

# Southington Board of Education Meeting

Thursday, May 9, 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. NILU (formerly NIPSEU) Contract Negotiations
  - b. Personnel Matter
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Celebration of Excellence - Emma KIELTYKA, District 1 - Congressional Art Show Winner
6. Approval of Minutes - April 25, 2024
7. 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
8. Committee Reports
  - a. Finance Committee Meeting - April 29, 2024
    1. Preschool Tuition Rates 2024-2025
    2. YMCA Before and After Care Program Rates 2024 - 2025
9. Superintendent's Report
  - a. Personnel Report
10. Old Business
  - a. Town Government Communications
  - b. Policy 5130 - Bullying Prevention and Intervention - Revised - Second Reading
  - c. Policy 5130.1 - Safe School - New - Second Reading
  - d. Policy 9160 - Student Representatives on the Board of Education - Revised - Second Reading
11. New Business
  - a. Appointment of Representative on the Town Cable Advisory Council
  - b. Approval of Out of State-Overnight Field Trips
    1. SHS - World Language - Grades 9-12 - Athens, Greece
  - c. Ratification of Nutmeg Independent Labor Unions (NILU) Southington Secretarial and Food Service Workers Contract
12. Public Communications
  - a. Public

### 13. Adjournment

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

**SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**REGULAR MEETING  
APRIL 25, 2024**

The regular meeting of the Southington Board of Education (Committee of the Whole - Operations) was held on Thursday, April 25, 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 6:35 p.m.

Board members present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams.

Absent: Mr. Sean Carson and Mr. David Derynoski

Cabinet administrators present: Mr. Steven Madancy, Superintendent of Schools and Mr. Frank Pepe, Assistant Superintendent

**2. EXECUTIVE SESSION – Student Matters**

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

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

**Motion carried unanimously by voice vote.**

*Mrs. Clark ended Executive Session at 6:47 p.m.*

*The Regular Board Meeting was reconvened at 7:00 p.m.*

**3. RECONVENE MEETING – REGULAR SESSION**

Board members present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. Sean Carson (*arrived at 7:03 p.m.*), Mrs. Colleen Clark, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams.

Absent: Mr. David Derynoski

Cabinet administrators present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance

Student Representatives present: Chelsey Arduini, Akari Win

**4. PLEDGE OF ALLEGIANCE**

Student Representatives led in reciting the Pledge of Allegiance.

**5. APPOINTMENT OF PRINCIPAL – DERYNOSKI ELEMENTARY SCHOOL**

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

**“Move to appoint Sarah Williams as Principal of Derynoski Elementary School at an annual salary of \$178,531 for the 2024-2025 academic year effective July 1, 2024.”**

ROLL CALL VOTE: YES – Mr. Baczewski, Mr. Brown, Mrs. Carmody, Mr. Oshana, Mr. Whitehead, Mr. Williams, Mrs. Clark.

**Motion carried unanimously by voice vote 7-0.**

Mrs. Williams came to the podium and spoke briefly.

*Mr. Carson arrived at 7:03 p.m.*

**6. CELEBRATION OF EXCELLENCE – Invention Convention Inventors**

Mrs. Alicia Naleway, Districtwide Math /Science Teacher, introduced the sixth-grade students who were presented to the Board at a meeting last year for their inventions and recognized for their invitation to the 2023 state of Connecticut Invention Convention. Since that time, they went on to compete at the state level and received further recognition for their inventions. She introduced the following sixth-grade students and their inventions, awards and/or national’s invitations: Brooklyn Bouteiller, JFK, Auto Freshener – Innovator Challenge Invitation; Gwen Hlavac, JFK, The Camera Protector – Innovator Challenge Invitation; Noah Boros and Carter Kelleher, JFK, Time Out Candle – Fire Marshal Award; Olivia Torres, JAD, Watch Window – Nationals Invitation; Ryan King, JFK, Pack ‘n’ Boost – Nationals Invitation. Mrs. Clark presented the students with a Certificate of Excellence on behalf of the Board of Education.

*Mrs. Clark called for a recess at 7:09 p.m.*

*Mrs. Clark resumed the Regular Meeting at 7:13 p.m.*

**7. APPROVAL OF MINUTES – March 28, 2024**

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

**“Move to approve the regular Board of Education meeting minutes of March 28, 2024, as submitted.”**

**Motion carried unanimously by voice vote 8-0.**

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

**“Move to move Agenda Item 12.a ‘Reading Program Presentation’ to Agenda Item 7.a.”**

**Move carried unanimously by voice vote 8.0.**

**a. Reading Program Presentation** (*formerly Agenda Item 12.a*)

Mrs. Stephanie Lawlor, Language Arts Curriculum Coordinator, gave a PowerPoint presentation overview of the new Benchmark Advance program. She acknowledged and thanked the team of teachers who served on the District Literacy Leadership Committee. Mrs. Lawlor spoke in detail about the timeline, hours spent in the one-and-a-half-year process of reviewing programs due to Right to Read Legislation passed by the state and Southington's reading program not on the state's approved list. She addressed applying for a waiver, not being impressed with the program list provided by the state, the definition of science of reading, partnering with The Hill for Literacy program in January 2024, and the two frameworks of the Simple View of Reading and Scarborough's Reading Rope for students to become skilled readers. She spoke in detail about developing strong foundational skills in teaching and building knowledge, vocabulary, perspectives, and text sets across grade levels including resources that teachers need to differentiate instruction for students. Mrs. Lawlor addressed the variety of assessments to monitor progress. She noted that all the work could not have been done without the four Literacy Coaches. Two elementary teachers, Paula Gorham, and Gina Krar, who were part of the District Literacy Leadership Team, gave brief statements about their experience with teaching some of the lessons.

**8. PUBLIC COMMUNICATIONS**

**a. Communication from Student Representatives**

Chelsey Arduini reported on the current and upcoming activities at Southington High School that included CyberKnights Robotics Team 195 success at the World Competition in Houston, Texas, Junior Prom on April 20, Senior Prom on May 18, AP Exams starting in May at SHS instead of St. Aloysius Church, April Spring Recess foreign field trips to many countries, Spring Orchestra and Band Concert, and starting the process to interview for new Board Student Representatives applicants for 2024. She also gave the spring sports report to date for the high school that included Baseball, Softball, Girls & Boys Track, Girls Lacrosse, and Boys Lacrosse.

Akari Winn gave the district report: JFK & JAD Drama Club production of Sister Act was held in March. DePaolo Middle School: Spirit Week fundraiser to support Veterans; Spring sports started; April is Autism Awareness Month with fundraisers held to benefit Autism services and resources in Connecticut; JAD National Junior Honor Society hosted a Bingo Night for senior citizens; students took part in building a chicken coop and will be taking care of the chicks. 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*. Kelley Elementary School: Grade 4 and 5 students participated in the Fire Prevention Poster Contest with a fourth-grade student selected as Southington's winner who then advanced to be the winner for all of Hartford County. Kennedy Middle School: Quinnipiac University selected JFK for one of their volunteer sites and painted the wall in the School Counseling Office, local businesses donated to Staff Appreciation Week; JFK families hosting middle school exchange students from France in early May for 10 days.

**b. Communications from Board Members**

Mrs. Clark stated that she attended an amazing Sister Act drama performance. On behalf of the Board, Mrs. Clark presented Linda Blanchard, BOE Recording Secretary, who was retiring after 17 years, with a floral bouquet and gift in appreciation of her years of service.

**c. Communication from Administration**

Mr. Madancy reported on the following:

1. NAMM Award: Mr. Madancy announced that the SHS Music Department was awarded the prestigious NAMM (National Association of Music Merchants) Award for the 11<sup>th</sup> straight year for best community music education program. He praised and thanked the music teachers.

2. Robotics Results: Mr. Madancy noted that this was addressed under the Student Representatives report.

3. Free Lunch Community Forum: Mr. Madancy reported that a Community Forum was held at the Bread for Life regarding food insecurity that was attended by school personnel. A book, Free Lunch by Rex Ogle, was used to facilitate the conversation. Southington's Free or Reduced Lunch rate is currently approximately 22%. He addressed eligibility.

4. Legislative Update: Mr. Madancy reported that the State Appropriations Committee decided not to open Governor Lamont's biennial budget; therefore, no new funds would be appropriated, which means no Excess Costs funds will not be received by Southington. This will need to be addressed at the district's budget reallocation meeting. Southington would be receiving less Excess Cost funds that was budgeted for at 70% even though the district was entitled to 88%. Right now, the projection is for 67% of Excess Costs reimbursement.

5. June 13 BOE Meeting: Mr. Madancy announced that the June 13, 2024 BOE meeting was cancelled due to graduation that evening.

Mr. Madancy stated that at a future BOE meeting he would have a presentation on the foreign field trips taken by students during spring recess.

**d. Communications from Public (Agenda Items Only)**

There was no public communication on the agenda items.

**9. COMMITTEE REPORTS**

**a. District-wide Facilities Committee Meeting – March 27, 2024**

Mr. Madancy explained that they made forward moving progress at this meeting. Chuck Warrington, Collier's Group, and Patrick Gallagher from SLAM, presented four scenarios for school construction, timelines, and associated costs for consideration. One of the goals discussed was balanced enrollment and maintaining neighborhood schools, which is Scenario D. The scenarios were all cost estimates, and he was asked to contact the Cheshire Public Schools administration to see whether their scenarios came in at their actual costs. He stated that the Cheshire Superintendent indicated one of their scenario project costs came in at 2% less and another at 1% higher. A more in-depth presentation will be given to the Board at a future meeting on Scenario D. He addressed the timeline of June 2025 to submit a grant application to the state for any school construction projects.

**b. Policy & Personnel Committee Meeting – April 3, 2024**

Mr. Baczewski reported that the committee met and discussed revisions to the roles and responsibilities in the job descriptions for the Computer Technician and Technology Analysts based on the re-organization in the Technology Department. Also presented was a new job description for Secondary Library Media and Instructional Technology. The committee reviewed Policy 5114-Student Discipline at length per Board request to better illustrate disciplinary measures for different infractions including student expulsion. Stipulated Agreements may be used in lieu of a non-mandatory expulsion hearing. Mr. Baczewski reported that the committee discussed revisions to Policy 5130-Bullying Prevention and Intervention and Policy 5130.1-Safe School Climate Plan, which is new based on recent legislation. This policy focuses on prevention and intervention strategies. The committee reviewed Policy 5144-Student Welfare, Play-Based Learning, Student Discipline, which was tabled at a previous BOE meeting. Policy 9010-Role of the Board and Members, Policy 9271-Code of Ethics and Policy 9400-Methods of Operation were reviewed as follow-up from the Board Retreat in March. Policy 9160-Student Representatives on the Board of Education was also reviewed with additional text added and edits.

**c. Curriculum & Instruction Committee Meeting – April 19, 2024**

Mrs. Carmody thanked Mrs. Lawlor and the District Literacy Leadership Team who presented at the April 19 Curriculum & Instruction Committee meeting and the excellent presentation at tonight's BOE meeting regarding the selection of the new Benchmark Advance Reading Program including the timeline. Mrs. Clark agreed that it was wonderful to see the enthusiasm among the teachers and the collaboration. Mr. Brown was impressed that the new Reading Program also was aimed to help people who struggle to read.

**10. 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 Resource Department.”**

**Motion carried unanimously by voice vote 8-0.**

**11. OLD BUSINESS**

**a. Town Government Communications**

**1. Pleasant Street Property – Agriculture Science & Technology – SHS**

Mr. Madancy stated that this would be a future presentation to the BOE. He met with Mr. Owen McLaughlin, Ag-Science Director, who would like to raise a barn on the Pleasant Street property for the Ag-Science Program due to the limitation of the number of animals that could be housed at the current facility and feeding opportunities. The project would be grant funded at no expense to the town or the BOE. However, the property belongs to the town, not the Board of Education. The Town Council liked the idea, but it needed to be presented to the

Open Space Committee for approval at their meeting, which was approved. The project is currently in the conceptual stages. Mr. Baczewski questioned limitations and aesthetics noting that there were some beautiful post and beam barns.

- b. Policy 5144 – Students, Welfare, Play Learning, Student Discipline - Revised – Second Reading (Tabled at the February 22, 2024 meeting)**

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

**“Move that the Board of Education approve Policy 5144 – Students, Welfare, Play Learning, Student Discipline - Revised, as presented by the Policy & Personnel Committee.”**

**Motion carried by voice vote 7-1 with Mr. Carson opposed.**

**12. NEW BUSINESS**

- a. Reading Program Presentation (*Moved to Agenda Item 7.a*)**
- 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**

Mrs. Clark explained that Agenda Items 12.b.c.d were first reads and would be brought back to the Board for action at their next meeting.

- e. Approval of Job Descriptions**
  - 1. Computer Technician - Revised**

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

**“Move to approve the revised job description for Computer Technician, as presented by the administration.”**

**Motion carried unanimously by voice vote 8-0.**

- 2. Technology Analyst – Revised**

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

**“Move to approve the revised job description for Technology Analyst, as presented by the administration.”**

**Motion carried unanimously by voice vote 8-0.**

- 3. Secondary Library Media and Instruction Technology – New**

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

**“Move to approve the new job description for Secondary Library Media and Instruction Technology, as presented by the administration.”**

**Motion carried unanimously by voice vote 8.0.**

**13. ADOPTION OF 2025 BOARD OF EDUCATION MEETING DATES**

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

**“Move to adopt the 2025 Board of Education Meeting Dates, as presented.”**

**Motion carried unanimously by voice vote 8-0.**

**14. PUBLIC COMMUNICATIONS**

**a. Public**

Regina Coviello, 12 Beecher Street, spoke about attending a Town Council meeting where there was a question about high school students not being able to attend their proms if they did not pay school lunch money and class dues that they owed. She, and other people at the Town Council meeting and in the community, were concerned. She reached out to Southington High School Principal, Mike Crocco, who assured her they did not have to worry about students not being able to go to their prom.

**15. ADJOURNMENT**

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

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting was adjourned at 8:16 p.m.

Respectfully submitted,

*Linda Blanchard*

Recording Secretary



**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.

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**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)	
<b>Three new Elementary Schools (Occupancy Year)</b>								
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	
<b>Total Estimated Costs:</b>				<b>\$ 167.63</b>	<b>\$ 242.85</b>	<b>\$ 97.86</b>	<b>\$ 141.76</b>	

**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)
<b>Three new Elementary Schools (Occupancy Year)</b>							
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
<b>Total Estimated Costs:</b>				<b>\$ 152.51</b>	<b>\$ 220.62</b>	<b>\$ 89.03</b>	<b>\$ 128.79</b>

**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)
<b>Two new Elementary Schools (Occupancy Year)</b>							
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
<b>Total Estimated Costs:</b>				<b>\$ 108.73</b>	<b>\$ 157.72</b>	<b>\$ 63.47</b>	<b>\$ 92.07</b>

**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)
<b>Two new Elementary Schools (Occupancy Year)</b>							
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
<b>Total Estimated Costs:</b>				<b>\$ 115.89</b>	<b>\$ 168.24</b>	<b>\$ 67.65</b>	<b>\$ 98.21</b>

**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
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- New Flanders school will not be situated at an ideal location on site
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- 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)
<b>Two new Elementary Schools (Occupancy Year)</b>							
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
<b>Total Estimated Costs:</b>				<b>\$ 119.85</b>	<b>\$ 172.16</b>	<b>\$ 69.96</b>	<b>\$ 100.50</b>

**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
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- 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)
<b>Two new Elementary Schools (Occupancy Year)</b>							
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
<b>Total Estimated Costs:</b>				<b>\$ 127.00</b>	<b>\$ 182.68</b>	<b>\$ 74.14</b>	<b>\$ 106.64</b>

**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)
<b>Two new Elementary Schools (Occupancy Year)</b>							
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
<b>Total Estimated Costs:</b>				<b>\$ 119.84</b>	<b>\$ 178.83</b>	<b>\$ 69.96</b>	<b>\$ 104.39</b>

**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)
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- 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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**Board of Education**

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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

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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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**Board of Education**

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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

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**Board of Education**

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Board of Education

Administrative Report

May 9, 2024



1. End of Year Dates
2. Town Council Budget Adoption
3. Legislative Session May 8<sup>th</sup> End Date



# SOUTHINGTON

## Public Schools

**Steven G. Madancy**  
Superintendent of Schools

**Frank M. Pepe**  
Assistant Superintendent  
of Schools

**Jennifer S. Mellitt**  
Director of Business &  
Finance

**Peter J. Romano, Jr.**  
Director of Operations

**Rebecca J. Cavallaro, EdD**  
Director of Pupil Services

**Michelle Passamano**  
Human Resource Manager

**Kyle R. Fickel**  
Accounting Manager

200 North Main St.  
Southington, CT 06489

[www.southingtonschools.org](http://www.southingtonschools.org)

**OFFICE TELEPHONE**  
(860) 628-3200

**HUMAN RESOURCE FAX**  
(860) 628-3211

**GENERAL FAX**  
(860) 628-8056

**FINANCE COMMITTEE MEETING**  
**Conference Room #2 Municipal Center**  
Monday, April 29, 2024, 7:00 p.m.

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

**Present from Administration:** Jennifer Mellitt, Director of Business & Finance; Kyle Fickel, Accounting Manager

The Finance Committee meeting was called to order at 7:00 p.m.

**1. Preschool Regular Education Tuition Rates 2024-2025:**

Mrs. Mellitt shared a summary of the current SPS preschool enrollment broken out into special education and regular education students. The tuition rates of area preschools were also presented. A question was asked about the SPS preschool tuition revenues and the cost of the SPS preschool. Mrs. Mellitt stated that the preschool teachers are listed in the budget in account 83120 in the amount of \$418,621. The program costs would also include paraprofessionals, ABA therapist, OT, PT, etc. The revenues generated by the community peers is approximately \$105,000. Mrs. Mellitt shared that the projected preschool revenue is used to reduce the requested budget on the special education paraprofessionals account #83121.

The administration is recommending an increase of preschool tuitions for the regular education community peers of 5.5%. The committee agreed to bring the recommendation to the full board.

**2. YMCA Before and After Care Program Rates 2024-2025:**

Mrs. Mellitt shared the recommendation for the YMCA rental rates by school for the before and after care at seven of our elementary schools. A discussion was held about how the rates were generated. The committee agreed to bring the rates recommended by the administration to the full board for approval.

**3. Food Service Financial Review FY 24:**

Mrs. Mellitt reviewed the financial results of the Food Service operations through the end of March. As discussed last month, we expected the lunch counts to decrease significantly compared to last year. In the prior year the meals at no cost returned for all students as of March 1, 2023. The exhibit of meal counts for 2022-23 and 2023-24 prepared by Mr. Fickel, showed 67,716 fewer lunch counts through the end of March when compared to the prior year.

The Food Service operations generated net income of \$185,628 through March of 2024 compared to \$416,181 in the prior year.

Negative debt is still being addressed with letters sent home to students with balances over (\$90). The total negative debt on March 31<sup>st</sup> is approximately \$11,400.

Ms. Lefebvre, the Food Service Director, continues to monitor the staffing and food costs. The last few months of the year we anticipate an increase in the a la carte sales, like ice cream, but we will continue to monitor our spending as we anticipate lunch meal counts to continue to be lower than the prior year.

**4. Financial Update FY 24:**

Mrs. Mellitt provided a financial update in the new format stating that we anticipate a surplus at June 30<sup>th</sup>. Many factors are still unknown and relate mainly to special education. As student needs are addressed additional spending may be necessary. We are also anticipating a final revenue payment for the special education excess cost grant (SEECG) of approximately \$405,000 at the end of May. If the state funds are not adequate to pay all districts, they may reduce the final payments proportionately across all districts.

Once the final SEECG is received, decisions about the year-end spending will be discussed.

**5. MISCELLANEOUS:**

Mrs. Mellitt shared that the redesign of entryways at the high school and one elementary school have moved into the second phase using the safety funds set aside by the Town. The redesign services were awarded to Silver Petrucelli & Associates under RFP 2023-03 in January 2023. The bids will be closing on Monday, May 6<sup>th</sup>.

The meeting adjourned at 8:08 p.m.

Respectfully submitted,



Jennifer Mellitt  
Director of Business & Finance

# MEMO

**TO:** Board of Education Finance Committee  
**DATE:** April 26, 2024  
**RE:** PRESCHOOL REGULAR EDUCATION TUITION RATES

Annually, the Finance Committee reviews the preschool fee structure and makes recommendations to the full Board of Education for tuition paid by the regular education community peers. Attached is comparative tuition data from local area preschools for the 2024-2025 school year and a history of Southington Public School Preschool rates.

A summary of the current preschool enrollments at Hatton and Strong is shown below.

	<b>Pre-K 3</b>	<b>Pre-K 4</b>	<b>Total</b>
Special Education	14	19	33
Regular Education	9	11	20
<b>Total Hatton</b>	<b>23</b>	<b>30</b>	<b>53</b>
Special Education	21	21	42
Regular Education	12	16	28
<b>Total Strong</b>	<b>33</b>	<b>37</b>	<b>70</b>
<b>Total Preschool Enrollment</b>	<b>56</b>	<b>67</b>	<b>123</b>

Based on the attached data, the administration recommend a 5.5% increase in preschool tuitions for the 2024-25 school year.

Southington Area Preschool Fee Comparison  
Proposed Southington Preschool Rates  
For 2024-25 School Year

**Half Day Programs**

Preschool Name	# of hrs per day	YEARLY FEE 2 DAY	YEARLY FEE 3 DAY	YEARLY FEE 4 DAY	YEARLY FEE 5 DAY
<b>Current Rate</b> Bright Beginnings Child Care Center (10 mo.)	3.5	\$1,950	\$2,400	N/A	\$3,600
<b>New 2024-25 Rate</b> St. Luke's (Southington Catholic) PK <b>Half Day</b> (10 mo.)	3.75	N/A	\$4,500	\$5,300	\$6,200
<b>New 2024-25 Rate</b> Village Green Nursery School (10 mo.)	3	\$2,000	\$2,450	N/A	N/A
<b>New 2024-25 Rate</b> YMCA Y member (10 month)	2.5	\$2,030	\$2,460	N/A	N/A
<b>New 2024-25 Rate</b> YMCA Non Y member (10 month)	2.5	\$2,300	\$2,730	N/A	N/A
<b>New 2023-24 Rate</b> Zion Lutheran Nursery School (10 month)	2.5	\$2,100	\$2,500	N/A	\$3,300
<b>Average for 2.5 Hour Half Day Programs show above</b>	2.5	\$2,143	\$2,563	N/A	\$3,300

Preschool Name	# of hrs per day	YEARLY FEE 2 DAY	YEARLY FEE 3 DAY	YEARLY FEE 4 DAY	YEARLY FEE 5 DAY
<b>Current Rate</b> Southington Integrated Preschool Community Peer Rates	2.67	\$1,790	\$2,174	\$2,620	N/A
<b>Proposed 2024-25 Rate at 5.5%</b>	2.67	\$1,888	\$2,294	\$2,764	N/A
<b>Annual increase at 5.5%</b>		\$98	\$120	\$144	N/A

**Full Day or Extended Programs - For Information Only**

Preschool Name	# of hrs per day	YEARLY FEE 2 DAY	YEARLY FEE 3 DAY	YEARLY FEE 4 DAY	YEARLY FEE 5 DAY
<b>Current Rate</b> St. Dominic Nursery School ( Full time only )	2.5	N/A	N/A	N/A	\$13,000
<b>New 2024-25 Rate</b> St. Luke's (Southington Catholic) PK <b>Full Day</b> (10 mo.)	6.25	N/A	\$5,800	\$6,700	\$7,600
<b>New 2024-25 Rate</b> Village Green Nursery School <b>Extended Day</b> (10 mo.)	4.5	N/A	\$3,700	N/A	N/A
<b>New 2024-25 Rate</b> YMCA Y member <b>Extended Day</b>	4	N/A	\$3,750	N/A	N/A
<b>New 2024-25 Rate</b> YMCA Non Y member <b>Extended Day</b>	4	N/A	\$4,010	N/A	N/A

## MEMO

**TO:** Board of Education Finance Committee  
**DATE:** April 22, 2024  
**RE:** YMCA RATES 2024-2025

Annually, the Finance Committee recommends reimbursement rates for the use of our buildings by the YMCA for their School-Age Childcare Program. The rates reflect estimated contractual wage increases for our custodial staff along with the updated MERS pension contributions of 16.68%.

The YMCA is currently providing childcare programs at Flanders, Derynoski, Strong, Thalberg, Hatton, Kelley and Oshana.

## YMCA Proposed Rate Calculations 2024-25

	FLANDERS 1 hour	DERYNOSKI 1.5 hours	STRONG 1.25 hours	THALBERG 1.25 hours	HATTON 1.25 hours	KELLEY 1 hour	Oshana 1 hour	DERYNOSKI AM .5 hours	KELLEY AM .5 hours
TOTAL BILLABLE TIME AT TIME AND A HALF	44.59	67.68	55.44	54.26	53.34	43.61	43.19	22.56	21.23
Payroll									
SCHOOL DAYS	181.00	181.00	181.00	181.00	181.00	181.00	181.00	181.00	181.00
	8,070.34	12,250.08	10,034.64	9,821.51	9,653.86	7,892.51	7,816.49	4,083.36	3,841.73
SOCIAL SEC/MEDICARE	617.38	937.13	767.65	751.35	738.52	603.78	597.96	312.38	293.89
MERF 16.68%	1,346.13	2,043.31	1,673.78	1,638.23	1,610.26	1,316.47	1,303.79	681.10	640.80
TOTAL MONTHLY (10)	10,033.85	15,230.52	12,476.07	12,211.09	12,002.65	9,812.75	9,718.24	5,076.84	4,776.42
Monthly Custodial reimbursement	1,003	1,523	1,248	1,221	1,200	981	972	508	478
Wear & Tear	80	80	80	80	80	80	80	70	70
Electricity (incr by 5%)	143	148	385	385	385	396	385	148	148
Supplies (incr by 7%)	41	42	41	41	41	40	42	42	42
<b>PER YMCA AGREEMENT</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>		
	<b>1,387</b>	<b>1,913</b>	<b>1,874</b>	<b>1,847</b>	<b>1,826</b>	<b>1,617</b>	<b>1,599</b>	<b>767</b>	<b>737</b>
<b>Proposed Rates 24-25</b>									
TOTAL MONTHLY (10)	<b>1,390</b>	<b>1,915</b>	<b>1,875</b>	<b>1,850</b>	<b>1,830</b>	<b>1,620</b>	<b>1,600</b>	<b>770</b>	<b>740</b>
2023-2024 revised rates	<b>1,350</b>	<b>1,860</b>	<b>1,820</b>	<b>1,820</b>	<b>1,820</b>	<b>1,590</b>	<b>1,585</b>	<b>745</b>	<b>725</b>
2022-2023	1,330	1,835	1,800	1,790	1,790	1,560	1,550	730	710
2021-2022	1,295	1,780	1,745	1,730	1,730	1,515	1,385	705	690
2020-2021	1,265	1,745	1,710	1,700	1,700	1,485	1,360	685	675
2019-2020	1,230	1,690	1,655	1,645	1,645	1,440	1,310	670	655

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date May 9, 2024

Decision Requested X Agenda Code 9 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 for the dates of April 26, 2024 through April 30, 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

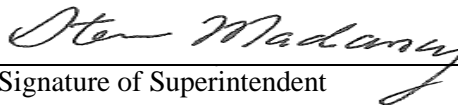
**Beginning Date of Program or Project:** N/A

**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 – April 26th – April 30th

**Personnel Report**  
**April 26, 2024 – April 30, 2024**

**APPOINTMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	<b>DEGREE</b>	<b>SALARY</b>
CLASS	Abid, Azka	Multilingual Tutor	OES	1.0	4-29-2024	N/A	\$18.36
CLASS	Barberino, Elizabeth	ABA Therapist, SLC	HES	1.0	8-27-2024	N/A	\$20.50
CLASS	Boyd, ShaniQua	ABA Therapist, SLC	HES	1.0	5-6-2024	N/A	\$19.59
CLASS	Dubowsky, Thomas	Custodian	SHS	0.49	5-1-2024	N/A	\$16.38
CLASS	Young, Christine	ABA Therapist, SLC	HES	1.0	5-6-2024	N/A	\$19.59

**RESIGNATIONS/RETIREMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>EFFECTIVE</b>	<b>YRS</b>	<b>RET/RES</b>
CLASS	Connolly, Bethanie	Lead OT/PT	District	4-27-2024	8	RESIGN
CLASS	Gilormino, Genienne	Paraeducator, FT, TLC	JAD	5-8-2024	2	RESIGN

**ASSIGNMENT CHANGE**

	<b>FROM (PREVIOUS ASSIGN)</b>			<b>TO (NEW ASSIGN)</b>		
<b>NAME</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	

*None to report*

**TRANSFERS**

	<b>FROM (PREVIOUS ASSIGN)</b>			<b>TO (NEW ASSIGN)</b>		
<b>CERT NAME</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	
Madden, Allison	Math, JFK	1.0	Math, SHS	1.0	7-1-2024	
Ritondo, Kyle	Phys. Ed., FES/HES	1.0	Phys. Ed., SHS	1.0	7-1-2024	

**STIPENDS**

**COACHING**

***Resignations/Non-Renewals***

*None to report*

***Appointments***

*None to report*

**OTHER**

***Resignations/Non-Renewals***

*None to report*

***Appointments***

*None to report*

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date May 9, 2024

Decision Requested X Agenda Code 10 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 5130 – Bullying Prevention and Intervention - Revised - Second Reading.

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

**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

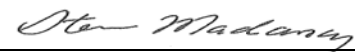
**Recommendation or Comment:** Move that the Board of Education approve Policy 5130 as presented by the Policy & Personnel Committee

**Titles of Attachments:**

1. DRAFT Policy 5130



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



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

**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

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date May 9, 2024

Decision Requested X Agenda Code 10 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 5130.1 – Safe School - New - Second Reading.

**Summary of Issue:** The Policy & Personnel Committee has reviewed Policy 5130.1 – Safe School.

**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

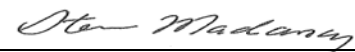
**Recommendation or Comment:** Move that the Board of Education approve Policy 5130.1 as presented by the Policy & Personnel Committee.

**Titles of Attachments:**

1. DRAFT Policy 5130.1



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



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

**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.

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

- 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.

**Series 5000: Students****SAFE SCHOOL CLIMATE PLAN****V. Development and Review of Safe School Climate Plan**

- 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

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

- (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.

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

- 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

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

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

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

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

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

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

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

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:

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

- (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

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

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 \_\_\_\_\_ Board Meeting Date May 9, 2024

Decision Requested X Agenda Code 10 d.

**AGENDA REPORTING FORM**

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

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

**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

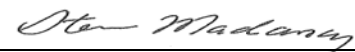
**Recommendation or Comment:** Move that the Board of Education approve Policy 9160 as presented by the Policy & Personnel Committee

**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 May 9, 2024

Decision Requested X Agenda Code 11 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Appointment of Representative on the Town Cable Advisory Council

**Summary of Issue:** The Board of Education appoints a representative on the Town Cable Advisory Council.

**Background:** The Board of Education is requested to appoint a representative.

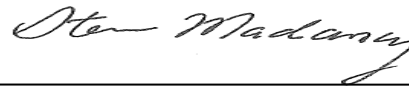
**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** TBD

**Ending Date of Program or Project:** TBD

**Recommendation or Comment:** Move to appoint David Derynoski as a representative on the Town Cable Advisory Council.



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

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

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

Board Meeting Date May 9, 2024

Decision Requested     X    

Agenda Code     11 b1.    

**AGENDA REPORTING FORM**

**Agenda Topic: Out of State:** Approval of Out of State/Overnight Field Trip

**Summary of Issue:** The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – Grades 9-12, World Language Department – Athens, Greece
  - 4/21/25 - 4/30/25

**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    

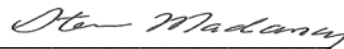
**Recommendation or Comment:** Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



*Signature of Staff Member Submitting Report*



*Signature of Superintendent of Schools*

**Southington High School  
World Language Department**

**Athens, Greece**

**(4/21/25 – 4/30/25)**

Southington Public Schools  
Southington, Connecticut

**Application for Foreign Field Trip**

Submit to Assistant Superintendent

Date: April 29th, 2024

Southington High School SHS students 4/21/25 - 4/30/25  
School Class/Group Date of Trip  
Destination Athens, Greece

Please attach a complete itinerary to this application

Reasons for Field Trip Historical and Mythological Excursion

Departure Date/Time 4/21/25 12pm Return Date/Time 4/30/25 9pm

# of Students 16 # of Teacher/Chaperones 2 - Megan Martin & Alicen Foresman

Have definite arrangements been made at the field trip destination?  Yes  No  
 Have met with nurse to address student health needs.

Nurse's Signature \_\_\_\_\_ Date \_\_\_\_\_

Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

\*\*\*\*\*

**COST AND FINANCING**

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$64,400	All-inclusive price for all meals, housing in airfare, and excursions - Explorica
Board of Education Contribution	\$	
Other	\$	
Fundraising Activity	(\$TBD)	There will be opportunities for students to fundraise to reduce cost
<b>BALANCE</b>	<b>\$64,400</b>	
<b>Student Contribution</b>		
Transportation	\$2,400	16 Students @ \$1,50 - airfare, transportation to and from airport in USA
Entrance Fees, Room & Board	\$62,000	see above
<b>TOTAL Cost of Trip to Each Student</b>	<b>\$4,150</b>	

**SIGNATURES**

Teacher Megan Martin Date 4/29/24  
Dept. Head Tina Riccio Date 4/29/24  
Principal M. OROCCO Date  
Comments

Assistant Superintendent Frank [Signature] Date 5/2/24 Approved   
Not Approved

Board of Education Approval\*\*\* YES  NO  Date

\*\*\*Approval of all school-sponsored foreign field trips will be conditional and may be revoked if a change in circumstances, whether man-made or natural, would warrant cancellation of the trip in the interest of the safety of the students and staff of the Southington Public Schools. The Board of Education will not be responsible for any financial obligations incurred as a result of the planning of the school sponsored foreign field trips or for any monies that are non-refundable or are otherwise lost due to the subsequent cancellation of the school-sponsored foreign field

# Historical & Mythological Excursion to Greece

Monday April 21 -  
Wednesday April 30, 2025

Southington High School  
Coordinators: Megan Martin  
& Alicen Foresman



# STUDY ABROAD CONTRACT

To participate in the Greece study abroad program the following criteria applies to each applicant:

- The student is in good academic standing according to the Southington High School student handbook.
- The student is currently enrolled next year in a course related to ancient studies: Latin, ECE Myth Course or has taken English classes in which texts about ancient Greece were read.
- The student has a 75% average or above in all classes.

*Nota bene (N.B.) - No student will be considered for this program if the above criteria are not met.*

Parents please be aware of the following stipulations:

- Your student can be removed from the Greek study abroad program if there are any academic, legal or school related problems. If this does occur all payments made are non-refundable.
- The students participating in this program are chosen on the basis of academic, social and emotional stability.
- The teacher has the right to use personal discretion when choosing the participants in this study abroad opportunity.
- There will be a curfew in place in the hotels - room checks will occur each night.
- Due to the uncertain nature of world security and other unforeseeable events, field trip participants must understand that the Board of Education reserves the right to cancel field trips at any time prior to the time of departure of the trip. The Southington Board of Education or its agents are not responsible for any financial losses or penalties incurred as a result of the cancellation of any field trip.
- At the highest [red] alert, no field trips are allowed out of the Town of Southington for any reason

Please sign and return by \_\_\_\_\_

Parent's signature \_\_\_\_\_

Student's signature \_\_\_\_\_

## **Program Outline:**

We will travel with Explorica on its *Best of Greece* tour for nine days during spring break in April of 2025. The focus of this program is to enhance the student understanding and appreciation of the history and mythology of ancient Greece and its impact not only on the history, culture, and customs of Europe but also on those of America. The program allows students to explore Athens, the city that birthed democracy and provided a framework for our own government. We will also visit Olympia, where the Olympic games originated. In addition to Athens and Olympia, we will visit other ancient sites around Greece focused on Greek mythology such as the Temples of Zeus, Athena, Apollo, and Poseidon.

## **Tentative\* Trip Schedule:**

\*site visits subject to change; order of visits subject to change

### **Day 1 Overnight flight to Greece (Athens)**

#### **Day 2 Yassou Athens**

Meet your tour director and check into hotel

Athens city walk

Plaka district, Temple of Olympian Zeus, Hadrian's Arch

#### **Day 3 Athens landmarks**

Athens guided sightseeing tour

Parthenon, Acropolis site visit, Temple of Athena Nike, Omonoia Square, Syntagma Square, 2004 Olympic site

#### **Day 4 Athens--Delphi**

Travel to Delphi

Delphi guided sightseeing tour, Temple of Apollo

#### **Day 5 Delphi--Tolo**

Travel to Tolo via Olympia

Ancient Olympia guided visit

#### **Day 6 Tolo--Athens**

Travel to Athens

Mycenae & Epidaurus guided excursion

Corinth Canal

Treasure hunt and Greek dinner in Plaka

### **Day 7 Saronic Gulf Cruise**

Saronic Gulf Cruise full day excursion

### **Day 8 Cape Sounion**

Cape Sounion guided excursion

Temple of Poseidon

### **Day 9 Flight home from Athens**

\*Please see the [linked](#)/attached document for a detailed Itinerary.

#### **The Benefits of this Experience:**

In an ever-changing society, our school system must remain on the cutting edge of education. This program provides the opportunity for our classroom curriculum and 21<sup>st</sup> century global education to merge. This opportunity will allow learners of all levels and styles to see and experience the physical evidence of Greek history and mythology, while also experiencing modern Greek culture and customs.

It is not realistic to expect that all SHS students will be able to have the opportunity to study abroad for a semester or an extended period of time while attending college. This program will allow students to see the remains of ancient Greek structures and artifacts in person, providing a deeper connection than can be experienced through photographs or written descriptions.

The importance of a study abroad program is a topic being discussed in classrooms across the nation. The following list was compiled by Diversity Abroad (a website) that discussed the importance of a study abroad experience. This list highlights the effectiveness of a study abroad experience and the fact that it is changing the face of education across the nation.

#### **When studying abroad students will have the opportunity to gain skills such as:**

- The ability to adapt to unfamiliar environments
- The ability to learn from different teaching styles
- The opportunity to learn to effectively communicate among diverse groups
- The willingness to challenge oneself and comfort zones
- The knowledge of a foreign language

By studying abroad students will benefit from many unique experiences unavailable at the high school level. Such experiences include:

- Learning from students and teachers from different cultural, ethnic and national backgrounds
- Honing cross-cultural communication skills
- Mastering a foreign language
- Exposure to new ideas and philosophies

For many students, studying abroad is a life-changing experience. Students come back from study abroad more independent, confident, and eager to take on any challenge, academic, professional or personal.

There are many personal benefits to studying abroad. Some of these benefits include:

- Increased self-confidence
- Independence and maturity
- Global networking of friends
- Appreciation of other cultures as well as appreciation for American culture
- Ability to face challenges in the future
- Learn to creatively solve problems
- Better understanding of personal strengths and weaknesses

**The entire experience during this study abroad course can be transferred to the students of Southington High School. The knowledge gained during this program will continue far beyond the week-long time frame for both the students and the teacher. The knowledge that the students will receive from this experience is directly linked to the World Language Curriculum and the World-Readiness Standards for Learning Languages.**

### **Communication:**

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

### **Cultures:**

Learners use the language to investigate, explain, and reflect on the relationship between the practices/products and perspectives of the cultures studied.

### **Connections:**

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

### **Comparisons:**

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### **Communities:**

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**One can continue drawing parallels between the benefits of this program and the Southington education standards. The curriculum is based on these as well as other standards set to make the students the highest quality of learners. The Latin classes, ECE Myth course, and relevant social studies courses discuss topics related to the ancient world as part of their curriculum.**

### **Connections to NEASC:**

This program can help the school achieve its maximum potential. The goals set by NEASC states that the curriculum must emphasize depth of understanding and application of knowledge through:

- Inquiry and problem-solving
- Higher order thinking
- Cross-disciplinary learning
- Authentic learning opportunities both in and out of school

This program focuses on higher order thinking and cross disciplinary learning. Students enrolled in our Latin program are more familiar with ancient Rome and this trip to Greece will allow them to draw connections and compare the two great civilizations. They will deepen their knowledge and understanding of the ancient world at large.

Students will be pushed beyond their comfort zones and will be forced to inquire about new topics and problem solve to express themselves in a foreign country. Free time provides an impactful opportunity for students to learn how to navigate a new city, communicate with people who may not speak the same language, and budget money for food and souvenirs.

### **Four Cs:**

This program can help the school achieve its maximum potential using our focus on the four Cs: **communication, critical thinking, creativity and collaboration.**

This program focuses on higher order thinking and cross disciplinary learning. This is an opportunity that will set us apart from the masses; we will be focusing on **authentic learning**

opportunities in the epicenter of Greek culture and traditions. The students will use their **creativity** skills when they are pushed beyond their comfort zones and are required to consistently persevere when presented with linguistic and/or cultural challenges. This experience will force them to take risks and to inquire using their **communication** skills about new topics and use **critical thinking** skills to problem solve to express themselves in a foreign country. Along with using those skills, students will also be **collaborating** with one another on excursions out and about in the city of Athens. Furthermore, students will make cross-disciplinary connections and experience authentic learning opportunities not possible in their home country or domestic classroom.

### Connections to other Disciplines: Greece trip

#### **Social Studies/History-**

- Students will analyze the influence of Greek history on European history and culture at large.
- Students will learn about the political comparisons between ancient Greece and modern American democracy.
- Students will observe the social imprint of the ancient Greeks on modern Greek culture and customs.

#### **Art-**

- Students will analyze influential examples of art and architecture from various time periods.

#### **English-**

- Students will make connections to sites visited in Greece and places mentioned in Greek texts they read in class such as *Antigone* and the *Odyssey*.
- Students will expand their knowledge of Greek roots in English by interpreting the language they see and hear.

#### **Math-**

- Students will convert currency between dollars and Euros
- Students will budget their money for expenses

### In conclusion:

This experience will bring a greater appreciation for classical studies and keep student interest high for our Latin offerings and ECE Myth course. Reading about the Greek gods does not compare to visiting the temples of Poseidon, Apollo, and Athena which will bring learning to life and helps to continue to foster excitement and enthusiasm for learning about ancient cultures and beliefs. Teachers and students should always be open to furthering their education. This opportunity will allow both the teacher and students to enhance their own knowledge and become better global citizens and lifelong learners.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date May 9, 2024

Decision Requested X Agenda Code 11 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** Ratification of Nutmeg Independent Labor Unions (NILU) Southington Secretarial and Food Service Workers Contract.

**Summary of Issue:** The Southington Board of Education and the Nutmeg Independent Labor Unions (NILU) have been negotiating a contract for a three (3) year agreement beginning July 1, 2024 through June 30, 2027.

**Background:** \_\_\_\_\_ N/A

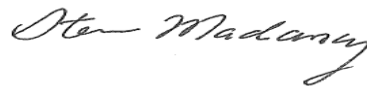
**Alternative Strategies:** \_\_\_\_\_ N/A

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

**Beginning Date of Program or Project:** \_\_\_\_\_ July 1, 2024

**Ending Date of Program or Project:** \_\_\_\_\_ June 30, 2027

**Recommendation or Comment:** Recommend approving the tentative agreement between the Southington Board of Education and the Nutmeg Independent Labor Unions.



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