28/2011	V01591	Town of Somers	0.00	13,716.60
	3780	11/28/2011	V00547	Sullivan, Schoen, Campane & Connon, LLC	0.00	3,861.75
	3781	11/28/2011	V60351	System ID Warehouse	0.00	246.00
	3782	11/28/2011	V53615	Thurston Foods, Inc.	0.00	82.35
	3783	11/28/2011	V01638	Tree House, The	0.00	341.40
	3784	11/28/2011	M53099	Tull Brothers, Inc.	0.00	393.28
	3785	11/28/2011	V60353	ULINE	0.00	394.31
	3786	11/28/2011	V21164	Unum Life Insurance Company of America	0.00	3,829.57
	3787	11/28/2011	V00051	Postmaster	0.00	190.00
	3788	11/28/2011	V00713	Valiant IMC - Bid	0.00	210.50
	3789	11/28/2011	V60012	Week Magazine, The	0.00	261.30
	3790	11/28/2011	V02738	William V. MacGill & Co.	0.00	778.61
	3791	11/28/2011	V60439	Yarde Metals	0.00	184.00
Totals:					0.00	\$130,801.31

83 Checks Listed.

Somers Board of Education General Journal Register

Report # 14686
Batch: 5281
Transaction: N/A
Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
5281	\$130,801.31	Posted	lbergamini	11/21/2011	lbergamini	11/22/2011

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
November, 2012						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			125,884.90	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	125,884.90
		Total Generated Distributions			\$125,884.90	\$125,884.90
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	130,801.31
	10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES			114.48	0.00
	10-100-2-2-26-220-641-01-5-00105	K-5 - LANGUAGE ARTS TEXTBOOK			42.65	0.00
	10-100-2-3-16-242-611-01-5-00184	MA - LANGUAGE ARTS SUPPLIES			39.00	0.00
	10-100-2-3-20-242-611-01-5-00172	MA - MUSIC SUPPLIES			31.84	0.00
	10-100-2-3-30-242-611-01-5-00210	MA - SOCIAL STUDIES SUPPLIES			39.00	0.00
	10-100-2-4-12-220-641-01-5-00131	HS - TECH ED TEXT			1,670.00	0.00
	10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			67.67	0.00
	10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			238.31	0.00
	10-100-2-4-26-242-611-01-5-01070	HS - ENGLISH SUPPLIES			982.64	0.00
	10-100-2-4-30-242-611-01-5-01644	HS - SOCIAL STUDIES SUPPLIES			0.00	0.00
	10-100-2-4-30-243-611-01-5-00887	HS - SOCIAL STUDIES WORKBOOKS			286.25	0.00
	10-100-2-4-88-214-560-01-5-01672	HS - VIRTUAL HIGH SCHOOL		Yes	2,750.00	0.00
	10-100-2-4-99-242-611-01-5-00180	HS - SAT PREP			862.50	0.00
	10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			770.93	0.00
	10-100-2-5-44-242-611-03-5-00222	SW - A.V. SUPPLIES			512.22	0.00
	10-100-2-5-48-220-641-01-5-00966	SW - HEALTH TEXT			2,318.48	0.00
	10-100-2-5-81-242-611-01-5-00860	SW - INTERVENTION SUPPLIES			165.00	0.00
	10-120-9-9-98-241-611-01-5-00160	SP ED - GENERAL SUPPLIES			3.06	0.00
	10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES			1,237.50	0.00
	10-212-2-4-46-242-611-02-5-00178	HS - GUIDANCE SUPPLY			156.00	0.00
	10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			778.61	0.00
	10-214-2-3-56-242-611-07-5-01027	SW - SCHOOL PSYCHOL. SUPPLIES			169.00	0.00
	10-219-1-5-50-134-690-05-5-00875	SW - PROF DEVELOPMENT SUPPLIES			15.98	0.00
	10-221-1-2-50-251-580-05-5-00259	K-5 - TRAVEL/IN-SERVICE			90.15	0.00
	10-221-1-4-50-251-580-05-5-00267	HS - TRAVEL/IN-SERVICE			144.86	0.00

Somers Board of Education General Journal Register

Report # 14686

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
5281	\$130,801.31	Posted	lbergamini	11/21/2011	lbergamini	11/22/2011
		10-260-5-6-64-641-620-05-5-00360	MA - ELECTRICITY		3,508.49	0.00
		10-260-5-6-64-641-620-05-5-00361	HS - ELECTRICITY		4,481.27	0.00
		10-260-5-6-64-641-620-05-5-00362	MAINTENANCE - ELECTRICITY		147.15	0.00
		10-260-5-6-64-643-690-05-5-00372	HS - PROPANE GAS		940.69	0.00
		10-260-6-5-62-722-430-04-5-00452	SW - MAINTENANCE CONTRACTS		240.00	0.00
		10-270-4-5-84-521-510-12-5-00328	ADDITIONAL TRANSPORTATION	Yes	865.07	0.00
		10-270-4-5-84-521-627-12-5-00327	BUS FUEL		10,161.08	0.00
		10-270-9-9-84-522-112-12-5-00333	SP ED - TRANSPORTATION AIDE		3,547.67	0.00
		10-279-4-3-42-530-580-06-5-00336	MA - ATHLETIC TRIPS	Yes	123.92	0.00
		10-279-4-5-84-722-627-12-5-00341	SW - GASOLINE SCHOOL VEHICLES	Yes	555.52	0.00
		10-280-6-5-82-820-200-13-5-00512	LIFE AND AD&D INSURANCE	Yes	2,159.14	0.00
		10-280-6-5-82-820-200-13-5-00513	L.T.D.	Yes	3,829.57	0.00
		10-280-6-5-82-820-200-13-5-00517	UNEMPLOYMENT INSURANCE		3,294.00	0.00
		10-280-6-5-82-820-200-13-5-01228	SW - HEALTH SAVINGS ACCOUNT		2.50	0.00
		10-320-7-4-42-880-690-06-5-00595	HS - ATHLETIC SUPPLIES		206.32	0.00
		10-613-9-9-88-955-561-14-5-00673	SP ED - TUITION		12,280.40	0.00
		10-613-9-9-88-955-561-14-5-01144	SPED-OUT-OF-STATE PLACEMENTS	Yes	23,636.70	0.00
					<u>130,801.31</u>	<u>130,801.31</u>
					<u>\$256,686.21</u>	<u>\$256,686.21</u>
					<u>\$256,686.21</u>	<u>\$256,686.21</u>

239 Transactions Listed.

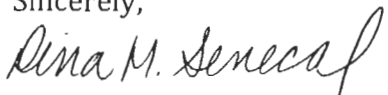
October 27, 2011

Dear Dr. Suffredini,

I am writing this letter to inform you of my current medical condition. Attached is a letter from Wesson Women's Medical Group. This letter documents the current status of my care. My due date has been established as March 24, 2012. I am requesting a 6-week childbearing leave on/or around that date followed by a 6-week childrearing leave.

If you have any further questions, or would like to meet with me, please let me know.

Sincerely,

A handwritten signature in cursive script that reads "Dina M. Senecal". The signature is written in black ink and is positioned above the printed name.

Dina M. Senecal

Baystate  Health

Baystate Wesson Women's Group
3300 Main Street, 4th Floor
Springfield, MA 01199

Patient Name: SENECA, DINA
MRN: 1009731
Account Number: ATR1034657WWGGYNOB
Attending Physician: Admtr, Ar8
Patient Location: Bayst WWG OB/GYN//
Date of Birth and Sex: 2/9/1979 / Female
Admit Date and Time: 10/26/2011 11:15:00 AM
Discharge Date:
Patient Type: Triage
Print Date and Time: 10/26/2011 3:08:31 PM

C O R R E S P O N D E N C E

Procedure: Correspondence Letters
Event Date: 10/26/2011 3:06:00 PM
Result Status: Auth (Verified)
Signed by: Kirouac, Michele L

GYN - Corres - Est Due Date

Patient: SENECA, DINA MRN: 1009731 FIN: ATR1034657WWGGYNOB
Age: 32 years Sex: Female DOB: 2/9/1979
Associated Diagnoses: None
Author: Kirouac, Michele L
Attachments: None

Date 10/26/11 :

To whom it may concern:

Dina Senecal is pregnant.

Her estimated due date is 3/25/12 . Please contact the office if you need further assistance.

Sincerely,

Michele Kirouac RN

FIELD TRIP REQUEST

School: Somers High School Date: 9/28/11

Requested by: Phillip Goduti Department: Social Studies

Destination: Washington, DC Date of trip: 5/19 to 5/21

Departure time: 5:00 AM Approximate time of return: 10:00 PM

Number of students involved: 40 Number of chaperones: 5

Type of transportation: Coach bus

Expense to students: 582.00

Expense to school system: 0

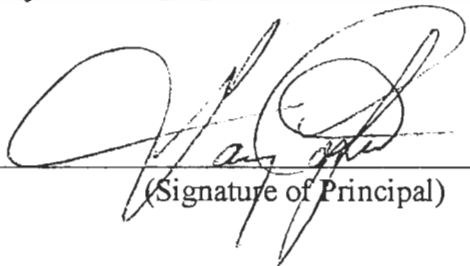
Written Objectives/Relationship to curriculum:

This trip is a culminating part of the AP curriculum. Students will take the AP exam on 5/11 and then go to DC the following weekend. They will be exposed to the history of the nation at museums and monuments

Comments: The trip is organized by School Tours of America See attached letter + itinerary

This will be our 3rd year doing this trip. I do a Blog where parents follow the trip. Feel free to go on my website and see last years trip

TRIP LOG

Approved by:  (Signature of Principal)

FIELD TRIP PERMISSION FORM

Date of Trip: 5/19 - 5/21 Destination: Washington, DC
 Time of Departure: 5:00 AM Place of Departure: Somers High School
 Time of Return: 10:00 PM Place of Return: Somers High School
 The Group will be traveling by: BUS
 (Bus/Foot/Car)

Lunch ___ will ___ will not be provided. See Itinerary

Activities:

Parent Comment/Concerns:

Supervising Teacher(s): Phil Goduli



 Date of Trip: _____ Destination: _____

Parent/guardian contact information:

Home: _____ Work: _____ Cell: _____

Alternate contact and phone number: _____

List any known allergic reactions: _____

Will student be taking any medication on this trip that has been prescribed by a physician: _____

If yes, what is that medication: _____

What was the date of the student's last tetanus shot: _____

Insurance Company: _____ Policy Number: _____

Family Doctor: _____ Phone number: _____

Name any other medical concerns: _____

I give my permission for the Somers Public Schools staff members to seek medical assistance for my child in the case of any injury or illness incurred while participating in this school-sponsored activity. If I cannot be reached to give my consent to medical personnel, this form will serve to give my permission to carry out necessary treatment. I understand that this trip begins and ends at school. I also understand that I must make provisions for the transportation of my child, from the school to our home, at the end of any educational trip that terminates after the regular school day.

 Student's Name

 Parent/Guardian Signature Date

 Teacher

 School/Grade

We're Going to Washington, D.C.!

To: Students & Parents of Somers High School

From: Philip Goduti

I am thrilled to invite you on a once in a lifetime trip to our nation's capital from **May 19-21, 2012**. Students will experience first-hand the rich history of our nation by touring one of the world's most powerful cities. The Washington, D.C. experience challenges students to role-play life from the perspective of our founding fathers to the legislators and judges who write and interpret the laws of the land today. From Capitol Hill to the Smithsonian, students are introduced to the sacrifices and heritage of our great nation. Touring important national treasures such as Arlington National Cemetery and the Vietnam, Korean, and Iwo Jima Memorials further reinforce the themes of patriotism and sacrifice. Students gain a deeper understanding of our history, the consequences of choices, and of their role in shaping America's destiny. This trip is an opportunity every American should experience!

Our tour, coordinated by **School Tours of America**, is non-school sponsored. The all-inclusive per person tour price of **\$582.00** (quad/quint occupancy) or **\$682.00** (double occupancy) is **based on 35 full-paying participants** and includes:

- ❖ Round-trip transportation via Motor Coach
- ❖ Secure, quality hotel accommodations
- ❖ 2 Breakfasts, 3 Lunches, 3 Dinners
- ❖ Sightseeing with professional drivers and licensed guides
- ❖ Nighttime private security chaperones
- ❖ Evening Activities
- ❖ 24 hour on-call company representatives at our hotel
- ❖ Comprehensive medical and accident insurance for students and chaperones

Safety and your peace of mind are always our first priority. I will chaperone the group with other adults as necessary. School Tours of America provides the group with the additional security measures of 24 hour, on-call representatives, a toll free 24-hour phone number for both parents and students, and private security chaperones stationed on each floor where students are housed.

Space is limited. To register for the trip, complete the enclosed registration form and mail it in the enclosed envelope with the registration fee of **\$99.00** to School Tours of America by **November 15, 2011**. You can also register on-line through our website listed below. Confirmation and optional partial payment forms will be sent to you. Final payment is due by **March 19, 2012**. **Please read and take advantage of the Payment Protection Program (PPP) that is explained on the enclosed registration form.**

For more information please contact Philip Goduti at 860-749-2270 ext 4213, or you may call SCHOOL TOURS OF AMERICA Customer Service at 866-543-9625. To learn more about School Tours of America, visit their website at www.schooltoursofamerica.com.

Trip

WASHINGTON, D.C. 3 DAYS / 2 NIGHTS

DAY 1:

LUNCH: Picnic Lunch on own

DINNER: Pizza Hut

Group departs SCHOOL by 5:00am for Washington, DC

Arlington National Cemetery:

Tomb of the Unknowns
Changing of the Guard
Kennedy Gravesites
Challenger Memorial

World War II Memorial
FDR Memorial

Hotel Check-In

Security guard(s) report

Vietnam Veterans Memorial
Korean War Memorial

DAY 2:

BREAKFAST: Hotel Buffet

Group boards sightseeing bus
White House (photo stop)
Washington Monument

LUNCH: Museum Cafeteria

Smithsonian Complex:
Natural History Museum
National Gallery of Art
Air & Space Museum
American History Museum

DINNER: Fuddruckers

Night Tour:
Jefferson Memorial
Lincoln Memorial
Kennedy Center
Iwo Jima Memorial

DAY 3:

BREAKFAST: Hotel Buffet

Hotel Check-Out
Group boards sightseeing bus

LUNCH: McDonald's

Holocaust Museum - Daniel's Story

DINNER: En route

Security guard(s) report

Capitol Hill:

U.S. Capitol
Supreme Court
Library of Congress

Depart for home by 3pm

**** SAMPLE ITINERARY ****

11/22/11

To: Board of Education

Fr: Bill Boutwell

Re: Fall 2011 Long Range Plan Update

Enclosed you will find long range plan information summarized into five categories as follows.

- Staffing
- Textbooks
- Programs
- Facilities/Capital Planning
- Equipment/Technology

The facilities/capital planning and equipment technology information has also been summarized and transferred to a single page detailing “Capital Improvement Requests” and “Special Projects.” This is the same format used last year to present information to the Board of Finance. More detailed information has also been included specific to 1) technology and 2) applied engineering (TIDE).

The enclosed information was reviewed through a series of meetings with the long range plan subcommittee.

Cc: Superintendent
Administrators

FALL 2011 LONG RANGE PLAN SUMMARY

	<u>FY2012-13</u>	<u>FY2013-14</u>	<u>FY2014-15</u>	<u>FY2015-16</u>	<u>FY2016-17</u>
Staffing	\$93,825	\$252,629	\$45,800	\$56,078	\$11,000
Textbooks	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
Programs	\$24,500	\$21,500	\$18,600	\$17,400	\$16,000
Facilities/Capital Planning	\$44,800	\$153,000	\$230,500	\$161,500	\$75,600
Equipment/Technology	\$169,700	\$291,100	\$287,800	\$254,800	\$92,100
Total	<u>\$412,825</u>	<u>\$798,229</u>	<u>\$662,700</u>	<u>\$569,778</u>	<u>\$274,700</u>

**Somers Public Schools
Long Range Plan -- FY 2013-2017**

Staffing

Item/Project	FY2012-13	FY2013-14	FY2014-15	FY2015-16	FY2016-17
SW .5 FTE Social Worker	32,000				
SES 2.0 FTE Full Day Kindergarten		100,000			
SES .75 FTE Paraprofessionals (2)	16,000	16,000			
MBA 1.0 FTE Reading Specialist	35,000				
MBA Team Leaders (2)	1,629	1,629			
MBA Paraprofessionals (8 paras @ 10 mins/day)	2,592				
MBA Clubs (2)	1,504				
SHS .5 FTE Social Studies Teacher (enrollment)				22,000	
SHS .4 FTE Art Teacher (enrollment)				11,000	11,000
SHS .6 FTE World Language Teacher (potential SDE increased graduation requirements)			25,800		
SHS 1.0 FTE Writing Center Paraprofessional			20,000		
SHS .3 FTE Career Specialist				23,078	
SHS SAT Prep Math	1,800				
SHS SAT prep English	1,800				
SHS Naviance prep	1,500				
SW 1.0 FTE Technology Integration Specialist (certified staff)		75,000			
SW 1.0 FTE Licensed Maintenance		60,000			
	93,825	252,629	45,800	56,078	11,000

**Somers Public Schools
Long Range Plan -- FY 2013-2017**

Textbooks

Item/Project	FY2012-13	FY2013-14	FY2014-15	FY2015-16	FY2016-17
Mathematics	28,000	38,000	60,000	14,000	
English/Language Arts	28,000	37,000	15,000	15,000	
Science				46,000	52,000
World Language					23,000
Social Studies	14,000				
Guidance	5,000				
Replacement	5,000	5,000	5,000	5,000	5,000
	80,000	80,000	80,000	80,000	80,000

technology trends may shift textbook requirements & funding to electronic media

**Somers Public Schools
Long Range Plan -- FY 2013-2017**

Programs

Item/Project	FY2012-13	FY2013-14	FY2014-15	FY2015-16	FY2016-17
Curriculum Writing					
English/Language Arts; Math	8,200	8,300	8,600		
Science				7,400	4,100
World Language					1,900
Pupil Services Test Protocols	6,300	3,200			
Professional Development Technology Integration	10,000	10,000	10,000	10,000	10,000
	24,500	21,500	18,600	17,400	16,000

**Somers Public Schools
Long Range Plan -- FY 2013-2017**

Facilities/Capital Planning

Item/Project	FY2012-13	FY2013-14	FY2014-15	FY2015-16	FY2016-17
SES Full Day Kindergarten Furniture			6,000		
SES Office Floor Replacement			3,000		
SES Classroom Floor Replacement (7 areas)	3,000	3,000	5,000		
SES Gym Doorway		7,000			
SES Courtyard Doorway		3,500			
SES Security Camera	2000				
SES Bleacher Replacement			50,000		
SES Auditorium Screen		8,200			
SES Auditorium Air Conditioning				40,000	
SES Cafeteria Tables		3,000	4,500		
SES Lavatory Partitions		10,000	10,000	10,000	10,000
SES Generator		42,000			
SES Gym Floor				22,000	
SES Fire Alarm		26,000			
SHS Art (tables/chairs/work surfaces)		2,000	3,500	1,500	
SHS Food Service (ovens/dishwashers/broiler)		6,000	3,500	6,000	3,600
SHS Food Service (cabinets/countertops)				12,000	12,000
SHS Science (hoods/vents/sinks)	4,000				
SHS Writing Center Lab		2,000	2,000		
SHS Music Stage Door	2,800				
SHS Baseball Field	30,000				
SHS Outdoor Bleachers			50,000	50,000	50,000
SHS Wrestling Mats		14,300			
SHS Long Jump Pit			5,000		
SHS Gym Floor			28,000		
SHS Fire Alarm		26,000			
SHS Auditorium -- Office of Civil Rights Review					
integrated wheelchair seating	X				
hearing impaired listening system	X				
SHS Cafeteria -- Office of Civil Rights Review					
accessible food prep sink/workstation & handwash	X				
accessible hand wash sink	X				

**Somers Public Schools
Long Range Plan -- FY 2013-2017**

Facilities/Capital Planning

SHS Site -- Office of Civil Rights Review					
accessible athletic fields, dugouts & bleachers	X				
wheelchair seating	X				
SHS Locker Rooms -- Office of Civil Rights Review					
accessible male/female coaches shower	X				
SW Maintenance Toro Mower			60,000		
SW Baseball Field Groomer				20,000	
SW Maintenance Garage Security	3,000				
SW Resurface Student Parking Lot			X		
SW Crack Sealing			X	X	
SW Network Upgrade (2018 \$50,000)					
	44,800	153,000	230,500	161,500	75,600

SES Media Center Roof (replacement cycle)	78,000				
SES Gym Roof (replacement cycle)			182,000		
SHS Roof (replacement cycle)		590,000-1,155,000			
SHS Track Repair/Resurfacing				50,000-275,000	

**Somers Public Schools
Long Range Plan -- FY 2013-2017**

Equipment/Technology

Item/Project	FY2012-13	FY2013-14	FY2014-15	FY2015-16	FY2016-17
SHS PE/Health/Fitness (fitness room/heart monitors)		2,400	18,000	18,000	
SHS Social Studies (cameras/tables)		1,200			
SHS Art (clay wheels/printers/computers)		1,200	2,200	1,200	1,000
SHS Food Service (stove/chairs/tables)		1,400	1,800	1,200	1,200
SHS Science (microscopes/scales/software)		1,500	2,300	1,900	2,400
SHS Business (software)		1,000			
SHS English (writing center computers)			12,500	12,500	12,500
SHS Math (software)	800	1,300			
SHS Music (instruments)		2,600	5,000		
SW Techology Education (see attached TIDE LRP)					
MBA	25,000	10,000	10,000	5,000	
SHS	56,900	51,500	20,000	20,000	10,000
SW Sound Field Systems	12,000	12,000	11,000		
SW Computer Replacement	65,000	65,000	65,000	65,000	65,000
SW Technology Integration (see attached Tech LRP)					
interactive boards		30,000	30,000	30,000	
projectors	10,000	10,000	10,000		
ipads		100,000	100,000	100,000	
	169,700	291,100	287,800	254,800	92,100

Capital Improvement Requests	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Capital requests include depreciating assets used in conjunction with district curricular and extra-curricular activities. These items wear out over time, but are useful for more than one fiscal year.</i>					
SHS Applied Engineering (TIDE)- Updated 2011	56,900	51,500	20,000	20,000	10,000
MBA Applied Engineering (TIDE)	25,000	10,000	10,000	5,000	
SW Computer Replacement	65,000	65,000	65,000	65,000	65,000
SW Technology Integration Plan - Updated 2011	10,000	140,000	140,000	130,000	
SES Bleacher Replacement			50,000		
SHS Art Room Updates		3,200	5,700	2,700	1,000
SHS Food Service Program		7,400	5,300	19,200	16,800
SHS Science Room Upgrades	4,000	1,500	2,300	1,900	2,400
SHS Outdoor Bleachers			50,000	50,000	50,000
SHS Wrestling Mats		14,300			
SW Digital Sound Field Systems	12,000	12,000	11,000		
SW Network Upgrade (2018 \$50,000)					
SHS PE/Health Fitness Room		2,400	18,000	18,000	
SHS Music Program (Instruments)		2,600	5,000		
SHS English Writing Lab		2,000	14,500	12,500	12,500
SW Maintenance Mower			60,000		
SW Maintenance Field Groomer				20,000	
SW Maintenance Garage	3,000				
Capital Projects Forecast - 2011 Dollars	\$175,900	\$311,900	\$456,800	\$344,300	\$157,700

Special Projects	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Special Projects are major infrastructure improvements to our campus facilities. They are extraordinary, one-time expenses.</i>					
Roof Replacement SES (Media Ctr/Gym) <i>\$132,000 funded 2004</i>		78,000	182,000		
SES Facility Maintenance Projects	5,000	34,700	28,500	72,000	10,000
SHS Facility Maintenance Projects	32,800		33,000		
SES Generator		42,000			
SES Fire Alarm		26,000			
SHS Fire Alarm		26,000			
SHS Track Resurface <i>(replace \$275,000?)</i>				50,000	
Roof Replacement SHS (estimate)		1,200,000			
Roof Replacement MBA (2020)					
Roof Replacement SES (2017 @ 23,000 sq ft)					
SW Student Parking Lot					
SW Crack Sealing					
SHS Office of Civil Rights Review					
Special Projects Forecast - 2011 Dollars	\$37,800	\$1,406,700	\$243,500	\$122,000	\$10,000

Technology Long Range Plan

This plan is designed to fully incorporate technology into our learning and instruction models for our students, teachers, and classrooms by the 2015-16 school year.

Students: All students, K-12, equipped and competent with an internet enabled device similar to today's iPad. The device would serve as an internet capable computer and an e-reader for textbooks.

Teachers: All teachers equipped with a current laptop and will be trained to use the laptop and classroom technology for educational applications.

Classrooms: All classrooms equipped with a ceiling mounted projector and an interactive projection system for "smart-board" technology. All classrooms are currently equipped with both wired and wireless network access.

Estimated cost:

	2012-2013	2013-2014	2014-2015	2015-2016
Prof. Development	\$10,000	\$10,000	\$10,000	\$10,000
Interactive boards		(30) \$30,000	(30) \$30,000	(30) \$30,000
Projectors	(20) \$10,000	(20) \$10,000	(20) \$10,000	
iPads		(300) \$100,000*	(300) \$100,000*	(300) \$100,000*
		plus CIP \$50,000	plus CIP \$50,000	plus CIP \$50,000
Technology Integration Specialist**		\$75,000***	\$77,250***	\$79,568***

* SDE testing requirement for 2014-15 will determine the specific equipment needs, i.e., iPads vs. Laptops (all testing will be done online)

\$100,000 is based on a \$500.00 ipad.

** Technology Integration Specialist will be responsible for staying current with technology use in the classroom, investigating innovative techniques with technology, and training the teaching staff on the latest technology and curriculum applications.

*** The salary scale will be in accordance with the SEA contract scale.

Program update and Long range Plan For High School TIDE Program

The following are things that were identified as part of the initial roll out plan. At this point in time, roll out continues with some critical equipment and renovations pending funds.

Highest priority needs

2012/13 School Year (Cost: \$56,900)

To Complete year two and three plans:

Manufacturing II – Cost: \$14,600

1 – mini metal lathe - \$800

1 – mini mill - \$1200

1 - CNC Mill with computer - \$8000

2 – Floor Benches/with tops - \$4000

Anvil - \$600

Manufacturing I – Cost: \$4800

Saw Stop table saw (critical safety upgrade)

Welding – Cost: \$2500

Plasma Cutter

Scientific Principles of Technology (room 136) Cost: \$7,000

Rebuild meters/power supplies/pneumatic trainers Refurbish Supplies

Replace air lines

Replace Core Books

LCD Projector /LCD flat screen monitor

World of Technology Cost: \$3000

Computer Presentation Cart /w LCD projector

Automated Systems (new) Cost: \$6,000

Robotic Systems upgrade or Purchase “VEX” – 5 kits arrived – need 5 more

The following need to be addressed during the transformation. Cost: \$19000

Safety Issues

Complete dust collection system - \$9000

Welding Exhaust collection system installed - \$5000

Facilities Demands - renovation room 133 - \$5000

Metals

Pneumatic Lines replaced in Metals, Woods Lab

2013/14 School Year (cost: \$51,500)

To finish Manufacturing II – Cost: \$13,000

CNC Lathe with computer - \$8000

Precision Measurement Equipment - \$2000

Sheet Metal Bench - \$2000

Surface Grinder - \$1000

Digital Photography – Cost: \$4800

8 - Cameras –Digital SLR

Solid Modeling – Cost: \$8000

10 - MasterCAM software upgrade

Research and Development Cost: \$8000

Material tester

Alternate Energy (solar/wind) Trainer

Misc Demands to be completed: Cost: \$16,700

Woods Lab –

Replace cutter head on Surface Planner – cost \$3,500

Drill Press – cost \$1,200

Graphics Lab - Electric Paper cutter - Cost \$12,000

The following need to be addressed during the transformation. Cost: \$1,000

Replace Sink in Manufacturing Lab - \$1000

2014/15 School Year (cost: \$20,000)

Graphic Design III – interactive design (new) Cost: \$20,000

4 – Digital Camcorders

2 - Mac Pro Computers/4 Gig ram, with parallels/bootcamp

3 – Digital video production software

4 - Blue Ray DVD player/recorder/speakers

Blue/green screen with lighting

2015/16 School Year (cost: \$20,000)

Upgrade Computer in room 118 – cost \$20,000

2016/17 School Year and beyond (cost: \$10,000)

Yearly upgrade on equipment to assure that the program doesn't require a large investment in the future. - cost \$10,000

Long Range Plan for MBA TIDE Program Upgrade

As the High School plans conclude and with the development of a new TIDE teacher at the middle school, the need for financial support is necessary. This renovation and re-design was part of the high school master plan with the expectation and need for foundation skills to evolve in the middle school. This process will realize a shift of the World of Technology curriculum to the middle school plan as the final high school plan is completed. In order to accomplish this process the MBA labs need to be upgraded. Although equipment and activities are only in the developmental stages (until the new hire arrives), it is perceived that the financial need should be projected to be **\$50,000**.

Anticipated upgrade:

2012/13 School Year (cost: \$25,000)

15 – Computers - \$15,000

1 Smartboard/LCD projector - \$3000

Necessary renovations, furniture and electrical demands - \$8000

2013/14 School Year (cost: \$10,000)

Equipment upgrade and curriculum support – year 1
(production/transportation facility) – \$10,000

2013/14 School Year (cost: \$10,000)

Equipment upgrade and curriculum support – year 1
(production/transportation facility) – \$10,000

2013/14 School Year (cost: \$5,000)

Equipment upgrade and curriculum support – year 1
(production/transportation facility) – \$5,000

Art Courses

107 Advanced Drawing and Painting/Portfolio

Grades 10-12 1 Semester 1/2 Credit Level 3

Prerequisite: Successful completion of Drawing and Painting II.

Description: Serious art students will develop a collection of high quality work using advanced drawing and painting techniques. This class is recommended for students needing a portfolio for application to a college art program.

108 Sculpture I

Grades 9-12 1 Semester 1/2 Credit Level 2

Prerequisite: Successful completion of Intro to Art and Design.

Description: The focus of Sculpture 1 is to create 3-D works of art using a variety of materials while utilizing the elements and principles of design. Students will study both traditional and contemporary artists and methods while working with materials that range from paper to clay, plaster to wire. This is a good introductory course for creative students who love to build things.

Printmaking

Grades 9-12 1 Semester 1/2 Credit Level 2

Prerequisite: Successful completion of Intro to Art and Design

Description: This class will focus on the art of producing multiple art works from original imagery using a variety of techniques and materials. Both reductive (ie: linoleum/wood block) and additive (ie: collagraph) methods will be used in both color and black and white. Focus will be on personal expression along with consistent technique and manipulation of materials.

134 Honors Art

Grade 12 Full Year 1 Credit Level 4

Prerequisite: Four classes of high school art, including a minimum of one level 3 class and the recommendation of an art teacher.

Description: Students will produce projects which demonstrate a high level of thinking, fine craftsmanship and superior quality design. The annual Honors Art Exhibition is judged by a professional artist or art teacher who selects the winner of the Faith Ferguson Art Medal to be presented on Senior Night.

Business Courses

221 Introduction to Business

Grades 9-10 Full Year 1 Credit Level 2

Prerequisite: None

Description: Topics covered in this course include economic systems, forms of business ownership, organizational structure, labor-management relations, taxation, career planning and development, consumer economics, technology, banking, credit, insurance, personal finance, social responsibility, government regulation, international trade, entrepreneurship and small business management, human resource management, and marketing.

203 Computer Applications for Personal Finance

Grades 9-12

1 Semester

1/2 Credit

Level 2

Prerequisite: None

Description: In this self-paced course students will utilize Microsoft Word documents, Excel spreadsheets and charts, and PowerPoint presentations to enhance their ability to manage their personal finances. Topics include career profitability research, business letters, mail merging, business networking cards, gross vs. net income, personal budgeting and net worth, loan evaluation, credit card debt, savings and checking accounts, compound interest, and managing investment portfolios.

204 Integrated Computer Applications

Grades 9-12

1 Semester

1/2 Credit

Level 3

Prerequisite: Successful completion of Computer Applications for Personal Finance.

Description: In this self-paced course students will continue to develop skills in Microsoft Office on advanced topics in Word, Excel, and Power Point. Emphasis will be placed on students utilizing technology to create documents and spreadsheets that support a small business. ***This course earns credit through College Career Pathways.***

TIDE Courses

Robotics

Grade 9-12 1 semester ½ credit level 2

This S.T.E.M. (science technology engineering and mathematics) course emphasizes problem solving, teamwork, programming and basic robotic understanding. Students will participate using a variety of 21st century skills including building simple robots, programming in “Basic C” language, autonomous controls and the application of mathematical and scientific principles. Through challenging design briefs, students will create robots to perform specific tasks in preparation for VEX robotics competitions.

World Language Courses

382 French 1/1B

Grades 9-12

Full Year

1 Credit

Level 1

Prerequisite: None

Description: This course is the introduction to the French Language and provides students who successfully completed French 1A at the middle school a review of basic French concepts before continuing on to the remainder of French 1. Upon successful completion of 1B, students may go on to French 2 or French 2B.

372 French 2 B

Grades 9-12

Full Year

1 Credit

Level 2

Prerequisite: D- in French 1B or French 1

Description: The students expand their knowledge of basic grammatical structures and vocabulary,

increasing proficiency in listening, speaking, reading and writing French in order to communicate in a wide range of situations. They will use authentic materials featuring native speakers and French cultural topics. Students in this course will continue to build the language foundation acquired in beginning French 1B course and will use materials and methods similar to those of French 2. However, the pace will be slower in order to allow students the opportunity to practice and improve their skills.

French 3B

Grades 10-12

Full Year

1 Credit

Level 3

Prerequisite: D- in French 2B or French 2

Description: The focus is on productive language skills as students review and increase knowledge of French grammar and vocabulary. There is emphasis on oral and written exercises, original dialogues, composition, selected readings, and discussions. Cultural components are introduced through authentic materials including newspapers, magazines, videos, and television.

Students in this course will continue to build the language foundation acquired in French 2B using materials and methods similar to those of French 3. However, the pace will be slower in order to allow students the opportunity to practice and improve their skills.

French 4B

Grades 11-12

Full Year

1 Credit

Level 4

Prerequisite: D- in French 3B or French 3

Description: Students review and expand grammar and vocabulary. Reading selections and other course material enhance cultural understanding. There is an emphasis on oral expression.

Students in this course will continue to build the language foundation acquired in French 3B using materials and methods similar to those of French 4. However, the pace will be slower in order to allow students the opportunity to practice and improve their skills.

Spanish 2 B

Grades 9-12

Full Year

1 Credit

Level 2

Prerequisite: D- in Spanish 1 or Spanish 1B

Description: The students expand their knowledge of basic grammatical structures and vocabulary increasing proficiency in listening, speaking, reading, and writing Spanish in order to communicate in a wide range of situations. They will use authentic materials featuring native speakers and Hispanic cultural topics. Students in this course will continue to build the language foundation acquired in beginning Spanish 1B course using materials and methods similar to those of Spanish 2. However, the pace will be slower in order to allow students the opportunity to practice and improve their skills.

Spanish 3 B

Grades 10-12

Full Year

1 Credit

Level 3

Prerequisite: D- in Spanish 2B or Spanish 2

Description: The focus is on productive language skills as students review and increase knowledge of Spanish grammar and vocabulary. There is emphasis on basic oral and written proficiency. Cultural components are introduced through authentic materials including newspapers, magazines, videos, and television. Students in this course will continue to build the language foundation acquired in Spanish 2B course using materials and methods similar to those of Spanish 3. However, the pace will be slower in order to allow students the opportunity to practice and improve their skills.

Spanish 4B

Grades 11-12

Full Year

1 Credit

Level 4

Prerequisite: D- in Spanish 3B or Spanish 3

Description: Students review and expand grammar and vocabulary. Reading selections and other course material are used to enhance cultural understanding. There is an emphasis on oral expression and writing using correct Spanish grammar. Students in this course will continue to build the language foundation acquired in Spanish 3B course using materials and methods similar to those of Spanish 4. However, the pace will be slower in order to allow students the opportunity to practice and improve their skills.

Business/Non-Instructional Operations

Hazardous Material in Schools

Green Cleaning Program

Environmentally sound, effective and healthy cleaning and sanitizing products should be used in all schools. Accordingly, a Green Cleaning Program will be implemented to provide for the procurement and proper use of environmentally preferable cleaning products in all schools. In accordance with such Green Cleaning Program, only products that meet guidelines or standards set by a national or international certification program approved by the Department of Administrative Services (DAS) in consultation with the Environmental Protection Commissioner, and that as far as possible minimize potential harmful effects on human health and the environment will be used in the schools.

A written statement of the Green Cleaning Program will be provided annually to all school staff and, if they request it, to parents or guardians of students. In addition, parents/guardians of any child who transfers during the school year, or a new staff member hired during the school year shall be notified of this green cleaning policy.

The Board will report to the Commissioner of Education triennially on its green cleaning program, in a manner prescribed by the Commissioner.

(cf. 3524 – Hazardous Materials in Schools)

(cf. 3524.1 – Pesticide Application)

(cf. 7230.2 – Indoor Air Quality)

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education, **as amended by P.A. 11-136**

10-231a through 10-231d. Pesticide applications at schools

22a-46. Short title: Connecticut Pesticide Control Act.

P.A. 09-81 An Act Concerning Green Cleaning Products in Schools

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 136 et seq.

Policy adopted:

Students

Suspension and Expulsion/Due Process

This policy is referenced in all student handbooks as well as included in the Board of Education Policy Manual available on the district website at www.somers.k12.ct.us.

It is the goal of the Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

An authorized member of the Administrative Staff may suspend a student whose conduct endangers persons or property or is seriously disruptive of the education process, or which violates a published policy of the Board of Education. (CGS 10-233c)

Suspension is exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension.)

The Board of Education may expel any student whose conduct endangers persons or property or is seriously disruptive of the educational process, or violates a published policy of the Board, in accordance with CGS 10-233d.

Expulsion is exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.

A. Definitions

1. **“Exclusion”** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

3. **“Emergency”** shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
4. **“Days”** is defined as days when school is in session.
5. **“School-sponsored activity”** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
6. **“Possess”** means to have physical possession or otherwise to exercise dominion or control over tangible property.
7. **“Deadly weapon”** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.
8. **“Firearm”** means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.
9. **“Vehicle”** means a “motor vehicle” as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
10. **“Martial arts weapon”** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or Chinese star.
11. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.

B. Removal From Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in G(3).

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

D. Suspension and Expulsion

1. A student may be suspended or expelled for conduct on school property or at a school-sponsored activity that endangers persons or property, is violative of a

- publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons
- a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
 - b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
 - c. Intentionally causing or attempting to cause damage to school property or material belonging to staff (private property);
 - d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
 - e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
 - f. Deliberate refusal to obey the directions or orders of a member of the school staff;
 - g. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;
 - h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
 - i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
 - j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
 - k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;
 - l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols.
 - m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;
 - n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
 - o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
 - p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;

- q. Repeated unauthorized absence from or tardiness to school;
- r. Intentional and successful incitement of truancy by other students;
- s. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- t. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- u. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
- v. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- w. Unauthorized leaving of school or school-sponsored activities;
- x. Unauthorized smoking.

E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
 - a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
2. In making a determination as to whether conduct is “seriously disruptive of the educational process,” the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.

2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.

*A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.

G. Suspension Procedure

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days of any student for one or more of the reasons stated in paragraph C, above, in accordance with the procedure outlined in this paragraph. The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph C, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.
If an emergency situation exists, the hearing outlined in paragraph G(3) shall be held as soon as possible after the exclusion of the student.
2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.
3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
6. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

H. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services.
3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast.
4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.
5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
 - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing; a statement of the legal jurisdiction under which the hearing is to be held; and a statement that the board is not required to offer an alternative educational opportunity to any student between 16 and 18 who was previously expelled or who is found to have engaged in conduct endangering persons which involved (1) possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school property or school transportation or at a school sponsored activity or (2) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in Section 21a-240(a) of the Connecticut General Statutes.
 - b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
 - c. The opportunity to be heard in the student's own defense;
 - d. The opportunity to present witnesses and evidence in the student's defense;
 - e. The opportunity to cross-examine adverse witnesses;
 - f. The opportunity to be represented by counsel at the parents'/student's own expense; and
 - g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services.
 - h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language.
 - i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.

6. The record of the hearing held in any expulsion case shall include the following:
 - a. All evidence received and considered by the Board of Education;
 - b. Questions and offers of proof, objections and ruling on such objections;
 - c. The decision of the Board of Education rendered after such hearing; and
 - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.
7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
 - a. Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
 - b. The Board of Education shall give effect to the rules of privilege by law;
 - c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
 - d. Documentary evidence may be received in the form of copies or excerpts;
 - e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
 - f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
 - g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
 - h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
8. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

I. Notification

1. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
2. The notice of an expulsion hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning legal

services that are provided free of charge or at a reduced rate that are available and how to access such services.

J. Students with Disabilities

A special education student's and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration) in consultation with the child's special education teacher, shall make the service determination.

If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice shall be expunged from the record by the Board if the student graduates from high school.

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities"):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.
2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.
3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to

implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.

4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.
5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.
6. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence, that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

K. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is sixteen years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In

determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is not required to offer such alternative educational opportunity to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers person, if it was determined at the expulsion hearing that the conduct for which the student was expelled involved (a) carrying on or introducing onto school property a firearm, deadly weapon or dangerous instrument as defined in C.G.S. 53a-3 or (b) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in subdivision (8) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting, or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties under C.G.S. 21a-277 and 21a-278. If the Board expels a student for the sale or distribution of such a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm or deadly weapon, the Board shall report the violation to the local police department.

This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

Whenever the Board notifies a student between the ages of sixteen and eighteen or the parents/guardians of such student, that an expulsion hearing will be held, the notification shall include a statement that the Board is not required to offer an alternative educational opportunity to any student who is found to have engaged in conduct including possession of a martial arts weapon, firearms, deadly weapons or dangerous instruments on school property or at a school function.

L. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school unless the expulsion notice is based on possession of a firearm or deadly weapon.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
3. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from

school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.

4. Whenever a student against whom a expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall completed the expulsion hearing and render a decision.
5. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department.
6. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
7. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Superintendent of School. Readmission decisions shall not be subject to appeal to Superior Court. The Superintendent may condition such readmission on specified criteria.
8. Any student who commits an expellable offense and is subsequently committed to a detention center, The Connecticut Juvenile Training School or any other residential placement for such offenses may be expelled by the local board of education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

Legal Reference: Connecticut General Statutes
4-176e through 4-180a. Contested Cases. Notice. Record. As amended.
10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66 and PA 07-122
53a-3 Definitions.
53a-217b Possession of Firearms and Deadly Weapons on School Grounds.
PA 94-221 An Act Concerning School Discipline and Safety.
GOALS 2000: Educate America Act, Pub. L. 103-227.
18 U.S.C. 921 Definitions.
Title III - Amendments to the Individuals with Disabilities Education Act.
Sec. 314 (Local Control Over Violence)
Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.
P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.
20 U.S.C. Section 7114, No Child Left Behind Act
P.L. 108-446 Individuals with Disabilities Education Improvement Act of 2004
State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)

Adopted: March 10, 1980

Reviewed: March 2, 2006

Revised: May 15, 2001

July 12, 2010

Cross Reference: DBS Code 5131.7: Dangerous Weapons

DBS Code 5131.8: Assault

DBS Code 6141.321: Telecommunications Acceptable Use

Students

Hazing

Bullying

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

~~Bullying is defined as any overt acts by a student or groups of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying which occurs outside of the school setting may be addressed by school officials if it has a direct and negative impact on a student's academic performance or safety in school.~~

“Bullying” means the repeated use by one or more students of a written, oral 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 that:

- A. causes physical or emotional harm to such student or damage to such student's property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Students

Hazing

Bullying

Definitions (continued)

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, 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 by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

“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.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Students

Hazing

Bullying (continued)

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, 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 the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

~~while at school, at any school function, or in connection to or with any district sponsored activity or event~~ are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

Students

Hazing

Bullying (continued)

The District's program: *(Also outlined in the section pertaining to the "Safe School Climate Plan.")*

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;
2. Permits anonymous reports of bullying by students to ~~teachers and administrators~~ school employees and written reports of suspected bullying by parents or guardians;
3. Requires ~~teachers and other school staff~~ school employees who witness acts of bullying or receive reports of bullying to orally notify school administrators in writing 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 an oral report; ~~of bullying acts they witness and students' reports they receive;~~
4. Requires ~~school administrators to investigate~~ 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 report; ~~parents' written reports and review students' anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;~~
5. Requires 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. Requires each school to have a prevention and intervention strategy, as defined by statute, ~~as amended,~~ for school staff employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying and ~~invite them to attend at least one meeting~~ not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;

Students

Hazing

Bullying (continued)

9. Requires 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;
10. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and Requires each school to make such list maintain a publicly available. list of the number of verified bullying acts that occurred there, and within available appropriations, report such number to the Department of Education annually and in such manner as prescribed by the Commissioner of Education;
11. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- ~~12. Requires the identification of appropriate school personnel, which may include, but shall not be limited to, pupil services personnel, responsible for taking a bullying report and investigating the complaint;~~
12. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
14. Requires 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;
15. Prohibits 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;

Students

Hazing

Bullying (continued)

16. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and
17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

Note: *Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.*

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

18. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;
19. As required, but not later than ~~February 1, 2009~~, January 1, 2012, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan ~~submit this policy~~ to the Department of Education for its review, analysis, and cooperative assistance; and
20. Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.
- ~~21. Inclusion in the District's staff development program for certified staff training pertaining to the prevention of bullying, effective July 1, 2009.~~

The Board expects prompt and reasonable investigations of alleged acts of bullying. The ~~Principal~~ safe school climate specialist of each school ~~or his/her designee~~ is responsible for handling all complaints of alleged bullying. **The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.**

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Students

Hazing

Bullying (continued)

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. ~~A school survey to determine the prevalence of bullying.~~
3. ~~Establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy.~~
2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, parents and school staff employees and interventions with the bullied child, parents, and the school staff employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the District and make recommended changes to the District's safe school climate plan.

Students

Hazing

Bullying (continued)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and amend school policies relating to bullying;
4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;
6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

Students

Hazing

Bullying (continued)

Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

1. Enable 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 they may make such reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying;
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;
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;
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. The required notification and invitation 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;
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 student's safety and to prevent further acts of bullying;
10. 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;

Students

Hazing

Bullying (continued)

Safe School Climate Plan (continued)

11. 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;
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying;
14. 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;
15. 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 the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board 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;
16. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. [In designing administrative regulations, the Superintendent should consult with the greater school community, including students.] In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. [Alternate language: this policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.]

Students

Hazing

Bullying (continued)

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

(cf. 0521 – Nondiscrimination)

(cf. 4131 – Staff Development)

(cf. 5114 – Suspension and Expulsion/Due Process)

(cf. 5131 – Conduct)

(cf. 5131.21 – Violent and Aggressive Behavior)

(cf. 5131.8 – Out-of-School Misconduct)

(cf. 5131.912 – Aggressive Behavior)

(cf. 5131.913 – Cyberbullying)

(cf. 5131.91 – Hazing)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.4 – Nondiscrimination)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

(cf. 6121 – Nondiscrimination)

(cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes
10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.
10-222d Policy on bullying behavior as amended by PA 08-160 and PA 11-232.
PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.
PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.

Policy adopted:

P.A. 11-232 requires boards of education to develop and implement a safe school climate plan to address the existence of bullying in its schools. This administrative regulation fulfills that requirement. It MUST be approved by the Board.

Students

Bullying

Model Safe School Climate Plan

Purpose/Priority Statement

The Somers Public Schools District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. The goal is the establishment of a positive school climate in which norms, values, and expectations make students and adults feel socially, emotionally, intellectually and physically safe. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. The District expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The following plan, “The Somers Public Schools Safe School Climate Plan (Plan),” addresses the mandated areas of compliance which are required under C.G.S.10-222d as amended by P.A. 11-232. In addition to the following current efforts, the administration, faculty and staff of this District commit to continue to improve, enhance, and update both the Plan and its implementation biennially in order to best serve the students, parents, guardians and the community.

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

I. Prohibition Against Bullying

The Board of Education (Board) prohibits 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 the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (b) outside of the school setting if such bullying (i) creates a hostile environment at school for the victim, (ii) infringes on the rights of the victim at school, or (iii) substantially disrupts the education process or orderly operation of a school.

II. Definitions

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, or a physical act or gesture by one or more students repeatedly directed at or referring to another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, 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 by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

“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.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional Board of Education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional Board of Education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. *(It is based on people’s experiences of school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.)*

III. Reporting and Responding to Bullying and Retaliation (Complaint Process)

A. Publication of the Prohibition against Bullying and Related Procedures

The prohibition against bullying shall be publicized by including the following statement in the student handbook of each of the district schools:

“Bullying behavior by any student in the Somers Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means the repeated use by one or more students of a written, oral 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 district that:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, gender identity, or physical mental, 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.

Students who engage in any act of bullying, 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 the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation (Plan) #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

B. Appropriate School Personnel

All school employees are charged with the responsibility of taking reports of bullying or if witnessing acts of bullying to notify the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available. Reports shall be appropriately investigated by the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the district and make recommended changes to the District's safe school climate plan.

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

C. Annual Notification of the Complaint Process

The process by which students may make formal, informal, and anonymous complaints as set forth below shall be publicized annually in the student handbook of each of the District schools. In addition, this Safe School Climate Plan shall be placed on the District website and the website of each school.

D. Formal Written Complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school employee, and they shall be promptly forwarded to the Safe School Climate Specialist or another school administrator, if the Safe School specialist is unavailable, for review and action in accordance with Section IV below.

E. Informal/Verbal Complaints by Students

Students may make an informal complaint of conduct that they consider to be bullying by verbal report to the Safe School Climate Specialist, or to any school employee, as defined, or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A school employee, or administrator or the Safe School Climate Specialist who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school employee, administrator, if not the Safe School Climate Specialist,

shall be promptly forwarded to the Building Principal for review and action in accordance with Section IV below.

F. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school employee who receives the complaint. Should anonymity be requested, the Safe School Climate Specialist, if not the Principal or his/her designee, shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

IV. Staff Responsibilities and Intervention Strategies

A. Teachers and Other School Staff

School employees who witness acts of bullying, as defined above, or who receive reports of bullying shall promptly 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 employee witnesses or receives a report of bullying. A written report must be filed not later than two school days after making such an oral report concerning the events witnessed or reported.

School employees who receive student or parent reports of suspected bullying shall promptly notify the Safe School Climate Specialist of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, he or she shall prepare a succinct written report of the informal complaint, which shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, this employee shall verbally report the matter to the Safe School Climate Specialist not later than the next school day.

In addition to addressing both informal and formal complaints, school employees and other are encouraged to address the issue of bullying in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. All

school employees including teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”

B. Responsibilities of the Safe School Climate Specialist

1. Investigation

The Safe School Climate Specialist shall be promptly notified of any formal or informal complaint of suspected bullying received by any school employee. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District’s Safe School Climate Plan. All such complaints shall be investigated promptly. The investigation must be completed promptly after the receipt by the Safe School Climate Specialist of any written report. In order to allow the District to adequately investigate all formal complaints, the parent of the student suspected of being bullied must complete a consent form that allows their District to release that student’s name to those third parties who the District contacts as part of its investigation of that complaint with regard to the investigation of informal complaints, the parent of the student suspected of being bullied must complete the above-referenced consent form so long as that student has not requested anonymity.

A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.

1. Investigation

The school shall notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight (48) hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and in the case of a divorced/split situation, to the other parent/guardian if requested. The notice must describe the school’s response, measures being taken by the school to ensure the safety of the students against whom such act was directed, and any consequences that may result from further acts of bullying.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the

complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

2. Remedial Actions

Verified acts of bullying shall result in intervention by the Building Principal or his/her designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced, with the goal that any such bullying behavior will end as a result.

Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying” as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in-school suspension; suspension or expulsion) is a matter for the professional discretion of the Building Principal (or responsible program administrator or his/her designee.) The following sets forth possible interventions for building principals to enforce the Board’s prohibition against bullying. No disciplinary action may be taken solely on the basis of an anonymous complaint.

The following sets forth permissible interventions for building principals (or other responsible program administrators) to enforce the Board’s prohibition against bullying.

a. Non-disciplinary Interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

In any instance in which bullying is verified, the building Principal (or other responsible program administrator) shall invite the parents or guardians of the student against whom such act was directed, and the parents or guardians of a student who commits any verified act of bullying, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying. In the discretion of the building Principal or other responsible program administrator, the meeting(s) described in this section may be held jointly or separately. (The SDE recommends such meetings to be separate)

b. Disciplinary Interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence shall be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

c. Interventions for Bullied Students

The Safe School Climate Specialist/Building Principal (or other responsible program administrator) or his/her designee shall intervene in order to address repeated incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- Counseling;
- Increased supervision and monitoring of student to observe and intervene in bullying situations;
- Encouragement of student to seek help when victimized or witnessing victimization;
- Peer mediation where appropriate.

3. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other District actions may ameliorate any potential problem with bullying in school or at school-sponsored activities. A focus will be placed on district and school efforts to improve school climate based upon the National School Climate Standards.

While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators, teachers and other professional staff members in each school:

- a. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- b. A safe school climate assessment on or after July 1, 2012 and biennially thereafter to determine the prevalence of bullying. Such assessments may include, in addition to those approved and disseminated by the State Department of Education, in collaboration with CAS, the National School climate Standards Self-Assessment Tool' and the Connecticut State Department of Education's "Improving School climate Team Rubric;"
- c. Establishment by the school Principal of a Safe School Climate Committee in each District school or the designation of an existing committee that is responsible for fostering a safe school climate and addressing issues related to bullying in the school.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and amend school policies relating to bullying;
4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;
6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and

7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

- d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- e. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school;
- f. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- g. School-wide training related to safe school climate;
- h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing bully/victim problems;
- k. Student peer training, education and support. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
- m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
- n. Modeling by all school employees of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

V. Reporting Obligations**A. Report to the Parent or Guardian of the Perpetrator**

If after investigation, acts of bullying by a specific student are verified, not later than forty-eight (48) hours after the completion of the investigation, the Building Principal/Safe School Climate Specialist or his/her designee shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification. In addition, the school shall invite the parent/guardian of a student who commits any verified act of bullying (after the completion of the investigation) to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the student's safety and to prevent further acts of bullying. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying reports, subsequent investigations and parental/guardian meetings.

B. Reports to the Targeted Student and his/her Parent or Guardian

If after investigation, acts of bullying against a specific student are verified, the Building Principal/Safe Climate Specialist or his/her designee shall notify the parent or guardian of the victim of such finding, not later than forty-eight (48) hours after the completion of the investigation. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents or guardian of the victim, except as provided by law (e.g., court order/subpoena). In addition, the school shall invite the parent/guardian of the student against whom the verified act of bullying was directed, after the completion of the investigation, to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the targeted student's safety and to prevent further acts of bullying. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying reports, subsequent investigations and parental/guardian meetings.

Notices shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and the other parent/guardian if requested. This mailing requirement shall be in effect for as long as the student attends the school in which the original request is made.

C. List of Verified Acts of Bullying

The Principal/Safe School Climate Specialist of each school shall establish a procedure to document and maintain records relating to reports and investigations of bullying in such school and maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. The list shall be reported annually to the Department of Education in

such manner as prescribed by the Commissioner of Education. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with Section III (1) above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.

VI. Prohibition against Discrimination and Retaliation

A. Safety

Discrimination and/or retaliation against any person who reports bullying, provides information during an investigation of an act of bullying, or witnesses or has reliable information about bullying is prohibited.

The continuation and perpetuation of bullying of a student through the dissemination of hurtful or demeaning material by any other student is prohibited.

The District will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, discrimination or retaliation in our school buildings, on school grounds, or in school related activities. All reports and complaints of bullying, cyberbullying, discrimination and retaliation will be investigated promptly and prompt action will be taken to end that behavior and restore the student's against whom such bullying was directed (target's) sense of safety. This commitment is to be supported in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

Before formally investigating the allegations of bullying, discrimination or retaliation, the Principal/Safe School Climate Specialist or designee will take steps to assess the need to restore a sense of safety to the alleged student against whom such bullying was directed (target) and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged victim (target) and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the alleged student against whom such bullying was directed (target); and altering the alleged perpetrator's schedule and access to the alleged target. The Principal/Safe School Climate Specialist will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal/Safe School Climate Specialist will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a

student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal/Safe School climate Specialist or designee will contact the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If determined necessary, the Principal/Safe School Climate Specialist will work with appropriate school staff to implement them immediately.

B. Law Enforcement Notification

The School Principal or his/her designee shall notify the appropriate local law enforcement agency when such Principal or the Principal's designee believes any acts of bullying constitute criminal conduct.

VII. Training Requirements for School Staff

- A. Certified staff of the District shall be provided in-service training on the prevention, identification and response to school bullying and the prevention of and response to youth suicide. *(The Board, subject to the approval of the State Department of Education, is not required to offer an in-service program regarding bullying or youth suicide prevention and intervention if it instead implements an evidence-based model approach to this issue.)*
 - B. Beginning teachers shall satisfactorily complete instructional modules as required by C.G.S. 10-145a which shall include a module in classroom management and climate, which shall include training regarding the prevention, identification, and response to school bullying and the prevention of and response to youth suicide.
 - C. Non-certified staff of the District will participate in annual training to be provided, within available appropriations, by the Connecticut State Department of Education. The training may be presented in person by mentors, offered in state-wide workshops, or through on-line courses. Such training may include, but is not limited to:
 - 1. Developmentally appropriate strategies to prevent bullying among students in school and outside the school setting,
 - 2. Developmentally appropriate strategies for immediate and effective interventions to stop bullying,
 - 3. Information regarding the interaction and relationship between students committing acts of bullying, students against whom such acts of bullying are directed and witnesses of such acts of bullying,
- 1. Research findings on bullying, such as information about the types of students who have been shown to be at-risk for bullying in the school setting,

2. Information about the incidence and nature of cyberbullying as defined in C.G.S. 10-222d, or
3. Internet safety issues as they relate to cyberbullying.

VIII. Notification Requirements

- A. A copy of this District's Safe School Climate Plan shall be provided in written or electronic format to all District employees annually at the beginning of each school year.
- B. The District's Safe School Climate Plan shall be made available on the Board's website and on the website of each individual school with the District. Such posting shall occur within thirty (30) days of the approval of such plan by the Board. *(Note: The Safe School Climate Plan must be approved by the Board of Education not later than January 1, 2012 and submitted to the State Department of Education.)*
- C. The District's Safe School Climate Plan shall be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

IX. School Climate Assessments

- A. On or after July 1, 2012, and biennially thereafter, the Board requires each school within the District to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education.
- B. Completed assessments shall be shared with the Board and then submitted by the Board to the State Department of Education.

X. Bullying Through the Use of Technology (Cyberbullying)

An emerging form of bullying is the use of technology to threaten, intimidate, ridicule, humiliate, insult, or harass. Technology enables aggressive expression toward others and does not rely on physical strength or physical contact. By using a cell phone or the Internet, a student can quickly and aggressively spread rumors, threats, hate mail, or embarrassing photos through text messages, e-mails, or instant messages.

There are a number of social networking sites (MySpace, Facebook, Twitter, etc.) available to our students that can be misused and/or abused for bullying purposes. Any alleged misuse or abuse must be reported to any staff member or the Safe School Climate Specialist.

The District's discipline policy states that misuse, on or off campus, of electronic devices, for threatening/bullying/hazing or harassment is a violation and can be the basis for discipline on or off campus. When information is received that a student or students are involved in bullying through the use of technology either as the actor or a member of a group, or the victim, the following will be considered:

- If it takes place on campus or at a school sponsored event, disciplinary action will be taken.
- If it takes place off campus a school may take disciplinary action if the incident poses a likelihood of substantial disruption to the educational process or the orderly day to day operations of the school.

XI. Relationship to Other Laws

- A. Consistent with state and federal laws, and the policies of the district and school rules, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color gender, religion, national origin, or sexual orientation. Nothing in the “Plan” prevents the school or district from taking action to remediate discrimination or harassment based on a person’s membership in a legally protected category under local, state, or federal law, or district policies.
- B. In addition, nothing in the “Plan” is designed or intended to limit the authority of the school or district to take disciplinary action under applicable laws, or local school or District policies in response to violent, harmful, or disruptive behavior, regardless of whether the “Plan” covers the behavior.

XII. Immunity for Board of Education, School Employees, Others

Members of the Board of Education and school employees are protected by statute against damage claims in the implementation of a safe school climate plan and, in accordance with a school district safe school climate plan, report, investigate, or respond to bullying. PA 11-232 also extends this immunity to reports of bullying incidents by parents, students, and others to a school employee according to a safe school climate plan.

To be immune, these parties must act in good faith and, in the case of a school employee or Board of Education, within the scope of their duties. The immunity does not cover gross, wanton, reckless, or willful misconduct.

Regulation approved:

Appendix A

MODEL ANNUAL BULLYING NOTICE

[State Law requires that boards of education notify students annually of the process by which they may anonymously report acts of bullying to school employees. We suggest that this notice be included in a student handbook.]

Bullying behavior by any student in the Somers Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means the repeated use by one or more students of a written, oral 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 that:

- A. Causes physical or emotional harm to such student or damage to such student’s property,
- B. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. Creates a hostile environment at school for such student,
- D. Infringes on the rights of such student at school, or
- E. Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or physical, mental, 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.

Students who engage in any act of bullying, 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 the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

- A. Creates a hostile environment at school for the victim,
- B. Infringes on the rights of the victim at school, or
- C. Substantially disrupts the education process or the orderly operation of a school.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

Students

Bullying

Cyberbullying

The District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly referred to as cyberbullying, are unacceptable and viewed as a violation of this policy and the District's acceptable computer use policy and procedures.

Definitions

“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.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

Malicious use of the District's computer system to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

Cyberbullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the **School Climate Specialist/Principal.** ~~or Director of Technology.~~

~~The administration shall investigate~~ All reports of cyberbullying **will be investigated promptly in compliance with the District's “Safe School Climate Plan.”**

Students

Bullying

Cyberbullying (continued)

In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school officials ~~officials~~ **employees**, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. In addition, such conduct must also be violative of a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a teacher or student. A student who redistributes inappropriate content, as previously described, is also subject to disciplinary action.

Disciplinary action may include, but are not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyberbullying. In addition, when any kind of threat is communicated or when a hate crime is committed, this shall be reported to local law officials.

(cf. 0521 – Nondiscrimination)

(cf. 5114 – Suspension and Expulsion/Due Process)

(cf. 5131 – Conduct)

(cf. 5131.21 – Threats or Acts of Violence)

(cf. 5131.8 – Off School Grounds Misconduct)

(cf. 5131.82 – Restrictions on Publications and Written or Electronic Material)

(cf. 5131.912 – Aggressive Behavior)

(cf. 5131.911 – Bullying)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.4 – Nondiscrimination)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

Students

Bullying

Cyberbullying

Legal Reference: Connecticut General Statutes

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

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

Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act

Wisniewski v. Bd. Of Educ., 494 F.3d 34 (2nd Cir. 2007)

Doninger v. Niehoff, 257 F. 3d 41 (2nd Cir. 2008)

P.A. 11-232 AAC The Strengthening of School Bullying Laws

Policy adopted:

SOMERS BOARD OF EDUCATION

1 Vision Boulevard

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – November 28, 2011

Members Present: D.Palmer, R.Lees, M.Cicciarella, B.Devlin, J.Formeister (arrived at 8:09 p.m.), A.Kirkpatrick, S.Bollinger (arrived at 7:02 p.m.), M.Maniscalco, D. Pinney

Members Absent:

Administrators Present: M.Suffredini, B.Bunnell, K.Pezza, B.Boutwell, S.Muirhead, R.Kapner, R.Riola, G.Cotzin

Staff Present: K.Regan

Citizens Present: R.DeFilipi

Students Present: D.DeFilipi

Others:

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:00 p.m. by Dr. Suffredini in the Mabelle B. Avery Middle School BOE meeting room.

2.0 PLEDGE OF ALLEGIANCE

3.0 ELECTION OF OFFICERS

Dr. Suffredini opened the floor for nominations for Chairman of the Board.

- A.Kirkpatrick nominated David Palmer for Chairman of the Board, seconded by B.Devlin. There were no other nominations. David Palmer was elected Board Chairman by a vote of 6-0.

Chairman Palmer opened the floor for nominations for Vice Chairman of the Board.

- B.Devlin nominated Joan Formeister for Vice Chairman of the Board, seconded by A.Kirkpatrick. There were no other nominations. Joan Formeister was elected Board Vice Chairman by a vote of 6-0.

Chairman Palmer opened the floor for nominations for Secretary of the Board.

- B.Devlin nominated Rick Lees as Secretary of the Board, seconded by M.Cicciarella. There were no other nominations. Rick Lees was elected Secretary of the Board by a vote of 6-0.

4.0 APPROVAL OF MINUTES

November 14, 2011 Meeting – It was MOVED (A.Kirkpatrick) SECONDED (S.Bollinger) to approve the November 14, 2011 Board of Education meeting minutes. PASSED 7-0

5.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

New BOE Member D.Pinney addressed the Board with a letter of his resignation effective immediately. D.Pinney regretfully stated that he is unable to be a commissioner of Somers Housing Authority while serving on the Board of Education. He thanked the Board for their understanding.

5.1 Guidance Annual Report/Alternative Education Report

Somers High School Principal, Gary Cotzin, along with Somers High Guidance Counselor, Karen Regan, presented an overview of the high school counseling and alternative education programs.

K. Regan reported on the initiatives that the Somers High Counseling and Career Center staff is involved in this year. Looking at the college admission process, a main focus is making Somers students stand out and highlighting their attributes. A survey was taken with college administration representatives to find out the most important aspects that colleges look at and results were shared. The three main fields were GPA, SAT scores, and the rigor of courses taken.

K.Regan reported that Somers High School Guidance Counselor L.Grenier focused her involvement at viewing SAT scores. A grant through the Somers Education Foundation, requested by L.Grenier, aids students for 18 months of free SAT Prep. Through this preparation program, students are able to take the initial test and have their areas of need pinpointed. Currently, only 10% of students at Somers High School are taking the SAT Prep program. K.Regan noted hopes of having another influx as feedback has been excellent.

Another area of importance is material and display of the Somers High School profile. K.Regan noted that the profile has been updated for 2011-2012 to reflect highlighting material of importance such as accreditation, community and school, courses offered, special programs, class rank and course weight, and SAT summaries. K.Regan also noted that the English department has been working vigorously with students to develop their personal essays and writing expression.

G.Cotzin updated the Board on the Alternative Education program at Somers High School. The program started during the 2008/2009 school year with the average number of students in the program each year since inception is 11. Current enrollment is as follows: two freshman, four sophomores, one junior and four seniors. It is run as a full day program and students are required to remain in school until 2:15 p.m. unless they are part of the work-study program and currently work at a job site. Students can earn up to 2 credits for this program – one credit awarded for job site and the other for class time. Currently, five students are doing both components of the work-study program and five students are earning class time credit only.

Students can earn credits in English, Science, Social Studies, Math, and various electives. Some students are enrolled in mainstream elective classes during periods 1 and 2 then report to the alternative education classroom for the remainder of their day. G.Cotzin noted that this option continues to prove success in expanding the curriculum. ALEKS, an online math program, is still offered to students who need Geometry or Algebra credit. G.Cotzin discussed that this program has been very successful and vital for some students, and the only issue within the program would be attendance.

6.0 CORRESPONDENCE

Chairman Palmer received an email from a Somers parent regarding Tri-Town Hockey's request for financial support from the Board. Dr. Suffredini noted that he is creating a budget for cooperative sports and will share this information with the Board once the budget is complete.

7.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

8.0 CONSENT AGENDA

8.1 Approval of Bills 11/28/2011 (\$130, 801.31)

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to approve the 11/28/11 Bills in the amount of \$130,801.31 as presented. PASSED 7-0

8.2 Request for Child-Rearing Leave (D.Senecal)

D.Senecal, a Somers Elementary School Grade 5 teacher, is requesting a child-rearing leave from approximately March 24,2012 through the end of the 2011-2012 school year following her maternity leave.

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to approve Somers Elementary School Grade 5 teacher D.Senecal's request for child-rearing leave as presented. PASSED 7-0

9.0 NEW BUSINESS

9.1 SHS Field Trip Request

Somers High School Social Studies teacher Mr. Goduti requested approval of a field trip to Washington, D.C. for approximately 40 students on May 19 – May 21, 2012. This trip is a culminating part of the AP curriculum as students will take the AP exam on May 11, 2012 and then go to D.C. the following weekend. They will be exposed to the history of the nation from Capitol Hill to the Smithsonian, visiting Arlington National Cemetery and the Vietnam, Korean, and Iwo Jima Memorials. The tour is coordinated by School Tours of America. This will be Somers High School's 3rd year doing the Washington, D.C. field trip, as it has been very successful. Mr. Goduti also does a blog where parents are able to follow the trip.

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to approve the Somers High School Washington, D.C. field trip request as presented. PASSED 7-0

9.2 Approval of Long-Range Plan

The Long Range Planning Committee reviewed all requests submitted by administration for a new Long-Range Plan. An Executive Summary was drafted and presented to the Board. A formal Long-Range Plan will be revised and presented to the Board at a later date. Plans to present the Long Range Plan Executive Summary to the Board of Finance will be discussed at the next BOE meeting.

It was MOVED (M.Cicciarella) SECONDED (B.Devlin) to approve the new Long-Range Plan as presented. PASSED 7-0

9.3 Approval of Electives/Curriculum Changes at Somers High School

Director of Curriculum, K.Pezza, and Somers High School Principal, G.Cotzin, presented to the Board changes to curriculum and electives. K.Pezza updated the Board regarding the reorganization of the art department and streamlining courses. Business courses were updated to reflect changes in the business community as course descriptions changed reflecting such. One example of this is Computer Applications for Personal Finance, a hybrid course with Personal Finance topics teaching various computer skills in order to learn computer proficiency and finance.

A new TIDE course was presented as Robotics, a half credit course learning the assembly and computer-programming portion of robotics.

World Language courses were renamed and/or split to reflect what is already happening within scheduling. Some changes were just word change revisions to better describe

language courses or changes in prerequisite grades for class entry. French 1/1B was combined for fuller enrollment, as it is an introductory course to French.

It was MOVED (J.Formeister) SECONDED (M.Cicciarella) to approve the elective/curriculum changes at Somers High School as presented. PASSED 8-0

- 9.4** First Warning of DBS Code 3524.2 – Green Cleaning Program
The Policy Committee presented this new policy, which has been recommended by CABE. A second warning will be on the December 12th BOE meeting agenda.
- 9.5** First Warning of DBS Code: 5114 – Suspension and Expulsion/Due Process
This policy was revised and adopted in June 2010 as recommended by CABE. The legislature has added two changes to the current policy. The Policy Committee has reviewed the changes as recommended by CABE and presented it to the Board. The second warning will be on the December 12th BOE meeting agenda.
- 9.6** First Warning of DBS Code 5131.911 & Admin. Reg. – Bullying
The Policy Committee has reviewed the changes recommended by CABE and presented both the policy and the administrative regulations to the Board. Second warning will be on the December 12th BOE meeting agenda.
- 9.7** First Warning of DBS Code 5131.913 – Cyberbullying
The Policy Committee presented this new policy, which has been recommended by CABE. A second warning will take place at the December 12th BOE meeting agenda.

Any questions regarding the above policies should be directed to the BOE Policy Committee.

10.0 OLD BUSINESS - None

11.0 ADMINISTRATIVE REPORTS

- 11.1** District Pension Plan
Superintendent Dr. Suffredini and Director of Business, B.Boutwell, met with Mr. Roy Caso of MassMutual and Senior VP Brandon Hutchins of St. Germain Investments regarding the district pension plan. Dr. Suffredini stated that the Board needs to reform the Pension Advisory Committee made up of three members or more or less as indicated in Appendix B of the Somers Educational Secretarial Assembly contract. Dr. Suffredini also stated that Mr. Caso and Mr. Hutchins will attend a Board meeting in January of 2012 to discuss the pension plan. They will also meet with all members of the district pension plan once these initial tasks are completed.

12.0 COMMITTEE REPORTS

Minutes will be taken at all subcommittee meetings.

- 12.1** Budget – A timeline was presented to the Board. A budget packet for review will be presented to the Board at the December 12th BOE meeting.
- 12.2** Curriculum – The Curriculum Committee met tonight and hope to meet again before the December 12th BOE meeting.
- 12.3** Policy – The Policy Committee have two more policies to present for first warning that will be presented in the near future.

12.4 Salary & Negotiations – No Update

12.5 Planning Committee – No Update

12.6 Other Committees
Technology Ad Hoc Committee – No Report

13.0 OTHER

Chairman Palmer addressed the Board regarding Committee Assignment designation. Chairman Palmer asked the Board to kindly email him their desire for subcommittee assignments over the course of the next week or so as he will meet with Vice-Chair J.Formeister regarding assignments. New assignments will be emailed out to the Board before the December 12th BOE meeting.

Board Member A.Kirkpatrick addressed the Board regarding the NSBA (National School Board Association) convention, taking place April 21 – April 23, 2012 in Boston, MA. A.Kirkpatrick expressed interest in attending as the Board agreed to send a member to this national convention.

14.0 ADJOURNMENT

It was MOVED (B.Devlin) SECONDED (M.Maniscalco) to adjourn the regular meeting of the Board of Education at 9:00 p.m. PASSED 8-0

Respectfully submitted,

Rick Lees, Jr., Secretary
Leah Cook, Recording Secretary

These minutes are not official until approved at a subsequent meeting.