

Somers Board of Education Regular Meeting

Monday, December 9, 2024 7:00 PM

Somers Board of Education Chambers, 1 Vision Boulevard, Somers, CT 06071

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **AWARDS AND RECOGNITIONS**
 1. Paraeducator of the Year
The Board to recognize Laurie Harrison as the 2025 Paraeducator of the Year. A perpetual plaque will be displayed in the Board Chambers.
 2. Retirement Recognitions
 - Paula Carra, SES Paraeducator, will be retiring after 28 1/2 years of service at Somers Public Schools.
 - Meg Duffy, SHS Career Specialist, will be retiring after 27 1/2 years of service at Somers Public Schools.
4. **APPROVAL OF MINUTES**
 1. Approval of the November 25, 2024 BOE Minutes 3
The Board to review and approve the minutes from the November 25, 2024 Board meeting.
5. **ADMINISTRATIVE REPORTS**
 1. Superintendent Update
 2. Monthly Budget Report 8
Stephanie Levin, Director of Business Services, will update the Board on the monthly budget.
 3. Data Presentation 9
Dina Senecal, Senior Director of Curriculum and Instructional Operations, will present the test score data to the Board.
6. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
7. **CONSENT AGENDA**
 1. Warrant of December 9, 2024 50
The Board to review and consent to the warrant of December 9, 2024.
 2. Leave of Absence
Jenna Fortini, SHS Math Teacher, will be taking a leave of absence approximately May 6, 2025 through the end of the school year.
 3. 2nd Posting New Course Proposal - Global and World Cultures 54
 4. 2nd Posting New Course Proposal - Freshman Academy 56
 5. 2nd Posting New Course Proposal - ECE Solidworks for Industrial Design 59
 6. 2nd Posting New Course Proposal - Digital Literacy 61
 7. 2nd Posting New Course Proposal - AP Physics C: Mechanics 63
 8. 2nd Posting New Course Proposal - AP Calculus BC 65
 9. 2nd Posting New Course Proposal - AP Precalculus 67
 10. 2nd Posting New Course Proposal - Middle School Math Applications 69
8. **OLD BUSINESS**
9. **NEW BUSINESS**
 1. 2025 Washington D.C. Trip 71
Phil Goduti, SHS History Teacher, will present the 2025 Washington D.C. trip to the Board.
 2. 1st Posting DBS Code 4000.1 - Sexual Harassment/Title IX 73
 3. 1st Posting DBS Code 4115 - Evaluation & Support 77
 4. 1st Posting DBS Code 4222 - Paraeducators 79
 5. 1st Posting DBS Code 5114 - Suspension 83
 6. 1st Posting DBS Code 5118 - Residence 106
 7. 1st Posting DBS Code 5145.53 - Transgender and Gender Non-Conforming Youth 108

8.	1st Posting DBS Code 6146 - Graduation Requirements	114
9.	1st Posting DBS Code 6148 - FAFSA (revision)	118
10.	1st Posting DBS Code 9321.1 - Bylaws of the Board: Meetings	121
11.	1st Posting DBS Code 9321.2 - Notification of Meetings	122
10.	COMMITTEE REPORTS	
1.	Curriculum	
2.	Policy	
3.	Planning/Finance	
4.	Salary & Negotiations	
5.	Building	
11.	CABE/CREC/State Dept. of Ed./SEF	
12.	AUDIENCE TO CITIZENS/STAFF/STUDENTS	
13.	ADJOURNMENT	

Somers Board of Education Regular Meeting
Somers Board of Education Chambers
Monday, November 25, 2024
7:00 PM

(The recorded livestream may be viewed on SPS' YouTube channel on the school website)

Present BOE Members: Anne Kirkpatrick, Dr. Ed DePeau, JT Galloway, Shane Manning, Jan Martin, Kim Radziewicz, Carl Stebbins

Absent BOE Members: Mike Briggs, Derek Zelek

Others: Dr. Sam Galloway, Jen DeRagon, Carolyn Castonguay, Emma Ciccirella, Julie Hinkley

1. CALL TO ORDER

The regular Board of Education meeting was called to order by Chair Kirkpatrick at 7:00 p.m. in the Board of Education Chambers.

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF MINUTES

3.1. Approval of the November 11, 2024 BOE Minutes

Rationale: The Board to review and approve the minutes from the November 11, 2024 Board meeting.

Motion to approve minutes of November 11 Board of Education Meeting. This motion, made by Kim Radziewicz and seconded by Jan Martin, Carried. **Yea: 7, Nay: 0, Absent: 2 (Mike Briggs, Derek Zelek)**

4. ADMINISTRATIVE REPORTS

4.1. Superintendent Update

Superintendent Galloway focused this update on SHS. The presentation shared at the last meeting was recapped. Superintendent Galloway shared that Somers is a good school district with a high graduation rate, but it is his belief that Somers can be an exceptional school district. Several factors were reviewed to explain why Somers previously ranked behind other districts in the area. Superintendent Galloway explained that there are many areas for improvement that can be affected almost immediately by implementing small changes.

SHS leaders are using the 12 indicators of school success to focus on common goals. Last year, SHS ranked #63 in the state on the Connecticut Report Card, which uses the indicators of success to generate an accountability index rating. Currently, Somers ranks #23 with an index rating in the mid-80s. The score was positively impacted by increases in areas such as ELA performance, science performance, preparation for CCR (percent taking courses), preparation for CCR (percent passing exams), and percentage on track for high school graduation.

Board Member JT Galloway asked for clarification on how the indicators are scored in order to arrive at the rankings. Board Member Kim Radziewicz asked whether there is a plan to share the ranking information with the community. Dr. Jaime Rechenberg, SHS Principal, shared that her goal is to maintain a consistent index rating of 90 or above. This would place Somers in the top 3 school districts in the state among districts like Darien, New Canaan, and Wilton.

Chair Kirkpatrick inquired about how the district ranking may affect the college application process for students. Board Member Ed DePeau asked Superintendent Galloway if the district was given more detailed information about each indicator. Superintendent Galloway explained that district and school leaders have been studying this information to determine how to make the greatest impact while keeping a close eye on student growth, particularly the growth of high-needs students.

Board Member Shane Manning stated that it is important that ranking information is shared with the community, as it may have a positive impact on property values. Mr. Manning feels it's important for taxpayers to know that investment in education positively affects everyone in town.

4.2. SHS Student Representatives

Rationale: Students from Somers High School will update the Board on recent events.

Discussion: Carolyn Castonguay and Emma Ciccicarella, SHS students, shared an update for the Board and community. Quarter 2 has begun. Quarter 1 ended with 137 students achieving honors and 53 students achieving high honors. The Battle of the Beards, a fundraiser to bring awareness to men's physical and mental health, is underway. Broadway Night and the POPS Concert both went smoothly. SHS students attended a Kindness Assembly. The presenter was described as interactive, moving, and relatable. NHS members ran a Veterans Day Assembly with great turnout of veterans and Board members. Students in the AP U.S. History class visited Boston's Freedom Trail recently. Students enjoyed the Pep Rally. The SHS Reads group read and discussed [A Good Girl's Guide to Murder](#) at the Breakfast with Books event. Two students were awarded Fall Act of Kindness Awards. There was a Makerspace Meetup where students created clay ornaments. Students were able to keep one ornament and send another to the Evergreen Assisted Living Facility. Thirty students attended the CABE Conference. Students shared that it was informative and interesting to hear students' perspectives from other districts. Ms. Castonguay and Ms. Ciccicarella reviewed fall sports highlights.

A variety of field trips have taken place including a P.A. Information Session, a trip to Lincoln Tech, a Zoom meeting focused on actuarial science, a Women in Engineering and Medicine event, a BCTM Trip to NYC, a band and choir NCCC event, and a visit to the Osborn Correctional Institution.

The NHS Induction will take place on 12/5/24. Drama Club auditions are upcoming. There is a PTO Harlem Wizards game scheduled for 12/10/24. SHS will participate in the CCMC Pajama Day on 12/13/24. There are early dismissals on 11/27/24 and 12/20/24.

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

6. CONSENT AGENDA

Motion to approve Consent Agenda. This motion, made by JT Galloway and seconded by Shane Manning, Carried. **Yea: 7, Nay: 0, Absent: 2 (Mike Briggs, Derek Zelek)**

6.1. Warrant of November 25, 2024

Rationale: The Board to review and consent to the warrant of November 25, 2024.

7. OLD BUSINESS

8. NEW BUSINESS

All new course proposals were reviewed by the Curriculum Committee. Superintendent Galloway shared his excitement for the addition of AP Calc BC, a continuation of AP Calc. The SHS Calc teacher was recently certified to teach this course. School leaders are actively working to identify students at MBA who may take a path toward AP courses to be sure they are adequately prepared along the way.

Board member Kim Radziewicz inquired about the addition of many electives at MBA. Superintendent Galloway explained that the purpose of adding these courses is to alleviate gaps in many students' schedules that are currently filled by study halls. Questions regarding a new Digital Literacy course were asked.

8.1. 1st Posting New Course Proposal - Global and World Cultures

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

8.2. 1st Posting New Course Proposal - Freshman Academy

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

8.3. 1st Posting New Course Proposal - ECE Solidworks for Industrial Design

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

8.4. 1st Posting New Course Proposal - Digital Literacy

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

8.5. 1st Posting New Course Proposal - AP Physics C: Mechanics

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

8.6. 1st Posting New Course Proposal - AP Calculus BC

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

8.7. 1st Posting New Course Proposal - AP Precalculus

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

8.8. 1st Posting New Course Proposal - Middle School Math Applications

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

9. COMMITTEE REPORTS

9.1. Curriculum

The next meeting will take place on 12/3/24 at 5 p.m.

9.2. Policy

This committee met on 11/25/24. There will be a first posting of 10 policies at the next meeting. These are a combination of mandated policies and policies the committee felt needed revision. The next meeting will be held on 1/13/24 at 6:30 p.m.

9.3. Planning/Finance

The next meeting will be held on 12/9/24 at 5:30 p.m.

9.4. Salary & Negotiations

The Board will meet with Superintendent Galloway in Executive Session to discuss the Paraeducators and Secretaries contract.

9.5. Building

10. CABE/CREC/State Dept. of Ed./SEF

Chair Kirkpatrick, Board members Jan Martin and Carl Stebbins, and Superintendent Galloway attended the CABE Convention. Highlights from the convention were shared. There were no CREC updates to report. Superintendent Galloway attended a State Department of Education event with 19 other superintendents from the state. Issues such as chronic absenteeism and cell

policies were discussed. SEF held a meeting on 11/24/24. Several grant proposals were approved.

11. AUDIENCE TO CITIZENS/STAFF/STUDENTS

Community member Julie Hinkley inquired as to how school leaders intend to reconcile discrepancies shown in the data discussed in the Superintendent's update. Superintendent Galloway explained that a focus on the impact of adult actions in identified areas is critical. Superintendent Galloway shared his belief that every adult working with students should know that student's name, strengths, needs, and story to be adept at responding to students. Ms. Hinkley also shared her support of the use of tutors to support students. Ms. Hinkley shared that she would like to see an easier path to students being accepted into extended school year programs.

12. EXECUTIVE SESSION

Rationale: The Board will enter into Executive Session and invite Dr. Galloway into Executive Session to discuss the ratification of the SESA contract.

Motion to go into Executive Session to discuss the ratification of the SESA contract and invite Dr. Galloway into the Executive Session at 7:52 p.m. This motion, made by Kim Radziewicz and seconded by Shane Manning, Carried. **Yea: 7, Nay: 0, Absent: 2 (Mike Briggs, Derek Zelek)**

The Board exited Executive Session at 8:02 p.m.

Motion to accept the SESA tentative agreement for 2024-2027 as presented. This motion, made by Kim Radziewicz and seconded by Shane Manning, Carried. **Yea: 7, Nay: 0, Absent: 2 (Mike Briggs, Derek Zelek)**

13. ADJOURNMENT

Motion to adjourn the meeting at 8:04 p.m. This motion, made by Jan Martin and seconded by JT Galloway, Carried. **Yea: 7, Nay: 0, Absent: 2 (Mike Briggs, Derek Zelek)**

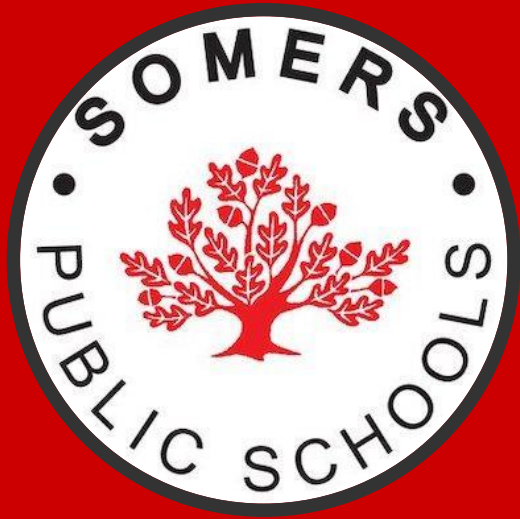
Jan Martin, BOE Secretary Date
Jenna McDermott, BOE Recording Secretary

2024-2025

Monthly Report

(Through 11/30/2024)

CATEGORY	ITEM	Approved Budget	Budget Adjustment	Revised Budget	Actual Expenditures	Encumbered	Total Projection	Variance	% +/-
Salaries	Teachers	12,564,673	(1,911)	12,562,762	3,517,047	8,995,675	12,512,722	50,040	0.40%
	Secretaries/Paraprofessionals	2,454,866	(11,363)	2,443,503	820,457	1,559,993	2,380,450	63,053	2.57%
	Administrators	1,812,352	6,180	1,818,532	724,759	1,090,865	1,815,624	2,908	0.16%
	Custodians/Maintainers	981,153	0	981,153	423,825	569,916	993,742	(12,589)	-1.28%
	Other Instructional	536,473	(169)	536,304	175,863	318,892	494,755	41,549	7.74%
	Nurses	301,269	944	302,213	81,439	210,729	292,168	10,045	3.33%
	Medical Advisor	1,500	0	1,500	1,500	0	1,500	-	0.00%
	SUBTOTAL	18,652,286	(6,319)	18,645,967	5,744,891	12,746,070	18,490,961	155,006	0.83%
Insurance & Benefits	Health Insurance	3,705,290	0	3,705,290	1,654,519	2,050,147	3,704,666	624	0.02%
	Social Security	577,250	0	577,250	219,928	342,331	562,259	14,991	2.60%
	Pension	221,000	0	221,000	52,270	166,344	218,613	2,387	1.08%
	Worker's Comp	95,030	0	95,030	45,368	49,662	95,030	-	0.00%
	Property / Liability	101,905	0	101,905	55,117	46,788	101,905	-	0.00%
	Long Term Disability	45,000	0	45,000	16,358	26,142	42,500	2,500	5.56%
	Life Insurance	25,000	0	25,000	8,164	11,836	20,000	5,000	20.00%
	School Board Legal	10,000	0	10,000	5,000	5,000	10,000	-	0.00%
	Unemployment	0	0	0	3,869	35,000	38,869	(38,869)	#DIV/0!
	OPEB	31,668	0	31,668	0	31,668	31,668	-	0.00%
	Tuition Reimbursement	9,500	0	9,500	0	0	9,500	9,500	100.00%
SUBTOTAL	4,821,643	0	4,821,643	2,060,593	2,764,917	4,825,510	(3,867)	-0.08%	
Tuition	Special Education	964,375	0	964,375	325,921	774,655	1,100,576	(136,201)	-14.12%
	Non-Special Education	128,000	0	128,000	38,982	31,221	70,203	57,797	45.15%
	SUBTOTAL	1,092,375	0	1,092,375	364,903	805,876	1,170,779	(78,404)	-7.18%
Transportation	Regular Transportation	985,820	0	985,820	206,200	859,800	1,066,000	(80,180)	-8.13%
	Special Education Transportation	461,780	0	461,780	171,009	380,571	551,580	(89,800)	-19.45%
	Athletics/Field Trips	48,300	0	48,300	10,472	24,493	34,964	13,336	27.61%
	SUBTOTAL	1,495,900	0	1,495,900	387,681	1,264,864	1,652,545	(156,645)	-10.47%
Utilities	Electricity	519,000	0	519,000	137,145	381,855	519,000	-	0.00%
	Fuel	160,300	0	160,300	919	159,381	160,300	-	0.00%
	Telephones	37,600	0	37,600	14,798	18,828	33,626	3,974	10.57%
	SUBTOTAL	716,900	0	716,900	152,862	560,064	712,926	3,974	0.55%
Maintenance	General/Dept Maint	723,623	0	723,623	354,304	369,319	723,623	-	0.00%
	Custodial Supplies	60,500	0	60,500	42,718	17,782	60,500	-	0.00%
	SUBTOTAL	784,123	0	784,123	397,022	387,101	784,123	-	0.00%
Instructional Resources	Books, Textbooks, Workbooks	78,985	(6,716)	72,269	60,565	7,266	67,831	4,438	5.62%
	Technology AV Materials	116,110	0	116,110	108,854	4,372	113,225	2,885	2.48%
	General & Dept Supplies	173,885	8,800	182,685	91,214	22,730	113,944	68,741	39.53%
	SUBTOTAL	368,980	2,084	371,064	260,632	34,368	295,000	76,064	20.61%
Extracurricular	Coaches	219,513	4,235	223,748	77,310	146,438	223,748	-	0.00%
	Activity Advisors	72,337	0	72,337	0	75,739	75,739	(3,402)	-4.70%
	Athletic/Academic Act	99,250	0	99,250	16,895	47,497	64,392	34,858	35.12%
	SUBTOTAL	391,100	4,235	395,335	94,205	269,674	363,879	31,456	8.04%
Equipment	New and Replacement	316,850	0	316,850	233,240	61,033	294,273	22,577	7.13%
Admin Overhead	Postage, Dues, Travel, BOE Exp., etc.	198,680	0	198,680	94,544	74,507	169,051	29,629	14.91%
GRAND TOTAL		28,838,837.00	0.00	28,838,837.00	9,790,572.91	18,968,473.92	28,759,046.83	79,790.17	0.28%
As of 12/3/2024									



2024
Standardized
Assessment
Data Summary



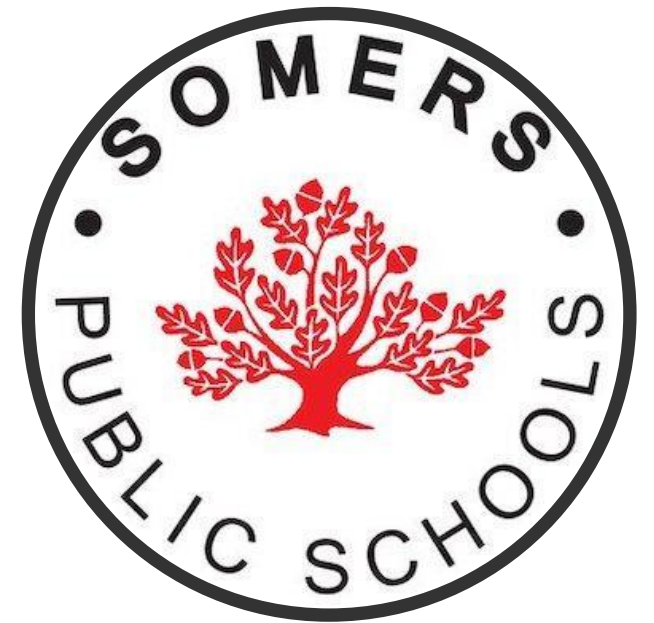
December 2024

Mission:

The mission of the Somers Public Schools is to prepare each student to contribute and succeed in an ever-changing global society.

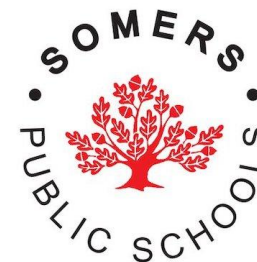
In pursuit of this Vision and Mission, we believe in:

- The pursuit of excellence
- Lifelong learning
- An environment conducive to success
- Student, family, and community partnerships
- Responsible citizenship
- Honoring equity, individuality, and diversity
- Educating the whole child



SPS Learning Stances

1. Be willing to reflect deeply on your practice and willing to learn/unlearn/relearn.
2. Notice when you are blocking your own learning by either judging others; thinking “I already know/do this”; trying to prove you are capable; attempting to hold on to an opinion or belief rather than reconsider it.
3. Be honest about your personal and professional competencies and committed to your own growth and that of others.
4. Study the obvious to create space for something new and more complex to emerge.
5. Challenge yourself as well as each other in a non-defensive manner to dig deeper and think more substantially.
6. Practice giving honest, frank, courageous comments; asking genuine, provocative questions; as well as encouragement and advice. We are learning to truly collaborate for the benefit of all. It is not personal; it is about the work.
7. Be willing to stay open to new ideas, possibilities, and ways of doing things.
8. Be open and non-defensive when receiving feedback. It is not personal...it’s about the work. We are about learning...not competing and “showing what we know.”
9. Be agile and willing to adapt.
10. Maintain an improvement mindset that permeates all behaviors, decisions, discourse, and actions.



Standardized Assessments

Each spring, students take part in statewide standardized assessments.

The Smarter Balanced Assessments for students in grades 3-8 measure student knowledge in both Math and English Language Arts.

Students in grades 5, 8 and 11 also participate in the Next Generation Science Standards Assessment.

All assessments are digital.




The Smarter Balanced scale is a vertical scale meaning that students' performance in all grades is reported on the same scale.



This allows educators to compare a student's scale from a test in one grade to that student's score from a test in another grade.

An important aspect of a vertical scale is that the overall score range for each grade steadily increases, and the threshold between each level increases across grade levels.



Level 4	Exceeded the standard
Level 3	Met the standard
Level 2	Nearly met the standard
Level 1	Did not meet the standard

2019-2020	<ul style="list-style-type: none"> ● No test data collected. ● Schools moved to full remote learning in March 2020.
2020-2021	<ul style="list-style-type: none"> ● Test data collected. ● Remote, Hybrid, Full in-person learning and testing took place.
2021-2022	<ul style="list-style-type: none"> ● Test data collected. ● In-person learning and in-person testing.
2022-2023	<ul style="list-style-type: none"> ● Test data collected. ● In-person learning and in-person testing. ● Data from 22/23 is comparable to data from 21/22.
2023-2024	<ul style="list-style-type: none"> ● Test data collected. ● In-person learning and in-person testing. ● Data from 23/24 is comparable to data from 21/22 and 22/23.

- All SBAC and NGSS data is obtained through the Connecticut State Department of Education's portal EdSight.
- EdSight is Connecticut's source of educational data for all public school districts. It consists of specific dashboards and multi-year reports that are used to analyze the information necessary for our district to compare and review our performance and metrics.
- All information is based on what each district reports to the State and can only be reviewed if information has been submitted.



[EdSight](#)

70% of students at levels 3 & 4 is our baseline,
not our benchmark.

We strive for *all students* to make growth.



GOOD TO KNOW

Achievement or Proficiency Data:

A one-time snapshot measurement of a student's academic performance.

Growth Data:

The change in achievement scores for the same student between two or more points in time.

Rough Cohort Change Data:

Example: Comparing the data from this year's 4th graders to last year's 3rd graders.



Matched Student Cohort Change Data:

Comparing the data from the same student from one year to the next.

Somers Grade-Level SBAC & NGSS Achievement Data



2024 SBAC & NGSS Scores

% of Students at Levels 3 & 4

	<u>Math</u>	<u>ELA</u>	<u>NGSS</u>
State of CT	44%	49%	49%
Somers	53%	61%	63%

Data Analysis and Action



- ✓ Look at Growth Projections for all current 4th and 5th Graders utilizing the Projection Tool provided by Smarter Balanced.
- ✓ Share Growth Goals with all 6th, 7th and 8th Graders and host an annual SBAC Breakfast to recognize those who made/exceeded their goals.
- ✓ Embedded throughout the year Focused, Interim Assessment Blocks (FIAB's) and Interim Assessment Blocks (IAB's) that are aligned with curricular content are given.
- ✓ Teach Students About the Test- Logging in, utilizing the test interface & embedded tools, test taking strategies, etc.
- ✓ Integrate skills across content areas (ELA-SS and Math-Science-STEM)

Collaboration, Collective Efficacy & Continuous Improvement

Data Analysis and Action

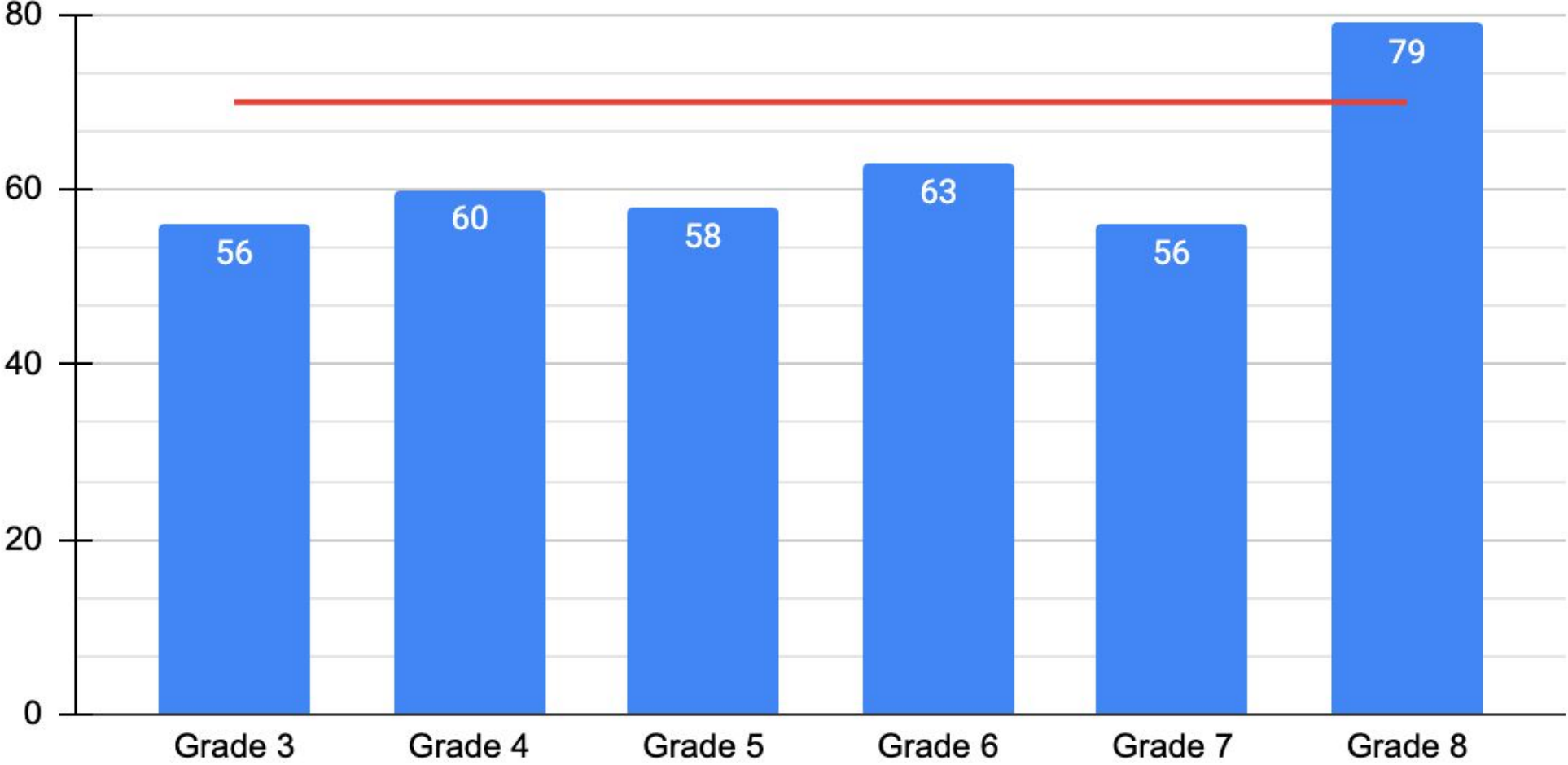


- ✓ Collaborate with other districts- What did they do well that we can replicate?
- ✓ Disaggregate the Data- Looking at trends, growth, areas to target instruction. (Looker Studio)
- ✓ Target student support based on subscores and correlation with universal screeners and formative grade-level assessments.
- ✓ Analyze Curricular Alignment- Is the content taught in the classroom matching the expectations and skills assessed on the SBAC & NGSS?

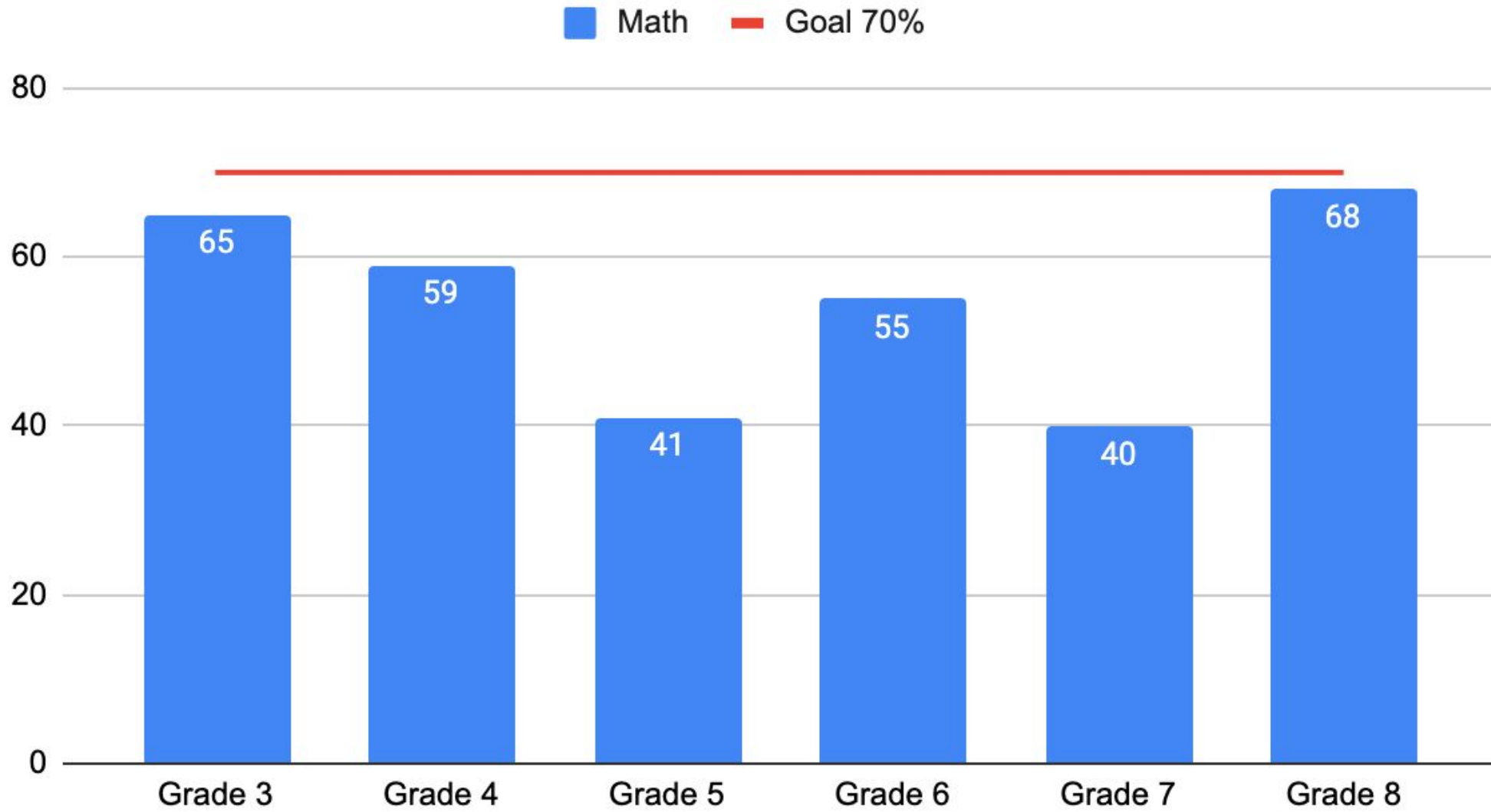
Collaboration, Collective Efficacy & Continuous Improvement

ELA

■ ELA ■ Goal 70%



Math



NGSS Achievement Data

% of Students at Levels 3 and 4

Year	<u>Grade 5</u>	Year	<u>Grade 8</u>	Year	<u>Grade 11</u>
2019	64%	2019	66%	2019	41%
2020	COVID- No Data	2020	COVID- No Data	2020	COVID- No Data
2021*	56%	2021*	66%	2021*	56%
2022	53%	2022	49%	2022	46%
2023	64%	2023	69%	2023	52%
2024	63%	2024	64%	2024	64%

Somers SBAC Cohort Data



ELA and Math SBAC “Rough” Cohort Data

% of Students at Levels 3 and 4

Class of 2028			
<u>Year</u>	<u>Gr. Level</u>	<u>ELA</u>	<u>Math</u>
2019	3	73	53
2020	4	COVID- No Data	
2021*	5	67	58
2022	6	67	63
2023	7	74	68
2024	8	79	68

Class of 2029			
<u>Year</u>	<u>Gr. Level</u>	<u>ELA</u>	<u>Math</u>
2020	3	COVID- No Data	
2021*	4	54	44
2022	5	55	36
2023	6	62	38
2024	7	56	40

Class of 2030			
<u>Year</u>	<u>Gr. Level</u>	<u>ELA</u>	<u>Math</u>
2021*	3	47	39
2022	4	56	50
2023	5	65	56
2024	6	63	55

Class of 2031			
<u>Year</u>	<u>Gr. Level</u>	<u>ELA</u>	<u>Math</u>
2022	3	52	49
2023	4	52	52
2024	5	58	41

Class of 2032			
<u>Year</u>	<u>Gr. Level</u>	<u>ELA</u>	<u>Math</u>
2023	3	57	57
2024	4	60	59

Class of 2033			
<u>Year</u>	<u>Gr. Level</u>	<u>ELA</u>	<u>Math</u>
2024	3	56	65

SBAC & NGSS District Comparisons



The District Reference Groups (DRGs)



- All districts assigned a DRG Letter (A-I)
- DRG A: districts viewed as the highest socioeconomic status.
- Last updated in 2006
- Somers is one of 30 districts in DRG C

District Comparison List

DRG C Districts

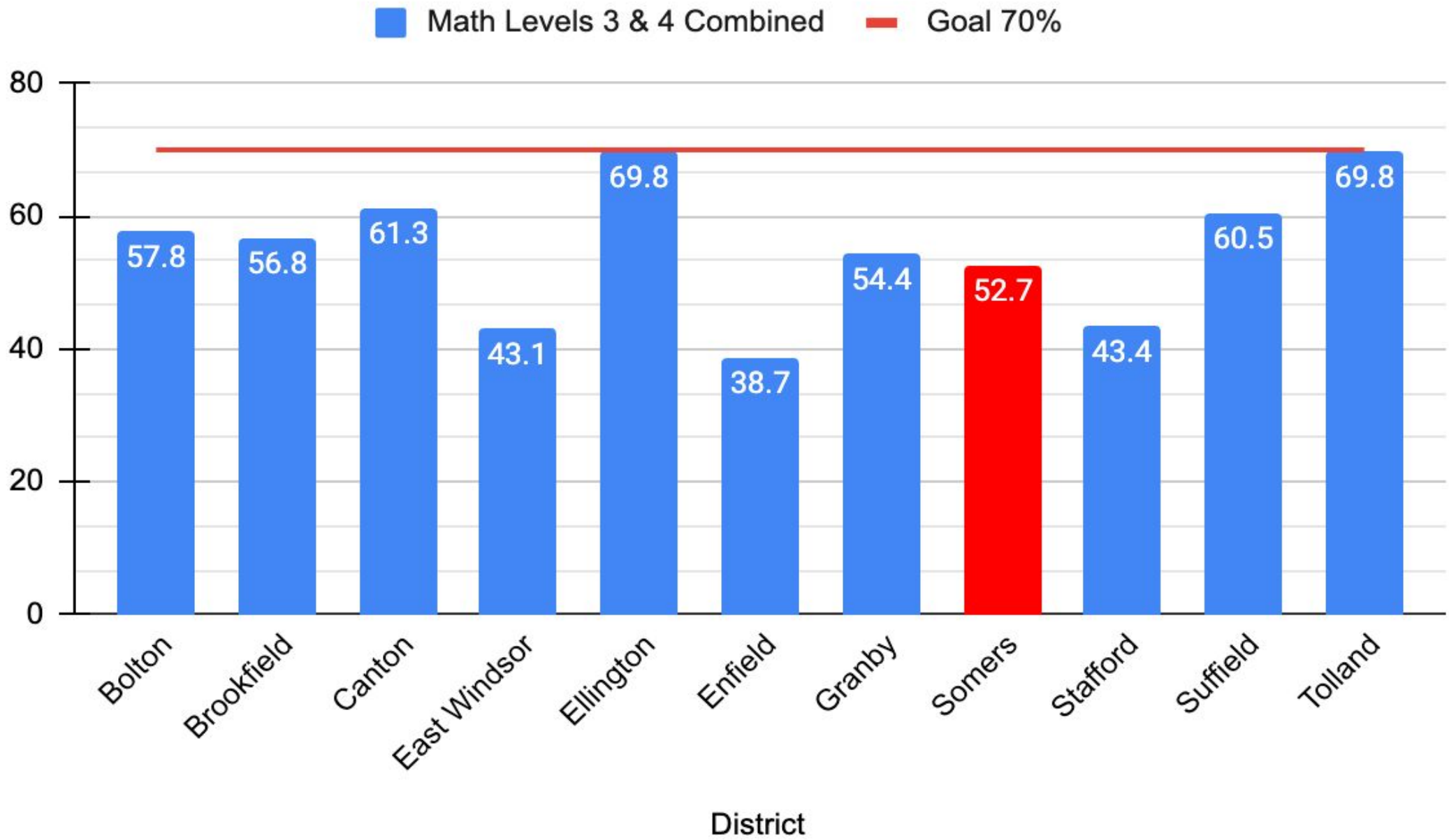
Bolton
Canton
Ellington
Somers
Suffield
Tolland

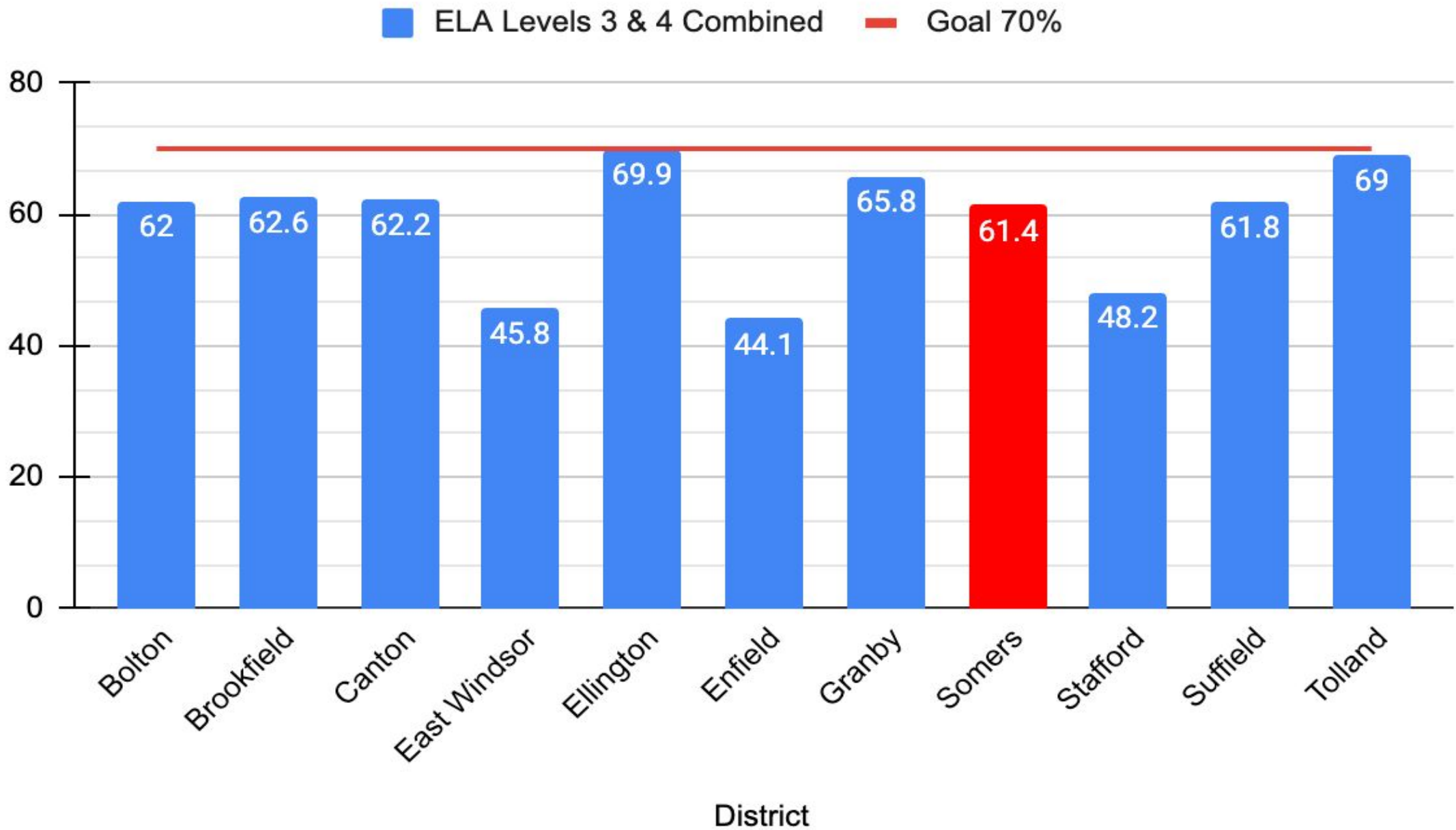
DRG B Districts

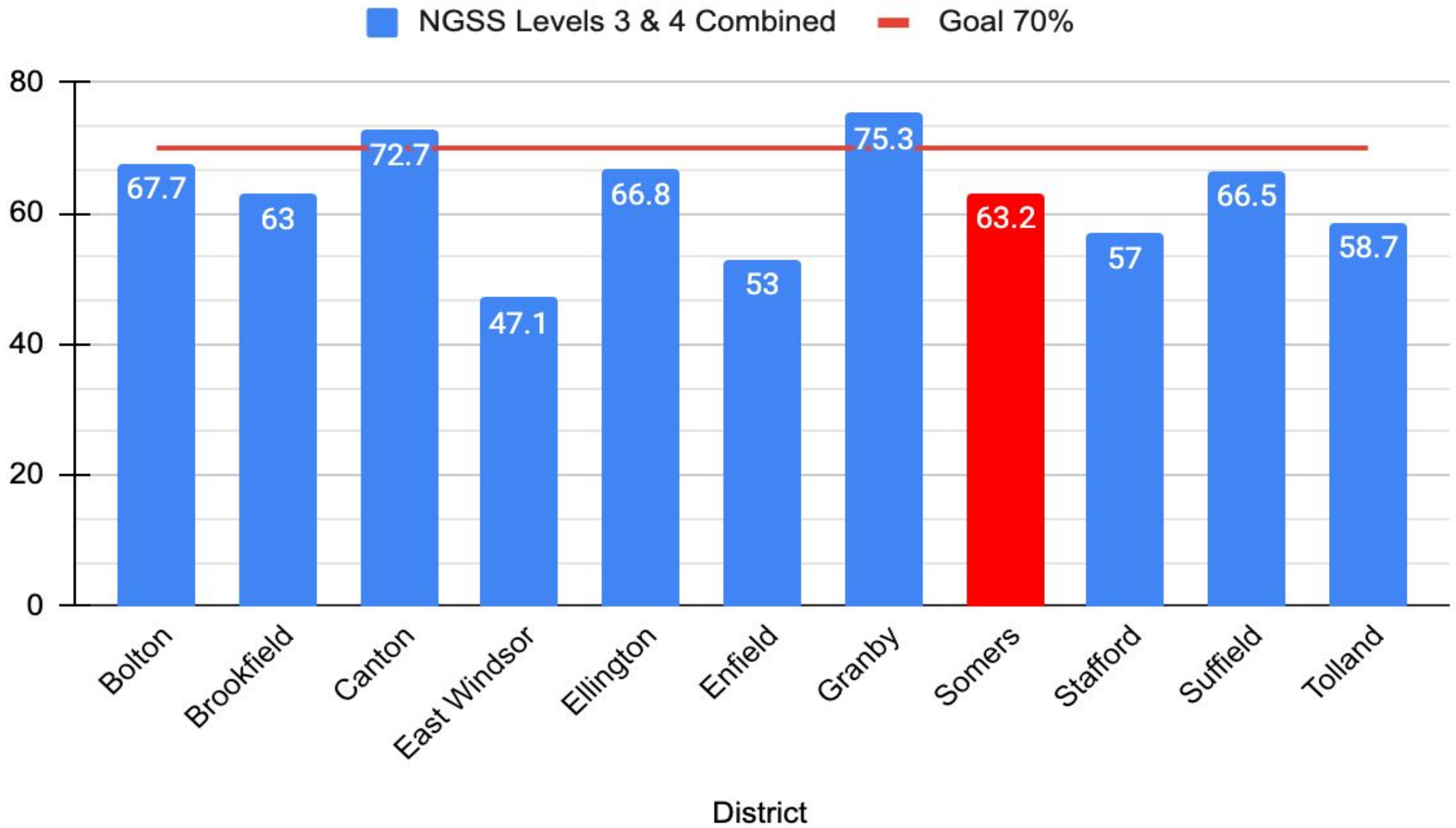
Granby
Brookfield

Surrounding Districts

East Windsor
Enfield
Stafford







SAT Data



- Open to all enrolled Juniors.
- Assessment occurs annually in the Spring.
- Participation is strongly encouraged **but** optional.
- Shifted to digital test administration Spring 2024



SAT Average Scores 2024

	Total Score 400-1600	ERW Score 200-800	Math Score 200-800
Connecticut	962	491	471
Somers	1026	516	510

Data Analysis and Action

- ✓ Disaggregate Data- Looking at trends, growth, areas to target instruction.
- ✓ Algebra I Classes- Assigning students “do nows” that are matched to PSAT/SAT style questions and/or released questions.
- ✓ Teach Students About the Test- Logging in, utilizing the test interface & embedded tools, test taking strategies, etc.
- ✓ Run Predictability Reports PSAT to SAT- Identifying and providing targeted skill reinforcement for students based on scores.
- ✓ Provide SAT Student Prep Sessions.
- ✓ Analyze Curricular Alignment- Is the content taught in the classroom matching the expectations and skills assessed on the SAT?

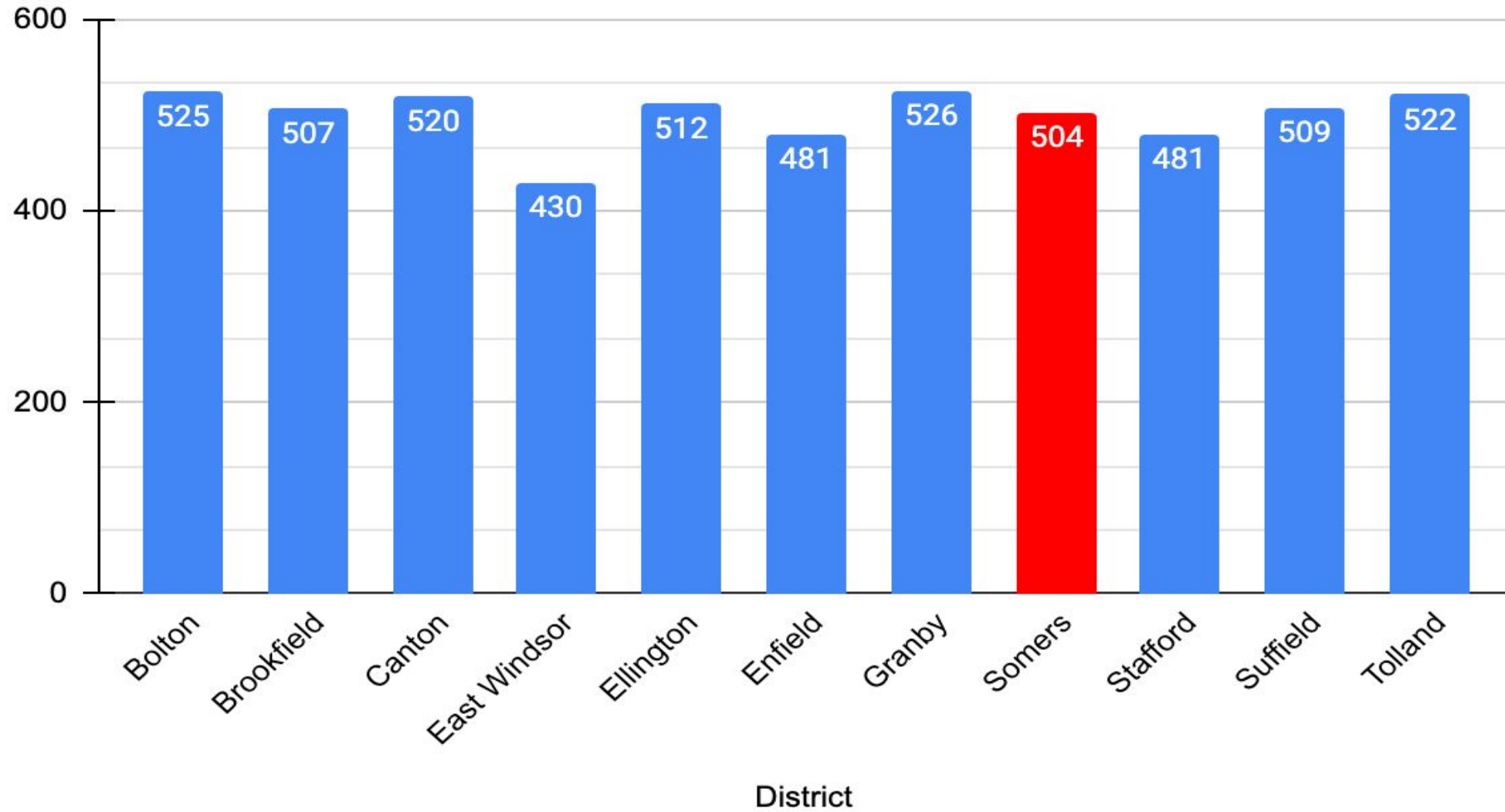


Collaboration, Collective Efficacy & Continuous Improvement

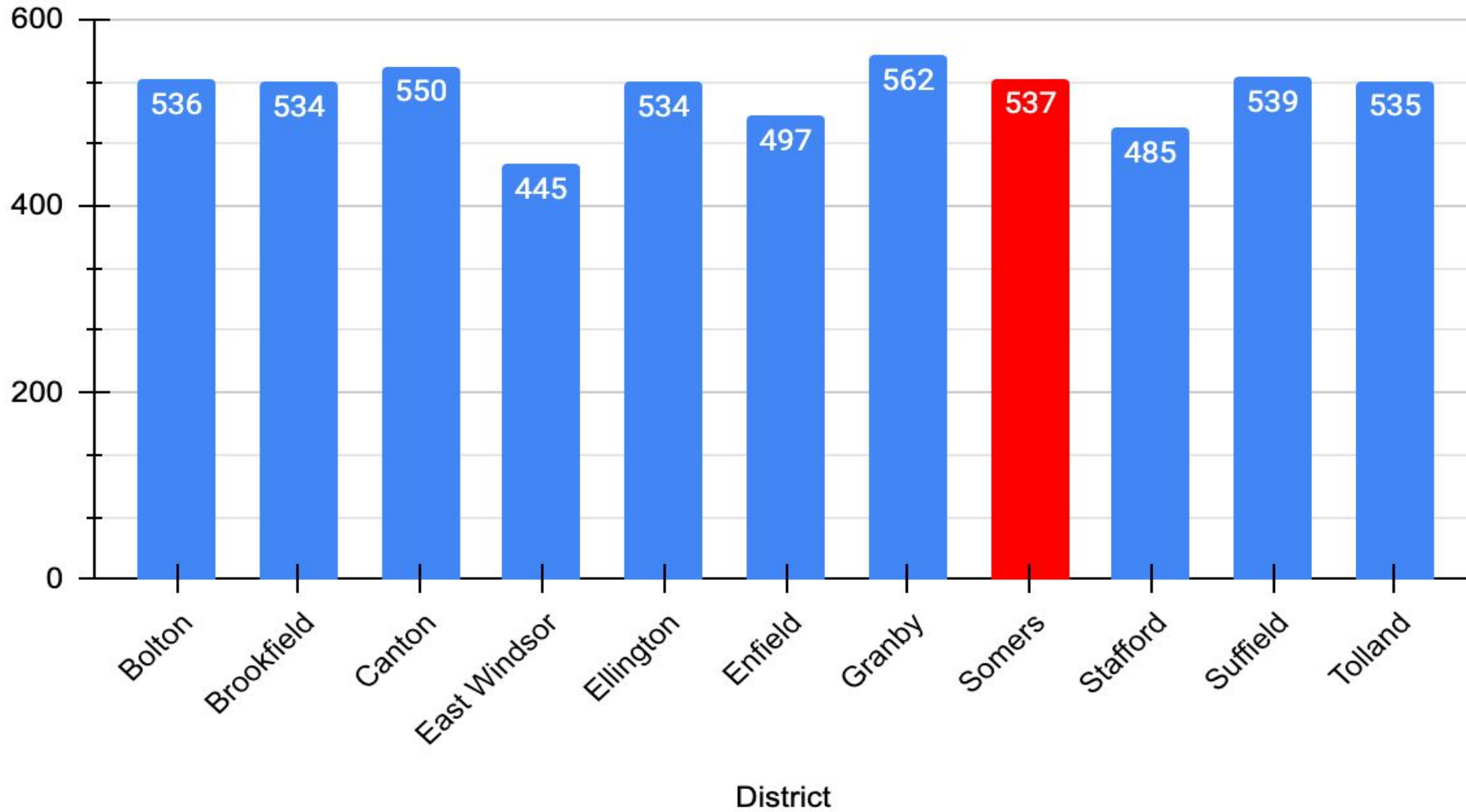
Somers SAT Data

<u>Year</u>	<u># of Testers</u>	<u>Avg. Score</u>	<u>Avg. ELA</u>	<u>Avg. Math</u>
2019	124	1045	524	521
2020	COVID- No Test Administration at SHS			
2021*	106	1057	535	523
2022	105	1044	521	523
2023	99	1026	516	510
2024	93	1041	537	504

SAT Average Math Score



SAT Average ELA Score



AP Data



AP[®]

The CollegeBoard logo, featuring a stylized acorn icon to the left of the word "CollegeBoard" in a white, sans-serif font.

- ✓ A score of **3 or higher** is generally considered good
- ✓ Keep in mind that every college sets its own policy about AP credit

AP Exam Score	Recommendation	College Course Grade Equivalent
5	Extremely well qualified	A+ or A
4	Very well qualified	A-, B+, or B
3	Qualified	B-, C+, or C
2	Possibly qualified	---
1	No recommendation	---

Data Analysis and Action

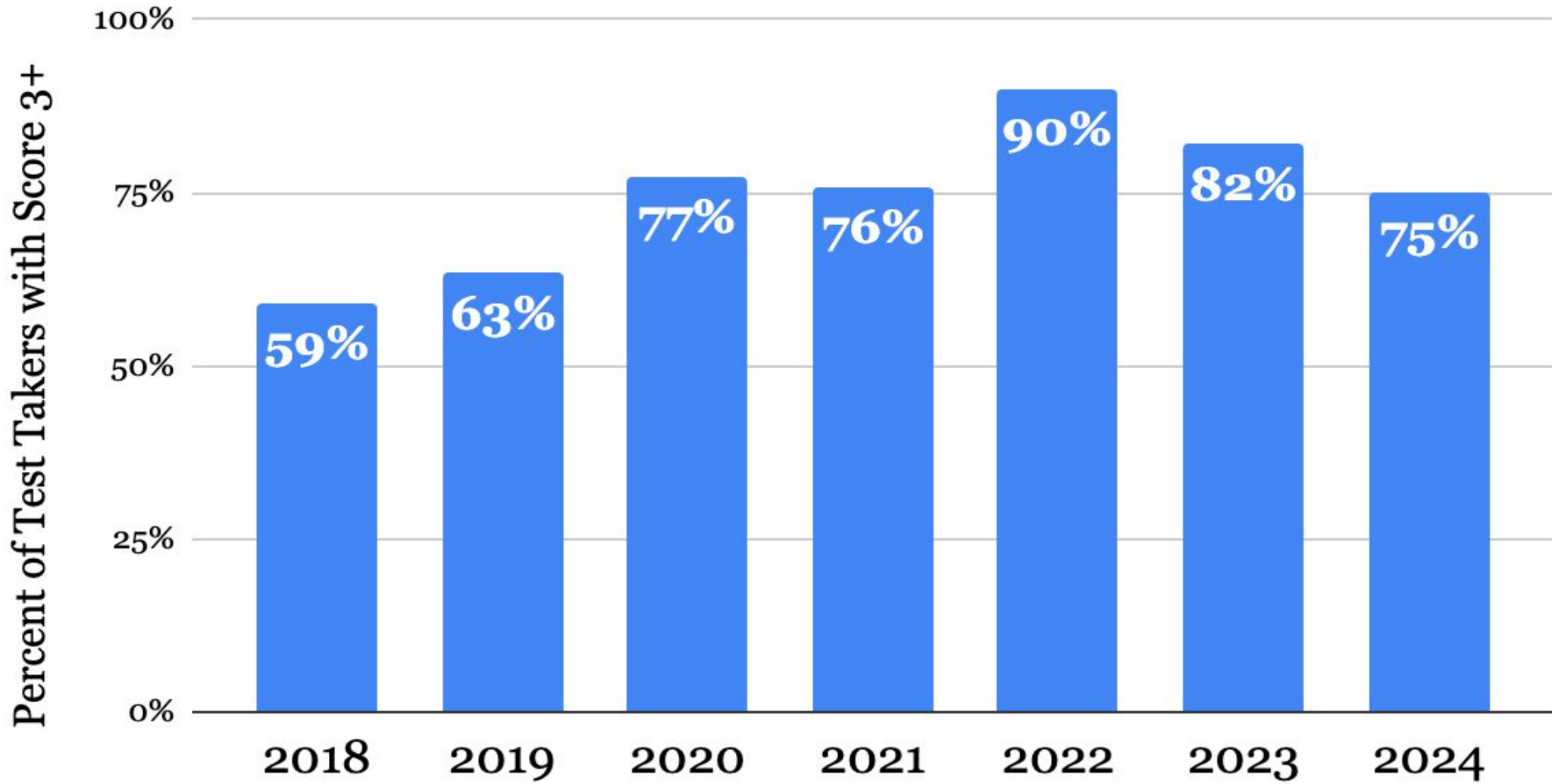


- ✓ Disaggregate Data- Looking at trends, growth, areas to target instruction.
- ✓ Analyze Curricular Alignment- Is the content taught in the classroom matching the expectations and skills assessed on the AP Exam?
- ✓ Add/embed Depth of Knowledge (DOK) style questions to AP class assignments and assessments.
- ✓ Continue Professional Development for AP Teachers.
- ✓ Examine AP Course Offerings

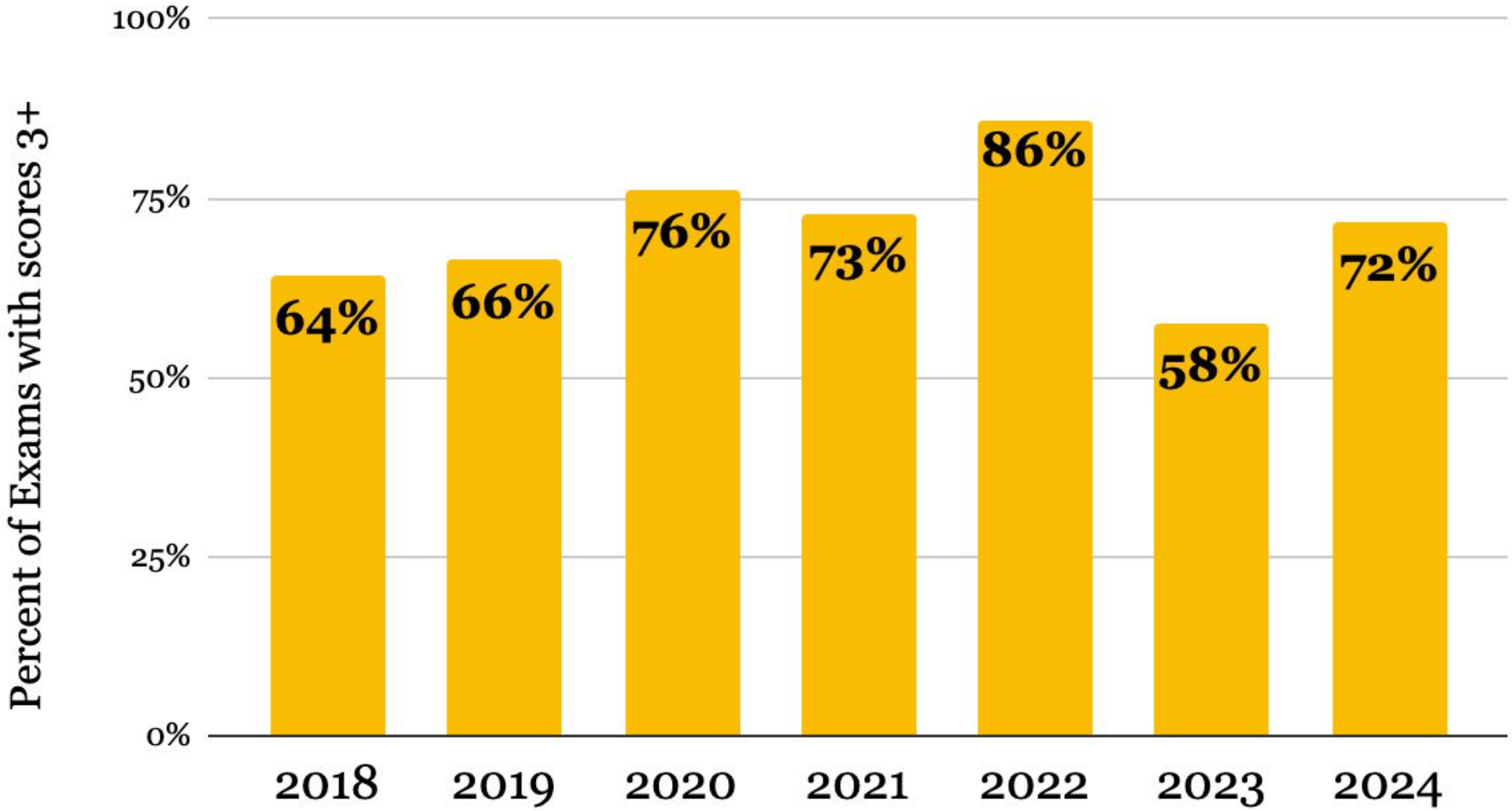
Collaboration, Collective Efficacy & Continuous Improvement

2023-2024	<u>Score</u>						
<u>Subjects</u>	1	2	3	4	5	<u>Total Exams</u>	<u>Pass Rate</u>
AP Calculus				2	5	7	100%
AP Comp. Science		2	1	1	2	6	67%
AP Physics			3	1		4	100%
AP Psych.	1	1	4	13	11	30	93%
AP Studio Art		1	1	1		3	67%
AP Chemistry		3	2	4	1	10	70%
AP English Lang. & Comp.	2	11	12	5		30	57%
AP US History	1	17	15	8	1	42	57%
AP World History					1	1	100%
AP Biology		6	7		1	14	57%
AP Lit. and Comp.	2	1	9	7	3	22	86%
Totals	6	42	54	42	25	169	

Percent of AP Test Takers Scoring 3+

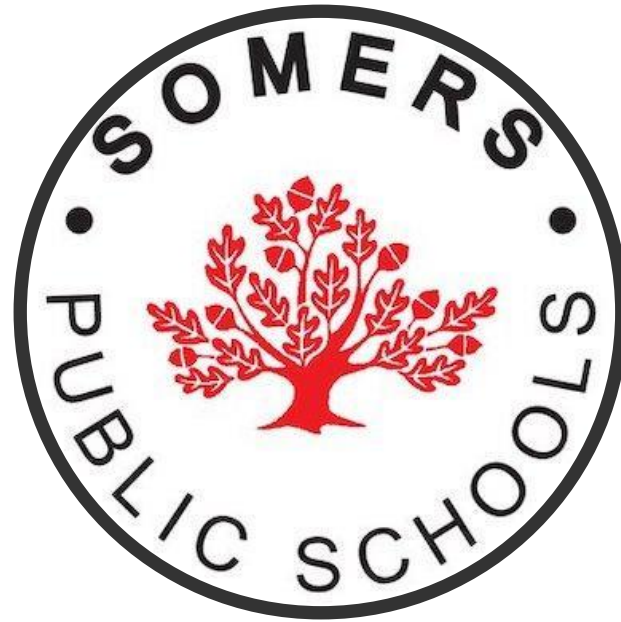


Percent of Exams with scores 3+



Closing Thoughts

Dr. Galloway



All Means All



Name

Strength

Need

Story



Next Generation Accountability System: Indicator Overview



Indicator 1: Academic Achievement

Calculated based on the scale scores earned by every student in every tested area on standard and alternate assessments.

- **Math, Science**
- **ELA**
- **Social Studies**
- **World Language**

Indicator 2: Academic Growth

Every student in Grades 4-8 have Smarter Balanced growth targets in ELA and Math.

- **SES & MBA (not SHS)**

Indicator 3: Participation Rate

Similar to academic growth measured by Smarter Balanced, this indicator is the average percentage of growth target achieved based on LAS Links for all English learners.

- **Math, Science**
- **ELA,**
- **Social Studies**
- **World Language**

Indicator 4: Chronic Absenteeism

Chronic absenteeism is the percentage of students missing at least 10% of the total number of days enrolled in the school year for any reason.

- **Special Education**
- **Guidance**

Indicator 5: Postsecondary Preparation

Percentage of Grade 11 & 12 students participating in 2 AP/IB/dual credit courses; or 2 courses in a CTE cluster; or 2 workplace experience courses.

- **Math**
- **Science**
- **ELA**
- **Social Studies**
- **World Language**
- **CTE**
- **Guidance**

Indicator 6: Postsecondary Readiness

Percentage of students in grades 11 & 12 achieving either CCR benchmark on at least one of the following: SAT or ACT or AP or IB; or earning three or more college credits through dual credit coursework.

- **Math**
- **Science**
- **ELA**
- **Social Studies**
- **World Language**
- **CTE**
- **Guidance**

Indicator 7: Graduation (On-Track G9)

Percentage of Grade 9 students earning at least six credits in the year.

- **Guidance**
- **Intervention**
- **Special Education**

Indicator 8: Graduation Rate (4 yr)

Percentage of first-time ninth graders who graduate with a regular high school diploma in four years or less.

- **Guidance**
- **Intervention**

Indicator 9: Graduation Rate (6 yr)

Percentage of first-time ninth graders who graduate with a regular high school diploma in six years or less.

- **Special Education**

Indicator 10: Postsecondary Entrance Rate

Percentage of graduating class enrolled in a 2- or 4-year institution any time during the first year after graduation.

- **Guidance**

Indicator 11: Physical Fitness

Percentage of students meeting/exceeding the "Health Fitness Zone Standard" in all four areas of CT Physical Fitness Assessment.

- **PE/Wellness**

Indicator 12 Arts Access

Percentage of students in Grades 9-12 participating in at least one dance, music, theatre, visual arts, or media arts course in the school year.

- **Music/Art**



The CAS 9 Indicators Associated with High-Performing Schools



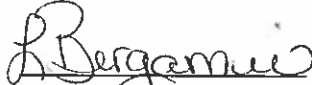
<p>Evidence of a safe and healthy school environment.</p>	<p>Evidence that the school's educational programs are consistently being reviewed and improved.</p>	<p>Teaming practices that drive instruction.</p>
<p>Evidence that the school involves parents and the community in supporting student learning and healthy development.</p>	<p>A research-based curriculum with appropriate assessment grounded in standards.</p>	<p>Personalization of the school environment.</p>
<p>Student services that go beyond those that are part of a typical school, i.e. clubs, activities, support services, and extra help for those who need it.</p>	<p>Instructional methods and strategies designed to prepare students to meet high standards.</p>	<p>Collaborative leadership and professional learning communities.</p>

SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1168

Voucher Date: 12/09/2024

Prepared By:


Printed: 12/06/2024 09:53:01 AM

SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$304,726.07 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.


Stephanie Levin Director of Business Services

SOMERS BOARD OF EDUCATION

Fund		Amount
10	GENERAL FUND	\$304,726.07
20	GRANTS	\$0.00
		<hr/> \$304,726.07

Somers Board of Education

Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 12/9/2024
From Check: 25523
From Voucher: 1168

To Date: 12/9/2024
To Check: 25585
To Voucher: 1168

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
25523	12/09/2024	55 West	\$655.00	1168	Printed	Expense	<input type="checkbox"/>		
25524	12/09/2024	Allison Lemieux	\$101.84	1168	Printed	Expense	<input type="checkbox"/>		
25525	12/09/2024	Alternative Access Assistive Technology	\$2,244.00	1168	Printed	Expense	<input type="checkbox"/>		
25526	12/09/2024	Amazon Capital Services	\$2,577.28	1168	Printed	Expense	<input type="checkbox"/>		
25527	12/09/2024	Anthem Blue Cross and Blue Shield	\$108,110.72	1168	Printed	Expense	<input type="checkbox"/>		
25528	12/09/2024	Auto Tek LLC	\$191.98	1168	Printed	Expense	<input type="checkbox"/>		
25529	12/09/2024	Avery Septic Service	\$100.00	1168	Printed	Expense	<input type="checkbox"/>		
25530	12/09/2024	Bart Truck Equipment LLC.	\$185.00	1168	Printed	Expense	<input type="checkbox"/>		
25531	12/09/2024	BSN Sports LLC	\$1,202.93	1168	Printed	Expense	<input type="checkbox"/>		
25532	12/09/2024	Bureau of Education & Research, Inc.	\$295.00	1168	Printed	Expense	<input type="checkbox"/>		
25533	12/09/2024	CHLIC	\$4,784.10	1168	Printed	Expense	<input type="checkbox"/>		
25534	12/09/2024	Chromebook Parts	\$111.93	1168	Printed	Expense	<input type="checkbox"/>		
25535	12/09/2024	Clear Water Industries	\$233.33	1168	Printed	Expense	<input type="checkbox"/>		
25536	12/09/2024	CLG Electric LLC	\$875.00	1168	Printed	Expense	<input type="checkbox"/>		
25537	12/09/2024	COX Business	\$1,095.97	1168	Printed	Expense	<input type="checkbox"/>		
25538	12/09/2024	CREC	\$27,758.00	1168	Printed	Expense	<input type="checkbox"/>		
25539	12/09/2024	DG Graphics	\$95.00	1168	Printed	Expense	<input type="checkbox"/>		
25540	12/09/2024	Dime Oil Company LLC	\$434.34	1168	Printed	Expense	<input type="checkbox"/>		
25541	12/09/2024	Elan Financial Services	\$561.34	1168	Printed	Expense	<input type="checkbox"/>		
25542	12/09/2024	Ellington Board of Education	\$8,881.90	1168	Printed	Expense	<input type="checkbox"/>		
25543	12/09/2024	Eric Barakat	\$75.00	1168	Printed	Expense	<input type="checkbox"/>		
25544	12/09/2024	Eversource Energy	\$5,420.74	1168	Printed	Expense	<input type="checkbox"/>		
25545	12/09/2024	FireTech	\$645.00	1168	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

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To Date: 12/9/2024
 To Check: 25585
 To Voucher: 1168

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
25546	12/09/2024	First Student, Inc	\$1,987.71	1168	Printed	Expense	<input type="checkbox"/>		
25547	12/09/2024	Flores & Associates	\$94.35	1168	Printed	Expense	<input type="checkbox"/>		
25548	12/09/2024	Gateway Enterprise Corporation	\$123.00	1168	Printed	Expense	<input type="checkbox"/>		
25549	12/09/2024	Geissler's Supermarket, Inc	\$55.68	1168	Printed	Expense	<input type="checkbox"/>		
25550	12/09/2024	Grand Floor Services	\$3,310.00	1168	Printed	Expense	<input type="checkbox"/>		
25551	12/09/2024	J.W. Pepper & Son, Inc.	\$86.30	1168	Printed	Expense	<input type="checkbox"/>		
25552	12/09/2024	Kenneth W Anderson	\$300.00	1168	Printed	Expense	<input type="checkbox"/>		
25553	12/09/2024	Language Line Services	\$4,382.68	1168	Printed	Expense	<input type="checkbox"/>		
25554	12/09/2024	Laurie Amsden	\$75.00	1168	Printed	Expense	<input type="checkbox"/>		
25555	12/09/2024	MagnaKleen Services	\$108.61	1168	Printed	Expense	<input type="checkbox"/>		
25556	12/09/2024	Marcia Brenner Associates	\$1,900.00	1168	Printed	Expense	<input type="checkbox"/>		
25557	12/09/2024	Michael Savage	\$75.00	1168	Printed	Expense	<input type="checkbox"/>		
25558	12/09/2024	Microbac Laboratories, Inc	\$143.88	1168	Printed	Expense	<input type="checkbox"/>		
25559	12/09/2024	Morgan Stanley	\$44,747.00	1168	Printed	Expense	<input type="checkbox"/>		
25560	12/09/2024	Morgan Stanley	\$15,834.00	1168	Printed	Expense	<input type="checkbox"/>		
25561	12/09/2024	NAPA AutoParts CON060	\$90.54	1168	Printed	Expense	<input type="checkbox"/>		
25562	12/09/2024	National Association for Music Education	\$284.00	1168	Printed	Expense	<input type="checkbox"/>		
25563	12/09/2024	NCS Pearson, Inc.	\$5,864.09	1168	Printed	Expense	<input type="checkbox"/>		
25564	12/09/2024	Nicholas Kosloski	\$45.56	1168	Printed	Expense	<input type="checkbox"/>		
25565	12/09/2024	Nuso, LLC	\$115.39	1168	Printed	Expense	<input type="checkbox"/>		
25566	12/09/2024	OMNI Group	\$24.00	1168	Printed	Expense	<input type="checkbox"/>		
25567	12/09/2024	Pitney Bowes, Inc.	\$199.18	1168	Printed	Expense	<input type="checkbox"/>		
25568	12/09/2024	Portabull	\$300.00	1168	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

Check Listing

Fiscal Year: 2024-2025

Criteria:

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From Date: 12/9/2024
From Check: 25523
From Voucher: 1168

To Date: 12/9/2024
To Check: 25585
To Voucher: 1168

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
25569	12/09/2024	R.C.S Contracting	\$2,200.00	1168	Printed	Expense	<input type="checkbox"/>		
25570	12/09/2024	Rusty Klin LLC	\$979.80	1168	Printed	Expense	<input type="checkbox"/>		
25571	12/09/2024	School Specialty, Llc	\$73.00	1168	Printed	Expense	<input type="checkbox"/>		
25572	12/09/2024	SHI International Corp	\$22,237.00	1168	Printed	Expense	<input type="checkbox"/>		
25573	12/09/2024	Shipman & Goodwin, LLP	\$9,081.00	1168	Printed	Expense	<input type="checkbox"/>		
25574	12/09/2024	Silvia Gopalakrishnan	\$150.00	1168	Printed	Expense	<input type="checkbox"/>		
25575	12/09/2024	Somers Lunch Program	\$216.00	1168	Printed	Expense	<input type="checkbox"/>		
25576	12/09/2024	Stafford Mechanical Services	\$1,167.00	1168	Printed	Expense	<input type="checkbox"/>		
25577	12/09/2024	The Hartford	\$5,017.61	1168	Printed	Expense	<input type="checkbox"/>		
25578	12/09/2024	The Home Depot Pro	\$86.13	1168	Printed	Expense	<input type="checkbox"/>		
25579	12/09/2024	Town of Somers	\$8,123.25	1168	Printed	Expense	<input type="checkbox"/>		
25580	12/09/2024	Tremco	\$5,750.00	1168	Printed	Expense	<input type="checkbox"/>		
25581	12/09/2024	Turf Products	\$1,853.85	1168	Printed	Expense	<input type="checkbox"/>		
25582	12/09/2024	UltimateSLP	\$420.00	1168	Printed	Expense	<input type="checkbox"/>		
25583	12/09/2024	Verizon Wireless	\$505.23	1168	Printed	Expense	<input type="checkbox"/>		
25584	12/09/2024	W.B. Mason Co., Inc.	\$20.86	1168	Printed	Expense	<input type="checkbox"/>		
25585	12/09/2024	Wieser Educational	\$63.97	1168	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$304,726.07

End of Report

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course **New Course**

Proposed Course Title: Global and World Cultures	Content Area: Humanities		
<p style="text-align: center;">This course is designed for:</p> Freshman Sophomores Juniors Seniors Middle School	<p style="text-align: center;">Length of Course:</p> Full Year Semester Quarter Trimester		
Prerequisites needed by students to take this course: None			
What need(s) does this course address? How was the need identified and who was involved determining the need? This course will support our ongoing work of creating an inclusive climate at MBA Middle School by increasing whole-school cultural interactions and supporting equitable pedagogical approaches by promoting a variety of cultures and experiences. This course will not only provide students with further learning on a variety of cultures and customs, but also increase a sense of belonging for students and staff by highlighting a variety of world views and experiences.			
Give a general overview of what this course will cover (include updates if modifying an existing course) This course will provide students with a cultural overview of a variety of world and American cultures and include topics such as food, fashion, climate and cultural values. Students will be presented with units that provide an understanding and appreciation of a variety of cultures through units in Asian American and Pacific Islander studies, African American and Black Studies, and Native American Studies, and others.			
Who designed this course? Caitlin Hoffman MBA Humanities Teachers	What, if any, special background/training would the teacher need to instruct this course successfully? None		
What, if any, implications does this course have on staffing, other curricular areas and or space? This is part of our ongoing work to reduce study halls for middle school students at MBA. This course will be offered as an elective for 7th and 8th grade students.			

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

<u>Materials/Resources</u>	<u>Cost</u>

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
<i>Mr. Hammett</i>	World Language	11/01/2024
<i>Carie Amber</i>	Tech Ed	11/1/2024
<i>Cassie Myers</i>	math	11/1/2024
<i>Clay</i>	Inst. Leader/Curric.	11/01/24
<i>[Signature]</i>	Math Skills	11/1/24

Principal Signature: *M. Maefello*

Date: 11/1/24

Superintendent Signature: *[Signature]*

Date: 11/6/24

Director of Curriculum Signature: *Dina M Seneca*

Date: 11/6/24

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: Freshman Academy Content Area: General

This course is designed for: Freshman Length of Course: 1 Semester, 0.5 credits

Prerequisites needed by students to take this course: None

What need(s) does this course address? How was the need identified and who was involved determining the need?

Freshman academies provide valuable support for students transitioning into high school, addressing several key needs:

- **Smooth Transition:** Freshmen often face significant changes in academic expectations and social dynamics. An academy helps ease this transition by providing structure and support.
- **Academic Support:** Freshman academies focus on developing essential skills like time management, study habits, and critical thinking, which are crucial for success in high school.
- **Social Connections:** These programs foster a sense of community among students, helping them build friendships and navigate social challenges in a new environment.
- **Personal Development:** Freshman academies often incorporate social and emotional learning, helping students develop self-awareness, resilience, and interpersonal skills.
- **Career Awareness:** Early exposure to various career options and pathways can help students start thinking about their future and setting long-term goals.
- **Engagement and Motivation:** By integrating hands-on activities and collaborative projects, freshman academies can enhance student engagement and motivation.
- **Supportive Environment:** They provide a safe space for students to ask questions, seek help, and express concerns as they adjust to high school life.

Give a general overview of what this course will cover.

- **Academic Skills Development:** Emphasis on critical thinking, study habits, time management, and effective note-taking.
- **Career Exploration:** Introduction to various career paths and vocational skills, often including guest speakers and workshops.
- **Social and Emotional Learning:** Activities that promote self-awareness, empathy, relationship skills, and responsible decision-making.
- **Goal Setting:** Encouraging students to set personal, academic, and career goals, along with strategies to achieve them.
- **Technology Integration:** Use of digital tools and resources for research, collaboration, and communication.
- **Teamwork and Collaboration:** Group projects and activities that foster teamwork and collaborative skills.
- **Academic Pathways:** Guidance on course selection and academic planning for high school and beyond.

Who designed this course? What, if any, special background/training would the teacher need to instruct this course successfully?

- Committee of teachers and coaches will devise the curriculum, the committee will be constructed of the teachers that will be teaching the section..
- Teachers would need ongoing professional learning to build a bank of strategies and lessons to support students in Freshman Academy.
 - Potential Professional Learning Opportunities:
 - AVID
 - SchoolLinks
 - College Board

Revised 2022

What, if any, implications does this course have on staffing, other curricular areas and or space?

- Would require one section per department

Resources Needed for this Course:

Please list the materials/resources needed along with an estimated cost including PD.

- School Links
- College Board
- AVID Training \$1200 per teacher

Materials/Resources Cost:

- Schoollinks-already in SHS budget
- College Board-Access already included
- AVID Training/Strategies-\$1200 per teacher, (x5)

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature

Content Area Date

Jana Fortini
Dr. Mc

Math 11/4/24

TECHNOLOGY ED 11-4-24

- IMPACT TO ELECTIVES?
- FRESHMAN STUDYING REMAIN

h

Science 11/4/24

Signature	Content Area Date
<i>Jana Fortini</i> <i>Dr. Mc</i>	Math 11/4/24
	TECHNOLOGY ED 11-4-24
	- IMPACT TO ELECTIVES? - FRESHMAN STUDYING REMAIN
<i>h</i>	Science 11/4/24

Principal Signature:

Naima St. Pierre

Date: 11/4/2024

Superintendent Signature:

[Handwritten Signature]

Date: 11/6/24

Director of Curriculum Signature:

Dana M. General

Date: 11/6/24

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: ECE Solidworks for Industrial Design	Content Area: Technology Engineering Education
This course is designed for: Freshman Sophomores Juniors <u>Seniors</u> Middle School	Length of Course: <u>Full Year</u> Semester Quarter Trimester
Prerequisites needed by students to take this course: None	
What need(s) does this course address? How was the need identified and who was involved determining the need? This course is already in place and has an articulation agreement with Asnuntuck Community College. However, this course will allow for an articulation with the University of Connecticut, enabling students to earn credits for their work in high school, but also credits from the University of Connecticut for taking this course.	
Give a general overview of what this course will cover. By the successful completion of this course, students will: <ol style="list-style-type: none"> 1. Draw basic isometric views of parts, by hand and using CAD 2. 2. Draw basic orthogonal views by hand and using CAD and orient them in the first and third angle projections. 3. Identify and compare fundamental manufacturing techniques. 4. Explain the meaning of geometric tolerances. 5. Build parts and part assemblies in CAD using a variety of modeling techniques. 6. Modify an existing part based on redefined design requirements or constraints. 7. Identify factors in a design that require the use of specific manufacturing techniques. 	
Who designed this course? This course was initially designed by Mr. Kosloski, however the parameters for the ECE component come from the University of Connecticut.	What, if any, special background/training would the teacher need to instruct this course successfully? Mr. Kosloski will be required to become certified to teach this class. Initial thoughts from the University of Connecticut and Early College Experience office have indicated that Mr. Kosloski is more than qualified to teach the course.

What, if any, implications does this course have on staffing, other curricular areas and or space?





There are no staffing implications or curricular areas that will be affected except for the advantage of adding another course as a UConn ECE course to our program of studies.

Resources Needed for this Course:

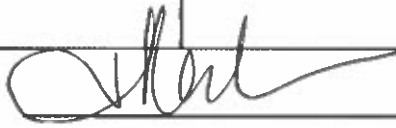
Please list the materials/resources needed along with an estimated cost including PD.

Materials/Resources	Cost
Annual Subscription to Solidworks (already purchased annually)	\$3000

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
	K-12 STEM IL	11/4/2024
	Tech Ed	11-4-2024
	Tech Ed	11/4/2024
	Tech Ed	11/4/2024


Principal Signature:



Date:

11/4/2024

Superintendent Signature:



Date:

11/6/24

Director of Curriculum Signature:



Date:

11/6/24

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course **New Course**

Proposed Course Title: Digital Literacy	Content Area: STEM & Humanities
<p style="text-align: center;">This course is designed for:</p> <p>Freshman Sophomores Juniors Seniors Middle School Full Year</p>	<p style="text-align: center;">Length of Course:</p> <p>Semester Quarter Trimester</p>
<p>Prerequisites needed by students to take this course:</p> <p>All 6th graders will take this course, barring any scheduling conflicts.</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need?</p> <p>Digital Literacy is the ability to use digital resources and technology safely and responsibly in order to communicate, research and create. There is an ever-growing need for students to be responsible Digital Citizens, and understand both the ways in which they communicate through technology, and also students are in need of a strong foundation for digital literacy. There is an ever-growing need for students to utilize these skills in the classroom across all disciplines and grades.</p>	
<p>Give a general overview of what this course will cover (include updates if modifying an existing course)</p> <p>Skills will be applicable in all classes throughout grades 6-8.</p> <p>Students will learn the importance of internet safety and responsibility across various platforms, appropriate and effective ways to communicate through various means including email, digital slide shows and other digital written and verbal communications. Students will also learn to use current digital platforms for internet and database research and organization.</p>	
<p>Who designed this course?</p> <p>Jackie Rivard, Caitlin Hoffman</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>Professional Development on the newest trends in internet and technology platforms in education.</p>
<p>What, if any, implications does this course have on staffing, other curricular areas and or space?</p> <p>This is part of our ongoing work to reduce study halls at MBA. Students will go to the Library Media Center for this class.</p>	

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

<u>Materials/Resources</u>	<u>Cost</u>
Student Chromebooks	District Funded
Google Suite	District Funded

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
<i>Cur</i>	Inst. Leader/Curric.	11/01/24
<i>M. G. ...</i>	Health Ed./Teacher	11/01/24
<i>John Stera</i>	Social Studies	11/1/24
<i>W. ...</i>	ELA	11/1/24
<i>S. ...</i>	ELA	11.1.24
<i>Ryan Baker</i>	Success Seminar	11-4-24

Principal Signature: *M. Mardello*

Date: 11/11/24

Superintendent Signature: *M. ...*

Date: 11/6/24

Director of Curriculum Signature: *Ana M. General*

Date: 11/10/24

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: AP Physics C: Mechanics	Content Area: Science
<p style="text-align: center;">This course is designed for:</p> <p>Freshman Sophomores Juniors <u>Seniors</u> Middle School</p>	<p style="text-align: center;">Length of Course:</p> <p><u>Full Year</u> Semester Quarter Trimester</p>
<p>Prerequisites needed by students to take this course:</p> <p>Calculus can be taken prior to or concurrently with this course</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need? Certain colleges do not offer students credit towards an engineering major for taking and passing the AP Physics I (algebra) based exam. Colleges are more likely to accept credit for a student taking and passing the calculus-based physics exam, AP Physics C. Students have shown interest in taking the AP Physics C: Mechanics course. One student is currently enrolled in AP Physics I and, after receiving materials for the AP Physics C Mechanics course, will be taking both the AP Physics I and AP Physics C Mechanics exams this year. There is also a group of students at MBA who are in an accelerated math program and this course would be accessible to them by their senior year.</p>	
<p>Give a general overview of what this course will cover.</p> <p>AP Physics C: Mechanics covers the topics of Kinematics, Forces and Translational Dynamics, Work, Energy, and Power, Linear Momentum, Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, and Oscillations using calculus. This course is equivalent to the first course in an introductory college course sequence in calculus-based physics.</p>	
<p>Who designed this course?</p> <p>The curriculum will follow the Course and Exam Description for AP Physics C Mechanics from the CollegeBoard. This document can be found on the CollegeBoard website.</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>The teacher should consider attending an AP Summer Institute for the course to gain insight into the course materials and requirements and maintain ongoing professional learning to stay updated with the course and curricular changes. The teacher should also have a background in physics and calculus.</p>

What, if any, implications does this course have on staffing, other curricular areas and or space?

This course should be offered every other year on an even or odd cycle. This course would not replace Honors Physics or AP Physics 1, so that science teacher would not be able to teach as many sections of integrated science. This may have an effect on half year elective courses.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

<u>Materials/Resources</u>	<u>Cost</u>
Fundamentals of Physics, Volume 1, 12th Edition David Halliday, Robert Resnick, Jearl Walker	\$91.95 per ebook
AP Summer Institute	Cost varies by institution and in person vs virtual

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
<i>Susan Coppier</i>	Science	11-4-2024
<i>Karen Jegg</i>	Science	11/4/2024
<i>Alicia Bonin</i>	Science	11/4/2024
<i>May Mey</i>	Science	11/4/2024
<i>[Signature]</i>	6-12 STEM IL	11/4/2024

Principal Signature: *[Signature]* Date: 11/4/24

Superintendent Signature: *[Signature]* Date: 11/6/24

Director of Curriculum Signature: *[Signature]* Date: 11/6/24

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: AP Calculus BC	Content Area: Math
<p style="text-align: center;">This course is designed for:</p> <p>Freshman Sophomores Juniors Seniors Middle School</p>	<p style="text-align: center;">Length of Course:</p> <p>Full Year Semester Quarter Trimester</p>
<p>Prerequisites needed by students to take this course:</p> <p>Successful completion of AP Pre. Calc</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need?</p> <p>As we begin identifying students in the lower grades accelerating in math, we need to make sure we have an appropriate culminating course for those students in high school.</p>	
<p>Give a general overview of what this course will cover (include updates if modifying an existing course)</p> <p>Limits Derivatives Integrals and the Fundamental Theorem of Calculus Series</p>	
<p>Who designed this course?</p> <p>Collegeboard</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>AP Training Institute (already completed the 2023-2024 school year)</p>
<p>What, if any, implications does this course have on staffing, other curricular areas and or space?</p>	

What, if any, implications does this course have on staffing, other curricular areas and or space?









None

Resources Needed for this Course:

Please list the materials/resources needed along with an estimated cost including PD.


Materials/Resources	Cost
"Calculus of a Single Variable"	already used in AP Calc AB

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
	Math	6/6/24
	STEM Instructional Leader	6/6/24
	Math	6/6/24
	MATH	6-6-24
	Math	6-6-24
	Math	6-6-24
	Math	6-6-24
	Math	6-7-24

Principal Signature:  Date: 6/7/24

Superintendent Signature:  Date: 11/6/24

Director of Curriculum Signature:  Date: 11/6/24

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: AP Precalculus	Content Area: Math
<p>This course is designed for:</p> <p>Freshman Sophomores Juniors Seniors Middle School</p>	<p>Length of Course:</p> <p>Full Year Semester Quarter Trimester</p>
<p>Prerequisites needed by students to take this course:</p> <p>B or better in Algebra 2 OR C or better in Honors Algebra 2 OR Teacher Recommendation</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need?</p> <p>Increases AP course offerings and student access to upper level courses within the math department.</p>	
<p>Give a general overview of what this course will cover (include updates if modifying an existing course)</p> <p>This course’s goal is to provide students with the necessary skills for calculus and other higher-level mathematical courses. Throughout the course, students will explore topics such as properties and graphs of various functions (polynomial, rational, exponential, logarithmic, trigonometric, etc.), applications of trigonometric functions (identities, equations, inverse functions, etc.), analytic geometry (conic sections, parametric equations, polar coordinates, etc.), vectors in two and three dimensions, as well as sequences and series (arithmetic, geometric, and their sums).</p>	
<p>Who designed this course?</p> <p>College Board</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>Mrs. Duval went to an AP Precalculus summer institution during the 2024 summer. The College Board offers regular updates and curricular shifts for AP Courses. Ongoing professional development will allow for course and pedagogy updates to be learned directly by Mrs. Duval. The professional development courses are shorter in duration and have less financial consequences.</p>
<p>What, if any, implications does this course have on staffing, other curricular areas and or space?</p> <p>None</p>	

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

<u>Materials/Resources</u>	<u>Cost</u>

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
<i>Ashley D. Daniel</i>	Math	9/25/24
<i>Jane Fortner</i>	Math	9/26/24
<i>John A...</i>	Math	9/26/24
<i>Sarah E. McNamee</i>	Math	9/26/24
<i>P. Curtis</i>	Math	9/26/24
<i>Steve J. Garganski</i>	Math	9-26-24
<i>[Signature]</i>	MATH	9-26-24
<i>[Signature]</i>	6-12 STEM IL	9-30-2024

Principal Signature: *[Signature]*

Date: 9/24/2024

Superintendent Signature: *[Signature]*

Date: 11/6/24

Director of Curriculum Signature: *[Signature]*

Date: 11/6/24

Type of proposal: Major modification to existing course New Course

<p>Proposed Course Title:</p> <p>Middle School Math Applications</p>	<p>Content Area:</p> <p>Mathematics</p>
<p>This course is designed for:</p> <p>Freshman Sophomores Juniors Seniors Middle School</p>	<p>Length of Course:</p> <p>Full Year Semester Quarter Trimester</p>
<p>Prerequisites needed by students to take this course:</p> <p>Student request OR recommendation by MBA Staff</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need?</p> <p>This course addresses several needs. First, students at MBA have a robust math experience, however there are some students who are seeking greater challenges or more work in math. While differentiation to meet the students' needs happens at the classroom level, this course will enable students to learn math topics beyond the math curriculum allowing them to enrich their learning and love for math. Additionally, offering an additional elective course in mathematics will give students an additional option for a class to take in the place of a study hall period.</p>	
<p>Give a general overview of what this course will cover.</p> <p>Rooted in real-world and practical/problem based mathematics, the course will cover curricular topics in the following realms:</p> <ul style="list-style-type: none"> • Algebra and Algebraic Thinking • Geometry and Right Angle Trigonometry • Problem Solving and Data Analysis • Probability and Statistics • Financial Literacy • Computer Science and Programming <p>The students will demonstrate their learning through applications of math, real world math, and project based learning. The course is intended to foster a love and appreciation for the beauty of math while appropriately challenging students who yearn for more.</p>	
<p>Who designed this course?</p> <p>MBA Math Department</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>The teacher only would need to be certified appropriately to teach math.</p>

What, if any, implications does this course have on staffing, other curricular areas and or space?

In order to offer this course, an additional math teacher would be needed at MBA. From a curriculum lens, this course would supplement and support the curriculum that is currently in place, allowing for deeper study of math topics for students to occur. It will support the curricular standards that students are taught in addition to providing access to other standards (such as high school standards) earlier in their learning.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

Materials/Resources	Cost
Defined Learning Platform	Free
code.org access	Free

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
<i>J. Sanford</i>	Math	11-4-24
<i>[Signature]</i>	Math	11/4/24
<i>Cassie Myjuro</i>	math	11/4/24
<i>Amanda Modugno</i>	math	11-4-24
<i>TEA [Signature]</i>	6-12 STEM IL	11-4-24

Principal Signature: *M. Madello* Date: 11/4/2024

Superintendent Signature: *[Signature]* Date: 11/6/24

Director of Curriculum Signature: *Dina M. Senecal* Date: 11/6/24

4/1/18

FIELD TRIP REQUEST

(All Overnight trips are subject to Superintendent and Board of Education Approval)

School: Somers High School Date: 12-1-2024

Requested by: Philip Goduti Department: Social Studies

Destination: Washington, DC Date of trip: 4/3/25 to 4/5/25

Departure time: 5:30 am on 4/3/25 from SHS Approx. time of return: 10:00pm on 4/5/25

Number of students involved: 24 Number of chaperones: 4

Teachers attending:

Philip Goduti Sub Needed: [] None [X] Full Day [] Half Day
Andrew Drummey Sub Needed: [] None [X] Full Day [] Half Day
Sub Needed: [] None [] Full Day [] Half Day
Sub Needed: [] None [] Full Day [] Half Day
Sub Needed: [] None [] Full Day [] Half Day

Please enter into Frontline Absence Management AFTER your request has been approved.

Type of transportation: Coach Bus (Dattco)

Expense to students: \$650.00 Expense to school system: \$0

Specific Content/Unit(s) the field trip supports: This trip is attached to the Documentary Film Project in AP / UCONN ECB US History.

Describe how student learning will be assessed: Students will create a Documentary Film using photos from the trip as part of the evidence

Standards addressed (list by number and code -- ex. CCSS:MP1):

CT:HS:1 INQ 9-12.1 Explain how a question reflects an enduring issue in the field.
CT:HS:1 INQ 9-12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Written Objectives/Relationship to curriculum:

Students will be able to debate major moments in the 20th century. Students will know how to utilize editing software and understand the process related to creating an authentic documentary about a major moment in US History. Students will also use inquiry based learning to use sources and images they experienced on the trip in this project.

If approved, both the field trip activity and assessment need to be put into Atlas.

Approved by: [Signature] Principal's Signature

Approved by: [Signature] Director of Curriculum

CENTRAL OFFICE USE ONLY

Approved [X] Disapproved []
[Signature] Superintendent or Designee's Signature Date

Rev. 4/1/2018

A copy of this request will be forwarded to the Business Office

Tentative Itinerary: Washington DC April 3, 2025 to April 5, 2024

Time	Thursday April 3	Time	Friday April 4	Time	Saturday April 5
5:30AM	Leave SHS 1 Vision Blvd, Somers CT	7:30AM	Pick up to go to Lincoln Memorial <u>Breakfast at Hotel</u>	7:30AM	Check out at the Hotel and bring to Arlington National Cemetery (Opens at 8:00am) <u>Breakfast at Hotel. We need ID for Arlington</u>
7:00AM	Stop for Breakfast in NJ.	8:00AM	Lincoln Memorial, Vietnam War Memorial and Korean War Memorial	11:30AM	Ford's Theater
12:00PM	Lunch on the Bus (Packed Lunch)	10:00AM	National Archives CONFIRMED	12:30PM	<u>Lunch at National Gallery of Art</u>
1:00PM	Drop off at the Capitol	11:00AM	Natural Museum of History	1:00PM	Tour National Gallery of Art
1:30PM	Meet Senator Blumenthal on the steps of the Senate	12:00PM	<u>Lunch at American History</u>		
2:20PM	Capitol Tour - After the Tour we will go to the Library of Congress and check out the Supreme Court	12:30	American History Museum	3:30PM	Pick up at Gallery of Art
4:15PM	Pick up at the Capitol	2:45PM	African American History Museum	6:00PM	<u>Dinner on the road</u>
4:30 PM	Drop off at WWII Memorial and Washington Monument	6:00 PM	<u>Hard Rock Cafe for Dinner</u>	11:00PM	Drop off at Somers High School
5:30PM	Pick up at Washington Monument	7:45PM	Drop off at MLK memorial (MLK, FDR and Jefferson Memorials Night Tour)		
5:45PM	Pentagon Memorial	8:45PM	Pick up at Jefferson Memorial		
6:00PM	Eat dinner at Pentagon City Mall	9:00PM	Drop off at Hotel		
7:00PM	Drop off at Hotel				
	COURTYARD MARRIOTT ALEXANDRIA 4641 Kenmore Avenue Alexandria VA				

Personnel Certified/Non-Certified

Students

PROHIBITION OF SEX DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT

The Somers Board of Education (the “Board”) and Somers Public Schools (the “District”) do not discriminate on the basis of sex and prohibit sex discrimination in any education program or activity that the Board and/or District operate, as required by Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq. and its implementing regulations (“Title IX”), as it may be amended from time to time, Title VII of the Civil Rights Act of 1964 (“Title VII”), and Connecticut law.

Inquiries about Title IX may be referred to the District’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both. The District’s Title IX Coordinator is:

*Dina Senecal, Title IX Coordinator
1 Vision Boulevard
Somers, CT 06071
(860) 749 – 2270 x2039*

The Superintendent of Schools shall develop and adopt grievance procedures that provide for the prompt and equitable resolution of complaints made (1) by students, employees, or other individuals who are participating or attempting to participate in the District’s education program or activity, or (2) by the Title IX Coordinator, alleging any action that would be prohibited by Title IX, Title VII, or Connecticut law (the “Administrative Regulations”). The Administrative Regulations [are located under the Somers Public Schools website \(www.somers.k12.ct.us\)](http://www.somers.k12.ct.us) under District Information.

Sex discrimination occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance. This includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. **Sex discrimination includes sex-based harassment**, as defined below.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. *Quid pro quo harassment*, or where an employee, agent or other person authorized by the Board to provide an aid, benefit or services under its education program or activity

explicitly or impliedly conditions the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct;

2. *Hostile environment harassment*, or unwelcome sex-based conduct that based on the totality of the circumstances, is (1) subjectively and objectively offensive and (2) so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity. Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. the degree to which the conduct affected the complainant's ability to access the District's education program or activity;
 - b. the type, frequency, and duration of the conduct;
 - c. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. the location of the conduct and the context in which the conduct occurred; and
 - e. other sex-based harassment in the District's education program or activity; or
3. A *specific offense*, as follows:
 - a. Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
 - b. Dating violence, meaning violence committed by a person: (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;
 - c. Domestic violence, meaning felony or misdemeanor crimes committed by a person who: (i) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of Connecticut, or a person similarly situated to a spouse of the victim; (ii) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (iii) shares a child in common with the victim; or (iv) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of Connecticut; or
 - d. Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (i) fear for the person's safety or the safety of others; or (ii) suffer substantial emotional distress.

Reporting Sex Discrimination:

The following people have a right to make a complaint of sex discrimination, including a complaint of sex-based harassment, requesting that the District investigate and make a determination about alleged discrimination under Title IX:

1. A "complainant," which includes:
 - a. a student of the District or employee of the Board who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
 - b. a person other than a student of the District or employee of the Board who is alleged to have been subjected to conduct that could constitute sex discrimination

under Title IX at a time when that individual was participating or attempting to participate in the Board's education program or activity;

2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; and
3. The District's Title IX Coordinator.

For clarity, a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of Title IX.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

- Any student of the District or employee of the Board; or
- Any person other than a student of the District or employee of the Board who was participating or attempting to participate in the Board's education program or activity at the time of the alleged sex discrimination.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the District's Title IX Coordinator or an administrator.

Any Board employee who has information about conduct that reasonably may constitute sex discrimination must as immediately as practicable notify the Title IX Coordinator. If the Title IX Coordinator is alleged to have engaged in sex discrimination, Board employees shall instead notify their building principal or the Superintendent of Schools, if the employee is not assigned to a school building.

Individuals may also make a report of sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 9th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111) and/or to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, et seq.

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a)

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

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990

Conn. Gen. Stat. § 10-15c - Discrimination in public schools prohibited.

Conn. Gen. Stat. § 46a-54 - Commission powers Connecticut

Conn. Gen. Stat. § 46a-60 - Discriminatory employment practices prohibited

Conn. Gen. Stat. § 46a-81c - **Sexual orientation discrimination:
Employment**

Conn. Gen. Stat. § 10-153 - Discrimination on the basis of sex, gender identity or expression or marital status prohibited

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207
Brittell v. Department of Correction, 247 Conn. 148 (1998)
Fernandez v. Mac Motors, Inc., 205 Conn. App. 669 (2021)

Personnel - Certified

Evaluation and Support Program

The Board of Education shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District's Professional Development and Evaluation Committee.

The submission of the District's evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the State Department of Education.

The Superintendent shall annually evaluate or cause to be evaluated all certified employees in accordance with the teacher/administrator evaluation and support program, developed through mutual agreement with the Professional Development and Evaluation Committee for the District. The required union representation on such committee shall include at least one representative from each of the teachers' and administrators' unions.

Evaluation Training

The Board, prior to any evaluation conducted under the teacher evaluation and support program, shall conduct training programs for all evaluators and orientation for all District teachers regarding the District's teacher evaluation and support program. Such training shall provide instruction to evaluators regarding how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. The orientation for each teacher shall be completed before a teacher receives an evaluation under the teacher evaluation and support program.

(cf. [2400](#) - Evaluation of Administrators and Administration)

(cf. [4111/4211](#) - Recruitment and Selection)

(cf. [4131](#) - Staff Development)

Legal Reference: Connecticut General Statutes

[10-145b](#) Teaching certificates.

[10-151a](#) Access of teacher to supervisory records and reports in personnel file.

[10-151b](#) Evaluation by superintendent of certain educational personnel.
(amended by PA 04-137, An Act Concerning Teachers' Evaluations, PA 10-111, An Act Concerning Education Reform in Connecticut, and PA 12-116 An Act Concerning Educational Reform.)

[10-151c](#) Records of teacher performance and evaluation not public records.

[10-220a\(b\)](#) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.

Circular Letter C-6, Series 2004-2005, Determining "Highly Qualified" Teachers. (as amended by PA 15-215)

Circular Letter C-9, Series 2004-2005, "No Child Left Behind" and Districts' High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.

PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.

PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)

Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.

"Flexibility to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014

20 U.S.C. Section 1119 No Child Left Behind Act.

34 C.F.R. 200.55 Federal Regulations.

Adopted: December 7, 2015

Revised November 11, 2018

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

All support staff positions in the school system shall be established initially by the Board.

All paraeducators who provide instructional support for students in Title I Schoolwide Programs and Targeted Assistance Programs shall meet the qualifications set forth in federal law and regulations.

Support staff employees, unless otherwise designated by contract, shall be considered “at will” employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees.

Paraeducators

The Superintendent shall employ teacher aides to work under the general supervision of the Superintendent and to assist teachers in such duties as:

1. Managing and maintaining records, materials, and equipment.
2. Attending to the physical needs of children.
3. Performing other limited services to support teaching duties when such duties are determined and directed by a teacher or administrator.
4. Lunchroom duties.

Qualification

In compliance with applicable legal requirements, the Superintendent shall require all paraeducators with instructional duties that are hired in a Title I school program to have a secondary school diploma or its recognized equivalent and to have:

1. Completed at least two years of study at an institution of higher education;
2. Obtained an Associate’s or higher degree; or
3. Met a rigorous standard of quality through a formal state or local academic assessment.
4. The district will not hire Title I paraeducators who do not meet these standards.

Exception to these requirements may be made with regard to paraeducators who act as translators or who coordinate parent involvement activities.

The Professional Development and Evaluation Committee shall develop, evaluate, and annually update a comprehensive local professional development plan for paraeducators of the district.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

The annual program of professional development shall be made available at no cost to the paraeducator. The program must be at least eighteen (18) hours in length, with a preponderance of time spent in a small group or individual instructional setting. The professional development program must (1) be a comprehensive, sustained and intensive approach to improving paraeducator effectiveness in increasing student knowledge achievement; (2) focus on refining and improving various effective instruction methods that are shared between and among paraeducators; (3) foster collective responsibility for improved student performance; and (4) include training in culturally responsive pedagogy and practice. The program must also be comprised of professional learning that (1) is aligned with rigorous state student academic achievement standards; (2) is conducted among paraeducators at the school and facilitated by principals, coaches, mentors, distinguished educators, or other appropriate teachers; (3) occurs frequently on an individual basis or among groups of paraeducators in a job-embedded process of continuous improvement; and (4) includes a repository of best practices for instruction methods developed by paraeducators within each school that is continuously available to such paraeducators for comment and updating. The principles and practices of social-emotional learning and restorative practices must be integrated throughout the components of the program.

The Superintendent shall offer professional development activities to paraeducators as part of a paraeducator's professional development plan. These professional development activities may be made available directly by the Board of Education, through a RESC or cooperative arrangement with another board, or through arrangements with any CSDE-approved professional development provider. The activities must be consistent with any goals identified by the paraeducator and Superintendent.

Paraeducators are employed so that the certified staff may direct their energies to the students' education. The Principal and the supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraeducator.

In each case, the Superintendent shall approve a statement of job requirements. This shall be in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities.

Only the Superintendent may eliminate a position that he has created.

Title I Paraeducators

A Title I paraeducator is an individual who provides instructional support for students in a Title I Schoolwide or Targeted Assistance Program, supported with Title I, Part A funds.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Title I paraeducators may perform the following instructional support duties:

- One-on-one tutoring for eligible students if the tutoring is scheduled at a time when the student would not ordinarily be receiving instruction from the regular teacher
- Assist in classroom management
- Conduct parent involvement activities
- Assist in computer instruction
- Provide instructional support in a library or media center
- Act as a translator
- Provide instructional support services under the direct supervision of qualified teachers

Title I paraeducators may assume limited non-instructional duties, even if they benefit non-Title I students, in the same proportion to their total work time as non-Title I paraeducators.

Title I paraeducators do not include individuals who have only non-instructional duties such as providing technical support for computers, providing personal care services or performing clerical duties.

Qualifications

Title I paraeducators must have earned a secondary school diploma or demonstrated through a formal local academic assessment the knowledge of and ability to assist in instructing, as appropriate:

- a. Reading/language arts, writing and mathematics; or
- b. Reading readiness, writing readiness, and mathematics readiness.

Requirement Specific to Paraeducators Providing Special Education or Related Services

Parents of children receiving special education services are required to be notified of their right to have the paraeducator assigned to their child to attend and participate in all portions of the PPT at which an educational program for the child is developed, reviewed, or revised. If the parent, guardian, student, or surrogate parent makes such a request, the Board shall provide the following:

1. Adequate notice of the PPT meeting to the paraeducator, allowing the paraeducator adequate time to prepare.
2. Training, upon request of the paraeducator, on the role of the paraeducator at the meeting.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Requirement Specific to Paraeducators Providing Special Education or Related Services (continued)

Following the PPT meeting, the paraeducator who is providing special education or related services to the student shall be permitted to view the child's educational program in order to provide services to the student in accordance with the educational program.

Any paraeducator providing special education or related services to a student is required to review the student's IEP with a supervisor as needed.

Notice to Parents

An annual written notice shall be provided to parents of students enrolled in a Title I Schoolwide or Targeted Assistance Program telling them they may request information about any paraeducators who provide instructional support for their child. The notice may be combined with a notice regarding Title I teacher qualifications.

NOTE: The requirements outlined in this policy apply to all paraeducators who work in a school that qualifies as a Title I Schoolwide Program, whether or not their salaries are paid with Title I funds. For Targeted Assistance Programs, only those paraeducators who provide instructional support to students in the Title I Program are subject to the requirements.

Legal Reference: 42 U.S.C. 653(a) Personal Responsibilities and Work Opportunity
 Reconciliation Act
 15 U.S.C. et. seq., Fair Credit Reporting Act
 Section 1111(g)(2)(M), ESEA
 20 C.F.R. 200.59 Federal Regulations
 Public Act 23-159, Section 12
 Public Act 24-41, An Act Concerning Educator Certification, Teachers,
 Paraeducators and Mandated Reporter Requirements, Sections 20-38

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

Policy Objectives

1. **Ensure Safety and Order:** Maintain a secure and disciplined school environment conducive to learning and free from violence, threats, and disruptive behaviors.
2. **Promote Equity and Fairness:** Apply disciplinary measures in an equitable, consistent, and unbiased manner, ensuring that all students are treated with dignity and respect.
3. **Support Progressive Discipline:** Implement a progressive discipline model that focuses on intervention and prevention strategies to address and correct student behavior before it escalates.
4. **Implement Restorative Practices:** Incorporate restorative practices that emphasize accountability, reparation of harm, and the restoration of relationships within the school community.
5. **Encourage Personal Responsibility:** Foster a sense of personal responsibility and self-discipline in students, helping them to understand the consequences of their actions and to make better choices in the future.
6. **Engage Families and Communities:** Involve parents, guardians, and community members in the disciplinary process to support students in their behavioral and academic growth.

Policy Guidelines

1. **Clear Expectations and Communication:**
 - Establish and communicate clear behavioral expectations and the consequences of violating them.
 - Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.
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2. **Progressive Discipline Framework:**
 - Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.
 - Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.
3. **Restorative Practices:**
 - Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.
 - Encourage students to take responsibility for their actions and to actively participate in the resolution process.
4. **Consistent and Fair Application:**
 - Ensure that disciplinary measures are applied consistently and fairly across all

- student populations.
 - Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.
5. **Supportive Interventions:**
- Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
 - Develop individualized behavior plans for students with recurring or severe behavioral issues.
6. **Engagement and Collaboration:**
- Engage families in the disciplinary process through regular communication and involvement in restorative practices.
 - Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.
7. **Training and Professional Development:**
- Provide ongoing training for staff on progressive discipline, restorative practices, and culturally responsive approaches to student behavior.
 - Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

Review and Accountability

The Somers Board of Education will regularly review the effectiveness of its discipline policy, incorporating feedback from students, staff, parents, and the community. Data on disciplinary actions and their outcomes will be collected and analyzed to ensure continuous improvement and the achievement of policy objectives.

By adopting this balanced approach to discipline, the Somers Public School District aims to create a school environment where all students can learn, grow, and succeed while feeling safe and supported.

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 for any student in grades three through twelve inclusive, that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student grades three through twelve inclusive 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 any student in grades three through twelve inclusive 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. "In-School Suspension" means an exclusion from regular classroom activity for no more than five consecutive 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. Such suspensions shall be served in any school building under the jurisdiction of the Board of Education.

4. "Suspension" means an exclusion from school privileges or from transportation services, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. An out-of-school suspension for students in grades 3-12 shall not exceed ten days. An out-of-school suspension imposed for children in preschool to second grade shall not exceed five days.

All suspensions shall be in-school unless the administration determines for any student in grades three through twelve that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student (grades three to twelve) shall be excluded from school during the period of the suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary issues that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary issues through means other than out-of-school suspension or expulsion, including positive support strategies.

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. "Expulsion" shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, 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. To be expelled, the student's conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property.

Unless an emergency exists, no student shall be expelled without a formal hearing provided whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five business days before such hearing, not including the day of such hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent's or guardian's and the student's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent or guardian of the student shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

6. "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.

7. "Days" is defined as days when school is in session.

8. "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.

9. "Possess" means to have physical possession or otherwise to exercise dominion or control over tangible property.

10. "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. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.

11. "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. A "destructive device" does not include an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

12. "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.

13. "Martial arts weapon" means a nunchakum kama, kasari-fundo, octagon sai, tonfa or Chinese star.

14. "Dangerous Drugs and Narcotics" is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.

15. "Alternate education" means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).

16. "Dangerous Instrument" means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

17. "Seriously disruptive of the educational process" means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

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).

4. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students, caused self-harm or caused physical harm to a teacher, another student or other school employee not later than twenty-four hours after such behavior occurs. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.

Any teacher of record in a classroom may request a behavior intervention meeting with the crisis intervention team for the school, for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom. The crisis intervention team shall, upon the request of such teacher and notifying such student's parent or guardian, convene a behavior intervention meeting regarding such student. The participants of such behavior intervention meeting shall identify resources and support to address such student's social, emotional and instructional needs. Not later than seven days

after the behavior intervention meeting, the crisis intervention team shall submit to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

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

A. A student may be suspended in-school or suspended out-of-school (grade three to twelve, inclusive) for conduct on school property or at a school-sponsored activity (including on a school bus), that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process.

B. A student may be expelled (grade three to twelve, inclusive) whose conduct on school grounds or at a school-sponsored activity is violative of a publicized Board policy and is seriously disruptive of the educational process or endangers persons or property or whose conduct off school grounds is violative of such policy (CGA Public Act 19-91).

A student may be suspended in-school or out-of-school or expelled for conduct including but not limited to one or more of the following reasons:

1. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;

2. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;

3. Striking or assaulting a student, members of the school staff or other persons.

4. Theft

5. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.

6. Intentionally causing or attempting to cause damage to school property or material

7. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;

~~8. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;~~ The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate or inappropriate possession and/or display of images, pictures or photographs depicting nudity.

9. ~~Deliberate~~ Refusal to obey the directions or orders of a member of the school staff; law enforcement authorities, or school volunteers, or disruptive classroom behavior.

10. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.

11. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.

12. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.

13. A walk-out from or sit-in within a classroom or school building or school grounds.

14. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).

15. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

16. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;

17. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;

18. 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;~~

19. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

20. Possession of any ammunition for any weapon described above in paragraph.

21. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

22. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

~~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;~~

23. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term “drugs” shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

24. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

25. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as “bongs,” pipes, “roach clips,” vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

26. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

27. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

~~r. Repeated unauthorized absence from or tardiness to school;~~

28. Trespassing on school grounds while on out-of-school suspension or expulsion.

29. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.

30. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.

31. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.

32. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.

33. Leaving school grounds, school transportation or a school- sponsored activity without authorization.
34. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
35. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
36. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
37. Hazing.
38. 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;
39. 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;
40. ~~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;~~ A walk-out from or sit-in within a classroom or school building or school grounds.
41. 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;
42. Intentional and successful incitement of truancy by other students;
43. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
44. 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;
45. 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;
46. Lying, misleading or being deceitful to a school employee or person having authority over the student;
47. ~~Unauthorized leaving of school or school-sponsored activities;~~ Leaving school grounds, school transportation or a school- sponsored activity without authorization.
48. ~~Unauthorized smoking.~~ Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.

49. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:

- 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.
- 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 includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

50. Cyberbullying, defined as 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.

51. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.

52. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.

53. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.

54. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

55. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

E. Scope of the Student Discipline Policy

a. Conduct on School Grounds or at a School-Sponsored Activity

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.

b. 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, grades preschool, and kindergarten to twelve, inclusive, 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.

*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.

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.

5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or inter district magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

G. Suspension Procedure

~~1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school 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. 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 administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than an out-of-school suspension or an expulsion.~~

~~The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.~~

All suspensions shall be in-school suspensions, except the Board of Education may authorize the administration of schools under its direction to impose an out-of-school suspension on any student in:

1. Grades three to twelve, inclusive, if, resulting from a due process hearing:

a. 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;

b. The administration determines that an out-of-school suspension is appropriate for such student based on evidence of:

i. Previous disciplinary problems that have led to suspensions or expulsion of such student, and

ii. Efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies; **or for grades preschool to two if during the due process hearing:**

2. The administration determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds is behavior that causes physical harm;

3. Requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for such student upon such student's return to school immediately following the out-of-school suspension; and

4. Considers whether to convene a planning and placement team meeting for the purposes

of conducting an evaluation to determine whether such student may require special education or related services.

An out-of-school suspension shall not exceed ten school days for students in grades 3-12.

An out-of-school suspension shall not exceed five school days for children in preschool through 2 grade.

An in-school suspension may be served in the student's school or any school building under the jurisdiction of the local or regional board of education, as determined by such board.

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.

5. 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.

6. 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 or in-school 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.

7. 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.

8. 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.

9. 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, at least five (5) business days before such hearing, 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 the student's and his/her parent's/guardian's legal rights and 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. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

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. The Board of Education, in accordance with Section 10-233d(b) of the Connecticut General Statutes, may appoint impartial hearing officers to preside in expulsion hearings. A list of appointees shall be maintained by the Superintendent. The Chair of the Board, in consultation with the Superintendent, may assign impartial hearing officers to preside over expulsion hearings from a list approved by the Board as needed.

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 and a statement of the legal jurisdiction under which the hearing is to be held and a statement that students under sixteen years old who are expelled and students between sixteen and eighteen who have been expelled for the first time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity;
- 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;

- 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, except for a student who has been expelled based on possession of a firearm or deadly weapon, 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. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.
2. 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.
3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning the parent's/guardian's and the student's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services. The notification shall [reference the maximum number of suspension days before the expulsion days proceed. \(5 consecutive days for students in pre-school to second grade, 10 consecutive days for students in grades 3-12\)](#), and include a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

J. Stipulated Agreements

[In lieu of the procedures used in this section, the Administration and the parents \(or legal guardians\) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents \(or legal guardians\) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation.](#)

[If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.](#)

[If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents \(or legal guardians\) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such](#)

Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

K. Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”)

If the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall off an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

L. Students with Disabilities

A special education student's IEP 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, which shall be equivalent to

alternative education, as defined by C.G.S. 10-74j, with an individualized learning plan, (1) if he Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education which includes the kind of instruction to be provided and the number of hours to be provided 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 opportunity 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 such 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 seventeen (17) 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 required to offer such alternative educational opportunity, as defined, to any student between the ages of sixteen and eighteen who is expelled because of conduct, which endangers persons, and involved the following, on school grounds or at a school-sponsored event:

1. Possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon,
or
2. Offering an illegal drug for sale or distribution.

If the Board expels a student for the sale or distribution of 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, dangerous instruments (those that can be used to cause death or serious injury) or martial arts weapons 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.

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, except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.

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. If a student in grades kindergarten to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.
4. 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.
5. Whenever a student against whom an 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 complete the expulsion hearing and render a decision.
6. A student expelled for possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon shall have the violation reported to the local police department.
7. 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.
8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Superintendent of Schools. Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for such offense 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.

Change of Residence During Expulsion Proceedings

A. Student moving into the school district

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board

shall retain the authority to suspend the student or to conduct its own expulsion hearing.

2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. Student moving out of the school district:

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

R. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. §53a-3, the violation shall be reported to the local police.

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

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, PA 07-122, PA 08-

160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229, PA 15-96 and PA 16-147.

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

PA 15-96 An Act Prohibiting Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.

PA 19-91 An Act Concerning Various Revisions and Additions to the Education Statutes.

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, Amendments 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 The Individuals with Disabilities Education Improvement Act of 2004

18 U.S.C. §921 – Definitions of “firearms”

18 U.S.C. §930(g)(2) – Definition of “dangerous weapon”

18 U.S.C. §1365(h)(3) – Identifying “serious bodily injury”

21 U.S.C. §812(c) – Identifying “controlled substances”

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 13-14

Public Act 24-93 An Act Concerning Various and Assorted Revisions to the Education Statutes, Section 11 and Section 12

Adopted: March 10, 1980

Adopted: September 16, 1982

Reviewed: September 11, 2003

Reviewed: March 2, 2006

Revised: May 15, 2001

July 12, 2010
December 12, 2011
September 22, 2014 (Section L. Other Considerations)
November 9, 2015
January 9, 2017
August 28, 2017
March 26, 2018 (Section K)

Revised: September 10, 2018
September 28, 2020

STUDENTS

Nonresident Attendance:

Nonresident students may attend the Somers Public Schools based upon the following criteria set forth in this policy:

1. Attendance Criteria:
 - a) When required by State law.
 - b) When the nonresident student is part of a specialized program (e.g. Project Choice). The specialized program must be approved by the Somers Board of Education.
 - c) Individual requests recommended by the Superintendent and approved by the Somers Board of Education. Such individual requests may include a waiver, pro-ration, or tuition.
 - d) When documentation is provided to the Superintendent that the student will become a resident of Somers within the school year. Parents of the student must produce verifiable documents that they have purchased a current residence or will have completed construction of a new residence within the school year. The Superintendent may waive or pro-rate any applicable tuition costs dependent on individual circumstances.
 - e) When the student attends school as part of a recognized foreign exchange program.
 - f) When the nonresident student is a child of a Somers Board of Education full-time employee. The child may be enrolled if there is classroom space and facilities available. This shall be in effect only at the time of the student's potential enrollment.
2. Nonresident students attending Somers Public Schools will be governed by the same student discipline and behavior policies applicable to resident students.
3. Any nonresident student accepted into the Somers Public Schools who requires special education services, or who after admission is considered to be a candidate for special education services, shall not be referred to a Somers planning and placement team, but shall be referred to the planning and placement team in the community where the student would otherwise be attending school for all special education decisions. The Somers Board of Education will not be responsible for any special education costs of nonresident students unless required by law.
4. Any nonresident student enrolled in the Somers Public Schools, pursuant to this policy, may be entitled to transportation services within the Town of Somers. Upon acceptance for attendance, the parents or guardians should specify whether they will transport the child to and from school or whether they will transport the child to and from a mutually

acceptable bus stop in Somers. The Board reserves the right to determine what constitutes an acceptable bus stop.

Legal Reference: Connecticut General Statutes

[4](#) 176e through 4 185 Uniform Administrative Procedure Act.

[10](#) 186 Duties of local and regional Boards of education re school attendance. Hearings. Appeals to state Board. Establishment of hearing board.

[10](#) 253 School privileges for students in certain placements and temporary shelters.

Adopted: March 10, 1986

Revised: May 9, 1994

May 8, 1995

June 14, 1999

Reviewed: May 10, 2000

Revised: October 10, 2000

February 26, 2001

July 9, 2009

August 28, 2017

March 26, 2018

August 24, 2020

March 13, 2023

Students

Transgender and Gender Non-Conforming Youth

Purpose

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

"Transgender" describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.

"Gender expression" refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

"Gender non-conforming" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

"Sexual Orientation" refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally, or sexually attracted, including any identity that a person may have previously expressed or is perceived by another to hold.

"Cisgender" refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

“Gender Fluid” may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

“Gender Minority” is an umbrella term referring to individuals not identifying as cisgender.

“Gender Transition” is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver’s license, Social Security record) to reflect one’s gender identity.

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"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 (1) causes physical or emotional harm to such student or damage to such student's property, (2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (3) creates a hostile environment at school for such student, (4) infringes on the rights of such student at school, or (5) substantially disrupts the education process or the orderly operation of a school.

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.

"Harassment" means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

Guidance

Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. As a general rule, the District encourages effective communication between its schools and parents/guardians and parental involvement in their children's education. Moreover, there are certain situations in which parental communication and involvement may be essential to effectuating the District's legal obligations (e.g., under Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Improvement Act).

As such, when a student notifies the District about a change in the student's name, pronouns, and gender markers pronouns, the District will share this information with the student's parent(s)/guardian(s), unless there are circumstances indicating that disclosure would harm the student's physical and emotional well-being. In such instances, the Title IX Coordinator and building principal or designee shall, on a case-by-case basis, identify appropriate next steps, taking into account all relevant factors known to the District.

~~**School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure.**~~ Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

Official Records

All schools will maintain and update records as prescribed by the Connecticut State Department of Education Guidelines on Civil Rights Protections and Supports for Transgender Students (September 2017)

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

Student Information Systems

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

Restroom Accessibility and Locker Room Accessibility

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity. A meeting will be held between school administration and the parents of the transgender student prior to the beginning of each year to develop a plan for restroom and locker room accessibility for their child.

Physical Education Classes & Intramural Sports

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic Competitive Sports Teams

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

Dress Codes

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Transferring a Student to Another School (Opportunity Transfers)

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

Professional Development

The Board of Education directs the Superintendent to provide for the training of District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for students.

(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. [5145.52](#) - Harassment)

(cf. [5145.6](#) - Student Grievance Procedure)

(cf. [6121](#) - Nondiscrimination)

(cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

[10-15c](#) Discrimination in public school prohibited. (Amended by P.A. 97-247 to include "sexual orientation" and PA 11-55 to include "gender identity or expression")

[46a-60](#) Discriminatory employment practices prohibited Federal Law.

[10-209](#) Records not to be public.

[46a-60](#) Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

Public Act 11-55 An Act Concerning Discrimination.

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

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

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

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

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

Davis v. Monroe County Board of Education, No. 97-843 (U.S. Supreme Court, May 24, 1999).

Guidance on Civil Rights Protections and Supports for Transgender Students (Connecticut State Department of Education, September 2017)

Policy adopted: August 26, 2013

Revised: March 26, 2018

INSTRUCTION:

Graduation Requirements/Standards of Proficiency

The Administration shall submit to the Board of Education through the Superintendent their detailed requirements and standards of proficiency. The faculty will apply both objective and subjective measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation. Such requirements and standards shall be approved by the Board of Education.

Graduation requirements shall be established by the Board of Education. Any change of the requirements shall be submitted to the Board of Education by the Superintendent or his designee for approval.

Graduation may involve awarding to students a Somers High School Diploma or a Certificate of Completion of a Program of Special Studies. The Board of Education shall award a high school diploma to any World War II veteran, veteran of the Korean hostilities, or Vietnam era requesting such diploma who left high school for military service as defined in the statutes.

A Capstone Project (1.0 credits) will be required starting with the class of 2023

A Personal Finance Course (0.5 credits) will be required starting with the class of 2024.

Graduation Requirements:

Credit Distribution Requirement (Beginning with the class of 2023)

Subject Area	Credits	Description
Humanities (9) Credits		
English	4	-
Social Studies	3	1 each in World History, US History/Civics I and II or AP/UCONN ECE US History
World Language	1	
Humanities Electives	2 (.5 credit must be satisfied in the fine arts Music/Art, and 1.5 credits of humanities electives)	English, Social Studies, Music, Art, World Languages
STEM (9) Credits	4	Integrated Science, Biology, Science Electives.
Math	3	

Science STEM Electives	2 (.5 credit must be satisfied in Technology, Innovation Design, and Engineering)	Science, Technology, Engineering, Math, Food Services, and Business* *Business STEM are labeled in the Course Selection Guide
Physical Education and Wellness	1	
Health and Safety	1	
Electives	3	Business, Tech Ed, Family and Consumer Sciences, World Languages, Social Sciences, Arts, etc;
Mastery Based Capstone Project	1	.5 credit for required course, .5 credit for successful completion of project.
Carnegie Units Total	25	-

Credit Distribution Requirement ([For the class of 2024](#)) and beyond

Subject Area	Credits	Description
Humanities (9) Credits		
English	4	Must include English 9, 10, 11, 12 (any level)
Social Studies	3	1 credit from each World History US History 1/Civics 1 and H or Honors Civics/PreAP History US History 2 or AP/UCONN ECE US History
World Language	1	Spanish or French

Humanities Electives	2	Must include .5 credit in the Fine Arts- Music/Art, and .5 credit in humanities electives) English, Social Studies, Music, Art, World Languages
STEM (9) Credits		
Math	4	
Science	3	Integrated Science, Biology, Science Electives.
STEM Electives	2 (.5 credit must be satisfied in Technology, Innovation Design, and Engineering)	Science, Technology, Engineering, Math, Food Services, and Business* *Business STEM classes are labeled in the Course Selection Guide
Physical Education and Wellness	1	<u>.5 credit in Grades 9 and 10</u>
Health and Safety	1	<u>.5 credit in Grades 11 and 12</u>
Personal Finance	.5	Computer Applications: Personal Finance or Consumer Math satisfy the Personal Finance requirement. Carnegie units will only be awarded for Computer Applications: Personal Finance.
Electives	4	Business, Tech Ed, Family and Consumer Sciences, World Languages, Social Sciences, Arts, etc. ??
Mastery Based Capstone Project	1	<u>Required course for Grade 12</u> .5 credit for course .5 credit for successful completion of project, <u>presentation and mentorship</u>
Required Personal Finance <i>(Starting with Class of 2027)</i>	.5-1.0	Course Options: Computer Applications Personal Finance Consumer Math

Additional Electives	3.0-3.5	
Carnegie Units Total	25.0	

Cross Reference: Policy # [5127](#)

Legal Reference: Connecticut General Statutes

[10-14n](#) Statewide mastery examination. Conditions for reexamination.
Limitation on use of test results.

[10-16\(l\)](#) Graduation exercises. (As amended by PA 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

[10-221a](#) High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. [10-111](#), An Act Concerning Education Reform in Connecticut and P.A. [11-17](#), An Act Concerning High School Diplomas to Korean Veterans, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes

[10-233\(a\)](#) Promotion and graduation policies. (as amended by PA 01-166)

Adopted: September 28, 1981

Revised: June 26, 1989

May 28, 2002

March 5, 2007

July 9, 2009

January 23, 2012

May 26, 2015

February 26, 2018

October 28, 2019

April 20, 2020

February 13, 2023

Instruction

FAFSA Completion Program

The Board of Education (Board) recognizes that college, for many students, continues to be an important pathway that helps to provide students with the necessary skills for work and for lifelong learning. In addition, research has indicated the students who complete the Free Application for Federal Student Aid (FAFSA) are more likely to attend college with financial aid.

~~In compliance with Public Act 23-204 sections 3-19-3-20,~~ Beginning with classes graduating in ~~2025~~ 2027, graduating students must have completed a Free Application for Federal Student Aid (FAFSA), completed and submitted to a public institution of higher education an application for institutional financial aid for students without legal immigration status, or completed a waiver, on a form prescribed by the Connecticut State Department of Education (CSDE) signed by the student's parent/legal guardian or by the student if 18 years of age or older.

A principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student if the certified educator affirms that they have made a good faith effort to contact the parent/legal guardian or student about the completion of the application.

The Board, through this policy, sets as a goal of ensuring 100% compliance for the FAFSA completion rates among grade 12 students or students in District adult education programs. This goal aims to ensure District efforts to improve postsecondary enrollment and student outcomes and to make it easier for students to attend postsecondary education.

The Board directs the administration to develop plans to initiate new strategies for 100% yearly student FAFSA completion rates. The Board may accept gifts, grants, and donations, including in-kind donations, to implement this policy.

Strategies

The Board believes this goal of 100% FAFSA completion rates can be attained utilizing, but not limited to, the following strategies/considerations:

1. Design FAFSA completion initiatives according to target population's needs.
2. Establish and maintain strong partnerships with as many stakeholders as possible, with multiple organizations to assist.
3. Incorporate financial aid training into the existing curriculum.
4. Provide individualized meeting between students and staff.
5. Collect and monitor appropriate data to identify which students are not completing applications and target support to them.

**Instruction
FAFSA Completion Program**

6. Build trusting relationships with parents and the community in order to ensure students and their families feel comfortable in filling out the forms.
7. Design systems, tools and events focusing on students who might otherwise not complete an application.
8. Provide a network of resources to support school counselors and teachers.
9. Raise awareness about FAFSA, prior to senior year.
10. Provide sufficient and easily accessible resources on district/school websites.
11. Offer school-day and evening support for students and their parents/guardians.
12. Create a FAFSA student/parent portal pertaining to FAFSA.
13. Use existing programs and forums, such as advisor periods, college and career planning seminars, parent meetings etc. to provide assistance.
14. Stress financial aid is for technical, two and four -year schools.
15. Build a school or campus-based FAFSA team to monthly review data and discuss and implement strategies to reach students.
16. Partner with local postsecondary institutions.

As required, the Board will publish and make available on the District website the annual FAFSA student completion rate for the graduating class of each high school within the District.

Legal Reference: Connecticut General Statutes

P. A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Sect. 6, 7, 8.

Public Act 23-204 An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, And Provisions Related to Revenue and Other Items Implementing the State Budget Sections 319-320

[Pubic Act24-25 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth.](#)

Policy adopted: 6/13/22

Revised:9/9/24

BYLAWS OF THE BOARD:

Meetings:

Regular meetings of the Board shall be held in the Mabelle B. Avery Middle School Central Office Board of Education ~~Chambers Meeting Room~~ on the second and fourth Mondays of the month, except that summer meetings shall be held the second Monday in July and the last Monday in August. ~~and~~ The Board shall ~~not~~ meet only on the ~~fourth~~ second Monday in December.

Whenever circumstances dictate that the BOE cannot have a public meeting in person, all BOE meetings and subcommittee meetings may be held virtually via teleconferencing. All teleconference meetings will adhere to the protocols established by BOE policy and adhere to Connecticut's Freedom of Information Act.

Meetings shall start at 7:00 p.m. If no quorum is present by 7:15 p.m. the meeting shall automatically be postponed until the following Monday unless those present vote to extend the time to 7:30 p.m. The Secretary shall notify absent members of the postponement. Meetings will adjourn by 11:00 p.m. except by two-thirds vote of the members present.

Board members shall notify the Secretary or the Chairman by 6:00 p.m. of the meeting night if they are to be late or absent.

A regular meeting may be canceled or rescheduled by agreement of the majority of the Board.

Adopted: March 23, 1981

Revised: October 28, 1996

Revised: February 9, 1998

Reviewed: November 2, 1998

May 10, 2000

June 21, 2000

Revised: November 26, 2001

Revised: January 28, 2008

Revised: July 23, 2020

BYLAWS OF THE BOARD:

Notification:

Board members will receive a packet electronically at least ~~two~~ four days prior to the date on which Board action is required. The packet will include at least an agenda for the meeting, minutes of prior meetings, and pertinent details of recommendations to be made by the Superintendent. Once each month a report on the status of the current budget will be included.

If other reports are distributed to Board members in the packet, copies must be available to the public in the Central Office.

Other information may be distributed to Board members ~~in Central Office boxes or~~ at the meeting. The semimonthly warrant of bills will ~~not~~ be included in the packet ~~but will be available in the Central Office.~~

Adopted: March 23, 1981

Revised: February 24, 1992

Reviewed: June 21, 2000