

Southington Board of Education Meeting

Thursday, April 25, 2024 6:30 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489



COMMITTEE OF THE WHOLE - OPERATIONS

1. CALL TO ORDER
2. Executive Session
 - a. Student Matters
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance
5. Appointment of Principal - Derynoski Elementary School
6. Celebration of Excellence - Invention Convention Inventors
7. Approval of Minutes - March 28, 2024
8. Public Communications
 - a. Communications from Student Board Representatives
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Public - Agenda Items Only
9. Committee Reports
 - a. Districtwide Facilities Committee Meeting - March 27, 2024
 - b. Policy & Personnel Committee Meeting - April 3, 2024
 - c. Curriculum & Instruction Committee Meeting - April 19, 2024
10. Superintendent's Report
 - a. Personnel Report
11. Old Business
 - a. Town Government Communications
 1. Pleasant Street Property - Agriculture Science & Technology, SHS
 - b. Policy 5144 - Students Welfare, Play Learning, Student Discipline - Revised - Second Reading (Tabled at February 22, 2024 meeting)
12. New Business
 - a. Reading Program Presentation
 - b. Policy 5130 - Bullying Prevention and Intervention - Revised - First Reading
 - c. Policy 5130.1 - Safe School - New - First Reading
 - d. Policy 9160 - Student Representatives on the Board of Education - Revised - First Reading
 - e. Approval of Job Descriptions
 1. Computer Technician - Revised
 2. Technology Analyst - Revised
 3. Secondary Library Media and Instruction Technology - New

13. Adoption of 2025 Board of Education Meeting Dates
14. Public Communications
 - a. Public
15. Adjournment

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

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT
REGULAR MEETING**

MARCH 28, 2024

The regular meeting of the Southington Board of Education (Committee of the Whole - Operations) was held on Thursday, March 28, 2024, at 7:00 p.m. as a public meeting in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session preceding at 6:30 p.m.

1. CALL TO ORDER

Mrs. Clark, Board of Education Chairperson, called the meeting to order at 6:31 p.m.

Board members present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams. Absent: Mr. Sean Carson
Cabinet administrators present: Mr. Steven Madancy, Superintendent of Schools and Mr. Frank Pepe, Assistant Superintendent (*left at 6:52 p.m.*).

2. EXECUTIVE SESSION – Student Matters, Contract Negotiations, Superintendent’s Mid-Year Evaluations, Pending Litigation

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

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters, Contract Negotiations-Nutmeg Independent Labor Union for Administrative Assistants and Food Service Workers, Superintendent’s Mid-Year Evaluations, and Pending Litigation, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

*Mrs. Clark ended Executive Session at 7:08 p.m.
The Regular Board Meeting was reconvened at 7:12 p.m.*

3. RECONVENE MEETING – REGULAR SESSION

Board members present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams. Absent: Mr. Sean Carson
Cabinet administrators present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance; Dr. Rebecca Cavallaro, Director of Pupil Personnel Services
Student Representatives present: Uptej Singh, Chelsey Arduini, Akari Win

4. PLEDGE OF ALLEGIANCE & MOMENT OF SILENCE

Student Representatives led in reciting the Pledge of Allegiance.

Mrs. Clark called for a Moment of Silence in memory of the following:

Vicky DiMaio, who passed away on March 4, 2024. She was a teacher for over 30 years at Kennedy Middle School until her retirement in 2004.

Carol Boyce, who passed away on March 5, 2024. She worked for the Southington Public Schools for 17 years as a Clerk at Central Elementary School and Secretary at North Center Elementary School until her retirement in 2004.

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

“Move to add Agenda Item 11.f ‘Student Expulsion’.”

Motion carried unanimously by voice vote.

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

“Move to add Agenda Item 11.g ‘Nurses Negotiation Committee Appointment.’”

Motion carried unanimously by voice vote.

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

“Move to move Agenda Items 11.c.1&2 ‘Approval of Out of State/Overnight Field Trips’ to Agenda Item 7.e.1&2.”

Motion carried unanimously by voice vote.

5. CELEBRATION OF EXCELLENCE – Oratorical Contest Winner

Mr. Madancy introduced the Oratorical Contest winner for this school year, Natalie Lukanik. The Oratorical Contest is sponsored by the Southington American Legion and displays a student’s knowledge of the United States Constitution requiring critical thinking and communication. Natalie spoke briefly about her topic and experience. Mrs. Clark presented Natalie with a Certificate of Excellence on behalf of the Board of Education.

6. APPROVAL OF MINUTES – February 22, 2024

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

“Move to approve the regular Board of Education meeting minutes of February 22, 2024, as submitted.”

Motion carried unanimously by voice vote.

7. PUBLIC COMMUNICATIONS

a. Communication from Student Representatives

Chelsey Arduini reported on the current and upcoming activities at Southington High School that included the BOE Student Representatives attending the CABA Day on the Hill Event; Career Fair April 2; Swim Team ALS Research Fundraiser; Juniors took SATs on Tuesday; Junior Prom to be held on April 20, 6:30 p.m. at BellaVista with the theme “A Starry Knight”; Spring Fling was held for freshmen and sophomores; Unified Theater on March 15; the Italian language classes held their annual Mangia Mania Day.

Uptej Singh reported on the following: Results of the SHS CyberKnights Robotics team competition; Chinese New Year's Festival; the Mandarin language program at SHS that he was taking; Spring sports start next week.

Akari Winn gave the district report for Kennedy Middle School that included the JFK Robotics Team competition; JFK sixth grade student won second place in the Elks Lodge Writing Contest on the Bill of Rights; JFK & JAD Drama Club production of Sister Act. DePaolo Middle School: Spirit Week fundraiser starts next week; Spring sports started; April is Autism Awareness Month with fundraisers to be held. Hatton Elementary School: Students at SHS enrolled in the Introduction to Teaching class will be working in classrooms at Hatton over an eight-week period for an authentic experience. Derynoski Elementary School: Students finished their One School-One Book event with the entire school reading *The World According to Humphrey*.

Mr. Whitehead questioned if Girls Flag Football was coming to the high school. Miss Arduini responded that it started last year but there was no awareness about it. This year, they did advertising and there will be seven-on-seven flag football for girls in the spring. Mr. Crocco added that they had 30 girls interested.

b. Communications from Board Members

Mr. Brown announced that May 1, 2024 is the deadline for submission of nominations for this year's Wall of Honor at SHS. He acknowledged the people who serve on the committee and spoke about the criteria needed to be nominated. There are 50 Southington High School distinguished graduates already on the Wall of Honor and Mr. Brown recognized a few honorees and spoke of their outstanding accomplishments. He gave Mr. Richard Arioan, SHS Assistant Principal, credit for the new display.

Mr. Baczewski addressed an email sent from JAD to parents regarding hosting French students May 1-10, 2024 and the need for more host families for students ages 13-15 years old. His family signed up to host two French students.

Mrs. Clark was proud of the student representatives who attended the "CABE Day on the Hill" for their outstanding and respectful questions to legislators. She acknowledged that STEPS thanked the Board of Education and the Town Council for publicizing the information on the THC Seltzers being sold. The STEPS Youth Council is launching their "It's not Cheesy" campaign.

c. Communication from Administration

Mr. Madancy reported on the following:

1. 62nd Annual FBLA Competition: Mr. Madancy announced the awards that SHS FBLA students who participated in the 62nd FBLA State Leadership Competition received. He gave Kudos to the teachers who prepared the students for the competition.

2. AED Donations: Mr. Madancy announced that the district received a donation of four more AED devices from the Have a Heart Foundation that were distributed to SHS (3) and Derynoski Elementary School (1). Mr. Michael Papale founded the Have a Heart Foundation in 2015 to raise awareness for sudden cardiac arrest after experiencing a heart attack at a young age. Mr. Madancy noted that at one time Mr. Papale was his neighbor.

3. Legislative Update: Mr. Madancy reported that he was following Senate Bill 5 that was removing the tiers for Excess Cost Reimbursement and trying to fund Special Education Reimbursement at 100%. The change in the HVAC (Heating, Ventilating, Air Conditioning) inspections legislation resulted in Southington only having to do 20% of the schools per year over five years versus doing all 12 schools in one year.

4. Board of Finance Recommendation: Mr. Madancy announced that the 5.75% budget increase was approved by the Board of Finance and is now forwarded to the Town Council for approval at their April 22, 2024 budget meeting.

5. April 2nd – Primary Day: Mr. Madancy explained that Primary Election Day was moved from the end of April to April 2, 2024 and that schools would be open. He had received concerns from some families regarding safety procedures in place.

d. Communications from Public (Agenda Items Only)

There was no public communication on the agenda items.

e. Approval of Out of State/Overnight Field Trips (Formerly Agenda Items 11.c.1&2)

1. SHS – Music Department Grades 9-12 – Hartford, CT

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

“Move to approve the SHS Music Department Out of State/Overnight Field Trip request, as presented by the administration.”

Motion carried unanimously by voice vote.

2. SHS Social Studies Grades 9-12 – Washington, DC

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

“Move to approve the SHS Social Studies Out of State/Overnight Field Trip request to Washington, DC, as presented by the administration.”

Motion carried unanimously by voice vote.

8. COMMITTEE REPORTS

a. District-wide Facilities Committee Meeting – February 21, 2024

Mr. Madancy explained that on Wednesday, March 27 there was a District-wide Facilities Committee meeting; however, the minutes from that meeting were not available. He reported that the committee met on February 21 and discussed master planning considerations and parameters, project timeline and process, planning scenarios and the next steps including accessing facility conditions and estimating costs for different scenarios. He noted that regardless of the outcomes there would be an impact on all the buildings districtwide because their goal would be to also try to align transportation routes with the zoned areas of attendance. He will update the Board at the next BOE meeting in April on the scenarios discussed at the March meeting. Mr. Derynoski questioned if redistricting would be in some of the scenarios and, if so, when that would start. He was concerned regarding the timeline because some of the schools needed attention right now.

b. Finance Committee Meeting – March 19, 2024

Mr. Williams reported that the committee met and discussed awarding a bid for lawn mowing, trimming services and ground debris clean-up and the need for a new phone system at Hatton, Strong and Thalberg Elementary Schools due to lack of replacement parts for the current system. The administration recommended purchasing the system outright using a budget transfer of funds instead of financing the transaction over three years as originally budgeted.

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

“Move to award Bid 2024-13 for lawn mowing and trimming services at six sites and grounds debris clean-up at nine sites, as presented by the administration for three years.”

Motion carried unanimously by voice vote.

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

“Move to award the purchase of a new phone system at Hatton, Strong, and Thalberg Schools to Connecticut Communications in the amount of \$63,313.65.”

Motion carried unanimously by voice vote.

MOTION: by Mr. Williams, seconded by Mrs. Carmody:

“Move to approve a budget transfer for the phone system from the Rental of Equipment account of \$25,000 and from the Magnet School Tuition account of \$38,314.”

Motion carried unanimously by voice vote.

Mr. Williams reported that the committee discussed a Food Service Oven Bid for two double ovens at Southington High School for the food service kitchen that would be fully funded by a \$38,142.64 grant from the Connecticut State Department of Education. The committee reviewed the Food Service finances through the end of February 2024 including the STABLE and SMART funding programs with the income statement through February showing a net income of \$144,530. On March 22, the negative student debt for unpaid lunches was \$11,256.75 with 67% of the debt owed by high school students. He discussed the revised BOE Policy to align with state general statutes requiring the BOE to report if cases go over 30 days to refer the parent to the Homeless Education Liaison pursuant to the McKinney-Vento Act. The new state regulations regarding child nutrition debt have become an issue. The committee also received a financial update for fiscal year 2024 for the operating budget with Mrs. Mellitt highlighting the reimbursement rate of 70.46% for the Special Education Excess Cost Grant announced by the state (compared to the expected reimbursement of 88%). Historically, Southington has been around the 70%. Mr. Williams added that the committee discussed a transfer of funds to reflect the current year spending on technology with \$248,700 to be transferred out of the Rental of Equipment Account #32510 and into a new account for Technology Equipment Replacement Account #54400 due to the district moving away from Apple devices and purchasing Windows-based laptops for staff. Mr. Baczewski questioned the BOE previously giving Food Service a loan for \$300,000 and where that currently stands. Mr. Whitehead asked for clarification on the \$248,700 earmarked for the Apple Lease.

9. SUPERINTENDENT’S REPORT

a. Personnel Report

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

“Move to approve the Personnel Report as submitted by the Human Resources Department.”

Motion carried unanimously by voice vote.

10. OLD BUSINESS

a. Town Government Communications

There was no communication.

b. SHS – New Course Proposal – Applications of Algebra – Second Reading

MOTION: by Mr. Williams, seconded by Mrs. Carmody:

“Move that the Board of Education approve the SHS New Course Proposal – Applications of Algebra, as presented by the Curriculum & Instruction Committee.”

Motion carried unanimously by voice vote.

c. SHS – New Course Proposal – Mathematics of Technology, Design & Innovation – Second Reading

MOTION: by Mr. Williams, seconded by Mrs. Carmody:

“Move that the Board of Education approve the SHS New Course Proposal – Mathematics of Technology, Design & Innovation, as presented by the Curriculum & Instruction Committee.”

Motion carried unanimously by voice vote.

d. Middle School Family & Consumer Science - Revised Curriculum Grade 6 - Second Reading

MOTION: by Mr. Williams, seconded by Mrs. Carmody:

“Move that the Board of Education approve the Middle School Family & Consumer Science Grade 6 Revised Curriculum, as presented by the Curriculum & Instruction Committee.”

Motion carried unanimously by voice vote.

e. Middle School Family & Consumer Science - Revised Curriculum Grade 7 - Second Reading

MOTION: by Mr. Williams, seconded by Mrs. Carmody:

“Move that the Board of Education approve the Middle School Family & Consumer Science Grade 7 Revised Curriculum, as presented by the Curriculum & Instruction Committee.”

Motion carried unanimously by voice vote.

f. Middle School Family & Consumer Science - Revised Curriculum Grade 8 - Second Reading

MOTION: by Mr. Williams, seconded by Mrs. Carmody:

“Move that the Board of Education approve the Middle School Family & Consumer Science Grade 8 Revised Curriculum, as presented by the Curriculum & Instruction Committee.”

Motion carried unanimously by voice vote.

Mrs. Carmody pointed out that there was no cost to the operating budget for any of the curriculum presented tonight.

11. NEW BUSINESS

a. Technology Department Presentation

Mr. Tyler Savage, Network Manager, and Mrs. Rebecca Savelkoul, Digital Learning Coordinator, gave a detailed PowerPoint presentation on the Technology Department Restructure Plan. Mr. Savage recognized the technology team along with their roles and responsibilities. He thanked the Board members for their support. He pointed out that Information Systems is the responsibility of Jessica Poon, Information Systems Manager, who was out on leave. Mrs. Savelkoul spoke in detail on the Information Systems that are broken down into three categories: 1) Student Systems (PowerSchool, State reporting, Civil Rights Data Collection, ParentSquare, Enrollment, SNAP, Naviance, ClassLink), 2) Staff Systems (Alio, Absence Management, Time & Attendance, Human Resources Recruiting & Hiring), and 3) Inventory and Help Desk (tracking 18,500 devices). All these system address efficiencies.

Mr. Savage spoke in detail on the Network and Infrastructure Five-Year Plan, progress and goals of network security and stability, ransomware protection, aging equipment, critical servers moving to the Cloud, Erate, configurations, multiple platforms switching to a single platform, managing devices, staffing, cross-training, repairs, and self-insurance for Chromebooks. He addressed staffing turnover, restructuring the department, promoting retention, increase in hourly pay, and streamlining the work environments for the department.

Mrs. Savelkoul spoke in detail on the Instructional Technology in the classrooms. She addressed the goals, programs, and online tools and platforms for ELA, Math, Science, and Social Studies, Art, Music, and World Language. She discussed the Instruction Management Tools such as ClassLink, GoGuardian Admin, GoGuardian Teachers, GoGuardian Beacon, ParentSquare, Data Warehouse, SMART Online Suite, and other tools used that were non-curricular specific. Mrs. Savelkoul gave a demonstration on AI (Artificial Intelligence) in education creating a lesson plan, rubric creation, and graphic generation using ChatGPT in a matter of minutes.

Mr. Whitehead questioned if there was any way that a teacher could detect that a student did a book report using AI. He hoped that there was a way that they could stay in front of it. Mr. Baczewski thought that AI was great technology when used appropriately but he believed if it was good enough for the teacher to use, then why wasn't it good enough for the student to use. He thought it would create a huge double-standard. Mrs. Clark and Mr. Oshana noted that it was a new technology tool that they would have to learn when it is appropriate to use.

b. Leonard & Gladys Joll Scholarship Recipient

MOTION: by Mr. Derynoski, seconded by Mr. Brown:
“Move to accept the recommendation of the committee.”
Motion carried unanimously by voice vote.”

- c. **Approval of Out of State/Overnight Field Trips** (*Moved to Agenda Items 7.e.1&2*)
 - 1. SHS – Music Department Grades 9-12 – Hartford CT
 - 2. SHS – Social Studies Grades 9-12 – Washington, DC
- d. **2024-2025 Healthy Food Certification**

MOTION: by Mr. Baczewski, seconded by Mr. Derynoski:
“Pursuant to C.G.S. Section 10-215f, the Southington Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2024, through June 30, 2025. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.”

Motion carried with seven in favor and Mr. Baczewski opposed.

- e. **2024-2025 Food and Beverage Exemption**

MOTION: by Mr. Baczewski, seconded by Mr. Derynoski:
“The Southington Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales.”

Motion carried unanimously by voice vote.

- f. **Student Expulsion**

MOTION: by Mr. Oshana, seconded by Mr. Derynoski:
“Move to expel Student 2023-2024-14, as stipulated by the administration.”
Motion carried unanimously by voice vote.

- g. **Nurses Contract Negotiations Committee Appointment**

Mrs. Clark requested that any Board member who was interested serving on this negotiation committee to let her know. Mr. Brown and Mr. Baczewski were interested to serve on the committee.

12. PUBLIC COMMUNICATIONS

a. Public

Rachel (no last name given), 652 Spring Street, spoke about her concern for the safety of the children during Primary Election voting on April 2 while school was in session. She was keeping her son home from school that day.

13. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting was adjourned at 8:37 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary



SOUTHINGTON PUBLIC SCHOOLS

DISTRICTWIDE FACILITIES COMMITTEE MEETING MINUTES

Wednesday, February 21, 2024 – 4:00 p.m. - via Zoom

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

COLLEEN W. CLARK
BOARD CHAIRPERSON

JASPER P. WILLIAMS
VICE CHAIRPERSON

JOSEPH BACZEWSKI
SECRETARY

ROBERT S. BROWN

TERRI C. CARMODY

SEAN M. CARSON

DAVID J. DERYNOSKI

ZAYA G. OSHANA

CECIL WHITEHEAD

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Present: BOE Members – Colleen Clark, Chairperson, Zaya Oshana, Sean Carson; BOF member Ed Pocock; Town Council Chair Paul Chaplinsky; P&Z member Tessa Mah; SPS – Steven Madancy, Superintendent, Peter Romano, Director of Operations; Mark Sciota, Town Manager

Guests: Charles Warrington, Colliers and Pat Gallagher, SLAM

1. Meeting called to order at 4:00 p.m.
2. Consensus on Master Planning Considerations & Parameters.

The meeting revolved around planning parameters for a master plan and considerations for school construction projects. Participants discussed aligning capacity with enrollment, balancing attendance zones, maximizing grant funds, improving facility operations, eliminating satellite areas in schools, and better aligning elementary and middle school attendance zones. There was also discussion about the importance of cost-effective solutions and whether to maintain neighborhood schools or consolidate into larger ones. The committee emphasized the need for data analysis and cost evaluation before making any decisions. While there was mention of budgeted renovations, there were doubts about support for building three new schools. Suggestions were made to focus on two schools that meet the needs of the study, with the possibility of future expansion if necessary.

3. Consensus on project timeline and process (June 2025)

Paul Chaplinsky suggested initially focusing on building two schools and considering building three schools if it is more cost-effective. Steven Madancy emphasized the need for a decision to be made by spring to meet deadlines for public hearings, bonding authorization, and grant applications. Pat Gallagher discussed different scenarios and their costs, emphasizing the importance of balancing efficiency and utilization. Chuck Warrington highlighted the importance of comparing maintenance costs to inform future decisions. Colleen Clark raised questions about neighborhood schools, utilization, redistricting, and underbuilding. Paul Chaplinsky raised concerns about low utilization rates and suggested considering options for efficiency. Zaya Oshana expressed opposition to the idea of building mega schools.



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SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
*ASSISTANT SUPERINTENDENT
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4. Consensus on Planning Scenarios

The group discussed the need for a master plan to obtain state approval and ensure the efficient use of buildings. Chuck Warrington suggested taking a holistic approach to the issue at hand. The discussion also touched upon community outreach, with Chuck Warrington suggesting polling community members, but Paul Chaplinsky expressed skepticism about obtaining representative data through polls.

5. Next Steps: Better understand project costs:

Paul Chaplinsky emphasized the importance of studying and understanding a recommendation to the board of education. Pat Gallagher discussed the next steps, including assessing facility conditions and estimating costs for different scenarios. Mark Sciota raised questions about the timing and number of referendums. Chuck Warrington shared experiences with past referendums and suggested spreading out construction projects over time to mitigate the impact of debt. Steven Madancy highlighted challenges in renovating certain buildings due to their vintage and potential cost-prohibitive factors. District leadership agreed to gather more information before discussing draft numbers for different scenarios and considering the advantages and disadvantages of renovation versus new construction options.

6. Meeting adjourns at 5:00 p.m.



SOUTHINGTON PUBLIC SCHOOLS

FINANCE COMMITTEE MEETING
Conference Room #2 Municipal Center
Tuesday, March 19, 2024, 6:30 p.m.

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

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Board Members Present: Sean Carson, Chair, David Derynoski and Jasper Williams

Present from Administration: Jennifer Mellitt, Director of Business & Finance; Kyle Fickel, Accounting Manager, and Peter Romano, Director of Operations

The Finance Committee meeting was called to order at 6:40pm.

1. BID 2024-13 Lawn Mowing, Trimming Services and Ground Debris Cleanup:

Mr. Fickel summarized the results of the bid. Mr. Romano shared some of the challenges in awarding the bid. He discussed the issues surrounding the two lowest bidders and why they were disqualified. The committee approved the bid as presented by the administration for three years.

2. Phone System at HES, SES and TES:

Mr. Fickel and Mr. Romano discussed the need for new phone systems at Hatton, Strong and Thalberg. A discussion was held about the lack of available replacement parts of the current system and how phones play a vital part in daily communication for parents in schools. The administration recommended purchasing the system instead of financing the transaction over three years as we had budgeted. The committee agreed to purchase the system using a budget transfer of funds from the rental of equipment line of \$25,000 and from the magnet school tuition account of \$38,314.

Mr. Romano departed the meeting at 6:55pm.

3. Food Service Oven Bid (Grant Funded):

Mrs. Mellitt shared an informational item regarding the results of sealed Bid # 2024-11 for two (2) double ovens at Southington High School for the Food Service Kitchen. Seven vendors submitted bids and the bid was awarded to Chef's Depot. Due to the timing of installing the new oven during the April school break, the bid was awarded by the Superintendent's designee in the amount of \$38,142.64. The purchase will be fully funded by a grant awarded by the National School Lunch Equipment Assistance Grant from the Connecticut State Department of Education.



SOUTHINGTON PUBLIC SCHOOLS

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*ASSISTANT SUPERINTENDENT
OF SCHOOLS*

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4. Food Service Financial Review FY 24:

Mrs. Mellitt reviewed the results of the Food Service operations through the end of February 2024 including meal counts, an income statement and balance sheet.

Mrs. Mellitt reminded the committee of the different funding programs in the current year (STABLE) and the prior year (SMART). The prior year's SMART funds provided free breakfast and lunch for all students through December 5, 2022, at which time the lunch counts decreased significantly for the months of December 2022- February 2023.

The STABLE program in the current year provides breakfast at no cost to all students and lunch at no cost for the student eligible for free or reduced meals. The current year **lunch** meal counts are 42,242 lower than last year. We expect this variance to grow in future months since the previous year SMART funds returned to providing lunch at no cost to all students again as of March 1, 2023.

Current year STABLE funds continue to provide breakfast meals to all students at no cost this year. As a result, breakfast meal counts have increased by almost 58,000 meals over the prior year.

The income statement through February 28th shows a net income of \$144,530.

Mrs. Mellitt discussed the negative meal debt which has been in the news across the state this year. Pre-COVID meal debt was not a significant problem, however with new state regulations regarding child nutrition debt has become an issue. The district started sending text and email notifications directly to the parents using ParentSquare and has seen some response. On March 22nd, the negative student debt is \$11,256.75, with 67% of the debt owed by high school students.

5. Financial Update FY24:

Mrs. Mellitt reviewed the new approach to the financial update as recommended by the Finance Committee at our January meeting. A memo was presented with highlights of the current operating budget to actual. The most notable factor was the reimbursement rate of 70.46% for the Special Education Excess Cost Grant announced by the state (compared to the expected reimbursement of 88%). Our 23-24' operating budget was prepared based on historical reimbursement rates closer to 70%. Although the lower reimbursement rate is disappointing, the financial impact was not significant to our operations.



STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
*ASSISTANT SUPERINTENDENT
OF SCHOOLS*

BOARD OF EDUCATION

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ZAYA G. OSHANA

CECIL WHITEHEAD

200 NORTH MAIN ST.
SOUTHTON, CT 06489

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SOUTHTON PUBLIC SCHOOLS

6. MISCELLANEOUS:

Mrs. Mellitt requested a transfer of funds to better reflect the current year spending on technology. The 23-24 budget included \$248,700 to enter into a new Apple Lease, however, the district is in the process of moving away from Apple MacBooks and will be purchasing windows-based laptops for staff. As a result, \$248,700 is being transferred out of the Rental of Equipment (A/C 32510) and into a new account for Technology Equipment replacements (A/C 54400).

The next Finance Committee meeting is tentatively scheduled for Monday, April 29th at 7:00 pm.

Respectfully submitted,

A handwritten signature in cursive script that reads "Jennifer Mellitt".

Jennifer Mellitt
Director of Business & Finance

Board of Education
Administrative Report
April 25, 2024



1. NAMMI award 11th straight year
2. Robotics results
3. Free Lunch, community forum
4. Legislative update (appropriations leaving as status quo from 2023 budget, possible surplus dollars @ state reallocated)
5. June 13th BOE meeting, cancelled due to graduation



DISTRICTWIDE FACILITIES COMMITTEE MEETING

Wednesday, March 27, 2024 – 4:00 p.m.

John Weichsel Municipal Center Public Assembly Room

200 North Main Street, Southington, CT 06489

Members Present: Steve Madancy and Peter Romano, SPS, Colleen Clark and Zaya Oshana, BOE Mark Sciota Town of Southington, Paul Chaplinsky, Town Council.

1. The meeting was g called to order at 4:12.
2. Chuck Warrington of Colliers Group and Patrick Gallagher of SLAM presented four scenarios for consideration and discussion. The attached scenarios included various school construction scenarios, timelines, and associated costs.
3. The committee agreed to come back at the next meeting with figures more closely aligned with completed Ed Specs for KES and also decided to connect with Cheshire PS officials to see where their current costs are associated with where their proposals came in at during this same initial phase of their exploratory process. Further discussion ensued about the benefits of completing two school construction projects simultaneously to avoid costs associated with inflation if staggered. It was suggested that doing both simultaneously could save an estimated 7 million dollars. Lastly, a discussion occurred about how much work could be completed at South End in the summer if scenario D was chosen. Most present expressed support for scenario D as it does balance committee goals of balancing enrollment and maintaining neighborhood schools. It was agreed to wait until the next meeting to make a formal recommendation out of consideration for those unable to attend and to allow them time to review what was presented today.
4. The committee agreed that a recommendation would need to be made to the full Board this spring to allow time for further community engagement and discussion in the fall leading up to public hearings and a grant application submission for June 2025.
5. Meeting Adjourned @ 5:20.

Board of Education

Colleen W. Clark, *Board Chairperson* - Jasper P. Williams, *Vice Chairperson* - Joseph Baczewski, *Secretary*
Robert S. Brown - Terri C. Carmody - Sean M. Carson - David J. Derynoski - Zaya G. Oshana - Cecil Whitehead

Town of Southington
Scenario A
Initial Referendum in November 2025
New Kelley Elementary School
New Flanders Elementary School
New Derynoski Elementary School
March 11, 2024



	8-Year High Enrollment	Building Size		Total Budget		Estimated District Share	
		Low GSF	High GSF	Low Budget (\$M)	High Budget (\$M)	Low District Share (\$M)	High District Share (\$M)
Three new Elementary Schools (Occupancy Year)							
Kelley [K-5] (2029)	376	49,482	54,194	\$ 39.7	\$ 57.0	\$ 23.2	\$ 33.3
Flanders [K-5] (2031)	376	49,482	54,194	\$ 43.8	\$ 62.9	\$ 25.6	\$ 36.7
Derynoski [K-5] (2033)	615	80,934	88,642	\$ 75.3	\$ 103.0	\$ 44.0	\$ 60.1
ALTA Addition or NEW (2033)		10,000	20,000	\$ 8.8	\$ 19.9	\$ 5.2	\$ 11.6
Total Estimated Costs:				\$ 167.63	\$ 242.85	\$ 97.86	\$ 141.76

Assumptions:

- 2023-2024 Reimbursement Rate is 55.00% for Renovation, 45.00% for New
- Estimated district share assumes no space standard reduction and subject to final state audit
- Cost will vary based on mid-point of construction
- Existing Derynoski school building to remain and be sold by town to developer as part of project scope
- New Flanders school will not be situated at an ideal location on site
- Low GSF is the space standard calculation multiplied by 5% for thickness of exterior walls
- High GSF is the space standard calculation multiplied by 15% for additional programming and thickness of exterior walls
- All values in millions
- Enrollment values based on enrollments provided by SLAM Collaborative on 3-7-2024
- Actual Size of Building may vary depending on the approved educational specification which is the result of programming of the building
- Costs do not account for temporary portables that may be required for phasing of a renovation (if applicable)
- Renovation status required from OGA for projects, this is NOT automatically implied (if applicable)
- Estimated district shares assume 7.5% ineligible costs
- State reimbursement on ALTA TBD

Town of Southington
Scenario A-1 (Kelly and Derynoski Built Same Time)
Initial Referendum in November 2025
New Kelley Elementary School
New Flanders Elementary School
New Derynoski Elementary School
March 11, 2024



	8-Year High Enrollment	Building Size		Total Budget		Estimated District Share	
		Low GSF	High GSF	Low Budget (\$M)	High Budget (\$M)	Low District Share (\$M)	High District Share (\$M)
Three new Elementary Schools (Occupancy Year)							
Kelley [K-5] (2029)	376	49,482	54,194	\$ 39.7	\$ 57.0	\$ 23.2	\$ 33.3
Flanders [K-5] (2031)	376	49,482	54,194	\$ 43.8	\$ 62.9	\$ 25.6	\$ 36.7
Derynoski [K-5] (2029)	615	80,934	88,642	\$ 61.7	\$ 84.3	\$ 36.0	\$ 49.2
ALTA Addition or NEW (2033)		10,000	20,000	\$ 7.4	\$ 16.4	\$ 4.3	\$ 9.6
Total Estimated Costs:				\$ 152.51	\$ 220.62	\$ 89.03	\$ 128.79

Assumptions:

- 2023-2024 Reimbursement Rate is 55.00% for Renovation, 45.00% for New
- Estimated district share assumes no space standard reduction and subject to final state audit
- Cost will vary based on mid-point of construction
- Existing Derynoski school building to remain and be sold by town to developer as part of project scope
- New Flanders school will not be situated at an ideal location on site
- Low GSF is the space standard calculation multiplied by 5% for thickness of exterior walls
- High GSF is the space standard calculation multiplied by 15% for additional programming and thickness of exterior walls
- All values in millions
- Enrollment values based on enrollments provided by SLAM Collaborative on 3-7-2024
- Actual Size of Building may vary depending on the approved educational specification which is the result of programming of the building
- Costs do not account for temporary portables that may be required for phasing of a renovation (if applicable)
- Renovation status required from OGA for projects, this is NOT automatically implied (if applicable)
- Estimated district shares assume 7.5% ineligible costs
- State reimbursement on ALTA TBD

Town of Southington
Scenario B (Kelly and Derynoski Built Same Time)
Referendum in November 2025
New Kelley Elementary School
New Derynoski Elementary School
Close Flanders (2029)
March 11, 2024



	8-Year High Enrollment	Building Size		Total Budget		Estimated District Share	
		Low GSF	High GSF	Low Budget (\$M)	High Budget (\$M)	Low District Share (\$M)	High District Share (\$M)
Two new Elementary Schools (Occupancy Year)							
Kelley [K-5] (2029)	376	49,482	54,194	\$ 39.7	\$ 57.0	\$ 23.2	\$ 33.3
Flanders [K-5] (Close 2029)							
Derynoski [K-5] (2029)	615	80,934	88,642	\$ 61.7	\$ 84.3	\$ 36.0	\$ 49.2
ALTA Addition or NEW (2029)		10,000	20,000	\$ 7.4	\$ 16.4	\$ 4.3	\$ 9.6
Total Estimated Costs:				\$ 108.73	\$ 157.72	\$ 63.47	\$ 92.07

Assumptions:

- 2023-2024 Reimbursement Rate is 55.00% for Renovation, 45.00% for New
- Estimated district share assumes no space standard reduction and subject to final state audit
- Cost will vary based on mid-point of construction
- Existing Derynoski school building to remain and be sold by town to developer as part of project scope
- New Flanders school will not be situated at an ideal location on site
- Low GSF is the space standard calculation multiplied by 5% for thickness of exterior walls
- High GSF is the space standard calculation multiplied by 15% for additional programming and thickness of exterior walls
- All values in millions
- Enrollment values based on enrollments provided by SLAM Collaborative on 3-7-2024
- Actual Size of Building may vary depending on the approved educational specification which is the result of programming of the building
- Costs do not account for temporary portables that may be required for phasing of a renovation (if applicable)
- Renovation status required from OGA for projects, this is NOT automatically implied (if applicable)
- Estimated district shares assume 7.5% ineligible costs
- State reimbursement on ALTA TBD

Town of Southington
 Scenario B-1 (Kelly open 2029, Derynoski 2031)
 Referendum in November 2025 and 2027
 New Kelley Elementary School
 New Derynoski Elementary School
 Close Flanders (2031)
 March 11, 2024



	8-Year High Enrollment	Building Size		Total Budget		Estimated District Share	
		Low GSF	High GSF	Low Budget (\$M)	High Budget (\$M)	Low District Share (\$M)	High District Share (\$M)
Two new Elementary Schools (Occupancy Year)							
Kelley [K-5] (2029)	376	49,482	54,194	\$ 39.7	\$ 57.0	\$ 23.2	\$ 33.3
Flanders [K-5] (Close 2031)							
Derynoski [K-5] (2031)	615	80,934	88,642	\$ 68.1	\$ 93.1	\$ 39.8	\$ 54.4
ALTA Addition or NEW (2031)		10,000	20,000	\$ 8.1	\$ 18.1	\$ 4.7	\$ 10.6
Total Estimated Costs:				\$ 115.89	\$ 168.24	\$ 67.65	\$ 98.21

Assumptions:

- 2023-2024 Reimbursement Rate is 55.00% for Renovation, 45.00% for New
- Estimated district share assumes no space standard reduction and subject to final state audit
- Cost will vary based on mid-point of construction
- Existing Derynoski school building to remain and be sold by town to developer as part of project scope
- New Flanders school will not be situated at an ideal location on site
- Low GSF is the space standard calculation multiplied by 5% for thickness of exterior walls
- High GSF is the space standard calculation multiplied by 15% for additional programming and thickness of exterior walls
- All values in millions
- Enrollment values based on enrollments provided by SLAM Collaborative on 3-7-2024
- Actual Size of Building may vary depending on the approved educational specification which is the result of programming of the building
- Costs do not account for temporary portables that may be required for phasing of a renovation (if applicable)
- Renovation status required from OGA for projects, this is NOT automatically implied (if applicable)
- Estimated district shares assume 7.5% ineligible costs
- State reimbursement on ALTA TBD

Town of Southington
Scenario C (Kelly and Derynoski Built Same Time)
Referendum in November 2025
New Kelley Elementary School
New Derynoski Elementary School
Close Flanders (2025)
March 11, 2024



	8-Year High Enrollment	Building Size		Total Budget		Estimated District Share		
		Low GSF	High GSF	Low Budget (\$M)	High Budget (\$M)	Low District Share (\$M)	High District Share (\$M)	
Two new Elementary Schools (Occupancy Year)								
Kelley [K-5] (2029)	494	65,010	71,202	\$ 50.8	\$ 71.5	\$ 29.7	\$ 41.7	
Flanders [K-5] (Close 2029)								
Derynoski [K-5] (2029)	615	80,934	88,642	\$ 61.7	\$ 84.3	\$ 36.0	\$ 49.2	
ALTA Addition or NEW (2029)		10,000	20,000	\$ 7.4	\$ 16.4	\$ 4.3	\$ 9.6	
Total Estimated Costs:				\$ 119.85	\$ 172.16	\$ 69.96	\$ 100.50	

Assumptions:

- 2023-2024 Reimbursement Rate is 55.00% for Renovation, 45.00% for New
- Estimated district share assumes no space standard reduction and subject to final state audit
- Cost will vary based on mid-point of construction
- Existing Derynoski school building to remain and be sold by town to developer as part of project scope
- New Flanders school will not be situated at an ideal location on site
- Low GSF is the space standard calculation multiplied by 5% for thickness of exterior walls
- High GSF is the space standard calculation multiplied by 15% for additional programming and thickness of exterior walls
- All values in millions
- Enrollment values based on enrollments provided by SLAM Collaborative on 3-7-2024
- Actual Size of Building may vary depending on the approved educational specification which is the result of programming of the building
- Costs do not account for temporary portables that may be required for phasing of a renovation (if applicable)
- Renovation status required from OGA for projects, this is NOT automatically implied (if applicable)
- Estimated district shares assume 7.5% ineligible costs
- State reimbursement on ALTA TBD

Town of Southington
 Scenario C-1 (Kelly open 2029, Derynoski 2031)
 Referendum in November 2025 and 2027
 New Kelley Elementary School
 New Derynoski Elementary School
 Close Flanders (2031)
 March 11, 2024



	8-Year High Enrollment	Building Size		Total Budget		Estimated District Share	
		Low GSF	High GSF	Low Budget (\$M)	High Budget (\$M)	Low District Share (\$M)	High District Share (\$M)
Two new Elementary Schools (Occupancy Year)							
Kelley [K-5] (2029)	494	65,010	71,202	\$ 50.8	\$ 71.5	\$ 29.7	\$ 41.7
Flanders [K-5] (Close 2031)							
Derynoski [K-5] (2031)	615	80,934	88,642	\$ 68.1	\$ 93.1	\$ 39.8	\$ 54.4
ALTA Addition or NEW (2031)		10,000	20,000	\$ 8.1	\$ 18.1	\$ 4.7	\$ 10.6
Total Estimated Costs:				\$ 127.00	\$ 182.68	\$ 74.14	\$ 106.64

Assumptions:

- 2023-2024 Reimbursement Rate is 55.00% for Renovation, 45.00% for New
- Estimated district share assumes no space standard reduction and subject to final state audit
- Cost will vary based on mid-point of construction
- Existing Derynoski school building to remain and be sold by town to developer as part of project scope
- New Flanders school will not be situated at an ideal location on site
- Low GSF is the space standard calculation multiplied by 5% for thickness of exterior walls
- High GSF is the space standard calculation multiplied by 15% for additional programming and thickness of exterior walls
- All values in millions
- Enrollment values based on enrollments provided by SLAM Collaborative on 3-7-2024
- Actual Size of Building may vary depending on the approved educational specification which is the result of programming of the building
- Costs do not account for temporary portables that may be required for phasing of a renovation (if applicable)
- Renovation status required from OGA for projects, this is NOT automatically implied (if applicable)
- Estimated district shares assume 7.5% ineligible costs
- State reimbursement on ALTA TBD

Town of Southington
Scenario D
Initial Referendum in November 2025 and 2027
New Kelley Elementary School
New Derynoski Elementary School
South End Build Out (Lower Level)
Flanders Closes (2031)
March 11, 2024



	8-Year High Enrollment	Building Size		Total Budget		Estimated District Share	
		Low GSF	High GSF	Low Budget (\$M)	High Budget (\$M)	Low District Share (\$M)	High District Share (\$M)
Two new Elementary Schools (Occupancy Year)							
Kelley [K-5] (2029)	494	65,010	71,202	\$ 50.8	\$ 71.5	\$ 29.7	\$ 41.7
Derynoski [K-5] (2031)	494	65,010	71,202	\$ 55.3	\$ 76.7	\$ 32.3	\$ 44.8
ALTA Addition or NEW (2031)		10,000	20,000	\$ 8.8	\$ 19.9	\$ 5.2	\$ 11.6
South End Lower Level Build Out (2031)	376	6,130	6,130	\$ 4.9	\$ 10.8	\$ 2.9	\$ 6.3
Total Estimated Costs:				\$ 119.84	\$ 178.83	\$ 69.96	\$ 104.39

Assumptions:

- 2023-2024 Reimbursement Rate is 55.00% for Renovation, 45.00% for New
- Estimated district share assumes no space standard reduction and subject to final state audit
- Cost will vary based on mid-point of construction
- Existing Derynoski school building to remain and be sold by town to developer as part of project scope
- New Flanders school will not be situated at an ideal location on site
- Low GSF is the space standard calculation multiplied by 5% for thickness of exterior walls
- High GSF is the space standard calculation multiplied by 15% for additional programming and thickness of exterior walls
- All values in millions
- Enrollment values based on enrollments provided by SLAM Collaborative on 3-7-2024
- Actual Size of Building may vary depending on the approved educational specification which is the result of programming of the building
- Costs do not account for temporary portables that may be required for phasing of a renovation (if applicable)
- Renovation status required from OGA for projects, this is NOT automatically implied (if applicable)
- Estimated district shares assume 7.5% ineligible costs
- State reimbursement on ALTA TBD



Board of Education
Southington, Connecticut
Policy & Personnel Committee Meeting Minutes
Wednesday, April 3 2024 - 5:30pm
Superintendent's Conference Room
Municipal Center, 200 North Main Street Southington, CT 06489

Members Present: Committee Chair Joe Baczewski, David Derynoski, Zaya Oshana

Member Absent: Cecil Whitehead

Administration Present: Assistant Superintendent Frank Pepe, Special Education Coordinator Amy Aresco,
Digital Learning Coordinator Rebecca Savelkoul

The meeting was called to order by Chairman Joe Baczewski at 5:32 PM.

Digital Learning Coordinator Rebecca Savelkoul presented revisions to the **Computer Technician and the Technology Analyst** job descriptions. The suggestions accurately capture the responsibilities of each position based on the re-organization previously approved by the full Board. Mrs. Savelkoul also presented the **Secondary Library Media and Instructional Technology** job description. This is a new job description as there previously was not a secondary delineation. This new description accurately captures the new roles and responsibilities as the position has evolved with the influx of technology.

Subcommittee members unanimously agreed to move these descriptions forward to the full Board for consideration.

Policy 5114-Student Discipline was reviewed per Board request. Highlights of the review are as follows.

1. Administration is responsible to investigate and oversee discipline of students on and off school grounds or at school sponsored activities.
2. Any violation of a school rule or regulation or a series of violations may result in discipline up to and including expulsion.
3. Mandatory expulsions for a student in grades kindergarten to twelve whom the Administration has reason to believe:
 - a. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or
 - b. off school grounds, possessed a firearm or possessed and used, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime or
 - c. was engaged on or off school grounds in offering for sale or distribution a controlled substance.
4. Stipulated Agreements may be used in lieu of a non-mandatory expulsion hearing if the parents willingly agree, and the Board accepts the agreement in executive session. A Stipulated Agreement allows the administration to hold an expulsion in abeyance if the student adheres to certain conditions. During the period of abeyance, the student is allowed back into school if the student adheres to the conditions delineated within the agreement. These conditions extend for 180 school days and depend on the offense. Typical agreements include mandated counseling, on-going drug

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testing, community service, passing grades in all subjects, a minimum of 95% attendance and no further violation of school policy or State/Federal law.

Revisions to **Policy 5130 Bullying Prevention and Intervention** were discussed. Updated definitions for discrimination and harassment were added. Necessary edits to the associated regulations were reviewed for subcommittee member awareness. Regulations do not require Board approval.

Policy 5130.1 is newly proposed to comply with recent legislation. The policy titled Safe School Climate Plan is an outgrowth of the existing bullying legislation and associated policies. The Safe School Climate Plan focuses on prevention and intervention strategies. A District Level Safe School Climate Coordinator is responsible for the implementation of the District plan. The District Coordinator collaborates with the building Safe School Climate Specialists (principals) to prevent and respond to bullying. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying, collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school or program. Each principal is responsible to create a committee responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school or program.

Each committee must include:

1. at least one parent/guardian of a student enrolled in the school or program, as appointed by the school principal or responsible administrator;
2. school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
3. medical and mental health personnel assigned to such school or program; and
4. (in the case of a committee for a high school) at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal or responsible administrator.

The responsibilities of the committee are as follows.

1. Receive copies of completed reports following bullying investigations.
2. Identify and address patterns of bullying among students in the school or program.
3. Implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying.
4. Review and amend school or program policies relating to bullying.
5. Review and make recommendations to the Coordinator regarding the Plan based on issues and

experiences specific to the school or program.

6. Educate students, school employees and parents/guardians on issues relating to bullying.
7. Collaborate with the Coordinator in the collection of data regarding bullying.
8. Perform any other duties as determined by the principal or responsible administrator that are related to the prevention, identification and response to school bullying.

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Biennially, the Board shall require each school and program in the District to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department. The Board shall collect the school climate assessments for each school and program in the District and submit such assessments to the Department.

All efforts are intended to reduce behaviors that may constitute or lead to bullying, teen dating violence, harassment, or similar behavior.

Policy 5144 Students Welfare, Play Based Learning, Student Discipline was reviewed as it was “laid on the table” during the February 22, 2024, Board meeting. The conclusion of the review is to adopt the policy as presented since the language is directly from Public Act No. 23-159 and Public Act No. 23-101.

Policy 9010 – Role of the Board and Members, Policy 9271 Code of Ethics and Policy 9400 Methods of Operation were each reviewed as a point of follow up from the Board Retreat held on March 14, 2024. Mr. Pepe will further investigate samples of a Board Self Evaluation as delineated in Policy 9400.

Policy 9160 Student Representatives on the Board of Education was reviewed. Based on the last discussion of this proposed policy during September 2023 Policy meeting, additional text was added which is noted in italics. The suggested edits provide more opportunity for involvement of the Student Representatives. The related regulations were also reviewed and reflect the current and recommended practice to select Student Representatives.

Adjournment – 6:45 PM

Respectfully submitted,


Frank M. Pepe

Board of Education

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Board of Education Southington, Connecticut
Curriculum & Instruction Committee Meeting
Technology Training Lab (Public Assembly Room)
Municipal Center, 200 North Main Street
Friday, April 19, 2024 – 9:30 a.m.

Members Present: Bob Brown, Terri Carmody

Member Absent: Committee Chair Jasper Williams

BOE Member Present: BOE Chairwoman Colleen Clark

Administration Present: Assistant Superintendent Frank Pepe; Director of Teaching and Learning for Secondary Education Amy Zappone, District Curriculum Coordinator Stephanie Lawlor, District Literacy Leadership Team members Jill Chapman, Eric Glaviano, Paula Gorham, Gina Krar, Denise Lasker, Jamie Lowell, Carrie McDougall

At the Curriculum & Instruction meeting on April 19, the District Literacy Leadership Team (DLLT) shared its timeline and process used in the selection of a new reading program. A brief synopsis of the Science of Reading was offered and provided context for “why” Southington requires a new program. Although a program does not constitute a curriculum, the administration believed it important to update the Board.

Timeline:

- June 2021: Connecticut passed Right to Read Legislation
- August 2022: Began professional learning in K-2 around Science of Reading
- September 29, 2022: State released initial approved list
- October 2022: Attended vendor fair at CREC
- November 2022-February 2023: Waiver process, began program review
- September 2023 MasterClass & professional learning for administrators began
- October 2023: State review meeting
- December 2023: Waiver results & additional programs added & reviewed
- January 2024: Partnered with The HILL for Literacy
- February 2024: Created timeline with The HILL and began selection process

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The DLLT partnered with The Hill for Literacy and used a comprehensive tool to review state approved potential programs. Benchmark Advance was selected as the program that best supports reading instruction in Southington. Benchmark Advance has four key components that embrace the research behind the science of reading.

- Develop strong foundational skills through teaching foundational reading in a direct, explicit manner. The program provides a scope and sequence K-6 with a spiral review built into the lessons to ensure students have the opportunity to review and practice previously taught skills.
- Intentional vertical alignment across all ten units, and science and social studies topics are aligned to grade level standards. Consequently, students build knowledge, vocabulary, and perspectives over time.
- The use of engaging, diverse text sets that deepen the knowledge of each unit topic.
- Instructional supports provided to teachers to help reach each learner.

Teachers on the DLLT shared their experiences in teaching lessons from Benchmark Advance. Their excitement and enthusiasm for the program was evident in their presentation to the committee.

Meeting adjourned at 10:30 a.m.

Frank Pepe

Board of Education

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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 25, 2024

Decision Requested X Agenda Code 10 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 2023-2024 school year. This report includes activity March 2024 through April 25, 2024.

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

Alternative Strategies: _____

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

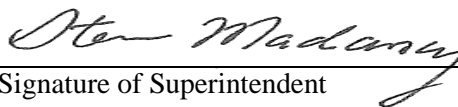
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent

Included:

Personnel Report

Agenda – March 2024 – April 25, 2024

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CLASS	Gutierrez, Maria	Paraeducator	JFK	1.0	4-29-2024	N/A	\$18.36
CLASS	Pinto, Susan	Paraeducator	SHS	1.0	4-15-2024	N/A	\$18.36
CLASS	Zappulla, John	Custodian	JAD	0.49	4-15-2024	N/A	\$16.38

RESIGNATIONS/RETIREMENTS/NON-RENEWALS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES/NON
CERT	Babin, Samantha	Grade 4, 1-yr Assignment	SEES	6-14-2024	1	NON
CLASS	Baldwin, Victor	Maintenance Tech II, Painter	District	6-21-2024	15	RETIRE
CERT	Biales, Arianna	Math Teacher	SHS	6-14-2024	3	RESIGN
CLASS	Blanchard, Linda	BOE Recording Secretary	District	5-1-2024	17	RETIRE
CERT	Campochiaro, Nicole	Physical Education	SHS	4-15-2024	7	RESIGN
CERT	Caruso, Simona	World Lang, Long-Term Sub	SHS	6-14-2024	8 mos	NON
CERT	Ceballos, Nancy	Special Ed Teacher	STELLAR	8-1-2024	4	RETIRE
CERT	Cichocki, Tai	Business Teacher	SHS	6-14-2024	2	RESIGN
CLASS	Costanzo, Edit	Paraeducator, FT	JFK	6-14-2024	21	RETIRE
CERT	DiDominzio, Marc	Asst Principal	JFK	6-30-2024	2	RESIGN
CERT	DiNello, James P.	Science Teacher	JFK	6-30-2024	23	RETIRE
CERT	Effend, Caitlin	Grade 5, 1-yr Assignment	DES	6-14-2024	1	NON
CERT	Fortin, Sara	Special Ed, 1-yr Assignment	FES	6-14-2024	1	NON
CLASS	House, Mary	Paraeducator, FT	STELLAR	4-20-2024	2	RESIGN
CLASS	Jacobs, Carole	Paraeducator, FT	OES	6-14-2024	18	RETIRE
CERT	Kahl, Julia	Grade 1, Teacher	SEES	6-14-2024	2	RESIGN
CERT	Koczera, Matthew	PE/Health, Long-Term Sub	SHS	6-14-2024	8 mos	NON
CERT	Linnell, Kelsey	Soc Studies, 1-yr Assignment	SHS	6-14-2024	1	NON
CLASS	Lora, Caitlin	Paraeducator, FT	JFK	5-11-2024	1	RESIGN
CERT	Maglio, Morgan	Ag-Sci, Long-Term Sub	SHS	6-14-2024	6 mos	NON
CLASS	Mazzatti, Michelle	Matron, PT	DES	6-14-2024	23	RETIRE
CERT	Nemczuk, Nicole	Special Ed Teacher	SHS	4-2-2024	13	RESIGN
CLASS	Pacheco Torres, Jennifer	ABA Therapist, FT, SLC	HES	3-28-2024	2	RESIGN
CLASS	Salimeno, Kelli	ABA Therapist, FT, SLC	HES	4-18-2024	3	RESIGN
CERT	Sokoloff, Judith	SLP	HES	6-14-2024	30	RETIRE

ASSIGNMENT CHANGE

	FROM (PREVIOUS ASSIGN)			TO (NEW ASSIGN)		
NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE	
Miller, Khandis	Paraeducator, JFK	1.0	Paraeducator, CLC, JFK	1.0	4-4-2024	
Roosa, Paige	ABA Therapist, HES, SLC	1.0	Paraeducator, DES	1.0	4-29-2024	

TRANSFERS

	FROM (PREVIOUS ASSIGN)			TO (NEW ASSIGN)		
	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE	

None to report

STIPENDS

COACHING

Resignations/Non-Renewals

Kapell, Louis	Assistant Golf Coach		SHS	RESIGN
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Appointments

None to report

OTHER

Resignations/Non-Renewals

Chordas, Shelley	Open Choice Liaison		JFK	RESIGN
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Appointments

None to report

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 25, 2024

Decision Requested X Agenda Code 11 b.

AGENDA REPORTING FORM

Agenda Topic: Policy 5144 – Student Welfare, Play Based Learning, Student Discipline - Second Reading. (Tabled at February 22, 2024 Meeting)

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5144 – Student Welfare, Play Based Learning, Student Discipline.

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: Move that the Board of Education approve draft Policy 5144 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 5144



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 5144
Student Welfare, Play Based Learning,
Student Discipline
– Revised Policy
Draft

Series 5000: Students**Welfare, Play Based Learning, Student Discipline****PHYSICAL ACTIVITY, UNDIRECTED PLAY**

It is the policy of the Southington Board of Education (the “Board”) to promote the health and well-being of district students by encouraging healthy lifestyles including promoting physical exercise and activity as part of the school day.

For the purposes of this policy, a “school employee” is defined as (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in the district schools, or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the district schools pursuant to a contract with the Board.

I. Deprivation of Physical Exercise Period or Undirected Play Period as a Form of Discipline

For elementary school students, the Board includes a time of not less than twenty (20) minutes in total, during the regular school day, to be devoted to physical exercise, except that a planning and placement team (“PPT”) may develop a different schedule for students requiring special education and related services.

The administration may include additional time, beyond the twenty minutes required for physical exercise, devoted to undirected play during the regular school day for elementary school students.

To promote physical exercise and undirected play, the Board prohibits school employees from disciplining elementary school students by preventing them from participating in the full 20 minutes of time devoted to physical exercise or additional time devoted to undirected play during the regular school day, except in accordance with this policy or as determined by a student’s Section 504 team or PPT.

Series 5000: Students**Welfare, Play Based Learning, Student Discipline***A. Physical Exercise Period*

School employees may prevent or otherwise restrict a student from participating in the entire time devoted to physical exercise in the regular school day as a form of discipline only under the following circumstances:

- 1) When a student poses a danger to the health or safety of other students or school personnel; or
- 2) If there are two or more periods devoted to physical exercise in a school day, then when the prevention or restriction of physical exercise is limited to the period devoted to physical exercise that is the shortest in duration, provided that the student still participates in at least twenty minutes of physical exercise in a school day.

School employees may prevent or restrict a student from participating in the entire time devoted to physical exercise in the regular school day as a form of discipline, in accordance with this policy, only one time during a school week, unless the student is a danger to the health or safety of other students or school personnel.

School employees may not prevent or restrict a student from participating in the entire time devoted to physical exercise in the regular school day if such prevention or restriction is related to the student's failure to complete schoolwork on time or to the student's academic performance.

This policy distinguishes between a) discipline that is imposed before the time devoted to physical exercise begins and b) discipline imposed during such time devoted to physical exercise or methods used to redirect a student's behavior during such time. School personnel may impose discipline during time devoted to physical exercise as a result of student's behavior during such time, if such discipline is in accordance with Board policies and procedures. School personnel may also use methods to redirect a student's behavior, in the event such behavior warrants redirection, during the time devoted to physical exercise. For clarity, the prohibition against preventing or restricting a student's participation in the time devoted to physical exercise shall apply to

Series 5000: Students**Welfare, Play Based Learning, Student Discipline**

student conduct that occurs prior to the physical exercise time, rather than during the physical exercise time.

B. Undirected Play Period

School employees may not discipline elementary school students by preventing them from participating in the full time devoted to undirected play, **or play based learning**, if any, during the regular school day, except when a student poses a danger to the health or safety of other students or school personnel, or as determined by a student's Section 504 team or PPT.

II. Prohibition on Compulsion of Physical Activity as a Form of Discipline

For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.

III. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy may be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of students enrolled in the district and who fails to comply with the requirements of this policy may be subject to having the individual's contract for services suspended by the district.

Discipline/Punishment

Reasonable physical force may be used to the extent that a teacher or other person entrusted with the care and supervision of a minor for school purposes believes it necessary to:

- a. protect himself/herself or others from immediate physical injury;
- b. obtain possession of a dangerous instrument or controlled substance, upon or within the control of such student;
- c. protect property from physical damage;

Series 5000: Students**Welfare, Play Based Learning, Student Discipline**

- d. restrain student or remove student to another area to maintain order.

Physical force may not be used a disciplinary measure.

Play Based Learning**Play-Based Learning Requirements for Pre-Kindergarten to Grade Five**

Effective July 1, 2024, the Board directs the District administration to 1) provide for play-based learning during the instructional time of each regular school day for all students in kindergarten and any preschool program operated by the Board; and 2) permit a teacher to utilize play-based learning during the instructional time of the regular school day for all students in grades one to five, inclusive.

A. Definitions for Section II

- 1) “Free play” means unstructured, voluntary, child-initiated activities that are performed by a child for self-amusement and have behavioral, social and psychomotor rewards, except free play may be structured to promote activities that are child-directed, joyful and spontaneous.
- 2) “Guided play” means learning experiences that combine the child-directed nature of free play with a focus on learning outcomes and adult guidance.
- 3) “Play-based learning” means a pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. Play-based learning does not mean time spent in recess or as part of a physical education course or instruction.
- 4) “Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text

Series 5000: Students**Welfare, Play Based Learning, Student Discipline**

- 5) messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
- 6) "Instructional time" means the time of actual schoolwork during a regular school day.

B. Play-Based Learning Requirements for Pre-Kindergarten and Kindergarten

Play-based learning shall be provided during the instructional time of each regular school day for all students in kindergarten and any preschool program operated by the Board. Such play-based learning shall:

- 1) be incorporated and integrated into daily practice;
- 2) allow for the needs of such students to be met through free play, guided play and games; and
- 3) be free from the use of mobile electronic devices.

C. Play-Based Learning Requirements for Grades One to Five, Inclusive

The Board permits teachers to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five, inclusive. Such play-based learning:

- 1) may be incorporated and integrated into daily practice;
- 2) shall allow for the needs of such students to be met through free play, guided play and games; and
- 3) shall be free from the use of mobile electronic devices.

D. Play-Based Learning for Students with IEPs or Section 504 Plans

Any play-based learning utilized shall comply with a student's individualized education program ("IEP") or Section 504 plan.

Series 5000: Students**Welfare, Play Based Learning, Student Discipline****Legal Reference:*****Connecticut General Statutes***

§ 10-221o Lunch periods. Recess. Boards to adopt policies addressing limitation of physical exercise

§ 10-221u Boards to adopt policies addressing the use of physical activity as discipline

Public Act No. 22-81 “An Act Expanding Preschool and Mental and Behavioral Services for Children”

PA 89-186 The use of reasonable physical force defense by teachers and certain other persons.

Public Act No. 23-159, “An Act Concerning Teachers and Paraeducators”

Public Act No. 23-101, “An Act Concerning the Mental, Physical and Emotional Wellness of Children”

(cf. 4148 – Employee Protection) Policy Adopted: January 1990

Policy Reviewed: August 2002

Policy Revised: December 2022

Policy Revised: January 2024

Policy 5130
Bullying Prevention and Intervention
– Revised Policy
Draft

Series 5000: Students**Bullying Prevention and Intervention Policy**

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

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

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

For purposes of this policy, "**Bullying**" means an act that is direct or indirect and severe, persistent or pervasive, which:

1. causes physical or emotional harm to an individual;
2. places an individual in reasonable fear of physical or emotional harm; or
3. infringes on the rights or opportunities of an individual at school.

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

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

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

Series 5000: Students**Bullying Prevention and Intervention Policy**

For purposes of this policy, **“Discrimination”** means unlawful discrimination that occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student’s actual or perceived race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”).

For purposes of this policy, **“Harassment”** is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment may be an act of bullying.

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 annually of the process by which students may make such reports;
2. enable the parents or guardians of students to file written reports of suspected bullying;
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;

Series 5000: Students**Bullying Prevention and Intervention Policy**

5. require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
7. provide for the inclusion of language in student codes of conduct concerning bullying;
8. require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty eight hours after the completion of the investigation;
9. require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying.
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;

Series 5000: Students**Bullying Prevention and Intervention Policy**

15. require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
16. prohibit bullying (A) on school grounds, at a school-sponsored or school related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
17. require, at the beginning of each school year, each school to provide all 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. related to the identification, prevention and response to bullying.

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

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

As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website

Series 5000: Students**Bullying Prevention and Intervention Policy**

training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under Connecticut General Statutes §§ 10-4a and 10-4b, as developed and provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative.

Legal References:

Conn. Gen. Stat. § 10-222q

Public Act 21-95

Conn. Gen. Stat. § 10-222r

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

Policy Adopted: April 28, 2005

Policy Revised: April 2009

Policy Revised: December 2011

Policy Revised: October 2021

Policy Revised: April 2024

Policy 5130.1
Safe School – New Policy
Draft

Series 5000: Students**SAFE SCHOOL CLIMATE PLAN**

The Southington Board of Education (the “Board”) is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment within the Southington Public Schools (the “District”), free from bullying, teen dating violence, harassment and discrimination. To foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan (the “Plan”), consistent with state law and Board policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The District’s commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.
- B. 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.
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board policy and the Plan 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.

Series 5000: Students**SAFE SCHOOL CLIMATE PLAN****II. Definition of Bullying**

- A. **“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive, which:
- (1) causes physical or emotional harm to an individual;
 - (2) places an individual in reasonable fear of physical or emotional harm; or
 - (3) infringes on the rights or opportunities of an individual at school.
- B. Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. **“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.
- B. **“Discrimination”** means unlawful discrimination that occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student’s actual or perceived race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”).
- C. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
- D. **“Emotional intelligence”** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.

Series 5000: Students**SAFE SCHOOL CLIMATE PLAN**

- E. **“Harassment”** is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment may be an act of bullying.
- F. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
- G. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
- H. **“Outside of the school setting”** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Board.
- I. **“Positive school climate”** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.
- J. **“Prevention and intervention strategy”** may include, but is not limited to,
- (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Connecticut State Department of Education (the “Department”),
 - (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,

Series 5000: Students**SAFE SCHOOL CLIMATE PLAN**

- (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
- (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,
- (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees,
- (6) school-wide training related to safe school climate,
- (7) student peer training, education and support,
- (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and
- (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

K. “School climate” means the quality and character of school life based on patterns of students’, parents’ and guardians’ and school employees’ experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

L. “School employee” means

- (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or
- (2) any other individual who, in the performance of the individual’s duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

M. “School-Sponsored Activity” shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board.

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- N. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
- O. **“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.

IV. Leadership and Administrative Responsibilities**A. Safe School Climate Coordinator**

The Superintendent shall appoint, from existing District staff, a District Safe School Climate Coordinator (“Coordinator”). The Coordinator shall:

- (1) be responsible for implementing the District’s Safe School Climate Plan (“Plan”);
- (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in District schools and programs;
- (3) provide data and information, in collaboration with the Superintendent, to the Department regarding bullying; and
- (4) meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the District and to make recommendations concerning amendments to the Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal’s designee) or responsible administrator of any alternative education program operated by the Board (“responsible administrator”) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying, collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school or program.

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- A. The Principal of each school or responsible administrator shall establish a committee or designate at least one existing committee (“Committee”) in the school or program to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school or program. Such committee shall include:
- (1) at least one parent/guardian of a student enrolled in the school or program, as appointed by the school principal or responsible administrator;
 - (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
 - (3) medical and mental health personnel assigned to such school or program; and
 - (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal or responsible administrator.
- B. The Committee shall:
- (1) receive copies of completed reports following bullying investigations;
 - (2) identify and address patterns of bullying among students in the school or program;
 - (3) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying;
 - (4) review and amend school or program policies relating to bullying;
 - (5) review and make recommendations to the Coordinator regarding the Plan based on issues and experiences specific to the school or program;
 - (6) educate students, school employees and parents/guardians on issues relating to bullying;
 - (7) collaborate with the Coordinator in the collection of data regarding bullying; and

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- (8) perform any other duties as determined by the principal or responsible administrator that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian or student serving as a member of the Committee shall not participate in any activities that may compromise the confidentiality of any student, including, but not limited to, receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school or program.
- D. The Board shall approve the Plan developed pursuant to Board policy and submit such plan to the Department. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such Plan available on the Board's and each individual school or program on the District's web site and ensure that the Plan is included in the District's publication of the rules, procedures and standards of conduct for schools and programs and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building or program administrator and/or the Safe School Climate Specialist (*i.e.*, building principal or designee), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

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- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist, or another school or program administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying 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, that an investigation has commenced. In order to allow the District to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and may result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall include a description of the school or program's response to the acts of bullying; the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, the District will take care to respect the statutory privacy rights of other students, including the perpetrator of

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such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school or program to promote the safety of the student/victim and policies and procedures in place designed to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school designed to prevent further acts of bullying. The invitations may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures designed to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement
If the principal of a school or responsible administrator (or designee) reasonably believes that any act of bullying constitutes a criminal offense, the principal or responsible administrator shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the principal, responsible administrator or designee, may consult with the school resource officer, if any, and other individuals the principal, responsible administrator or designee deems appropriate.
- F. If a bullying complaint raises a concern about Protected Class discrimination or harassment, the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the District as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), in a manner

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designed to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

- A. The District strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The District recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building or program administrator. The building or program administrator shall promptly refer the complaint to the Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school and program operated by the Board shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school or responsible administrator shall maintain a list of the number of verified acts of bullying in the school or program and this list shall be available for public inspection upon request. Consistent with District obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and

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distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school or program and shall not set out the particulars of each verified act, including, but not limited, to any personally identifiable student information, which is confidential information by law.

- C. The Principal of each school or responsible administrator shall report the number of verified acts of bullying in the school or program annually to the Department in such manner as prescribed by the Connecticut Commissioner of Education.

X. Other Prevention and Intervention Strategies

A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of “bullying” or “teen dating violence,” as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools and programs may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions, which may also be utilized to enforce the Board’s prohibition against bullying and teen dating violence:

(1) Non-disciplinary interventions

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

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conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

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

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

(2) Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students may be subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

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

Expulsion may be imposed only after a hearing before the Board, a committee of the Board or an impartial hearing board designated by the Board in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior and/or teen dating violence.

Series 5000: Students**SAFE SCHOOL CLIMATE PLAN****(3) Interventions for bullied students and victims of teen dating violence**

The building principal (or other responsible program administrator) or designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- (a) Referral to a school counselor, psychologist or other appropriate social or mental health service;
- (b) Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- (c) Encouragement of student to seek help when victimized or witnessing victimization;
- (d) Peer mediation or other forms of mediation, where appropriate;
- (e) Student Safety Support plans;
- (f) Restitution and/or restorative interventions; and
- (g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(4) General prevention and intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other District actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional District actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school and District program. Such prevention and intervention strategies may include, but are not limited to:

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- (a) School and program rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- (b) Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- (c) Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- (d) Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- (e) School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- (f) Student peer training, education and support;
- (g) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- (h) Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for a safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department;
- (i) Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- (j) Planned professional development programs addressing prevention and intervention strategies, which training may include school

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violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus on evidence based practices concerning same;

- (k) Use of peers to help ameliorate the plight of victims and include them in group activities;
 - (l) Avoidance of sex-role stereotyping;
 - (m) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
 - (n) Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - (o) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - (p) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
 - (q) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

Series 5000: Students**SAFE SCHOOL CLIMATE PLAN****XI. Improving School Climate**

[Individual schools and programs should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school, program and/or district. These strategies should align with school improvement plans and school climate assessments, and be based on current data available on the quality of school climate within the school, program and/or district including, but not limited to, the type, nature, frequency etc. of behavior that may constitute or lead to bullying, teen dating violence, harassment or similar behavior. This section is intended to be broader in scope and should be targeted towards fostering positive school climate rather than exclusively preventing, investigating and otherwise responding to specific incidences of bullying and teen dating violence.]

XII. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school and program shall provide all school employees with a written or electronic copy of the District's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. As required by state law, the Board, after consultation with the Department and the Social and Emotional Learning and School Climate Advisory Collaborative (the "Collaborative"), shall also provide on its 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.
- E. Any person appointed by the District to serve as District safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

Series 5000: Students**SAFE SCHOOL CLIMATE PLAN****XIII. School Climate Assessments**

Biennially, the Board shall require each school and program in the District to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department. The Board shall collect the school climate assessments for each school and program in the District and submit such assessments to the Department.

Legal References:

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. § 10-222q

Conn. Gen. Stat. § 10-222r

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

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

Connecticut State Department of Education Circular Letter C-3,
Series 2011-2012 (September 12, 2011)

Connecticut State Department of Education Circular Letter C-2,
Series 2014-2015 (July 14, 2014)

Connecticut State Department of Education Circular Letter C-1,
Series 2018-2019 (July 12, 2018)

Connecticut State Department of Education Circular Letter C-1,
Series 2019-2020 (July 16, 2019)

5/1/2023

Policy Adopted: April 2024

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date April 25, 2024

Decision Requested _____ Agenda Code 12 d.

AGENDA REPORTING FORM

Agenda Topic: Policy 9160 – Student Representatives on the Board of Education – Revised- First Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 9160 – Student Representatives on the Board of Education – Revised.

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 9160 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 9160



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 9160
Student Representatives on the Board of Education
– Revised Policy
Draft

Series 9000: Bylaws of the Board

Organization

Student Representatives on the Board of Education

The Southington Board of Education recognizes the importance of ~~to~~ maintaining open communication ~~dialogue~~ with the student body. ~~In an effort~~ To improve this communication, the Board supports seating three students from Southington High School to serve in a nonvoting capacity on the Southington Board of Education. ~~The purpose of this participation is to help the Board of Education gain greater insight into student activities, programs, and needs; to encourage student involvement in school district governance activities; to provide greater awareness and understanding of mutual issues among community, school staff, and students; to provide for the active involvement of students in their education; to foster inquiry whereby students may freely express their views and listen to and evaluate the opinions of others; and to demonstrate community service to the Town of Southington.~~

~~These student representatives on the Board of Education will give students, as the clients within the educational corporation, a more effective voice in and at the decision-making level of the school system.~~

The three representatives will be seated at the Board table at each public Board of Education meeting. Student opinion will be solicited to give an added dimension to the Board's decision-making process. The student representatives will not attend executive sessions of the Board's decision-making process nor will they have access to associated backup material.

~~The following procedures will be observed for the seating of the student representatives:~~

~~Student Representatives are appointed to the position by the SPS Student Board of Education Selection Committee, composed of the current BOE Student Representative and the high school principal, after an in-depth review of all applicants. The Selection Committee undertakes an individualized, rigorous, and holistic examination of each candidate, assessing extracurricular involvement, achievements, and skill sets vital to the position. The Committee is tasked with appointing students who favorably demonstrate these factors, and who as individuals and as a group, will enrich the learning environment, thus benefiting the entire student body. Since the Committee must make exact distinctions between large numbers of highly qualified applicants, all information is consistently assessed. The holistic review process aims to build a team that will best execute the necessary tasks of the position and be a leader among all Student BOE Representative teams in the state and country.~~

Series 9000: Bylaws of the Board**Organization**

1. Student representatives will come from the junior and senior class at Southington High School. There must be at least one representative from each class.
2. Any junior or senior, through completion of a letter of intent and the fulfillment of academic requirements, will be considered eligible. A committee of current student representatives and high school administration or his/her designee(s) will interview and select the representatives.
3. After the students have been selected, they will be given an orientation session by the Superintendent of Schools and an officer of the Board or designee.
4. Student representatives may be removed from their position of nonvoting members of the Board of Education by an affirmative vote of 2/3 of the Board of Education.
5. At least two of the three representatives must be present at each regular meeting of the Board of Education. If it is not possible for a student representative to be present at the Board of Education, the representative is responsible for advising the Principal and the Superintendent's office in advance of the meeting of his/her absence.
6. The Board of Education reserves the right to dismiss a student due to poor attendance, **poor academia and or poor behavior** and call for the selection of a new member.
7. The student representatives should be available for attendance at Board of Education meetings with the start of the school year.
8. ~~The term of office for the three representatives shall be for one school year.~~
Student representatives shall serve a term of two academic years if they are an incoming junior, or one academic year if they are an incoming senior. At all times, the team will be composed of two seniors and one junior. In the event that a position is left vacant in the middle of an academic year, the position will be posted for students to apply, and the selection process will be conducted in the same manner as in May.
9. **Standards for student representation/participation to the Board of Education are addressed within the application, and all applicants must agree to uphold the standards before submitting the application. Should these standards not**

Series 9000: Bylaws of the Board**Organization**

be met, the Superintendent/Board of Education *only* reserves the right to remove a Student Representative. In such cases, the vacant position will be posted for students to apply for, and the selection process will be conducted in the same manner as in May.

These regulations will be reviewed annually before each Student Representative appointment.

A student representative shall:

1. Be able to attend and sit in on all regular meetings of the Board of Education and can be appointed to committees of the Board of Education at the discretion of the chairperson.
2. During said meetings, be able to speak on any issue on the agenda or motion before the Board unless deemed inappropriate by the Board. C. Be able to recommend resolutions to the Chairperson prior to a meeting for the Board's consideration.
3. Receive copies of all regular meeting agendas, minutes and other pertinent publications, excluding executive session minutes and associated materials, when made available to the Board members.
4. Student Representatives will be given an opportunity to speak during the portion of the agenda devoted to their report and at any other time *if called on by the Chair*. Student Representatives may submit reports or studies and make requests to the Board of Education for consideration. At least one week prior to a Board of Education meeting, a Student Representative may ask the Superintendent of Schools to consider placing a specific item on an agenda.
5. The Student Representatives will communicate to the entire student body when necessary to obtain input and keep all students informed on pertinent issues before the Board of Education in ways approved by the high school administration.
6. Be expected to attend all the Board of Education meetings and be accountable to the student body via the student organizations.

Series 9000: Bylaws of the Board**Organization****A student representative shall not:**

1. Be able to cast an official vote on any motion or resolution.
2. Be allowed to attend executive sessions, negotiation sessions or personnel portions of the regular meetings of the Board of Education.

Only those privileges and powers enumerated previously shall be regarded specifically as such; any and all other powers and privileges that might be deemed appropriate for the student representatives shall be decided upon by the Board of Education.

Legal Reference:

Connecticut General Statutes

- 9-203 Number and term of members of boards of education.

Bylaw adopted by the Board: June 22, 2017

Bylaw revised: September 2023

Bylaw revised: April 2024

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 25, 2024

Decision Requested X Agenda Code 12 e1.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Computer Technician – Revised.

Summary of Issue: Approval of Job Description – Computer Technician – Revised.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

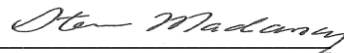
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Computer Technician - Revised



SOUTHTON PUBLIC SCHOOLS JOB DESCRIPTION

TITLE: ~~TECHNOLOGY ASSISTANT~~ **COMPUTER TECHNICIAN**

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and /or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Associate Degree ~~required~~ **in related field** (experience will be considered in lieu of ~~above degree~~).
2. Minimum three (3) years experience working in an office environment. School or district office experience preferred.
3. Knowledge of Windows, ~~and Mac~~, **and Chromebook** operating systems, and other computer related technologies. Networking experience ~~helpful~~ **preferred**.
4. Knowledge of computer installation, maintenance, and software support to perform **computer** troubleshooting.
5. Able to work as part of a team.
6. Excellent communication skills to be able to articulate technical information to non-technical audiences.
- 7. Able to follow established processes and procedures with attention to detail.**
8. Able to install and troubleshoot software programs.
9. Able to organize, set priorities, and work effectively under pressure.
10. Able to exercise sound judgment, including appropriate handling of confidential matters.
11. Able to lift up to 50 pounds and work in tight areas.

REPORTS TO: ~~Technology Director~~ **Network Manager**

JOB GOAL: Responsibilities are to provide a variety of support to users in school buildings on Mac, **PC, and Chromebook** ~~desktop computer~~ software and hardware in a networked environment.

PERFORMANCE RESPONSIBILITIES:

1. Configures, installs, troubleshoots, and maintains Mac/PC ~~desktop computer~~ software and hardware in a networked environment.
- 2. Supports and repairs Chromebooks.**

3. Maintains building's computer software and hardware inventory and ~~establishes a plan for more effective usage~~ follows established protocols.
4. Responds to building requests for the purpose of problem solving, new technology inquiries, technical support, and training.
5. Monitors and schedules the computer labs as needed.
6. Attends various district meetings for the purpose of communication and/or gathering information.
7. Collaborates with ~~IT~~ the Technology Department, district personnel and ~~vendors~~ students for the purpose of meeting end-user needs with the best possible solutions according to district standards.
8. Prepares documentation for the purpose of providing written materials to assist the Technology Department, staff, and students with computer use.
9. ~~Provides assistance to staff as needed.~~
10. Serves as a member of the technology team of the building; performs related duties consistent with the scope and intent of the position as assigned.
11. ~~Reports to the building principal or other administrator.~~ Interacts daily with students and school staff. ~~Able to~~, establishing and maintaining effective working relationships ~~with staff and students.~~

Other skills and abilities:

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Exposed to visual display terminal for prolonged periods; required to sit for prolonged periods; occasionally required to deal with frustrated people, to lift up to 50 lbs. using proper safety precautions, and to work in tight areas.

TERMS OF EMPLOYMENT: ~~This is a 10-month school year, non-union position.~~ School year plus 40 workdays. Non-union position with hourly rate of pay, benefits, and working conditions set by the Southington Board of Education.

EVALUATION: Performance to be evaluated annually by the Technology ~~Director~~ Leadership Team.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 25, 2024

Decision Requested X Agenda Code 12 e2.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Technology Analyst – Revised.

Summary of Issue: Approval of Job Description – Technology Analyst – Revised.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

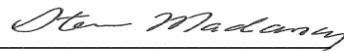
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description

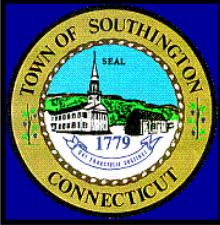


Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Technology Analyst - Revised



SOUTHINGTON PUBLIC SCHOOLS JOB DESCRIPTION

TITLE: **TECHNOLOGY ANALYST**

QUALIFICATIONS:

1. Bachelor's degree in computer science, management information systems or related fields preferred.
2. Working knowledge of industry software such as:
 - a. WindowsTM 2003 Server
 - b. WindowsTM XP/Vista, Windows 10 and higher
 - c. Microsoft Exchange
 - d. Mac OS
 - e. Chrome OS
3. Working knowledge of industry hardware such as:
 - a. Networking switches, access points, etc.
 - b. Windows, Mac, and Chromebook devices
 - c. Centralized deployment software (MDM)
 - d. Knowledge of Virtual Machine management and backups
 - e. Active Directory, DHCP, DNS, Group Policy
4. Basic knowledge of instructional software usage in classroom environment, ~~network topologies, current hardware and software integration~~ is preferred.
5. Minimum three (3) years of experience working in an office environment. School or district office experience preferred.
6. Able to work as part of a team.
7. Excellent communication skills to be able to articulate technical information to non-technical audiences.
8. Able to organize, set priorities, and work effectively under pressure.
9. Able to exercise sound judgment, including appropriate handling of confidential matters.
10. Able to lift up to 50 pounds and work in tight areas.

REPORTS TO:

~~Technology Director~~ Network Manager

JOB GOAL:

Provide back-end support for technology hardware, software, network, and infrastructure within Southington Public Schools. Provide forward-facing support for technology related issues to staff and students.

- ~~1. Develop and implement instructional technology usage throughout the school district.~~
- ~~2. Maintain and repair hardware.~~
- ~~3. Deploy and integrate new equipment/software.~~

PERFORMANCE RESPONSIBILITIES:

1. Install, maintain and integrate all district-wide infrastructure and software used for classroom instructional applications.
2. Provide consultation and technical assistance to administrators and instructional staff district wide.
3. Maintain and update inventory of all equipment utilized for instructional computing.
4. Maintain a current catalogue of software and appropriate licensing information.
5. Work cooperatively with staff in the review, selection, purchase and distribution of computers, hardware and software.
6. Plan and conduct training on hardware and software usage.

Adopted: May, 2021

Revised: June, 2007

Revised: March, 2008

Revised: April, 2024

- ~~7. Serve as a resource person for the curriculum committees to recommend policies, hardware and software for instructional use.~~
8. Evaluate the status of instructional technology and network infrastructure in the school system and develop recommendations for maintenance and growth, annually.
- ~~9. Maintain daily back up of data on all servers.~~
- ~~10. Maintain system security for all users.~~
11. Lead project teams within the Technology Department as needed.
12. Perform other duties as assigned by the immediate supervisor.

TERMS OF EMPLOYMENT:

Twelve month work year with salary, benefits and working conditions established by the Board of Education.

EVALUATION:

Performance of the job will be evaluated annually by the Technology Director Leadership Team.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 25, 2024

Decision Requested X Agenda Code 12 e3.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Secondary Library Media and Instruction Technology – NEW.

Summary of Issue: Approval of Job Description – Secondary Library Media and Instruction Technology – NEW.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

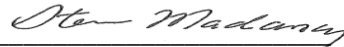
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Secondary Library Media and Instruction Technology
– NEW



SOUTHTON PUBLIC SCHOOLS JOB DESCRIPTION

TITLE: SECONDARY LIBRARY MEDIA AND INSTRUCTIONAL TECHNOLOGY

ESSENTIAL QUALIFICATIONS:

1. 062 Librarian Certification
2. A valid Connecticut teaching certificate in any area
3. Previous teaching experience
4. Experience teaching and/or designing in a learning management system such as Canvas, Schoology, Blackboard, or Classroom
5. Strong technology skills, including computer programming, educational software, word processing, database, spreadsheet, web development, presentation, digital video and audio editing, image processing, graphics applications

PREFERRED QUALIFICATIONS:

1. Experience or training in library science, library programming, media equipment
2. Experience with the production of instructional materials
3. Experience providing technology-based professional development
4. Experience with methods for integrating technology into the curriculum

REPORTS TO: Digital Learning Coordinator

JOB GOAL:

Organize and operate an effective secondary library/media center that supports, enhances, and enriches the educational opportunities of the school. Support teachers and students with effective use of instructional technology within the school.

PERFORMANCE RESPONSIBILITIES:

1. Supervise the operation and maintenance of library in assigned school(s), including the supervision of library staff, administering budgets and policies, and collection development/maintenance.
2. Promote information literacy, reading development, and literature appreciation for students.
3. Help students develop independent research skills and other uses of library media center.
4. Provide an atmosphere and environment conducive to the intellectual, physical, social, and emotional development of children.
5. Supervise student technology helpdesk and/or student library leaders.
6. Manage library and technology assets, including books, AV materials, Chromebooks, etc.
7. Deliver onboarding for new students and staff regarding the instructional tools available in the school/district.
8. Provide professional development for all staff members to increase their knowledge and use of technology.
9. Pilot hardware and software applications that encourage the use of instructional technology within the context of secondary schools.
10. Maintain the school website and any other social media, as requested by the building administration.
11. Perform other such responsibilities as may be necessary and assigned by the Assistant Superintendent for Instruction and Learning or a designee.

TERMS OF EMPLOYMENT:

Teachers work year with salary, benefits, and working conditions per the agreement between the Board of Education and Southington Education Association.

EVALUATION:

Performance of the job will be evaluated annually by the Digital Learning Coordinator.

Written: April, 2024
Policy Committee:
Board of Education Approval:

**Southington Public Schools
BOARD OF EDUCATION
2025 REGULAR MEETING DATES
7:00 p.m.**

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



January 9, 2025~ Operations
January 14, 2025 (Budget Workshop)
January 16, 2025 (Budget Workshop)
January 23, 2025 ~ Instruction

February 27, 2025~ Operations

March 20, 2025 ~ Operations

April 10, 2025~ Operations

May 8, 2025~ Operations
May 22, 2025~ Instruction

June 12, 2025~ Operations
June 26, 2025~ Instruction

August 21, 2025~ Operations

September 11, 2025~ Operations
September 25, 2025~ Instruction

October 9, 2025~ Operations
October 23, 2025~ Instruction

November 13, 2025~ Operations

December 11, 2025~ Operations

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