

Southington Board of Education Meeting



Thursday, January 14, 2021 6:15 PM

This meeting will convene virtually. Instructions to access the BOE meeting in real time via teleconference are noted below: 1. Call 1-646-558-8656 2.

Follow the prompts. 3. The Meeting ID: 869 0411 4644 4. Passcode:

800683 5. Please mute your phone. 6. Refrain from using the "speaker

phone". 7. Public comments on the agenda items may be submitted via email and will be read

into the record. Email comments to: tconnellan@southingtonschools.org COMMITTEE OF THE WHOLE ~ OPERATIONS

200 North Main Street

Southington, CT 06489

SOUTHINGTON BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session ~ 6:15 p.m.
 - a. Other Contracts - Real Estate
 - b. Unaffiliated Compensation
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ December 10, 2020
6. Approval of Minutes of Special Board Meeting ~ December 17, 2020
7. Public Communications
 - a. Communications from Public
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Student Representatives
8. Superintendent's Report
 - a. Personnel Report
9. Old Business
 - a. Town Government Communications
 - b. Proposed 2021-2022 School Calendar ~ Second Reading
 - c. Policy 1316 ~ Relations between Public and School Personnel - Second Reading
 - d. Policy 4118.11 ~ Non-Discrimination Personnel - Second Reading
 - e. Policy 5130 ~ Bullying Prevention and Intervention Policy - Second Reading
 - f. Policy 5141.6 ~ Wellness Policy - Second Reading
 - g. Policy 5150 ~ Non-Discrimination - Students - Second Reading
 - h. SHS Textbook Adoption: Miller and Levine-Biology ~ Second Reading
10. New Business
 - a. Unaffiliated Compensation
 - b. 2021-2022 Proposed Operating Budget Presentation
11. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items on the video recording of the Board meeting, please contact the Superintendent of Schools. 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 10, 2020

The regular meeting of the Southington Board of Education (Committee of the Whole – Operations) was held as a Zoom video and teleconference on Thursday, December 10, 2020, at 7:00 p.m. with an Executive Session held prior as a Zoom video meeting at 6:00 p.m.

1. CALL TO ORDER

Mrs. Terri Carmody, Chairperson, called the Executive Session to order at 6:02 p.m.

Board members present were Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. James Chrzanowski, Mrs. Missy Cipriano, Mrs. Colleen Clark, Mr. David Derynoski, Mr. David Falvo, and Mr. Zaya Oshana.

Cabinet administrators present were Mr. Timothy Connellan, Superintendent of Schools and Mr. Steven Madancy, Assistant Superintendent.

Also present was Mr. Christopher Luise of AdNet.

2. EXECUTIVE SESSION – School Security, Contract Negotiations for Food Service and Transportation, and Unaffiliated Compensation

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

“Move to go into Executive Session, excluding the public and press, to discuss School Security, Contract Negotiations for Food Service and Transportation, and Unaffiliated Compensation, and upon conclusion reconvene to public session. Mr. Christopher Luise is invited to join us for the first portion.”

Motion carried unanimously by voice vote.

Mrs. Carmody recessed Executive Session at 7:00 p.m.

3. RECONVENE MEETING – REGULAR SESSION

Mrs. Terri Carmody, Chairperson, called the Regular Session to order at 7:07 p.m.

Board members present were Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. James Chrzanowski, Mrs. Missy Cipriano, Mrs. Colleen Clark, Mr. David Derynoski, Mr. David Falvo, and Mr. Zaya Oshana.

Cabinet administrators present were Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; and Mrs. Sherri DiNello, Director of Business & Finance.

Student Representatives present were Miss Jhalissa Vincent, Miss Amrit Kaur, and Mr. Brett Sheldrick.

4. PLEDGE OF ALLEGIANCE

Student Representative, Brett Sheldrick, led in reciting of the Pledge of Allegiance.

5. CELEBRATION OF EXCELLENCE – Blue Knights Girls Swim & Dive Team, Girls Soccer Team, Girls Cross Country Team

For the Celebration of Excellence, the Board members recognized the Southington Blue Knight interscholastic sports teams who each won the Fall 2020 CCC Region B Championship in their respective sports (*Attachment #1*). Mr. Steven Risser, Athletic Director, introduced the coaches for each team: Mr. Evan Tuttle, SHS Girls Swimming & Diving Head Coach, Mr. Mike Linehan, SHS Girls Soccer Head Coach (undefeated season), and Mr. Dan Dachelet, SHS Girls Cross Country Head Coach. They spoke about the challenges, accomplishments, experiences, perseverance, successes, and statistics of their teams during these unprecedented times of a pandemic and congratulated the student-athletes and seniors on their teams. The All the coaches thanked Mr. Risser for his outstanding support and for going above and beyond to ensure that their teams had a fall season.

6. APPROVAL OF MINUTES – November 12, 2020 – Regular Meeting

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

“Move to approve the regular Board of Education minutes of November 12, 2020, as submitted.”

Motion carried unanimously by voice vote.

7. PUBLIC COMMUNICATION

a. Communications from Public

Mrs. Clark read an email into public record that the Board received from Mrs. Jillian Echard (*Attachment #2*) expressing her gratitude to the Board, Mr. Connellan and Mr. Madancy for listening to the science and health officials and keeping the elementary students in school even though receiving pressure from the teacher’s union to do otherwise. She thanked the Board members, principals and teachers for the safety measures put into place for the safety of the children and noted that her children were thriving in elementary school instead of remote

learning. She noted that the spread of Covid-19 was by the actions of the community outside the school building.

b. Communications from Board Members

Mr. Brown commented on the recent exchanges of communications between some of the teachers, union leaders, Superintendent of Schools, and the Board of Education and noted that the pandemic was unique, stressful, and difficult situation for everyone with tough decisions having to be made (*Attachment #3*). He noted that there was no one-size fits all solution and believed that students and teachers were better off with in-person education and that nobody was happy with the present situations due to the pandemic. Mr. Brown believed that people were being exposed and/or getting sick outside of school with few traced to the schools. He acknowledged that statements and emails sent by some people included personal attacks, pointing fingers and snarky words, that does not advance the common cause of educating students the best and safest way possible. He asked that moving forward all parties listen to each other, show respect for each other, acknowledge that mistakes were made by all involved, and work on the best solutions for these complex issues during this difficult time. Mr. Brown requested that the Board seriously consider the requests to go virtual through the holiday break and possibly the week afterward and consider input from all parties involved.

Mrs. Clark reported that CABA (Connecticut Association of Boards of Education) has been offering webinars that she attended. She noted that there was a webinar on the role and responsibilities of the Board that addressed the virtual versus the in-person meetings. CABA recommended treating a virtual meeting as an in-person meeting with an audience and for Board members to stay engaged and on camera as if they were together. For a webinar on the Board's role on the budget, CABA recommended that plain and simple language be used in discussing the budget and once the budget was passed for all the Board members to learn the priorities and share the same message with the public. Mrs. Clark shared a quote that impressed her during a webinar, "*The biggest communication problem is that we do not listen to understand, we listen to respond.*"

Mr. David Falvo expressed his feelings regarding the Superintendent's email response to Mr. Daniel Hart, President of the teacher's union (Southington Education Association), which he thought was condescending and disheartening. He noted that many teachers emailed the Board members with the displeasure of Mr. Connellan's response. As a Board member and a teacher in another school district, he felt obligated to bring this subject up. He read into public record (*Attachment #4*) an email from Mr. Dan Hart addressed to Mr. Connellan and Mr. Madancy, which the Board members also received, regarding a coalition of state teachers' unions advocating for implementing the remote learning model through the holidays to mid-January and the associated risk of Covid-19 exposure for both staff and students, which was continuing to rise. He shared the survey results that the union conducted on November 24, 2020 regarding full remote learning through mid-January. Mr. Falvo started to read Mr. Connellan's response to Mr. Hart's email but was stopped by Mrs. Carmody who did not believe that it was appropriate to be reading something that was going to be derogatory against a member of the administration or of a staff member. Mr. Falvo stated that he agreed with Mr. Connellan's response that keeping in-person learning was the best educational and health decision for the students, but he thought the superintendent missed the opportunity to have a polite and open dialog with the hardworking

teachers of the district. He wanted to make sure that the teachers who emailed the Board members were heard.

Mr. Baczewski acknowledged that over the past two weeks many emails were going back and forth and noted an email that the Board members received from fifth graders who stated how important it was that snow days, stay as snow days, and do not change to the virtual learning model. Mr. Baczewski understood Mr. Falvo's comments and also "heard" the teachers concerns. He thought that emotions were running high due to the pandemic and that it was not productive to be angry with each other. Everybody was under a different set of stressors and frustrations but should be kind to one another in their disagreements. He acknowledged that both he and Mr. Connellan have had their differences, but that Mr. Connellan was a respectable person and that he was proud Mr. Connellan was the district leader and to be working with him.

Mrs. Cipriano recognized the STEPS students who were working hard during the pandemic to get to know each other on a different level through Zoom meetings and to be cohesive instead of breaking off into groups. She works with the STELLAR program and this year it was difficult trying to find placements and work study for the students due to the pandemic. Mrs. Cipriano reported that there were 11 students at Southington High School participating in the Southington Police Cadet Academy who were learning about and identifying stressors during the pandemic. She thanked the Southington Police Department for their partnership.

c. Communication from Administration

Administration reported on the following:

Mr. Madancy explained that he met with the Technology Department this week who praised the Maintenance Department for being very responsive and diligent about moving devices from school to school, for the teachers and students to have what they need each day.

Mr. Madancy announced that the school district received a \$10,000 grant from the Community Foundation of Greater New Britain that he applied for on behalf of the Coalition for Social Justice regarding a COVID-19 community support network. The goal of the grant is to connect with all the cultural brokers in the community that families in-need may have a relationship, so they could connect them to the Coalition for Social Justice to provide assistance.

1. Adult Education Merger: Mr. Madancy explained that the district's Adult Education program was losing revenue because people could learn enrichment courses online and the GED course numbers were low because of a high graduation rate. The state requires the district to offer Adult Education and contacted him about partnering with another district such as Plainville or Bristol. It was financially lucrative to partner with the Bristol Public Schools. There would be no additional expense to the Southington Board of Education and the Adult Education budget would remain the same. He explained the Adult Education program partnership opportunities and operation in detail.

2. Remote Academy: Mr. Madancy gave an update on the Remote Academy and the difficulties of teaching full remote with students that teachers have never met other than online and trying to develop a relationship with those students and families, and transferring things normally done in a classroom to a digital format, which takes longer. He noted that the Remote Academy was almost at capacity and spoke at length of the challenges.

3. Early Childhood Education Forum: Mr. Madancy attended the forum sponsored by the Connecticut Children's Collective, Middlesex Coalition for Children, CSEA & SIEU Childcare Unions, Connecticut Association for Human Services, and the Connecticut Early Childhood Alliance. The participants watched a documentary prior to the forum titled "No Small Matters". He shared information and statistics from the documentary noting how childcare and society has changed over the years.

d. Communications from Student Board Representatives

Miss Jhalissa Vincent reported on the following:

- She congratulated the student/athletes on the sports teams who were recognized this evening.
- The class officers were planning Spirit Week for December 14-18 and December 21-23.

Miss Amrit Kaur reported on the following:

- The National Honor Society was trying to organize a virtual tutoring program with Mrs. Riccio as advisor.
- The Board of Education Student Representatives started an Instagram page over the summer last year and took a poll a couple of weeks ago regarding online learning.

Mr. Brett Sheldrick reported the following:

- Each department selects one student every month as a "Make My Day" recipient that Mr. Pepe, SHS Principal, would call to his office to make a phone call to the his/her family. In 2021, the recipient information will be posted on the high school webpage.
- The Interact Club was organizing a toy fundraiser.
- On December 9, 2020, the Guidance Department held a virtual 8th and 9th grade transition event titled "High School Basics 101" with 189 virtual participants.

The student representatives addressed in-person, hybrid, and remote learning. Mr. Sheldrick shared that distance learning was becoming increasingly difficult for him and that earlier in the school year he stated that it was manageable. He was now retracting that statement because his biggest issue was teacher accessibility and the pace at which he comprehends new material as it becomes increasingly more challenging. He believed that the student body would agree with him that it was difficult. He takes three AP classes, Project Lead-the-Way and honors classes and when he was attending in-person classes he could ask questions, which would be directly answered. With the teachers teaching hybrid classes (in-person and online) it makes it difficult to have his questions answered on a timely basis. He noted that the pace of the classes had slowed down as well. Miss Kaur shared that most of the student body would agree with Mr. Sheldrick's assessment and commented on the student poll that was taken regarding online learning. They received 70 responses with 65 stating that teachers were giving a lot of work online. She felt that she was working at her laptop 24/7. She noted that some students suffer from anxiety and have mental health issues and that teachers complain that students do not talk in online classes because of social anxiety. Miss Vincent stated that she had been fully remote since the beginning of the school year and felt stressed taking very rigorous classes and was constantly on her laptop. She thought that it was more beneficial to learn in-person versus online

in order to retain the information. Mr. Sheldrick agreed and did not want the Board and administration to think that they were criticizing decisions. The student representatives wanted to give their perspective for the Board to understand what students were experiencing.

8. COMMITTEE REPORTS

a. Policy & Personnel Committee Meeting - November 17, 2020

Mrs. Clark reported that the committee reviewed and discussed five job descriptions (Director of Digital Learning, Information Systems Manager, Executive Assistant-Superintendent, Executive Assistant/District Registrar and Secretary to the Director of Operations) that would come before the Board for action later in the meeting. The committee reviewed policies in Series 1000, 4000, and 5000 that were coming before the Board later in the meeting as first readings. She thanked Mr. Madancy for the work involved in updating the job descriptions and five policies.

b. Elementary School Facilities Committee Meeting – November 30, 2020

Mrs. Clark reported that the committee met with representatives from Collier & Associates and reviewed the facilities situations at Kelley, Flanders, and Derynoski Elementary Schools. They reviewed GIS mapping of sites for potential new school locations. They discussed square footage, expenses, reimbursements, state requirements and renovating versus new construction. The committee was in the early stages and needed to determine next steps.

c. Curriculum & Instruction Committee Meeting – December 4, 2020

Mr. Brown reported that the committee discussed and reviewed the following:

- New - SHS Ag-Sci UConn Floral Art Textbooks that supported both in-person and remote learning, which needs approval this evening by the full Board for use in the second semester. It would not cost the Board money because the purchase would be from the Ag-Sci grant. Mr. Madancy added that normally this would be a first reading; however, it was time sensitive.
- SHS Science Department Conceptual Chemistry I & II textbook that would be changed from one course into two courses, each being half credit, which does not require Board action as there was no cost.
- SHS Science Department Biology-2020 Miller and Levine textbook because the Biology curriculum was being re-written. The Board will take action on this as a second read in January 2021.
- The SHS administration recommended opening a Forensic Science II course for grades 11 and 12 next year as a continuation of the Forensic Science I course.
- New - SHS World Language French V was proposed as a course that would study the cultures of French speaking countries in Africa.
- SHS Computer Science Independent Study Proposal for meeting the Capstone graduation requirement.
- A year-long, one credit full-year elective for next year was discussed named “SHS African American/Black and Puerto Rican/Latino Course. This course is the outcome of state legislation passed last year and is required to be offered in all school districts. The state wrote the curriculum. No action needed.

- No action was needed on changing the name of courses from MS Office I and MS Office 2 to Computer Essentials and Business Computer Essentials.
- Collapsing Levels and Co-teaching: Mr. Pepe gave the committee a PowerPoint presentation on phasing out co-taught classes in science and social studies so special education students with IEP’s would be in compliance with state requirements. It was a complicated issue. Mrs. Cipriano added that it was for the equity of all students to thrive.
- The 10% weighting of each midterm and final exam would be redistributed among the four quarters totaling 25% each quarter.

d. Policy & Personnel Committee Meeting – December 8, 2020

Mr. Clark reported the committee reviewed and updated two job descriptions: 1) Assistant Superintendent of Schools (addition of supervision of the Technology Department) and 2) Director of Teacher and Learning for Secondary Education (new job description), which the Board would take action on tonight.

9. SUPERINTENDENT’S REPORT

a. Personnel Report

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

“Move to approve the Personnel Report, as submitted.”

Motion carried unanimously by voice vote.

10. OLD BUSINESS

a. Capital Improvement Plan 2021-22 to 2025-26 – Second Reading

Mr. Baczewski questioned some elementary projects on the plan and how they would be affected by moving forward with Collier & Associates to either renovate-to-new or build new. Mrs. Clark explained that air conditioning would be included in the new schools and would need to be looked at long term to include all elementary schools. The high school and two middle schools already have air conditioning. Mr. Connellan added that in discussion with the Collier group anything moving forward needed to be in context of a larger vision that was why items were added as TBD (to be determined) that need to be addressed as part of the overall plan. Mr. Brown added that another consideration is what the state would or would not reimburse the district for because he was surprised that new construction was less costly versus renovating-to-new. Mrs. DiNello thanked Mrs. Jennifer Mellitt, Accounting Manager, for putting together the Capital Improvement Plan with assistance from Mr. Steve Risser, Athletic Director, and Mr. Peter Romano, Director of Operations.

MOTION: by Mr. Oshana, seconded by Mrs. Clark:

“Move to approve the Capital Improvement Plan for 2021-22 to 2025-26, as presented by administration.”

Motion carried unanimously by voice vote.

b. Town Government Communications

There was no Town Government Communication.

c. School Calendar 2020-2021 Proposal to Modify

MOTION: by Mr. Baczewski, seconded by Mrs. Cipriano:

“Move to approve a modification to the 2020-2021 school calendar that includes Wednesday early release days for Southington High School and Tuesday early release days for both DePaolo and Kennedy Middle Schools as proposed by the administration.”

Motion carried unanimously by voice vote.

d. Energy Management System Upgrade

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

“Move to rescind the motion from the November 12, 2020 Board of Education that reads as follows: Move to waive the bid process to upgrade the energy management systems at South End, Oshana and the ASTE building and allow Connecticut Temperature Controls (CTC) to perform the work as the proprietary vendor.”

Motion carried unanimously by voice vote.

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

“Move to waive the bid process to upgrade the energy management systems at South End, Oshana and the ASTE building and allow Automated Logic to perform the work as the proprietary vendor.”

Motion carried unanimously by voice vote.

11. NEW BUSINESS

a. Proposed 2021-2022 School Calendar – First Reading

Mr. Connellan explained that this calendar was a hybrid of last year’s calendar of putting all the teacher professional development and workdays upfront and starting students on a Thursday for two days and then have the Labor Day weekend to ease the students in. Everything is the same as in the past. This will be voted on at the January Board meeting. Mr. Derynoski asked if the calendar would be shared with the PTO’s and unions for feedback prior to the next Board meeting. Mr. Connellan acknowledged that it would be shared.

b. Approval of Job Descriptions – Assistant Superintendent of Schools, Director of Teaching and Learning for Secondary Education, Digital Learning

Coordinator, Information Systems Manager, Executive Assistant to Superintendent; Executive Assistant/District Registrar; Secretary to Director of Operations

MOTION: by Mrs. Clark, seconded by Mr. Baczewski:

“Move to approve the draft job descriptions for Assistant Superintendent of Schools, Director of Teaching and Learning for Secondary Education, Digital Learning Coordinator, Information Systems Manager, Executive Assistant to Superintendent; Executive Assistant/District Registrar; Secretary to Director of Operations, as recommended by the Policy & Personnel Committee.”

Motion carried unanimously by voice vote.

- c. Policy 1316 – Relations between Public and School Personnel – First Reading**
- d. Policy 4118.11 – Non-Discrimination - Personnel – First Reading**
- e. Policy 5130 – Bullying Prevention and Intervention Policy – First Reading**
- f. Policy 5141-6 – Wellness Policy – First Reading**
- g. Policy 5150 – Non-Discrimination - Students – First Reading**

There was no discussion on the first readings.

- h. SHS Textbook Adoption: Agriculture Science and Technology Textbooks: Miller and Levin – Biology – First Reading**

MOTION: by Mr. Brown, seconded by Mrs. Cipriano:

“Move to approve the two Agriculture Science and Technology textbooks: Floriculture Designing and Merchandising and Agricultural Mechanics Fundamentals and Applications, as recommended by the Curriculum & Instruction Committee.”

The Biology textbook: Miller and Levine, 2020 will be on the January 14, 2021 meeting agenda as a second reading.

Motion carried unanimously by voice vote.

Mr. Madancy explained that a waiver needed to be added to the agenda because he was informed late this afternoon about the arrival of a large Chromebook delivery and the timelines associated with it. Per the vendor, the shipment should arrive the last week of December, which falls around the holiday break and effects the logistics of preparation, distribution, and physical distancing due to COVID-19.

MOTION: by Mr. Oshana, seconded by Mrs. Clark:

“Move to add agenda item 11.j to Waive Bid Process for White Glove Service.”

Motion carried unanimously by voice vote.

(Agenda item taken out of order)

j. Waiver Bid Process – White Glove Service

Mr. Madancy explained the White Glove Service and that for \$10 a device the Chromebooks could be shipped to a company who would unbox, asset tag, assign them all to our network, crate them and deliver all the Chromebooks in PC carts, which would get them up and running faster than the district could with the technology staff. For 3,000-3,400 devices, it would not cost more than \$34,000 and this would come from grant funds. He learned about this service after the state device order arrived. The White Glove Service guarantees a 1-2 week turnaround time on all devices.

MOTION: by Mr. Derynoski, seconded by Mrs. Cipriano:

“Move to waive the bid process in order to allow the district to pursue White Glove Process for upcoming Chromebook order.”

Mr. Derynoski questioned if the \$34,000 would come from the operating funds or the grant. Mrs. DiNello explained that they have the option to pay for it through the Choice grant or the non-lapsing account and opted for the Choice grant.

Motion carried unanimously by voice vote.

i. Renaming a Program – ALTA to become The Karen Smith Academy

Mr. Connellan explained that many people in the district had the privilege of working with Mrs. Karen L. Smith, former teacher, principal, assistant superintendent and acting superintendent for the district who was dedicated to children. After retiring, she returned in a volunteer capacity working with the students and staff at ALTA. Through conversations with Mr. Madancy, Mr. Jess Levin, ALTA Director, and ALTA staff and students they talked about renaming the ALTA program after Mrs. Smith. Because of COVID-19, they could not do a big dedication at this time. He explained that Mr. Levin and his staff designed a new sign for the building to rename the program, which would honor her memory.

Mr. Levin explained that Karen Smith started volunteering with ALTA after she retired due to illness and then felt better. She volunteered 3-4 days a week for four years, which changed the culture of the school and the outlook of the program. When she passed away, the staff and students wanted to honor her by renaming the program in her honor.

Mr. Madancy stated that Mrs. Smith was a mentor to him and to everybody in one shape or form. She made everyone feel like she was their best friend. She was the best listener around and very supportive.

Mrs. Marilyn Kahl, principal of Kelley School, stated that she grew up in Cheshire and that her father was the Chairman of the Cheshire Board of Education and worked with Mrs. Smith for many years as a fellow Cheshire Board of Education member. When Mrs. Kahl started her career as a school administrator working as Assistant Principal at Derynoski Elementary

School where Mrs. Smith was principal, her father told her that she could not work with a better person than Karen Smith, which was very true.

Mrs. Clark read an email (*Attachment #5*) that she received from Nancy Swanson, Karen Smith's sister, and family thanking the school district for renaming ALTA the Karen Smith Academy.

Mrs. Carmody recessed the Regular Session to return to Executive Session at 8:57 p.m.

12. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 9:55 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary

ATTACHMENT #1

SHS Girls' Soccer 2020

Head Coach: Mike Linehan
Assistant Coach: Courtney Laudati
Volunteer Coach: Mike Dagata

Kaitlyn	Asido
Allie	Baldwin
Julia	Baldwin
Chloe	Bauman
Avia	Burns
Jessica	Carr
Allison	Carr
Emily	Eigo
Abbie	Flanigan
Morgan	Hubert
Lauren	Humphrey
Marisa	Imme
Lily	Kenefick
Savannah	Krom
Monika	Kryzanski
Brianna	Linehan
Shannon	Litchfield
Allison	Mikosz
Nina	Muir
Erin	O'Neill
Natalie	Possidento
Micaela	Potamis
Riley	Prozzo
Talie	Richardson
Sofia	Scalise
Kaitlin	Siedel
Abby	Sowa
Lauren	Verrilli
Riley	Wolf
Maya	Wroblewski

SHS Girls Swimming & Diving 2020

Head Coach: Evan Tuttle
Assistant Coach: Tammi Haynes
Diving Coach: Jan Zagorski

Sephora Aktas
Ruth Alejandro
Juliana Aulbach
Lizy Beaulieu
Madison Beidler
Alex Bialko
Marina Chaplinsky
Jillian Christensen
Bella Criscitello
Julianne Darling
Amela Dishnica
Rachel Dubios
Olivia Donis
Gerza Elezi
Jenna Famiglietti
Sara Flynn
Antonia Gibbons
Rita Gocllari
Skyler Gravel
Avery Halloran
Meghan Hammarlund
Tori Harrington
Emma Jekubovich
Victoria Korczak
Jason Krane
Julia Laszewski
Sophia Leone
Alex Lowczyk
Sadie McPartland
Andie Nadeau
Ella Nadeau
Kayla Nguyen
Kyra Nguyen
Kendall Noonan
Adessa Noyes
Veronica Okurowski
Kelly Perotti
Bogna Prusak
Jenna Puskas
Mackenzie Robinson
Kelsie Salerno
Samantha Seneca
Alexis Strong
Maddie Symecko
Thuy Tran

SHS Girls' Cross Country 2020

Head Coach: Dan Dachelet
Assistant Coach: Connor Green
Assistant Coach: Heather Pierce

Sera Altomari
Megan Bissoni
Ava Egan
Jacqueline Izzo
Faith Kozior
Jessica Lombardo
Grace Michaud
Jenna Moran
Emily Moskal
Diane Pillsbury
Frenchie Riccio

ATTACHMENT #2

From: Jillian Echard <jillian.echard@gmail.com>

Sent: Thursday, December 10, 2020 5:59 PM

To: TIMOTHY CONNELLAN <tconnellan@southingtonschools.org>; STEVEN MADANCY <smadancy@southingtonschools.org>; SBOE <SBOE@southingtonschools.org>

Subject: Statement for tonight's Board of Education Meeting

CAUTION: This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

Good evening, I hope this letter finds you all well. Please read this statement into the public record at tonight's Board of Education meeting. Thank you very much.

To Mr. Connellan, Mr. Madancy, and all of the board members,

You may recall I wrote you a letter before the school year started. This one has a slightly different tone, and is meant to express my deepest gratitude for all that you have done, and continue to do, to keep our children, especially at the elementary level, fully in school. You have withstood, I am sure, immense pressure from the teacher's union, and have stood your ground by listening to science and health professionals. You have realized that the spread of COVID-19 is not happening within the school walls, and in that realization, understand that switching to full remote learning models will not lessen the spread of the disease through our community. You know that attending school, whether you're a teacher or a student, if following the protocols set in place, is one of the safer places to be.

My children are thriving in the elementary schools. I thank you, I thank their teachers, and their principal for all of the safety measures they have put into place and have strictly adhered to all this time to keep our children safe. The children are resilient, and have thrived even through adversity, showing their adaptivity and willingness to adjust to whatever situation is handed to them.

In these next few months, I hope you all stay safe, and healthy. I hope we as a community realize that it is our actions outside of the school building that will impact the spread of this disease the most. And I wish you all a wonderful New Year.

Jillian Echard

ATTACHMENT #3

BOE Comments 12/10/2020 from Board Member Mr. Bob Brown

I struggled to compose this because, frankly, my heart has been broken by the most recent exchanges of communications between some of our education community. We are all in this together and need to support each other and work together.

I want to say a few things about our recent flurry of e-mails, phone calls and communications between teachers, their union, the Superintendent, and the Board of Education.

First, this is a unique and difficult situation for everyone, the toughest educational conditions public schools have ever faced. Everywhere.

Second, everyone is so stressed. We should all acknowledge the hard work and dedication of our teachers and in fact all staff, who are going far beyond what has ever been asked of them and done their very best amidst nearly impossible circumstances. And we should also realize the extreme stress our administration has been under and their dedicated hard work.

Third, there is virtually NO agreement on many of these issues between “experts”—are students better off totally at home, totally in school or a combination? I would say there is no one-size-fits-all solution, not from town to town, and not even from school to school. And one solution that may please one group very well could harm or jeopardize another group. I do believe students and teachers are much better off doing in person education, but it must be safe.

Fourth, I honestly believe, talking with teachers and parents in other towns as well as many in Southington, that we have done the very best under these trying circumstances. The facts are that no teacher is teaching at their very best, students are not learning as much as they did before all this Covid stuff, and virtually nobody is happy with the present situation anywhere.

Fifth, I believe there have been mistakes or poorly worded responses made by many parties involved. I made the mistake of calling for a delay in sending students back to live school back in August—when I subsequently visited schools, I learned that being in school, safely, was the best thing for students, teachers and parents. However, based on recent communications to us and me, I am no longer sure that that is still true. I do believe, as the superintendent’s letters constantly remind us, there have been few if any cases traced to schools—people are being exposed and or getting sick outside of school in social gatherings, etc. Our schools have been extremely careful and safe. And I want to also say, and this is hard for me to say, there have been statements made and e-mails sent by some people that include personal attacks, snarky wording and more, and that never advances our common cause, which is to educate our students in the best and safest ways possible, and to maintain the most safety we can for all of our staff. Sometimes simple apologies can help us move forward. I am sorry for the mistakes I have made.

Lastly, I want to ask all of us to move forward, to look at how we can listen to each other and work on the best solutions for these complex issues, and not go back and point fingers at who said what, who did what, who made a mistake. We all have. We need more kind, loving respect for each other as everyone struggles with these difficult times.

I would also ask that we seriously consider the requests to go virtual at least through the holiday break, and perhaps a week afterwards, but consider input from all parties involved, look at viable alternatives, make the safety of students and staff the first priority, and especially listen to the health experts locally. As the numbers rise, I am worried we will not be able to maintain the best and safest learning conditions in schools. I also implore all parents and students to be careful and considerate of others this coming holiday season and take the safety precautions medical and scientific experts tell us, including attending gatherings of anyone outside our present living situations. Thank you.

ATTACHMENT #4

From: DANIEL HART <dhart@southingtonschools.org>
Sent: Tuesday, November 24, 2020 3:06 PM
To: TIMOTHY CONNELLAN <tconnellan@southingtonschools.org>; STEVEN MADANCY <smadancy@southingtonschools.org>
Cc: BETHANY SOLURY <bsolury@southingtonschools.org>; JASON GHIDINI <jghidini@southingtonschools.org>
Subject: Remote Learning Model - post holidays

Tim & Steve:

I'm sure you are aware of [today's headlines](#) regarding a coalition of CT unions who have issued statements and reports advocating for a remote learning model through mid-January due to the holidays and the associated risk of COVID-19 exposure for both staff and students.

We asked you a couple of weeks ago to consider implementing the district's remote learning model due to these circumstances.

We hope you will consider moving forward with this model.

Many local associations have made this request of their school administration and Board of Education. We also understand that the state (Gov Lamont and CSDE) has reinforced keeping schools open. Many teachers in Southington once shared this view as well, but since COVID cases have risen, they no longer do.

Survey results of Southington teachers (conducted Tues 11/24/20)

As a teacher, do you prefer that the Southington Public School system implements a full remote learning model to mitigate the spread of coronavirus around the holiday breaks? (Yes/No)

72.4% YES

27.6% No

High school

77 yes

26 no

Middle

61 yes

11 no

Elementary

116 yes

67 no

We'd like to hear your views on this request and any plans that you may have. We would also like to communicate this request and survey results to the Board of Education as well, but will await your response.

Thank you,
Dan

ATTACHMENT #5

From: Nancy <nswan2@aol.com>
Sent: Thursday, December 10, 2020 2:34 PM
To: COLLEEN W. CLARK <cwclark@southingtonschools.org>
Subject: Karen Smith Academy

CAUTION: This message has originated from an External Source. Please use proper judgment and caution when opening attachments, clicking links, or responding to this email.

Good afternoon, I see on the agenda for tonight's Board of Education meeting is the renaming of ALTA to the Karen Smith Academy.

I am her sister, Nancy, and on behalf of the family, we would like to thank you so much for this incredible honor. During this pandemic, so many people have lost loved ones and have not been able to hold a proper funeral/memorial for their loved one. By Southington Schools renaming the ALTA program after Karen certainly helps us honor her memory forever and we thank you all so very much! We are so proud.

With much appreciation, Nancy Swanson (sister), Don Smith (husband), Donny Smith (son), Kristin Rice (daughter) and Eric Caracuzzi (nephew).

P.S. If possible, would you be so kind as to share this tonight? Thank you again.

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 on the video recording of the Board meeting, please contact the Superintendent of Schools. These minutes are considered a draft until approved at the following regular Board of Education meeting.

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

SPECIAL MEETING

DECEMBER 17, 2020

The special meeting of the Southington Board of Education was held as a Zoom video and teleconference on Thursday, December 17, 2020, at 7:00 p.m.

1. CALL TO ORDER

Mrs. Terri Carmody, Chairperson, called the Special meeting to order at 7:00 p.m.

Board members present were Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Colleen Clark (7:09 p.m.), and Mr. Zaya Oshana.

Cabinet administrators present were Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; and Mrs. Sherri DiNello, Director of Business & Finance.

2. PLEDGE OF ALLEGIANCE

Ms. Kara Sievel, 2020 Southington District Teacher of the Year, led in reciting of the Pledge of Allegiance.

3. CELEBRATION OF EXCELLENCE – Southington Public Schools Teacher, Paraeducator of the Year and 30-Year Employees

For the Celebration of Excellence, the Board members recognized the following employees:

Name	School	Recognition	Award
Kara Sievel	Kennedy Middle School	2020 Southington's District Teacher of the Year & 2020 Southington's Middle School Teacher of the Year	Wood Plaque & Crystal Apple
Stacy Ferrett	Southington High School	2020 Southington's High School Teacher of the Year	Crystal Apple

Kathleen Wagner	Hatton Elementary School	2020 Southington's Elementary School Teacher of the Year	Crystal Apple
Suzanne Topper	Derynoski Elementary School	2021 Anne Marie Murphy Paraeducator of the Year	Board of Education Plaque & Crystal Apple
Jill Chapman	Kelley/South End/Thalberg Elementary Schools	30 Years of Service	Crystal Apple
Timothy Johnson	Kennedy Middle School	30 Years of Service	Crystal Apple
Judith Sokoloff	Hatton Elementary School	30 Years of Service	Crystal Apple
Deborah Albaitis	Executive Assistant to the Superintendent	Retiring December 31, 2020 after 25 Years of Service	Clock with plaque, Certificate of Excellence, and Town of Southington Pin

4. ADJOURNMENT

The special meeting adjourned at 7:47 p.m.

Respectfully submitted,
Linda Blanchard
 Recording Secretary

Board of Education

Administrative Report

January 14, 2021



- 1. Redundant Line at JFK**
- 2. Chromebooks**
- 3. Coronavirus Relief Funds**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 14, 2021

Decision Requested X Agenda Code 8 a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2020-2021 school year. This report includes activity for the month of December 2020.

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

Alternative Strategies: _____

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

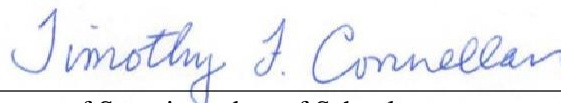
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Included:

8. Personnel Report

**Personnel Report
December 2020**

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CERT	Cahill, Effie	Interim Spec Ed teacher	SHS	1.0	11-2-2020	BA	\$47,387
CERT	Callaway, Bridget	Interim Spec Ed teacher	TES	1.0	12-21-2020	MA	\$90,828
CLASS	Corazzini, Olivia	Secretary, Spec Ed	CO	1.0	12-28-2020	N/A	\$24.41

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CLASS	Albaitis, Deborah	Exec Asst to Super	CO	12-29-2020	25	RETIRE
CLASS	Albanese, Megan	Outreach Coordinator	STEPS	12-6-2020	1	RESIGN
CERT	Altieri, Patricia	Music teacher	JAD	6-30-2021	41	RETIRE
CERT	Burrill, Mary Ann	Math teacher	SHS	6-30-2021	37	RETIRE
CLASS	Clark, Linda	Paraeducator	SHS	8-20-2020	1	RESIGN
CERT	Conaty, Kelly	Spec Ed teacher	JAD	12-24-2020	5	RESIGN
CERT	DeBishop, Karen	Grade K teacher	TES	6-30-2021	33	RETIRE
CLASS	Delaney, Monique	Physical Therapist	District	12-24-2020	4	RESIGN
CERT	Fish, Marianne	Spec Ed teacher	SHS	6-30-2021	28	RETIRE
CERT	Hamel, Diane	Grade 5 teacher	DES	6-30-2021	18	RETIRE
CERT	Lindsay, Linda	Social worker	HES/SES	6-30-2021	35	RETIRE
CERT	Nappi, Debra	Math teacher	JAD	6-30-2021	22	RETIRE
CERT	Pepin, Pamela	Science teacher	JFK	6-30-2021	19	RETIRE
CERT	Reilly, Linda	Grade 4 teacher	TES	6-30-2021	31	RETIRE
CERT	Risser, Rosemary	Kindergarten teacher	KES	6-30-2021	39	RETIRE
CERT	Sadowski, Denise	Grade 4 teacher	KES	6-30-2021	38	RETIRE

ASSIGNMENT CHANGE

NAME	FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE
Brooks, Rachel	Paraeducator-SHS	.88	Paraeducator-SHS	1.0	12-14-2020
Colegrove, Teresa	Exec Asst to Asst Super	1.0	Exec Asst to Super	1.0	12-30-2020
Dubinsky, John	Paraeducator-STELLAR	.80	Paraeducator-STELLAR	.88	12-14-2020
Hamm, Jennifer	Paraeducator-HES	.80	ABA Therapist-SPACE-HES	1.0	12-7-2020
Powers, Allison	Paraeducator-HES	1.0	ABA Therapist-SPACE-HES	1.0	12-7-2020

TRANSFERS

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

COACHING / STIPENDS

*Coaching Stipends
None to report*

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date January 14, 2021

Decision Requested _____ Agenda Code 9 a

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

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 14, 2021

Decision Requested X Agenda Code 9 b

AGENDA REPORTING FORM

Agenda Topic: Proposed 2021-2022 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 10, 2020 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

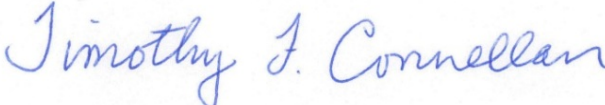
Beginning Date of Program or Project: N/A

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 2021-2022 school calendar.

Title of Attachment

1. Proposed School Calendar for the 2021-2022 School Year



Signature of Superintendent of Schools

Southington Public Schools

2021



2022

FIRST DAY OF SCHOOL: SEPT 2

PROPOSED SCHOOL CALENDAR

Workdays / Professional Development

Days Aug 26 – Sept 1

First Day Students

- AUG 26- Sept 1
 - SEPT 2
 - SEPT 6
 - SEPT 21
 - OCT 11
 - OCT 13*
 - OCT 19*
 - NOV 2
 - NOV 11
 - NOV 17*
 - NOV 24-26
 - DEC 7*
 - DEC 8*
 - DEC 22
 - DEC 23 -
 - DEC 31
 - JAN 17
 - JAN 25*
 - FEB 18
 - FEB 21
 - FEB 22
 - MAR 1
 - MAR 14-15*
 - MAR 24
 - APR 11-15
 - APR 26
 - MAY 17
 - MAY 30
 - JUNE 14
- = 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

SCHOOL ENDS: JUNE 14

M	T	W	TH	F
AUGUST 2021				0 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
SEPTEMBER 2021				20 DAYS
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	<PD>	22	23	24
27	28	29	30	

M	T	W	TH	F
OCTOBER 2021				20 DAYS
				1
4	5	6	7	8
11	12	13*	14	15
18	19*	20	21	22
25	26	27	28	29

M	T	W	TH	F
NOVEMBER 2021				17 DAYS
1	2	3	4	5
8	9	10	11	12
15	16	17*	18	19
22	23	24	25	26
29	30			

M	T	W	TH	F
DECEMBER 2021				16 DAYS
		1	2	3
6	7*	8*	9	10
13	14	15	16	17
20	21	<22>	23	24
27	28	29	30	31

M	T	W	TH	F
JANUARY 2022				20 DAYS
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25*	26	27	28
31				

M	T	W	TH	F
18 DAYS				FEBRUARY 2022
	1	2	3	4
7	8	9	10	11
14	15	16	17	<PD>
21	22	23	24	25
28				

M	T	W	TH	F
23 DAYS				MARCH 2022
	<PD>	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
16 DAYS				APRIL 2022
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	<PD>	27	28	29

M	T	W	TH	F
21 DAYS				MAY 2022
2	3	4	5	6
9	10	11	12	13
16	<PD>	18	19	20
23	24	25	26	27
30	31			

M	T	W	TH	F
10 DAYS				JUNE 2022
		1	2	3
6	7	8	9	10
13	<LD>	15	16	17
20	21	22	23	24
27	28	29	30	

Projected Last Day ~
 If weather or other emergencies require the closing of school, these days will be made up after the projected last day to June 30th. If additional weather-related days are needed beyond these days, we will begin with April 15th and move backward.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 14, 2021

Decision Requested X Agenda Code 9 c

AGENDA REPORTING FORM

Agenda Topic: Policy 1316 – Relations between Public and School Personnel – Second Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 1316 – Relations Between Public and School Personnel

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

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: The Board of Education Policy & Personnel Committee is bringing the draft Policy 1316 to the full Board for a Second Reading.

Titles of Attachments:

1. DRAFT Policy 1316



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 1316
Relations between Public and School Personnel
Draft



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community Relations

Relations between Public and School Personnel

Conduct on School Property (Civility)

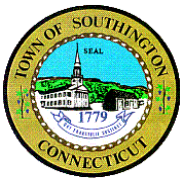
The Southington Board of Education (Board) expects mutual respect, civility and orderly conduct among all individuals on school property or at school events. District staff will treat parents and other members of the public with respect and expect the same in return. The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among Board members, district employees, parents and the public. It is not intended to deprive any individual of his/her right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free environment for students and staff. Volatile, hostile or aggressive actions and words cannot be tolerated, and individuals who engage in these activities may face legal penalties.

In the interest of presenting Board members and District employees as positive role models to the students as well as to the community, the Board encourages positive communication and discourages volatile, hostile or aggressive actions. The Board seeks public cooperation with this endeavor.

Standards

- A. Expected behaviors include but are not limited to:
1. Respect and courtesy in language, demeanor, and actions
 2. Moderate tone and volume of voice
 3. Active and respectful listening
 4. Respectful acknowledgement of cultural differences
 5. Respect for the personal, civil, and property rights of others
 6. Appropriate and courteous use of telephone, public address systems, electronic devices and any other verbal communication device
 7. Appropriate and courteous written communication, including notes, letters, email and text messages



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community Relations

Relations between Public and School Personnel

- B. Unacceptable behaviors include but are not limited to:
1. Rude, insulting or demeaning language and/or actions
 2. Persistently unreasonable demands
 3. Intrusive and/or interruptive behavior
 4. Displays of temper
 5. Harassment and intimidation
 6. Threatening and/or abusive gestures and behavior
- C. Incidents of uncivil behavior should be resolved cooperatively with the individual(s) most directly involved.
- D. The Superintendent or designee will develop administrative regulations that provide direction for occurrences of disruptive behavior, dispute resolution, and enforcement of this Civility policy.

Safety and Security

The Superintendent or designee will ensure that a safety and/or crisis intervention techniques program is provided in order to raise awareness on how to deal with these situations if and when they occur.

When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their Principal or supervisor and file a written report.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the District to pursue legal action against the student or the student's parent/guardian.

Enforcement

The Principal or his/her designee shall be responsible for enforcing the conduct required by this civility policy. When the Principal or his/her designee sees or is advised by others of an individual engaged in the prohibited conduct, which in his or her judgment and discretion does not pose any immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct, in the judgment and discretion of the Principal or designee poses an immediate threat of injury to persons or property, or to public order, the Principal or designee shall have the individual removed immediately from



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community Relations

Relations between Public and School Personnel

the school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The District may initiate disciplinary action against any student or staff member, as appropriate, in compliance with applicable Board of Education policies and bargaining unit agreements. In addition, the District reserves the right to pursue a civil or criminal legal action against any person violating this policy and its corresponding administrative regulation.

Documentation

When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy at the time of occurrence.

Following any violation of the provisions of this policy, the employee will immediately notify his/her supervisor and provide a written report of the incident.

- (cf. 1110.1 - Parent Involvement)
- (cf. 1120 - Public Participation at Board of Education Meetings)
- (cf. 1250 - Visits to Schools)
- (cf. 1251 - Loitering or Causing Disturbances)
- (cf. 1310 - Relations Between the Public and School Personnel)
- (cf. 1312 - Public Complaints)
- (cf. 1330 - Use of School Facilities)
- (cf. 5131.911 - Bullying)
- (cf. 4118.15/4218.15 - Workplace Bullying)
- (cf. 1700 - Otherwise Lawful Possession of Firearms on School Property)
- (cf. 6145.71 - Use of Alcohol by Adults)

- Legal Reference: Connecticut General Statutes
- 1-225 Meetings of the government agents to be public.
 - 1-232 Conduct of the meeting.
 - 10-221 Boards of education to prescribe rule(s), policies, and procedures.
 - 10-238 Petition for hearing by board of education.
 - 10-239 Use of school facilities for other purposes.
 - 53a-185 Loitering in or about school grounds: Class C misdemeanor.

Policy adopted: January, 2021



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community Relations

Relations between Public and School Personnel

Conduct on School Property (Civility)

Standards

- A. Expected behaviors include but are not limited to:
 - 1. Respect and courtesy in language, demeanor, and actions
 - 2. Moderate tone and volume of voice
 - 3. Active and respectful listening
 - 4. Respectful acknowledgement of cultural differences
 - 5. Respect for the personal, civil, and property rights of others
 - 6. Appropriate and courteous use of telephone, public address systems, electronic devices and any other verbal communication device
 - 7. Appropriate and courteous written communication, including notes, letters, email and text messages
- B. Unacceptable behaviors include but are not limited to:
 - 1. Rude, insulting or demeaning language and/or actions
 - 2. Persistently unreasonable demands
 - 3. Intrusive and/or interruptive behavior
 - 4. Displays of temper
 - 5. Harassment and intimidation
 - 6. Threatening and/or abusive gestures and behavior
- C. Incidents of uncivil behavior should be resolved cooperatively with the individual(s) most directly involved.

Training and Resources

- A. The Superintendent/designee will communicate expectations for civil behavior outlined in the policy to all school administrators and central office personnel.
- B. The Principal/supervisor or designee will communicate expectations of civil behavior annually to their staff, students, parents, and community groups as appropriate.



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community Relations

Relations between Public and School Personnel

- C. The Principal/supervisor or designee will provide appropriate resources, guidance, and professional development with the goal of promoting civil behavior and addressing related concerns within the school system.

Disruptions

1. Any individual who disrupts or threatens to disrupt school/office operations, threatens the health and safety of students or staff, willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on District property, will be directed to leave the school or District property promptly by the Superintendent, Principal or designee.
2. If any member of the public uses obscenities or communicates in verbal or written language in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly and provide the speaker with a copy of this policy. If corrective action is not taken by the abusing party, the District employee will verbally notify the abusing party that his/her participation in the meeting, conference, electronic or telephone conversation is terminated and, if there is a meeting or conference on District premises, the offending person will be directed to leave promptly.
3. Disruptions on the part of a staff member or behavior that would be considered insulting or demeaning toward others by a staff member would be treated as described above. Appropriate disciplinary action is to be taken in accordance with applicable Board of Education policies and the current collective bargaining unit agreement.
4. When an individual is directed to leave under circumstances outlined in paragraphs 1 or 2, the Superintendent, Principal or designee shall inform the person that he/she may be guilty of a misdemeanor in accordance with Connecticut General Statutes.

Resolution Process for Addressing Concerns and Issues

- A. Resolution through Cooperative Agreement

Individuals who feel they have been subjected to uncivil conduct are encouraged to resolve the concern/issue with the person or persons directly involved when appropriate. Through a process of cooperative agreement, the affected individuals may be able to reach a mutually effective resolution.



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community Relations

Relations between Public and School Personnel

B. When Resolution is not Reached through Cooperative Agreement

Either party may cite this policy and notify the other person that they are ending the conversation or the interaction and removing themselves from the situation (for instance, ending a phone call, walking out of the room, or requesting the other individual leave the room).

Enforcement

The Principal or his/her designee shall be responsible for enforcing the conduct required by this civility policy. When the Principal or his/her designee sees or is advised by others of an individual engaged in the prohibited conduct, which in his or her judgment and discretion does not pose any immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct, in the judgment and discretion of the Principal or designee poses an immediate threat of injury to persons or property, or to public order, the Principal or designee shall have the individual removed immediately from the school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The District may initiate disciplinary action against any student or staff member, as appropriate, in compliance with applicable Board of Education policies and bargaining unit agreements. In addition, the District reserves the right to pursue a civil or criminal legal action against any person violating this policy and its corresponding administrative regulation.

Regulation Approved:

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 14, 2021

Decision Requested X Agenda Code 9 d

AGENDA REPORTING FORM

Agenda Topic: Policy 4118.11 – Non-Discrimination Personnel – Second Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4118.11–
Non-Discrimination Personnel

Background: The Policy and Personnel Committee reviews policies with the
administration to ensure they are current and appropriate.

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: The Board of Education Policy & Personnel Committee
is bringing the draft Policy 4118.11 to the full Board for a Second Reading.

Titles of Attachments:

1. DRAFT Policy 4118.11



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 4118.11
Non-Discrimination Personnel
Draft



SOUTHTON PUBLIC SCHOOLS

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NON-DISCRIMINATION PERSONNEL

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, genetic information, veteran status, or any other basis prohibited by state or federal law.

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, alienage, 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, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

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.

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.



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Any employee 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/Personnel. These regulations accompany Board Policy #4118.11 Non-Discrimination-Personnel 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 under other appropriate policies # 4118.112 Sexual Harassment. *Section 504/ADA (Personnel) Under development*

Any employee 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)

Employees 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:



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**Human Resources
Weischel Municipal Center
200 North Main Street, Southington CT 06489
860-628-3200 ext. 355**

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

**Human Resources
Weischel Municipal Center
200 North Main Street, Southington CT 06489
860-628-3200 ext. 355**

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:

**Human Resources
Weischel Municipal Center
200 North Main Street, Southington CT 06489
860-628-3200 ext. 355**

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
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110-233, 42 U.S.C. § 2000ff; 29 CFR 1635.1 et seq.
Connecticut General Statutes § 10-153. Discrimination on basis of marital status
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.
Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans,
Leaves of Absence for National Guard Members, Application for Certain
Medicaid Programs, and Disclosure of Certain Records to Federal Military Law
Enforcement.

ADOPTED: January, 2021

REVISED: November 2020



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NON-DISCRIMINATION PERSONNEL

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)

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, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, genetic information, veteran status, or gender identity or expression 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, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, genetic information 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 under other appropriate policies # 4118.112 Sexual Harassment. *Section 504/ADA (Personnel) Under development*

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, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, genetic information 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



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harassment on the basis of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, genetic information, 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 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.



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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 such extension. 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 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



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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.

Any employee 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)

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



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

Anyone who has questions or concerns about these regulations may contact:

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 or regulations regarding discrimination on the basis of gender/sex may contact:

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:

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

10/2017



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NON-DISCRIMINATION PERSONNEL

DISCRIMINATION COMPLAINT FORM

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

Name of the complainant _____

Date of the complaint _____

Date of the alleged harassment/discrimination _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such harassment/discrimination occurred _____

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

Detailed statement of the circumstances constituting the alleged harassment/discrimination.

Proposed remedy _____

11/2020

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 14, 2021

Decision Requested X Agenda Code 9 e

AGENDA REPORTING FORM

Agenda Topic: Policy 5130 – Bullying Prevention and Intervention Policy – Second Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5130–
Bullying Prevention and Intervention Policy

Background: The Policy and Personnel Committee reviews policies with the
administration to ensure they are current and appropriate.

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: The Board of Education Policy & Personnel Committee
is bringing the draft Policy 5130 to the full Board for a Second Reading.

Titles of Attachments:

1. DRAFT Policy 5130



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 5130
Bullying Prevention and Intervention Policy
Draft



SOUTHINGTON PUBLIC SCHOOLS

Series 5000

Bullying Prevention and Intervention Policy

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

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

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

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

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

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



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Bullying Prevention and Intervention Policy (cont.)

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

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

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

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
2. enable the parents or guardians of students to file written reports of suspected bullying;
3. require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;



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Bullying Prevention and Intervention Policy (cont.)

7. provide for the inclusion of language in student codes of conduct concerning bullying;
8. require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty- eight hours after the completion of the investigation described in subdivision (4), above;
9. require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying.
10. require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying.
11. establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
12. direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
14. direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
15. require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
16. Prohibit bullying (A) on school grounds, at a school-sponsored or school related



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Bullying Prevention and Intervention Policy (cont.)

activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local regional Board of Education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of the school;

17. require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
18. require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a or 10-222j related to the identification, prevention, and response to bullying; and
19. provide (on the Board's website) training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

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

The Board shall submit its Safe School Climate Plan to the State Department of Education for review and approval. Not later than 30 calendar days after approval by the Department,

The Board shall make such plan available on the Board's (and each individual school in the school district's web site) and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.



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Bullying Prevention and Intervention Policy (cont.)

Legal References:

Public Act 19-166

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10- 220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. §§ 10-233a through 10-233f

Policy Adopted: April 28, 2005
Policy Revised: April 2009
Policy Revised: December 2011
Policy revised: December 2020

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 14, 2021

Decision Requested X Agenda Code 9 f

AGENDA REPORTING FORM

Agenda Topic: Policy 5141.6 – Wellness Policy – Second Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5141.6– Wellness Policy

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

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: The Board of Education Policy & Personnel Committee is bringing the draft Policy 5141.6 to the full Board for a Second Reading.

Titles of Attachments:

1. DRAFT Policy 5141.6



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 5141.6

Wellness Policy

Draft



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concepts and Roles in Student Policies

WELLNESS POLICY

It is the policy of the Southington Board of Education to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness (“Advisory Council”) to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (i.e. any private company employed to provide food services), teachers of physical education, school health professionals, school administrators, the board of education, and members of the public and may also involve Supplemental Nutrition Assistance Program (“SNAP”) coordinators or educators. The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy.

I. GOALS AND GUIDELINES

The Board, following consultation with the Advisory Council, adopts the following goals and guidelines in order to promote student wellness:

A. Nutrition Education and Promotion

- Reviewing “Smarter Lunchroom” tools and strategies
- Including nutrition education as part of health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development, such as meal planning, recognizing food groups within a meal, understanding health information and food labels to evaluate the nutrient quality and contribution of foods
- Including nutrition and health posters, signage, or displays in the cafeteria food service and dining areas, classrooms, hallways, gymnasium and/or bulletin boards that are frequently rotated, updated or changed
- Providing developmentally appropriate and culturally relevant participatory activities, such as contests, surveys, promotions, food demonstrations and taste-testing, voting for school meal recipe names, cafeteria design or décor challenges, farm visits, and school gardens
- Offering information to families that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families
- Partnering with community health agencies or organizations for school wellness activities

B. Physical Activity and Other School-Based Activities

- Offering staff wellness activities and professional development opportunities related to health and nutrition that inspire school staff to serve as role models and practice healthy eating, physical activity and other activities that support staff and wellness



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WELLNESS POLICY

- Promotion of health fairs, TV-turnoff week, school-supported races, family wellness activities or family day activities that promote health and wellness
- Incorporating a school garden, Farm to School, Farm to Cafeteria or activities that promote healthy eating
- Sending school newsletters or dedicated parts of newsletters or school websites promoting healthy eating, healthy recipes and physical activity
- Encouraging and promoting the use of PASS (Physically Active School Systems) and other healthy initiatives that promote physical activity and healthy eating
- Applying for the Healthier US School Challenge
- Completing and reporting the results of the School Health Index self-assessment process to assess the extent to which some or all components of the local school wellness policy are being implemented in schools
- Using the Centers for Disease Control School Health Guidelines to Promote Healthy Eating and Physical Activity
- Setting minimum physical education requirements including time, frequency and intensity
- Setting maximum teacher to student ratios for physical education classes
- Setting minimum requirements for recess, including amount of time and scheduling of recess time
- Requiring recess to be outdoors if possible
- Encouraging walking and biking to school through safe route programs
- Creating after school activity programs, student health council, and community/family programs that encourage healthy habits
- Scheduling school meals at appropriate times in appropriate settings
- Marketing healthy food in ways that increase its appeal
- Giving students and the community after-school access to school activity facilities

C. Nutritional Guidelines for School Food

- Whether the district follows updated meal patterns (e.g. offering fruits and vegetables each day, more whole grains and portion sizes and calories standards to maintain a healthy weight)
- A description of nutrition standards for school meals
- The website address of current school menus
- Description of federal Child Nutrition Programs in which the district participates (e.g. Fresh Fruit and Vegetable Program, Summer Food Service Program, etc.)
- How participation in the school meal programs will be promoted and how families are notified of the availability of Child Nutrition Programs and how to determine children's eligibility for such programs
- Whether school meals are prepared onsite or offsite, and if a food service management company operates the school meal programs



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WELLNESS POLICY

- Timing and duration of school meals that consider evidence-based research to support healthy eating
- Information about the availability of free drinking water throughout the school day
- Regulating a la carte, vending machine, concession and school store offerings in each school
- Regulating after school activity, field trip, school event and school party offerings
- Encourage limiting the use of candy and other unhealthy foods as fundraisers
- Training and certification of food preparation and food service staff
- Evaluating food and drink contracts

At a minimum, all reimbursable school meals (i.e. free and reduced lunches) shall meet the program requirements and nutritional standards established by the USDA regulations applicable to school meals.

D.Guidelines for the Marketing of Food on Campus

Food or beverage marketing on campus during school hours shall only be permitted of foods and beverages that may be sold on the school campus during the school day and that comply with competitive food standards. Food marketing includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage, product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. Food marketing includes the marketing of food or beverages on the exterior of vending machines, through posters, menu boards, coolers, trash cans and other food service equipment, as well as cups used for beverage dispensing.

II.MEASURING THE IMPLEMENTATION OF WELLNESS POLICY

A. Oversight of the Wellness Policy

Pursuant to this policy, the Board shall designate the District Health Advisory Council to be responsible for the implementation and oversight of the school district's wellness program. The Council will be responsible for ensuring that the goals and guidelines relating to nutrition promotion and education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

B. Triennial Assessment

At least every three years, the Board will measure and make available to the public an assessment on the implementation of the wellness policy. In this triennial assessment, the Board will indicate the extent to which schools are in compliance with the wellness policy and how the



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WELLNESS POLICY

Board's wellness policy compares with model school wellness policies. In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the wellness policy and will provide the basis for appropriate updates or modification to the wellness policy.

C. Informing and Updating the Public

In accordance with federal law and applicable regulations, the Board will inform and update the public (including parents, students and others in the community) about the content and implementation of its wellness policy as well as the results of the triennial assessment. The results of the triennial assessment will be made available in an accessible and easily understood manner. The Board will make its wellness policy and any updates to the policy available to the public on an annual basis.

D. Recordkeeping

The Board of Education will retain records to document compliance with the local school wellness policy requirements. The Board shall retain the Wellness Policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment and documentation to demonstrate compliance with public notification requirements.

Legal References:

Connecticut General Statutes:

- § 10-215f Certification that food meets nutrition standards.
- § 10-221o Lunch periods. Recess.
- § 10-221p Boards to make available for purchase nutritious and low-fat foods.
- § 10-221q Sale of beverages.

Public Act 16-37, *An Act Concerning Connecticut's Farm to School Program*

Public Act 16-132, *An Act Establishing a Red Ribbon Pass Program*

Federal Law:

42 U.S.C. § 1751

Richard B. Russell National School Lunch Act § 9(f)(1) and § 17(a), codified at 42 U.S.C. § 1758(f)(1), 42 U.S.C. § 1758b and 42 U.S.C. § 1766, as amended by Pub. L. 111-296, § 204, *Healthy, Hunger-Free Kids Act of 2010*.



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20 U.S.C. § 7118, as amended by Pub. L. 114-95, *Every Student Succeeds Act*.

7 C.F.R. § 210.10 Meal requirements for lunches and requirements for afterschool snacks.

7 C.F.R. § 210.11 Competitive food service and standards.

7 C.F.R. § 210.31 Local school wellness policy.

7 C.F.R. § 220.8 Meal requirements for breakfasts.

ADOPTED: _____

REVISED: _____

DRAFT

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 14, 2021

Decision Requested X Agenda Code 9 g

AGENDA REPORTING FORM

Agenda Topic: Policy 5150 – Non-Discrimination – Students - Second Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5150– Non-Discrimination - Students

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

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: The Board of Education Policy & Personnel Committee is bringing the draft Policy 5150 to the full Board for a Second Reading.

Titles of Attachments:

1. DRAFT Policy 5150



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 5150
Non-Discrimination Students
Draft



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NON-DISCRIMINATION - STUDENTS

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status or gender identity or expression, subject to the conditions and limitations established by law.

It is the policy of the Board 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), veteran status, gender identity or expression, 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. It is also the 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, sexual orientation, marital status, national origin, disability (including pregnancy), veteran status or gender identity or expression.

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.

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.

Any student and/or parent/guardian 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/Students. These regulations accompany Board Policy #5150 **Non-Discrimination Students** 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.



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NON-DISCRIMINATION - STUDENTS

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.**

Any student and/or parent/guardian 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>

Any student and/or parent/guardian 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

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

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



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NON-DISCRIMINATION - STUDENTS

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 IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.
Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.
Connecticut General Statutes § 10-15c, § 46a-58, and § 46a-81a, et seq.
Connecticut General Statutes § 1-1n, "Gender Identity or Expression" defined
Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans,
Leaves of Absence for National Guard Members, Application for Certain
Medicaid Programs, and Disclosure of Certain Records to Federal Military
Law Enforcement.

ADOPTED:

REVISED: November, 2020



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NON-DISCRIMINATION - STUDENTS

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (STUDENTS)

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of protected characteristics on the basis of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, veteran status, or gender identity or expression 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 also the 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, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression or veteran status.

Any student and/or parent/guardian 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/Students. These regulations accompany Board Policy #5150 Non Discrimination-Students 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**.

All other complaints by a student or parents/guardians alleging discrimination against a student on the basis of the protected characteristics listed herein should file a written complaint with:

Erin Nattrass, Principal South End School, 860-628-3320 or email
at enattrass@southingtonschools.org

OR

Amy Aresco, Special Education Coordinator, 860-628-3200 ext.208 or email
at aaresco@southingtonschools.org



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NON-DISCRIMINATION - STUDENTS

Preferably, complaints should be filed within thirty (30) 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, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, veteran status. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

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

Complaint Procedure

As soon as a student feels that he or she has been subjected to discrimination or harassment on the basis of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, veteran status, he/she should make a written complaint to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or 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.
- H. Proposed remedy.



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NON-DISCRIMINATION - STUDENTS

Any student who makes an oral complaint of harassment or discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints 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 shall designate a district or school administrator to 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 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 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 applicable) (to the extent permitted by state and federal confidentiality



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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 applicable) 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 met, the complainant (and respondent, if applicable) 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 the complainant (and/or respondent, if applicable) is not satisfied with the findings and conclusions of the investigation, the complainant (and/or respondent, if applicable) 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 complainant (and/or respondent, if applicable), 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 the investigator and complainant (and/or respondent, if applicable), a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant (and respondent, if applicable) 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.



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NON-DISCRIMINATION - STUDENTS

Any student and/or parent/guardian 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>

Any student and/or parent/guardian 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

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

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 gender/sex may contact the Board’s Section 504/ADA Coordinator:

Director of Pupil Services
200 North Main Street
Southington, CT 06489
(860) 628-321010/2017



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Series 5000 Concept and Roles in Student Policies

NON-DISCRIMINATION - STUDENTS

DISCRIMINATION COMPLAINT FORM

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

Name of the complainant _____

Date of the complaint _____

Date of the alleged harassment/discrimination _____

Name or names of the harasser(s) or discriminator(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 14, 2021

Decision Requested X

Agenda Code 9 h

AGENDA REPORTING FORM

Agenda Topic: SHS Textbook Adoption – Second Reading

- Biology – Miller and Levine, 2020

Summary of Issue: Textbook selection is part of our curriculum design process. Included are supporting documents for the textbook listed above. The Board of Education Curriculum and Instruction Committee reviewed these requests at their December 4, 2020 meeting.

Background: New textbooks have traditionally been ordered in the spring and summer for the coming year and approval from the Board of Education is required.

Alternative Strategies: The Board may reject the textbook recommendation.

Cost (if applicable): see attached **Funding Source:** Budget

Beginning Date of Program or Project: 2021

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum and Instruction Committee is bringing the textbook request above to the full Board for a second reading and approval

Titles of Attachments:

1. Textbook Form


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

Biology

Miller and Levine, 2020

**Southington Public Schools
Southington, CT**

TEXTBOOK ADOPTION FORM – PART A

Date: 10/15/20

1 Curriculum Committee or department submitting change: SHS Science Department

2 Grade levels and high school course(s) in which text will be used: Biology

3 Proposed Text

a. Title Miller and Levine: Biology (9780328990023)
 b. Author(s) full name(s) Kenneth R. Miller and Joseph S. Levine
 c. Publisher (name and location) Pearson
 d. Copyright Date 2019

4 Cost of recommended text: \$53,681.74

5 Amount Budgeted: \$53,681.74

6 Number of student copies to be purchased: 450

7 This text is (check one): *A replacement for existing text* *A new text for new or revised course*

8 Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

This text will replace the following two textbooks:

- Biology(2014)Pearson/978-0-13-323575-3 (CCP)
- Biology-Exploring Life (2009) Prentice Hall/978-0-13-3691115 (CP)

These textbooks are not in alignment with the Next Generation Science Standards (NGSS). These standards have a heavy focus on phenomena driven instruction as well as reading for information. This textbook focuses on phenomena driven learning, the students engage with real-world observations and problems. Each unit begins with a real-world phenomenon that is referenced throughout the subsequent chapters. Each chapter also contains case studies that relate to the anchoring phenomenon and further engage students in the real-world nature of the science content. This real world focus aligns with our current curriculum work. Throughout each unit students' question, conduct investigations, analyze data to explain these real world problems. The text has a variety of student resources to help guide their learning, including but not limited to computer-based interactives, videos, authentic reading articles, data analysis activities, simulations, and

STEM/Engineering projects. The resources available to students as well as staff set this textbook apart from others.

The supplemental resources provide teachers with leveled activities (readings and investigation) affording them the ability to differentiate their instruction, meeting the needs of a variety of learners allowing the textbook to be used for both CP as well as the CCP level. There are a variety of graphic organizers, materials to help students make their thinking visible and foster collaboration, and tables to help students keep track of major ideas throughout units. In addition, there are multidimensional assessments aligned with the NGSS. The assessment materials provided with this text include engineering challenges, 3-dimensional question stems, and data analysis that will give teachers a starting point with which to create NGSS aligned assessments that will help prepare our students for that style of assessment.

Department or Committee Members: SHS Science

Approvals:



Department Chair Signature



Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

<p>CK12 - Biology for High School (Flexbook 2.0) Biology - Miller & Levine - 2014 Biology - Miller & Levine - 2019 Biology - Campbell 11th Edition - 2017</p>
--

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

<p>The 2019 edition of the Miller & Levine textbook is the only textbook that is fully aligned with the NGSS standards adopted by the district. This text contains resources and materials rooted in real world phenomenon that guide students through the process of science. The teacher resources, assessments, case studies, and labs are fully aligned to support the Science and Engineering Principles and Cross Cutting Concepts laid out in the NGSS standards. Furthermore, the level of this text is robust enough to challenge students but is still accessible to students. In a curriculum with reading for understanding as a focus, an accessible text is crucial. The CK12 book varied widely in its level of writing from topic to topic. Some topics were too basic while others were too complex. The Campbell text was written at too high a level to be accessible to more of our students. Both Miller & Levine books were written at an appropriate level and contained great supporting graphics and activities as referenced above. Of the two Miller & Levine books, only one was rooted in real world problem solving.</p>
--

- III. If the textbook is rated as "weak" on any of the evaluation criteria, explain why the committee is recommending its adoption.

N/A

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (attach the readability study to this form)? Yes X No

If no, please explain why the textbook is being recommended.

--

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate from a low of 1-point to a high of 3-points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

<u>OBJECTIVES AND CONTENT</u>	1	2	3	N/A
1. To what extent are the objectives of the text stated?			X	
2. To what extent do the objectives of the text correlate with goals and objectives of the course?			X	
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?			X	
4. To what extent does the content of the text cover the content requirement of the course?			X	
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?			X	
6. To what extent does the content of the text reflect recent scholarship in this subject area?			X	
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?			X	
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?			X	
9. To what extent do the text learning aids (pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?			X	
10. To what extent are skills and skill development stressed throughout the text?			X	
11. To what extent does the text offer practice opportunities to reinforce the skills that are taught?			X	
12. To what extent is this text interesting to read?			X	
13. To what extent do the text and supplemental materials reflect current learning theory and principles?			X	

Comments: The book logically builds on background knowledge and explains new concepts clearly. It links to real world examples throughout to make concepts more engaging to students. See the rationale for more details.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?			X	
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?			X	
3. To what extent is the typeface and type size suitable for the students who will be reading it?			X	
4. To what extent are the illustrations pleasing, well selected, and well placed?			X	
5. To what extent is the book effectively organized for maximum student learning?	3			

Comments: The online resources also contain a text reading feature for our struggling readers.

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?			X	
2. To what extent are up-to-date reference sources listed in an easily used format?		X		
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?			X	
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?			X	
5. To what extent are appropriate test materials available for teachers?			X	
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?			X	
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?			X	

Comments: ___The supplemental resources provide teachers with leveled activities (readings and investigation) affording them the ability to differentiate their instruction, meeting the needs of a variety of learners allowing the textbook to be used for both CP as well as the CCP level. ___

TREATMENT OF SENSITIVE AREAS**1 2 3****N/A**

- | | | | | |
|----|---|---|---|--|
| 1. | To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present? | X | | |
| 2. | To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented? | X | | |
| 3. | To what extent are all sides of a controversial issue treated fairly and objectively? | | X | |

Comments: The book presents facts and scientific models, minimizing controversial issues.

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Miller and Levine Biology

Author(s): Kenneth R. Miller and Joseph S. Levine

Copyright: 2019 Publisher: Pearson

Class: CCP and CP Biology Grade(s):

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	Yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	Yes
	Is the information up to date?	Yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	Yes
Teacher comments on Text Content : <u>See rationale</u>		

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	Yes
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	Yes
	Does the author build on the students' prior knowledge within the chapter subsections?	Yes
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students	Yes

can convert them to focus-questions that direct their reading?

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

Teacher comments on *Pre-reading* aids: A clear connection is made to all NGSS standards, key questions posed as well as key vocabulary defined at the start of every chapter.

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Sometimes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Sometimes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Are there special appendices to provide students with additional reference materials?	Yes
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes

Is the presentation of main ideas and details consistent in each chapter?

Yes

Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)

Yes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Vocabulary Development	Are important words/concepts highlighted in the text?	Yes
	Are important words/concepts clearly defined or explained within the reading?	Yes
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	Yes
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	Yes

Teacher comments on **Active Reading** components of text: The text is organized around real world problems with reading tools to help students extract relevant information. All vocabulary words are linked to a definition in the eText.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	Do the questions at the end of the chapter encourage higher order thinking skills?	Yes
	Are there questions within or at the end of a chapter to promote class or small group	Yes

discussion or writing?

Teacher comments on ***Post-Reading*** components of text: There are well constructed review questions as well as a quizzes including multidimensional assessment items for the students to demonstrate their knowledge.

Textbook

Miller and Levine: Biology

Flesch Reading Ease

54

Flesch-Kincaid Grade Level

10

Insert text here: (eText)

20.1 The Fossil Record

Objectives

- OBJECT 1: Summarize specific information that scientists use to determine the age of a fossil.
- OBJECT 2: Explain how the fossil record is incomplete and why.
- OBJECT 3: Describe the fossil record's contribution to understanding the history of life on Earth.

READING TOOL

1. The fossil record is the best source of information about the history of life on Earth. It is a record of the remains of organisms that lived in the past. It is a record of the history of life on Earth. It is a record of the history of life on Earth. It is a record of the history of life on Earth.



The impression of a fossil skull is a record of the history of life on Earth.

If you were able to interpret fossils, knowing that the fossil is the remains of a dead organism, you would be able to determine the age of the fossil. You would be able to determine the age of the fossil. You would be able to determine the age of the fossil. You would be able to determine the age of the fossil.

Fossils and Ancient Life

Fossils provide vital information about extinct species—organisms that have died out. Fossils form slowly and only under certain conditions. The fossil record is incomplete because not every organism is preserved as a fossil. Many organisms die and decay before they can be fossilized. Many organisms die and decay before they can be fossilized. Many organisms die and decay before they can be fossilized.

Figure 20.1: Fossil record of a fish.



The fossil record is a record of the history of life on Earth. It is a record of the history of life on Earth. It is a record of the history of life on Earth. It is a record of the history of life on Earth.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 14, 2021

Decision Requested x Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Unaffiliated Compensation

Summary of Issue:

The Board of Education annually determines compensation for Unaffiliated staff.

Background: The Board has approved compensation for Unaffiliated staff in the fall each of the previous two years. The timeline was delayed this year due to the Pandemic

Alternative Strategies: N/A

Cost (if applicable): Varies **Funding Source:** Operating budget

Beginning Date of Program or Project: July 1, 2021

Ending Date of Program or Project: June 30, 2022

Recommendation or Comment: Motion: To approve compensation for Unaffiliated staff for the 2021-2022 school year as proposed by the administration.

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date January 14, 2021

Decision Requested _____

Agenda Code 10 b

AGENDA REPORTING FORM

Agenda Topic: 2021-2022 Proposed Operating Budget Presentation

Summary of Issue: The Superintendent of Schools will present his proposed 2021-2022 Operating Budget to the Board of Education and the public for the first time.

Background: Discussion regarding the Superintendent's Proposed 2021-2022 Operating Budget will begin at the first workshop on Tuesday, January 19, 2021.

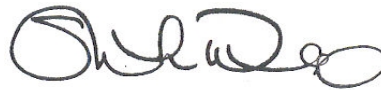
Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2021

Ending Date of Program or Project: June 30, 2022

Recommendation or Comment: Informational



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. _____
2. _____