

Southington Board of Education Meeting

Thursday, May 8, 2025 6:30 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489



COMMITTEE OF THE WHOLE - OPERATIONS

1. CALL TO ORDER
2. Executive Session
 - a. Student Matters
 - b. Unaffiliated Compensation
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Celebration of Excellence - CyberKnights Presentation
6. Approval of Minutes - April 10, 2025
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. Policy and Personnel Committee Meeting - April 22, 2025
9. Superintendent's Report
 - a. Personnel Report
10. Old Business
 - a. Town Government Communications
11. New Business
 - a. Approval of Out of State / Overnight Field Trips
 1. SHS - Knights Around the World (Grades 9-12) - England and Scotland
 - b. Districtwide Facilities
 1. Elementary School Construction
 2. Hatton Elementary, Strong Elementary, and Thalberg Elementary Roofs
 - c. Policy 5113 - Attendance, Excused Absences and Truancy - REVISED - First Reading
 - d. Policy 5114 - Student Discipline - REVISED - First Reading
 - e. Policy 5145.3 - Sexual Harassment of Students - REVISED - First Reading
 - f. Policy 9321 - Time, Place, Notifications of Meetings - REVISED - First Reading
 - g. Approval of Job Descriptions
 1. Administrative Assistant - Elementary/Middle School Main Office - REVISED
 2. Administrative Assistant/Bookkeeper - High School - REVISED

3. Administrative Assistant - High School Agriculture Science and Technology - REVISED
 4. Administrative Assistant - High School Assistant Principal's Office - REVISED
 5. Administrative Assistant - High School Attendance Office - REVISED
 6. Administrative Assistant - High School Nurses Office - REVISED
 7. Administrative Assistant - High School Principal's Office - REVISED
 8. Administrative Assistant - High School Purchasing Department - REVISED
 9. Administrative Assistant - High School Special Education - REVISED
 10. Administrative Assistant - School Counseling Middle School/High School - REVISED
12. Public Communications
 - a. Public
 13. Adjournment

1 RESEARCH

Advancing Our 3-Year Strategy

Community
Engagement

FIRST
Expansion

Government
Advocacy

STEAM
Outreach

Team
Development

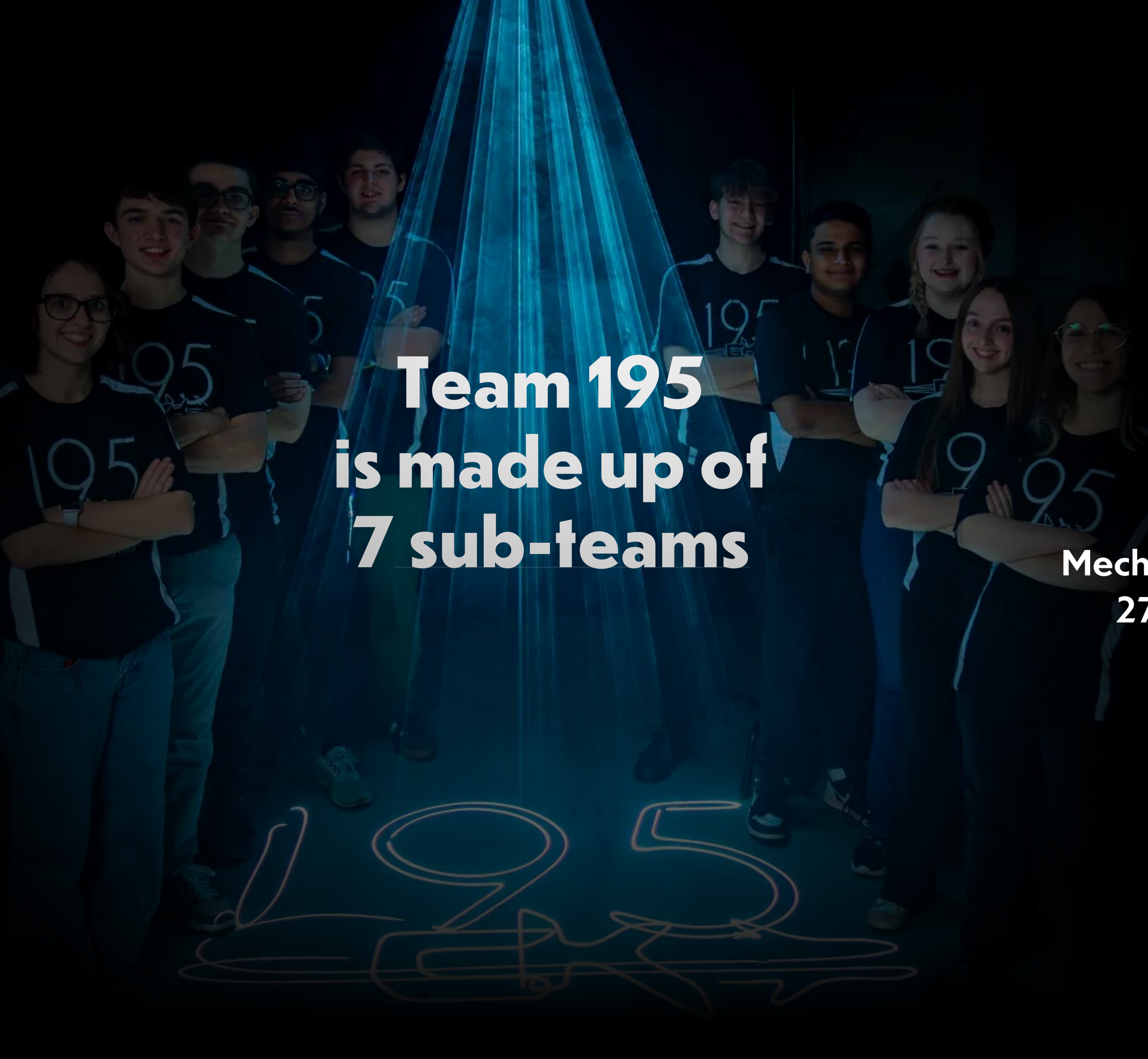
Student
Development

Sustainability

Identity

Values

Brand



**Team 195
is made up of
7 sub-teams**

Team

Sustainability

**Programming
16%**

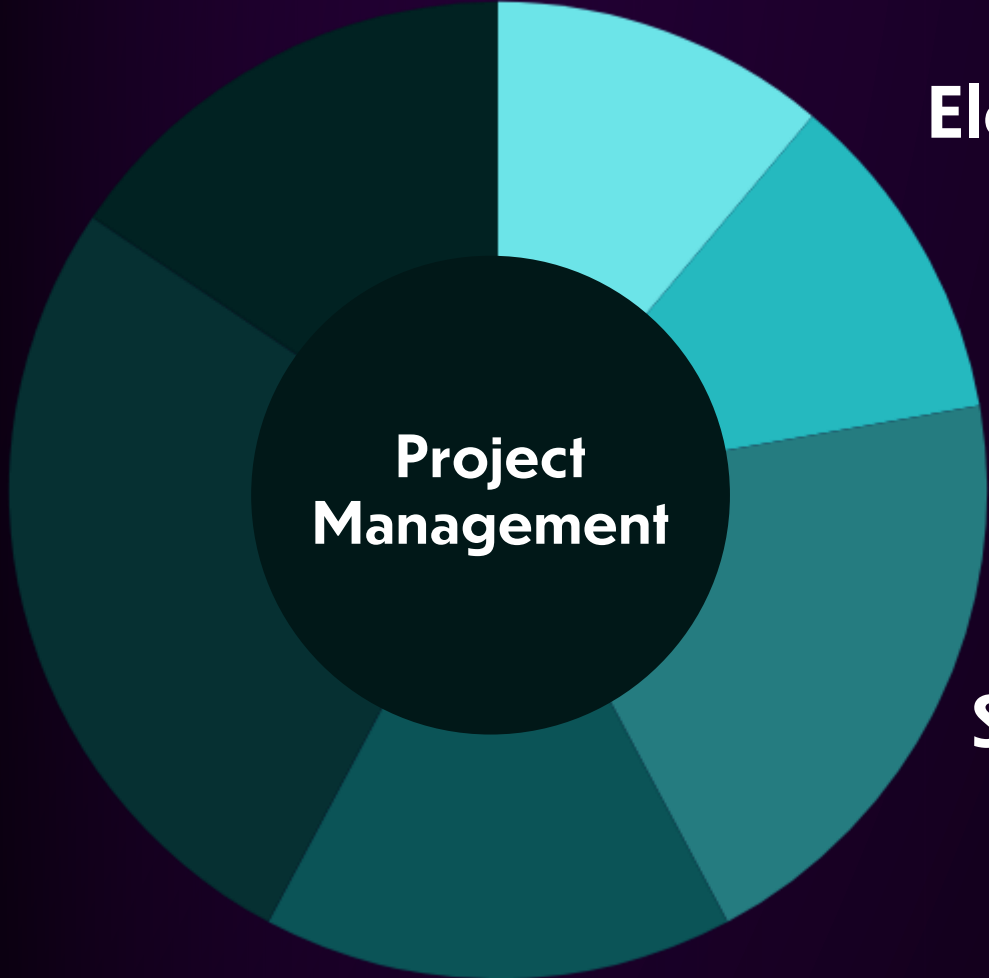
**Business
11%**

**Electrical
11%**

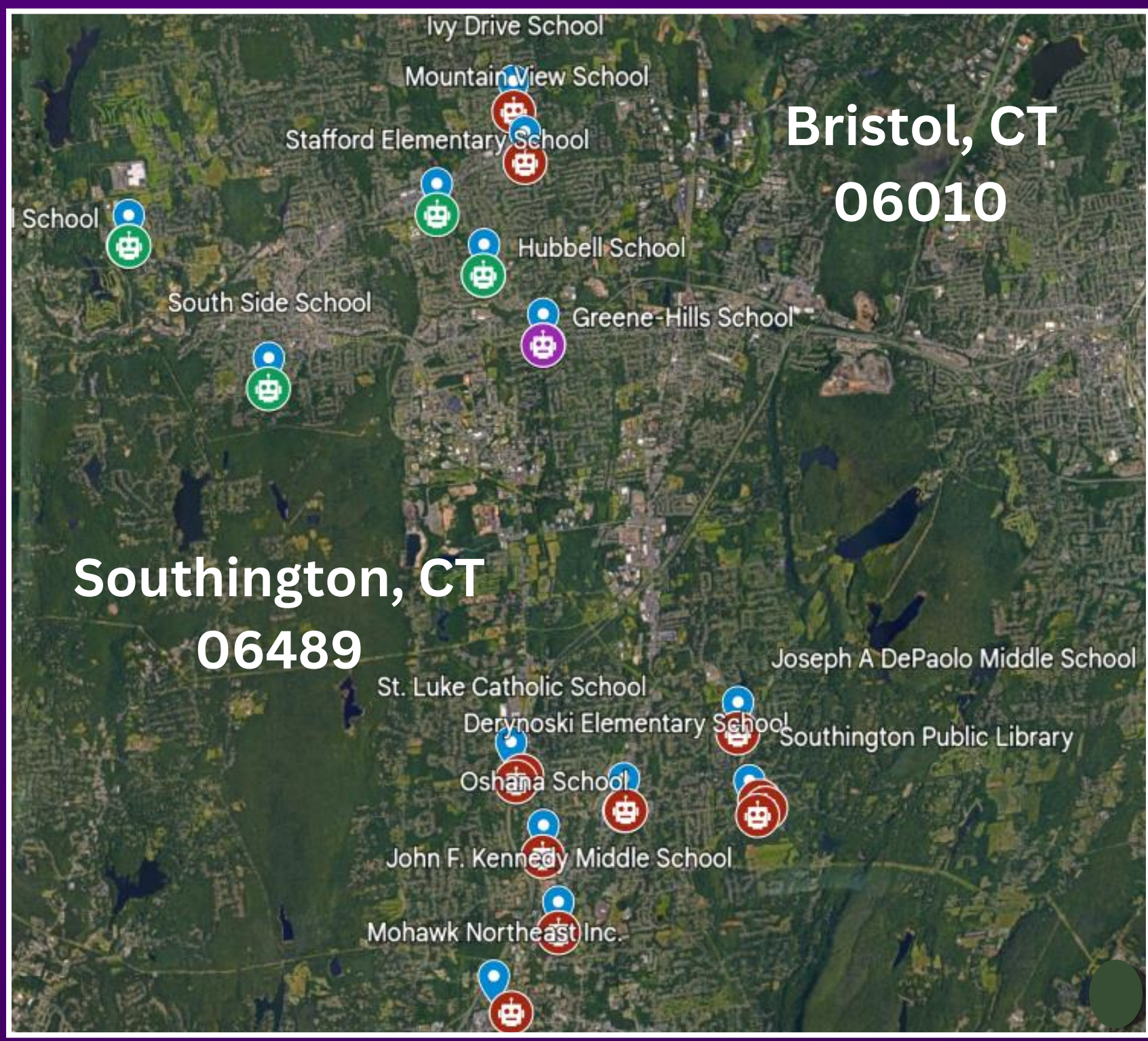
**Mechanical
27%**

**Strategy
19%**

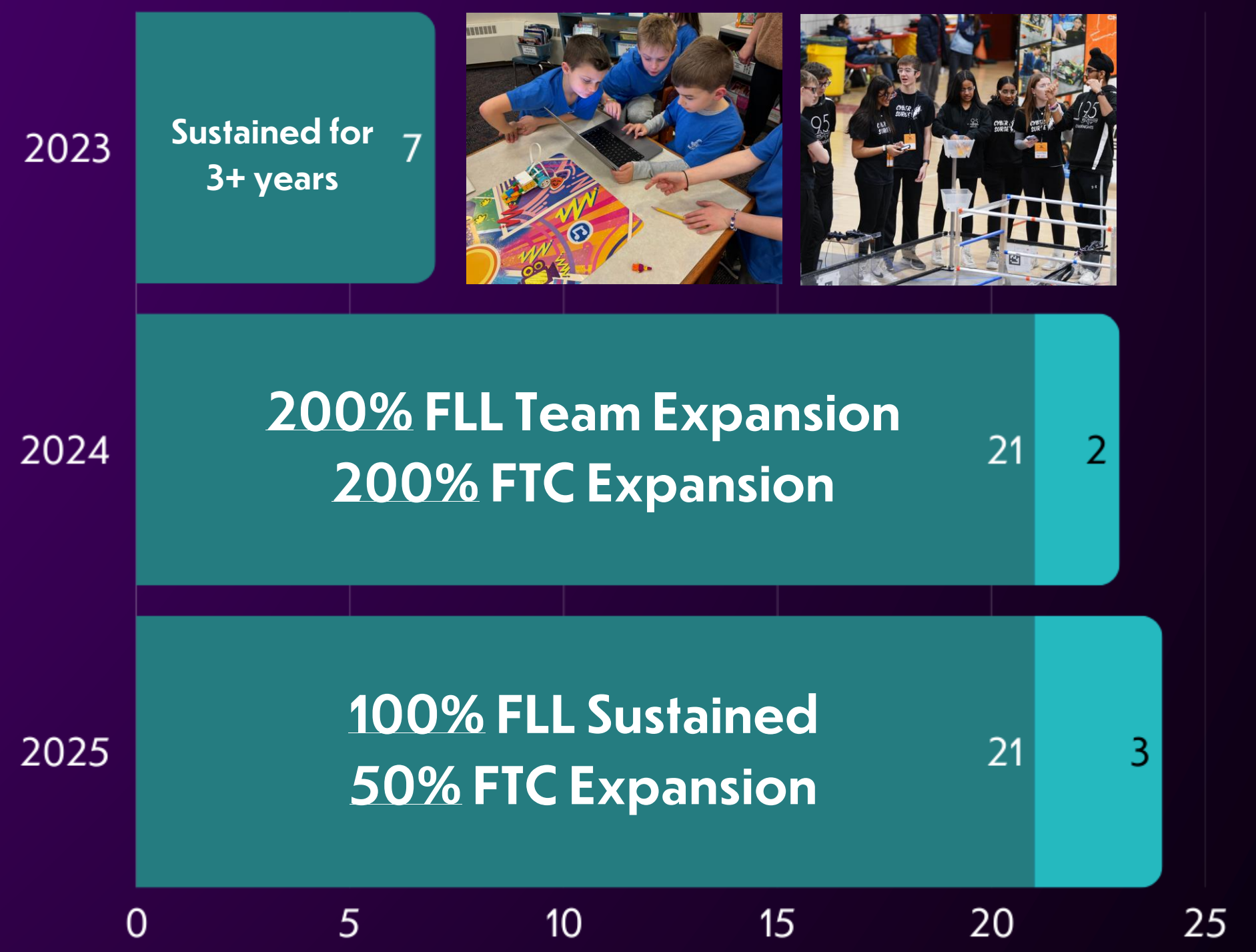
**Design
16%**



Advancing our FIRST Outreach



● FLL ● FTC




Bringing Gracious Professionalism to Life

FIRST
Development

KNIGHTLINE is Here To Help!

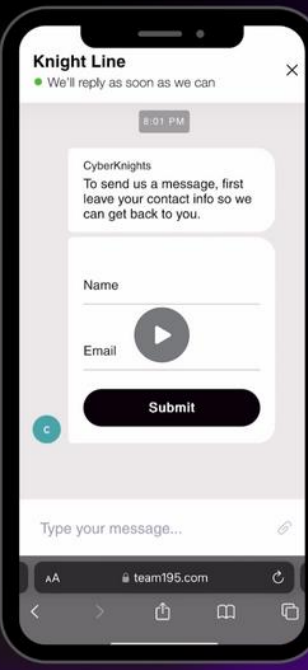


 KnightLine

We can help

We are here to answer questions on coding, CAD, business, mechanical, electrical, outreach, build, FLL, FTC and more!

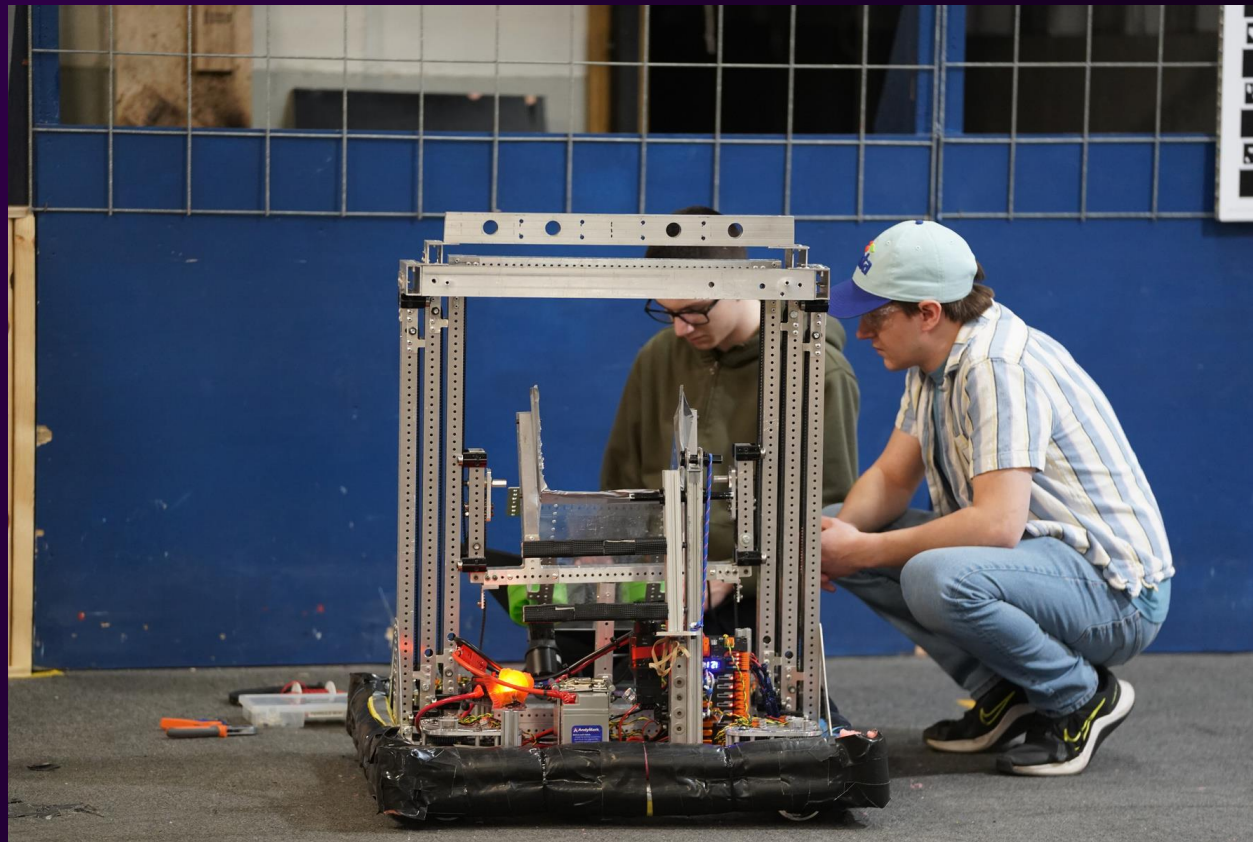
Team195.com



53% of CT Teams have used our practice field, visited or picked up parts

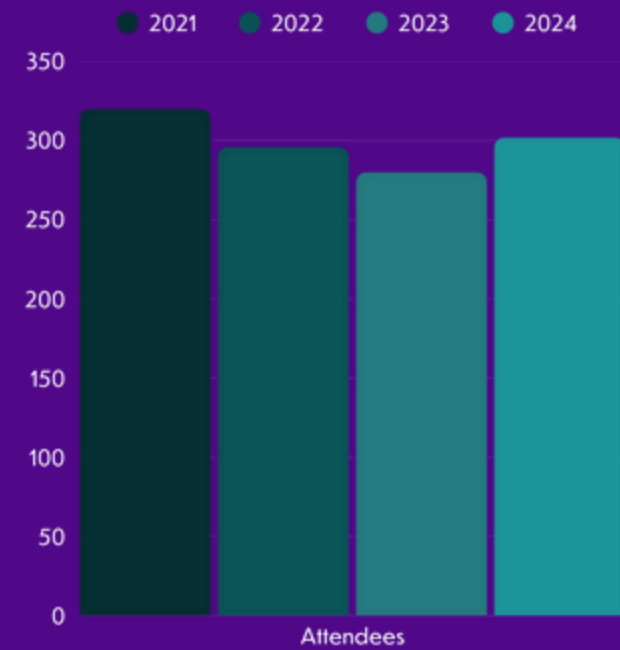
155	999	3461
175	1071	5142
176	1991	7153
177	206	7407
178	7	7869
228	2170	8085
237	2712	8889
558	3146	10133
571	3182	10245
	3461	

PRACTICE FIELD Open to All!



STEM For All

Spreading FIRST Message to 900+ people in 3 years



Girl Scout Camp

39 girls attended a 3 day mini camp!

117
Badges Earned



Girls Who Code

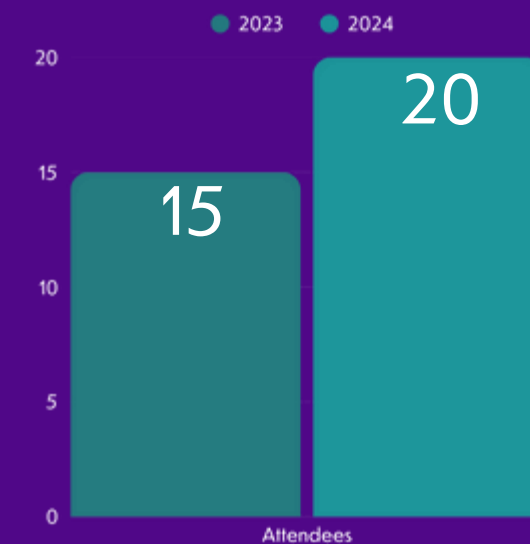
Opening the STEM Field and programming to Girls ages 8-18

20+
Girls



WaterWorks

\$920 Raised for a Hand washing & Hygiene Station

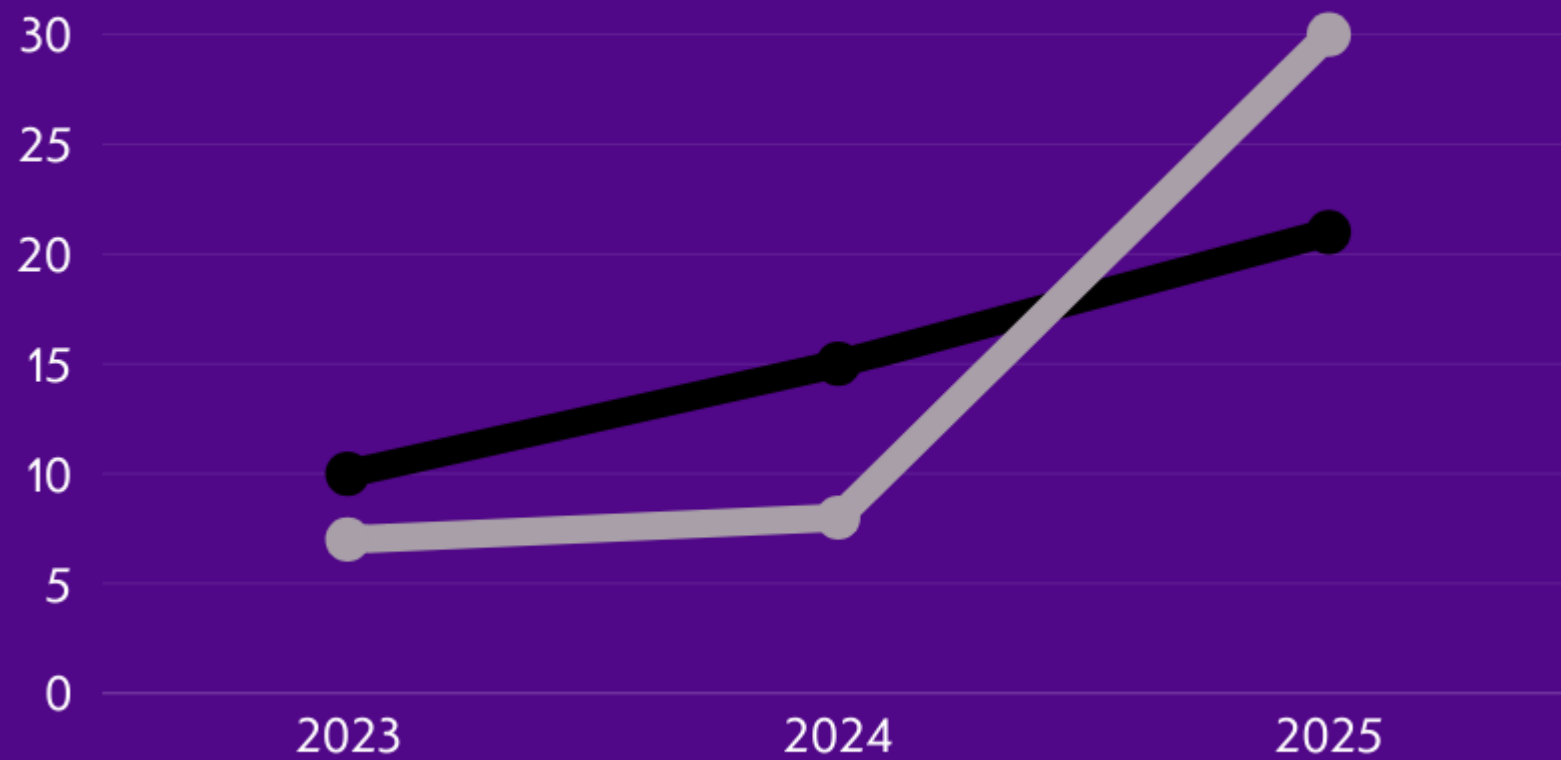


ElderKnights



● STUDENT VOLUNTEERS

● SENIOR PARTICIPANTS



Increased to 2 facilities in 2024 with 10 sessions occurring in 2025

Apple Harvest



Spread the importance of STEAM to over 100,000 people



State of CT STEAM Legislation Proposal

Introductory:

United by the belief that science and technology can transform lives, realizes that real cultural change doesn't happen overnight. They have a three-year plan to drive six key areas of focus: Team Organization, Development, FIRST Development, STEAM Outreach, Government, and The CyberKnights aim to bring STEAM education to all students through programs.

Background: According to UNESCO Institute for Statistics (UIS), worldwide, only 35% of the STEM workforce. Nearly a quarter (24%) of individual workforce were employed in STEM occupations. STEM occupations are projected to grow by almost 11 percent by 2031, according to the U.S. Bureau of Economic Analysis. However, STEM education is more than just science, math, engineering, and technology.

Team 195, the Southington CyberKnights, would like to propose adding the Arts into STEM Education – promoting STEAM. The purpose of this proposal would be to increase the exposure of STEAM education and applications.

Reaching our Local and State Government

Sponsorship Engagement

Sustainability

Brand

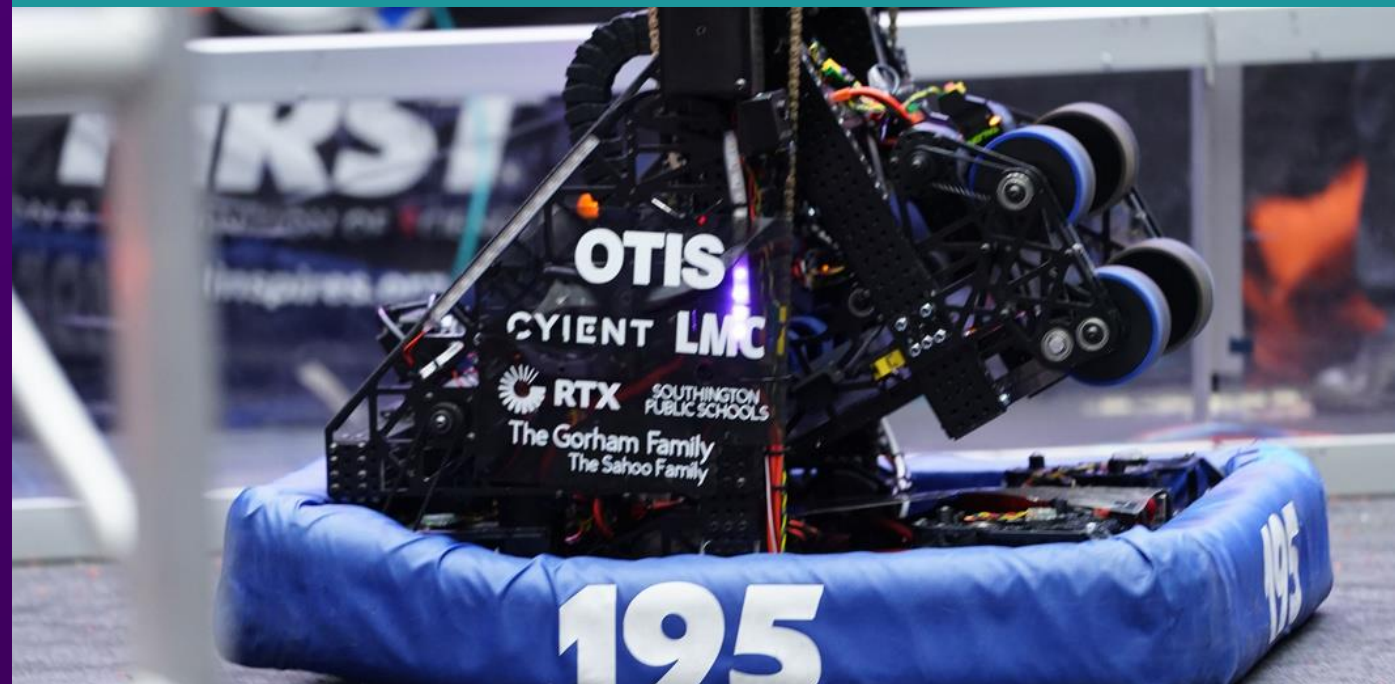
Henkel / LOCTITE



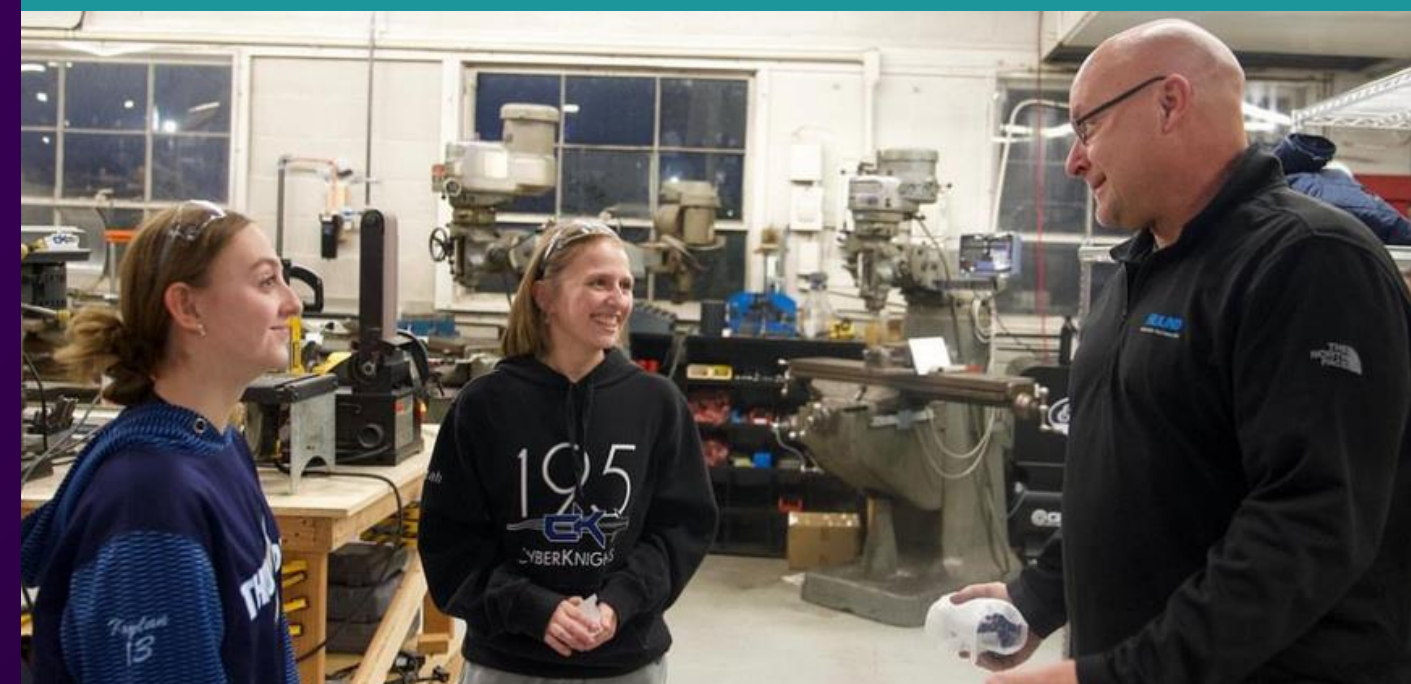
Lights Metal Coloring (LMC)



Robot Showcasing Sponsors



molex HEILIND



Team 195 was recognized at a State Level for our Impact

- FIRST Development
- STEAM Outreach
- Identity
- Government



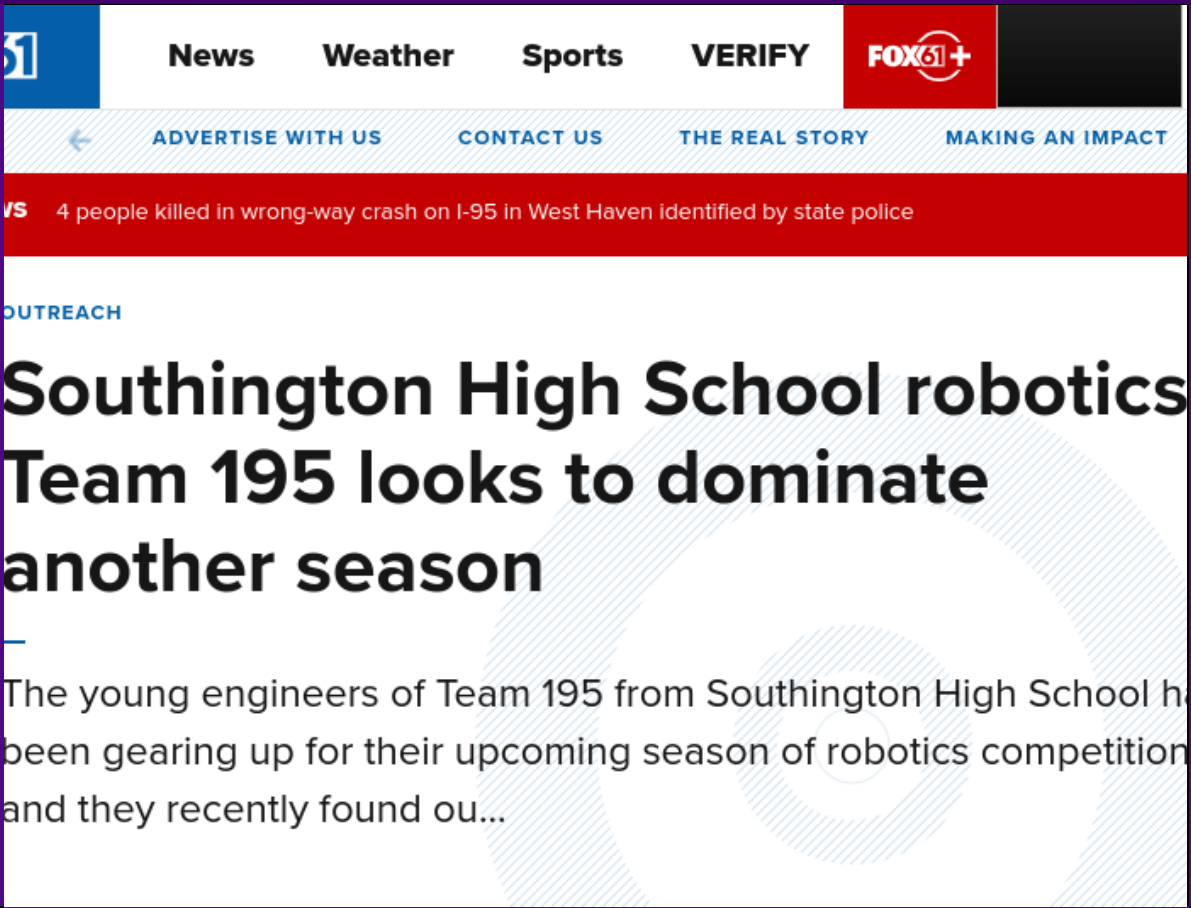
Connecticut Interscholastic Athletic Conference (CIAC)

Our Reach Connects our Brand to our Purpose

Brand

STEAM Outreach

971,000+ Impressions



2,600+ Hours Consumed



151,000+ Views



Team 195's 2024 DCMP Recap
3,000 Views

Team 195's Official 2024 Robot
13,100 Views

*2023-2025 YouTube metrics

VIDEOS

"I will lead and motivate the the team to achieve its utmost potential." – Josh P.

"I will motivate myself and others to contribute to our community." EL M.

"I will teach machines at shop." – Gavin L.

"I will try my best to work hard." Joe D.

"I will collaborate with my peers and set a good example." – John H.

"I will help teach new members and make them feel welcome." – Belinda L.

"I will be a positive role model for everyone on the team." – Christian H.

"I will design an efficient solution for a problem at hand." – Tyler F.

"I will help bring team to success." – Bryce K.

"I will help to wire and design the robot." – Luke S.

"I will put in my best effort." – Emma D.

"I will learn and help to the best of my abilities." – Emma H.

"I will lead and teach the underclassmen electrical." – Casey M.

"I will provide emotional support and a fun environment." – Kaylan M.

"I will do my best driving the robot." – Kamil G.

"I will program and be a cool guy." - Joe F.

"I will be a good influence on everybody." – Jack B.

"I will try to maintain positive relationships with everyone on the team." – Ananya R.

"I will help the team succeed." – Charlie D.

"I will bring creative ideas to the Business sub-team." – Chandra V.

"I will try to strategize to the best of my ability using the most amount of data." – Samrath S.



CYBERKNIGHTS

Design. Build. Compete. Repeat. Persevere.

"I will contribute by offering good ideas and being supportive of others ." – Celeste C.

"I will help put a positive impact on the community." - Simon S.

"I will design a successful robot." – Jacob A.

"I will code something that will make our team's processes more efficient." – David C.

"I will help others as much as possible." - Daniel D.

"I will be a good FTC Leader." – Ryan N. "I will help lead the team to victory." - Nick M.

"I will contribute to strategy to help our team for competitions." – Esra A.

"I will work hard to help my team however I can." Geo D.

"I will try to make a positive impact on the team." – Tucker F.

"I will do my best." – Aiden H.

"I will help the new kids to find their role on the team." – Alex S.

"I will try my absolute on everything I do." – Rosalina B.

"I will help contribute my positive energy and time." – Arshi R.

"I will find out if programming is what I want to do in the future." - Thomas S.

"I will establish project management as a sub-team and inspire students to pave their own path." – Athen K.

"I will learn from my mistakes." - Leo D.

"I will collaborate with my sub-team." – Colleen P.

"I will be a good leader and help make kids feel welcome." – Aruhi M.

"I will not be afraid to ask questions but try to do things on my own." – Lucas K.

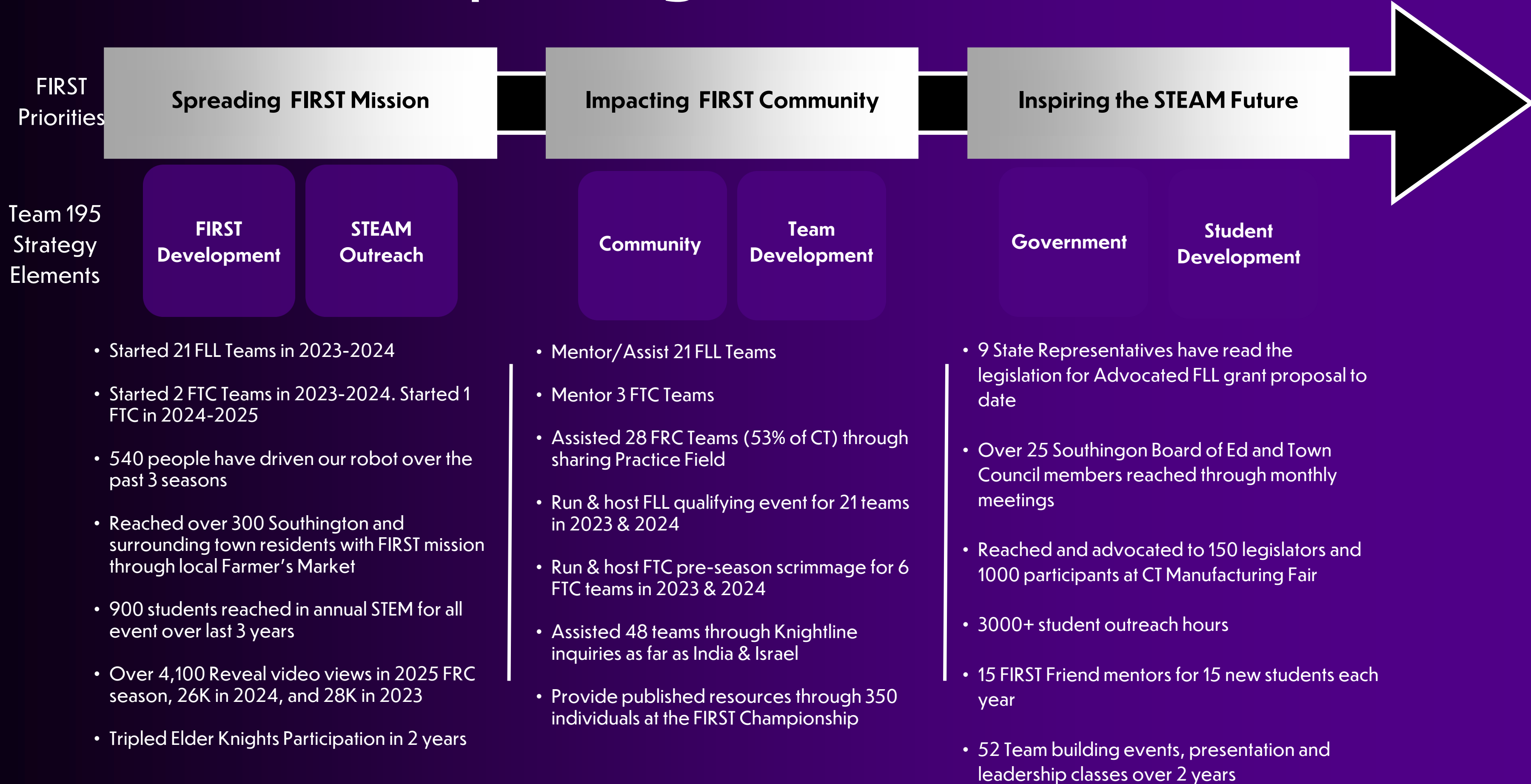
"I will share my best ideas with the team and programming." – Muqadas S.

"I will bring ideas together and help the team be coordinated." – Vaibhav N. R.

"I will be a good role model for others" – Michaela C.



Team 195 | Propelling our Reach Forward





TEAM 195: THE CYBERKNIGHTS

1 RESEARCH

The minutes presented within the 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 <https://www.southingtonschools.org>. These minutes are considered a draft until approved at the following regular Board of Education Meeting.

**SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT
Regular Meeting**

Committee of the Whole – Operations

April 10, 2025, at 6:30 PM

John Weichsel Municipal Center Public Assembly Room
200 North Main Street Southington, CT 06489

1. CALL TO ORDER

Mrs. Clark, Board Chairperson, called the meeting to order at 6:33 p.m.

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Jasper Williams.

Board Members Absent: Mr. Sean Carson, Mr. Cecil Whitehead

2. Executive Session

MOTION made by Mr. Derynoski and seconded by Mr. Baczewski, “Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Real Estate Matter and Superintendent’s Mid-Year Evaluation; upon conclusion reconvene to public session.” Motion carried 7-0.

Mr. Madancy was invited to attend the Meeting.

Mr. Carson joined the meeting at 6:37 p.m.

- a. Real Estate Matter
- b. Superintendent's Mid-Year Evaluation

3. Reconvene Meeting - Regular Session 7:00 p.m.

Mrs. Clark called the regular meeting to order at 7:05 p.m.

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Jasper Williams

Board Members Absent: Mr. Cecil Whitehead.

Cabinet Members Present: Mr. Madancy, Superintendent; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance

Student Board Representatives Present: Mr. Ethan Hoffman, Ms. Lauren Mellitt, Ms. Akary Win

4. Pledge of Allegiance

5. **Celebration of Excellence - Oratorical Contest Winner - David Chmura**

Mr. Madancy spoke about how communication and critical thinking are important components for the Oratorical Contest. Contestants are given cold prompts about the constitution; participants need the ability to stand in front of a group and respond on the spot.

Sergeant First Class, Mr. Steve Pintarich and Sergeant Major, Mr. Steve McCarty were introduced to explain a little more about the competition. At the beginning of the school year 4 articles are chosen from the Constitution for students to study. Contestants first give an 8 to 10 minute speech about anything in the Constitution. They then have 5 minutes to prepare a 3 to 5 minute speech on 1 of the 4 articles chosen by the audience. Contestants are judged on their presentation and on the subject matter of their speech. Special thanks to Ms. Candance Patten, the Board, the Principals and the Teachers for their assistance and support.

Mrs. Clark commended David on his talent and awarded him with the Certificate of Excellence for the Oratorical Contest Winner from the Southington Board of Education.

6. **Approval of Minutes**

a. March 20, 2025

MOTION made by Mr. Baczewski and seconded by Mr. Derynoski, “Move to approve the Regular BOE Meeting Minutes of March 20, 2025.”

Motion carried 8-0.

Attachment (1)

b. April 1, 2025

MOTION made by Mr. Baczewski and seconded by Mr. Derynoski, “Move to approve the Special BOE Meeting Minutes of April 1, 2025.”

Motion carried 8-0.

Attachment (1)

7. **Public Communications**

a. Communications from Student Board Representatives

Ms. Mellitt presented the School Report:

- Junior Prom took place on April 5, 2025.
- Juniors also recently completed their SATs.
- On April 24, 2025, the Creative Fair showcased student work organized by the STEPS XYZ Club.
- The Spring Concert will be held on April 28, 2025.
- The inductions for the National Honor Society and World Language Honor Society will take place on May 1, 2025.
- The Career Fair will take place April 11, 2025.

- Robotics Team 195 is heading to Houston from April 15 through 20, 2025, to compete at the World Championship. At the New England District Championship, they were honored with the Impact Award. The Impact Award recognizes exceptional community outreach. Team 195 has reached over 200,000 people with their outreach over the last 3 years. That outreach includes supporting 21 FIRST LEGO League Teams in and around Southington, hosting Girls Who Code and ElderKnights programs, and contributing to global efforts through partnerships with organizations like Guiding Light Orphans in Uganda. At Worlds, Team 195 will be competing both on the field with their robot, and once again for the prestigious Impact Award.

Ms. Win presented the District Report:

- The South End Drama Club performed Moana Jr. to 3 sold-out audiences during the last weekend of March.
- Thalberg's kindergarten students recently went on their first field trip to the Bushnell Theater.
- A big congratulations to Ms. Katie Soltys, 6th grade science teacher, who was recently awarded a Fund for Teachers Grant by the Dalio Foundation. This summer, she'll travel to South Africa to collect data and study the impact of human activity on the environment. Ms. Soltys is one of just 62 teachers in Connecticut to receive this prestigious award.
- Thank you to all the students who donated pasta as part of our school wide community service advisory project. Over 200 boxes of pasta were collected. All donations were delivered to Community Services on April 9, 2025.
- This week, 7th graders visited Meigs Point at Hammonasset State Park to explore marine life ecosystems. Thank you to the PTO for helping offset the cost of the trip.

Mr. Hoffman presented the Sports Report:

- On April 5, 2025, both Baseball and Girls Lacrosse opened their seasons with home victories.
- The Boys Lacrosse Team had a dominant showing in their season opener, defeating New Milford with a final score of 10-5.
- On April 7, 2025, the Boys Volleyball Team won a five-set match against Simsbury High School. April 8, 2025, the Girls Tennis Team opened their season against Hall High School.
- On April 9, 2025, the Girls Softball Team won against Middletown, while the Boys Tennis Team won against Rocky Hill.
- On April 10, 2025, the Girls Golf Team had their first match against Plainville.

Ms. Mellitt gave an update about the parking concern at the High School.

b. Communications from Board of Education

Mr. Williams commented about the Oratorical Contest. He was a volunteer judge and indicated all the students should be commended for their time and preparation; it was very difficult to pick a winner. Thank you to the volunteers from the American Legion and Ms. Patten. Mr. Williams also was able to attend the Adams Family Play at JFK. It was an awesome experience.

Mr. Brown recommends everyone to go see the updated Wall of Honor at the High School, credit to Mr. Aroian. The deadline for The Wall of Honor applications is May 1, 2025. You can find the application on the SHS website, or you can email Mr. Brown or Mr. Pepe.

Mr. Baczewski spoke about a new pilot curriculum happening in 7th grade facilitated by Mrs. Curtin. Students picked electives endangered of no longer being offered and had to defend to “The Board” why they should continue to be an option. Mr. Baczewski spoke about the profound questions the 7th graders asked. Kids do not get enough credit for how bright and curious they are; things do not always need to be simplified for children. This was a great way to energize the next generation of civil servants.

Mrs. Clark spoke about the STEPS meeting on April 7, 2025, where they discussed social hosting during prom season. Parents need to be aware of the risks of serving to underage minors. STEPS is working on a campaign to make people aware of what could be at risk if you host an underage party. Thank you to STEPS and Mrs. Mellitt for grant writing.

Mrs. Clark also said thank you for the time at the Administrators Meeting to talk about mental health of high school and middle school students. May is Mental Health Awareness month.

c. Communications from Administration

Mr. Madancy commented about Ms. Soltys and the Fund for Teachers Grant. It takes a lot of effort to submit the application; congratulations to her.

He also spoke about how the Impact Award won by Team 195 is the most prestigious award you can win in the competition. Shout out to Ms. Mellitt and Mr. Polverari and the entire Robotics Team for making that impact.

Mr. Madancy acknowledged Steve Wright and CT Lightning Softball for making a significant donation of \$3,000 to the ABA rooms for equipment and supplies.

Attachment (1)

- d. Communications from Public - Agenda Items Only
No public comment.

8. Committee Reports

- a. Finance Committee Meeting - April 7, 2025

Mr. Carson reviewed 4 topics addressed at the Finance Committee Meeting.

- 1. YMCA Before and After Care Program Rates 2025 – 2026

MOTION made by Mr. Carson and seconded by Mr. Williams, “Move to approve the YMCA Before and After Care Program Care Rates for the 2025-2026 school year as presented by the administration.” Motion carried 8-0.

- 2. Food Service Financials

- a. Mr. Carson made a public plea, if you are in a financial position to help with the negative student meal debt please consider making a donation.

- 3. BOE Financial Update FY 2024-2025

- 4. Miscellaneous

- a. ADA accessibility at the High School.

Attachment (1)

9. Superintendent's Report

- a. Personnel Report

MOTION made by Mrs. Carmody and seconded by Mr. Derynoski, “Recommend that the Board of Education approve the Personnel Report as submitted by the Human Resource Department.” Motion carried 8-0.

Attachment (1)

10. Old Business

- a. Town Government Communications

No comment made.

- b. SHS - Food and Nutrition - Revised Curriculum - Second Reading

MOTION made by Mr. Williams and seconded by Mrs. Carmody, “Move that the Board of Education approve SHS - Food and Nutrition - Revised Curriculum - as presented by the Curriculum & Instruction Committee.” Motion carried 8-0.

Attachment (1)

- c. SHS - Foundations of Art 1 - Revised Curriculum - Second Reading

MOTION made by Mr. Williams and seconded by Mr. Brown, “Move that the Board of Education approve the SHS - Foundations of Art 1- Revised Curriculum - as presented by the Curriculum & Instruction Committee.: Motion carried 8-0.

Attachment (1)

- d. SHS - Foundations of Art 2 - Revised Curriculum - Second Reading
MOTION made by Mr. Williams and seconded by Mrs. Carmody “Move that the Board of Education approve SHS - Foundations of Art 2 - Revised Curriculum - as presented by the Curriculum & Instruction Committee.”
Motion carried 8-0.
Attachment (1)
- e. SHS - World Religions - Revised Curriculum - Second Reading
MOTION made by Mr. Williams and seconded by Mr. Brown, “Move that the Board of Education approve SHS - World Religions - Revised Curriculum - as presented by the Curriculum & Instruction Committee.” Motion carried 8-0.
Attachment (1)
- f. SHS - Advanced Outdoor Recreation - New Course Proposal - Second Reading
MOTION made by Mr. Williams and seconded by Mrs. Carmody, “Move that the Board of Education approve SHS - Advanced Outdoor Recreation - New Course Proposal - as presented by the Curriculum & Instruction Committee.”
Motion carried 8-0.
Attachment (1)

11. New Business

- a. Leonard & Gladys Joll Scholarship Recipient
The Board of Education approves the recipient recommended by the Gladys Joll Scholarship subcommittee.
Attachment (1)
- b. Strategic Plan Presentation
Mr. Madancy introduced Dr. Richard Lemons to give an update to the Board about the Strategic Plan. The presentation documents a tremendous amount of time put forth to gather input and try to synthesize information. This is still a work in progress.

Dr. Lemons gave some background of the planning and meetings that have already taken place for the Strategic Plan. He thanked everyone who participated and shared stakeholder input by numbers. He spoke about creating visuals to communicate information and create a lasting effect. After gathering data, the following are the generalized themes and strategies:

- Care
- Engage
- Inspire
- Prepare.

Dr. Lemons then spoke about Southington Public Schools Core Values:

- Student First
- Whole Child Development
- Belonging and Inclusion
- Collaboration and Community Engagement
- Integrity and Accountability
- Innovation and Growth
- Empowered Educators

Next, Dr. Lemons spoke about Strategic Priorities:

- Student-Centered Learning & Academic Excellence
- Social-Emotional Learning & Student Well-Being
- Talent Management & Workforce Sustainability
- Communication, Engagement, & Community Partnerships
- School Facilities & Infrastructure

Finally, Dr. Lemons indicated the next steps in the process.

- Complete Strategic Priority Planning
- Actions
- Timelines
- Point People/Departments
- Measures
- Clean up visuals and format
- Bring a complete proposal to the Board for review

Mr. Brown stated there is a lot to be proud of in this town but also some work to do. He suggested putting the four words in order to create the acronym E.P.I.C. (engage, prepare, inspire, care). He also asked about political and financial reality. Dr. Lemons answered that each district handles this differently and there are many ways to achieve this.

Mr. Carson asked to know the distribution and breakdown across the community. Dr. Lemons indicated there was a wide sample and Mr. Madancy indicated he would get the numerical breakdown.

Mr. Carson would like to see something concrete from the data that can be measured. He also asked how we ensure the Strategic Plan stays in action.

Dr. Lemons indicated the leadership routines put in place should be tethered to a calendar. Everyone in the community needs to be held accountable.

Mr. Oshana is very pleased with the strategic priorities that were indicated. He believes the biggest thing that has been done thus far is getting the Strategic Plan out in the community. Community engagement is critical.

Mr. Madancy and Mrs. Clark agreed that keeping the community engaged and having a timeline with calendar dates is important.

Mr. Baczewski indicated students have the chance to engage the rest of their families and their opinions are valued.

Attachment (1)

12. Public Communications

a. Public

Steve McCarty, 160 Liberty Street, Southington, CT 06489.

Sergeant, Major McCarty spoke about a ceremony held on March 11, 2025.

Two men who did not graduate Southington High School, due to joining the Marine Corp in 1967, finally got to graduate. On behalf of all the veterans in Southington and the American Legion, thank you to the Board.

Jillian Carlson, 62 Old Turnpike Road, Southington, CT 06489.

Ms. Carlson expressed concern that Policy 5114 is misaligned with Public Act 24-45, citing a student suspension she believes violated the law. She questions whether the incident reflected a lack of knowledge or a lack of concern; the Superintendent acknowledged the matter as an "oversight". She urged a review of disciplinary practices, especially concerning students with disabilities, and called for a broader cultural shift to prevent future violations.

13. Adjournment

MOTION made by Mr. Derynoski and seconded by Mr. William, "Move to Adjourn." Motion carried 8-0.

Meeting adjourned at 8:28 p.m.

Respectfully submitted,



Recording Secretary

Board of Education
Administrative Report
April 10, 2025



1. Southington Robotics and Technology Education Association - \$5,000 gift toward initiative in providing VES123 robots to our elementary schools.
2. Monday, Town Council budget adoption.
 - a. Wednesday, BoF meeting.
3. Operation Stay Warm
4. ASTE Program Compliance Review and subsequent CSDE CSBE member visit

Board of Education Southington, Connecticut

Policy & Personnel Committee Meeting Minutes

Superintendent's Conference Room

Municipal Center, 200 North Main Street

Tuesday, April 22, 2025 – 5:30 p.m.

Members Present: Joe Baczewski (Chair) Dave Derynoski, Cecil Whitehead

Members Absent: Zaya Oshana

Administration Present: Assistant Superintendent - Frank Pepe, HR Manager – Michelle Passamano

AGENDA

Meeting Called to Order – 5:34 p.m.

Mrs. Passamano presented revised job descriptions for elementary and middle school main office administrative assistants, high school agriculture science and technology administrative assistant, high school assistant principal's office administrative assistance, high school attendance office administrative assistance, high school nurses office, administrative assistant, high school principal's office administrative assistant, high school purchasing department administrative assistant, high school special education administrative assistant, middle school counseling administrative assistant, and high school administrative assistant/bookkeeper. The revisions offered represent current expectations based on the evolution of each role. Mrs. Passamano worked with union leadership to collaboratively update each job description. Mrs. Passamano also proposed providing committee members with a copy of a new employee handbook and related policies. She plans to distribute these documents in May so committee members can review and either take action over the course of a series of meetings next school year or designate one meeting.

Committee members recommend the proposed revisions presented to the full Board for approval. Committee members also look forward to receiving the draft of the employee handbook.

Next Mr. Pepe reviewed proposed revisions to Policy 5113, Attendance, Excused Absences and Truancy. The changes align District language with state reporting such as unverified absence instead of an excused absence. No other substantive changes were proposed.

The committee then reviewed the proposed changes and updates in policy 5114. Many of the proposed changes bring the District in compliance with legislative mandates. The other proposed changes bring this policy in line with the AI work completed last session.

Policy 5145.3 was presented per legislative mandate. The district abandons the 2024 Title Nine Regulations and defaults back to the 2020 regulations.

Policy 9321 suggested changes more accurately represent the Board's current practice. The board no longer separates meetings into the Committee of the Whole Operations or the Committee of the Whole Instruction. There are also months where two meetings do not occur, hence the addition of the word generally in number one, first sentence of **Regular Meetings**.

Committee members recommend the proposed revisions presented to the full Board for approval.

Meeting adjourned – 6:16 p.m.

DRAFT

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 8, 2025

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 2024-2025 school year. This report includes activity for the month of April 2025.

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

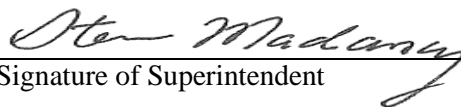
Beginning Date of Program or Project: N/A

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 – May 2025

Personnel Report

April 2025

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CERT	Carrin, Emily	Special Education Teacher	HES	1.0	6-26-2025	MA	\$69,961
CLASS	Dyer, Aidan	Administrative Assistant	CO	1.0	5-5-2025	N/A	\$26.35
CLASS	Ferrante, Dawn	Paraeducator	SHS	1.0	5-7-2025	N/A	\$18.86
CLASS	Fontaine, Meredith	Administrative Assistant	SHS	1.0	4-28-2025	N/A	\$26.35
CLASS	Garcia, Leticia	Paraeducator, PT	HES	0.88	4-21-2025	N/A	\$18.86
CLASS	Jehnings, Jeremy	Custodian, PT	DES	0.49	4-21-2025	N/A	\$16.83
CLASS	Palazzo, Nick	Administrative Assistant	CO	1.0	4-21-2025	N/A	\$26.35
CLASS	White, Charles	Custodian, PT	SHS	0.49	4-10-2025	N/A	\$16.83

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CLASS	Anderson, Karen	Paraeducator, FT	HES	6-30-2025	23	RETIRE
CERT	Anderson, Micaela	School Psychologist	SES	5-10-2025	3	RESIGN
CLASS	Carrier, Kayla	Custodian, FT	SHS	4-24-2025	7	RESIGN
CLASS	Cody, Lisa	Paraeducator, FT	SES	4-12-2025	5	RESIGN
CLASS	Doyle, Lynne	Paraeducator, FT	SHS	6-30-2025	15	RETIRE
CLASS	Picone, David	Paraeducator, FT	DES	6-30-2025	16	RETIRE
CLASS	Polzella, Giselle	Paraeducator, FT	HES	6-30-2025	27	RETIRE
CLASS	Rivers, Marianna	Administrative Assistant	OES	6-30-2025	11	RETIRE
CLASS	Schwartz, Kayla	Paraeducator, FT	DES	6-30-2025	1	RESIGN
CLASS	Willis, Sandra	Custodian, PT	CO	3-28-2025	9 mo.	RESIGN

ASSIGNMENT CHANGE

	FROM (PREVIOUS ASSIGN)	TO (NEW ASSIGN)

None to report

TRANSFERS

	FROM (PREVIOUS ASSIGN)			TO (NEW ASSIGN)		
CERT NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE	
Costa, Tracy	Spanish, JAD	1.0	Social Studies, JAD	1.0	7-1-2025	
Crean, Caroline	English, SHS	1.0	Language Arts, JFK	1.0	7-1-2025	
Gauvin, Alicia	Special Education/TLC, KES	1.0	Special Education/SLC, HES	1.0	7-1-2025	
Lagasse, Rachel	Grade 5, KES	1.0	Math/Social Studies, JFK	1.0	7-1-2025	
Murdzek, Daniel	Grade 5, KES	1.0	Social Studies, JFK	1.0	7-1-2025	
Rioual, Brett	Grade 4, HES	1.0	Math, JFK	1.0	7-1-2025	

STIPENDS

COACHING

Resignations/Non-Renewals

Fryer, Christopher	Assistant Boys Swimming Coach	SHS	RESIGN
Miceli, Logan	Assistant Girls Outdoor Track Coach	SHS	RESIGN
Smelski, Dylan	Assistant Boys Outdoor Track Coach	SHS	RESIGN

Appointments

Kornacki, Ryan	Assistant Outdoor Track Coach	SHS	STIPEND
Ritondo, Kyle	Assistant Softball Coach	SHS	STIPEND

**Personnel Report
April 2025**

OTHER

Resignations/Non-Renewals

None to report

Appointments

Clifford, James	Assistant ESY Coordinator	District	STIPEND
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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date May 8, 2025

Decision Requested X

Agenda Code 11 a. 1.

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 – England and Scotland
 - 4/2-4/10, 2026

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
Knights Around the World**

England and Scotland

(4/2/26 – 4/10/26)

cottage, New College, Windsor Castle, Stonehenge

TOTAL Cost of Trip to Each Student

\$ 4,821.00

Estimated cost based on the number of students

SIGNATURES

Teacher

[Signature]

K. CAUVANAGH

Date 4/10/2025

Dept. Head

[Signature]

J. MCALDON

Date 4/19/2025

Principal

[Signature]

R. BARDIAN

Date 4/11/25

Comments

Director of Teaching & Learning:

[Signature]

Date 4/22/25

Approved

Not Approved

** Nurse section to be completed once approved*

Board of Education Approval***

YES NO

Date _____



EDUCATIONAL
TOURS

Global Travel Program Proposal

England & Scotland – April 2026



Your partner in travel-based learning

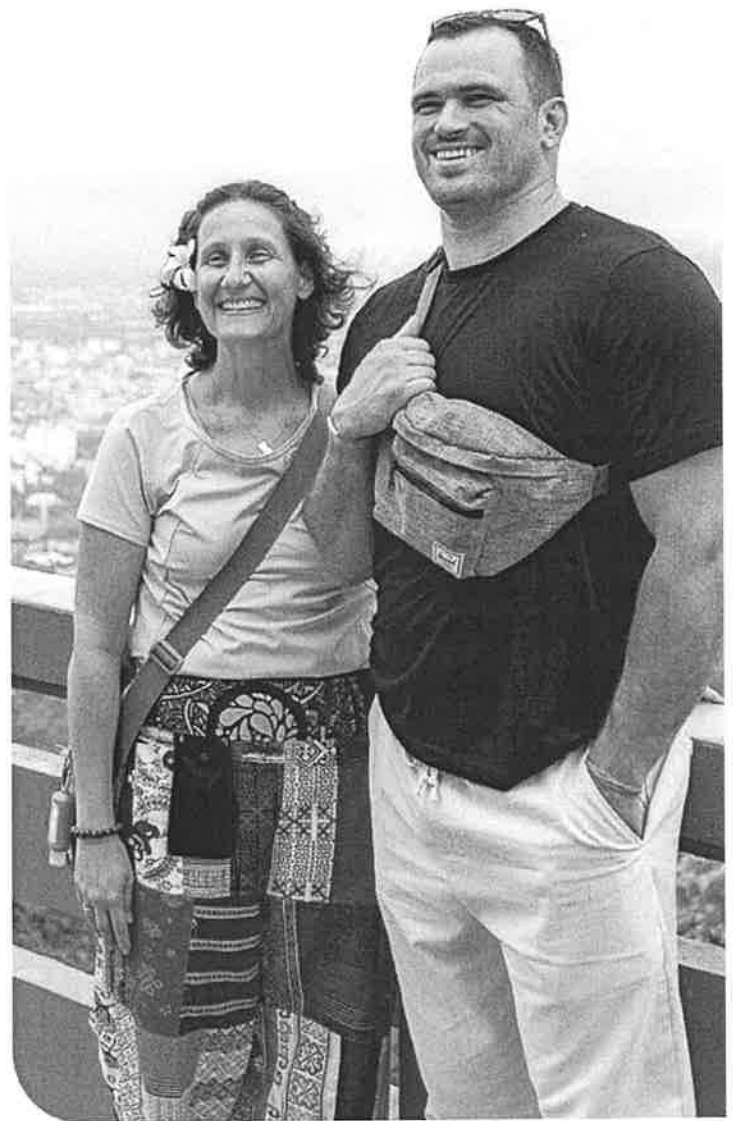
Our mission

We're educators, just like you. And we're dedicated to helping students become more future ready.

EF stands for Education First. For almost 60 years, we've worked in service of our mission, *Opening the World Through Education*, to help learners of all ages overcome barriers of culture, language, and geography to increase global understanding. We partner with educators to provide innovative, immersive programs that prepare students to succeed in college, in their careers, and throughout their adult lives. Here's how we'll collaborate with your school to create meaningful learning experiences.

What's in this document

- pg. 2 Learning outcomes
- pg. 4 Academic credit & professional learning
- pg. 5 Building equitable travel programs
- pg. 6 Managing cost & payments
- pg. 7 Safety
- pg. 9 Protection for travelers, schools & districts
- pg. 11 Travel logistics
- pg. 13 Next steps



This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

Learning outcomes

It's our goal to put "education first" in every single tour. That's why we carefully design our itineraries to complement your teaching, offering students hands-on experiences that deepen their understanding, build essential skills, and inspire them to apply their learning in meaningful ways.

Our method

We enhance what you teach with relevant experiences outside the classroom.

Our proven travel-based learning method safely takes students out of their comfort zones and helps them understand more about themselves and the world around them. It sparks a true journey of self-discovery, empowering them to take action and make a positive impact in their communities and beyond.

Our programs

We design every EF program with a curriculum of immersive, hands-on learning that builds essential skills.

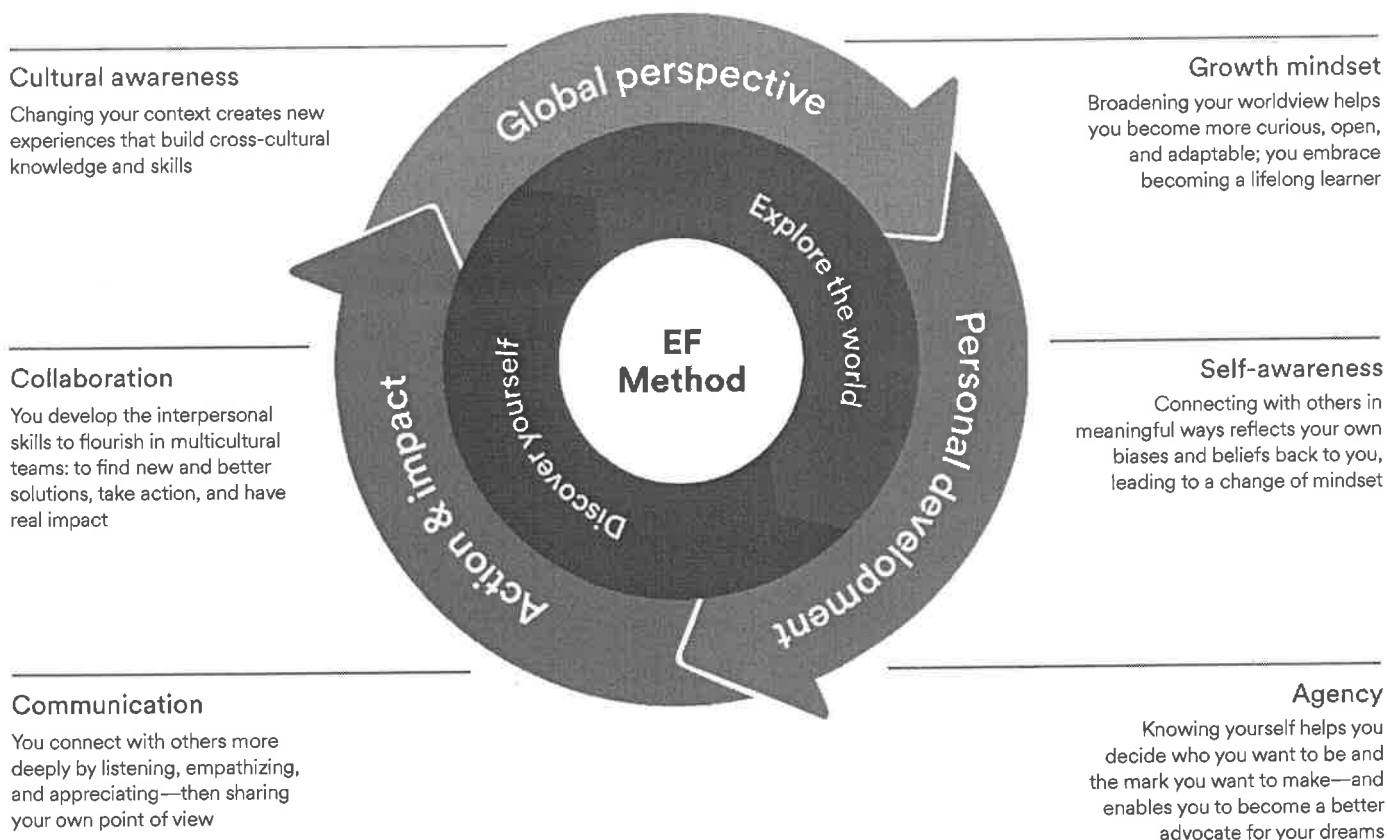
EF learning journeys offer incredible growth opportunities. Through professionally guided travel, authentic cultural exchange, experiential learning, and independent discovery, students develop critical skills they'll carry with them through the rest of their lives.



Learning outcomes

Continued

EF students build essential skills in these key growth areas:



Academic credit & professional learning

We provide opportunities for students to earn academic credit and for educators to pursue professional development, supplementing their travel experiences with real-world educational achievements.

EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



Academic credit for students

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays, further enriching their travel experiences.

- Students in grades 6–12 can earn half an elective high school credit by successfully completing the final project that's part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9–12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$360.

Professional learning for educators

We're equally invested in giving educators professional development opportunities that will change their lives. Experiencing an EF tour allows your teaching staff to grow in countless ways and equips them with fresh perspectives to bring back to their classrooms.

- Group Leaders can earn **25 professional learning hours** by participating in the seminars and scheduled activities on an EF training tour.
- Group Leaders can earn **45 professional learning hours** by completing EF's in-house course, "Cultures, Comparisons & Connections." This includes pre-tour research and coursework.
- Group Leaders can earn **3 or 6 graduate-level credits** (\$360/\$720) upon the completion of a 16-week, online course, "Leading Global Discussions," with Southern New Hampshire University the year after their tour.

To learn more about EF's educational philosophy, visit eftours.com/education

Building equitable travel programs

One tour can open up countless possibilities for a group of students. A sustainable, multi-tour travel program extends those possibilities to even more students—year after year. It also promotes greater equity by giving families time to fund travel and by offering options that cater to different interests.

A multi-tour program could include:

2025

London, Paris & Rome (Summer)

Japan: Land of the Rising Sun (Summer)

2026

Belize: Conservation from Ridge to Reef (Spring)

Greece & Italy (Summer)

Culture & Service in Thailand (Summer)

2027

Costa Rican Explorer (Spring)

Language Immersion through Spain (Summer)

Marine Conservation in the Dominican Republic (Summer)

Travel programs in your region

Many other districts in your region have embraced travel-based learning opportunities. Read on to discover how you can help the students in your community access these same life-changing experiences.

Managing cost & payments

We believe in the life-changing power of educational travel and want as many students as possible to be able to experience it. With flexible payment options, fundraising tools, and scholarships, we aim to make these transformative experiences more widely accessible.

Automatic Payment Plan

Our recommended payment plan allows travelers to break their tour fee into manageable installments. Since most tours are planned well in advance, travelers can enroll for only \$95 and then spread the tour cost over an extended period—often up to 18 months or two years—with the final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Fundraising pages

Each student receives their own unique and customizable fundraising page. This easy-to-share page makes it simple for friends and family to contribute directly to the tour cost, with no fees

Global Citizen Scholarship Fund

Every year, EF Educational Tours awards \$100,000 in scholarships to students across the country. Any student can apply for the Global Citizen Scholarship, which is granted on both a merit and needs basis.

Risk-Free Enrollment Period

New travelers who enroll can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.



Safety

Our travelers' safety is our top priority. With an extensive global presence, industry-leading experience, and close relationships with U.S. and international authorities, that's a statement we can back up with confidence. We ensure that every situation is managed with the utmost care.

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries around the world. And we don't just work in those countries—we call them home. Better yet, EF has team members in nearly every one of our tour destinations, providing local knowledge and ensuring the safety of our groups. This presence allows us to support travelers wherever and whenever they need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff are always available to help. Your Tour Director serves as your group's constant companion and first point of contact in an emergency. Our fully trained support teams are also on call 24/7, ready to assist teachers with any issues and provide the necessary resources to get things back on track. Finally our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 365 days a year.



Safety

Continued

Your school's team

These EF staff are fully committed to your school's travel program and the safety of every student.

OPERATIONS SAFETY & INCIDENT RESPONSE TEAM

This team is strategically based in our Boston, Panama, and Zurich offices to accommodate all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and experience to manage emergencies. They also facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities as needed.

EMERGENCY SERVICES & SUPPORT TEAM

Our support team is also available 24/7 to help resolve any issue, from a missed flight or a lost passport to more serious on-tour incidents. They're also the ones facilitating communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

TOUR DIRECTOR

Tour Directors are assigned exclusively to each tour for the duration of the trip. They meet your group at the airport and stay with them until their departure home. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings.

They're the first point of contact in an emergency and provide safety information to the travelers in their group. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're culturally connected and expertly trained to support impactful learning experiences.

EF TRAVEL TEAM

This team—comprised of a Tour Consultant and an EF Experience Specialist—is your school's main point of contact at EF. The Tour Consultant serves as your itinerary expert and is devoted to making sure your students get the most out of their travel experience. They partner with your school on everything from finding the perfect tour and enrolling travelers to developing long-term programs for your district and community. The EF Experience Specialist handles the finer details that make your experience with EF seamless. They work directly with Group Leaders (your teachers) right up until the moment of departure, ensuring everything goes smoothly.

TRAVELER SUPPORT

Our team of Travel Support Specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

CHAPERONES

For every six travelers who enroll on a school's tour, the group is eligible to bring along a chaperone for free (with the first spot reserved for the Group Leader). This creates a 6:1 student-to-chaperone ratio, and allows chaperones to assist Group Leaders in supervising students.

Protection for travelers, schools & districts

We understand that unpredictable situations can happen, whether on tour or before departure. That's why we offer a range of protections to make sure travelers, schools, and districts are covered no matter what. We do everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our **\$50 million General Liability Policy**, regardless of whether or not the tour is affiliated with the school. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement which includes a release of liability of their Group Leader, school, and school board.

Peace of Mind Program Provided to all groups

When your school decides to travel with EF, we want you to feel secure in that decision. This benefit, built into every EF program, gives groups the flexibility to change their tour dates or destination. It can be enacted up to 45 days prior to departure for any reason, including terrorism or other world events.



Protection for travelers, schools & districts

Continued

Protection for individual travelers

While on tour, travelers can help protect their investment and themselves from certain unexpected events and expenses with our Global Travel Protection and Global Travel Protection Plus plans.

GLOBAL TRAVEL PROTECTION

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation coverage for specified reasons.

GLOBAL TRAVEL PROTECTION PLUS

Available to all travelers

This plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before travelling on our student tours. This provides a safer tour experience for all and aligns with the process many school districts have for adults who volunteer or chaperone school activities. Conducted by a leading professional provider, the secure background check only flags individuals who could present a risk to student travelers while on tour.



Travel logistics

Tour Price Quote

England and Scotland

Prepared For Karen Cavanaugh	Prepared On March 12, 2025
Your Tour Number 2878775DJ	Your Tour Website www.efours.com/2878775DJ
Alternate Tour Choice 2nd Choice: Capitals of the British Isles (10 Days)	

Lowest Price

Price valid for travelers enrolled March 12, 2025 - March 31, 2025*

Student
\$4,609

or \$377 / 12 mos

Adult
\$5,339

or \$437 / 12 mos

Price Breakdown

Program Price	\$4,009
Global Travel Protection Plus Plan	\$590
Specters of Scotland	\$60
Stonehenge and Salisbury (pre-book only)	\$150
Early Enrollment Discount	-\$200

*Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at efours.com/baggage. All prices subject to verification by an EF Tour Consultant. Program price validity excludes special discounts. To view EF's Booking Conditions, visit efours.com/bc.

Your travel details

Total Length
9 days

Departing From
New York, NY area (incl. Newark, NJ)

Requested Travel Dates
Friday, April 3, 2026 - Saturday, April 11, 2026

Your Departure Date Range

Earliest
Thu. Apr. 2

Requested
Fri. Apr. 3

Latest
Sat. Apr. 4



Your experience includes

An All-Inclusive Tour

Round trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.efours.com/2878775DJ.

Full-time Tour Director

Your culturally connected Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

Expert Local Guides

Your expert local guides are natural historians, adding cultural insight and global perspective on your sightseeing tours.

Personalized Learning Support

Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project for academic credit.

Continuous Support

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

Worldwide Presence

EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

24-hour Emergency Service

Travelers and their families can count on EF's dedicated emergency service team.

Peace of Mind Program

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances. Learn more about your flexible options at efours.com/peaceofmind.

Hotels

Every hotel we partner with must meet our strict standards for safety, quality, and cleanliness. Hotels are thoroughly vetted by our team and they're regularly inspected to ensure they continue to meet these standards. It's important to note that hotels abroad may have different amenities than travelers may be accustomed to in the United States. Below are examples of hotels travelers may encounter at your proposed destination:

Edinburgh, Scotland and London, England
Groups stay an hour or less from the center of Edinburgh in areas such as Stirling, Glasgow, Bo'ness, or Dunfermline. Groups stay an hour or less from the center of London in areas such as Hounslow and Sutton. Accommodations meet the standard you'd expect from a typical European hotel, which means that rooms may be on the smaller side without AC. Some accommodations are university housing, so several travelers from the same group may share a common area and bathroom. Hotels may not have elevator access.

Holiday Inn Express Leith Waterfront
https://www.ihg.com/holidayinnexpress/hotels/gb/en/edinburgh/edblh/hoteldetail?cm_mmc=GoogleMaps-_-EX-_-GB-_-EDBLH
Address: Britannia Way, Ocean Dr, Edinburgh EH6 6JJ

Stirling Venues
<https://www.stirlingvenues.com/visiting-us/accommodation/guest-accommodation>
Address: University of Stirling Venues, University of Stirling, Stirling, Scotland, FK9 4LA

Moxy Hotel London Heathrow
<https://www.marriott.com/en-us/hotels/lonox-moxy-london-heathrow-airport/overview/?scid=f2ae0541-1279-4f24-b197-a979c79310b0>
Address: 804-834 Bath Road Heathrow

Meals

Meals are chosen to provide a more immersive cultural experience, giving students the chance to sample traditional cuisine and experience local dining customs. Below are examples of dishes travelers may encounter at your proposed destination:

The United Kingdom: Sample Meals

Fish and chips, ice cream
Chicken and hummus, flan
Naan bread, chicken curry
Soup, chicken with mashed potatoes and gravy, fruit salad

On tour, breakfast is typically simple and served at the hotel, either plated or buffet-style. Lunch usually gives travelers the opportunity to explore the local cuisine on their own. Dinners will be a mix of familiar dishes and local specialties, all served from a pre-set group menu.

Next steps

My name is Kelly Coberley and I'm the dedicated Tour Consultant for Southington High School. I'll be working closely with your Group Leader, Karen Cavanaugh, every step of the way to make sure your student tour is perfectly planned. If you have any questions or need additional information, don't hesitate to reach out.

Sincerely,

Kelly Coberley
Senior Tour Consultant
kelly.coberley@ef.com

“

Student travel strengthens our mission of making future graduates into global citizens. After their travels, our students return more well-rounded and success-driven because they now understand the connections between what is taught in the classroom and what is needed in the global market.

Mitch S., Administrator





Educational Tours

ENGLAND & SCOTLAND

9 or 11 days | Scotland | England | Extension to France









Watch videos, read reviews and enroll on your teacher's Tour Website

eftours.com/

This is also your tour number

How do two nations that share a border, an island, and a government maintain their own cultural identities? Though bonded politically by the United Kingdom and geographically by the island of Great Britain, England and Scotland each maintain their own distinct character. In Edinburgh, experience kilts, bagpipes, and haggis as you absorb proud Scottish history. At Windsor Castle and Oxford University, the English accent reveals its royal tradition.

YOUR EXPERIENCE INCLUDES:

-  Full-time Tour Director
-  **Sightseeing:** 3 sightseeing tours led by expert, licensed local guides (4 with extension); 3 sightseeing tours led by your Tour Director; 1 walking tour (2 with extension)
-  **Entrances:** Edinburgh Castle; York Minster; Gardens at Anne Hathaway's Cottage; Shakespeare's Birthplace; New College; Windsor Castle; theater performance; *With extension: Louvre; Notre-Dame Cathedral*
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   All of the details are covered: Round-trip flights on major carriers; Comfortable motorcoach; *Eurostar high-speed train with extension*; 7 overnight stays in hotels with private bathrooms (9 with extension); European breakfast and dinner daily (lunch instead of dinner on Day 6)
-  



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter or Instagram, or delving deeper into your destinations with our online learning platform, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@Eftours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

— MELISSA, TRAVELER

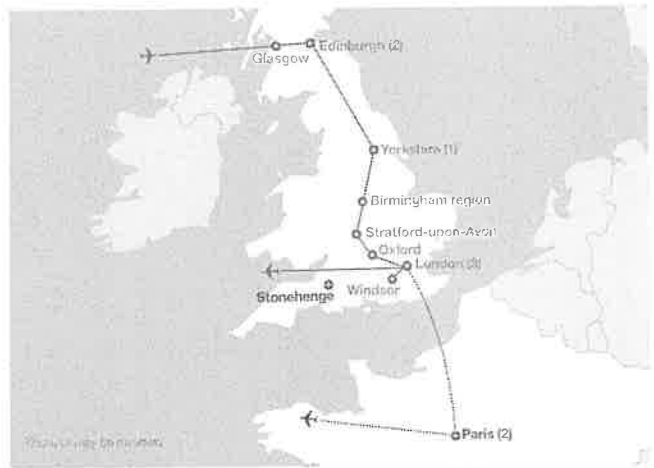


Via Twitter

CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

Your teacher's Tour Website



Buckingham Palace



Via Instagram

What you'll experience on your tour

Day 1: Fly overnight to Scotland

Day 2: Edinburgh

- Meet your Tour Director at the airport in Edinburgh, where Edinburgh Castle is the enduring symbol of Scotland's capital and site of many of the nation's storied events. Ownership of the fortress, perched atop an extinct volcano, changed hands many times over the centuries, from Scottish to English and back again. Mary, Queen of Scots, gave birth here to James VI of Scotland, who would later rule England as James I. In addition to the castle, you'll see the homes of Alexander Graham Bell and Robert Louis Stevenson. For a sense of what it was like to live in Edinburgh in centuries past, stroll down the Royal Mile through the Old Town, a romantic jumble of medieval buildings.
- Take a walking tour of Edinburgh.

Day 3: Edinburgh

- Take an expertly guided tour of Edinburgh.
- Visit Edinburgh Castle.
- Visit the National Museum of Scotland.
- See more of Edinburgh or
 - Specters of Scotland.

Day 4: Edinburgh | Yorkshire

- Travel to Yorkshire.
- Take a tour of York: Clifford's Tower.
- Visit York Minster.

Day 5: Yorkshire | Warwick | Stratford-upon-Avon | Birmingham region

- Travel to Warwick.
- Visit Warwick Castle.
- Continue to Stratford-upon-Avon.
- Take a tour of Stratford-upon-Avon and step back into the Elizabethan age. Here, you'll tour the half-timbered house where William Shakespeare was born. The playwright had an unmistakable influence on his hometown: today, Stratford is home to the Royal Shakespeare Theatre and a premier destination for theater lovers worldwide. You'll also visit Anne Hathaway's Cottage, a picturesque farmhouse where the Bard's wife spent her childhood.
- Visit the gardens at Anne Hathaway's Cottage.
- Visit Shakespeare's Birthplace.

Day 6: Birmingham region | Oxford | London

- Travel to Oxford.
- Take a tour of Oxford.
- Visit New College.
- Continue to London.

Day 7: London

- Welcome to London, a city of 8 million people that has become one of the world's great melting pots while maintaining a distinct character that's all its own. From the London Bridge to the Houses of Parliament, Great Britain's royal tradition and rich history greet you at every turn. Admire architectural marvels like the Baroque domes and spires of St. Paul's Cathedral, the 17th-century church designed by Sir Christopher Wren. Check out the lively five-way intersection at Piccadilly Circus as well as Hyde Park's urban greenery. You may even get a chance to witness the ceremonial Changing of the Guard. And don't forget to snap a picture of Big Ben from the banks of the River Thames.
- Take an expertly guided tour of Windsor Castle: St. George's Chapel; State Apartments.
- Take an expertly guided tour of London: Big Ben and Houses of Parliament; Piccadilly Circus; St. Paul's Cathedral; Changing of the Guard at Buckingham Palace (if scheduled).
- Attend an evening theater performance.

Day 8: London

- Full day to see more of London or
 - visit Stonehenge and Salisbury.
- Enjoy an authentic fish and chips dinner.

Day 9: Depart for home

• 2-DAY TOUR EXTENSION

Days 9-10: Paris

- Travel by Eurostar train to Paris.
- Take an expertly guided tour of Paris: Champs-Élysées; Eiffel Tower; Place de la Concorde; Arc de Triomphe; Les Invalides.
- Take a walking tour of Paris.
- Visit the Louvre.
- Visit Notre-Dame Cathedral.
- Enjoy a Seine River cruise.

Day 11: Depart for home

I traveled with EF Tours to England and Scotland. It was my first time out of the country, but it was also the best trip of my life. The experiences there created the best memories that I will never forget.

- LIBBY, TRAVELER



Via Facebook

Scotland was by far the best part of the tour, filled with haggis, kilts, highland cows and castles. In the three days we spent in Edinburgh, we got the chance to visit the breathtaking Edinburgh Castle and Palace of Holyrood House as well as take part in a traditional Scottish dinner where we learned popular line dances and songs, and got to sample Scottish foods like haggis, neeps, and tatties.

- MOLLY, TRAVELER



Tour review

TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. _____
2. _____
3. _____

— The easiest ways to —
ENROLL TODAY



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eftours.com/enroll



Enroll by phone
800-665-5364



Mail your Enrollment Form to:
EF Educational Tours
Two Education Circle
Cambridge, MA 02141

My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan and knowledgeable tour guides.

— CHARLOTTE, PARENT OF TRAVELER



THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 50 years EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration and global competence.

- We always offer the lowest prices guaranteed so more students can travel.
- We're fully accredited, just like your school, so you can earn credit while on tour.
- All of our educational tours feature experiential learning activities and visits to the best sites.
- We're completely committed to your safety. We have 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- Your full-time Tour Director is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.



Curricular Connection to England and Scotland

A graduate of the Southington Public Schools will be college or career ready.

England and Scotland

Student travel squarely aligns with our district's Vision of a Graduate by expanding participants' world views through firsthand experiences. It allows students to learn beyond the classroom, which pushes them to step outside of their comfort zone and to gain a new perspective on other cultures, language and environment. Travel teaches students to appreciate difference and diversity. This trip will provide students with a better understanding and appreciation for Western European countries. They will have the opportunity to witness a completely new way of life. Global travel also enhances a student's college application,

The district's Vision of a Graduate calls for graduates of the Southington Public Schools to be "college or career ready and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community." Certainly, traveling abroad provides students with enriching experiences and opportunities that have a lifelong impact.

Specifically, Collaboration & Citizenship:

This program can help the school achieve its maximum potential using a focus on two Cs: **collaboration** and **citizenship** through activities and situations that require students to:

- Engage in authentic learning opportunities out of school
- Develop a sense of interconnectedness and shared responsibility, which promotes understanding, tolerance, and collaboration to address global challenges and build a more just and equitable world

EF description of tour: **How do two nations that share a border, an island and a government maintain their own cultural identities?** Though bonded politically by the United Kingdom and geographically by the island of Great Britain, England and Scotland each maintain their own distinct character. In Edinburgh, experience kilts, bagpipes and haggis as you absorb proud Scottish history. At Windsor Castle and Oxford University, the English accent reveals its royal tradition.

Mission of the SHS Social Studies Department

The vision of the Social Studies Department at Southington High School is to inspire and empower students to become both critical thinkers and compassionate citizens in a diverse society. We strive to foster a deep understanding of history, culture, and contemporary issues, encouraging a lifelong curiosity about the world. Students will develop skills necessary to analyze complex topics, problem solve, participate in democratic processes, and contribute to their communities. Our department will prepare graduates who are not only informed and responsible but also capable of adapting and leading with integrity and empathy in an interconnected world.

Relevant National Council for the Social Studies Thematic Standards:

NCSS #1: Culture: *Understanding a people's way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.*

NCSS #2: Time, Continuity, and Change: *Understanding the importance of understanding the past and key historical concepts, analytically and from various perspectives.*

NCSS #3: People, Places, and Environment: *Understanding the complex relationship between human beings and the environments within which they live and work.*

NCSS #5: Individuals, Groups, and Institutions: *Understanding the impact of educational, religious, social, and political groups and institutions and the integral roles they play in people's lives.*

NCSS #6 Power, Authority, and Governance: *Understanding the complex purposes and features of individuals and groups with respect to issues of power and government.*

NCSS #8: Science, Technology, and Society: *Understanding the significance of scientific discovery and technological change on people, the environment, and other systems.*

NCSS #9: Global Connections: *Understanding the critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.*

Grade 10 World History

Unit: Revolutions (Industrial, Enlightenment)

Relevant Curricular Enduring Understandings:

- Not all countries of the world have the same potential for change.
- An idea and/or a person can change the world.
- Change increases global interaction.

Relevant Curricular Essential Question(s):

Where do new ideas come from? (England was the birthplace for the industrial revolution.)

What conditions cause revolutionary actions & ideas?

Relevant Curricular Content Vocabulary:

Absolute Monarchy

Industrial Revolution

Domestic vs factory system

Assembly line

Enlightenment thinkers

AP Human Geography

Skills:

- Understanding information shown in maps, tables, charts, graphs, infographics, images, and landscapes

Topics:

- Population density and how it affects society and the environment
- The different ways that cultural practices spread
- Historical forces, such as colonialism and trade, that affect cultural patterns
- Modern forces, such as globalization, that affect cultural patterns
- The ideas and forces that shaped the political boundaries of the modern world
- How physical geography influences farming practices
- The origins and spread of agriculture
- The factors that drive the growth of cities and suburbs
- Origins & influences of Industrial Revolution

Connections to other disciplines:

English: CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Westminster Abbey - tour will include the South Transept of Westminster Abbey has become known as Poets' Corner as over 100 poets and writers are buried or memorialized here. Numerous writers are interred here, including 'father of English literature' Geoffrey Chaucer (1343–1400), and Charles Dickens (1812–70). Many others have memorials including William Shakespeare, Jane Austen, the Brontë sisters (Charlotte, Emily and Anne), TS Eliot, William Wordsworth, Elizabeth Browning, Robert Burns, CS Lewis, Oscar Wilde and John Keats.

- Students will identify one favored piece of literature by a British writer buried or memorialized at Westminster Abbey and explore multiple interpretations of the work.
- Students will identify symbols of the multiple Shakespeare's works they've encountered through analysis of the memorial statue at Westminster Abbey.

11th Grade:

Curriculum Standard: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Including Shakespeare as well as other authors.)

11th Grade Assessment:

-Assign groups:

-Group members should all be assigned the same juror and have notes (will these notes/reflection journals be counted as a grade)

-Each group member has a different job/role in the presentation (create a Google Slides presentation as final product)

-After we read a chunk - groups meet and do:

They have share their notes on their own part for their assigned juror

2 questions that meet 2 of the higher level types from each member

Group picks top 2 questions + answers

Collaboration notes part

Macbeth:

Class Groups:

Blood imagery

Motifs

Appearance vs. reality

Dark imagery

Chaotic imagery

Antithesis

Time

10th Grade Assessment:

In some works of literature, a character who appears briefly, or does not appear at all, is a significant presence. Choose a novel or play of literary merit and write an essay in which you show how such a

character functions in the work. You may wish to discuss how the character affects action, theme, or the development of other characters. Avoid plot summary.

Major Works that work for this prompt: F451, Catcher, Mango Street, Anthem, Jane Eyre, Lord of the Flies, Othello

Math:

- Students will convert U.S. currency to pound sterling, weight/measurements, temperature
- Students will budget money for souvenirs
- Students will use 24-Hour Clock (Military Time)

Business:

Business Communication: Grades 11-12

- Students will communicate nonverbally in an international environment given a specific situation.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 8, 2025

Decision Requested X Agenda Code 11 b.1.

AGENDA REPORTING FORM

Agenda Topic: Districtwide Facilities – Elementary School Construction.

Summary of Issue: Discussion and possible action on Phase 1 of elementary school construction project.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): _____ **Funding Source:** _____

Beginning Date of Program or Project: _____

Ending Date of Program or Project: _____

Recommendation or Comment: Move to approve Phase 1 of Elementary School Construction Project.

Titles of Attachments:

N/A



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 8, 2025

Decision Requested X Agenda Code 11 b.2.

AGENDA REPORTING FORM

Agenda Topic: Districtwide Facilities – Hatton Elementary, Strong Elementary and Thalberg Elementary Roofs.

Summary of Issue: Discussion and possible action on recommendation of roof replacement at HES/SES/TES for November referendum.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): _____ **Funding Source:** _____

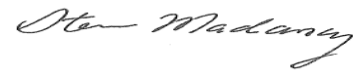
Beginning Date of Program or Project: _____

Ending Date of Program or Project: _____

Recommendation or Comment: Move to approve recommendation of roof replacement at HES/SES/TES for November referendum.

Titles of Attachments:

- Roof Replacement Schedule
- SPS Roof Lead Log – HES/SES and TES



Signature of Superintendent of Schools

**SOUTHINGTON PUBLIC SCHOOLS
5-YEAR ROOF REPLACEMENT SCHEDULE**

REPLACEMENT YEAR	SCHOOL	YEAR INSTALLED	SF	REPLACEMENT COST ESTIMATE
2024	HES	1996	27000	\$1,004,400
	HES	2003	45000	\$1,350,001
	SES	1993	26500	\$961,950
	SES	2003	28870	\$1,047,981
	TES	2002	62068	\$2,253,068
2024 Total				\$6,617,401
				\$6,617,401

BEYOND 5-YEARS

REPLACEMENT YEAR	SCHOOL	YEAR INSTALLED	SF	REPLACEMENT COST ESTIMATE
2030	OES	2005	20200	\$606,001
2030 Total				\$606,001
2034	SEES - Shingle	2009	52500	\$158,813
	SEES - Built up	2009	5127	\$124,073
	OES	2009	26000	\$780,001
2034 Total				\$1,062,887
2039	JAD	2014	90690	\$2,194,698
	JFK	2014	90690	\$2,194,698
2039 Total				\$4,389,396
2044	SHS - TPO	2019	70100	\$1,978,948
2044 Total				\$1,978,948
				\$8,037,233

** KSA, DES, FES & KES are excluded from this schedule pending the elementary school construction determination.*

**SOUTHINGTON PUBLIC SCHOOLS
ROOF LEAK LOG FOR HES,SES, TES**

Calendar Year 2021 (Multiple Items) **(10) Leak Dates (some tickets include multiple leaks)**

Row Labels	School Dude Ticket #	Leak Location
HES	38359	Cafeteria, hallway near gym, hallway near rm 27, preschool lobby, Kiln Room
	36118	Tech Room in Library
SES	37836	Gym, Library hallway, K-hall
	38164	Gym, Library hallway, K-hall
	(blank)	main hallway by bathroom
TES	36921	Kitchen storage & Gym hallway
	37005	Media Center
	37357	Roof drain at the Work Room
	37713	kitchen storage, kitchen office & locker rm
	38278	same areas as 37713
Grand Total		

Calendar Year 2022 (Multiple Items) **(21) Leak Dates (some tickets include multiple leaks)**

Row Labels	School Dude Ticket #	Leak Location
HES	1780	receiving rm leaking and above my desk in custodial rm custodial closet by the art rm near hatch
	3729	receiving rm to cafe, Art rm, preschool hallway, top hallway near nurse rm, and hallway near ramp
	4087	art rm, pre k hallway, roof drain near ramp side
	5504	pre k hallway, ramp, art rm 2 locations, above windows in cafe, receiving rm
	39932	pre school hallway 5th grade hallway and back hallway near ramps
	40124	pre-K hallway
	40164	Pre school courtyard entry way is leaking
	40167	pre k hallway and above stairs in pre k and up by entrance to library
	40314	Pre K hallway
	40484	roof leaks pre k hallway and kitchen office
	40619	Pre k hallway leaked like a sieve after guys were out here
	40684	leaked hallway where ramp is. back receiving rm kitchen office and main hallway outside main library enter
	SES	3354
40694		main hall by nurses office and staff bathroom
TES	1915	Main office, kitchen office, kitchen storage & locker room & teachers room
	3531	room 44 old music room
	4069	room 44 old music room
	4827	room 44 old music room
	6089	We have a few leaks, room 2, room 44, & the locker room.
	40070	roof leak in the north hallway between rooms 1&2
	40583	roof leak in hall by room 13
Grand Total		

Calendar Year 2023 (Multiple Items) **(38) Leak Dates (some tickets include multiple leaks)**

Row Labels	School Dude Ticket #	Leak Location	
HES	6596+B89:B127	roof leaks girls gang lav by office is new. art rm/kiln rm boys gang lav by art rm	
	6937	receiving rm to cafe, kiln rm	
	9791	kitchen office and receiving rm to cafe leaked	
	11473	Elevator Shaft	
	11486	kitchen office, hallway with ramp	
	11681	Around roof drain in the back hallway	
	11846	Elevator Shaft	
	13741	hallway media center doors, pre-K hallway, near gym doors	
	13965	girls gang lav by office	
	15798	Girls gang lav by main office is leaking	
	16352	Above girls bathroom near office and hallway for pre-K	
	16565	kitchen office, along top of cafe windows, girls gang lav by office, elevator shaft	
	16817	girls gang lav by office, kitchen office, outside gym	
	(blank)	email from Katie "I have 2 more leaks i will add on when the guys come for elevator if that's ok"	
	SES	6648	Leak in main hallway
		9657	library
10045		OT PT Room inside gym	
11873		Art Room Hallway	
13305		Repeat problem, by staff bathroom, near art room, please check. Also, leak in kitchen office	
13531		library copy room area	
16622		multiple locations	

**SOUTHINGTON PUBLIC SCHOOLS
ROOF LEAK LOG FOR HES,SES, TES**

TES	6822	Main office, room 2, and primary hall outside rm 2
	8112	Room 44 and Art Room
	8449	Room 44 and Art Room
	9573	main office, room 44 & art room closet
	9810	Kitchen closet, teachers room, room 44, art room closet, main office
	11739	Elevator Shaft
	12138	Art Room
	12737	Library back nook in middle with dividers
	13270	Room 2 and the Kitchen Office
	13501	2 roof leaks in the 5th grade hallway closer to the library and 1 in the library
	13527	Office over secretaries desk
	13727	room 2, office, (2) spots in the 5th grade hallway, and gym drain
	13853	roof above the 5th grad hallway
	13963	Office and room 2
	16309	reoccurring leak above the main office
	16566	office again and looks like roof drain is leaking in hallway next to library. Same 2 places as in the past.
	16819	electrical closet off of washer/dryer room in kitchen, electrical closet in art room hallway
Grand Total		

Calendar Year 2024 (Multiple Items) **(26) Leak Dates (some tickets include multiple leaks)**

Row Labels	School Dude Ticket #	Leak Location
HES	18799	4th and 5th grade hallways
	19119	hallway and top of the stairs
	21229	above the Pre-K hallway
	21833	gym storage room
	23260	rm 9, outside rm 9. rm 11. custodial rm by art. elevator shaft.
	23540	Roof leaks rm 9 ,1st grade hallway and outside media center doors
	24970	pre school hallway. the condensation from ac is puddling and leaking down
	26936	Elevator Shaft
	27021	Elevator Shaft
	27128	Elevator Shaft
	27433	Elevator Shaft
	27699	Elevator Shaft
	SES	19241
19271		leak above supply room
21759		above library
27592		Over the nurses office
TES		17204
	19295	Electrical closet next to Art room also hallway in front or art room right side door
	20204	electrical closet and hallway in front of the art room
	20233	PE office
	21533	Over office and gym
	23009	Roof leaking in custodial office and also in main office over secretaries desk.
	27442	Leak over desk in main office
	27484	over Room 28
	call from MD	main sec office and tech closet
	email	Main office
	Grand Total	

Calendar Year 2025 (Multiple Items) **To date (12) Leak Dates (some tickets include multiple leaks)**

Row Labels	School Dude Ticket #	Leak Location
HES	29051	end of 4th grade hallway, kitchen office, pre-K hallway
	29407	Roof over the elevator
	29468	multiple locations top hallway. prek hallway. outside media center
	29921	outside media center, 5th grade hallway and ramp side
	31544	roof leak in the hallway outside teachers work rm
SES	27952	Above room 3
	29062	61 the old computer room
	29957	Leaks in room 13 and room 21
	31410	Leak in room 13, Jenna Niles room above her desk. Leak in tech office,
TES	29759	Over the principals office
	30209	above the library
	31130	lobby and Library
Grand Total		

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date May 8, 2025

Decision Requested _____ Agenda Code 11 c.

AGENDA REPORTING FORM

Agenda Topic: Policy 5113 – Attendance, Excused Absences and Truancy - Revised - First Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5113 – Attendance, Excused Absences and Truancy.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 5113 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 5113



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 5113

**Attendance, Excused Absences and Truancy -
Revised Policy**

Draft

Series 5000: Students

Attendance, Excused Absences and Truancy

Regular attendance is essential for an effective school experience and necessary for annual promotion. The responsibility for regular attendance rests with the parents or guardians of the student. The Southington Public Schools shall make every effort to keep the appropriate person informed in this most critical area.

Students in the Southington Public Schools, by Connecticut State Statute, are required to attend school regularly during the hours and days the public school is in session. It is the intent and purpose of the Board of Education to develop and foster the maximum potential in each and every student.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

It is our belief that successful performance in school is closely related to regular attendance. When a student is absent, he/she misses the important interaction that occurs in the classroom. For that reason, the Southington Public Schools establishes the following procedures and regulations which are aimed at the prevention and evaluation of absences for unexcused reasons.

When possible, authorized parents/guardians requesting dismissal before the normal end of the school day shall make a written request to do so. The parent, guardian or designee identified in such a request must come into the school office and provide appropriate identification in order to pick up the student and sign the student out.

Early dismissal should be requested only in emergency or unusual situations.

SPS uses three absence codes based on the following criteria:

<p>AV= Absence verified by a parent/guardian= a parent/guardian calls a student out. Per CT state law, a parent/guardian can call a child out up to nine times a school year.</p>
<p>AE= Absence Excused= the school receives a doctor’s note for the absence or another legally acceptable reason.</p>
<p>UNV= Unverified Absence= no one calls the student out and a robo call was sent from the school, but this is unverified until a parent/guardian contacts the school.</p>

Series 5000: Students**Attendance, Excused Absences and Truancy (cont'd)**

A student's absence from school shall be considered "absence excused" if verification of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and provides appropriate verification to school officials.

Such verification may include a signed note from the student's parent/guardian, verification from a school official that spoke with the parent/guardian regarding the absence, voicemail from a parent/guardian, or a note confirming the absence by a licensed medical professional, as appropriate. Verification must explain the nature of and the reason for the absence as well as the length of the absence. Separate verification must be provided for each incidence of absenteeism.

~~Some absences, such as those resulting from medical treatment or the observance of religious holidays are known ahead of time. In order to promote the most effective education in light of these absences, parents and/or guardians shall inform a school official in advance of the known absence.~~

- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required and does not apply to exclusion from transportation for disciplinary reasons);
6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

When a student is out of school or class because of an excused absence, appropriate provisions will be made by school personnel regarding make up of missed assignments, homework, tests, and other class activities missed.

Series 5000: Students**Attendance, Excused Absences and Truancy (cont'd)****Excused Absences for Children of Service Members**

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences, such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Unexcused Unverified Absences

It is the philosophy of the Board of Education to stress prevention and inquiry leading to remediation of absences. The schools will make all reasonable efforts to keep parents and students informed as to attendance problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.

A student's absence from school shall be considered ~~unexcused~~ **unverified** unless

1. The absence meets the definition of an ~~excused~~ **verified** absence and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

An ~~unexcused~~ **unverified** absence occurs when a student is out of school for reasons other than those approved as ~~excused~~ **verified** absences. When a student is absent for an ~~unexcused~~ **unverified** reason, the amount and kind of assistance provided shall be at the discretion of the student's teacher(s) after consultation with the building administrator.

Chronic Absenteeism

As used in this section, the applicable definitions are as follows: 1. **Chronically absent child:** an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

2. **Absence:** An excused absence, ~~unexcused~~ **unverified** absence or disciplinary absence, as

Series 5000: Students**Attendance, Excused Absences and Truancy (cont'd)**

those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.

3. **District chronic absenteeism rate:** The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the board of education for such school year.
4. **School chronic absenteeism rate:** The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a district chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The District shall annually include information for the strategic school profile report for each school and the District that it submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

Truancy

The Board of Education must provide each child with a continuing education which will prepare the student to assume adult roles and responsibilities. Therefore, regular attendance and punctuality are expected from all children enrolled in our schools. By state statute, responsibility for assuring that students attend school rests with the parent/guardian. Every effort must be made to keep absences and tardiness to a minimum.

Series 5000: Students**Attendance, Excused Absences and Truancy (cont'd)**

To assist parent/guardian and others in meeting this responsibility, the Board of Education has developed the following procedures:

1. Annually notify parent(s) or other person(s) having control of each child enrolled, inclusive in writing of the obligations of the parent/guardian pursuant to student attendance (C.G.S. 10-184).
 2. Obtain from each parent or other persons having control of an enrolled child a telephone number or other means of contacting such parent or other person during the school day.
 3. Establish a system for monitoring student's individual attendance.
 4. Make a reasonable effort to notify the parent(s)/guardian whenever a child fails to report to school on a regularly scheduled school day and no verification has been received by school officials that the child's parent /guardian is aware of the student's absence.
 5. Identify a student as "truant" when the student has four (4) ~~unexcused~~ **unverified** absences in any one month or ten (10) ~~unexcused~~ **unverified** absences in any school year.
 6. Hold a meeting with appropriate staff and the parent or other person having control of the child identified as a "truant" or chronically absent within ten (10) days of such designation to review the reasons for the truant behavior and to evaluate the situation.
 7. Identify a student as a "habitual truant" when the student has twenty (20) unexcused absences in any school year.
 - A. Referral will be made to the Planning Placement Team to determine whether or not an educational evaluation is appropriate, prior to a written complaint to Superior Court.
 - B. ~~File a written complaint, by the Superintendent, with the Superior Court not later than fifteen calendar days after the failure of a parent/guardian to attend the meeting (item #6) or upon the failure to cooperate with the school attempting to solve the truancy problem, alleging that the acts or omissions of any child identified as an "truant" are such that the student's family is a "family with service needs" if the parent or other person having control of the child identified as "truant" fails.~~
 - a. ~~to attend the required meeting to evaluate why the child's truant; or,~~
 - b. ~~to cooperate with the school in trying to solve the truancy problem.~~
- B. Referral to the district's Attendance Support & Engagement Team (formerly Truancy Committee)**

Series 5000: Students**Attendance, Excused Absences and Truancy (cont'd)**

8. Provide for the coordination of services and refer enrolled students who are truants or habitual truants to community agencies providing child and family services.

9. ~~If in existence, refer the child to the children's probate court truancy clinic.~~

A student who is identified as a "truant" may be subject to the following consequences:

- A. Promotion to the next grade may be contingent upon the student successfully completing a summer school program.
- B. The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level.

Limits of Liability

School personnel who in good faith give or fail to give notice pursuant to subdivision (4) above, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

The Board recognizes the need for students to be in school for the full instructional day. It is encouraged that early dismissal should be requested only in emergency or unusual situations.

Students who become ill during the school day may be excused by the school nurse and transportation home must be provided by the parent or his/her designee.

Legal Reference:**Connecticut General Statutes**

10-220(c) Duties of boards of education (as amended by PA 15-225) 10-184
 Duties of parents (as amended by PA 98-243 and PA 00-157) 10-185 Penalty
 10-199 through 10-202 Attendance, truancy - in general
 10-198a Policies and procedures concerning truants (as amended by PA 11- 136)
 10-220(c) Duties of boards of education (as amended by PA 15-225) 45a-8c Truancy
 clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)
 PA 15-225 An Act Concerning Chronic Absenteeism

*Action taken by State Board of Education on January 2, 2008, to define
 "attendance."*

*Action taken by State Board of Education on June 27, 2012, to define "excused" and
 "unexcused" absences.*

Series 5000: Students**Attendance, Excused Absences and Truancy (cont'd)**

Policy Adopted: February 1989

Policy Revised: August 2002

Policy Revised: June 23, 2016

Policy Revised: September 8, 2016

Policy Revised: May 2025

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date May 8, 2025

Decision Requested _____ Agenda Code 11 d.

AGENDA REPORTING FORM

Agenda Topic: Policy 5114 – Student Discipline - Revised - First Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5114 – Student Discipline.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

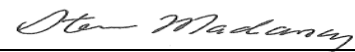
Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 5114 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 5114



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 5114
Student Discipline - Revised Policy
Draft

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STUDENT DISCIPLINE

It is the policy of the Southington Board of Education (the "Board") to create a school environment that promotes respect of self, others, and property within the Southington Public Schools (the "District"). Compliance with this policy will enhance the Board and the District's ability to maintain discipline and reduce interference with the educational process that can result from student misconduct. Pursuant to this policy, the District shall promote the utilization of consistent discipline practices, both within and across schools in the District, while also promoting the consideration of individual circumstances arising in each student disciplinary matter. Where appropriate, the District implements strategies that teach, encourage and reinforce positive student behavior that do not require engagement with the discipline system.

I. Definitions

1. **Cannabis** means marijuana, as defined by Conn. Gen. Stat. § 21a-240.
2. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is
3. capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
4. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.
5. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
6. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
8. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.
9. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive,

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STUDENT DISCIPLINE (cont'd)

incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which the Attorney General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

10. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
11. **Generative Artificial Intelligence ("AI")** refers to a technology system, including but not limited to ChatGPT, capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.
12. **Protected Class Harassment** is a form of discrimination on the basis of any protected characteristic (or protected class) including 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"). 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 against any individual on the basis of that individual's association with someone in a Protected Class may be a form of Protected Class harassment.
13. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
14. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
15. **School Days** shall mean days when school is in session for students.
16. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
17. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day to-day operation of a school.
18. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is

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STUDENT DISCIPLINE (cont'd)

imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

19. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.

Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

For purposes of this policy, references to “school”, “school grounds” and “classroom” shall include physical educational environments, including on school transportation, as well as environments in which students are engaged in remote learning, which means instruction by means of one or more Internet-based software platforms as part of a remote learning model.

II. Scope of the Student Discipline Policy

1. **Conduct on School Grounds or at a School-Sponsored Activity:**

- A. Suspension. Students may be suspended for conduct on school grounds or at any school-sponsored activity that violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.
- B. Expulsion. Students may be expelled for conduct on school grounds or at any school-sponsored activity that either (1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.

2. **Conduct off School Grounds:**

1. Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct **violates a publicized policy of the Board and is seriously disruptive of the educational process.**

3. **Seriously Disruptive of the Educational Process:**

1. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school;** (2) **whether other students from the school were involved or whether there was any gang involvement;** (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon,** as defined in Section Conn. Gen. Stat. § 29-38, and **whether any injuries occurred;** and (4) **whether the conduct involved the use of alcohol.** The Administration and/or the Board of Education may also consider (5) **whether the off-campus conduct involved the illegal use of drugs.**
2. A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would

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face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct that is considered to violate a publicized policy of the Board of Education includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participate in the investigation of such reports. ~~of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, ancestry, gender identity or expression or any other characteristic protected by law.~~
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke). **including the use of AI to engage in such conduct.**
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine

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

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. **including cannabis**.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity

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STUDENT DISCIPLINE (cont'd)

- without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism including the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism
 27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices without permission.
 28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
 29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes. including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.
 30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
 31. Hazing.
 32. Bullying, defined as an act that is direct or indirect and severe, persistent or pervasive, which:
 - a. causes physical or emotional harm to an individual;
 - b. places an individual in reasonable fear of physical or emotional harm; or
 - c. infringes on the rights or opportunities of an individual at school; or
 33. 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 or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. ~~is the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:~~
 - a. ~~causes physical or emotional harm to such student or damage to such student's property;~~
 - b. ~~places such student in reasonable fear of harm to himself or herself, or~~

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STUDENT DISCIPLINE (cont'd)

- ~~of damage to his or her property;~~
- ~~e. — creates a hostile environment at school for such student; d.~~
- ~~infringes on the rights of such student at school; or~~
- ~~d. — substantially disrupts the education process or the orderly operation of a school.~~
34. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
35. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
36. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.
37. The unauthorized publication or dissemination of a recording (photographic or audio) of another individual without permission of the individual or a school employee. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances. ~~Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.~~
38. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
39. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
40. Engaging in teen dating violence, defined as 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.
41. Any action prohibited by any Federal or State law.
42. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

A principal may consider recommendation of expulsion of a student in **grades three to twelve, inclusive**, in a case where he/she has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.

A principal must recommend expulsion proceedings in all cases against any student in **grades kindergarten to twelve, inclusive**, whom the Administration has reason to believe:

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1. 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
2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon, a dangerous instrument** or a **martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or
3. was engaged **on or off school grounds in offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

The terms “**dangerous instrument,**” “**deadly weapon,**” **electronic defense weapon,**” “**firearm,**” and “**martial arts weapon,**” are defined above in Section I.

In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board of Education, no **student enrolled in such a preschool program** shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board of Education in accordance with Section VIII of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in **possession of a firearm** as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds or at a preschool program-sponsored event. The term “**firearm**” is defined above in Section I.

Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

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Procedures Governing Behavior that Causes a Serious Disruption

1. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students; caused self-harm; or caused physical harm to a teacher, another student, or other school employee not later than twenty-four (24) hours after such behavior occurs.
2. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.
3. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the crisis intervention team for the school, the parent or guardian must be notified that such meeting will occur.
4. If a behavior intervention meeting occurs, the crisis intervention team shall, not later than seven (7) days after the behavior intervention meeting, provide to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

Procedures Governing Removal from Class

1. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.
2. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
3. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

~~The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In cases where suspension is contemplated, the following procedures shall be followed.~~

The responsible administrator or the administrator's designee shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than the following: five (5) consecutive school days for an in-school suspension; ten (10) consecutive school days for an out-of-

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STUDENT DISCIPLINE (cont'd)

school suspension for students in grades three through twelve, inclusive; or five (5) consecutive school days for an out-of-school suspension for students in grades preschool to two, inclusive. In cases where suspension is contemplated, the following procedures shall be followed.

Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

If suspended, such suspension shall be an in-school suspension, except the principal or designee may impose an out-of-school suspension on any pupil:

in grades three to twelve, inclusive, if, during the informal hearing, (i) the principal or designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that he or she should be excluded from school during the period of suspension; or (ii) the principal or designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or

in grades preschool to two, inclusive, if the principal or designee determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons.

- (i) determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds is behavior that caused physical harm;
- (ii) requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program ("IEP") or plan pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504") for such student upon such student's return to school immediately following the out-of-school suspension; and
- (iii) considers whether to convene a Planning and Placement Team ("PPT") meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.

Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.

Series 5000**STUDENT DISCIPLINE (cont'd)**

By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.

Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.

In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.

Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.

The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.

The school Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.

Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a

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specified purpose or to participate in a particular school-sponsored activity.

In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VII. Procedures Governing In-School Suspension

- A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy or seriously disrupts the educational process as determined by the principal or designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
- C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VIII. Procedures Governing Expulsion Hearing**A. *Emergency Exception:***

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. *Hearing Panel:*

- 1. Expulsion hearings conducted by the Board will be heard by any three or more

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Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) at least five (5) business days before such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, place and nature of the hearing.
 - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - c. A short, plain description of the conduct alleged by the Administration.
 - d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
 - e. The student may cross-examine witnesses called by the Administration.
 - f. The student may be represented by an attorney or other advocate of his/her choice at his/her expense or at the expense of his/her parent(s) or guardian(s).
 - g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the

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services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.

h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.

j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

D. Hearing Procedures:

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student. **If an impartial board or more than one person has been appointed, the impartial board shall appoint a Presiding Officer.**
2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
3. The Administration shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
4. Formal rules of evidence will not be followed. The Board **(or the impartial board)** has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.
5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.

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7. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.
8. The student shall not be compelled to testify at the hearing.
9. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.
10. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.
11. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.
12. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.
13. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.
14. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.

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15. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
16. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.
17. The Board (or the impartial board) shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

E. Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion:

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school sponsored activities, except for the student's participation in any alternative educational opportunity provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. Stipulated Agreements:

In lieu of the procedures used in this Section, the Administration and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing

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shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

A. Students under sixteen (16) years of age:

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. Students sixteen (16) to eighteen (18) years of age:

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year-old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least seventeen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.
2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second, or subsequent, time.
3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

C. Students eighteen (18) years of age or older:

The Board of Education is not required to offer an alternative educational

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opportunity to expelled students eighteen (18) years of age or older.

D. Content of Alternative Educational Opportunity

1. For the purposes of Section IX, and subject to Subsection IX.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the State Board of Education, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the State Board of Education.
2. The Superintendent, or his/her designee, shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the State Board of Education. Such administrative regulations shall include, but not limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students placements and performance; and a process for transition planning.

E. *Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):*

Notwithstanding Subsections IX.A. through D. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the State Board of Education.

F. *Students for whom an alternative educational opportunity is not required:*

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.

X. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of

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a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XI. Change of Residence During Expulsion Proceedings***A. Student moving into the school district:***

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. Student moving out of the school district:

Where a student withdraws from school after having been notified that an

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expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. *Suspension of IDEA students:*

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The Administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).

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2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. Removal of Special Education Students for Certain Offenses:

1. School personnel may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
 - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
 - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
 - c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

2. The following definitions shall be used for this subsection XII.C.:

- a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

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b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")

A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.
2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.
3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.

B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that

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led to the recommendation for expulsion.

XIV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.
- B. If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been placed in a juvenile detention center or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled

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substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

- D. If the Board of Education expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the Board shall report the violation to the local police.

Legal References:

Connecticut General Statutes:

Public Act 19-91, “An Act Concerning Various Revisions and Additions to the Education Statutes.”

Public Act 19-13, “An Act Prohibiting the Sale of Cigarettes, Tobacco Products, Electronic Nicotine Delivery Systems and Vapor Products to Persons Under Age Twenty-One.”

§ 10-16 Length of school year

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act

§ 10-222d Safe school climate plans. Definitions. Safe school climate assessments

§§ 10-233a through 10-233f Suspension and expulsion of students.

§ 10-233l Expulsion and suspension of children in preschool programs

§ 10-253 School privileges for children in certain placements, nonresident children, children in temporary shelters, homeless children and children in juvenile detention facilities. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.

§ 21a-240 Definitions

§ 19a-342a Use of electronic nicotine delivery system or vapor product prohibited

§§ 21a-408a through 408p Palliative Use of Marijuana

§ 29-38 Weapons in vehicles

§ 53a-3 Definitions

§ 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors

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§ 53-206 Carrying of dangerous weapons prohibited.

Packer v. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998).

State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).

State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3,

2018. Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of “firearm”)

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

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

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

34 C.F.R. § 300.530 (defining “illegal drugs”)

Gun-Free Schools Act, 20 U.S.C. § 7961

Honig v. Doe, 484 U.S. 305 (1988)

ADOPTED: August 2002

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Policy 5145.3
Sexual Harassment of Students -
Revised Policy
Draft

Series 5000: Students

Welfare

Civil and Legal Rights and Responsibilities

Sexual Harassment of Students

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates, and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") and Connecticut law not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Connecticut law or another Board policy.

Sexual harassment can occur adult to student, student to student, between members of the opposite sex, or between members of the same sex.

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (*i.e., quid pro quo*);

Series 5000: Students

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board’s education programs or activities; or

(3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Sexual harassment under Connecticut law means conduct in a school setting that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student’s ability to participate in or benefit from a school’s educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment.

Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. The Board further directs its employees to maintain confidentiality to the extent appropriate and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or termination as appropriate.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator(s), or if the employee does not work in a school building, to the Title IX Coordinator(s).

The Southington Public Schools administration (the “Administration”) shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations), which training shall include but need not be limited to, the definitions of sex discrimination and sexual harassment, the scope of the Board’s education program and activity, how to conduct an investigation and grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these

Series 5000: Students

trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX and Connecticut law, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to staff, students and parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

The Board's Title IX Coordinator(s) are ~~Special Education Coordinator Amy Aresco and Special Education Coordinator Amy Battaglia~~ **is Assistant Superintendent, Frank Pepe**. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator(s) using any one, or multiple, of the following points of contact.

Frank Pepe
Southington Public Schools
200 North Main Street
Southington, CT 06489
fpepe@southingtonschools.org
860-628-3200, ext. 10202

Any individual may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Series 5000: Students

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

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

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

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

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

Policy Adopted: September 1992

Policy Reviewed: August 2002

Policy Revised: March 2005

Policy Reviewed: November 2006

Policy Revised: February 2022

Policy Reviewed: May 2025

Policy 9321
Time, Place, Notifications of Meetings
- Revised Policy
Draft

Series 9000: Bylaws of the Board

Methods of Operation

Time, Place, Notification of Meetings

All meetings of the Board of Education shall be conducted in compliance with Public Act 75-342, Sec. 6 (An Act Concerning Freedom of Information).

1. **Regular Meetings** – Regular meetings of the Board of Education shall **generally** be held on the second and/or fourth Thursday of each month at a time to be determined and at the established Board meeting place. At a minimum, one (1) meeting date per month will be set by the Board. Meeting dates, times, and places may be changed at the discretion of the Board.
 - ~~a. Regular meetings will be classified as either *Committee of the Whole ~ Operations* or *Committee of the Whole ~ Instruction*. The classification will be indicated on the agenda within the meeting posting. The order of business for each is specified in number 8 within policy 9321.~~
 - a. The schedule of regular meetings of the Board of Education for the ensuing calendar year shall be filed with the Town Clerk no later than December 1 of each year, and no such meeting of the Board shall be held sooner than thirty (30) days after such schedule has been filed.
 - b. An agenda will be posted at Town Hall, the Board's Administrative Offices, and on the Board's Internet web site. Any associated documents that may be reviewed by members of the Board at such meeting shall be posted on the Board's Internet web site, provided such documents are not exempt from disclosure under the Freedom of Information Act.

2. **Special Meetings** – Special meetings of the Board of Education shall be called by the Chairperson upon written request of three (3) of the members or whenever deemed necessary by the Chairperson. The call shall state the purpose of the meeting and no other business shall be transacted. Special meetings may not be called for the purpose of election of officers or for a vote to fill a vacancy on the Board.
 - a. Notice of special meetings shall be given not less than twenty-four (24) hours prior to the time of such meeting by posting a notice of the time of such meeting in the office of the Town Clerk. In the case of an emergency, a special meeting may be held without complying with the foregoing requirement for the posting of notice, but a copy of the minutes of any such special meeting adequately setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following the holding of such meeting.

Series 9000: Bylaws of the Board**Methods of Operation****Time, Place, Notification of Meetings (cont'd)**

- b. Workshops of the Board of Education are held when it is necessary for the Board to discuss and consider, in depth, matters pertaining to Board of Education business. The Chairperson shall call workshops whenever deemed necessary or when requested by three (3) or more Board of Education members. Notice of workshops shall be given not less than forty eight (48) hours prior to the time of such meetings by posting a notice of both the time and place in the office of the Town Clerk. The agenda will state the purpose(s) of the meeting and no other business will be transacted. The Chairperson of the Board may invite those individuals, groups or agencies that have relevant information, knowledge or experience to contribute to the discussion and to the Board's decision making process. Other public input will be allowed at the discretion of the Board Chairperson. No formal votes will be taken during or at the conclusion of workshops.
3. **Committee Meetings** – The Chairperson of each committee will notify the Board as to the location, date, and time of all meetings. (cf 8133)
4. **Adjourned Meetings** – Any meeting of the Board of Education may be adjourned to a time and place specified in the order of adjournment.
5. **Quorum** – Five (5) members of the Board shall constitute a quorum for the transaction of business except where otherwise noted in Board policies.
6. **Parliamentary Procedure** – Robert's Rules of Order shall govern the proceedings of the Board, except when those rules are in conflict with the Board's approved policies and regulations. The Superintendent of Schools is designated as Board of Education parliamentarian.
7. **Agenda Notice** – The agenda for regular meetings of the Board of Education shall be given to all members a minimum of six (6) days prior to the meeting. Other business included on the agenda may be transacted by two thirds vote of all members present unless the subject is specifically referenced in other Board policies.

Series 9000: Bylaws of the Board**Methods of Operation****Time, Place, Notification of Meetings (cont'd)**

8. **Order of Business** - The order of business at each regular meeting of the Board of Education shall be as follows:
- 8.1 Call to Order
 - 8.2 Pledge of Allegiance
 - 8.2.1 Celebration of Excellence (as appropriate)
 - 8.3 Approval of Minutes
 - 8.4 Public Communications
 - a. Student Representatives
 - b. Board of Education
 - c. Administration
 - d. Public
 - 8.5 Committee Reports
 - 8.6 Personnel Report (as appropriate)
 - 8.7 Old Business
 - 8.8 New Business
 - 8.9 Public Communications
 - a. Public

 - 8.10 Adjournment
9. **Requests for Hearing on Transportation** – Requests for hearings on transportation must be made in writing. The Board of Education shall hold such hearing within ten (10) days after receipt of written request and shall make a finding within ten (10) days after such hearing and in accordance with regulations of the State Board of Education.

(cf. 9327 – Electronic Mail Communications)

Series 9000: Bylaws of the Board**Methods of Operation****Time, Place, Notification of Meetings (cont'd)****Legal Reference:***Connecticut General Statutes*

- 1-200 (2) Definitions. "Meeting"
- 1-206 Denial of access to public records or meetings.
- 1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3
- 1-227 Mailing of notice of meetings to persons filing written request. •
- 1-228 Adjournment of meetings. Notice.
- 1-229 Continued hearings. Notice.
- 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
- 10-218 Officers. Meetings
 - Section 6 of Public Act 23-160

Bylaw adopted by the Board: January 1990

Bylaw revised by the Board: April 1993

Bylaw reviewed by the Board: April 2003

Bylaw revised by the Board: March 2005

Bylaw revised by the Board: February 2009

Bylaw updated and recoded: June 22, 2017

Bylaw revised by the Board: January 2022

Bylaw revised by the Board: January 2023

Bylaw revised by the Board: January 2024

Bylaw revised by the Board: May 2025

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date February 27, 2025

Decision Requested X

Agenda Code 11 g.1.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Administrative Assistant - Elementary/Middle School Main Office - REVISED.

Summary of Issue: Approval of Job Description – Administrative Assistant - Elementary/Middle School Main Office – REVISED.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

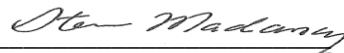
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Administrative Assistant -
Elementary/Middle School Main Office -
REVISED**



JOB DESCRIPTION

TITLE: ADMINISTRATIVE ASSISTANT PRINCIPAL'S SECRETARY, Elementary and Middle Schools (Class I)

DEPARTMENT: Elementary/Middle School Main Office

QUALIFICATIONS:

1. A minimum of a high school diploma with some college or advanced secretarial education desirable.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant Executive secretary experience or successful high-level experience as a school secretary.
4. Bookkeeping knowledge.
5. Excellent computer skills, including familiarity with Microsoft Office™ (Word, Excel, etc.) and the ability to operate office machinery including, but not limited to, fax machine and copy machine.
6. Knowledge of SASI™ Computer Program PowerSchool, ParentSquare, Canvas, Linq and Frontline Education computer programs preferred.
7. Excellent interpersonal and communication skills.

REPORTS TO:

Principal

JOB GOAL:

Complete the detailed and written work as well as coordinating other matters essential to the efficient operations of the principal's office To assure the efficient operation of the principal's office.

PERFORMANCE RESPONSIBILITIES:

1. Perform office routines including, but not limited to, preparation of various material including correspondences, Connecticut State Department of Education reports, notices and recommendations as directed by the immediate supervisor.
2. Maintain all student records, including scheduling, attendance and special education information utilizing SASI™ PowerSchool.
3. Obtain, gather and organize pertinent data as needed and organize it into usable form.
4. Maintain a complete filing system and process incoming correspondence as instructed.
5. Maintain a schedule of appointments and make arrangements for conferences and interviews.
6. Coordinate activities in the school office with other clerical personnel.
7. Maintain all records related to Student Activity Fund including banking functions.
8. Welcome visitors and screen callers in accordance with established policy.

9. Order, maintain and distribute supplies including all mail.
10. Maintain all records on the use of the facilities.
11. Input staff absences or adjust staff hours in Frontline.
12. Assign coverage for staff.
13. Perform any other job related responsibilities as assigned by the immediate supervisor.

***ELEMENTARY ONLY**

- A. ~~Order, maintain and distribute supplies including all mail.~~
- B. ~~Maintain MSDS files and the keys to their respective schools and distribution thereof.~~
- C. ~~Maintain all records on the use of the facilities.~~

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A ten or twelve month work year depending on school assignment. *{Middle School and DES are 12-month positions. Elementary Schools are 10-month positions.}*

EVALUATION:

Performance of the job will be evaluated annually by the school principal.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 8, 2025

Decision Requested X Agenda Code 11 g.2.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Administrative Assistant/Bookkeeper - High School - REVISED.

Summary of Issue: Approval of Job Description – Administrative Assistant/Bookkeeper - High School – REVISED.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

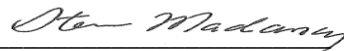
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Administrative Assistant/Bookkeeper - High School
- REVISED**



JOB DESCRIPTION

TITLE: ADMINISTRATIVE ASSISTANT/BOOKKEEPER High School (Class I)

DEPARTMENT: High School

QUALIFICATIONS:

1. A minimum of a high school diploma, knowledge, and experience in secretarial bookkeeping/accounting/banking and secretarial skills.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant/bookkeeper.
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and financial accounting software.
5. Knowledge of Linq, QuickBooks, and Frontline Education computer programs preferred.
6. Excellent interpersonal and communication skills.

REPORTS TO:

High School Principal/Director of Business and Finance

JOB GOAL:

To maintain accurate accounting records of the bank accounts established through the SHS student activity and scholarship funds while also assisting in the daily operations of the main office.

PERFORMANCE RESPONSIBILITIES:

1. Maintain an accurate account of all student activity funds by accepting deposits, issuing receipts, dispersing checks; generate reports and making daily bank deposits.
2. Prepare and distribute monthly Student Activity reports to advisors.
3. Serve as asset manager for scholarship funds by reviewing certificates of deposit to obtain competitive interest rates, dispersing and depositing scholarship donation checks in accordance with scholarship requirements.
4. Reconcile all bank accounts for activity and scholarship funds, monthly.
5. Prepare year-end cash summaries for annual audit.
6. Maintain daily attendance logs reports for all faculty and staff and input in payroll system.
7. ~~Coordinate substitute teacher assignments~~
8. ~~Update Student records and schedules utilizing student information system.~~
9. Perform office routines including but not limited to, preparation of reports, correspondence, directing telephone calls, preparing notices and agendas under, the direction of the immediate supervisor.
10. Maintain records as directed by immediate supervisor.
11. Receive and disseminate all incoming and outgoing U.S. and inter office mail with the exception of bulk mailings.

12. Maintain a database of lost books as reported by staff.
13. Assist administration in the collection of money and/or property owned by students.
14. Perform any other job related responsibilities as assigned by the immediate supervisor

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and ~~Local 1303-162 of Council 4 AFSCME~~ Nutmeg Independent Labor Unions (NILU).
2. A twelve-month work year.

EVALUATION:

Performance of the job will be evaluated annually by the high school principal.

DRAFT

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 8, 2025

Decision Requested X Agenda Code 11 g.3.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Administrative Assistant - High School Agriculture Science and Technology - REVISED.

Summary of Issue: Approval of Job Description – Administrative Assistant - High School Agriculture Science and Technology – REVISED.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

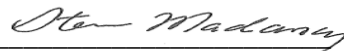
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Administrative Assistant -
High School Agriculture Science and Technology
- REVISED**



JOB DESCRIPTION

TITLE: **ADMINISTRATIVE ASSISTANT** Agriculture Science and Technology Department
Secretary, High School (Class II)

DEPARTMENT: Agriculture Science and Technology, High School

QUALIFICATIONS:

1. A minimum of a high school diploma and knowledge and/or experience in secretarial skills.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and the ability to operate office machinery including, but not limited to, fax machine and copy machine.
5. Knowledge of SASI™ Computer Program PowerSchool, ParentSquare, Canvas, Linq, and Frontline Education computer programs preferred.
6. Excellent interpersonal and communication skills.

REPORTS TO:

Director of Agriculture Science and Technology/Ag-Sci Department Leader

JOB GOAL:

To assure the smooth and efficient operation of the Agriculture Science and Technology office.

PERFORMANCE RESPONSIBILITIES:

1. Perform office routines including, but not limited to, preparation of reports, correspondence, notices, and agendas under the directions of the immediate supervisor.
2. Maintain records as directed by the immediate supervisor.
3. Receive and route all incoming calls as well as distributing mail.
4. Maintain daily attendance logs and all related records on students and staff.
5. Assist with the preparation of the budget, ordering, and inventory procedures for the office.
6. Prepare reports and keep statistics as directed.
7. Collect all money as necessary and keep accounting of the same. Maintain bank account balances.
8. Screen telephone inquiries and new applications to the program.
9. Process records and maintain sequence of procedures in receiving new applications including correlating applicant interviews and school classes and schedules.
10. Contact and interaction with Guidance Counselors, Pupil Services Departments, and transportation companies from other school districts regarding enrollment, and transportation of their students.
11. Coordinate supervisor's calendar.
12. Purchase supplies for the department.
13. Maintain student enrollments in National FFA registry.
14. Perform any other job related responsibilities as assigned by the immediate supervisor.

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A ten-month work year.

EVALUATION:

Performance of the job will be evaluated annually by the assistant principal Director of Agriculture Science and Technology.

DRAFT

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 8, 2025

Decision Requested X Agenda Code 11 g.4.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Administrative Assistant - High School Assistant Principal's Office - REVISED.

Summary of Issue: Approval of Job Description – Administrative Assistant - High School Assistant Principal's Office – REVISED.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

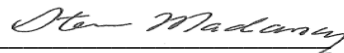
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Administrative Assistant -
High School Assistant Principal's Office -
REVISED**



JOB DESCRIPTION

TITLE: ADMINISTRATIVE ASSISTANT High School Secretary (Class II)

DEPARTMENT: High School/Assistant Principal's Office

QUALIFICATIONS:

1. A minimum of a high school diploma and knowledge and/or experience in secretarial skills.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and the ability to operate office machinery including, but not limited to, fax machine and copy machine.
5. Knowledge of SASI™ PowerSchool, ParentSquare, Canvas, and Frontline Education computer programs system preferred.
6. Excellent interpersonal and communication skills.

REPORTS TO:

High School Assistant Principal

JOB GOAL:

To assure the smooth and efficient operation of the main office.

PERFORMANCE RESPONSIBILITIES:

1. Perform office routines including, but not limited to, preparation and typing of reports, correspondence, notices and agendas under the direction of the immediate supervisor.
2. Maintain such records as directed by the immediate supervisor.
3. Welcomes visitors and directs callers in accordance with standard operating procedures.
4. Receive and route all incoming calls and appropriate mail.
5. Maintain discipline records on students.
6. Maintain current updated student records on SASI™ PowerSchool.
7. Create replacement identification badges for students and staff.
8. Schedule appointments for immediate supervisor including, but not limited to, contacting parents, students and applicable staff members.
9. Assist with schedules, coverage, and the organization of events such as graduation and Awards Night.
10. Perform any other job related responsibilities as assigned by the immediate supervisor.

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A ten or twelve month work year depending on position.

EVALUATION:

Performance of the job will be evaluated annually by a High School the assistant principal.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 8, 2025

Decision Requested X Agenda Code 11 g.5.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Administrative Assistant - High School Attendance Office - REVISED.

Summary of Issue: Approval of Job Description – Administrative Assistant - High School Attendance Office– REVISED.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

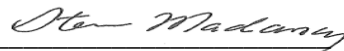
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Administrative Assistant -
High School Attendance Office
- REVISED**



JOB DESCRIPTION

TITLE: ADMINISTRATIVE ASSISTANT ~~High School Attendance Secretary (Class II)~~

DEPARTMENT: High School/Attendance Office

QUALIFICATIONS:

1. A minimum of a high school diploma and knowledge and/or experience in secretarial skills.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. ~~Strong~~ Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and data entry. ~~The ability to operate office machinery including fax machine and copy machine.~~
5. Knowledge of PowerSchool, ParentSquare, and Canvas computer programs preferred.
6. ~~Effective~~ Excellent interpersonal and communication skills.
7. ~~Demonstrated ability to assume responsibility for assigned task(s) and work independently.~~

REPORTS TO:

High School Principal or designee

JOB GOAL:

~~To act as a resource person to the professional and administrative staff to insure effectiveness in the areas of pupil attendance, security, and student transportation.~~ To assure the efficient operation of the high school attendance office.

PERFORMANCE RESPONSIBILITIES:

1. Issue tardy passes to students.
2. Collect, maintain, and update student attendance database records daily for school wide attendance reports utilized by the guidance counseling office, teachers, and administration.
3. Communicate with parents on daily absences.
4. Maintain student records of tardiness.
5. Advise students with excessive tardiness on the established penalties.
6. Investigate attendance issues reported by others.
7. Refer cases of chronic absenteeism, tardiness, and/or truancy to the school administration.
8. Maintain records of referrals, memos, notes, and other correspondence related to attendance and tardiness issues.
9. Report students who are not in compliance with attendance standards mandated by Connecticut Law to the administration.

10. Assist the administration with faculty, visitor, and student parking.
11. Establish and maintain a database for parking permits.
12. Assist the administration with busing matters.
13. ~~Assist the administration with scheduling the local police for supervising co-curricular events.~~
14. ~~Maintain a database of lost books as reported by staff.~~
15. ~~Assist the administration in the collection of money and/or property owed by students.~~
16. Perform other duties as directed by the High School Principal or designee.

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME **Nutmeg Independent Labor Unions (NILU)**.
2. Ten-month work year.

EVALUATION:

Performance will be evaluated annually by the high school principal or designee.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 8, 2025

Decision Requested X Agenda Code 11 g.6.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Administrative Assistant - High School Nurses Office - REVISED.

Summary of Issue: Approval of Job Description – Administrative Assistant - High School Nurses Office– REVISED.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

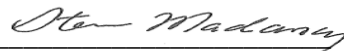
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Administrative Assistant -
High School Nurses Office -
REVISED**



JOB DESCRIPTION

TITLE: **ADMINISTRATIVE ASSISTANT** High School Nurse's Secretary— (Class II)

DEPARTMENT: Nurse's office, High School

QUALIFICATIONS:

1. A minimum of a high school diploma and knowledge and/or experience in secretarial skills, experience in the health field preferred.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and the ability to operate office machinery including, but not limited to, fax machine and copy machine.
5. Knowledge of SASI™ Computer system PowerSchool, ParentSquare, Canvas, and Linq computer programs preferred.
6. Excellent interpersonal and communication skills.

REPORTS TO:

High School Principal or designee High School Head Nurse

JOB GOAL:

Assist nurses and students to assure the smooth and efficient operation of the Health Office.

PERFORMANCE RESPONSIBILITIES:

1. Perform office routines including, but not limited to, preparation and typing of reports, correspondence, notices and agendas under the direction of the immediate supervisors.
2. Maintain records/files as directed by the immediate supervisor.
3. Receive and route incoming calls and appropriate mail.
4. Initiate contact with student prior to seeing school nurse, update student's medical records with all pertinent information.
5. Input data on student health tracking software.
6. Maintain student health records. File student charts, records, and correspondence.
7. Input data related to student's period attendance in SASI™ PowerSchool.
8. Perform any other job related responsibilities as assigned by the immediate supervisor.

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A ten-month work year.

EVALUATION:

Performance of the job will be evaluated annually by the high school principal or head of nursing designee.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 8, 2025

Decision Requested X Agenda Code 11 g.7.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Administrative Assistant - High School Principal's Office - REVISED.

Summary of Issue: Approval of Job Description – Administrative Assistant - High School Principal's Office – REVISED.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

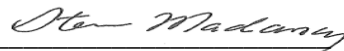
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Administrative Assistant -
High School Principal's Office -
REVISED**



JOB DESCRIPTION

TITLE: ADMINISTRATIVE ASSISTANT PRINCIPAL'S SECRETARY, High School
(Class-I)

DEPARTMENT: High School Principal's Office

QUALIFICATIONS:

1. A minimum of a high school diploma with some college or advanced secretarial education desirable.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant Executive secretary experience or successful high level experience as school secretary.
4. Excellent computer skills, including familiarity with knowledge of Microsoft Office™ (Word, Excel, etc.) as well as the ability to operate office equipment including, but not limited to, fax machine and copy machine.
5. Knowledge of SAS™ computer system PowerSchool, ParentSquare, Canvas, and Frontline Education computer programs preferred.
6. Excellent interpersonal and communication skills.

REPORTS TO:

High School Principal

JOB GOAL:

Complete the detailed and written work as well as coordinating other matters essential to the efficient operations of the high school principal's office To assure the efficient operation of the principal's office.

PERFORMANCE RESPONSIBILITIES:

1. Prepare various materials including, but not limited to, correspondences, reports, notices, school newsletter, Connecticut State Department of Education reports and recommendations as directed by the immediate supervisor.
2. Obtain, gather and organize pertinent data as needed and organize it into usable form including but not limited to, vacation requests, personal days. Organize data into usable form.
3. Maintain a secure filing system.
4. Process incoming correspondence as instructed.
5. Maintain staff mailboxes and telephone pin numbers (long distance).
6. Maintain School Calendar and communicate pertinent information to Southington Fire Department on a regular basis.
7. Maintain and control distribution of keys and alarm codes.

8. Make arrangements for conferences, interviews and utilization of Southington High School facilities.
9. Welcome visitors and screen callers in accordance with established policy.
10. Serve as scholarship and academic awards coordinator.
11. Maintain Material Data Safety Sheets.
- ~~12. Distribute all paychecks.~~
13. Process bulk mailings.
14. Maintain a schedule of appointments for the Principal.
- ~~15. Coordinate the assignments of clerical staff assigned to the main office to cover for clerical absences.~~
16. Perform any other job related responsibilities or tasks as assigned by the immediate supervisor.

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A twelve-month work year.

EVALUATION:

Performance of the job will be evaluated annually by the high school principal.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 8, 2025

Decision Requested X Agenda Code 11 g.8.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Administrative Assistant - High School Purchasing Department - REVISED.

Summary of Issue: Approval of Job Description – Administrative Assistant - High School Purchasing Department – REVISED.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

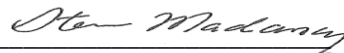
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Administrative Assistant -
High School Purchasing Department
- REVISED**



JOB DESCRIPTION

TITLE: ADMINISTRATIVE ASSISTANT PURCHASING SECRETARY, High School
(Class II)

DEPARTMENT: High School/Purchasing

QUALIFICATIONS:

1. A minimum of a high school diploma and knowledge of basic business concepts.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and the ability to operate office machinery including, but not limited to, fax machine and copy machine.
5. Knowledge of SASI™ PowerSchool, ParentSquare, Canvas, Linq, and Frontline Education computer programs preferred.
6. Excellent interpersonal and communication skills.

REPORTS TO:

Assistant Principal

JOB GOAL:

To assure the smooth and efficient operation of the assigned Assistant Principal's office.

PERFORMANCE RESPONSIBILITIES:

1. Perform office routines including, but not limited to, preparation of reports, correspondence, notices and agendas under the direction of the immediate supervisor.
2. Maintain records as directed by immediate supervisor.
3. Update student records utilizing SASI™ PowerSchool.
4. Receive and route incoming calls.
5. Gather and input information related to the school's budget.
6. Verify all allotments for budget consistency.
7. Input all requisitions, including but not limited to, school supplies.
8. Maintain and distribute office supply inventory.
9. Assist in the preparation for CAPT Testing graduation, orientation, clubs, and activity fair.
10. Coordinate annual re-binding of textbooks.
11. Coordinate service for office equipment, intercom and telephone systems.
12. Coordinate supervisor's calendar, meetings, and teacher evaluations.
13. Maintain discipline records on students.
14. Perform any other job related responsibilities as assigned by the immediate supervisor.

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A twelve-month work year.

EVALUATION:

Performance of the job will be evaluated annually by the assistant principal.

DRAFT

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 8, 2025

Decision Requested X Agenda Code 11 g.9.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Administrative Assistant - High School Special Education - REVISED.

Summary of Issue: Approval of Job Description – Administrative Assistant - High School Special Education – REVISED.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

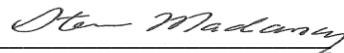
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Administrative Assistant -
High School Special Education -
REVISED**



JOB DESCRIPTION

TITLE: ADMINISTRATIVE ASSISTANT HIGH SCHOOL SPECIAL EDUCATION
SECRETARY—(Class II)

DEPARTMENT: High School Special Education

QUALIFICATIONS:

1. A minimum of a high school diploma and knowledge and/or experience in secretarial skills.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and the ability to operate office machinery including, but not limited to, fax machine and copy machine.
5. Knowledge of SASI™ Computer System PowerSchool, ParentSquare, Linq, CT-SEDS, and Frontline Education computer programs preferred.
6. Excellent interpersonal and communication skills.

REPORTS TO:

Special Education Coordinator/Department Head Leader and Special Education Assistant
Department Head Leader

JOB GOAL:

To assure the smooth and efficient operation of the High School Special Education Department.

PERFORMANCE RESPONSIBILITIES:

1. Perform office routines including, but not limited to, preparation and typing of reports, correspondence, notices and agendas under the direction of the High School Special Education Coordinator, Department Leader Head and Assistant Department Head Leader.
2. Maintain current student records and previous three (3) seven (7) years history under the direction of the Special Education Department Head or Assistant Department Head.
3. Receive and route all incoming calls and distribute appropriate mail; process and mail all time-sensitive information.
4. Maintain daily attendance logs and all related records on students.
5. Prepare state reports, monthly reports and keep statistics as directed.
6. Organize PPT meetings including scheduling, invitations, file preparations, and IEP preparation.
7. Coordinate supervisor's calendar, meetings, and teacher evaluations.
8. Purchase supplies for the department.
9. Perform any other job related responsibilities as assigned by the immediate supervisor.

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A ten-month work year.

EVALUATION:

Performance of the job will be evaluated annually by the high school special education ~~Department Head~~ **coordinator** and Assistant department ~~leader~~ **Head**.

DRAFT

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 8, 2025

Decision Requested X Agenda Code 11 g.10.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Administrative Assistant - School Counseling Middle School/High School - REVISED.

Summary of Issue: Approval of Job Description – Administrative Assistant - School Counseling Middle School/High School – REVISED.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

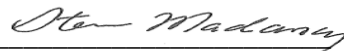
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Administrative Assistant -
School Counseling Middle School/High School -
REVISED**



JOB DESCRIPTION

TITLE: ADMINISTRATIVE ASSISTANT HIGH SCHOOL GUIDANCE SECRETARY (Class II)

DEPARTMENT: School Counseling, Middle School/High School

QUALIFICATIONS:

1. A minimum of a high school diploma and/or experience in secretarial skills.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and the ability to operate office machinery including fax machine and copy machine.
5. Knowledge of student information computer systems PowerSchool, ParentSquare, Canvas, and Linq computer programs preferred.
6. Excellent interpersonal and communication skills.

REPORTS TO:

Director of Guidance School Counseling

JOB GOAL:

To assure the smooth and efficient operation of the Counseling assigned Office.

PERFORMANCE RESPONSIBILITIES:

1. Maintain all related records on all students including student transcripts, working papers and student information system records in a timely manner.
2. Coordinate meetings with staff, students, and parents, regarding scheduling student assessments and re-testing of students as it pertains to CAPT graduation requirements.
3. Perform office routines including preparation of reports, correspondence, notices and agendas under the direction of immediate supervisor.
4. Maintain records as directed by immediate supervisor.
5. Receive and route all incoming calls, and distribute mail.
6. Prepare state reports, monthly reports, and keep statistics based on the most current student database as directed.
7. Organize PSAT and AP Testing including collection and reporting of the associated fees.
8. Serve as back up for High School secretaries.
1. Receive and route all incoming calls and distribute mail.
2. Maintain all related records on students including, but not limited to, student transcripts and PowerSchool records.
3. Perform office routines including preparation of reports, correspondence, notices and agendas under the director of immediate supervisor.
4. Prepare state reports, monthly reports, and keep statistics based on the most current student database as directed.
5. Perform any other job related responsibilities as assigned by the immediate supervisor.

***Middle School Only**

1. Assist in organization of orientation, Smarter Balanced testing, master and individual schedules, Open Choice, and demographic reports in PowerSchool.

***High School Only**

1. Purchasing for the department.
2. Coordinate meetings with staff, students and parents, regarding scheduling student assessments and retesting of students as it pertains to graduation requirements.
3. Organize SAT, PSAT and AP testing, including collection and reporting of associated fees, College Fair, Career Fair, and graduation prep.
4. Coordinate supervisors'/counselors' schedules.
5. Maintain and process all related records on students for status changes, new registrations, withdrawals, verifications, transcripts, and working papers.

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A twelve-month work year.

EVALUATION:

Performance of the job will be evaluated annually by the director of counseling Guidance.