

## **Regular Meeting**

Wednesday, March 4, 2015 7:00 PM  
Auditorium, 129 Church Street, Bristol, CT 06010

1. **Call to Order, National Anthem/Pledge of Allegiance, Moment of Silence**
2. **2015 Bristol Scholastic Art Award Winners**
3. **Approval of Minutes**
4. **Committee Reports**
5. **Student Representative Reports**
6. **Superintendent Report**
7. **Consent Agenda**
  - 7.1. Personnel
    - 7.1.a. New Administrator Hired
    - 7.1.b. Teacher Retirement
    - 7.1.c. Teacher Resignations
    - 7.1.d. New Teachers Hired
    - 7.1.e. Sixth Year Salary Credit - Effective February 1, 2015
    - 7.1.f. Coaching Resignations
    - 7.1.g. Coaching Appointments
  - 7.2. Grants
    - 7.2.a. 2014-2015 Bilingual Education Grant
    - 7.2.b. Stocker Foundation Grant
    - 7.2.c. United Way Grant in Collaboration with Bristol Community Organization
8. **Public Comment**
9. **Deliberated Items/District Leadership Team Reports**
10. **Curriculum Revision**
  - 10.1. Italian I Curriculum Revision - Second Reading
11. **Textbook Adoption**
  - 11.1. Italian Textbook - First Reading
  - 11.2. A.P. U.S. History Textbook - First Reading

12. **Policy Revision**

12.1. Policy 5114: Suspension/Expulsion -  
Second Reading

13. **New Business**

14. **VOTE TO CONVENE INTO EXECUTIVE SESSION for the  
purpose of discussing:**

15. **RECONVENE INTO PUBLIC SESSION to take any votes  
on items discussed in Executive Session**

16. **Adjournment**

**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

March 4, 2015

(Date)

Information

Decision

**AGENDA REPORTING FORM**

**TOPIC: 2015 Bristol Scholastic Art Award Winners Certificate Presentation**

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**BACKGROUND:** Reception and presentation of certificates to the Scholastic Art Award Recipients. Reception will begin at 6:30 p.m. and the awards are presented near the start of the BOE meeting. Recipients and their families are dismissed after the award presentation.

The Bristol award winners follow:

**2015 Scholastic Art Awards Recipients**

**Bristol Central High School**

**Kaitlyn Zukowski**, Printmaking, City Night, Silver Key, Leslie Fernandez

**Bristol Eastern High School**

**Tia Burey**, Ceramics and Glass, Holding Hands, Honorable Mention, Kristine Monaco

**Allison Santiago**, Painting, Hexagon Pattern, Honorable Mention, John Morfis

**Ali Wrisley**, Ceramics and Glass, Sgraffito Pinch Pot, Honorable Mention, Deborah Thaler

**Kira Carpenter**, Drawing and Illustration, Untitled, Honorable Mention, Sharon Williams

**Chippens Hill Middle School**

**Connor Errato**, Drawing and Illustration, Concept Sneaker Design, Honorable Mention, Peter Kosciukiewicz

**Marissa Stone**, Drawing and Illustration, Common Objects, Gold Key, Peter Kosciukiewicz

**Molyna Tep**, Painting, Common Object Realism Painting, Gold Key, Peter Kosciukiewicz

**Brianna Ogonowski**, Printmaking, Surfer Girl, Gold Key, Brian Troccolo

**Greene-Hills School**

**Crystal Cleveland**, Printmaking, Painted Pony, Honorable Mention, Joseph Johnson

**Giovanni Guerrera**, Printmaking, Rave Lincoln, Honorable Mention, Joseph Johnson

**Northeast Middle School**

**Nurul-Huda Abdulsalam**, Drawing and Illustration, Pen and Ink Self-Portrait, Honorable Mention, Allison Chatelle

**Melanie Lopez**, Drawing and Illustration, Black and White Still Life, Honorable Mention, Allison Chatelle

**Weronika Zatorska**, Printmaking, Concert Poster, Silver Key, Allison Chatelle

**Morgan Greger**, Printmaking, Bird, Honorable Mention, Sarah May

**West Bristol School**

**Jenna Ptak**, Drawing and Illustration, Mob Scene, Honorable Mention, Mary Kilduff

**Bristol Board of Education, Bristol CT**

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Presented at Board Meeting: \_\_\_\_\_

Approved: \_\_\_\_\_

Order Filed: \_\_\_\_\_

Referred to: \_\_\_\_\_

**TOPIC PRESENTER:** Lori Eschner

**CONTACT NUMBER:** 860.584.7077

**SUPERINTENDENT:** Dr. Ellen W. Sollek

Ellen W. Solek, Ed.D

**BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**February 4, 2015 – Regular Meeting**

**PRESENT:** Commissioners: Lawrence Amara, Genard Dolan, Jill Fitzgerald, Karen Hintz, Karen Vibert; and Ellen Solek, Superintendent, Susan Moreau, Deputy Superintendent, Sam Galloway, Director of Human Resources, Henry Martin, Council Liaison, and Student Representatives Sophia Dtikas and Nick Savino.

**ABSENT:** Commissioners Jennifer Dube and Jeffrey Morgan

**CALL TO ORDER, PLEDGE OF ALLEGIANCE, NATIONAL ANTHEM**

Chairman Amara called the meeting to order at 7:02 p.m. and invited the audience to join him in reciting the Pledge of Allegiance and to remain standing for the singing of the National Anthem.

Vocal students from Bristol Central High School performed the National Anthem under the direction of David Nelson.

A moment of silence was observed for Clint DeSena a Teacher at Mountain View and Greene-Hills school for nine years and Rita Gervaise a Special Education Teacher in the district for 34 years.

**APPROVAL OF MINUTES**

On a motion by Commissioner Hintz, seconded by Commissioner Dolan it was unanimously

***VOTED: That the Board of Education approve the January 7, 2015 2014 Regular Meeting Minutes as written.***

Chairman Amara declared the motion **PASSED** with Commissioners in favor of the motion, and Commissioner Wilson abstaining.

**COMMITTEE REPORTS**

**Operations**

Commissioner Hintz reported that the committee met January 20th. Bristol Eastern High School presented an advertising opportunity to the committee. They will be selling 4x6 banners that will be hung on fence around the field. The proceeds from the banners will go into the Athletic Fund to offset the cost of the lights. The committee also had updates from Greg Boulanger and Pete Fusco regarding bus stops. The Board of Education process of determining locations for bus stops and fielding complaints about bus stops involves board personnel and the Police Department traffic Division. They are very thorough about investigating complaints and concerns about bus stops. The committee reviewed two bus stops which we have received complaints about and they believe that they are appropriately located. The 2015 committee meeting calendar was approved.

**Finance**

Commissioner Fitzgerald reported that the committee met on Thursday, January . Finance Director Gary Franzi brought us up to date through November 30<sup>th</sup>. The General Fund Operating budget for fiscal year July 1, 2014 to June 30, 2015 is \$106.8 million; He made the committee aware of some areas where there would be risk and exposure; he did an analysis of where we are with Special Education and we are watching these things carefully. The next meeting will be held next Thursday at 6:30 p.m.

**Student Achievement** - Commissioner Fitzgerald reported that the committee met January 21<sup>st</sup> and members of the approved a calendar of meetings. They will meet the third Wednesday of each month on the third floor of the Board of Education building. They heard a report from Dr. Ellen Solek and Dr. Pam Brisson that synthesized the work of a broad based committee that reviewed the middle school program. The committee voted to request that Dr. Solek present her recommendations this evening

### **STUDENT REPRESENTATIVE REPORTS**

Nick Savino reported on Bristol Central activities. The 3<sup>rd</sup> annual talent show held on January 31<sup>st</sup>, it raised about \$1,500.00 for the junior class. Winter sports are in full swing, the Boys Indoor Track and Field team took home the CCC South Championship. This past weekend Mr. Greenleaf took a group of students to Sunday River in Maine for the annual ski trip. This upcoming month, the Senior Class will be conducting fundraisers. They will be collecting money at Stop and shop for the Senior Grad Party; they will also be taping Mr. Sinatro to the wall during lunch to raise funds for the senior class. They did this last year to Mr. Wininger, and it was a good fundraiser so they are doing it again. The English and Creative writing Department will be holding a poetry contest, where the winner will compete at the Regional Academic Bowl in March. Tomorrow there will be an orientation for 8<sup>th</sup> graders who will be attending Bristol Central next year; the National Honor Society students will be giving tours to these students. On February 19<sup>th</sup>, there will be a Culture Night held by the Multicultural Club. This event will allow students to taste food from different cultures and to experience what it would be like to live in other parts of the world. To wrap up the month of February we will be having the winter formal on February 28<sup>th</sup>, it will be run by Student Council.

Sophia Dzikas reported on Bristol Eastern activities. Last Friday night, the Bristol Eastern Performing Arts held their first "Sweet Sounds" which is an evening of music and desserts. Small groups of students and solo performers played instruments, sang, danced, and beat boxed while desserts and refreshments were served. It was a successful and enjoyable evening, held as a fundraiser for the performing arts trip to Florida in April. We greatly appreciate all who attended. Last night Bristol Eastern hosted the annual 8<sup>th</sup> grade night. Teachers, administrators and students representing clubs and activities showed the next freshman class what we have to offer. 8<sup>th</sup> graders and parents had the chance to talk with students about the high school environment and the opportunities waiting for them at Eastern next year. This Friday, students and staff will be encouraged to wear red to support the national "Go Red For Women" campaign. Red bracelets will be sold during lunch waves and all proceeds will go the American Heart Association. The Monday night Lady Lancers game will be a "Red Out" to raise money for the American Heart Association. Auditions for the Spring musical were held last week and the cast list has been announced. This year's musical is Annie; rehearsals will be begin this week and the show will be put on in May. Tomorrow the current National Honor Society members will be tapping junior and senior inductees. There will be a special breakfast held in the morning to congratulate and welcome the new members on their success. A formal induction ceremony will be held at the end of this month. Midterm exams were finished last week and we are now onto our second semester of the school year. The BE student body is preparing for a busy and exciting spring, especially as AP exams, spring sports and warmer weather approaches.

### **SUPERINTENDENT REPORT**

Dr. Solek reported that we are very grateful to Peter Fusco and his staff, as well as Public Works. They have joined forces the last couple of days and as many school districts were closed on Tuesday due to snow, we were not. Thanks to Peter Fusco, his staff and Public Works for all of the work that they have done to get our buildings open.

The district suffered a loss this month at the passing of Clint DeSena. A fund has been established for his family. Dr. Moreau reported that the account is set up at Webster Bank; people may contact Scott Gaudet, Principal at Greene Hills school if they would like information. It is the DeSena Family Fund at Webster Bank; you could go directly to Webster to make a donation. Our Dress Down for the family unfortunately came after Clint's passing; it was the largest total of any dress down day that we have ever held, close to \$5,000. Dr. Moreau was thrilled and amazed at the generosity of our employees when families are in need. Commissioner Vibert added that Clint has a very young daughter, less than a year old, and any donation would probably be greatly appreciated by the family.

### ***Middle School Programming Recommendations***

Dr. Solek presented the work of the committee that was established to look at reintroducing the middle school programs that had been lost. The committee comprised of 17 teachers and administrators was lead by Andy Lees. The committee has drafted their recommendations and from those them Dr. Solek has

formulated recommendations that she would like to move forward with. Dr. Solek's recommendations are as follows:

1. Eliminate student choice to provide all MS students with a common background of ENCORE content
2. Reinstitute MS Classroom Music into the MS Program of Studies
3. Eliminate vocal technique pull-out lessons district-wide
4. Staff the ENCORE program at a level adequate to meet the needs of Item #1
5. Maintain the current scheduling model of Encore and REACH

Ken Bagley spoke to the new state standards of create, perform, respond and connect and presented examples of possible class themes: Music around the World, Melody Makers and Composition and Technology. Discussion followed with concerns from Commissioner O'Brien about having a music appreciation course and learning more about the great composers. Mr. Bagley spoke to the importance of hands on time with the students.

Commissioner Vibert wanted to express her concern about losing Health and Wellness with the addition of music. It is not the intention of the Middle School Committee to eliminate Health and Wellness. It might also be a good idea to bring the Health and Wellness curriculum back to the Student Achievement Committee for discussion.

Dr. Solek reported that a group will be getting together to discuss how we will bring this idea to fruition. There is still quite a few items that still need to be worked out, and it will be the charge of this group to pull this all together. She will plan to bring the full report to the board in March.

Dr. Solek reported that Hubbell teacher Kelly Bouchard has been featured on the Teaching Channel. Kelly and her classroom were videotaped regarding assessment and ways in which she is empowering her students to decide how they can assess their own work and their own performance. Dr. Solek will forward the video to Commissioners for them to view. It was thrilling to see one of our own featured on a national channel.

### ***Budget Development Process and Schedule***

It is budget season, and the Finance Committee will be hosting a series of Budget Workshops throughout the month of February; beginning this Thursday at 6:30 in Room 36. The February 12<sup>th</sup> meeting will be a regular Finance Committee meeting however the bulk of the meeting will be on budget development. In addition to that Dr. Solek and Gary Franzi will be holding one if not more meetings with City Officials to keep them updated on the BOE budget process. They recently met with Mr. Klocko at City Hall and had a very productive meeting and discussed the possibility of cost savings as well as the "State of the State" in terms of Special Education. It was not a surprise to Mr. Klocko because he does review the finance committee reports on a monthly basis and going forward has promised us the fiscal support we will need in order to meet that ever growing cost. The board will then convene in March; perhaps more than once to further consider and vote on the budget draft as presented by the Superintendent; the Board of Finance at the city level will meet on Tuesday, April 28<sup>th</sup> to adopt a final budget.

Commissioner Hintz asked about the preliminary talks to merge services with the Board of Education that the Mayor recently mentioned. Dr. Solek reported that she and Gary Franzi met with the Mayor and Mr. Klocko briefly in the fall and the discussion was about joining forces around an electronic payroll system. Gary Franzi explained that following the meeting they initiated an RFP and it was received this week, there were three bidders overall. What it entails is the elimination of all paperwork timesheets that are filled out manually, essentially making the entire payroll process electronic.

## CONSENT AGENDA

### Personnel

#### Administrator Retirement

On motion by Commissioner O'Brien, seconded by Commissioner Vibert it was unanimously

***VOTED: That the Board of Education approve the following Administrator Retirement:  
Anne Gobes - BECC - Supervisor, Early Childhood - Effective June 30, 2015***

#### New Administrator Hired

On motion by Commissioner O'Brien, seconded by Commissioner Vibert it was unanimously

***VOTED: That the Board of Education approve the following Administrator Hire:  
Kristine Kijak - WB - Assistant Principal/Literacy Supervisor - Effective January 21, 2015***

#### Teacher Retirements

On motion by Commissioner O'Brien, seconded by Commissioner Vibert it was unanimously

***VOTED: That the Board of Education accept the following Teacher Retirements:  
Jeffrey Curtis - City Wide - Speech Language Pathologist - Effective January 1, 2015  
Robyn Fontelyn - GH - Art- Effective June 30, 2015***

#### New Teachers Hired

On motion by Commissioner O'Brien, seconded by Commissioner Vibert it was unanimously

***VOTED: That the Board of Education approve the following New Teacher Hires:  
Ryan Fisher - BCHS - Math - Effective Date to be Determined  
Laura Stabile - BEHS - School Counselor - Effective January 22, 2015***

#### A-2 Teacher Appointment - Effective December 1, 2014

On motion by Commissioner O'Brien, seconded by Commissioner Vibert it was unanimously

***VOTED: That the Board of Education approve the following A-2 Teacher Appointment  
Gavin Craig - STAF - Aide to Principal - Effective December 1, 2014***

#### Teacher Request for an Unpaid Leave of Absence

On motion by Commissioner O'Brien, seconded by Commissioner Vibert it was unanimously

***VOTED: That the Board of Education approve the following Teacher Request for an Unpaid Leave  
Shannon Gluse - EPH - Grade 2 - Effective April 27 through June 30, 2015***

#### Sixth Year Salary Credit - Effective February 1, 2015

On motion by Commissioner O'Brien, seconded by Commissioner Vibert it was unanimously

***VOTED: That the Board of Education approve the following Sixth Year Salary Credits - Effective  
February 1, 2015***

***George Porter – CHMS – Science  
Michael Schleet – BCHS – Social Studies  
Amy Wernicki – BEHS – Business***

**Grants**

**CCS Professional Learning Mini-Grants**

This grant is from the State of Connecticut Department of Education in the amount of \$2,000.00 to support Common Core Standards.

On motion by Commissioner O'Brien, seconded by Commissioner Fitzgerald it was unanimously

***VOTED: That the Board of Education approve the CCS Professional Learning Mini-Grants.***

**Grant from the Main Street Community Foundation for the WOW Bookmobile**

The Bristol Board of Education received a grant for \$1,000 Main Street Community Foundation to purchase the books on the elementary and middle school summer reading list for the bookmobile.

On motion by Commissioner O'Brien, seconded by Commissioner Fitzgerald it was unanimously

***VOTED: That the Board of Education accept the grant from the Main Street Community Foundation for the WOW Bookmobile.***

**PREP - Provider Responsive Early Care & Education Preparation**

The FRC's have applied for a professional development grant for Licensed Home Based Child Care providers from the Women & Girls' Fund/Main Street Foundation. This grant's purpose is to provide professional development and support to self-employed women providing licensed daycare and early education services for children in their home. Providers will develop the curriculum development skills as it relates to their daily activities for children; up to 24 licensed providers serving up to 120 children will benefit from this grant.

On motion by Commissioner O'Brien, seconded by Commissioner Fitzgerald it was unanimously

***VOTED: That the Board of Education approve the PREP - Provider Responsive Early Care & Education Preparation Grant.***

**Public Comment**

Anthony Rinaldi – 147 Cameron Drive – addressed the board regarding student/teacher ratio at South Side School.

Elizabeth Mazzone – 17 Corbin Ridge – addressed the Board regarding South Side School Grade 5 Class size for 2015-2016.

**DELIBERATED ITEMS:**

**Enrollment Update**

Sam Galloway presented the Quarterly Enrollment Update. Mr. Galloway noted that Middle School numbers are up by 13 and High School numbers are down by 47; total enrollment across the district is down 24 students. Discussion followed regarding the enrollment numbers at Greene Hills and South Side School. Mr. Galloway reported that we should be able to redistribute our staff and not have to hire.

**Preliminary Calendars for the 2015-2016 and 2016-2017 School Years (Second Presentation)**

Mr. Galloway presented the Preliminary Calendars for the 2015-2016 and 2016-2017 School Years for a Second Reading. Copies of the calendar were sent to all bargaining groups, P.T.O./P.T.A. Presidents and Parents Advisory Board asking them to review and submit input to the Human Resource Office by January 23, 2015.

On motion by Commissioner O'Brien, seconded by Commissioner Fitzgerald it was unanimously

***VOTED: That the Board of Education approve the Calendars for the 2015-2016 and 2016-2017 School Years.***

**Approve NEMS Roof Replacement Final Plans and Professional Cost Estimate**

As a state requirement regarding the roof replacement project, the final plans and professional cost estimate must be approved by the Board of Education. The final plans and professional cost estimate were approved at the Northeast Middle School Roof Replacement Building Committee meeting held on January 20, 2015.

On motion by Commissioner Dolan, seconded by Commissioner Hintz it was unanimously

***VOTED: That the Board of Education approve the final plans dated January 12, 2015 and the Professional Cost Estimate dated January 12, 2015 for the Northeast Middle School Roof Replacement project located at Northeast Middle School on 530 Stevens Street in Bristol, CT.***

**POLICY REVISION**

**Policy 5114: Suspension/Expulsion - First Reading**

Dr. Moreau presented a revision to Policy 5114 – Suspension/Expulsion for the first reading. Changes include simple wording additions and clarification. In the subsequent month, any questions regarding the revisions should be directed to Dr. Moreau.

**NEW BUSINESS**

**Request from Synthetic Field Study Committee – Parking Lot Usage at Bristol Eastern High School**

The Synthetic Field Study Committee has forward a request to use the parking lot at Bristol Eastern High School for parking when and if Page Park is selected as a location for a synthetic field. Dave Mills, a Synthetic Field Study Committee member was present to answer any questions the board had about this request.

On motion by Commissioner Vibert, seconded by Commissioner Hintz it was unanimously

***VOTED: That the Synthetic Field Study Committee request be forwarded to the Operations Committee for further discussion and recommendation.***

Once the committee meeting date has been established, Mr. Mills will be notified of the date and time.

**ADJOURNMENT**

The being no other business to come before the Board of Education the meeting should adjourn. (8:33 p.m.)

Respectfully Submitted

*Susan P. Everett*

Susan P. Everett

Executive Secretary to Board of Education

**Amy M. Martino**

**PROFESSIONAL EXPERIENCE:**

**Bristol Public Schools**

*Bristol Eastern High School (August 2012-Present)*

*School Psychologist:* Responsible for counseling services, comprehensive evaluations, crisis intervention and presentations of assessment data and counseling goal progress at PPT meetings.

*Leadership Roles:*

- Team and staff training of student disabilities and instructional strategies for students with special service needs
- Provide assistance/additional training to special education staff regarding compliance with IDEA, regulation updates and completion of Individual Education Plans
- Provided a Risk-Assessment training for guidance and nursing staff (October 2013)
- Developed a Risk-Assessment procedure aligned with the district protocol specific to Bristol Eastern High School (October 2013)
- Member of the Scientific Research-Based Intervention Team (SRBI)
- Chairperson at PPT meetings when requested

*Memorial Boulevard Middle School (January 2009-June 2012)*

*School Psychologist:* Provided an array of comprehensive evaluations and counseling services, created and implemented behavior intervention plans, coordinated and collaborated with community resources for additional student and family services.

*Leadership Roles:*

- Administrator designee for PPT meetings
- PBIS coach and member of the PBIS team
- Created all schedules for PBIS meetings, developed and provided all trainings and school-wide presentations for the PBIS initiative
- CMT coordinator providing all related CMT trainings for staff and created all special education accommodation groupings and related practice trainings
- Trained staff on a variety of topics and interventions related to disabilities and behavior
- Member of the School Crisis Team
- Member of the SRBI Team

**Amy M Martino-2**

**Hebron Public Schools**

***Gilead Hill Elementary School (August 2005-December 2008)***

*School Psychologist:* Responsible for comprehensive assessments, a variety of counseling services, consultation and training of staff in behavior and educational strategies.

*Leadership Roles:*

- Administrator designee for PPT meetings
- Developed the district RTI protocol, developed and provided all presentations and trainings
- Chaired all Student Success team meetings
- Member of the School Improvement Team
- Member of the School Safety Team
- PBS coach for the district, developing and providing all presentations and trainings
- Provided summer training to special education staff regarding assessments (June-August 2006)

**Middletown Public Schools**

***Farm Hill Elementary/Wesley Elementary/Keigwin Middle School (August 2004-June 2005)***

*Interim School Psychologist:* Provided a variety of psychological services including assessment and counseling for two elementary schools. Created and implemented all behavior intervention plans and related community supports.

*Leadership Roles:*

- Administrator designee for PPT meetings
- CMT coordinator for the middle school and provided all related CMT training for staff
- Member/Chairperson of the Student Success Team
- PBS Coach

**STATE CREDENTIALING:**

**State Department of Education, State of Connecticut**

Endorsement: Intermediate Administrative Certificate (092), Expected June 2014

**State Department of Education, State of Connecticut**

Endorsement: School Psychologist (070), June 2004

**Amy M Martino-3**

**RELEVANT EXPERIENCE:**

**Field Site Supervisor**

*University of Hartford, West Hartford, CT (August 2006-Present)*

Supervise students completing their practicum and internships through the school psychology program for completion of state credentialing requirements

**Manager: Mondo Inc.**

*Frankies of Bristol, Bristol, CT (1998-2003)*

Responsible for a variety of duties including: handling customer service issues, training new employees, scheduling, balancing and maintaining daily banking and register needs, and overseeing daily operations.

**EDUCATION:**

**Sacred Heart University, Fairfield, CT**

Intermediate Administrative Certificate  
Anticipated date of certification: June 2014

**The University of Hartford, West Hartford, CT**

Master of Science Degree, 6<sup>th</sup> Year Certificate  
Major: School Psychology Specialization: Child Clinical Counseling  
Date of certification: June 2004

**Central Connecticut State University, New Britain, CT**

Bachelor of Arts Degree  
Major: Psychology Minor: Sociology  
Date of graduation: May 2001

**PROFESSIONAL MEMBERSHIPS, HONORS & AWARDS:**

Member of the National Association of School Psychologists (NASP)  
Member of the Psychology National Honor Society (PsiChi)  
Member of the Music Honor Society (TriM)  
Bristol SEPTO Award (2011 & 2012)

**PUBLISHED WRITING:**

Sousa, A.M. (2001). In Darkness. [Poem]. In J. Rapisarda (Ed.), *Journey To The Stars*.  
Owings Mills, MD: Watermark Press.

**References Available Upon Request**

## Shelly Nocera

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<b>Certification</b>	Connecticut Initial Secondary Certification (Type 015)	pending Dec. 2014
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<b>Education</b>	UNIVERSITY OF BRIDGEPORT, Bridgeport, CT <i>Master's of Science Degree, Secondary Education, English; 3.907 GPA</i>	2013 to 2014
	CAPITAL COMMUNITY COLLEGE, Hartford, CT <i>Part-time student; Dean's List; Coursework focused on Hispanic-American Literature and Creative Writing; 3.92 GPA</i>	2011 to 2012
	CENTRAL CONNECTICUT STATE UNIVERSITY, New Britain, CT <i>Bachelor of Arts, English; Minor in Psychology; 5 hours of coursework in Pre-Education and in class observations</i>	2001 to 2006
	UNIVERSITY OF CENTRAL LANCASHIRE, Preston, UK <i>Visiting student; One semester abroad of coursework focused on Literature</i>	2002
	HOFSTRA UNIVERSITY, Hempstead, NY <i>Full-time student; Successfully completed one academic year of study</i>	2000 to 2001

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### Training/Certificates/Skills

- Basic knowledge of Spanish
- Certificate in Mental Health First Aid; Mental Health First Aid USA
- Trained in interactive read alouds and balanced literacy
- Trained in Small Group Instruction
- Trained in Technology Literacy: Implementing Technology in the classroom
- Coursework in Instruction for English Language Learners
- Proficient knowledge of PowerSchool, familiar with Bloomboard
- Mandated reporter for the State of Connecticut
- Superior writing skills; including editing, proofreading, and creative writing

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### Teaching Experience

<b>Student Teacher</b>	<b>Bristol Eastern High School, Bristol, CT</b>	<b>2014</b>
	<ul style="list-style-type: none"> <li>• Designed and implemented a thematic unit, including 8 lessons plans, focused on the Individual and American Literature for Junior Accelerated classes.</li> <li>• Created and provided feedback for a Unit Assessment, which integrated research and technology and aligned with relevant CCSS and grade level curriculum.</li> <li>• Utilized data from formative and summative assessments to guide future planning and instruction.</li> <li>• Varied activities and groupings for increased learning outcomes and student growth, and scaffolded lessons based on student needs.</li> <li>• Modified lessons for students with accommodations and integrated technology for maximum student engagement.</li> <li>• Co-planned and Co-taught a thematic unit, with a focus on American values and American Literature for Junior Accelerated classes.</li> <li>• Observed and instructed AP Language and Composition.</li> <li>• Observed Freshman Academic, Sophomore Academic, Junior Academic, and Avid classes.</li> <li>• Instructed and co-instructed Sophomore Advisory.</li> <li>• Attended district, faculty, department, and data team meetings; offered input on district unit assessments at the data team level.</li> <li>• Conducted parent teacher conferences with cooperating teacher.</li> <li>• Communicated with internal staff, students, and families regarding student progress.</li> </ul>	

<b>Field Study</b>	<b>West Bristol K-12 and Bristol Central High School, Bristol CT</b>	<b>2013-2014</b>
	<ul style="list-style-type: none"> <li>• Observed sixth grade Language Arts and reading intervention groups, eighth grade Language Arts, Senior ELL, Senior AP English Literature, Senior AP Psychology, and Special Education classrooms.</li> <li>• Instructed eighth grade Language Arts classes and attended eighth grade team meetings.</li> <li>• Gained experience with various teaching methods by observing literacy circles, student centers, guided reading, and interactive activities.</li> </ul>	

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### Related Experience

<b>Home Daycare Provider</b>	<b>Bristol, CT</b>	<b>2004-2013</b>
	<ul style="list-style-type: none"> <li>• Provided a safe, structured, and developmentally suitable atmosphere for 4-6 children; ages 0-10.</li> <li>• Developed and differentiated daily routines and activities to meet the changing needs of a diverse group of children at a range of ages and capabilities.</li> <li>• Established policies and procedures to ensure the safety of children and meet the needs of these children and their families.</li> </ul>	
<b>Cheerleading Coach</b>	<b>Bristol Midget Football/Pop Warner, Bristol, CT</b>	<b>2000</b>
	<ul style="list-style-type: none"> <li>• Head coach of 15-20 girls ages 10-12 and supervised two other coaches.</li> <li>• Organized fundraisers to help support the continued success of the organization.</li> </ul>	
<b>Tutor</b>	<b>Boys and Girls Club, New Britain, CT</b>	<b>2001</b>
	<ul style="list-style-type: none"> <li>• Volunteered three days a week to tutor in all subjects for 10-15 children; ages 6-12.</li> <li>• Led group and individual sessions to reinforce and enhance school lessons.</li> </ul>	

# NICOLE REDMAN

## OBJECTIVE

To obtain a position as a Speech-Language Pathologist within a school-based setting that values and upholds Best Practice Guidelines and the ASHA Code of Ethics.

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## SUMMARY OF QUALIFICATIONS

- Strong diagnostic and clinical skills, with an emphasis on implementation of Best Practice Guidelines.
- Strong leadership, communication, organizational, time management, and writing skills.
- Sound client/therapist and professional relationships that foster positive working environments.
- Self-motivated, flexible team player; valued by co-workers for strong work ethic.
- Emphasis on client centered goals and objectives.
- Experience with pediatric through geriatric populations.

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## PROFESSIONAL EXPERIENCE

Hartford Hospital, Hartford, CT

*March 2014- Present*

- Provides assessment and intervention to adults and adolescents with cognitive-linguistic deficits, swallowing disorders, aphasia, motor speech disorders, and laryngeal cancer in an acute care setting.
- Responsible for data collection, daily documentation, team conferences, and weekly reassessment of patient progress.
- Collaborates with physicians and medical team daily regarding client treatment plans.
- Responsible for organizing and leading team meetings with professionals on the Neurology Team.
- Attends family meetings to discuss client progress, prognosis, and outcomes.
- Independently performs fiberoptic endoscopic evaluation of swallowing studies, clinical bedside swallow evaluations, modified barium swallow studies, oral mechanism evaluations and implements dysphagia management programs.
- Supervises graduate student clinicians and new hires.
- Participates in department and discipline activities for hospital-wide development.

The Mount Sinai Rehabilitation Hospital, Hartford, CT

*June 2008- March 2013*

- Provided assessment, and intervention to adults with cognitive-linguistic deficits, aphasia, motor speech disorders, neurogenic communication disorders, and laryngeal cancer in an acute rehabilitation setting.
- Created, organized, and lead a community-based aphasia program.
- Conferred with medical team regarding Passy-Muir Valve selection and downsizing/ decanulation of tracheostomy tubes.
- Collaborated with Assistive Technology Specialists in recommending appropriate augmentative communication devices.
- Provided ongoing education to nursing and therapy staff regarding the role of a Speech-Language Pathologist via informational in-services.

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## EDUCATION

University of Connecticut, Storrs, CT

*August 2006- May 2008*

M.A. Communication Sciences with a concentration in Speech-Language Pathology

GPA: 3.72/4.00

• B.A. Communication Sciences

*August 2002- May 2006*

Cum Laude

Bristol Eastern High School, Bristol, CT

*August 1998- June 2002*

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## **CLINICAL PRACTICUM EXPERIENCE**

University of Connecticut Speech & Hearing Center, Storrs, CT

*Fall 2006- Spring 2008*

- Performed patient evaluations and interventions to pediatric, adolescent, and geriatric clients with articulation, language, fluency and voice disorders.
- Provided assessment and treatment to individuals in an accent modification program in group and individual settings.
- Wrote progress summaries, treatment plans, and diagnostic reports.

Illing Middle School, Manchester, CT

*Spring 2008*

- Provided treatment to adolescents with language disorders, phonological disorders, hearing impairments, and autism in group and individual sessions.
- Presented and discussed implications of diagnostic evaluations in IEP and team conferences.

Hospital for Special Care, New Britain, CT

*Fall 2007*

- Responsible for planning and implementing cognitive, dysphagia, and language intervention with medically fragile children on inpatient pediatric floor.
- Co-treated regularly with PT, OT, and RD.
- Collaborated with teachers and hospital staff to organize a pre-school group combining hospital residents and peer role models.

Lawrence & Memorial Hospital, New London, CT

*Summer 2007*

- Under the supervision of a licensed Speech-Language Pathologist, performed assessments and treatments for a variety of disorders of congenital, developmental, and neurological etiologies.
- Counseled and educated patients and family members.

Center Elementary School, Willington, CT

*Fall 2006, Spring 2007*

- Provided intervention to pre-school children with autism, phonological, articulation, language and fluency disorders.
- Collaborated with classroom teachers with emphasis on response to intervention principles.
- Attended IEP meetings.

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## **SPECIAL SKILLS**

- Completion of coursework at the American School for the Deaf
- Experience teaching undergraduate communication courses at the University of Connecticut, Storrs
- Exposure to various assistive communication devices
- Experience creating and leading group activities for members with varying levels of impairment
- Exposure to sEMG biofeedback devices for the management of dysphagia
- Completed Langmore Foundation FEES Course October 2010
- Clinical fellowship and graduate student clinician supervisor
- Experience with electronic documentation

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## **PROFESSIONAL ASSOCIATIONS & CERTIFICATIONS**

Certification of Clinical Competence in Speech-Language Pathology; CCC-SLP

American Speech-Language Hearing Association (ASHA)

State of Connecticut licensure in Speech-Language Pathology

American Red Cross CPR infant, child, adult

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## **HONORS**

Recipient of the *Kenneth T. Gist Promising Professional Award* May 2008

Dean's List Liberal Arts & Sciences: Fall 2003, Spring 2005, Fall 2005, Spring 2006

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**BOARD OF EDUCATION  
Bristol, Connecticut**

RECOMMENDATIONS TO BOARD FOR SIXTH YEAR SALARY CREDIT  
EFFECTIVE 2/1/2015

Name	Assignment	Transcribed Course Work	Work Shops/CEU Equivalent	Instructor of College Course/s	Authorship	Travel	Total Credits
Archibald, Kathleen	BCHS Spanish	33					33

2/18/15

## Students

### Suspension and Expulsion/Due Process

It is the goal of the Bristol Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

#### A. Definitions

1. **“Exclusion”** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **“In-School Suspension”** shall be defined as an exclusion from regular classroom activity 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.  
**In-school suspension may be held at any district school.**
4. **“Suspension”** shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. The effective date of in-school suspensions has been determined by the Connecticut General Statutes Section 10-233(a) through 10-233(f). Suspensions shall be in-school unless the administration determines that the student being suspended poses a danger to persons or property or such a disruption of the educational process that the student shall be excluded for the period of suspension.
5. **“Expulsion”** shall be defined as an exclusion 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 student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.
6. **“Emergency”** shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption

## Students

### Suspension and Expulsion/Due Process

#### A. Definitions (continued)

- of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. **“Days”** is defined as days when school is in session.
  8. **“School-sponsored activity”** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
  9. **“Possess”** means to have physical possession or otherwise to exercise dominion or control over tangible property.
  10. **“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.
  11. **“Firearm”** means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.
  12. **“Vehicle”** means a “motor vehicle” as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
  13. **“Martial arts weapon”** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.
  14. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.

## **Students**

### **Suspension and Expulsion/Due Process**

#### **B. Removal From Class**

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in G(3).

#### **C. Exclusion from Co-Curricular and Extra-Curricular Activities**

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

#### **D. Suspension and Expulsion**

1. A student may be suspended or expelled for conduct on school property or at a school-sponsored activity that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:
  - a. Persistent disobedience, that is behavior over a period of time which is repeatedly disruptive to the education process;
  - b. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
  - c. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
  - d. Intentionally causing or attempting to cause damage or school property or material belonging to staff (private property);
  - e. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;

## Students

### Suspension and Expulsion/Due Process

#### D. Suspension and Expulsion (continued)

- f. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
- g. Deliberate refusal to obey the directions or orders of a member of the school staff;
- h. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;
- i. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
- j. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
- k. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
- l. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;
- m. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols.
- n. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;
- o. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
- p. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;

## Students

### Suspension and Expulsion/Due Process

#### D. Suspension and Expulsion (continued)

- q. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- r. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
- s. Repeated unauthorized absence from or tardiness to school;
- t. Intentional and successful incitement of truancy by other students;
- u. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- v. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- w. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
- x. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- y. Unauthorized leaving of school or school-sponsored activities;
- z. Unauthorized smoking.

#### E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:

## Students

### Suspension and Expulsion/Due Process

#### E. Suspension for Conduct Off School Grounds (continued)

- a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
  - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
2. In making a determination as to whether conduct is “seriously disruptive of the educational process,” the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (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 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

#### F. Mandatory Expulsion

It shall be the policy of the Board to expel a student for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921\*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.

## Students

### Suspension and Expulsion/Due Process

#### F. Mandatory Expulsion (continued)

2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, Billy club, black jack, bludgeon or metal knuckles.

\*A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.

#### G. Suspension Procedure

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days, either in-school or out of school suspension for a period of up to 10 days of any student for one or more of the reasons stated in paragraph C, above, in accordance with the procedure outlined in this paragraph. The effective date of in-school suspensions has been determined by the Connecticut General Statutes Section 10-233(a) through 10-233(f). Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph C, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.

If an emergency situation exists, the hearing outlined in paragraph G(3) shall be held as soon as possible after the exclusion of the student.

2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete

**Students****Suspension and Expulsion/Due Process****G. Suspension Procedure (continued)**

any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.

3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
6. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

**H. Expulsion Procedures**

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education; such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning legal services that are provided free

## Students

### Suspension and Expulsion/Due Process

#### H. Expulsion Procedures (continued)

of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services.

3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. **However, the Board may retain a Hearing Officer to act on its behalf. (In reference to Expulsion Hearings, the term “Hearing Officer” may be substituted for “Board of Education”).** A student may be expelled if a majority of the Board members/or the Hearing Officer sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast.
4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.
5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
  - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing; a statement of the legal jurisdiction under which the hearing is to be held; and a statement that the board is not required to offer an alternative educational opportunity to any student between 16 and 18 who was previously expelled or who is found to have engaged in conduct endangering persons which involved (1) possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school property or school transportation or at a school sponsored activity or (2) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in Section 21a-240(a) of the Connecticut General Statutes.
  - b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
  - c. The opportunity to be heard in the student's own defense;
  - d. The opportunity to present witnesses and evidence in the student's defense;
  - e. The opportunity to cross-examine adverse witnesses;
  - f. The opportunity to be represented by counsel at the parents'/student's own expense; and



## Students

### Suspension and Expulsion/Due Process

#### Expulsion Procedures (continued)

- e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
  - f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
  - g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
  - h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
8. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

#### **I. Notification**

- 1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.
- 2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
- 3. The notice of an expulsion hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services.

## Students

### Suspension and Expulsion/Due Process

#### Expulsion Procedures (continued)

#### J. Students with Disabilities

A special education student's and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration) in consultation with the child's special education teacher, shall make the service determination.

If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice shall be expunged from the record by the Board if the student graduates from high school.

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities"):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.

## Students

### Suspension and Expulsion/Due Process

#### J. Students with Disabilities (continued)

2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.
3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.
4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.
5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical

## Students

### Suspension and Expulsion/Due Process

#### J. Students with Disabilities (continued)

pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.

6. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

#### K. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is sixteen years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is not required to offer such alternative educational opportunity to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers person, if it was determined at the expulsion hearing that the conduct for which the student was expelled involved (a) carrying on or introducing onto school property a firearm, deadly weapon or dangerous instrument as defined in C.G.S. 53a-3 or (b) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in subdivision (8) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting, or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties under C.G.S. 21a-277 and 21a-278. If the Board expels a

## Students

### Suspension and Expulsion/Due Process

#### **K. Alternative Educational Opportunity** (continued)

student for the sale or distribution of such a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm or deadly weapon, the Board shall report the violation to the local police department.

This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

Whenever the Board notifies a student between the ages of sixteen and eighteen or the parents/guardians of such student, that an expulsion hearing will be held, the notification shall include a statement that the Board is not required to offer an alternative educational opportunity to any student who is found to have engaged in conduct including possession of a martial arts weapon, firearms, deadly weapons or dangerous instruments on school property or at a school function.

#### **L. Other Considerations**

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school unless the expulsion notice is based on possession of a firearm or deadly weapon.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
3. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.

## Students

### Suspension and Expulsion/Due Process

#### L. Other Considerations

4. Whenever a student against whom a expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall completed the expulsion hearing and render a decision.
5. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department.
6. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
7. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Superintendent of Schools. Readmission decisions shall not be subject to appeal to Superior Court. The Superintendent, as appropriate, may condition such readmission on specified criteria.

Legal Reference: Connecticut General Statutes  
4-176e through 4-180a. Contested Cases. Notice. Record. As amended.  
10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, **PA 98-139, PA 07-66 and PA 07-122**  
53a-3 Definitions.  
53a-217b Possession of Firearms and Deadly Weapons on School Grounds.  
PA 94-221 An Act Concerning School Discipline and Safety.  
GOALS 2000: Educate America Act, Pub. L. 103-227.  
18 U.S.C. 921 Definitions.  
Title III - Amendments to the Individuals with Disabilities Education Act.  
Sec. 314 (Local Control Over Violence)  
Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.  
P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.  
*Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.*  
20 U.S.C. Section 7114, No Child Left Behind Act  
P.L. 108-446 Individuals with Disabilities Education Improvement Act of 2004  
*State v. Hardy*, 896 A.2d 755, 278 Conn 113 (2006)

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Bristol Board of Education  
Bristol, Connecticut

## **Students**

### **Suspension and Expulsion/Due Process**

#### **Suspension**

When the Principal or designee has determined that there is cause for suspension of a student, the following procedures shall be observed:

1. The student shall be given a hearing before the Principal or designee, at which time the charges against the student will be stated and the student will be given an opportunity to respond to the charge. This hearing must be granted except when an emergency situation exists, in which case the hearing must be held as soon after the suspension as possible. Nothing in the informal hearing shall be taken to prevent a more formal hearing from being held if the circumstances warrant.
2. The Principal or designee may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of the student.
3. The Principal or designee shall make every possible attempt to reach the parent or guardian of the student stating the charges against the student and the terms and conditions of the suspension.
4. Whether the telephone contact is made or not the Principal or designee shall forward a letter to the parent or guardian at the last known address according to school records (unless a newer address is determined) not later than twenty four hours of the suspension, and offering the parent or guardian the opportunity for a conference to discuss the suspension.
5. Notice of the suspension shall be transmitted by the Principal to the Superintendent of Schools by the close of the school day following the commencement of the suspension, but no later than twenty four hours of the commencement of the suspension.
6. If a student is eighteen or older, any notice required by Board policy and this regulation shall be given to the student.
7. Textbooks and homework are to be provided each student for the duration of the suspension period and the student shall be allowed to complete any class work, including examinations, without penalty, which was missed during suspension.
8. The Superintendent shall report any unusually serious cases of student suspension to the Board of Education at the first meeting following such action.

## Students

### Suspension and Expulsion/Due Process (continued)

9. Notice of a suspension for conduct endangering persons or property or seriously disruptive of the educational process and a description of the conduct leading to such suspension shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative record by the Board if the student graduates from high school, except if such notice of expulsion is based on possession of a firearm or deadly weapon.
10. The effective date of in-school suspensions has been determined by the Connecticut General Statutes Section 10-233(a) through 10-233(f). Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension.
11. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians

The foregoing procedure will be followed unless the student has had a total of ten (10) suspensions during the current school year, or has been suspended for a total of fifty (50) days during the current school year. If the student's proposed suspension would exceed either figure the suspension shall not take effect until so ordered by the Board of Education after a formal hearing such as that required for expulsion. If the Principal has reason to believe that the student's conduct endangers persons or property, is seriously disruptive of the educational process or is in violation of a Board policy, expulsion may be recommended.

### Expulsion

The Board of Education or an impartial hearing board, as defined in C.G.S. 10-233d, may expel any student whose conduct on school grounds or at a school sponsored activity endangers persons or property or whose conduct is seriously disruptive of the educational process, or is violative of the publicized policies of the Board of Education. A student's conduct off school grounds may be considered for expulsion if such conduct is seriously disruptive of the educational process and violative of a publicized Board policy.

In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (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 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

## Students

### Suspension and Expulsion/Due Process (continued)

The procedures leading to expulsion are as follows:

1. Requests for expulsion are to be directed to the Board of Education through the Superintendent of Schools.
2. Upon receipt of an expulsion request the Superintendent will conduct an inquiry within two (2) school days.
3. If after the inquiry the Superintendent or designee determines that the student ought to be expelled, the Superintendent shall forward such request to the Board of Education within five days after receipt of the request to expel.
4. Except in an emergency situation requiring the student's immediate removal, the Board shall conduct a hearing to be governed by the following procedures:
  - A. The student and parent or legal guardian must be given notice at least five days prior to the date of the hearing.
  - B. The notice shall contain:
    1. The date, time and place of the scheduled hearing.
    2. The details of the grounds for the expulsion, including a narrative of the events leading to the expulsion, the names of any witnesses against the student, copies of any statements or affidavits of those witnesses, a detailed summary of any other information to be used in support of expulsion, including any record of past offenses or misbehavior, and whether any prior warnings or suspensions have been given, and the proposed penalty.
    3. A statement of the student's rights.
    4. A statement that the Board is not required to offer an alternative educational opportunity to any student between 16 and 18 who was previously expelled or who has been expelled for conduct endangering persons which involved (1) carrying a dangerous instrument or weapon including a martial arts weapon on, or introducing a dangerous instrument or weapon on to school property or at a school-sponsored activity or (2) offering for sale or distribution on school property or at a school-sponsored activity a controlled substance, as defined in Section 21a-240(9) of the Connecticut General Statutes.

## Students

### Suspension and Expulsion/Due Process (continued)

#### Expulsion (continued)

- C. At the hearing the student shall have the right to testify and produce witnesses and other evidence in his/her defense and shall have the right to demand that any witnesses against him/her appear in person to answer questions.

In exceptional circumstances the Board or the impartial hearing panel may refuse to allow a witness against the accused student to appear, when the Board or panel believes that fear on the part of the witness would prevent the giving of accurate testimony. In such cases a verbatim statement of the witness's testimony must be given to the student.

A witness's unsubstantiated desire to remain anonymous is not such an exceptional circumstance as to justify dispensing with confrontation and questioning by the student.

- D. A student may be represented by any third party of his/her choice, including an attorney.
- E. A student is entitled to the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent or legal guardian do not speak the English language.
- F. The Board or impartial hearing panel shall keep verbatim record of the hearing and the student or his/her parent or legal guardian shall be entitled to a copy of that record at his/her own expense.
- G. The Board or impartial hearing panel shall report its final decision in writing to the student, stating the reasons on which the decision is based, and the penalty to be imposed. Said decision shall be based on evidence produced and derived at the hearing.
- H. Except under unusual circumstances the parent or a minor student shall be notified of the Board action within twenty-four hours.
- I. Whenever an emergency exists, the hearing provided for the above procedure shall be held as soon as possible after the expulsion.

## Students

### Suspension and Expulsion/Due Process (continued)

#### Expulsion (continued)

5. Whenever the Board of Education or impartial hearing panel expels a student it shall offer an alternative education program to students under the age of sixteen. The parent or guardian of such student has the legal right to reject such a program without being subject to the truancy law. The Board of Education shall make provisions for an alternative educational opportunity to expelled students between the ages of sixteen and eighteen, conditional upon the desire of the student to continue his/her education and compliance with conditions established by the Board. A student age 16 or older may be placed in an adult education program as an alternative educational opportunity. However, the Board is not required to offer such alternative to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers persons, and it was determined at the expulsion hearing that the conduct for which the student was expelled involved carrying on or introducing on to school property, on school transportation, or at a school-sponsored activity, a dangerous instrument or weapon including a martial arts weapon or offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in Section 21a-240(9) of the Connecticut General Statutes. Any special education student expelled for a misconduct not caused by the student's disability must be offered an alternative educational opportunity consistent with the student's needs during the period of expulsion.
6. If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and shall inform the agency of its action.
7. Notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school, unless the expulsion notice is based on possession of a firearm or deadly weapon.
8. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S. 10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with the provisions of 5 and 6 above.

## Students

### Suspension and Expulsion/Due Process (continued)

#### Expulsion (continued)

9. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall completed the expulsion hearing and render a decision.
10. The Superintendent shall recommend an expulsion hearing if there is reason to believe a student possessed a firearm or other dangerous instrument in or on real property, comprising any public school or at any school activity as defined in C.G.S. 10-233a or in conduct displayed off school grounds.
11. If a student is found to have possessed a firearm, dangerous instrument, dangerous weapon or martial arts weapon in or on the real property or a school or at any school function as defined in Section 10-233a, or on or off school property offered for sale of distribution a dangerous drug, he or she must be expelled for one calendar year. The expulsion period may be modified on a case by case basis by the Board of Education or hearing board.
12. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department or State Police if the student is enrolled in a regional vocational-technical school.
13. The Board will report annually to the Commission of Education, as prescribed, information pertaining to expulsions for weapons and/or dangerous instruments.
14. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education. Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
15. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.
16. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.

## Students

### Suspension and Expulsion/Due Process (continued)

#### Expulsion (continued)

#### Prior Notice

The Superintendent shall provide for an effective means of informing all students and their parents or guardians of the Board's policy and this regulation at the beginning of each school year, or when the student enrolls or transfers during the school year.

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act, as amended.

10-233a through 10-233f Suspension and expulsion of students (as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66 and PA 07-122)

53a-3 Firearm and deadly weapons

53a - 217b Possession of firearm and deadly weapons on school grounds.

PA 94-221 An Act Concerning School Discipline and Security.

Legal Reference: Connecticut General Statutes (continued)

GOALS 2000: Educate America Act Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act  
Sec. 314 (Local Control Over Violence)

Elementary and Secondary, Education Act of 1965 as amended by the Gun  
Free Schools Act of 1994.

*Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.*

20 U.S.C. Section 7114, No Child Left Behind Act

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