

## Southington Board of Education Meeting

Thursday, January 10, 2019 6:30 PM

John Weichsel Municipal Center Public Assembly Room 200 North Main Street Southington, CT 06489 COMMITTEE OF THE WHOLE ~

OPERATIONS

200 North Main Street

Southington, CT 06489



### SOUTHTINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session
  - a. Student Matters
  - b. Unaffiliated Employees
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ December 13, 2018
6. Public Communications
  - a. Communications from Public
    1. Donation for Southington Public Schools from American Heart Association
  - b. Communications from Board of Education
  - c. Communications from Administration
  - d. Communications from Student Representatives
7. Committee Reports
  - a. Board of Education Finance Committee Meeting ~ December 17, 2018
    1. Transfer of Funds
    2. Vehicle Lease ~ Maintenance Department
    3. Section 10-248a Unexpended Education Funds
8. Superintendent's Report
  - a. Personnel Report
9. Old Business
  - a. Proposed 2019-2020 School Calendar ~ Second Reading
  - b. Policy 1212, School Volunteers, Student Interns and Other Non-Employees ~ Second Reading
  - c. Policy 1250, Visitors and Observations in Schools ~ Second Reading
  - d. Policy 1313, Non-Discrimination (Community) ~ Second Reading
  - e. Policy 1350, Possession of Deadly Weapons or Firearms ~ Second Reading
  - f. Policy 3516, School Security and Safety ~ Second Reading
  - g. Policy 3518, Policy Regarding Green Cleaning Programs ~ Second Reading
  - h. Policy 3519, Policy Regarding Automatic External Defibrillators ~ Second Reading
  - i. Policy 6146, Graduation Requirements ~ Second Reading
  - j. Science Curriculum, Grade 5 ~ Second Reading

- k. Town Government Communications
- 10. New Business
  - a. Policy 1331, Drugs, Tobacco and Alcohol on School Property ~ First Reading
  - b. Student Expulsions
    - 1. Student Expulsion 2018-2019-07
    - 2. Student Expulsion 2018-2019-08
- 11. Adjournment

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

## **SOUTHINGTON BOARD OF EDUCATION**

### **SOUTHINGTON, CONNECTICUT**

#### **REGULAR MEETING**

**DECEMBER 13, 2018**

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The regular meeting of the Southington Board of Education (Committee of the Whole – Operations) was held on Thursday, December 13, 2018 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut and an Executive Session was held at 6:30 p.m.

#### **1. CALL TO ORDER**

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:40 p.m.

Board members present: Mrs. Terri Carmody, Mr. Robert Brown, Mr. Joseph Baczewski, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Administration present: Mr. Timothy Connellan, Superintendent of Schools, and Mr. Steven Madancy, Assistant Superintendent.

#### **2. EXECUTIVE SESSION ~ STUDENT MATTERS AND UNAFFILIATED EMPLOYEES**

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

**"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters and Unaffiliated Employees, and upon conclusion reconvene to public session."**

**Motion carried unanimously by voice vote.**

*Mr. Goralski declared Executive Session ended at 7:10 p.m.*

#### **3. RECONVENE MEETING ~ REGULAR SESSION**

*Mr. Goralski reconvened the Board of Education Regular Session at 7:13 p.m.*

Board members present: Mrs. Terri Carmody, Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance and Ms. Margaret Walsh, Director of Special Services.

Student representatives present were Trevor Messina, Bianca Spataro and Nicholas Mangene.

#### **4. PLEDGE OF ALLEGIANCE**

Student Representatives led in reciting the Pledge of Allegiance.

Mr. Goralski called for a moment of silence in memory of Nancy Deprey, former Food Service Employee at the high school for 22 years; Jim Williamson, a strong supporter of the Southington Public Schools; and former President George H. W. Bush who all recently passed away.

#### **5. CELEBRATION OF EXCELLENCE**

In Celebration of Excellence, the Board recognized Abhram Bhamdipati and Aliya Sarris, seniors at Southington High School, who were selected as the 2018-2019 recipients of the Connecticut Association of Public School Superintendents (CAPSS) Superintendent / Student Recognition Award for leadership, service to the school, academics, and service to the community.

*Mr. Goralski called for a recess at 7:20 p.m.*

*Mr. Goralski reconvened the regular meeting at 7:30 p.m.*

#### **6. APPROVAL OF MINUTES ~ November 8, 2018**

**MOTION:** by Mr. Oshana, seconded by Mr. Derynoski:

**“Move to approve the regular Board of Education minutes of November 8, 2018, as submitted.”**

**Motion carried unanimously by voice vote.**

**MOTION:** by Mr. Derynoski, seconded by Mrs. Carmody:

**“Move Agenda Item 11.e ‘Approval of Out of State / Overnight Field Trips’ to Agenda 7.e.”**

**Motion carried unanimously by voice vote.**

#### **7. PUBLIC COMMUNICATIONS**

##### **a. Communications from Public**

There was no public communication.

##### **b. Communications from Board of Education**

Board members discussed the following:

- The Town/Board of Education Breakfast was held on Friday, December 7, 2018 in the Municipal Center Public Assembly Room organized by Michelle Passamano, Human Resource Manager, who did a wonderful job.
- Mr. Brown encouraged everyone to approach the world with love and kindness this holiday season. He was grateful to the community, school system and all its employees along with his Board colleagues.
- As the 2019-2020 budget preparations start, Mr. Brown asked the public to speak to the Board members or administration if they thought there was waste in the budget. The Board would then be able to address it instead of the public posting on social media and spreading inaccurate information.
- The recent Southington Education Foundation (SEF) reception was attended by several Board members and administrators with grants awarded to teachers for classroom and other programs.
- Mrs. Queen, Mr. Madancy and the three student representatives attended a program at Goodwin College called the “High School Reimagined Project”, which was leadership-based.
- With the Board’s approval, Mr. Goralski plans to send the traditional holiday letter via email to all staff.

**c. Communication from Administration**

Administration reported on the following:

1. Parental Volunteer Recognition Recipient: Ms. Walsh reported that Southington nominated Mrs. Carrie Foligno for this national recognition of parental involvement for work in the community and supporting and advocating for students with special needs. Mrs. Foligno helped to create the EASE and ACHIEVE programs at the middle schools and high school for children with significant developmental disabilities, along with many other programs.
2. State Advisory Committee: Ms. Walsh reported that Southington hosted the State Advisory Committee on special education on Wednesday, December 5, 2018. The committee is comprised of 35 people who are appointed by elected officials and includes state agencies, parents, and advocacy groups with the goal to advise the Governor and legislators regarding special education services for children. Ms. Walsh represents all the Pupil Personnel Service Directors in the state of Connecticut. They are working on four goals.
3. School Security Grant: Mr. Connellan reported that the School Security Grant was submitted to the state. This is a reimbursement grant.
4. Safety Meeting Report: The Interagency School Safety Committee monthly meeting was held on November 28, 2018. They will not be meeting in December. The Southington Police Department has been conducting unannounced Lockdown drills. The Southington Fire Department has recently started doing unannounced fire drills.

Mr. Connellan and Mr. Madancy crafted a statement that Mr. Connellan read for the record in response to a recent racist social media posting by a high school student (*Attachment #1*).

**d. Communication from Students Representatives**

Miss Bianca Spataro reported on the following:

- The Board Student Representatives attended the CAPSS High School Reimagine Project on Monday and intend to use what they learned by facilitating student group discussions at the high school. They plan to form a panel to acquire the educational views, issues, and opinions of all the students that they represent, not just a small population, to bring to the Board members attention. Mr. Madancy addressed in detail the expectations of this panel. The purpose of this project was to engage approximately 25 school districts in a discussion of the transformation of Connecticut high schools.
- November 10<sup>th</sup>, the World Language Honor Society presented in Spanish the Disney movie “Coco”.
- November 16 was the Homecoming Dance with 500-plus students attending. Breathalyzers were used and there were no problems.
- The Course Fair will be held on January 9, 2019 with DePaolo Middle School arriving at 6:00 p.m. and Kennedy Middle School at 6:45 p.m.

Mr. Nick Mangene reported on the following:

- He thanked the Board for the opportunity to attend the High School Reimagine Project and explained some of the activities.
- Students were encouraged to wear pajamas to school one day during Spirit Week.
- They also had Senior Superlatives, which was a nice way to relax.
- In November, Parent/Teacher Conferences were rescheduled because of snow.
- Mrs. Kari Peschel-Luise was recognized at The Bushnell for being selected the Southington 2018-2019 Teacher of the Year.

Mr. Trevor Messina reported on the following:

- He also thanked the Board for the amazing opportunity afforded the student representatives to attend the High School Reimagine Conference and addressed the leadership activity that determined what kind of leader that they were.
- The Veterans Day concert was held on November 14, 2018 with 300 people attending. Mr. Baczewski addressed the touching voiceover narration that Mr. Messina gave regarding the “Greatest Generation” while the band played behind him.
- Knight on the Stage was held on November 30, which raised \$748 for the Drama Club.
- The SHS Music Concert will be held on Wednesday, December 19 featuring the Jazz and Chorus first with a second concert at 7:00 p.m. featuring the Concert Band, Symphonic Band and Wind Ensemble.
- January 3, 2019 is the Marching Band Banquet at the Aqua Turf.

**e. Approval of Out of State / Overnight Field Trips (formerly Agenda Item 11.e)**

**MOTION:** by Mrs. Carmody, seconded by Mr. Baczewski:

**“Move that the Board of Education approve the field trip requests for the Southington High School Wrestling Team to Massachusetts and New Hampshire, as presented by the administration.”**

The Wrestling Coach addressed the itinerary, tournaments, experience, and parent involvement for the high school wrestling team. The transportation is provided by the booster club.

**Motion carried unanimously by voice vote.**

## 8. COMMITTEE REPORTS

### a. Board of Education Curriculum & Instruction Committee Meeting ~ December 4, 2018

Mrs. Carmody reported and discussed in detail the following: 1) A proposed change in the Advanced Agriculture schedule to include alternating single and double periods; 2) Earth Science Unit 2, Grade 5 Next Generation Science Standards Units; 3) Seal of Bi-literacy for the Class of 2019; 4) Changing the names of World Language courses to levels of proficiency; 5) The Latin CP level Course, Foundations of Language, to be included in the program of study to assist students who may struggle to meet the new World Language graduation requirements mandated by the state; 6) Graduate Requirement Policy for Class of 2023 and years beyond that would require 25 credits instead of the current 22 credits (*Attachment #2*); 7) Academic Support Course for credit; and 8) Chronicle Advisor stipend. The Board members and student representatives had many questions and discussed these items at length.

### b. Board of Education Policy Committee Meeting ~ December 4, 2018

Mrs. Queen reported that the committee discussed the final review of the revised 1000 Series policies. They will be focusing on the mandated policies and leaving the optional policies as they currently are for now in order to move through all the series. Once the mandated policies are in place, the committee will address the optional policies. There are many policies on this Board agenda for a first read. The committee also discussed the revised Graduate Requirement policy. Mrs. Queen explained the policies at length. The committee will be bringing the 2000 and 3000 policy series as a first read to the January 26 Board meeting.

## 9. SUPERINTENDENT'S REPORT

### a. Personnel Report

**MOTION:** by Mr. Derynoski, seconded by Mr. Oshana:

**“Move to approve the Personnel Report, as presented.”**

**Motion carried unanimously by voice vote.**

## 10. OLD BUSINESS

### a. Science Curriculum ~ Second Reading

**MOTION:** by Mrs. Carmody, seconded by Mrs. Queen:

**“Move to approve the Science Curriculum units as recommended by the Curriculum and Instruction Committee.”**

**Motion carried unanimously by voice vote.**

### b. Capital Improvement Plan 2019-2020 to 2023-2024 ~ Second Reading

**MOTION:** by Mr. Derynoski, seconded by Mr. Oshana:

**“Move to approve the Capital Improvement Plan 2019-2020 to 2023-2024 as presented by administration.”**

Mrs. DiNello pointed out that on page two of the plan, there was a change to the Phase III (Derynoski, Flanders & Kelley building projects) with \$50,000 added for the 2019-2020 school year for the architect plans. She thanked Mrs. Mellitt, Accounting Manager, for putting together this document. Mr. Derynoski pointed out that a big part of the \$2,780,260 Capital Improvement Plan was from the Referendums that the people of Southington already approved.

**Motion carried unanimously by voice vote.**

**c. Town Government Communication**

Mrs. Carmody explained that she serves on the Tax Relief Committee and that they are looking into educating Southington residents who might be eligible for the tax relief based on a certain percentage of their income. Mr. Baczewski had questions regarding how the tax relief works including liens on the property. He felt that it should be called a deferment, instead of tax relief.

Mr. Goralski attended a Farm Heritage Committee, which was Mr. John Myers, former YMCA Executive Director, last meeting. Mr. Goralski wanted to thank Mr. Myers publicly for all that he has done over the years for the town of Southington and stated that he will be missed by the community and school system. The Farm Heritage Committee adopted the Master Plan at their last meeting and will be presenting the plan to the Town Council. Mr. Goralski spoke at length on the plan and its phases.

**11. NEW BUSINESS**

**a. Proposed 2019-2020 School Calendar ~ First Reading**

Mr. Connellan explained that the 2019-2020 school calendar was built on the model of the current school calendar. It will be sent to the unions and parent groups for their comments.

**b. Ratification of Southington Education Association (SEA) Contract**

**MOTION:** by Mrs. Queen, seconded by Mr. Oshana:

**“Move to approve the 2019-2022 contract agreement between the Southington Board of Education and the Southington Education Association, as presented.”**

Mr. Goralski praised Mrs. DiNello and the whole committee for the time and lengthy process of negotiations. Mr. Baczewski thanked the committee and had questions regarding negotiating structure and the limitations the Board has as a municipality to make changes. He stated that it is not run like a business and does not incentivize the extraordinary young teachers in the district and reimburses people based on tenure, instead of merit. He encouraged the public to speak to the Board members or Mrs. DiNello to understand the limitations and parameters that the BOE Negotiating Committee must work with. Mr. Goralski added that there are a lot of rules governing the process of collective bargaining that they must follow. Mr. Brown explained that he was a teacher many years ago when Southington teachers went out on strike, which he hated. There was no way to negotiate. He did not want to return to the day of strikes. The current collective bargaining is not perfect, but it

forces both sides to come together to find a middle ground and come up with a solution. He pointed out that 30-years ago they talked about merit pay and that they could not find a way to make it work because it is fraught with a lot of problems. He noted that there currently is a very rigorous teacher evaluation plan in place. He stated that if anyone has suggestions on how to improve the current collective bargaining then they should talk about it with the state legislators.

As a businessman, Mr. Oshana commented on the negotiating process for businesses versus the collective bargaining agreement process for a municipality. He also noted that the Southington teachers' salaries are at the middle to low end for teachers in the state of Connecticut. Mrs. Queen praised the Negotiating Committee for coming to an agreement without expensive arbitration.

**ROLL CALL VOTE:** YES – Mr. Brown, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mr. Baczewski, Ms. Cammuso, Mr. Oshana, Mrs. Queen and Mr. Goralski.

**Motion carried unanimously.**

- c. **First Reading of the following policies:**
  - a. **Policy 1212, School Volunteers, Student Interns and Other Non-Employees**
  - b. **Policy 1250, Visitors and Observations in Schools**
  - c. **Policy 1313, Non-Discrimination (Community)**
  - d. **Policy 1350, Possession of Deadly Weapons or Firearms**
  - e. **Policy 3516, School Security and Safety**
  - f. **Policy 3518, Policy Regarding Green Cleaning Programs**
  - g. **Policy 3519, Policy Regarding Automatic External Defibrillators**
  - h. **Policy 6146, Graduation Requirements**

Mrs. Queen thanked Mr. Madancy and Mrs. Teresa Colegrove, Executive Assistant, for all their work on putting these policies together. These policies will come before the Board at their next meeting for approval.

**d. Science Curriculum, Grade 5 ~ First Reading**

There was no discussion.

**12. ADJOURNMENT**

**MOTION:** by Mr. Oshana, seconded by Mr. Derynoski:

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 9:10 p.m.

Respectfully submitted,  
*Linda Blanchard*  
 Recording Secretary

Board of Education Meeting - December 13, 2018

Superintendent's Statement

Good evening,

It is with a heavy heart that I read this statement to you this evening. A recent event in our community, garnering much media attention, has brought a level of sadness, embarrassment and hurt to our high school family, the community and to me personally.

I am especially concerned for our children and families of color, who were the targets of hate in this incident. I truly believe that the diversity that exists within our community is one of the things that makes Southington a wonderful place, one in which my wife and I have lived proudly over these past 39 years and raised our own children, all graduates of the Southington Public Schools.

While we will never be able to control the words, beliefs or actions of one, we can applaud the reactions of others during times of divide.

The response by our student body, both through appropriate comments and responses within social media, as well as the volume of students and families that became upstanders in bringing this event to the attention of the administration, should be applauded and is the real representation of the school community that exists within Southington High School.

The Southington Public Schools will not condone, support or tolerate behavior such as that demonstrated in the video that we have all seen. We will continue to do our utmost to protect our students, physically and emotionally and to teach a message of kindness, caring and acceptance.

Thank you,

Tim Connellan

## Graduation Requirements

Graduating classes <u>2019 - 2022</u> Requirement: <b>22 credits</b>		Graduating classes <u>2023 and beyond</u> Requirement: <b>25 credits</b>	
Course	Credits	Course	Credits
English	4	Humanities - 10 credits	1: English I 1: English II 1: English III 1: Senior English/Elective
Social Studies (Including US History and Civics)	3		1: Modern US History 1: Citizenship 1: Additional Social Studies Elective(s)
Mathematics	3		1: World Language (3 years of same language recommended)
Science	2		2: Humanities Electives <b>(AgSci, Art, Business, English, FCS, Music, Social Studies and WL)</b>
Physical Education	1	STEM - 9 credits	1: Algebra 1 1: Geometry 1: Additional Math
Health	1		1: Earth Science 1: Biology 1: Physical Science
Art, Music, or Voc. Ed	1		3: STEM Electives ( <b>AgSci, Art, Business, FCS, Math, Music, Science, or Tech</b> )
Other (Electives)	7	Physical Education	1
		Health	1
		Mastery Based Diploma Assessment/ Capstone	1
		Personal Interest Electives	3
		Courses taken in Middle School *passing HS exam	1: Algebra 1

# HUMANITIES AND STEM COURSE INFORMATION

Humanities and STEM courses both incorporate

- Collaboration,
- Communication,
- Creative Thinking,
- Critical Thinking,
- And the application and mastery of content

Through the above skills, courses in the Humanities study people, places, cultures, and ideas to understand, appreciate, and evaluate the diverse human experience.

Through the above skills, courses in STEM study the world through the integrated application of science, technology, engineering and math to analyze, predict, and understand the world in which we live.

Humanities and STEM are studied so that we can connect with other communities, cultures, and ideas to develop students' intercultural competence.

# **Board of Education**

## **Administrative Report**

**January 10, 2019**



- 1. NEASC Survey Online - SHS**
- 2. Building Committee SHS Roof**
- 3. Elevator Repair – SHS**
- 4. New Lead Teacher EL Program**
- 5. STELLAR Program Relocation – Branford Hall**



SOUTHTON BOARD OF EDUCATION  
Southington, Connecticut

**FINANCE COMMITTEE MEETING**

Monday, December 17, 2018, 6:30 p.m.  
Town Hall Finance Dept. Conference Room  
75 Main Street  
Southington, CT 06489

Board Members Present: Colleen Clark, Chair, David Derynoski, Zaya Oshana  
Present from Administration: Sherri DiNello, Director of Business & Finance; Jennifer Mellitt,  
Accounting Manager

The Finance Committee meeting was called to order at 7:04 p.m.

**1. SELF INSURANCE:**

a. Claims Update:

Mrs. DiNello provided a claims report through November in addition to the report in the packet that captured claims through October 2018. She shared that there was a large Board of Education claim that exceeded the \$500,000 stop loss. The Board of Education claims are currently \$249,000 over budget but the Town and Board of Education combined are running within budget.

b. New Policies:

Mrs. DiNello shared the new policies recommended by the Self Insurance Committee and approved by the Town Council.

**2. TRANSFER OF FUNDS:**

The committee reviewed the Transfer of Funds and an additional transfer request from the Thalberg Elementary School principal. The committee recommends approval.

**3. VEHICLE LEASE – MAINTENANCE DEPARTMENT:**

Mrs. Mellitt shared the recommendation to enter into a four-year lease to purchase a 2019 Ford Transit Cargo Van (Ford T250) for the maintenance department painter. The funds are in the 2018-2019 budget to continue our replacement cycle. The committee discussed and agreed to recommending the new lease.

**4. ATHLETIC TRAINING CONTRACT:**

Mrs. DiNello shared that the current three-year contract with Select Physical Therapy is expiring June 30, 2019. She shared a 10-year history on bidding and pricing. She recommended to the committee to extend the current contract with the ability to negotiate the rate. The committee endorsed this request.

**5. SEC. 10-248a. UNEXPENDED EDUCATION FUNDS ACCOUNT:**

Mrs. DiNello shared and explained the Connecticut General Statute regarding Unexpended Education Funds. She highlighted the benefits an account like this could provide the Board of Education if funds remained at the end of the year. The committee had numerous questions regarding parameters of how funds could be spent and who would control the funds. Mrs. DiNello explained these items would all need to be discussed with the Board of Finance so everyone understands the purpose and use of funds if it were to be established. The committee recommends sharing this idea with the full Board of Education.

**6. FINANCIAL UPDATE:**

Mrs. DiNello reviewed the expenditure report through November 2018 for the operating budget. She explained that it is still early in the year but right now believes they are spending within budget. A more detailed report will be provided in January.

**7. MISCELLANEOUS:**

a. Elevator – Preliminary Bid Results:

Mrs. DiNello shared a memo from Peter Romano, Director of Operations, with the Southington High School elevator modernization bid results. The low bidder is New England Elevator Corporation. Mr. Romano is in the process of conducting reference checks and reviewing the bid results in more detail. The current funding level will allow the base bid and interior refurbishment to be completed. Mr. Romano will provide more details and an actual recommendation to the full Board of Education in January.

The meeting adjourned at 7:59 p.m.

Respectfully submitted,



Sherri DiNello  
Director of Business & Finance

Southington Public Schools  
Southington, Connecticut

2018 - 2019  
**TRANSFERS OF FUNDS**  
RECOMMENDED TO FINANCE COMMITTEE  
December 17, 2018

SCHOOL	FUND	ACCOUNT	KEY #	DESCRIPTION	AMOUNT TRANSFERRED FROM	AMOUNT TRANSFERRED TO
<b>1. Special Ed.</b>	15	83113	3715	Special Ed. Teacher - Hatton	(11,850.00)	
	15	83119	0294	Purchased Services		11,850.00
	15	83116	3321	Psychologists Salaries	(24,000.00)	
	15	83119	0294	Purchased Services		24,000.00
<b>2. Central Office</b>	10	32405	2672	Liability Insurance	(22,000.00)	
	10	32415	2681	Student Insurance		22,000.00
<b>TOTAL</b>					<b>-\$57,850.00</b>	<b>\$57,850.00</b>
<p>1. Due to a large number of FMLA's within our Special Education certified staff, we needed to contract for services to meet the service hours for identified students.</p>						
<p>2. Increased premium in student accident insurance is based on claims.</p>						

# Southington Public Schools

200 North Main Street  
Southington, CT 06489



To: **DIRECTOR OF BUSINESS & FINANCE**

From: Katie Reeves, Principal

Location: Thalberg Elementary School

Subject: **REQUEST FOR TRANSFER OF FUNDS**

Please authorize the following transfers within the accounts assigned to my program location:

	FUND	ACCOUNT NUMBER	NAME OF ACCT.	OBJECT CODE	FUNCTION	SITE CODE	KEY #	AMOUNT
FROM	10	40300	General Teaching Supplies	611	1000	209	1917	(\$605.63)
<b>TO</b>	10	54200	School Based Equipment	730	1000	209	2517	605.63
FROM								
<b>TO</b>								
FROM								
<b>TO</b>								

BRIEFLY JUSTIFY YOUR REASONS FOR MAKING THE ABOVE REQUEST.

We are in need of a two-way radio. The additional radio

will allow one more adult to be in contact during fire

drills or emergency evacuations.

K. Reeves  
Signature: *Principal - Administrator*

12/17/18  
Date

**BUSINESS OFFICE USE ONLY**

Approved

Denied

- Insufficient balance
- Outstanding encumbrance
- Other (See COMMENTS)

**COMMENTS**

\_\_\_\_\_  
Director of Business & Finance

\_\_\_\_\_  
Date



# SOUTHINGTON PUBLIC SCHOOLS

*JENNIFER MELLITT*  
*ACCOUNTING MANAGER*  
*PURCHASING DEPARTMENT*

A handwritten signature in black ink, appearing to read "Jm", enclosed within a circular scribble.

## **MEMO**

TO: Finance Committee Members

RE: Vehicle Lease for Operations Department

DATE: December 13, 2018

The Operations Department is requesting a vehicle lease for a 2019 Ford Transit Cargo Van (Ford T250) for our Maintenance Department's painter. The painter's current vehicle is a 1999 Chevy with 210,241 miles as of December 2018. The existing vehicle will remain in the fleet to be used when other vehicles are being serviced.

The proposed vehicle will be purchased under the State of Connecticut Contract #10PSX0239. Attached is the vehicle quote for the proposed lease and the Maintenance Vehicle Summary showing the current condition of our fleet.

The Administration recommends the new lease in order to continue with our vehicle replacement cycle. Account Number 32510 (Rental of Equipment) has \$9,082 available to enter a lease in Year 2018-19. Lease pricing options for three (3) and four (4) year leases will be distributed at the Finance Committee meeting for your review.



**Crowley Ford, LLC  
Lincoln and Mercury**

225 New Britain Avenue  
Plainville, CT. 06062  
(860) 793-8885 \* Fax (860) 793-4695  
www.crowleyauto.com

Quote Nr: 180919005

State Contract Award # 10PSX0239

Option or Model Nr.	Discount %	Factory Options	QTY	MSRP	Discount	Net Amount
R2C	20%	T250 VAN MED ROOF SLIDING PASS 148" WB	1	\$ 3,130.00	\$ 626.00	\$ 2,504.00
99M	20%	3.7L Ti-VCT V-6	1	\$ -	\$ -	\$ -
446	20%	Six speed automatic transmission	1	\$ -	\$ -	\$ -
CK	20%	Pewter (grey) Cloth	1	\$ -	\$ -	\$ -
YZ	20%	Oxford White	1	\$ -	\$ -	\$ -
X7L	20%	3.73:1 Limited Slip Rear Axle	1	\$ 325.00	\$ 65.00	\$ 260.00
17B	20%	Rear Door Glass	1	\$ 250.00	\$ 50.00	\$ 200.00
18D	20%	Exterior Upgrade Package	1	\$ 360.00	\$ 72.00	\$ 288.00
21L	20%	Cloth Seats	1	\$ 60.00	\$ 12.00	\$ 48.00
53B	20%	HD trailer Tow Package	1	\$ 485.00	\$ 97.00	\$ 388.00
544	20%	Power Heated Mirrors	1	\$ 220.00	\$ 44.00	\$ 176.00
96C	20%	Interior Upgrade Package includes: cruise control, AM/FM/SYNC, vinyl floor	1	\$ 1,495.00	\$ 299.00	\$ 1,196.00
90C	20%	Inverter	1	\$ 100.00	\$ 20.00	\$ 80.00
	20%			\$ -	\$ -	\$ -
	20%			\$ -	\$ -	\$ -
	20%			\$ -	\$ -	\$ -
	20%			\$ -	\$ -	\$ -
	20%			\$ -	\$ -	\$ -
	20%			\$ -	\$ -	\$ -
	20%			\$ -	\$ -	\$ -
LESS DISCOUNT PER CONTRACT :						
Total FACTORY OPTIONS						\$ 5,140.00

Base Price: \$ 23,612.00

Vehicle to include all manufacturers standard and optional equipment as described in the original bid specifications plus the following options:

After Market Options								
Item Number	Mfg	Discount	Description	QTY	List Price	State Discount (\$)	Net Amount (\$)	
A.	Ranger Design	8.0%	Ranger rack and bin package per customer supplied specifications	1	\$ 6,800.00	\$ 544.00	\$ 6,256.00	
			Labor		Inc.			
B.	Other	8.0%	Labor		\$ -	\$ -	\$ -	
C.	Other	8.0%	Labor		\$ 105.00	\$ -	\$ -	
D.	Other	8.0%	Labor		\$ 105.00	\$ -	\$ -	
E.	Other	8.0%	Labor		\$ 105.00	\$ -	\$ -	
F.	Other	8.0%	Labor		\$ 105.00	\$ -	\$ -	
			Labor		\$ -	\$ -	\$ -	
			Labor		\$ 105.00	\$ -	\$ -	
LESS DISCOUNT PER CONTRACT :								
Total after-market Parts and Labor							\$ 6,256.00	
BID PRICE TOTAL:							\$ 35,008.00	
Trade-In Allowance								
Year:	Description:							\$ -
Miles:	VIN:							\$ -
Year:	Description:							\$ -
Miles:	VIN:							\$ -
Year:	Description:							\$ -
Miles:	VIN:							\$ -
Total Trade Allowance							\$ -	
Total Trade in Allowance							\$ -	
Conveyance Fee					\$599.00		\$ -	
Connecticut Motor Vehicle Registration					estimated		\$ -	
Total Fees							\$ -	
Total Standard, Optional and Aftermarket Equip							\$ 35,008.00	
Name:	Southington, Town of		Budget Price	QTY	EXTERIOR	INTERIOR		
FIN Code:	QH871			1	Oxford White	Pewter Gray		
VIN:								
GVWR:	9000 pounds							
				Signed		Date		

Southington Public Schools  
Maintenance Vehicle Summary  
As of December 2018

Year	Vehicle Make	Body Style	Description	Plate Number	Original Purchase Price	Mileage as of December 2018	Condition as of December 2018	Reason for Replace
1994	***Ford	Ranger XL Pickup	Laborer	SO208	*	140,407	poor	2, 3
1997	**GMC	Sonoma Pickup	Mail/Labor	SO187	*	168,321	poor	2, 3
1999	Ford	4x4 250 XL Pickup	Laborer	SO137	\$20,998	129,287	good	2, 3
1999	<b>Chevy</b>	<b>Utility Body 2500</b>	<b>Painter</b>	<b>SO81</b>	*	<b>210,241</b>	<b>poor</b>	<b>2, 3</b>
2000	Chevy	4X4 Utility Body 3500	Laborer	SO209	*	170,000	poor	2, 3
2005	Chevy	2500 Express Van	Electrician	SO140	\$17,136	70,930	good	2
2006	Chevy	4x4 Dump 3500	Laborer	SO95	\$25,244	95,050	fair	2
2008	Chevy	Express Van	Carpenter	SO132	\$18,354	75,971	good	2
2010	Ford	E250 Cargo Van	Plumber	SO55	\$19,184	52,522	good	
2010	Ford	E250 Cargo Van	HVAC	SO62	\$19,184	62,490	good	
2011	Ford	F350 4x4 rack body	Laborer	SO49	\$39,656	52,880	good	
2011	Ford	E350 Cargo Van	Electrician	SO56	\$19,184	45,607	good	
2014	Ford	E250 Cargo Van Super Duty	HVAC	SO170	\$21,164	29,227	Excellent	
2015	Ford	F350 4x4 Supercab	carpenter	SO45	\$33,254	23,120	Excellent	
2017	Ford	F150 Regular Cab	Foreman	SO104	\$25,434	13,850	Excellent	

Fleet Vehicle Initiative Defined:

Vehicles are candidates for replacement when reaching any of the following conditions

- 1 replace condition safety
- 2 replace mileage 60,000 miles
- 3 replace value when trade-in value has dropped below 1/4 of original cost

\* - Gifted by Water Department

\*\* - Vehicle serves as back-up for department's summer help



## SOUTHTON PUBLIC SCHOOLS

*Sherri DiNello*

*Director of Business & Finance*

### **MEMO**

**TO:** Finance Committee Members  
**DATE:** December 11, 2018  
**RE:** **Unexpended Education Funds Account**

The Connecticut General Statutes include the following:

**Sec. 10-248a. Unexpended education funds account.** For the fiscal year ending June 30, 2011, and each fiscal year thereafter, notwithstanding any provision of the general statutes or any special act, municipal charter, home rule ordinance or other ordinance, the board of finance in each town having a board of finance, the board of selectman in each town having no board of finance or the authority making appropriations for the school district for each town may deposit into a nonlapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the town, provided such amount does not exceed one per cent of the total budgeted appropriation for education for such prior fiscal year.

The administration is recommending that the Board of Education request that the Town Board of Finance create a “nonlapsing account” to enable the Board of Education to have unexpended funds from the prior year deposited into this account. This would enable the Board of Education the opportunity to utilize funds for larger projects and equipment purchases that are oftentimes cut in the budget development process.

The Town Board of Finance and Town Council approved carryforward funds from the 2017-2018 budget to fund the boiler replacement at Thalberg School and some other smaller items. The Board chose not to approve a Purchase Plan like in prior years due to the lack of state revenues. This statute provides the funding mechanism to allow the Board of Education to carryforward funds in the future and could be very beneficial.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 10, 2019

Decision Requested X Agenda Code 8. a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Personnel Report

**Summary of Issue:** This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2018-2019.

**Background:** The attached report lists personnel activity from December 1, 2018, through December 31, 2018.

**Alternative Strategies:** \_\_\_\_\_

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

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Recommend that the Personnel Report be approved as submitted.



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

**Titles of Attachments:**

1. Personnel Report

Agenda – January 2019

# PERSONNEL ACTIVITY REPORT

FOR: January 2019

## APPOINTMENTS

### Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
No certified staff appointments in the month of December							

### Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Cahill, Effie	Part-Time Special Ed Paraeducator	DES	27.50	January 2, 2019	\$16.83
Del Santo, Kim	ABA Therapist	Hatton	17.50	January 2, 2019	\$16.83
Messina, Casandra	Part-Time Nurse	JAD	15.00	January 2, 2019	\$22.76
Albert, Megan	Part-Time Special Ed Paraeducator	DES	27.50	January 2, 2019	\$16.83
Martin, Todd	Security Attendant	SHS	35.00	January 2, 2019	\$18.96
Santos, Jonnathan	Technology Assistant	SPS	25.00	January 2, 2019	\$14.71
Arnold, Amy	Part-Time Nurse	DES	19.50	January 2, 2019	\$22.76
Miron, Amie	Registered Nurse	Kelley	36.25	January 7, 2019	\$45,461.00 prorated

## ASSIGNMENT CHANGE

### Certified

Name	From Position	To Position	School	Effective Date
No certified staff assignment changes in the month of December				

### Classified

Name	From Position	Hours per Week	To Position	Hours per Week	School	Effective Date
Daley, Lynn	Special Ed Paraeducator	25.25	Special Ed Paraeducator	27.50	PES	January 2, 2019

## RESIGNATIONS

### Certified

Name	Position	School	Effective Date	Years of Service	Retire
Lepper, Cherylynne	Special Education Teacher	JFK	January 10, 2019	7 ½ years	No

### Classified

Name	Position	School	Effective Date	Years of Service	Retire
Gemmell, Lesa	Part-Time Paraeducator	SHS	December 22, 2018	3 months	Yes
Miron, Amie	Part-Time Nurse	DES	December 22, 2018	4 months	No
Fazzino, Joshua	Technology Analyst	SPS	December 29, 2018	4 years	No
Mierzejewski, Stephen	Grant Funded Numeracy Tutor	JAD	January 1, 2019	4 months	No

## TRANSFERS

### Certified

Name	From Position	From School	To Position	To School	Effective Date
No certified transfers in the month of December					

### Classified

Name	From Position	From School	To Position	To School	Effective Date
Antonucci, Joseph	Head Custodian	JAD	Head Custodian	Strong	January 7, 2019

## UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
No unpaid leaves of absence in the month of December					

## COACHING / STIPENDS

### Appointments

Name	To Position	School	Effective Date	Stipend
No coaching/stipend appointments in the month of December				

### Resignations

Name	From Position	School	Effective Date
No coaching/stipend resignations in the month of December			

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 10, 2019

Decision Requested X Agenda Code 9 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Proposed 2019-2020 School Calendar ~ Second Reading

**Summary of Issue:** The attached school calendar is provided to the Board for their comments and recommendations.

**Background:** The calendar was discussed at the December 13, 2018 board meeting.

**Alternative Strategies:** 1) Modify starting date; 2) Modify recess periods;  
3) Modify professional development days

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

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** The administration is prepared to discuss and encourages the Board of Education to take action on the recommendation for the 2019-2020 school calendar.

**Title of Attachment**

1. Proposed School Calendar for the 2019-2020 School Year

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools

# Southington Public Schools

## 2019



## 2020

FIRST DAY OF SCHOOL: AUG 29

### PROPOSED SCHOOL CALENDAR

SCHOOL ENDS: JUNE 11

M	T	W	TH	F
<b>AUGUST 2019</b>				2 DAYS
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
WD	PD	PD	FD	30

M	T	W	TH	F
<b>SEPTEMBER 2019</b>				20 DAYS
2	3	4	5	6
9	10	11	12	13
16	<PD>	18	19	20
23	24	25	26	27
30				

M	T	W	TH	F
<b>OCTOBER 2019</b>				22 DAYS
	1	2	3	4
7	8	9	10	11
14	15	16*	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	TH	F
<b>NOVEMBER 2019</b>				16 DAYS
				1
4	PD	6	7	8
11	12	13	14*	15
18	19	20	21	22
25	26	27	28	29

M	T	W	TH	F
<b>DECEMBER 2019</b>				15 DAYS
2	3*	4*	5	6
9	10	11	12	13
16	17	18	19	<20>
23	24	25	26	27
30	31			

M	T	W	TH	F
<b>JANUARY 2020</b>				21 DAYS
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	<PD>	22	23	24
27	28	29	30	31

AUG 26	Convocation/Work Day
AUG 27	Professional Development Day
AUG 28	Professional Development Day
AUG 29	FIRST DAY OF SCHOOL ~ FULL DAY
SEPT 2	Labor Day
SEPT 17	Professional Development Day—Early Dismissal
OCT 14	Columbus Day
OCT 16*	SHS Early Dismissal PSAT Administration
NOV 5	Election Day/Prof. Dev. Day
NOV 11	Veterans Day
NOV 14 *	High School Conferences - Early Dismissal
NOV 27-29	Thanksgiving Recess
DEC 3*	Elem/Mid.School Conf./HS PD – Early Dismissal
DEC 4*	Elementary School Conferences - Early Dismissal
DEC 20	Early Dismissal for Students
DEC 23 -	Holiday Recess
JAN 1	(Includes Christmas and New Year's Day)
JAN 20	Martin Luther King Day
JAN 21	Elem/Mid School Prof. Dev. - Early Dismissal
FEB 14	Professional Development Day - Early Dismissal
FEB 17	Presidents' Day
FEB 18	Professional Development Day
MAR 16-17*	Elementary School Conferences - Early Dismissal
MAR 25*	SAT Day Southington High School- Full Day
MAR 31	Professional Development - Early Dismissal
APR 10-17	Spring Break (Includes Good Friday)
APR 28	Professional Development – Early Dismissal
MAY 19	Professional Development – Early Dismissal
MAY 25	Memorial Day
JUNE 11	Projected Last Day

- = Holiday/School Recess - No School for Students and Staff
- PD = Professional Development – No School for Students
- <PD> = <PD> Professional Development – Early Dismissal for Students
- < > = Early Dismissal for Students
- \* = Early Dismissal Only for Designated School

M	T	W	TH	F
<b>18 DAYS FEBRUARY 2020</b>				
	3	4	5	6
10	11	12	13	<PD>
17	PD	19	20	21
24	25	26	27	28

M	T	W	TH	F
<b>22 DAYS MARCH 2020</b>				
2	3	4	5	6
9	10	11	12	13
16*	17*	18	19	20
23	24	25*	26	27
30	<PD>			

M	T	W	TH	F
<b>16 DAYS APRIL 2020</b>				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	<PD>	29	30	

M	T	W	TH	F
<b>20 DAYS MAY 2020</b>				
				1
4	5	6	7	8
11	12	13	14	15
18	<PD>	20	21	22
25	26	27	28	29

M	T	W	TH	F
<b>9 DAYS JUNE 2020</b>				
1	2	3	4	5
8	9	10	<LD>	12
15	16	17	18	19
22	23	24	25	26
29	30			

### Projected Last Day ~ JUNE 11

If weather or other emergencies require the closing of school, these days will be made up after the projected last day to June 30<sup>th</sup>. If additional weather related days are needed beyond these 14 days we will begin with April 17<sup>th</sup> and move backward.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date January 10, 2019

Decision Requested X

Agenda Code 9 b

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 1212, School Volunteers, Student Interns and Other Non-Employees - Second Reading

**Summary of Issue:** The Board of Education Policy and Personnel Committee reviewed a draft of Policy 1212

**Background:** The Policy and Personnel Committee regularly reviews and updates policies to ensure that they are updated, within state statute, and reflect current district practice.

**Alternative Strategies:** \_\_\_\_\_

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

**Funding Source:** N/A

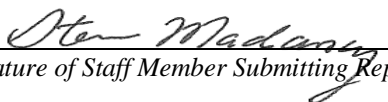
**Beginning Date of Program or Project:** N/A


**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve Policy 1212 as recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

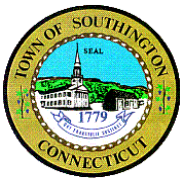
1. Policy 1212

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools

**Policy #1212**

**SCHOOL VOLUNTEERS, STUDENT INTERNS AND**  
**OTHER NON-EMPLOYEES**



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/ Board Operation

### **SCHOOL VOLUNTEERS, STUDENT INTERNS AND OTHER NON-EMPLOYEES**

The Board of Education recognizes the importance of school volunteers at all levels of schooling. Volunteers can enhance collaboration between the school and community, broaden the school's educational environment and ultimately enrich students' school experience. The Board further acknowledges that it may, from time to time, be asked to provide learning experiences for student interns within the school environments. In recognition of the benefit of having volunteers, interns and other such non-employees providing services within the schools, the Board supports the involvement of these individuals in accordance with suitable regulations and safeguards to be developed by the Administration.

Volunteers, interns and other such non-employees working within the schools ("volunteers") must work under the supervision of Southington Public Schools staff. Volunteers are held to the same standards of conduct as school staff and must observe all Board of Education policies, including applicable policies on the confidentiality of student information.

Volunteers may be required to submit to state and federal criminal record checks and a record check of the Department of Children and Families ("DCF") Child Abuse and Neglect Registry. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may volunteer in the Southington Public Schools.

No employee of the Southington Public Schools shall serve as a volunteer in any capacity, except as may be approved by the Superintendent or his/her designee based on the specific situation.

Persons interested in volunteering their services should contact the school principal.

#### Legal References:

- Connecticut General Statutes § 10-4g
- Connecticut General Statutes § 10-220
- Connecticut General Statutes § 10-235
- Connecticut General Statutes § 54-250 et seq.

ADOPTED: 1/10/19

**BOARD OF EDUCATION**  
**SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date January 10, 2019

Decision Requested X

Agenda Code 9 c

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 1250, Visitors and Observations in Schools – Second Reading

**Summary of Issue:** The Board of Education Policy and Personnel Committee reviewed a draft of Policy 1250

**Background:** The Policy and Personnel Committee regularly reviews and updates policies to ensure that they are updated, within state statute, and reflect current district practice.

**Alternative Strategies:** \_\_\_\_\_

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

**Funding Source:** N/A

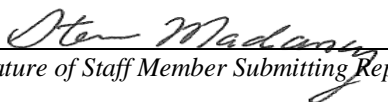
**Beginning Date of Program or Project:** N/A


**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve Policy 1250 as recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

1. Policy 1250

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools

**Policy #1250**

**VISITORS AND OBSERVATIONS IN SCHOOLS**



# SOUTHTON PUBLIC SCHOOLS

## Series 1000 Community/ Board Operation

### VISITORS AND OBSERVATIONS IN SCHOOLS

The Southington Board of Education (the “Board”) encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board requires all visitors to receive prior approval from the school Principal or his/her designee before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the district, its educational programs or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board’s schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board’s Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors’ reception area of the school office, prominently displaying visitors’ badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, and complying with directives of school officials at all times.

#### Legal References:

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations,” Connecticut State Department of Education (Mar. 28, 2018).

Adopted October 1998  
Reviewed January 2003  
Revised 1/10/19



# SOUTHTON PUBLIC SCHOOLS

## Series 1000 Community/ Board Operation

### REGULATIONS-VISITORS AND OBSERVATIONS IN SCHOOL

1. Any person wishing to visit a school building, and/or observe any student program, must obtain prior approval from the building Principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate reason for his/her proposed visit and/or observation. Where the visitation involves direct contact with district students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the district, its educational programs or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the district's educational programs.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student's parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building Principal or responsible administrator shall consider the following factors:
  - a. the frequency of visits;
  - b. the duration of the visit;
  - c. the number of visitors involved;
  - d. the effect of the visit on a particular class or activity;
  - e. the age of the students;
  - f. the nature of the class or program;
  - g. the potential for disclosure of confidential personally identifiable student information;
  - h. whether the visitor/observer has a legitimate educational interest in visiting the school;



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/ Board Operation

### REGULATIONS-VISITORS AND OBSERVATIONS IN SCHOOL

#### CONT.

- i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information;
  - j. any safety risk to students and school staff; and
  - k. compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.
6. The building Principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria. When a requested observation is refused, the building Principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways for the parent/guardian to obtain the information the parent/guardian seeks.
7. If a building Principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building Principal or responsible administrator in accordance with these regulations and accompanying Board policy. The building Principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.
8. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.
9. The district has an obligation to maintain the confidentiality of personally identifiable student information. All visitors and observers must restrict their visits and observations to the purpose identified in the request to visit or observe and are strictly prohibited from observing or collecting information on other students within the school. If the visitor/observer views, accesses or otherwise obtains personally identifiable student information concerning another student, the visitor/observer must notify the building Principal or responsible administrator as soon as possible.
10. A refusal to comply with any of the Board's policy provisions and/or regulations concerning visitors shall constitute grounds for denial of the visitor's privileges, as



# SOUTHTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

## REGULATIONS-VISITORS AND OBSERVATIONS IN SCHOOL CONT.

determined appropriate by the building Principal or designee. Such refusal may also result in referral to law enforcement personnel, as determined appropriate by the building Principal or designee.

Legal References:

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations,” Connecticut State Department of Education (Mar. 28, 2018).

Regulation Approved: December 1988  
Regulation Revised: December 1995  
Regulation Reviewed: January 2003  
Regulation Revised: 1/10/19

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date January 10, 2019

Decision Requested X

Agenda Code 9 d

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 1313, Non-Discrimination (Community) – Second Reading

**Summary of Issue:** The Board of Education Policy and Personnel Committee reviewed a draft of Policy 1313

**Background:** The Policy and Personnel Committee regularly reviews and updates policies to ensure that they are updated, within state statute, and reflect current district practice.

**Alternative Strategies:** \_\_\_\_\_

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

**Funding Source:** N/A


**Beginning Date of Program or Project:** N/A


**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve Policy 1313 as recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

1. Policy 1313

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools

## **Policy #1313**

### **NON-DISCRIMINATION (COMMUNITY)**



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/Board Operation

### NON-DISCRIMINATION (Community)

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, as well as the district website. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), gender identity or expression, or veteran status.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

Any individual wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination. These regulations accompany Board Policy 1313 and are available online at:

<https://www.southingtonschools.org/board-of-education/boe-policies>  
or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled in accordance with other appropriate policies **Non-Discrimination (Staff) 4118.11** and **Sexual Harassment (Staff) 4118.112**, **Sexual Harassment of Students 5145.3**, **Objectives of the Instructional Program, Nondiscrimination (Students) 6121**, **Section 504/ADA Policy 6171**.



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/Board Operation

### NON-DISCRIMINATION (Community)

Individuals also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office  
U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
(617) 289-0111  
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office  
John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
(800-669-4000)

Individuals may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities  
450 Columbus Blvd.  
Hartford, CT 06103-1835  
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board’s complaint procedures or complaint forms related to claims of discrimination, may contact:

**Assistant Superintendent for Curriculum and Instruction  
200 North Main Street, Southington, CT 06489  
(860)628-3204**



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/Board Operation

### NON-DISCRIMINATION (Community)

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

**Assistant Superintendent for Curriculum and Instruction**  
**200 North Main Street, Southington, CT 06489**  
**(860)628-3204**

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator:

**Director of Pupil Services**  
**200 North Main Street**  
**Southington, CT 06489**  
**(860) 628-3210**

### Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.  
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.  
Age Discrimination in Employment Act, 29 U.S.C. § 621  
Americans with Disabilities Act, 42 U.S.C. § 12101  
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794  
Connecticut General Statutes § 10-153. Discrimination on basis of marital status  
Connecticut General Statutes § 46a-58. Deprivation of Rights  
Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60  
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation: Definitions  
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.

ADOPTED:1/10/19



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/Board Operation

### NON-DISCRIMINATION cont. (Community)

#### *ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (COMMUNITY MEMBERS)*

It is the policy of the Southington Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), gender identity or expression, or veteran status is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is the express policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), gender identity or expression, or veteran status.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled in accordance with other appropriate policies **Non-Discrimination (Staff) 4118.11** and **Sexual Harassment (Staff) 4118.112, Sexual Harassment of Students 5145.3, Objectives of the Instructional Program, Nondiscrimination (Students) 6121, Section 504/ADA Policy 6171.**

Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), gender identity or expression, or veteran status. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

### **Complaint Procedure**

As soon as an individual feels that he or she has been subjected to discrimination or



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/Board Operation

### NON-DISCRIMINATION cont. (Community)

harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), gender identity or expression, or veteran status he/she should make a written complaint to the Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.

All complaints received by staff members are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator ("respondent") and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/Board Operation

### NON-DISCRIMINATION cont. (Community)

information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
5. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
7. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/Board Operation

### NON-DISCRIMINATION (Community)

met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);

8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
9. if either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

A complainant alleging race, color, national origin, sex, disability or age discrimination may file a formal complaint with the Boston Office, Office for Civil Rights, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER: 617-289-0111).

A complainant may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER: 800-477-5737).

An employee alleging discrimination related to their employment may also file a complaint with the Equal Employment Opportunity Commission, Boston Area Office. John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER: 800-669-4000).

7/27/2018



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/Board Operation

### NON-DISCRIMINATION (Community)

#### DISCRIMINATION COMPLAINT FORM

(For complaints based on race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), gender identity or expression, or veteran status)

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged discrimination/harassment \_\_\_\_\_

Name or names of the discriminator(s) or harasser(s) \_\_\_\_\_

\_\_\_\_\_

Location where such discrimination/harassment occurred \_\_\_\_\_

\_\_\_\_\_

Name(s) of any witness(es) to the discrimination/harassment \_\_\_\_\_

\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged discrimination or harassment

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Proposed remedy: \_\_\_\_\_

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date January 10, 2019

Decision Requested X

Agenda Code 9 e

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 1350, Possession of Deadly Weapons or Firearms – Second Reading

**Summary of Issue:** The Board of Education Policy and Personnel Committee reviewed a draft of Policy 1350

**Background:** The Policy and Personnel Committee regularly reviews and updates policies to ensure that they are updated, within state statute, and reflect current district practice.

**Alternative Strategies:** \_\_\_\_\_

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

**Funding Source:** N/A


**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve Policy 1350 as recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

1. Policy 1350

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools

**Policy #1350**

**POSSESSION OF DEADLY WEAPONS OR FIREARMS**



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/ Board Operation

### POSSESSION OF DEADLY WEAPONS OR FIREARMS

#### I. Definitions:

- A. **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." Conn. Gen. Stat. § 53a-3 (6).
- B. **Firearm** means "any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged." Conn. Gen. Stat. § 53a-3 (19).
- C. **Peace Officer** means "a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer, as defined in section 26-5, a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19, an adult probation officer, an official of the Department of Correction authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, any investigator in the investigations unit of the office of the State Treasurer, any special agent of the federal government authorized to enforce the provisions of Title 21 of the United States Code, or a member of a law enforcement unit of the Mashantucket Pequot Tribe or the Mohegan Tribe of Indians of Connecticut created and governed by a memorandum of agreement under section 47-65c who is certified as a police officer by the Police Officer Standards and Training Council pursuant to sections 7-294a to 7-294e, inclusive." Conn. Gen. Stat. § 53a-3 (9).
- D. **Real Property** means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, the following: classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.
- E. **School-Sponsored Activity** "means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property." Conn. Gen. Stat. § 10-233a(h).



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/ Board Operation

### POSSESSION OF DEADLY WEAPONS OR FIREARMS

#### II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the real property of any school or administrative office building in this district, or at a school-sponsored activity, is prohibited, even if the person possessing the deadly weapon or firearm has a permit for such item.

#### III. Peace Officer Exception

A peace officer engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, or to a school-sponsored activity.

#### IV. Other Exceptions

Persons in lawful possession of a deadly weapon or firearm may possess such item on the real property of any school or administrative office building in this district, or to a school-sponsored activity, if:

- A. The person brings the deadly weapon or firearm on the real property of any school or administrative office building or to a school-sponsored activity for use in a program approved by school officials. In such case, the person must give school officials notice of his/her intention to bring such item, and the person must receive prior written permission from school officials.
- B. The person possesses the deadly weapon or firearm on the real property of any school or administrative office building or at a school-sponsored activity pursuant to a written agreement with school officials or a written agreement between such person's employer and school officials.
- C. An armed security officer employed by the Board of Education to provide security services pursuant to Conn. Gen. Stat. § 10-244a engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, or to a school-sponsored activity.



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/ Board Operation

### POSSESSION OF DEADLY WEAPONS OR FIREARMS

#### V. Consequences

- A. Unless subject to one of the exceptions listed above, any person who possesses a deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession.
- B. A student who possesses and/or uses any deadly weapon or firearm on school property in violation of this policy shall be disciplined in accordance with Board of Education Student Discipline Policy.
- D. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the real property of its school buildings or administrative office buildings, or at a school-sponsored activity, from using any and all school facilities.

#### Legal References:

Connecticut General Statutes § 10-233a  
§ 10-244a  
§ 29-28(e)  
§ 53a-3  
§ 53a-217b

ADOPTED 1/10/19

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date January 10, 2019

Decision Requested X

Agenda Code 9 f

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 3516, School Security and Safety – Second Reading

**Summary of Issue:** The Board of Education Policy and Personnel Committee reviewed a draft of Policy 3516

**Background:** The Policy and Personnel Committee regularly reviews and updates policies to ensure that they are updated, within state statute, and reflect current district practice.

**Alternative Strategies:** \_\_\_\_\_

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

**Funding Source:** N/A


**Beginning Date of Program or Project:** N/A


**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve Policy 3516 as recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

1. Policy 3516

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools

**Policy #3516**

**SCHOOL SECURITY AND SAFETY**



# SOUTHINGTON PUBLIC SCHOOLS

## Series 3000 Community/ Board Operation

### SCHOOL SECURITY AND SAFETY

The Southington Board of Education will develop and implement an all-hazards district security and safety plan with a school-specific annex for each school within the district or a school security and safety plan for each school within the district to bolster their existing emergency preparedness, response capability and school safety and security measures and to best meet all-hazards threats.

Security and safety plans will be based on the school security and safety plan standards developed by the Connecticut Department of Emergency Services and Public Protection and will adhere to the requirements of state law.

Security and safety plans should be kept securely and will only be provided to the Board of Education, school staff and administration, members of the school security and safety committees, members of state and local law enforcement, first responders, local municipal officials or other persons authorized by the Board of Education or the Superintendent (e.g., consultants, contractors). Pursuant to Connecticut General Statutes § 1-210(b)(19), the plan will not be available to the public.

#### Legal References:

##### State Law:

Conn. Gen. Stat. § 1-210 (b)(19)

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

**State Standards:** Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

**Federal Guidance:** Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*, June 2013

ADOPTED 1/10/19

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date January 10, 2019

Decision Requested X

Agenda Code 9 g

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 3518, Policy Regarding Green Cleaning Programs – Second Reading

**Summary of Issue:** The Board of Education Policy and Personnel Committee reviewed a draft of Policy 3518

**Background:** The Policy and Personnel Committee regularly reviews and updates policies to ensure that they are updated, within state statute, and reflect current district practice.

**Alternative Strategies:** \_\_\_\_\_

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

**Funding Source:** N/A

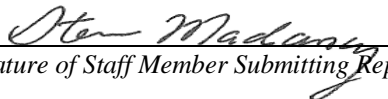
**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve Policy 3518 as recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

1. Policy 3518

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools

**Policy #3518**

**POLICY REGARDING GREEN CLEANING  
PROGRAMS**



# SOUTHTON PUBLIC SCHOOLS

## Series 3000: Community Relations

### POLICY REGARDING GREEN CLEANING PROGRAMS

It is the policy of the Southington Board of Education to implement a green cleaning program in which the Board procures and properly uses environmentally preferable cleaning products in school buildings and facilities.

The Southington Board of Education shall provide the staff of each school and, upon request, the parents and guardians of each child enrolled in each school with a written statement of the school district's green cleaning program. Such notice shall include (1) the types and names of environmentally preferable cleaning products being applied in schools, (2) the location of the application of such cleaning products in the school buildings and facilities, (3) the schedule of when such cleaning products are applied in the school buildings and facilities, (4) the statement, "No parent, guardian, teacher or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect." and (5) the name of the school administrator, or a designee, who may be contacted for further information. Such notice shall be provided to the parents or guardians of any child who transfers to a school during the school year and to staff hired during the school year.

The Southington Board of Education shall make such notice, as well as the report submitted to the Department of Education pursuant to subsection (a) of section 10-220 of the Connecticut General Statutes (i.e. required report on condition of facilities, action taken to implement the Board's long-term school building program, indoor air quality and green cleaning program), available on its web site and the web site of each school under such board's jurisdiction. If no such web site exists, the board shall make such notice otherwise publicly available.

#### Legal References:

#### Connecticut General Statutes:

§ 10-220(a)

§ 10-231g

ADOPTED:1/10/19

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date January 10, 2019

Decision Requested X

Agenda Code 9 h

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 3519, Policy Regarding Automatic External Defibrillators – Second Reading

**Summary of Issue:** The Board of Education Policy and Personnel Committee reviewed a draft of Policy 3519

**Background:** The Policy and Personnel Committee regularly reviews and updates policies to ensure that they are updated, within state statute, and reflect current district practice.

**Alternative Strategies:** \_\_\_\_\_

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

**Funding Source:** N/A

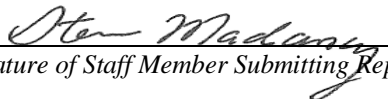
**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve Policy 3519 as recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

1. Policy 3519

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools

**Policy #3519**

**POLICY REGARDING AUTOMATIC EXTERNAL  
DEFIBRILLATORS**



# SOUTHINGTON PUBLIC SCHOOLS

## Series 3000: Community Relations

### POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS

In order to assist individuals who may experience sudden cardiac arrest or a similar life-threatening emergency during the school's normal operational hours, during school-sponsored athletic practices and athletic events taking place on school grounds, and during school sponsored events not occurring during the normal operational hours of the school, the Southington Board of Education maintains at each school under the Board's jurisdiction, automatic external defibrillators and school personnel trained in the operation of such automatic external defibrillators and the use of cardiopulmonary resuscitation. It is the policy of the Southington Board of Education to support the use of these automatic external defibrillators and trained school personnel during medically appropriate circumstances.

Requirements concerning the use and maintenance of AEDs are set forth in the accompanying Administrative Regulations as may be supplemented by or amended by the Administration from time to time.

For purposes of this policy and the accompanying regulations, an AED is a device that:

- 1) is used to administer an electric shock through the chest wall to the heart;
- 2) contains internal decision-making electronics, microcomputers or special software that allows it to interpret physiologic signals, make medical diagnosis and, if necessary, apply therapy;
- 3) guides the user through the process of using the device by audible or visual prompts; and
- 4) does not require the user to employ any discretion or judgment in its use.

#### Legal References:

##### Connecticut General Statutes

- |           |  |
|-----------|--|
| § 19a-175 | Definitions  |
| § 52-557b | Good Samaritan Law   |
| § 10-212d | Availability of Automatic External Defibrillators in Schools |

##### Regulations of Connecticut State Agencies

- Department of Public Health § 19a-179-1 et seq.

ADOPTED: 1/10/19



# SOUTHINGTON PUBLIC SCHOOLS

## Series 3000: Community Relations

### POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS

#### I. Definitions:

**Automatic External Defibrillator (AED)** — a device that: (A) is used to administer an electric shock through the chest wall to the heart; (B) contains internal decision-making electronics, microcomputers or special software that allows it to interpret physiologic signals, make medical diagnosis, and, if necessary, apply therapy; (C) guides the user through the process of using the device by audible or visual prompts; and (D) does not require the user to employ any discretion or judgment in its use.

**AED certified person**— a person who is certified in the operation of automatic external defibrillators and the use of cardiopulmonary resuscitation, and has a copy of his/her certification on record with the Southington Public Schools.

#### II. Defibrillator Location

1. The Southington Public Schools will have defibrillators and at least one AED certified person in each school building under the jurisdiction of the Southington Board of Education.
2. The AEDs will be strategically placed and readily accessible to maximize rapid utilization.
3. After school hours, the AED may be moved from its designated location by an AED-certified athletic trainer/coach or other designated school staff member to support athletic department activities on school grounds or other school-sponsored activities. A visible sign must be left in the place of the AED with the phone number and the location of the individual having possession of the AED. The AED must be returned to its designated location upon completion of the supported activity.

#### III. Responsibility for Operation, Maintenance and Record-Keeping

1. The school nurse at each building in which an AED is installed will check the AED in the building on a regular basis, at least monthly. It will be that nurse's



# SOUTHINGTON PUBLIC SCHOOLS

## Series 3000: Community Relations

### POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS

responsibility to verify that the unit is in the proper location, that it has all the appropriate equipment (battery, mask, case, emergency pack), that it is ready for use, and that it has performed its self-diagnostic evaluation. If the nurse notes any problems, or the AED's self-diagnostic test has identified any problems, the nurse must contact the School Nurse Supervisor or designee immediately to report the problem.

2. After performing an AED check, the nurse shall indicate on the AED service log (Appendix III) that the unit has been inspected and that it was found to be "In-Service" or "Out-of-Service."
3. The School Nurse Supervisor or his/her designee shall be responsible for the following:
  - a) AED service checks during the contracted school year;
  - b) the replacement of equipment and supplies for the AED;
  - c) the repair and service of the AED;
  - d) all recordkeeping for the equipment during the school year;
  - e) training, or scheduling training, for all Board employees who require such training or would like to receive such training;
  - f) maintaining a list of AED certified persons;
  - g) maintaining all records concerning incidents involving the use of an AED;
  - h) maintaining of copies of the certifications signed by the AED certified persons (Appendix IV);
  - i) reporting the need for revising the AED policy and administrative regulations to the Superintendent or designee.

#### **IV. Training for AED certified persons**

The Southington Board of Education will provide initial training or refresher training to the following classes of individuals on an annual basis:

- 1) Staff who work in the Health Services Department, including all school nurses and the School Nurse Supervisor;
- 2) Staff who work in the Athletic Department, including all athletic trainers, head coaches and the Athletic Director;
- 3) All building administrators; and



# SOUTHINGTON PUBLIC SCHOOLS

## POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS

- 4) Other designated faculty and staff at each school.

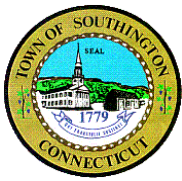
The training will be provided in accordance with the standards set forth by the American Red Cross or American Heart Association. Individuals completing this training will be considered an AED certified person. **[Note: Additional staff members may be required to receive training if the District has received State or Federal or private funds designated for the purchase of AEDs and for training employees on the use of AEDs and in CPR. For additional information, see Conn. Gen. Stat. § 10-212d]**

### V. Procedures for Use of an AED

1. To the extent practicable, AEDs should be retrieved and used by AED certified persons or other trained emergency medical services personnel. In the event no AED certified person or other trained emergency medical services personnel is available or present, an AED may be used by any individual in order to provide emergency care to an individual who may be in cardiac arrest or who may be experiencing a similar life-threatening emergency.
2. AEDs may only be used in medically appropriate circumstances.
3. In the event of use, the School Nurse shall promptly thereafter complete an AED check and verify that the unit is in the proper location, that it has all the appropriate equipment (battery, mask, case, emergency pack), that it is ready for use, and that it has performed its self-diagnostic evaluation. Any problems with the AED shall immediately be reported to the School Nurse Supervisor.

8/18/16





# SOUTHINGTON PUBLIC SCHOOLS

Series 3000: Community Relations

## POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS

### APPENDIX II

#### SOUTHINGTON PUBLIC SCHOOLS AUTOMATIC EXTERNAL DEFIBRILLATOR INCIDENT REPORT

Name of person completing report: \_\_\_\_\_

Date report is being completed: \_\_\_\_\_ Date of incident: \_\_\_\_\_

Name of individual on whom AED was used: \_\_\_\_\_

Age of individual on whom AED was used: \_\_\_\_\_

Known status of individual: \_\_\_\_\_ Student

\_\_\_\_\_ Parent of Student

\_\_\_\_\_ Other, Explain \_\_\_\_\_

Describe incident:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List series of events from the beginning of the emergency until its conclusion:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of person completing form: \_\_\_\_\_

**Please forward to the School Nurse Supervisor no later than 48 hours after the incident.**

Series 3000: Community Relations





# SOUTHINGTON PUBLIC SCHOOLS

Series 3000: Community Relations

## POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS

### APPENDIX IV

#### CERTIFICATION OF UNDERSTANDING AND AGREEMENT

To: Southington Board of Education

From: \_\_\_\_\_

I, \_\_\_\_\_, hereby certify that I have completed the training provided by the Southington Board of Education concerning the operation of an automatic external defibrillator and the use of cardiopulmonary resuscitation. I further certify that I have read, understand, and agree to comply with the Southington Board of Education Policy Regarding Automatic External Defibrillators and the accompanying Administrative Regulations.

Sincerely,

\_\_\_\_\_  
AED certified person

\_\_\_\_\_  
Date

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date January 10, 2019

Decision Requested X

Agenda Code 9 i

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 6146, Graduation Requirements – Second Reading

**Summary of Issue:** The Board of Education Policy and Personnel Committee reviewed a draft of Policy 6146

**Background:** The Policy and Personnel Committee regularly reviews and updates policies to ensure that they are updated, within state statute, and reflect current district practice.

**Alternative Strategies:** \_\_\_\_\_

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

**Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve Policy 6146 as recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

1. Policy 6146

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools

**Policy #6146**

**GRADUATION REQUIREMENTS**



# SOUTHINGTON PUBLIC SCHOOLS

## Series 6000 Instruction

### Curriculum

### Graduation Requirements

*Section 1 of Public Act 17-42, effective July 1, 2017, revised the new graduation course credit requirements set forth in Conn. Gen. Stat. § 10-221a(c) that previously were to have become effective commencing with the graduating class of 2022. The newly revised graduation requirements will be effective for the class graduating in 2023.*

*The requirements set forth in the policy below reflect the existing graduation requirements for the classes 2019-2022.*

In order to satisfy the high school graduation requirements within the Southington Public Schools, a student must have satisfactorily completed his or her prescribed courses of study, demonstrated proficiency in basic skills identified by the Southington Board of Education and satisfied the legally mandated number and distribution of credits required to graduate from high school.

### **Required Coursework and Credits for Graduation**

The Southington Board of Education conforms with state law regarding credits for graduation from high school.

### **Classes Graduating in 2018 to 2022**

For classes graduating in 2018 to 2022, the following 22 credits are required:

English	<b>4 Credits</b>
Mathematics	<b>3 Credits</b>
Social Studies <i>*Including Civics and American Government</i>	<b>3 credits</b>
Science	<b>2 Credits</b>
Physical Education	<b>1 Credit</b>
Health (1)	<b>1 Credit</b>
Arts or Vocational Education	<b>1 Credit</b>
Other (7)	<b>7 Credits</b>



# SOUTHINGTON PUBLIC SCHOOLS

## Series 6000 Instruction

### Curriculum

#### Graduation Requirements cont.

#### Classes Graduating in 2023 and Thereafter

For classes graduating in 2023 and thereafter, the following 25 credits are required:

Humanities	<b>9 Credits, *including civics and the arts</b>
Science, Technology, Engineering, and Math (STEM)	<b>9 Credits</b>
Physical Education and Wellness	<b>1 Credit</b>
Health and Safety Education	<b>1 Credit</b>
World Languages	<b>1 Credit</b>
Mastery-Based Diploma	<b>1 Credit</b>
Personal Interest Electives	<b>3 Credits</b>

***\*Refer to the Southington High School Program of Studies for course specific information.***

A student who presents written documentation from a physician or advanced practice registered nurse stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if his or her parent or guardian requests such exemption in writing.

A credit is defined as not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through online coursework that is in accordance with Board policy, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.



# SOUTHINGTON PUBLIC SCHOOLS

## Series 6000 Instruction

### Curriculum

#### Graduation Requirements cont.

#### Determination of Promotion to the Next Grade

Grade	Credits Needed (25)
9	5.5
10	11.5
11	18
12	25

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit provided that such demonstration of mastery is in accordance with such statewide subject matter content standards. in the following circumstances:

- a. High school graduation credit may be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including:
  - Cross-curricular graduation requirements,
  - Career and technical education,
  - Virtual learning,
  - Work-based learning,
  - Service learning,
  - Dual enrollment and early college
  - Courses taken in middle school, and
  - Internships and student-designed independent studies;
  
- b. High school graduation credit may be granted to students for courses successfully completed with a final average of 70 or better in middle school so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.



# SOUTHINGTON PUBLIC SCHOOLS

## Series 6000 Instruction

### Curriculum

#### Graduation Requirements cont.

##### **Determination of Promotion to the Next Grade cont.**

- c. High school graduation credit will be granted to students who pass a subject area proficiency examination identified and approved by the Commissioner of the Department of Education, regardless of the number of hours a student spent in a Southington Public Schools classroom learning the subject matter.
- d. High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this policy.
- e. High school graduation credit may be granted to students upon the successful completion of on-line coursework in accordance with the Board's online coursework policy.
- f. A student may be granted one-half credit for documented community service provided it is supervised by an administrator or teacher and consists of not less than fifty (50) hours of actual service that may be performed at times when school is not regularly in session and not less than ten (10) hours of related classroom instruction. Such community service does not include partisan political activities.

#### **Demonstration of Proficiency in Basic Skills**

Connecticut law requires boards of education to specify the basic skills necessary for graduation and include a process to assess a student's level of competency in such skills. The assessment criteria must include, but not be exclusively based on, the results of the mastery examination for students in grade ten or eleven. Boards of education must also identify a course of study for those students who have not successfully completed the assessment criteria to assist such students to reach a satisfactory level of competency prior to graduation.

District methods of demonstrating proficiency may include any of the following:

- Mastery examinations (but which cannot be the sole measure)
- Standardized testing such as AP tests
- Portfolio review
- Passing required grade 10 and 11 classes



# SOUTHINGTON PUBLIC SCHOOLS

## Series 6000 Instruction

### Curriculum

- Teacher review committee of student's body of work
- Any other assessment method determined by the Board or Administration.

### Graduation Requirements cont.

#### **Graduation During Period of Expulsion**

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

#### **Academic Advancement Program**

Notwithstanding the graduation requirements in this policy, students shall be permitted to graduate from high school upon the successful completion of the academic advancement program established by the State Board of Education.

#### **Honorary Diplomas for Vietnam Veterans**

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

#### **High School Diplomas and Veterans of World War II**

The Board of Education shall award a high school diploma to any person who (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941 to December 31, 1946, inclusive, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years.

#### **Connecticut Seal of Biliteracy**

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the "Connecticut State Seal of Biliteracy" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Biliteracy."



# SOUTHINGTON PUBLIC SCHOOLS

Series 6000 Instruction

## Curriculum

### Graduation Requirements cont.

#### *Legal References:*

Public Act 17-42, An Act Concerning Revisions to the High School Graduation Requirements

Public Act 00-124, An Act Concerning High School Diplomas and Veterans of World War II

Public Act 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans

Public Act 17-29, An Act Concerning Connecticut's Seal of Biliteracy

Conn. Gen. Stat. § 10-5c

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-223a

ADOPTED: 1/10/19

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date January 10, 2019

Decision Requested X

Agenda Code 9 j

**AGENDA REPORTING FORM**

**Agenda Topic:** Science Curriculum, Grade 5– Second Reading

**Summary of Issue:** The Board of Education Curriculum & Instruction Committee reviewed the attached unit for Science ~ Grade 5.

**Background:** \_\_\_\_\_

**Alternative Strategies:** \_\_\_\_\_

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

**Funding Source:** N/A


**Beginning Date of Program or Project:** N/A


**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** The Board of Education Curriculum & Instruction Committee is bringing the attached unit for Science – Grade 5 to the full Board of Education for approval.

**Titles of Attachments:**

1. Science Curriculum - Grade 5

  
\_\_\_\_\_  
*Signature of Staff Member Submitting Report*

  
\_\_\_\_\_  
*Signature of Superintendent of Schools*

# **Science Curriculum, Grade 5**

# Grade 5 NGSS Unit - Space Systems

**Special Thanks to:**

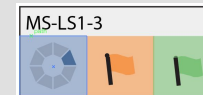
**Heather Bacchus, Mandy Hubeny and Joyce McAloon**

**Southington Public Schools**



## 'Step 1: Identify the Scope of Your Unit

### 1A. Identify the Performance Expectations Bundle that This Unit Targets.



5-ESS1-1 - Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distance from earth. Resources for this lesson can be found at: <https://betterlesson.com/lesson/635919/investigating-star-brightness-distanc>

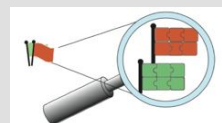
5-ESS1-2 - Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Phenomenon: A Space Journey <https://www.youtube.com/watch?v=Un5SEJ8MyPc> AND Sun's shadow time lapse <https://www.youtube.com/watch?v=3B7KLstUZbl>

As the initial phenomenon to generate questions, show the video from 0 to 2:10 m. For lessons: ESS1- Show video at ( 4:35 min or 8:07 min) as a still frame ESS1-B show beginning of video up to 2min 10 sec

1B. Identify the elements from the foundation boxes for the DCIs and CCCs	
Disciplinary Core Ideas (DCIs)	Cross-Cutting Concepts (CCCs)
<p><b>ESS1.A:</b> The Universe and its Stars_ - The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their size and distance from Earth. (5-ESS1-1)</p> <p><b>ESS1.B:</b> Earth and the Solar System - The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)</p>	<ul style="list-style-type: none"> <li>• Scale, proportion, and quantity (ESS1-1)</li>   <li>• Patterns (ESS1-2)</li> </ul>

## Step 2: Unpacking

<p><b>2. What are the sub-ideas &amp; implicit understandings of each of the DCI(s) and CCC(s)?</b></p> <p><i>Repeat steps 2A and 2B for each part of the Framework text relevant to your unit. (Copy and paste this section as a separate table for each phrase you unpack)</i></p>	
<p><b>2A:</b> Paste a sentence from the Framework text here. Bold a phrase that is important to unpack.</p> <p>ESS1.A - The Sun is a star that appears larger and brighter than other stars</p>	

**2B:** Clarify what that specific phrase above means in your own words. Include not just the "what" but also the "how" and "why." Do not simply restate the language of the Framework. Identify the concepts that students must understand that are not written on the page, but are *needed* in order to get to the key punchlines of the science.

In visible day/night sky...

- The Sun is a star
- Stars range in size and distance
- Stars produce light.

**2C:** Now push further: Take your phrase and look at it through the lens of each of the **Crosscutting Concepts (link is located here)**. (Try various CCCs, not just the ones in the foundation boxes.) For example, What **causes** X to occur? How does the **structure** of Y affect the **function** of Y? What exactly is the **scale** of Z? Can Z always be detected? Is Z visible to the eye? What **scale** would students have to experience to be convinced of Z? Record the elaborations elicited by these questions.

In visible day/night sky...

- The Sun is a star
  - Can the size and distance of stars be detected or visible to the human eye during the day?
- Stars range in size and distance.
  - Can the size and distance of stars be detected or visible to the human eye during the day/night?
  - What activity would students have to experience to be convinced that stars range in size and distance? (relate as a size/distance scale)
- Stars produce light.
  - Can the amount of light produced be detected or visible to the human eye? (flashlight different distance activity)





**2A:**

ESS1.B - The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns.

Planets in the night sky change positions and are not always visible from Earth. Stars appear in patterns called constellations, which can be used for navigation and appear to move together across the sky.

**2B:** Clarify what that specific phrase above means in your own words. Include not just the "what" but also the "how" and "why." Do not simply restate the language of the Framework. Identify the concepts that students must understand that are not written on the page, but are *needed* in order to get to the *key* punchlines of the science.

- Earth rotates, revolves, and orbits causing observable patterns.
  - objects rotate on imaginary axis
  - moon phases occur from moon's position around Earth
  - shadows occur and change from the Earth's daily rotation and yearly revolution
- Planets and stars change position.
  - some planets are visible in the night sky
  - stars appear change position due to tilt of Earth and from rotation/revolution
- Stars appear to change position and certain constellations are visible at different times of the year.



**2C:** Now push further: Take your phrase and look at it through the lens of each of the **Crosscutting Concepts (link is located here)**. (Try various CCCs, not just the ones in the foundation boxes.) For example, What **causes** X to occur? How does the **structure** of Y affect the **function** of Y? What exactly is the **scale** of Z? Can Z always be detected? Is Z visible to the eye? What **scale** would students have to experience to be convinced of Z? Record the elaborations elicited by these questions.

What causes the patterns of the moon phases?

What causes the amount of daylight/ night?

What causes the shadow lengths to change throughout the year?

What causes the planets and stars to be visible at certain times of the year?

### Step 3: Articulating the Capstone PE(s)

**3a & 3b. Reference the related NGSS PE(s), then articulate an NGSS-style PE(s) for this unit (grounded in phenomena).**

ESS1-1 - Engaging in Argument from Evidence, Constructing Explanations, Obtaining, Evaluating, and Communicating Information, and Analyzing and Interpreting Data - construct an explanation that stars range in size and distance

ESS1-2 - Developing and Using Models and Analyzing and Interpreting Data - draw a representation of the moon phases

**3c. Create a desired/sample student response in a manner a student would generate it that shows they have met this/these PEs.**

**ESS1-1** - We would expect our fifth graders to say - Construct an explanation with evidence that includes (each student responses, share responses with group and have discussions/consensus and then whole class discussion/consensus):

- Sun is a burning ball of gas that produces light
- The sun appears larger because it is closest star to Earth



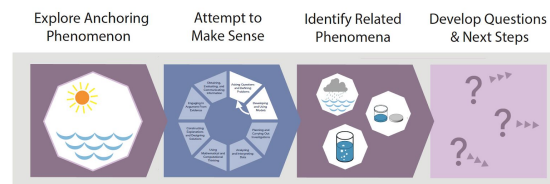
- Stars appear to be different sizes/brightness because of distance from Earth

We expect our students to argue with evidence the effect distance has on the appearance (size/brightness) of stars.

**ESS1-2** - We would expect our 5th graders to use the collected data to construct a model and argue from evidence - Should include a representation of the moon phases, explanation for day/night, shadows, planets and stars being visible at certain times of the year

- show/explain rotation, revolution, orbit
  - us(the Earth) that is moving, which causes day and night,
  - the moon phases are caused by the moon rotating around earth and the lit part is the visible reflection of the sun's light
  - the tilt of the Earth as it revolves around the Sun causes seasons, so when we are tilted toward the sun it is summer and when we are tilted away from the Sun it is winter (not part of the assessment)
- show/explain how shadows change in size throughout the year and direction throughout the day
  - my shadows grow shorter as we get closer to summer and my shadows move west to east daily
  - my shadow is always facing the opposite direction of the sun
- show/explain why we see planets and stars at different times
  - Stars do not move, the Earth is moving
  - Earth's tilt and revolution around the sun appears to change the patterns of the stars and planets visible at night

### Step 3: Apply Storyline Tool #1



## Storyline Tool #1: Anchoring Phenomenon Analysis

Does the launch of the unit include exploring and going public with noticings about an anchoring phenomenon?		Yes	No	What are the anticipated student/class responses? What adaptations are needed?
<b>Element 1</b> Explore Anchoring Phenomenon  <i>What do we notice?</i>	<b>1A:</b> Students explore an anchoring phenomenon and notice aspects of it that will require key pieces of the target DCIs to explain.			
	<b>1B:</b> Students go public with what they noticed.			
	<b>1C:</b> The class builds a record of what everyone noticed.			

Does the launch of the unit including generating and going public with initial explanations?		Yes	No	What are the anticipated student/class responses? What adaptations are needed?
<b>Element 2</b> Attempt to Make Sense  <i>How can we explain this?</i>  <i>Do our explanations agree?</i>	<b>2A:</b> Students generate initial explanations that elicit competing ideas about the key pieces of the target DCIs.			
	<b>2B:</b> Students go public with their explanations.			
	<b>2C:</b> The class builds a record of areas of consensus and disagreement across everyone's explanations.			

Does the launch of the unit include generating and going public with related phenomena?		Yes	No	What are the anticipated student/class responses? What adaptations are needed?

<p><b>Element 3</b> Identify Related Phenomena</p> <p><i>Where else does something like this happen?</i></p>	<p><b>3A:</b> Students generate examples of related phenomena they have experienced.</p>			
	<p><b>3B:</b> Students go public with these related phenomena.</p>			
	<p><b>3C:</b> The class builds a record of everyone's experiences.</p>			

Does the launch of the unit include generating and going public with questions?		Yes	No	What are the anticipated student/class responses? What adaptations are needed?
<p><b>Element 4</b> Develop Questions &amp; Next Steps</p> <p><i>What do we need to figure out to explain all of this?</i></p>	<p><b>4A:</b> Students generate questions that could potentially lead to uncovering important ideas in the target DCIs.</p>			
	<p><b>4B:</b> Students go public with their questions.</p>			
	<p><b>4C:</b> The class builds a record of everyone's questions.</p>			
	<p><b>4D:</b> Students generate ideas for investigations that could potentially lead to uncovering important ideas in the target DCIs.</p>			
	<p><b>4E:</b> Students go public with ideas for investigations.</p>			
	<p><b>4F:</b> The class builds a record of everyone's ideas for investigations.</p>			

### Step 4: Target Student Products for Having Put the Pieces Together



#### 4. Create one or more desired/sample student products that shows what the response that you want a student to provide (written in student language) that shows they have met this/these PEs.

**4A:** What is the **prompt** that students are answering? The prompt should describe the specific phenomena students are explaining. Make sure it's three dimensional by including the practices and crosscutting concepts that students should be using. (two separate assessments)

**ESS1-A** - What effect does the distance from the Earth have on the brightness of stars? In this students should be arguing and representing the following:

- size, distance, and brightness of stars
  - Practices being used: Asking Questions, Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Using Mathematics and Computational Thinking, Constructing Explanations, Engaging in Argument from Evidence, Communicating Information.
  - Crosscutting concepts: Scale, proportion, and quantity (ESS1-1)

Show Youtube video "A Space Journey" still frame at 4:35 or 8:07 for phenomenon Day 1 ESS1-A.

<https://www.youtube.com/watch?v=Un5SEJ8MyPc>

**ESS1-B** - What is the relationship of Earth's location in space to what we observe in our daily lives? In this students should be arguing and representing the following:

- predictable patterns
- explaining day and night (rotation/revolution)
- moon phases
- shadows
- seasonal appearance of stars/constellations

Show "A Space Journey" video again 0-3:46 for phenomenon on Day 1 of ESS1-B

<https://www.youtube.com/watch?v=Un5SEJ8MyPc>



**4B:** What is the **student response** to the prompt? If students "got" this bundle of PEs, what could they do or explain at the end of the unit or a particular milestone to demonstrate their understanding? Photograph your chart paper and insert it here, along with your response written in student language.

If students "got" this bundle they should be able to:

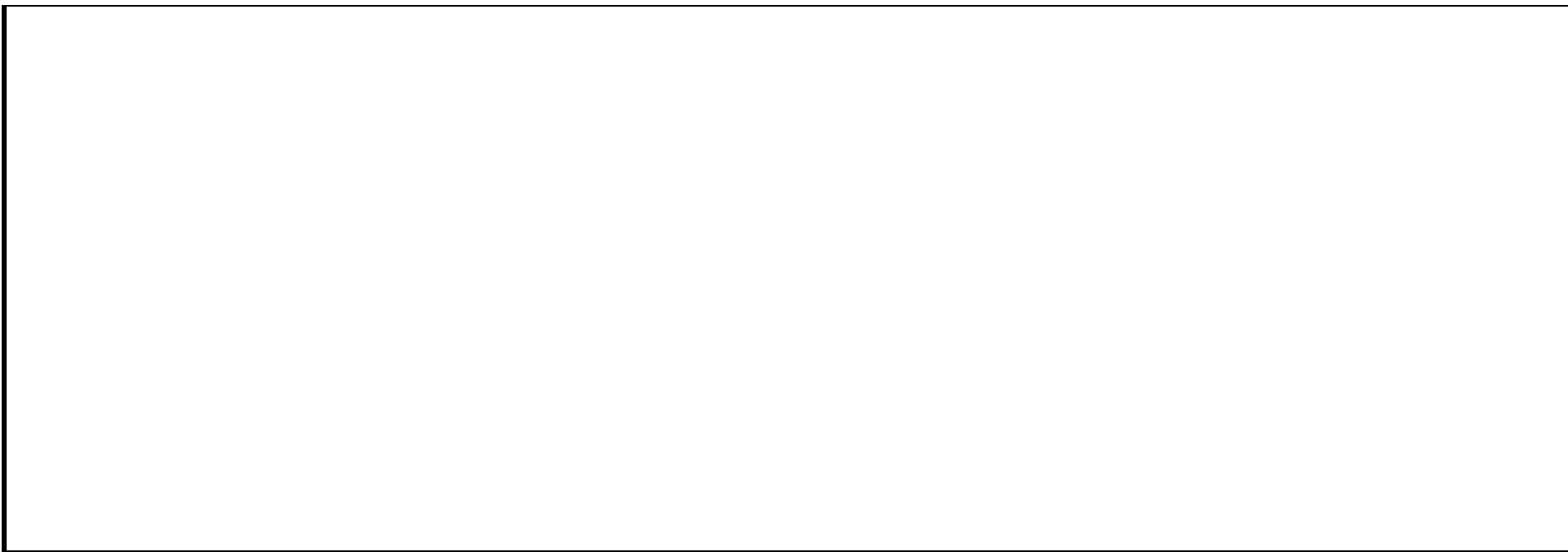
- **ESS1-A Construct a written argument backed with evidence from their investigations as to why stars and sun appear brighter/dimmer based on distance from the Earth.**

**Sample Proficient Response:** The farther a star is from Earth the dimmer it will appear. The closer the star to the Earth the brighter it will appear. For example, when two flashlights that are at different distances shine, the flashlight that is farther away will appear dimmer/ less bright while the flashlight that appears brighter is closer. Another example is when we looked at 3 different sizes of students, the tallest student that was farthest away looked the same height as the closest person showing that distance does affect how large something looks.

**More evidence can increase score.**

- **ESS1-B**
- **\*\*Final project - Choose one of the following topics: Day and Night, Shadows, Possible Star Patterns, or Moon Phases\*\***
- Using the data and observations taken from the learning activities students create one of the following options i.e. an informational book, poster, diagram, 3D model. This demonstrates one of the following major understandings
  - Rotation is responsible for day/night, shadow positions, **or** moon's phases
  - Revolution is responsible for visible star patterns and visible planets **or** length of shadows





## Step 5: Identify a Sequence of Connected Investigations

### Learning Sequence 1

How will the phenomenon be introduced to students?

A Space Journey <https://www.youtube.com/watch?v=Un5SEJ8MyPc> (stop at 3:46)

**As the initial phenomenon to generate questions, show the video from 0 to 3:46. (you might want to show the video twice)**

**Possible student Questions: (The students will be asked to generate driving questions.....)**

**Possible Student Generated Questions:**

- Why are the spots moving?
  - Why do we see sun and stars at the same time?
  - Why does the Earth look different at different parts of the surface?
  - Why are there different colors in space?
  - \*\*Is that sunlight shining on the Earth?
  - \*\*How long does it take the whole Earth to see the sun?
  - \*\*Is the Earth actually moving?
  - \*\*Is the dark part of the Earth night and lit part day time?
  - \*\*Is the sun rising/setting?
  - Why is there a glow around the Earth?
  - \*Why are some spots (stars) bigger than others?
  - \*Why are some spots (stars) brighter than others?
  - Are there lines in space?
  - Why are there clouds in space?
  - Is this all of space?
  - Why are some stars clumped together?
- 
- \* represents driving questions for lesson ESS1-A (we want as many of these as we can get)
  - \*\* represents driving questions for lesson ESS1-B



**Instructional Strategies:**

- **The students will view the video..**

**Teacher Action(s):**

- Generates curiosity
  - Generate a list of noticings (observations) from noticings that students share - write on poster paper or board
    - it helps to have them share with an elbow partner first before sharing out **(10 min)**
  - Generate a list of similar phenomena - things students have noticed (stars at night, the moon phases/shapes, shooting stars, things they might have heard about or seen on tv) **(10 min)**
    - the list of similar phenomena helps generate more questions
  - Generate a driving question board (sticky notes on chart) for the unit, see possible questions above. **(15 min)**
  - set classroom discussion into sorting questions into categories that will be used to drive instruction (may be about seeing certain stars, size, light, movement) **(10 min)**

**Student Action(s):**

- Write observations and questions in journal
- choose two questions to write on a sticky notes to share on driving question board - **important not to leave any questions out - especially if they are from the earlier list**

**\*\*\* Very important to get students' driving questions on the driving question board - take the time necessary for this to happen\*\*\***

<p><b>Lesson Question</b></p> <p><i>Does the question come from phenomena related to the driving question or from gaps in what we figured out so far? Does the question ask how &amp; why, and not just about facts?</i></p>	<p><b>Phenomena</b></p> <p><i>Is there something about the phenomenon that needs to be explained? Will investigation of this phenomena help answer the question for this lesson and figure out new pieces of the puzzle?</i></p>	<p><b>Expected Student Outcome</b></p>	<p><b>What Students Figure Out</b></p> <p><i>What pieces of your unpacking will students be able to figure out through investigating this phenomena?</i></p> <p><i>What new questions would come out of doing this investigation that could motivate the next investigation?</i></p>
<p><b>Learning Sequence 2</b></p> <p>Why do some stars look brighter or others look dimmer or smaller? Are stars farther away?</p> <p><b>*** At the end of activity 2 is a good place to fill in a couple of lines of the summary table***</b></p> <p><b>Make a copy - the link will only let you view</b></p> <p>SS</p> <p><a href="https://goo.gl/ppKXiV">https://goo.gl/ppKXiV</a></p>	<p><b>Activity 1</b></p> <p>Students observe still frame from phenomenon video of multiple sizes and brightness of stars (8:07 min or 4:35 min)</p> <p>What observations can you make?</p> <p><b>Activity 2</b></p> <p>Students observe additional picture #3 of stars</p>	<p><b>Activity 1:</b> Students make observations about stars sizes and brightness from still frame as well as additional questions in their science journal. Students share their findings.</p> <p><b>Activity 2:</b> Students create Venn diagram in science journals comparing/contrasting both images (still image and pic #3).</p>	<p>Students will describe the different sizes, brightness, and color of the stars they observe.</p> <p><b>Possible student questions to link to the next investigation:</b></p> <p>Does size have anything to do with the brightness of stars?</p> <p>Why are some stars closer than others?</p> <p><b>*If students do not come up with these questions guide them toward this thinking. Do not tell them directly.</b></p>

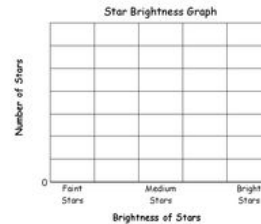
	<p><b>Activity 3</b> Students use their evidence to take a stance on whether distance or size affect the brightness.</p>	<p><b>Activity 3</b> Students write their stance with supporting evidence from activity 1 &amp; 2 on whether distance or size affects brightness.</p>	<p><b>This is the students' first draft thinking, it is important that they take a stance but they don't have to agree.</b></p>
<p><b>Learning Sequence 3</b>  Based on your tally data what can you tell us about the star sample you observed?</p>	<p><b>Activity 1</b> Using Star Image from NASA activity book pg. 37 - use a sticky note to outline a section and use Better Lesson brightness tally sheet. <a href="https://www.nasa.gov/pdf/145908main_Sun.As.A.Star.Guid_e.pdf">https://www.nasa.gov/pdf/145908main_Sun.As.A.Star.Guid_e.pdf</a>  <b>Questions to use while conferencing</b></p>	<p><b>Activity 1:</b> Students will classify stars as faint, bright, or medium</p>	<p>Students will draw conclusions to explain their tallies and observations.</p> <p><b>Possible student questions to link to the next investigation:</b> Are bigger/brighter stars closer to us? Are fainter/smaller stars farther away? Are the brighter/bigger stars just a group of stars grouped together?</p> <p>*If students do not come up with these questions guide them toward this thinking. Do not tell them directly.</p>

**with students about their observations.**  
 What patterns have you noticed?  
 Why do you suppose \_\_\_\_?  
 What have you found so far?  
 Has your thinking changed?  
 What evidence do you have?  
 How did you decide \_\_\_\_?  
 What conclusion can you draw about \_\_\_\_?

**Activity 2:**  
 Create a bar graph representing brightness data  
**Activity 3:**  
 Observe graph and tally chart to see if information answers or changes previous day's questions.

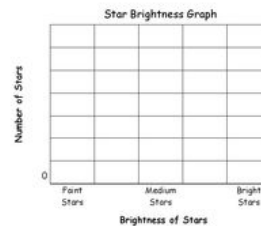
Tally Chart

Brightness of Stars	Number of Stars
Faint	
Medium	
Bright	




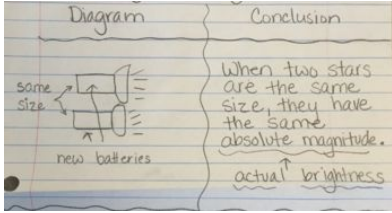
Tally Chart

Brightness of Stars	Number of Stars
Faint	
Medium	
Bright	



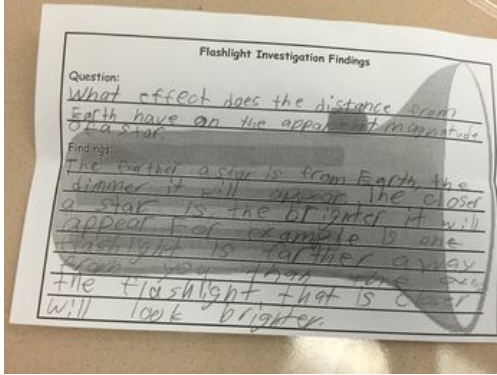
**Activity 2:**  
 Students will create a bar graph to represent the tallied stars according to their brightness. Students record their thoughts and observations in their science journal.

**Activity 3:**

		<p>Students will review questions from previous class changes (from phenomenon) and make additions or changes if necessary.</p> 	
<p><b>Learning Sequence 4</b> Does distance affect the brightness of stars?</p>	<p><b>Activity 1:</b> Create t-chart for diagram/conclusions Shine two flashlights from same distance (with new batteries) at screen.</p> <p><b>Activity 2:</b> Using same 2 flashlights, now shine from different</p>	<p><b>Activity 1:</b> <b>Students create the following in their journal:</b></p>  <p><b>Activity 2:</b> Students adding to chart from</p>	<p>Students will draw conclusions to explain why some stars are brighter/larger or dimmer/smaller than others. Students will explain that distance affects the brightness of stars.</p>

	<p>distances</p>	<p>Activity 1 into their journal:</p>	
<p><b>Learning Sequence 5</b> Does the distance from Earth have an effect on the brightness and size of stars? Use your findings/evidence to</p>	<p><b>Activity 1:</b> Using 2 different lumens (brightness) flashlights, starting at the same distance and having the brighter light move backwards until</p>	<p><b>Activity 1:</b> Students record their observations in their journals.</p>	<p><b>Possible Questions:</b> Why did the brightness appear the same once distances have changed?</p>

<p>explain your answer .</p>	<p>both lights appear the same brightness.  <b>**Frame 2 spots on a wall within a black border and have students focus on the apparent brightness within the frame.</b></p> <p><b>Activity 2:</b>                  Have 3 students of various heights stand at the same starting point. Then taller students continue to move backwards until they appear the same height as the smallest student closest to the measurer.</p>	<p><b>Activity 2:</b>                  Students record each student’s height in cm or m (meter tape).</p> <p>Students record (cm/ m) the distance each moving student is from the starting point.</p> <p>All data should be recorded in their science journals. Use chart to</p> <p>Sample chart:  <a href="https://docs.google.com/document/d/1mXX-FG8OrJPAq8jbP5IArGBhpXobUHohmc-yytnr0_A/edit">https://docs.google.com/document/d/1mXX-FG8OrJPAq8jbP5IArGBhpXobUHohmc-yytnr0_A/edit</a></p>	<p><b>What students figure out:</b>                  The size of an object changes as the distance changes.</p>
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<p>Give a scenario Ex. You look up at the night sky and notice that some stars appear brighter and/or larger. Why is this happening? Explain.</p>	<p><b>Activity 3:</b> Write a response to the defend their argument from previous learning activities.</p>	<p><b>Use data to make a claim</b> <b>Activity 3:</b> Students respond on their flashlight investigation sheet.</p>  <p><b>**Scorable item - out of a 4 - if they include 2-3 pieces of solid evidence can be a 4, 1-2 pieces can be proficient, etc.</b></p>	<p>Students will engage in argument to explain how distance affects brightness of stars using evidence from previous learning activities.</p>
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## Rotation activities to show Day/night and possibly moon phases??

### ESS1 B

#### Learning Sequence 1

#### How will the phenomenon be introduced to students?

Show the following links in their entirety. <https://www.youtube.com/watch?v=xs9hfF3UPQY> and <https://www.youtube.com/watch?v=3B7KLstUZbl>

Students generate questions in journals for the driving question board. May need to show videos twice.

**Possible student Questions: (The students will be asked to generate driving questions.....)**

#### Possible Student Generated Questions:

- How/why is the sun moving?
- Why does the Sun only go so high in the sky?
- Is the sun getting higher in the sky?
- Does the sun rise and set in the same place every day?
- Where does the sun go? What happens to the sun when it is not shining on us?
- Is the whole Earth dark?

- Why are the clouds moving the opposite direction of the sun?
- Does the sun have to be out to make shadows?
- Why are the shadows getting bigger?
- Why are the shadows changing direction?
- Is that a star or planet?

#### Instructional Strategies:

- **The students will view the video..**

##### Teacher Action(s):

- Generates curiosity
  - Encourage students to share their observations and record them
  - Encourage students to share their past experiences and record them
  - Generate a driving question board (sticky notes on chart) for the unit, see possible questions above.

##### Student Action(s):

- Write observations and questions in journal
- choose two questions to write on a sticky notes to share on driving question board

Lesson Question	Phenomena	Practices	What Students Figure Out
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<p><b><i>Does the question come from phenomena related to the driving question or from gaps in what we figured out so far? Does the question ask how &amp; why, and not just about facts?</i></b></p>	<p><i>Can you get students to buy into the question using this phenomenon?</i></p> <p><i>Is there something about the phenomenon that needs to be explained?</i></p> <p><i>Will investigation of this phenomena help answer the question for this lesson and figure out new pieces of the puzzle?</i></p>	<p><i>What practices are they using to investigate and explain the phenomenon?</i></p> <p><i>Will this lead to figuring out a piece of the DCI?</i></p>	<p><i>What part of the DCI will students be able to figure out?</i></p> <p><i>What questions come out of the activity to motivate the next step?</i></p>
<p><b>Before the questions are generated we want to get at noticings, first draft thinking and past experiences</b></p>			
<p>First students record and discuss their noticings - individual/partner/ whole class Teacher records - no judgement</p>			
<p>Let's try to explain what we observed with a picture/model</p>		<p>Sketch what you think is going in their notebook.</p>	
<p>Compare student models - similarities</p>		<p>In small groups find similarities and differences</p>	<p>This can be very simple as there is liable to be lots of disagreements or confusion.</p>

and differences agree/disagree		and create a group/picture model on chart paper.	The teacher should not add or lead students to a “right” answer.
When have you noticed anything like what we’ve observed? Have you ever noticed shadows get longer?		Students share what they have observed in their experiences. Could be anything. This is done to help generate more questions	Teacher lists students’ outside observations on poster paper or on the board. The purpose is to get them thinking and lead to questions.
What questions do we have about what we’ve seen and tried to explain?		Create Driving Question Boards	
What ideas do we have for investigations?	What might we expect students to say?		
<b>Learning Sequence 2</b> (Pre-lesson to build background) What are some important facts/features of the sun?	<b>Activity 1:</b> Read pg. 2 and 8-9 “The Earth in Motion” of <u>Sun, Earth, and Moon</u> by Mary Blehl to read aloud. (can be copied to	<b>Activity 1:</b> Students will listen to a read along and highlight/note the key features of the sun. Students can turn and talk	Students will determine that the Sun is the center of the solar system and that Earth revolves around the Sun. They should also be able to understand that the Earth always rotates in the same direction. This is why the Sun appears to

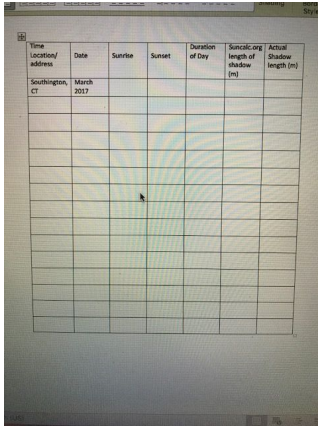
	<p>highlight)</p> <p><b>Activity 2:</b> Also read page 3 from <u>Sun, Moon, and Stars</u> (FOSS Kit) “What Makes the Sun Move?”</p>	<p>to share information and then share with class. Teacher should chart facts and features that are shared.</p>	<p>follow the pattern of rising in the east and setting in the west each day.</p> <p><b>Possible student questions to link to the next investigation:</b> Is there the same amount of sunlight each day? Is the moon out only at night? How often can you see the moon during the day? Are the stars/sun moving?</p>
<p><b>Learning Sequence 3:</b> What observable patterns do you notice during sunrise/sunset, length of day, star patterns, and moon phases?</p>	<p><b>Activity 1:</b> Groups of students will be given handouts that include a month of data for sunrise/ sunset, length of day, and moon phases for each season. Samples were taken from the following websites;  <a href="http://www.sunrisesunset.com">www.sunrisesunset.com</a>                  (data for any month/year for Southington)   <a href="http://www.timeanddate.com">www.timeanddate.com</a></p>	<p><b>Activity 1:</b> Students analyze data, take notes on patterns. Groups can share noticeable patterns. Teacher should chart patterns for each season.</p> <p>Students refer back to their initial questions (from Time Lapse video) if any were any answered based on learning activities. Have them look at questions that have not been answered.</p>	<p>Students will explain the observable patterns, for example: how length of day/night changes depending on season, and how the moon follows a cycle.</p> <p><b>Possible student questions to link to the next investigation:</b>                  Does the sun have to be out to make shadows?                  Do shadows change size?                  *If necessary review phenom video to lead to shadow questions</p>

	<p>(day and night maps might need multiple looks)</p> <p><a href="http://www.stardate.org">www.stardate.org</a> moon phase calculator in right hand column</p> <p><b>Activity 2:</b> Students will record evening night sky observations on weekly/monthly journal sheet.</p> <p><b>Activity 3:</b> FOSS kit - Investigation 3 - Simulate Stars moving past (project transparency of Orion) Then have them hold the Ipad using Skyview App and slowly spin around the room. <u>Sun, Moon, and Stars</u> - pgs. 37-39“Constellations in</p>	<p><b>Activity 2:</b> Students should refer to night sky sheet and discuss observations and patterns.</p> <p><b>Activity 3:</b> Students should explain why they are able to see different constellations in the night sky.</p> <p><b>*Scorable item</b></p>	
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	Motion”		
<p><b>Learning Sequence 4:</b> How do shadows change throughout the day?</p>	<p><b>Activity 1:</b> Show the following video on sun’s shadow: <a href="https://www.youtube.com/watch?v=3B7KLstUZbl">https://www.youtube.com/watch?v=3B7KLstUZbl</a></p>	<p><b>Activity 1:</b> Have students add questions in notebook, choose 1-2 questions to add to driving question board on shadows.</p> <p>Make a claim in their notebook as to what causes shadows to change.</p>	<p>Students will explain that the Sun creates shadows, shadows length and position will change as the sun appears to move. Students will know that the time of day has something to do with what the shadow looks like.</p> <p><b>Possible student questions to link to the next investigation:</b> What direction will my shadow face at different times during the day?</p>
<p><b>Learning Sequence 5:</b> How does the sun’s position in the sky affect the placement of the shadow?</p>	<p><b>Activity 1:</b> Review cardinal directions using compasses from FOSS kit. Then refer to Investigation 1: The Sun, where students track the sun throughout the day to observe the position throughout the day.</p> <p><b>Activity 2:</b> “Shadow Tracking” activity from</p>	<p><b>Activity 1:</b> Students will complete “Where’s the Sun?” Foss worksheet after observing the sun’s position outside several times throughout the day.</p> <p><b>Activity 2:</b> Students will explain in their notebook why their shadows changed. <b>**Scorable</b></p>	<p>Students will observe that the sun appears to be toward the east in the morning, overhead around noon, and toward the west in the afternoon.</p> <p><b>Possible student questions to link to the next investigation:</b> Will the position of the sun change my shadow? Is my shadow going to change? What causes my shadow to change position/shape?</p>

	<p>FOSS kit. Students trace their shadows at different times throughout the day.  <b>Activity 3:</b> Demonstrate shadows with the globe (FOSS kit)</p>	<p>If possible take pictures to share with different classes and share/make observations/discuss at next class.  <b>Activity 3:</b> Students explain when a shadow will be longest and shortest and why. <b>**Scorable</b></p>	
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Lesson Question	Phenomena	Practices	What Students Figure Out
<p><i>Does the question come from phenomena related to the driving question or from gaps in what we figured out so far? Does the question ask how &amp; why, and not just about facts?</i></p>	<p><i>Can you get students to buy into the question using this phenomenon? Is there something about the phenomenon that needs to be explained? Will investigation of</i></p>	<p><i>What practices are they using to investigate and explain the phenomenon? Will this lead to figuring out a piece of the DCI?</i></p>	<p><i>What part of the DCI will students be able to figure out? What questions come out of the activity to motivate the next step?</i></p>

	<p><i>this phenomena help answer the question for this lesson and figure out new pieces of the puzzle?</i></p>		
<p><b>Learning Sequence 6:</b> Will the position of the sun change my shadow?</p>	<p><b>Activity 1:</b> Data collection/ observations using <a href="http://suncalc.org">suncalc.org</a> (refer to tutorial: <a href="https://docs.google.com/document/d/1jX4cybGwV3FijTMCiO2RV35-RqWTcNYD6XQ4dziN7yk/edit?usp=sharing">https://docs.google.com/document/d/1jX4cybGwV3FijTMCiO2RV35-RqWTcNYD6XQ4dziN7yk/edit?usp=sharing</a> <a href="https://docs.google.com/document/d/1jX4cybGwV3FijTMCiO2RV35-RqWTcNYD6XQ4dziN7yk/edit?usp=sharing">https://docs.google.com/document/d/1jX4cybGwV3FijTMCiO2RV35-RqWTcNYD6XQ4dziN7yk/edit?usp=sharing</a>)</p> <p><b>Activity 2:</b> Students will make a prediction as to</p>	<p><b>Activity 1:</b> Students will create a line graph with the data collected showing shadow length changing over a year.</p>  <p><a href="https://docs.google.com/document/d/1LWT60SCYF5i0BR0pb">https://docs.google.com/document/d/1LWT60SCYF5i0BR0pb</a></p>	<p>Students will understand that the Earth is moving, not the Sun. It is the way the Earth revolves around the Sun that changes the position and length of shadows.</p>

	<p>how shadows will change throughout the month.</p> <p><b>Activity 3:</b> <u>Sun, Moon, and Stars</u> Foss Book read Sun and Seasons pg.7-8</p>	<p><a href="https://www.suncalc.org/?lat=40&amp;lon=-80&amp;date=2016-01-01">qgBGcGaKHIZTgE0LUQOJ2tr34Q/edit</a></p> <p><b>Activity 2:</b> Students will try to verify if the Suncalc.org data on shadow length for that date is accurate based on going out and measuring the shadow on the given date.</p> <p><b>Activity 3:</b> Have students answer the following question: Think about the flagpole. Answer the following question in notebook: How does its shadow change over a year? <b>**Scorable</b></p>	
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**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date January 10, 2019

Decision Requested \_\_\_\_\_ Agenda Code 9 k.

**AGENDA REPORTING FORM**

**Agenda Topic:** Town Government Communications

**Summary of Issue:** Communications (when applicable) will be discussed.

**Background:** N/A

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** N/A

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools



**Policy #1331**

**DRUGS, TOBACCO AND ALCOHOL ON SCHOOL  
PROPERTY**



# SOUTHINGTON PUBLIC SCHOOLS

## Series 1000 Community/ Board Operation

### DRUGS, TOBACCO AND ALCOHOL ON SCHOOL PROPERTY

The Southington Board of Education prohibits smoking, including smoking using an electronic nicotine delivery system (e.g. e-cigarettes) or vapor product, on the real property of any school or administrative office building or at any school-sponsored activity. Real property means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office building and includes, but is not limited to, classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots. For purposes of this policy, 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, and 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 contain nicotine, that is inhaled by the user of such product. As defined by Conn. Gen. Stat. § 10-233a(h), a school-sponsored activity "means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property."

No person may possess or use alcohol or illegally obtained drugs in school buildings or on school grounds. Any person found to be under the influence of alcohol or drugs shall be reported to the proper authorities for the purpose of being removed from Board of Education property.

#### Legal References:

Cf. 1120 Board of Education Meetings Cf. 5131.1 Bus Conduct Cf. 5131.6 Drugs, Tobacco, Alcohol

Public Act 87-201, An Act Prohibiting Smoking Anywhere in Schools During School Hours

Public Act 74-126, An Act Prohibiting Smoking During Public Meetings

Conn. Gen. Stat. § 53-344b

Conn. Gen. Stat. § 19a-342a

Conn. Gen. Stat. § 10-233a(h)

Pro-Children Act of 2001, Pub. L. 107-110, 115 Stat. 1174, 20 U.S.C. § 7183

ADOPTED: October 1988

REVISED: 1/10/19