

BOE Meeting Template
Monday, June 28, 2010 7:00 PM

Mabelle Avery Middle School District Offices Board Room, 4 Vision Boulevard, Somers, CT 06071

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. APPROVAL OF MINUTES 3
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
 1. Approval of Bills
 2. Approval of Summer Bills
Mr. Boutwell, Director of Business Services is requesting approval from the board to pay summer bills. The summer warrants will be provided to the board at the August meeting.
8. NEW BUSINESS
 1. Second Warning/Adoption of Health Textbook for Grades 9-10 8
The textbook, *Lifetime Health*, which was selected by the high school physical education and health teachers to be used in the grades 9-10 health classes, was presented at the 6/14/10 board meeting. The textbook will be purchased this year following board approval.
 2. Second Warning/Approval of DBS Code: 4131 - Professional Development 11
The Policy Committee is proposing a revision to this policy to include the change in state law requiring a Professional Development Committee to include staff. Second warning/adoption will be on the 6/28/10 BOE agenda.
 3. Second Warning/Adoption of DBS Code: 5144.1 - Physical Restraint 24
The Policy Committee has reviewed this policy and revised to include recommended changes from CABE. Second warning will be on the 6/28/10 agenda.
 4. First Warning of DBS Code: 4121 - Substitute Teachers 30
Policy changes are due to changes in state law regarding requirements for substitute teachers subbing 10 or fewer days and 40 or more days. Second warning/adoption will be on the 7/12/10 board agenda.
 5. First Warning of DBS Code: 5114 - Internal Suspension 32
The Policy Committee has reviewed the policy and is recommended changes due to changes in the state law. Second warning/adoption will be on the 7/12/10 agenda.
 6. First Warning of DBS Code: 5131.913 - Cyberbullying 44
The Policy Committee is warning this new policy which is recommended by CABE. Second warning/adoption will be on the 7/12/10 agenda.
 7. First Warning of DBS Code: 5112.3 - Students/Dropouts 46
The Policy Committee is warning this new policy which is recommended by CABE. Second warning/adoption will be on the 7/12/10 agenda.
 8. First Warning of Social Studies Curriculum
The proposed social studies curriculum represents a complete re-write of grades 7, 8, 10 and 11, with substantial changes to grades 5, 6 and 9. It has been revised to aligned with the new State Frameworks and can be view at:
<http://www.somers.k12.ct.us/district/curriculum/socialstudieswebsite/>
 9. First Warning of Grade 8 Social Studies Textbook 47
The proposed 8th grade Social Studies books covers the portions of US History dictated by the new State Frameworks. If approved, it will not be purchased until the State Board of Education approves the Social Studies Frameworks next year. Second warning/adoption will be on the

7/12/10 agenda.

10. Approval of Paraprofessional/Job Coach Job Description 51
The Board recently approved of the Transition Program (for Students Ages 18-21), which includes two staffing positions: Special Education Teacher and Paraprofessional/Job Coach. Since the duties and responsibilities of the paraprofessional/job coach serving in this capacity differ from other paraprofessionals, a job description specific to the required competencies of personnel serving in this role is warranted.
9. OLD BUSINESS
10. ADMINISTRATIVE REPORTS
 1. Facilities Status Report 54
Mr. MacFeat and Mr. Boutwell will address the facilities update for the board. As the third goal in the Strategic Plan the presentation will focus on the accomplishments throughout this past year. In addition, any questions that board members may have can be directed to Mr. MacFeat, Mr. Boutwell, or the superintendent.
 2. Update on 2009-2010 Budget
Mr. Boutwell will present an update of the 2009-2010 budget to the board.
 3. Student Handbooks 56
The principals will be available to respond to questions regarding substantive changes to the student handbooks. Each handbook has gone through a major revision with updates on board policies for each.
11. COMMITTEE REPORTS
 1. Budget
 2. Curriculum
 3. Policy
 4. Salary & Negotiations
 5. Planning
 6. Other Committees
12. OTHER
13. EXECUTIVE SESSION - Legal Matters
14. ADJOURNMENT
15. 6/28/10 Minutes 67

SOMERS BOARD OF EDUCATION

Ninth District Road
Somers, CT 06071
www.somers.k12.ct.us

MINUTES OF THE MEETING – June 14, 2010

Members Present: D.Palmer, R.Lees, B.Devlin (arrived at 7:07 p.m.), A.Kirkpatrick, M.Marquardt, S.Bollinger, J.Taylor, T.Potrikus, J.Formeister

Members Absent:

Administrators Present: M.Suffredini, P.Collin, K.Pezza, J.Morrow, B.Boutwell, N.Barry, S.Muirhead, G. Cotzin, R.Kapner, J.Oliver, R.Riola

Staff Present: M. Maciolek

Citizens Present: C.Manning

Students Present: R.Lees, S.Killoh, M.Traceski, B.Coope, J.Scheuer, K.Huang

Student Representatives: None in attendance

Others:

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:03 p.m. by Chairman Palmer in the Mabelle B. Avery Middle School BOE meeting room.

2.0 PLEDGE OF ALLEGIANCE

3.0 APPROVAL OF MINUTES

3.1 May 24, 2010 Regular Meeting Minutes – It was MOVED (R.Lees) SECONDED (S.Bollinger) to approve the May 24, 2010 Board of Education regular meeting minutes as presented. PASSED 8-0

4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

4.1 2010-2011 Somers Teacher of the Year

Dr. Suffredini announced that Somers Elementary School fourth grade teacher, Mark Maciolek, has been selected as the Somers Teacher of the Year for 2010-2011. The Board extended their congratulations and best wishes to Mr. Maciolek as he moves on to compete for Teacher of the Year for the State of Connecticut.

Mr. Macholek has been involved with several after school programs at the elementary school, one of which took place this year. Mr. Macholek was in charge of the Choice after school mentoring program this year and involved the students in creating a garden in the back of the building. Mr. Macholek was awarded \$500.00 from the Gayle DeBortoli grant and the PTA matched the grant. Kevin Sullivan, from Chestnut Hill Nursery, volunteered many hours helping the students and donated many supplies. Barnes Pool & Stones and Frank's Landscaping also helped with the project and donated time and materials. Terry Siver, a master gardener, volunteered many hours helping the students with creating the garden. The garden is named Jinan City Garden in honor of the Somers Elementary School's Chinese Sister School. There are many Chinese proverbs on signs throughout the garden. All the signs and some of the pavers were made out of recycled materials. Mr. Macholek said the students have taken

complete ownership of the care of the garden. The garden project has become so popular that everyone wants to be involved.

Mabelle B. Avery School Principal, Nancy Barry, informed the Board about the courtyard beautification program that took place this spring. The courtyard will be dedicated in memory of Jane Tyler who taught at MBA for many years. Mrs. Tyler passed away in 2008 and the money that was donated in her memory was used for this project. A weathervane and weather station have been installed because of Mrs. Tyler's love of science. A dedication ceremony will be held on June 18th.

5.0 CORRESPONDENCE

Chairman Palmer reported that he received a telephone call regarding the location of the Roy Newsom memorial. Mr. Newsom lost his life serving in the Vietnam War. The caller requested that the memorial be moved to a high profile area.

Chairman Palmer reported receipt of several emails regarding Congressman Courtney's visit to Somers High School.

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

It was MOVED (R.Lees) SECONDED (B.Devlin) to add as a First Warning, approval of the Health textbook, *Lifetime Health*. PASSED 9-0

7.0 CONSENT AGENDA

7.1 Approval of Bills 6/14/10 (\$442,111.18)

It was MOVED (J.Taylor) SECONDED (B.Devlin) to approve the 6/14/10 Bills in the amount of \$442,111.18 as presented. PASSED 9-0

7.2 Resignation (K.Chung)

It was MOVED (J.Taylor) SECONDED (B.Devlin) to accept the resignation submitted by K.Chung effective at the end of the 2009-2010 school year as presented. PASSED 9-0

8.0 NEW BUSINESS

8.1 Approval of Math Curriculum

The proposed Math Curriculum was presented at the May 24, 2010 meeting as a First Warning. The curriculum represents an update of the 2006 curriculum. It has been revised to include the 2009 grade level expectations put out by the state in grades K-8 and realigned to match the State's pacing guides. The frameworks have not changed.

It was MOVED (A.Kirkpatrick) SECONDED (J.Taylor) to approve the Math Curriculum as presented. PASSED (9-0)

The approved Math Curriculum will be available on the district's website so that it may be easily accessed and current. Hard copies of the original approved document will be archived for future reference.

8.2 Approval of Transition Program for Students 18-21

The district's Long Range Plan committed development of a community-based transition program for eligible students with special needs as an alternative to contracting with other public and/or private organizations. Somers is mandated to provide these services under IDEA. The proposed Transition Program will allow students to participate in a local program while also realizing significant savings compared to out-of-district programs. The

costs affiliated with the program include 1.0 FTE special education/vocational education teacher, 0.8 FTE paraprofessional/job coach, transportation, and curriculum materials. A minimum savings of \$45,000 is anticipated.

It was MOVED (R.Lees) SECONDED (B.Devlin) to approve the Transition Program for Students 18-21 as presented. PASSED 9-0

There will be three students in the program next year. The Board requested that an update on the program be added to the Board's Reporting Schedule for May or June. The report should include actual cost savings and an enrollment update.

Chairman Palmer will inform the Board of Finance the details of the program because of the additional staffing required.

- 8.3** First Warning of DBS Code: 4131 – Professional Development
The Policy Committee is proposing a revision to this policy to include the change in state law requiring a Professional Development Committee to include staff. Second Warning/Adoption will be on the 6/28/10 BOE meeting agenda.

- 8.4** First Warning of DBS Code 5144.1 Physical Restraint
The Policy Committee has reviewed this policy and revised it to include recommended changes from CAFE and current state amendments.

Staff will be trained in the new de-escalation, psychological and physical restraint procedures in August.

Second Warning/Adoption will be on the 6/28/10 BOE meeting agenda.

- 8.5** First Warning Health Textbook for Grades 9/10
Director of Curriculum, K.Pezza, presented the textbook, *Lifetime Health*, which was selected by the high school physical education and health teachers to be used in the grades 9/10 health classes. The textbook will be purchased this year following Board approval.

Second Warning/Adoption will be on the 6/28/10 BOE meeting agenda.

10.0 ADMINISTRATIVE REPORTS

10.1 Building Goal Results

Administrators presented their building goals report for the 2009-2010 school year.

The Somers Elementary administrators reported that the 2009 CMT scores indicated a need to improve student performance in the area of writing. The instruction was aligned with the CMT strands and objectives and the focus was directed on writing across all curricular areas. One hundred percent of the elementary school classroom teachers focused their professional growth goal on the improvement of student writing. Teachers at all grade levels participated in professional development focused on writing and literacy. Mrs. Oliver reported that grade levels are reaching benchmarks at a higher percentage than in previous years, and the amount of growth that students made is greater than it has been in recent years.

Mabelle B. Avery administrators reported that the student's CMT scores have remained solid with continued improvement; however, analysis of the scores revealed a need to

address individual students that fall below goal.

The entire staff was trained in the RtI/SRBI three-tiered framework model. Universal Screeners were developed and will be used by all teachers three times a year next year. Math and Language Arts teachers used CBAS assessments in the fall, winter and spring. These assessments identified specific needs of individual students who received very targeted instruction over a 6-10 week period and reassessed to determine the student's progress.

Training in the behavioral component of SRBI was started this year and will continue next year.

Somers High School administrators reported that the high school teachers worked on improving student achievement through the use of differentiated instruction within the classroom. This is the second year of this two-year goal. Teachers continued training on how to diversify their instruction to meet the needs of all students in the classroom. A survey will be distributed to staff on DI growth and data collection skills. Common Formative Assessments will be addressed next year.

Director of Technology, J.Morrow, reported that this year was spent working with the 4-12 staff, students and parents to implement and manage the Somers Parent Portal. Mr. Morrow presented a chart that showed how often the Parent Portal was accessed. The numbers indicated that the Parent Portal has been very successful. School administrators stated that they use it quite often to check student performance and find it extremely helpful.

Although most comments regarding the portal have been positive, Mr. Cotzin reported that some parents are using the information in ways that are causing stress for some students. A use of the Parent Portal information session will be held for parents next year to address this concern.

Mr. Morrow reported that he plans to initiate single sign-in for parents with more than one child in the district.

Midterm appraisal and report cards could be eliminated in the future.

Dr. Collin, Director of Pupil Services, and K.Pezza, Director of Curriculum, reported that their goal was to develop and implement an effective Response to Intervention process that ensures a continuum of support to maximize the learning of all students.

Progress monitoring data indicates effectiveness of interventions and mid-year program review of Open Choice grant participants indicates an increase in grades across almost all subject areas and a decrease in negative behaviors.

10.2 Staff Evaluations

Dr. Suffredini reported that all staff evaluations will be completed by the next BOE meeting on June 28th.

11.0 COMMITTEE REPORTS

11.1 Budget

Mr. Boutwell reported that the issues regarding textbook money are being addressed.

Mr. Boutwell will present an update of the 2009-2010 budget at the June 28th meeting.

Dr. Suffredini reported that he has received information that the state may not cut the Education Cost Sharing funding as anticipated.

11.2 Curriculum

The Curriculum Committee met prior to the BOE meeting and reviewed the Social Studies Curriculum and the Health textbook, *Lifetime Health*.

The new Social Studies Curriculum will be on the June 28, 2010 BOE agenda as a First Warning.

11.3 Policy

The Policy Committee met prior to the BOE meeting and will meet again on June 22nd at 7:00 p.m.

11.4 Salary & Negotiations – No Report

11.5 Planning Committee – No Report

11.6 Other Committees – No Report

12.0 OTHER

13.0 EXECUTIVE SESSION – Superintendent’s Evaluation & Legal Matters

It was MOVED (B.Devlin) SECONDED (J.Taylor) to move into Executive Session at 9:16 p.m. for the purpose of the Superintendent’s Evaluation and Legal Matters. PASSED 9-0

The Board came out of Executive Session at 10:46 p.m.

14.0 ADJOURNMENT

It was MOVED (B.Devlin) SECONDED (J.Taylor) to adjourn the regular meeting of the Somers Board of Education at 10:47 p.m. PASSED 9-0

Respectfully submitted,

Rick Lees, Jr., Secretary
Joan Jaquith, Recording Secretary

These minutes are not official until approved at a subsequent meeting.

Textbook Proposal Form

Use this form to propose the purchase of new textbooks for a new course, grade, or multiple grades.

Date: 6-9-10

Person(s) submitting: Robert Hanover, Tammy Bley-Gowash

Content Area: Health **Grade(s)** 9 and 10 **Course:** 9/10 Physical Education and health

Recommended Purchase:

Title or Name of Resource: Lifetime Health

Type of Resource: Text Book ISBN# 978-0-03-096219-6

Copyright: 2009 Vendor: Holt, Rinehart, and Winston

Address: 10801 N. MoPac Expressway, Building 3, Austin, Texas 78759

1. Does the text address the content of the curriculum at the appropriate grade level?

Yes No

What areas of the curriculum are not adequately addressed by this text?

7 Habits of Highly Effective Teens

2. Does the text promote the use of differentiated instruction and other research based instructional strategies?

Yes No

Provide at least three examples from the proposed text.

Three examples from the text are:

1. In Chapter 6, Section 2 "Planning Your Fitness Program", students are instructed on how to assess their personal fitness, set fitness goals, and keep track of their progress. Each student has the opportunity to complete simple required tasks or to challenge themselves by completing every task and making lifestyle changes as a result of what they learned.

2. In Chapter 12, Section 3 "Other Drugs of Abuse", students are given simple definitions of a variety of illicit substances.

Students are also given much more complex definitions that enhance student

understanding for high level students.

3. In In chapter 20, Section 3 "Common STD's" the text takes the opportunity to expand about how STD's spread from one person to another. However, students are given the opportunity for further reinforcement about the dangers of sexual activity with visual aids and indepth descriptions about a multitude of sexually transmitted diseases.

3. Are there assessments provided that can be used for formative, summative and/or performance based evaluation?

Yes No

Provide at least three examples from the proposed text.

1. There are formative pre-assessment questions provided at the start of each chapter.
2. There are formative peer and self assessment questions that are interspered throughout the text.
3. There are formative worksheets available to enhance and reinforce understanding of health related topics.

1. There are summative assessements at the end of each section.
2. There are also summative standardized chapter tests available from the publisher.

4. Do the assessments provided with the text align to the CAPT/CMT where appropriate?

Yes No

If no, please explain what supplemental materials will be necessary.

Not applicable

5. Does the textbook have any technology components?

Yes No

Please provide some examples.

-Interactive Online Edition at go.hrw.com

-NSTA Health Links- Teacher-approved Internet links provided by the National Science Teachers Association.

-Current Health Online- Students can discover a variety of articles from the Weekly Reader magazine Current Health and improve their health!

-There are also online enrichment exercises that supplement the text.

6. Is the textbook culturally responsive? (Does it include people or information from a diversity of populations? Is it written in a way that it will be accessible to people from a variety of backgrounds?)

Yes No

Please provide some examples.

-The text includes a variety of different populations including but not limited to:

*Race, color, gender:

-On the front cover and throughout the text there are pictures of people of varying ethnicities, age, and gender.

*Age:

-Chapter 16 has section with a focus on age related health and development. The text not only includes teenage development but also includes the challenges and joys of middle and older adulthood. Helping young adults to understand the different challenges associated with life as you age.

*Disability:

-Chapter 15 has a focus on diseases and disabilities. Helping young adults understand the difficulties associated with having a disease or disability.

7. What is the readability level/DRP of the text and what was used to assess its readability?

9.2 on the Dale Chall

1040 on the Lexile

Readability Standards

Will the text be used for teacher directed instruction or for independent student study?

The text will be used for teacher directed instruction.

Is the readability appropriate for its intended use?

Yes No

Attach a standard budget sheet to detail the purchase costs.

PERSONNEL - CERTIFIED:

Professional Development:

“Staff development” is viewed by the Board of education as a continuous systematic effort to improve educational programs in this school district through (1) staff involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning.–The Board of Education supports the principle of continuing training of educators for the improvement of instruction.

~~In our rapidly changing society educators must constantly review curricular content, teaching methods and materials, education philosophy and goals, social change and other topics related to education. The Board of Education recognizes that it shares with its certified staff the responsibility for upgrading and updating staff performances and attitudes.~~

~~Professional development is viewed by the Board of Education as a continuous effort to promote the growth of professional skills in order to improve student learning. The Board of Education recognizes its responsibility to provide adequate resources for a continuing effective program of professional development. The Board of Education with the advice and assistance of the professional staff shall plan and implement this program.~~

The Board shall establish a professional development committee, consisting of certified employees, including their union representatives, and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b) and (2) on or after July 1, 2011 be developed with full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development. The Board of Education delegates the responsibility to the Superintendent for establishing the professional development committee in accordance with the law. Members will be chosen for the Professional Development Committee by the Superintendent.

Legal Reference: Connecticut General Statutes
10-27 Exchange of professional personnel and students
10-220a. In-service training. (amended by PA 04-227, PA 08-160 and
June 19 Special session, Public Act No. 09-1)
10-153b Selection of teachers’ representatives
10-226f Coordinator of intergroup relations
10-226g Intergroup relations training for teachers
10-145b Teaching certificates (as amended by PA 01-173)
~~PA 95-58 An Act Concerning Teacher Evaluations, Tenure and Dismissal~~

Adopted: March 10, 1986
July 9, 2009

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STUDENTS

Use Of Physical Force And Seclusion Policy

Physical Restraint(s)

The Board of Education believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, ~~the Board recognizes that there are times when it becomes necessary for staff to use restraint to protect a student from harming him/herself or to protect others from harm.~~ including physical restraint of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint to protect a student from harming him/herself or to protect others from harm.

~~Physical restraint is defined as any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Reasonable restraint is defined as immobilization of the student's opportunity for movement by staff members through direct physical contact, using established intervention techniques designed to control acute aggressive behavior. Such restraint will be used only as long as necessary to control the situation. The degree of physical restraint will be sufficient to ensure the safety of the student and others in the immediate vicinity, yet will protect the student from undue physical harm. The use of physical restraint will be used as a last resort after other intervention strategies have been tried and deemed ineffective or inadequate to address the risk of psychological or physical harm to the student or others in the environment.~~

~~The term does not include: (A) Briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self injury when the device is part of a documented treatment plan or individualized education program and is the least restrictive means available to prevent such self injury.~~

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Excluded from this definition is the use of helmets, or other protective gear used to protect a person from injuries due to a fall, mitts and similar devices used to prevent special education students from hurting themselves if their use is documented in their Individualized Education Program (IEP), pursuant to Connecticut's special education laws and is the least restrictive means available to prevent self-injury.

Reasonable restraint is defined as immobilization of the individual's opportunity for movement by a staff member(s) through direct physical contact, using devices and techniques designed to control acute or incidental aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. Such constraint will not be used except as necessary to ensure a student's safety and that of others, and then only for as long as is necessary for control of the situation. Such restraint is not to be used as a disciplinary measure. Restraint includes "aversive techniques" which are defined as deliberate activities designed to establish a negative association with a specific behavior. Prohibited is any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means.

Restraint does not include briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; or medical devices including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance.

Such restraint will be used only as long as necessary to control the situation. The degree of physical restraint will be sufficient to ensure the safety of the student and others in the immediate vicinity, yet will protect the student from undue physical harm. The use of physical restraint will be used as a last resort after other intervention strategies have been tried and deemed ineffective or inadequate to address the risk of psychological or physical harm to the student or others in the environment.

The term does not include: (A) Briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self injury when the device is part of a documented treatment plan or individualized education program and is the least restrictive means available to prevent such self injury.

Seclusion

Seclusion is defined as the confinement of a person in a room, whether alone or with staff supervision, in a manner that prevents the person from leaving. In the case of students identified as eligible for special education services or who are in the process of being evaluated to determine such eligibility, seclusion may not be utilized except as specified in Procedures on the Use of Seclusion of Persons at Risk.

Corporal punishment is strictly prohibited.

Seclusion

Seclusion is defined as the confinement of an individual in a room, with or without staff supervision, in a manner that prevents the person from leaving, provided such seclusion does not include any confinement of a person at risk in which the person is physically able to leave the area of confinement, including, but not limited to, in-school suspension and time-out. Time-out is not considered seclusion. Involuntary seclusion is permitted in accordance with the student's

IEP or in an emergency to prevent immediate or imminent injury to the person or others, so long as it is the least restrictive alternative.

With the exception of special education students, restraint or seclusion may only be utilized by staff members on students under the following circumstances:

1. Protect himself/herself or others from immediate physical injury.
2. Obtain possession of a dangerous instrument or controlled substance, upon or within the control of such student.
3. Protect property from physical damage.
4. Restrain such minor or remove such minor to another area, to maintain order.

Use of Physical Force

Physical restraint may be used on a person at risk only as an emergency intervention to prevent immediate or imminent injury to the person or others. It may not be included as a behavior modification strategy in the IEP of a special education student.

Physical restraint may be used by staff members to:

1. Quell a disturbance threatening injury to others.
2. Obtain possession of weapons or other dangerous objects, including a controlled substance upon or within the control of such student.
3. Protect other persons or property.
4. Direct the movement or actions of a student to avoid undue or deliberate disruption of the classroom and/or other parts of the school.
5. Protect an individual from his/her own actions.

In the case of students with disabilities, any restraint used beyond the specific situations listed above shall be identified on the student's Individual Education Plan (IEP) as a form of intervention. All less restrictive alternatives must be explored prior to using physical restraint. The student being restrained must be constantly monitored through direct observation or through video monitors within physical proximity sufficient to provide aid as may be needed.

Such acts shall not be construed to constitute corporal punishment within the meaning and intent of this policy.

Staff using such constraint shall be subject to the following:

1. Such use of physical restraint shall not be used as punishment, discipline or for the convenience of staff.
2. Staff using restraint shall complete an incident report with the principal or his/her designee justifying the use of such measures. The administration shall notify the parent(s)/guardian(s) of the incident by any reasonable method, including telephone or e-mail.

3. Restraint, including restraint devices, shall be applied only by staff who have completed necessary and appropriate training.
4. Staff shall maintain continuous visual supervision on any student upon which restraint or devices have been used to ensure the student's health and safety.
5. A student's respiration and/or circulation shall not be restricted.
6. A staff member acting alone shall not be expected to use force or restraint when the risk of harm to the student or staff member would likely result from the use of force which outweighs the risk of harm presented by the student's conduct.

District personnel who transport special education students to and from off-campus facilities and consider the use of a physical restraint device to control physical activity or aggression of a special education student shall follow these guidelines:

1. The parent/guardian must be notified of the intended use prior to use of the physical restraint device. Parent/guardian input will be a major factor in determining whether to use the device. If there is a difference of opinion between district personnel and the parent/guardian with regard to the use of a physical restraint device, the Superintendent will determine whether the device is to be used.
2. Once authorization to use a restraint device is obtained, the Director of Pupil Services is to ensure that a written plan for the use of the device is prepared. The written plan is to be in place prior to the use of the device and is to include:
 - a) the purpose/goal for utilization of the device;
 - b) the specific type and model number of the restraint device to be used;
 - c) the specific times it is to be used;
 - d) a method of assessing the effectiveness of its use.
3. District employees and substitutes must be trained in the proper use of the restraint prior to its use.
4. Under no conditions may a student secured by a restraint device be left unattended.

In the case of an emergency involving the threat of immediate and significant harm to the special education student or to other persons in the proximity of the student, a district employee may use a restraint device prior to receiving the above required approval, provided that such use is only for the minimum time required until the threat of immediate and significant harm is removed. The student's parent/guardian, principal and the Superintendent must immediately be notified of the reason for the use of the device and the length of time the student was in restraint.

An act of a staff member shall not be considered child abuse if the act was performed in good faith and in compliance with Board policies and procedures. Such acts shall not be construed to constitute corporal punishment.

Seclusion may be used for a person at risk only as an emergency intervention to prevent immediate or imminent injury to the person or others or in a non-emergency situation if (1) it is

specified in the student's IEP and (2) other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the person at risk have been implemented but were ineffective.

Generally, the seclusion may not exceed the time necessary to allow the person at risk to compose himself/herself and return to the educational environment. It may not exceed one (1) hour unless extended through the written authorization of a building principal or designee in order to prevent immediate injury to the person at risk or others.

A room is required for seclusion, which fulfills the following regulatory requirements:

1. Size chronologically and developmentally appropriate;
2. Ceiling height comparable to other ceiling heights in the building;
3. Comparable heating, cooling, ventilation, and lighting systems;
4. Free of any item that would pose a danger;
5. Any lock must be equipped with a device that automatically disengages the lock in an emergency; (on or after January 1, 2014, the locking mechanism of any room used for seclusion must be a pressure sensitive plate); and
6. Must have an unbreakable observation window.

Reporting/Notification Requirements

1. Injuries caused by the use of restraints and/or seclusion in schools may be reported to the State Department of Education.
2. The parents/guardians of a special education student must be notified of each incident within 24 hours in which their child was placed in physical restraints or seclusion. The District must also send a copy of the incident report home no later than two (2) business days after the restraint or seclusion.
3. The Board shall keep records and compile annual reports of each instance and the underlying emergency that necessitated the use of physical restraints or seclusion.
4. Parents, guardians and other persons standing in place of parents shall be notified by the Board of the laws and regulations governing the use of physical restraints and seclusion, pursuant to chapter 814e, related to student and parental rights at the first PPT involving the student's Individualized Education Program (IEP).
5. After each physical restraint or seclusion, the incident must be documented by using the State's standardized incident reporting form. It must be completed no later than the school day following the incident.
6. At each initial PPT meeting, the District must inform the child's parent/guardian of the laws and their rights relating to physical restraint and seclusion. This information shall be provided at each annual review along with the procedural safeguards.

Regular Education Students

~~In the case of students identified as eligible for special education services or who are in the process of referral for consideration of such eligibility, physical restraint may not be utilized except as specified in Procedures on the Use of Physical Restraint of Persons at Risk.~~

A student **who is** not eligible for special education and is not being evaluated for eligibility is not covered by this policy. CGS 53a-18 permits a teacher or other person entrusted with the care and supervision of a minor for school purposes to use reasonable physical force upon such minor when and to the extent he/she reasonably believes such to be necessary to (1) protect himself/herself from immediate physical injury; (2) obtain possession of a dangerous instrument or controlled substance; (3) protect property from physical damage; or (4) restrain such minor or remove such minor to another area to maintain order.

(cf. 4148/4248 - Employee Protection)
(cf. 5141.23 - Students With Special Health Care Needs)
(cf. 5144 - Use of Physical Force)

Legal Reference: Connecticut General Statutes
10-76b State supervision of special education programs and services.
10-76d Duties and powers of boards of education to provide special education programs and services.
46a-150 Definitions. (as amended by PA 07-147)
46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.
46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate.
53a-18 Use of reasonable physical force or deadly physical force generally.
53a-19 Use of physical force in defense of person.
53a-20 Use of physical force in defense of premises.
53a-21 Use of physical force in defense of property.
PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.
State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Adopted: January 12, 2009
Revised:

PERSONNEL - CERTIFICATED:

Substitute Teachers:

A substitute teacher shall be a person who shall be determined by the Principal or his/her designee as qualified to instruct in our schools for ten or fewer school days in the absence of the regular teacher.

The requirement of possession of a Bachelor's Degree to substitute in the district shall apply when individuals are employed in the same assignment for more than ten school days.

Suitable programs for training, assigning, orientation, and evaluating the work of substitute teachers shall be provided by the certificated staff under the direction of the Superintendent.

Rates of compensation for substitute teachers will be set annually by the Board of Education.

It will be the responsibility of the Principal or his/her designee to assign a substitute to fill any vacancy by the temporary absence of a regular staff member. The substitute teacher will be selected from a list of approved substitutes furnished by the Superintendent's office.

Only fully certified replacement teachers will be assigned to classes whose regular teachers are on long-term leaves of absence of forty (40) days or more. Principals will attempt to maintain as much continuity as possible by engaging only one substitute for the full period of absence of one teacher and by calling back a substitute to serve in a classroom in which he/she has already performed successfully.

Substitute teachers are not eligible for any ~~will not participate in~~ health and welfare plans or other fringe benefits of the school district unless hired to fill the position of an employee absent on an extended leave. When hired to fill the position of an employee absent on an extended leave, the term of employment will cease at the scheduled termination of the regular teacher's leave.

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

Placement:

- a. A substitute hired to fill an absence that lasts longer than 23 days will be placed on the 1st step of the Bachelor's scale on the 24th day. The new scale will not be retroactive to the first day.
- b. A substitute hired to fill an absence anticipated to last longer than 23 days will be placed on the 1st step of the Bachelor's scale immediately.
- c. Temporary teachers who are hired to fill a permanent vacancy until completion of the school year may be paid in accordance with the regular teacher salary schedule.

A contract for an ensuing school year shall not be offered unless such temporary teacher has been, prior to the offering the contract, employed in this system a sufficient length of time for evaluation of work by the administration.

Legal Reference: Connecticut General Statutes
10-183v Reemployment of teachers.
10-145a Certificates of qualification for teachers.
June 19, 2009 Special session, Public Act No. 09-1
An Act Implementing the Provisions of the Budget Concerning education,
Authorizing State Grant Commitments for the School Building Projects and
making Changes to the Statutes Concerning School Building Projects and
Other Education Statutes. (Section 48) Public Act No. XXXXXX

Adopted: February 23, 1981
Revised: November 9, 1981
October 26, 1992

Students

Suspension and Expulsion/Due Process

~~The Somers Board of Education is committed to providing a safe learning environment for all students. The Board will not condone harassment or assault, be it physical or verbal. The Board encourages parents and students to work cooperatively with staff and administrators to promote a safe campus.~~ This policy is referenced in all student handbooks as well as included in the Board of Education Policy Manual available on the district website at www.somers.k12.ct.us.

It is the goal of the 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.

~~An authorized member of the Administrative Staff may suspend a student whose conduct endangers persons or property or is seriously disruptive of the education process, or which violates a published policy of the Board of Education. (CGS 10-233c)~~

Suspension is exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. 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 Board of Education may expel any student whose conduct endangers persons or property or is seriously disruptive of the educational process, or violates a published policy of the Board, in accordance with CGS 10-233d.~~

Expulsion is 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.

~~A student may be expelled for a period of up to one calendar year.~~

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. **“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 of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
4. **“Days”** is defined as days when school is in session.
5. **“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.
6. **“Possess”** means to have physical possession or otherwise to exercise dominion or control over tangible property.
7. **“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.
8. **“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.
9. **“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.
10. **“Martial arts weapon”** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.
11. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.

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

~~Grounds for expulsion occurring on or off school property, school transportation vehicles, or at any school sponsored activity include, but are not limited to:~~

- a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;

~~Willfully striking or assaulting, be it physically or verbally, a student or any member of the school staff.~~

- b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
- c. Intentionally causing or attempting to cause damage or school property or material belonging to staff (private property);

~~Willful destruction of school property or of property of staff members or other students.~~

- d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;

~~Theft~~

- e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;

~~The use of obscene or profane language or gestures to a member of the school staff.~~

- f. Deliberate refusal to obey the directions or orders of a member of the school staff;

~~Deliberate refusal to obey a member of the school staff.~~

- g. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;
- h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
- i. 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;

~~Threatening school staff or another student.~~

- j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;

- k. 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.;

~~Having in personal possession any kind of dangerous instrument or weapon, such as a pistol, knife, blackjack, etc.~~

- l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols.
- m. 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;

~~Unauthorized possession, selling or consumption of dangerous drugs, narcotics, controlled substances or alcoholic beverages.~~

- n. 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;
- o. 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;
- p. 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;

~~A walk-out from or a sit-in within a classroom or school building or class.~~

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;

- q. Repeated unauthorized absence from or tardiness to school;
- r. Intentional and successful incitement of truancy by other students;
- s. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- u. 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;
- v. 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;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;
- y. 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:
 - 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.
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, 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 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 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 it is necessary to suspend a student before an informal hearing is held, such hearing shall be held as soon after the suspension as possible.~~

~~At the discretion of the school building Principal, in-school suspensions may be given when deemed appropriate.~~

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

~~Whenever the authorized member of the Administrative Staff suspends a pupil, that person shall inform the Superintendent or the Superintendent's designee of the name of the student, the disciplinary action taken, and the reason for it within twenty-four hours.~~

~~A suspended pupil must be given an opportunity to complete any class work, including examinations, which were missed during the 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 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.

~~Students may not be suspended without an informal hearing unless the Administration determines that an emergency situation exists. In the informal hearing the student shall be informed of the reasons for the disciplinary action and be given an opportunity to explain the situation. Nothing in the informal hearing shall be taken to prevent a more formal hearing from being held if the circumstances warrant. 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 pupil. Before a student is suspended, the pupil's parents or guardian shall be informed of the reason and duration of the suspension.~~

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.

~~No student shall be suspended more than 10 days consecutively. No student shall be suspended more than 10 times or a total of 50 days in one school year, whichever results in fewer days of exclusion, unless the student is granted a formal hearing as specified in CGS 10-233d.~~

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 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.

~~The notice of formal hearing required by CGS 10-233d shall be given to the parents or guardians of the pupil as well as to the pupil whenever the pupil is a minor.~~

~~A pupil may be expelled before the formal hearing provided that an emergency exists, but in this case the hearing shall be held as soon after the expulsion as possible.~~

3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast.

~~Under provisions of CGS 10-233d, a pupil may be expelled at a meeting at which three or more members of the Board are present provided that at least a majority of those present at the expulsion hearing vote for expulsion, and provided that 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
- g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services.
- h. The opportunity to have 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.

- i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.
6. The record of the hearing held in any expulsion case shall include the following:
 - a. All evidence received and considered by the Board of Education;
 - b. Questions and offers of proof, objections and ruling on such objections;
 - c. The decision of the Board of Education rendered after such hearing; and
 - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.
7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
 - a. Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
~~In determining the length of an expulsion and the nature of the alternative educational opportunity, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from the classroom, suspension or expulsion of such pupil.~~
 - b. The Board of Education shall give effect to the rules of privilege by law;
 - c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
 - d. Documentary evidence may be received in the form of copies or excerpts;
 - 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. 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.
2. 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.

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.
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 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 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.

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 School. Readmission decisions shall not be subject to appeal to Superior Court. The Superintendent 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, and 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)

Adopted: March 10, 1980

Revised: May 15, 2001

Reviewed: March 2, 2006

Cross Reference: DBS Code 5131.7: Dangerous Weapons

DBS Code 5131.8: Assault

DBS Code 6141.321: Telecommunications Acceptable Use

Students

Bullying

Cyberbullying

The District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly referred to as cyberbullying, are unacceptable and viewed as a violation of this policy and the District's acceptable computer use policy and procedures.

Malicious use of the District's computer system to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

Cyberbullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the school Principal or Director of Technology.

The administration shall investigate all reports of cyberbullying.

In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. In addition, such conduct must also be violative of a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a teacher or student.

Disciplinary action may include, but are not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyberbullying. In addition, when any kind of threat is communicated or when a hate crime is committed, this shall be reported to local law officials.

Students

Bullying

Cyberbullying (continued)

(cf. 0521 – Nondiscrimination)

(cf. 5114 – Suspension and Expulsion/Due Process)

(cf. 5131 – Conduct)

(cf. 5131.21 – Threats or Acts of Violence)

(cf. 5131.8 – Off School Grounds Misconduct)

(cf. 5131.81 – Cell Phones/Electronic Devices)

(cf. 5131.82 – Restrictions on Publications and Written or Electronic Material)

(cf. 5131.912 – Aggressive Behavior)

(cf. 5131.911 – Bullying)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.4 – Nondiscrimination)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

Legal Reference: Connecticut General Statutes

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education. (SC 15862)

Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act

Students

Dropouts

Parents and those who have the control of children five years of age and over and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child sixteen or seventeen years of age may consent to such child's withdrawal from school. For the school year commencing July 1, 2011 and each school year thereafter, the parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that the district shall has provided the parent or person with information on the educational opportunities options available in the school system and in the community.

The administration, guidance staff and faculty of the school system shall extend every possible effort to the end that each student may meet with success in his/her school program, have a favorable school experience and earn a diploma. Every attempt will be made to identify the potential dropout and to provide the appropriate resources in order to assist such students.

Any student who seeks to drop out of school shall be referred immediately to a guidance counselor or school administrator. The student, if under eighteen years of age, must present to the guidance counselor or administrator the required written parental consent of his/her withdrawal. If the student is at or above the age of majority no such parental consent shall be sought. A student under age eighteen shall not be allowed to withdraw who has not presented such parental consent.

The interval between the student's announcement of his/her desire to leave and the possible presentation of the written consent will be used to attempt to dissuade the student from leaving and to resolve his/her problems so that he/she might continue in school and finish satisfactorily.

(cf. 5111 - Admission)
 (cf. 5112 - Ages of Attendance)
 (cf. 5113 - Admission/Excuses/Dismissal)
 (cf. 5113.2 - Truancy)

Legal Reference: Connecticut General Statutes
 10-184 Duties of parents as amended by PA 98-243 and PA 00-157 and PA 09-6 (September Special Session)
 10-199 through 10-202 Attendance, truancy - in general.

Policy adopted:

Textbook Proposal Form

Use this form to propose the purchase of new textbooks for a new course, grade, or multiple grades.

Date: 5/13/10

Person(s) submitting: Michael Szafir

Content Area: Social Studies

Grade(s): 8

Course: United States History

Recommended Purchase:

Title or Name of Resource: The American Journey Early Years

Type of Resource: Classroom Textbook

ISBN#: 978-0-078-77715-8

Copyright: 2009

Vendor: Glencoe

Address:

Michael Stasack
260 Jeffrey Lane
West Springfield, MA 01089
(413) 736-7760
Michael_Stasack@mcgraw-hill.com

1. Does the Text address the content of the curriculum at the appropriate level?

X Yes No

What areas of the curriculum are not adequately addressed by this text?

None

2. Does the text promote the use of differentiated instruction and other research Based instructional strategies?

X Yes No

Provide at least three examples from the proposed text:

1. Reading Essentials- This is a resource booklet that allows the teacher to distribute every lesson at a grade level lower than the textbook. The Reading Essentials is written about 1.2 grade level below the textbook.
2. Foldables- are 3-D student made graphic organizers that focus on Social Studies skills.
3. Graphic Novel- This is a booklet that allows the students to preview or review the content through an engaging format.

4. Differentiated Instruction Strategies DVD- This was not included in the preview packet but it was available for purchase
5. Book-link CD-ROM allows the teacher to generate reading lists by topic, reading level, or theme.
6. Daily Lesson Activities- Throughout the textbook in each lesson are ideas/concepts to target with three different groups with focusing on the same topic. Example groups targeted” 1. Verbal/Linguistic 2. Kinesthetic 3. Gifted and Talented 4. Less-Proficient Readers 5. Auditory/Musical 6. English Learners

3. Are there assessments provided that can be used for formative, summative and/or performance based evaluation?

X Yes No

Provide at least three examples from the proposed text:

Formative Assessments- Each lesson in the textbook has a guided reading worksheet, vocabulary activity worksheet, an active reading note-taking worksheet and the reading essential worksheet. There is also a quiz for each lesson and two different pre-tests for each chapter.

Summative Assessments- The program includes two different test versions (an A and a B) for each chapter. In addition to the two different tests the “Exam View” allows the teacher to modify each chapter test. The teacher has the ability to decide how many questions he/she would like to include on the test and the different types of questions (multiple choice, essay, etc.). Also, included is a posttest for each unit. Once again there are two different versions, an A and a B.

Performance Based Evaluation- There are many different performance based assessments associated with the program. Some of the “Authentic Task Assessments” included included are:

- | | |
|----------------------------|-------------------|
| • Audiovisual Presentation | • Paintings |
| • Bulletin Board | • Maps |
| • Posters | • Research Report |
| • Personal Journals | • Skit |

4. Do the assessments provided with the text align to the CAPT/CMT where appropriate?

X Yes No

If no, please explain what supplemental materials will be necessary.

Currently the CMT's do not have a separate Social Studies tests. However, this program does have daily skill lessons that reinforce what students need to be successful on standardized tests. The program also has a workbook called “Standardized Test Skills Practice.” The workbook combines the content and skills to prepare students for standardized tests. These skills are embedded into the program to allow a natural function.

This program covers the National Council for the Social Studies (NCSS). The ten strands are covered throughout the book and are outlined in the front of the teacher textbook.

5. Does the textbook have any technology components?

Yes No

Please provide some examples.

1. The textbook comes with an online version.
2. There is a PowerPoint presentation for each chapter that includes information, pictures, and online links
3. An online student learning center: Here students can- view short videos from each lesson, take self-check quizzes, review vocabulary flash cards, complete web activities, and in-motion animations.
4. Each student has the opportunity to download the entire book to his or her MP3 player.
5. Mind Jogger- This is a view quiz that plays like a DVD and review questions from the book.
6. Exam View- A CD-ROM that allows the teacher to create many versions of a test including the number of question and the type (multiple choice, short answer, essay, etc.)

6. Is the textbook culturally responsive? (Does it include people or information from a diversity of populations? Is it written in a way that it will be accessible to people from a variety of backgrounds?)

Yes No

Please provide some examples.

The textbook is naturally culturally responsive because of its social studies nature. It is written and presented so that it will be accessible to a variety of backgrounds. Many of the features of the program are also written in Spanish.

7. What is the readability level/DRP of the text and what was used to assess its readability?

The readability for this textbook is 7.2. The modified (Reading Essential) is 6.4.

The DRP is 55 and the Lexile is 980.

I was given these numbers from Glencoe.

Will the text be used for teacher directed instruction or for independent student study?

This text will be used as both. The textbook will be used at the start of the year more with teacher directed instruction. Later in the year, after I analyze all of my students readability, I will look to have the students do more independent reading of the book. I will use the differentiated reading included to provide all students with a reading ability that will lead to success and knowledge. I will look to have the students do more independent reading of the book to allow me time to do other class activities.

Is the readability appropriate for its intended use?

Yes No

Attach a standard budget sheet to detail the purchase costs.

- Note that all FWO's indicate that we will receive Free With Order.

JOB DESCRIPTION

TITLE: Paraprofessional/Job Coach

QUALIFICATIONS:

- A. High school diploma or equivalent.
- B. Adheres to laws of confidentiality in all situations.
- C. Ability to work with others in a cooperative manner.
- D. Strong communication and organizational skills.
- E. Ability to take direction and work independently.
- F. Ability to use good judgment, common sense, think on one's feet and maintain professional behavior at all times.
- G. Prior experience working with students/young adults and computer skills desirable.

REPORTS TO: Director of Pupil Services

DUTIES & RESPONSIBILITIES:

The job coach represents the school and serves as the liaison between the employment site, school, student and parents.

The job coach will demonstrate the knowledge and skills to work effectively and maintain relationships with families, students, school personnel, employers and co-workers:

- A. Collects and maintains data about the performance and behavior of individual students and confers with special education teacher & administrator(s) about student schedules, instructional goals, progress and performance.
- B. Participates as a member of the team responsible for transition planning and vocational assessment for individual students.
- C. Provides relevant employment information for inclusion in each student's vocational portfolio.
- D. Consults with school team members to assist with the design of individualized transition services, including competitive and supported employment or vocational training programs.
- E. Demonstrates an understanding of the roles and responsibilities appropriate for professional and paraprofessional personnel.
- F. Communicates effectively with employers and co-workers to ensure students are integrated into the work environment.
- G. Familiarizes the employers and co-workers with the needs of students and models appropriate interactions.
- H. Educates students about the cultural norms of the specific work environment (e.g. appropriate dress, reporting structure, attendance policies, employers, and co-workers).

The job coach will demonstrate the ability to apply professional, ethical and legal standards of conduct in relationships with students, parents, school personnel, adult service providers, employers, and co-workers:

- A. Understands the legal rights and responsibilities of students with disabilities and their families.
- B. Is sensitive to diversity in cultural heritage, lifestyles and value systems among students, families, co-workers and employers.
- C. Demonstrates ethical & professional standards of conduct established by the local school district.
- D. Understands the value of serving students in integrated settings.
- E. Maintains professional appearance and attitude.

The job coach will demonstrate the ability to assist in the assessment, planning, provision and evaluation of instruction in the cognitive and affective domains:

- A. A. Communicates with colleagues, follows instructions and uses problem-solving techniques and strategies as an effective member of an instructional team.
- B. Motivates and assists students to build self-esteem and develop interpersonal skills that will help increase integration in the work place.
- C. Demonstrates the ability to use computers and learn assistive technology and adaptive equipment that will enable students to participate more fully at school and in the workplace.
- D. Demonstrates the ability to assist in pre-employment, vocational or transition training in classrooms or the workplace.
- E. Analyzes job requirements, sequences daily tasks, observes and records data, and provides training at job sites using appropriate instructional interventions.
- F. Encourages student decision-making/self-advocacy regarding the identification of future career plans.
- G. Observes, understands and monitors the student's preferred learning style(s), work skills and tolerances, and preferred modes of communication.
- H. Identifies environmental or job modifications necessary for the student to succeed in the workplace.
- I. Uses appropriate instructional techniques, such as reinforcement, cueing, prompting, modeling and fading.
- J. Assists in on-site observations to evaluate job performance.
- K. Records progress in a consistent manner and shares information with appropriate supervisory personnel.
- L. Assists students to learn appropriate work habits and performs jobs as specified.

The job coach will demonstrate the ability to apply health and safety standards within diverse work environments:

- A. Follows health, safety and emergency procedures developed by the local school district and the workplace.
- B. Ensures that students understand and abide by the health, safety, and emergency procedures developed by the local school district and the workplace.

The job coach will demonstrate effective communication, conflict resolution and negotiation techniques to facilitate a positive and effective work environment:

- A. Assists students to become independent by modeling, monitoring and supporting positive behavior in the workplace.
- B. Describes behavior in measurable and observable terms.
- C. Recognizes environmental factors/situations that may precipitate negative or inappropriate behaviors and intervenes with appropriate behavior management techniques.
- D. Assists students to acquire positive social behaviors and work habits.
- E. Identifies strategies that may eliminate interfering behaviors.
- F. Motivates students to work in a productive and competitive manner.

PHYSICAL DEMANDS:

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

- A. Ability to lift and/or move up to 50 pounds.
- B. Ability to occasionally lift and/or move more than 50 pounds with another adult and/or assistive equipment.

SALARY: As set by contract schedule between Board of Education and the Somers Educational Support Association.

LENGTH OF WORK YEAR: 181 days

**Facility Status Update
6/28/10**

Somers Elementary School

- Media center carpet/tile replacement
- Power conditioner replacement
- Master time clock replacement
- Media center air conditioner/air handling unit repaired (vs. replacement)
- Playground crack sealing
- Courtyard landscaping (M. Maciolek)
- ConServ lighting audit completed

Mabelle B. Avery Middle School

- Sign repair & vandalism
- Board room sound system installed
- Courtyard landscaping (SHS landscaping class)
- ConServ lighting audit completed

Somers High School

- Lower level air conditioner/air handling unit repaired
- Septic tank discharge pump replacement
- Boiler room heat exchanger repiped
- Student parking lot cameras installed
- Auditorium bleachers and folding doors serviced
- Gymnasium bleachers serviced
- Student parking lot asphalt patching (Town)
- Roof repairs in process (claim pending)
- Hallway and locker room painting
- Sign repair & vandalism
- ConServ lighting audit completed

Green Cleaning in Schools

- Policy adoption Fall 2010
- Program implementation Summer 2011

Custodial Staff

	Building Sq Footage		Custodial Staff FTE		Sq Footage per FTE	
	Pre	Post	2007-8	2009-10	2007-8	2009-10
SES	95,000	102,800	4.5	4	21,111	25,700
MBA	88,000	96,000	4	4	22,000	24,000
SHS	105,000	119,500	4.5	4	23,333	29,875
Total	288,000	318,300	13	12	22,154	26,525

Maintenance/Groundskeeping Staff

2008-9	2009-10
3	2

Building Maintenance Budgets

	99-00	00-01	01-02	03-04	04-05	05-06	06-07	08-09	09-10
SES	7,520	7,760	8,000	8,000	8,000	8,000	8,300	13,000	13,000
MBA	8,930	9,000	9,000	9,000	9,000	9,000	9,000	8,700	8,700
SHS	8,420	8,000	8,000	13,000	14,000	14,000	14,800	19,400	19,400

To: Dr. Maynard Suffredini
From: Nancy A. Barry, MBA Principal
Re: Handbook changes Date: June 23, 2010

47 Ninth District Road
1 Vision Boulevard

Chapter Order: Student Services, Academic Information, Student Life, Student Attendance, Student Discipline and District Policies and Procedures

**New order: Chapter 1 Student Attendance,
 Chapter 2 Academic
 Chapter 3 Student Support
 Chapter 4 Student Life
 Chapter 5 Discipline
 Chapter 6 District Policies**

Alphabetize each topic in all chapters.

Change all CGS to BOE policy plus corresponding number.

Remove information on interim reporting: page 9
Interim reports are sent home midway through each quarter or anytime your performance is below expectation. If you are earning a C- or below, you will receive an interim report. The interim will indicate where you are having problems. A student who has dropped 2 letter grades will also receive an interim report, or a telephone call home, if this occurs late in the term.

New: Our parent portal is accessible to all parents each day. You may register online to have a teacher gradebook e-mailed to you as often as possible. Teachers will be communicating through the gradebook and/or personal telephone calls. If you have any questions about your child's grade, please e-mail or call the teacher directly.

These five most frequently used policies are in the body of the handbook located in their respective chapters. There have been only minor changes made to them.

- 1. Attendance/ Excuses**
- 2. Bullying**
- 3. Personal Electronic Devices**
- 4. Suspension**
- 5. Drugs/ Alcohol**
- 6. Weapons and Dangerous Instruments**

Chapter 6: BOE Policies The policies listed below are a selected representation of the Somers Public Schools district policies. Some of the policies and regulations have been referenced and abbreviated in the handbook. Access to the complete district policy manual, along with Board of Education meeting agendas and minutes may be obtained through our district website (www.somers.k12.ct.us/district/) located in the District menu under Central Office/BOE.

List 43 BOE policies and the corresponding number

Revisions to the SES Handbook as of 6-21-10

Page

Cover page

2009 - 2010

2010 - 2011

2

Somers Elementary School
Handbook 2010-11

**Somers Elementary School
4 Vision Boulevard
Somers, CT 06071**

3

General Information = **Student Life**

3

Health and Safety Information & Services = **Support Services**

3

Instruction =DELETED

4

All DELETED except these words: Additional information, including Board of Education policies, is updated regularly to the Somers Public Schools website (www.somers.k12.ct.us).

6

with a single grade level = **within a single grade level**

7

DBS CODE: 6154 = **Board of Education CODE 6154**

7

practice of similar = **practice on similar learning activities**

7

CMT Testing will be = **The CMT will be administered**

8

Computer . . . In addition to 25-station = **addition to two 25**

9

World Language . . two 30-minute periods
two 20 to 30 minute periods of instruction

11

DBS CODE 5113 = **Board Of Education CODE 5113**

11

DBS CODE 5113 = **Board Of Education CODE 5113**

12

DBS CODE 5113.2 = **Board of Education CODE 5113.2**

12

DBS CODE 5113.2 = **Board of Education CODE 5113.2**

Page

- 13 (last line) Change in Dismissal Routine
Change in Dismissal Routine Notice.
- 16 Student Life -No School/ Delayed Opening /Emergency Closing-This heading was moved to its proper alphabetical position .
- 17 Migrant Students - **DELETED**
- 17 Homeless Students- **DELETED**
- 18 minutes from the previous meeting will be posted outside of the school office
**minutes from the previous meeting will be posted on the districts website:
www.somers.k12.ct.us**
- 18 Care of School Property - **DELETE all that is parentheses at the end of this entry**
- 19 Beginning with the words "Certain information . . . to previous school attended."-DELETED
- 19 Last paragraph is preceded by this heading **Directory Information.**

20 Lunch

Students may purchase lunch or bring lunch from home. A hot lunch is served daily as well as a' la carte items. A monthly menu of selections is available on-line at www.somers.k12.ct.us.

Lunch / Recess Times (Replacement for original on p 21)

Students may purchase lunch or bring lunch from home. A hot lunch is served daily as well as a' la carte items. A monthly menu of selections is available on-line at www.somers.k12.ct.us. Each grade level has its own lunch wave and recess time. The grade level's lunch and recess times are determined by the administration.

22

Personal Electronic Devices (BOE Policy 5131.81)

This policy states that, "All cell phones and/or electronic devices not used for instructional purposes must be turned off during class time." The corresponding Administrative Regulation 5131.81 reads as follows:

"While certain electronic communication devices are allowed in school, the following regulations apply:

- "Walkie Talkies", portable CB radios, portable "HAM" radios, portable scanning devices, or portable games or toys that transmit a signal more than 20 ft. or through walls, shall not be allowed in the schools in any circumstances unless specific permission has been granted by the building principal or the superintendent.
- Cell phones, pagers/beepers shall be turned off during school hours and at any school sponsored events where there is a reasonable expectation of quiet attentiveness or where use of the device would cause any disruption unless there is a bona fide health or safety emergency or sanctioned educational purpose.
- Devices operated in violation of this rule shall be confiscated and not returned until, where appropriate, a parent/guardian conference has been held.
- Students found using any electronic communication device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or

examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held. Students violating this rule will be disallowed from carrying any personal communication device following the incident unless a bona fide health emergency exists.

- Students found to be using unauthorized electronic communication devices will be in violation of these rules and shall be subject to disciplinary action."

Electronic devices used without authorization will be confiscated by faculty members and given to the principal or assistant principal for return at a later time. Repeat offenders will have the device returned only to their parents or guardians and other consequences may apply. If parents or guardians need to communicate a message to students, they may do so by contacting the Main Office at 749-2270.

Revision follows:

Personal Electronic Devices

BOE Policy 5131.81 states that all cell phones and/or electronic devices not used for instructional purposes must be turned off during class time. The policy also allows for building administration to limit the use of cell phones in the building as deemed appropriate. Accordingly, the following regulations apply at Somers High School:

Cell phones, pagers and beepers shall be turned off during school hours and at any school sponsored events where there is a reasonable expectation of quiet attentiveness or where use of the device would cause any disruption unless there is a bona fide health or safety emergency or sanctioned educational purpose.

Students found using any electronic communication device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held. Students violating this rule will be disallowed from carrying any personal communication device following the incident unless a bona fide health emergency exists.

"Walkie Talkies" or portable games or toys that transmit a communication signal shall not be allowed in the schools in any circumstances unless specific permission has been granted by the building principal or the superintendent.

Electronic devices used without authorization will be confiscated by faculty members and given to the principal or assistant principal for return at a later time. Repeat offenders will have the device returned only to their parents or guardians and other consequences may apply.

If parents or guardians need to communicate a message to students during the school day, they may do so by contacting the Main Office at 749-2270.

- 24 DBS Code: 5145.12 = **Board of Education Code: 5145.12**
- 25 Cell Phones/Pagers = DELETED
- 25 **All entries under the Support Services section were arranged in alphabetical order.**
- 26 Youth Suicide Prevention = DELETED
- 27 Building Security and Internet entries were **moved to Student Life section.**
- 27 Heading for Somers Partners in Education was **DELETED and its entry was incorporated with the text for the School Volunteers and Visitors section.**

Page

28 Section on Parking - was moved to the Student Life Section.

28 Bullying

The Board of Education promotes a secure school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited. See BOE Policy 5145.12 at the end of this handbook.

Bullying/Harassment Policy (under Support Services)

The Board of Education promotes a secure school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited. See BOE Policy 5131.11 on the district's website: www.somers.k12.ct.us

28 **Sexual Harassment Policy**

The Board of Education is committed to safeguarding the right of all students with the school district to a learning environment that is free from all forms of sexual harassment. Sexual harassment does not only depend upon the offender's intention but also upon how the target perceives the behavior or is affected by it. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as school personnel. Refer to BOE Policy #5145.5 at the end of this handbook.

Sexual Harassment Policy

The Board of Education is committed to safeguarding the right of all students with the school district to a learning environment that is free from all forms of sexual harassment. Sexual harassment does not only depend upon the offender's intention but also upon how the target perceives the behavior or is affected by it. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as school personnel. Refer to BOE Policy #5145.5 on the District's website: www.somers.k12.ct.us.

28

Excerpts from the Somers Board of Education

Policy Manual

The policies listed below are a selected representation of the Somers Public Schools district policies. Access to the complete district policy manual may be obtained through our district website (www.somers.k12.ct.us/district/) located in the District menu under Central Office/BOE.

AIDS Instruction - BOE Policy 6144.1

Currently there is no cure for those infected with AIDS, but the Board of Education believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives. A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS) upon receipt of a written request for exemption from his/her parent or guardian.

Asbestos Management Plan

Asbestos Management Plans have been developed for the Somers Public Schools. We are required to notify the public of these plans. Somers High School, Mabelle B. Avery Middle School and Somers Elementary School do not contain any known asbestos materials. Anyone wishing to know more about the asbestos management program can ask to see the asbestos management plan on file at the Board of Education office.

In addition, seven pages of pages of select Somers BOE policies were all DELETED. Instead the following listing of the policies was added.

Somers BOE Policies

The policies listed below are a selected representation of the Somers Public Schools district policies. Some of the policies and regulations have been referenced and abbreviated in the handbook. Access to the complete district policy manual, along with Board of Education meeting agendas and minutes may be obtained through our district website (www.somers.k12.ct.us/district/) located in the District menu under Central Office/BOE.

AIDS Instruction - BOE Policy 6144.1

Asbestos Management Plan

Attendance and Excuses - BOE Policy 5113

Bullying - BOE Policy 5131.11

Child Abuse - BOE policy 5141.4

Cleaning Program – Names of environmentally preferable products used in the schools may be obtained from the district's business manager or director of maintenance.

Comparability of Services - BOE Policy 6161.3

Dietary Needs - BOE Policy 5141.25

Drugs/Alcohol/Tobacco - BOE Policy 5131.6

Electronic Devices - Administrative Regulation 5131.81

English Language Learners - BOE Policy 6141.31

Grading System - BOE Policy 6146.1

Graduation Requirements/Standards of Proficiency – BOE Policy 6146

Grievance Procedures (Title IX) - BOE Policy 5145.6

Health/Medical Records - BOE Policy 5125.3

Homeless Students - BOE Policy 5118

Homework - BOE policy 6154

Medication - BOE Policy 5141.21

Migrant Students - BOE Policy 6141.312

Non-Discrimination - BOE Policy 5141.4

Pesticides - BOE Policy 3516.11

Physical Restraint and Seclusion - BOE Policy 5144.1

Pledge of Allegiance - Administrative Regulation 6115

Posting of Public Notices in Schools – BOE Policy 1110.1

Promotion/Acceleration/Retention - BOE Policy 5123

Psychotropic Drug Use - BOE Policy 5141.23

Public Schools of Choice - BOE Policy 5117.1

Recruitment Policy - BOE Policy 5125

Reporting to Parents - BOE Policy 5124

Smoke Free Environment - BOE Policy 1331.1

Student Searches - BOE Policy 5145.12, Admin Reg 5145.12

Suicide Prevention - BOE Policy 5141.5

Survey of Students (Student Privacy) - BOE Policy 6162.51

Suspension/Expulsion - BOE Policy 5114

Student Records; Confidentiality - BOE Policy 5125

Sexual Harassment Policy BOE Policy 5145.5

Technology - BOE Policy 6141.321

Title I Parental Involvement - BOE Policy 6172.5

Transportation - BOE Policy 3541

Transportation Complaints/Procedures 3541.36

Use of Physical Force and Seclusion - BOE Policy 5144.1

Weapons and dangerous instruments - BOE Policy 5131.7

Youth Suicide Prevention - BOE policy 5141.5

MEMORANDUM

To: Dr. Suffredini

From: Rob Kapner

Date: 6/23/10

Re: Changes to SHS Student Handbook

Below please find a summary of the major changes made to the SHS student handbook for the 2010-2011 Academic Year. I can provide more information if needed, but I was trying to avoid having this document become too lengthy.

- Chapter headings and order were changed as follows: Items were relocated accordingly.

Former	New
Chapter 1 Student Attendance Policies	Student Attendance Policies
Chapter 2 Student Discipline Code	Academic Information
Chapter 3 Academic Information	Support Services
Chapter 4 Counseling and Career Services	Student Life
Chapter 5 Student Life	Student Discipline Code
Chapter 6 Student Activities	Board of Education Policies
Chapter 7 Policies and Procedures	N/A – this text was cut and replaced with the policy listings in Chapter 6 so current wording can be referenced from on-line policy manual.

- References to “DBS Code” were eliminated and replaced with, “BOE Policy”.
- Address changed.
- Attendance language revised to better align with BOE policy. Paragraph on vacations added as follows:

Family Vacations

With the distribution of the school calendar several months before school begins, parents are expected to make every effort to plan family vacations during scheduled school recess periods. Student absences for family vacations during regular school sessions are classified as unexcused absences. Teachers are not required to prepare work in advance of student absences for family vacations. In addition, teachers are not required to re-teach work or tutor students when they return. Teachers will, however, provide opportunities for students to make up tests, homework or other assignments missed during the absence. The obligation is with the student and parent to make necessary arrangements to complete make up work in a timely manner.

- On the third tardy to any scheduled class period in a quarter, a teacher detention will be assigned. If tardiness continues in that particular class, an office referral will be made and one-hour after school detentions will be assigned for each subsequent tardy.
- Progress reports will no longer be sent home.

Old Wording:

Report Cards and Mid-Term Reports

The high school operates on a quarterly marking system with a report card, computer generated, four times a year. The marking terms are approximately nine weeks in duration. There will be midterm reports mailed home each quarter. Students with a grade of C- or lower in a class will receive a progress report. For a grade higher than a C-, a progress report comment is optional. Grades are also accessible online via the password protected Parent Portal per published guidelines.

New Wording:

Report Cards

The high school operates on a quarterly marking system with a report card, computer generated, mailed home four times a year. The marking terms are approximately nine weeks in duration. Grades are also accessible online via the password protected Parent Portal per published guidelines.

- Suspension/Expulsion language revised to better align with BOE policy
- Teacher Detentions – wording change.

Old Wording:

Teacher Office Referrals

Teachers will handle all preliminary cases of a minor nature through their own detention & parent contacts before more serious office referrals are used. Office referrals are a second step in the discipline process after teachers have tried to resolve problems directly with the student and parent.

This paragraph added:

Teacher Detentions

Teacher detention is assigned by the teacher and served in the classroom. It is an opportunity for the teacher and student to work out a minor behavior issue that is interfering with the learning process. In most cases, the student will be given 24 hours notice. This detention assignment has precedence over all other after school activities. If the student is absent on the assigned day, it will be served on the day of his or her return. A student who fails to report for teacher detention will be assigned 2 office detentions.

- Final grades calculation change.

Old Wording:

Senior Exam Exemptions

Final examinations for seniors may be waived provided the student has a minimum class average of 87 and has the permission of the class instructor. All exemptions are handled on an individual basis. When exemptions are granted, the final quarter grade will be used for the final exam grade in calculating final grades.

New Wording:

Senior Exam Exemptions

Final examinations for seniors may be waived provided the student has a minimum class average of 87 and has the permission of the class instructor. All exemptions are handled on an individual basis. When exemptions are granted, the final average will be determined by averaging the term grades.

- Added language in Academics Chapter. **“While students will not earn credit for being student aides, they will be given equivalent “allowances” against the full-time student minimum credit load.”**
-
- Bullying language revised to better align with BOE policy
- Food allergy wording changed to include BOE Policy Language.

- Medications wording change to include handling of medications.
- Bus Regulations wording change to have consistent rules in handbooks.
- Cell phone wording changed to reflect BOE policy

Old Wording:

Personal Electronic Devices

Student use of personal electronic devices such as cell phones, I-Pods, DVD players, compact disc players, beepers, pagers, electronic games, laser pens or pointers and remote controls is prohibited in school during school hours. Electronic devices will be confiscated by faculty members and given to the assistant principal for return at a later time. Repeat offenders will have the device returned only to their parents or guardians and other consequences may apply. If parents or guardians need to communicate a message to students, they may do so by contacting the Main Office at 749-2270 (press "5", then "4").

New Wording:

Personal Electronic Devices

BOE Policy 5131.81 states that all cell phones and/or electronic devices not used for instructional purposes must be turned off during class time. The policy also allows for building administration to limit the use of cell phones in the building as deemed appropriate. Accordingly, the following regulations apply at Somers High School:

- **Cell phones, pagers and beepers shall be turned off during school hours and at any school sponsored events where there is a reasonable expectation of quiet attentiveness or where use of the device would cause any disruption unless there is a bona fide health or safety emergency or sanctioned educational purpose.**
- **Students found using any electronic communication device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held. Students violating this rule will be disallowed from carrying any personal communication device following the incident unless a bona fide health emergency exists.**
- **"Walkie Talkies" or portable games or toys that transmit a communication signal shall not be allowed in the schools in any circumstances unless specific permission has been granted by the building principal or the superintendent.**
- **Electronic devices used without authorization will be confiscated by faculty members and given to the principal or assistant principal for return at a later time. Repeat offenders will have the device returned only to their parents or guardians and other consequences may apply.**

If parents or guardians need to communicate a message to students during the school day, they may do so by contacting the Main Office at 749-2270, press "5" for SHS and "4" for the main office.

- Summer School Eligibility wording changed to reflect new BOE policy.

Old Wording:

Summer School Eligibility

Somers High School students who have failed an academic course are eligible for summer school if they have a cumulative course average of **50% or higher** or administrative approval. Students may also attend summer school if they have passed a course but did not meet the grade prerequisite for the next level course. Summer school is offered in neighboring towns and online for a fee. Information and applications are available in the Counseling and Career Center and due in June. School counselors will notify students/parents in writing of the courses for which the student is summer school eligible. Parents and students are also encouraged to call their child's counselor at the end of the year to ask about eligibility and information to begin the process promptly. Upon successful completion of the course in summer school, the grade sent to Somers High School and averaged into the final grade as a fifth quarter. The new final grade is reported on the transcript.

New Wording:

Summer School Eligibility (BOE Policy 5123.1)

The Somers Board of Education encourages students who have failed one or more courses (a grade of F) to attend summer school or enroll in an approved online course in order to complete graduation requirements. Somers High School students who have failed an academic course are eligible for summer school if they have a cumulative course average of 50% or higher or administrative approval. Students may also attend summer school if they have passed a course but did not meet the grade prerequisite for the next level course. Summer school is offered in neighboring towns and online for a fee. Information and applications are available in the Counseling and Career Center and due in June. At the end of the third term, school counselors will notify students/parents in writing of the courses for which the student is summer school eligible. Parents and students are also encouraged to call their child's counselor at the end of the year to ask about eligibility and information to begin the process promptly. A grade of C- or better will be recorded on the student's transcript as satisfactory completion of course requirements. Any summer school grade below C- will require the student to re-take the course. Summer school/online course grades will not be calculated into the GPA.

- Added the following language to Food section: This is from the BOE policy 5141.25 and now consistent with the MBA handbook.

The Board recognizes that students with documented life-threatening food allergies are considered disabled and are covered by The Disabilities Act and Public Law 93-112 and Section 504 of The Rehabilitation Act of 1973. A clearly defined "504 Accommodation Plan" shall be developed and implemented if necessary for all such identified students in which necessary accommodations are made to ensure full participation of identified students in school activities. Such plan shall be signed by the appropriate staff, the parent/guardian of the student and the student's physician, if so required.

- There were minor changes to individual items in the Disciplinary Infractions/Consequences Appendix.

SOMERS BOARD OF EDUCATION

Ninth District Road

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – June 28, 2010

Members Present: J.Formeister, B.Devlin, A.Kirkpatrick, M.Marquardt, S.Bollinger (arrived at 7:17 p.m.), J.Taylor, T.Potrikus (attended the Board of Finance meeting prior to the meeting and arrived at 7:17 p.m.)

Members Absent: D.Palmer, R.Lees

Administrators Present: M.Suffredini, P.Collin, K.Pezza, B.Boutwell (attended Board of Finance meeting prior to the meeting and arrived at 7:26 p.m.), R.Kapner, R.Riola,

Staff Present: J.MacFeat

Citizens Present: None in attendance

Students Present: None in attendance

Student Representatives: None in attendance

Others:

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:04 p.m. by Vice Chairman Formeister in the Mabelle B. Avery Middle School BOE meeting room.

2.0 PLEDGE OF ALLEGIANCE

3.0 APPROVAL OF MINUTES

3.1 June 14, 2010 Regular Meeting Minutes – It was MOVED (B.Devlin) SECONDED (J.Taylor) to approve the June 14, 2010 Board of Education regular meeting minutes as presented. PASSED 5-0

4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

5.0 CORRESPONDENCE

Dr. Suffredini reported receipt of correspondence that he will discuss in Executive Session.

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

6.1 It was MOVED (A.Kirkpatrick) SECONDED (J.Taylor) to add First Warning of DBS Code 5131.81 Cell Phones to the agenda under New Business as item 8.11. PASSED 5-0

7.0 CONSENT AGENDA

7.1 Approval of Bills 6/28/10 (\$148,656.71)

It was MOVED (B.Devlin) SECONDED (M.Marquardt) to approve the 6/28/10 Bills in the amount of \$148,656.71 as presented. PASSED 5-0

7.2 Approval of Summer Bills

It was MOVED (B.Devlin) SECONDED (M.Marquardt) to approve the payment of summer bills as requested by the Director of Business Service. PASSED 5-0

Summer warrants will be provided to the Board at the August 30th BOE meeting.

8.0 NEW BUSINESS

8.1 Second Warning/Adoption of Health Textbook for Grades 9-10

The textbook, *Lifetime Health*, was selected by the high school physical education and health teachers to be used in the grades 9-10 health classes.

Mrs. Formeister expressed concern that only part of the textbook is used; however, a whole book needs to be purchased. Director of Curriculum, K. Pezza, explained that only 30 textbooks will be purchased and will be used in the classroom for reference.

It was MOVED (B.Devlin) SECONDED (J.Taylor) to approve the Health textbook, *Lifetime Health*, for grades 9 and 10 health classes as presented. PASSED (4-1 J.Formeister opposed)

8.2 Second Warning/Approval of DBS Code: 4131 – Professional Development

This policy was revised to include the change in state law requiring a Professional Development Committee to include staff.

It was MOVED (B.Devlin) SECONDED (J.Taylor) to approve DBS Code: 4131 – Professional Development as presented. PASSED 5-0

8.3 Second Warning/Adoption of DBS Code: 5144.1 – Physical Restraint

This policy was revised to include recommended changes from C.A.B.E. Staff will be trained in the new de-escalation, psychological and physical restraint procedures in August.

It was MOVED (J.Taylor) SECONDED (B.Devlin) to approve DBS Code: 5144.1 – Physical Restraint as presented. PASSED 5-0

8.4 First Warning of DBS Code: 4121 – Substitute Teachers

The revisions made to this policy reflect the changes in state law regarding requirements for substitute teachers subbing 10 or fewer days and 40 or more days.

Second Warning/Adoption scheduled for the July 12th BOE meeting.

8.5 First Warning of DBS Code 5114 – Internal Suspension

The Policy Committee has reviewed this policy and revisions were made due to changes in the state law.

The following changes were made to this policy at this meeting: (The changes are noted in bold print.)

Second paragraph: Second to the last sentence corrected to read as follows: “Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive **to** the education process **and/or** that violates a publicized policy of the Board.” Last sentence corrected to read as follows: “Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive **to** the education process **and/or** violates a publicized policy of the Board.”

A 10. “**Martial arts weapon**” the statement “**and not limited to**” was added to before *means*.

Second Warning/Adoption scheduled for the July 12th BOE meeting.

8.6 First Warning of DBS Code: 5131.913 – Cyberbullying.

This is a new policy recommended by CAFE.

The following changes were made to this policy at this meeting:

Paragraph 6: The word “**severely**” was removed from the first sentence. The second sentence starting with “**In addition...**” was deleted.

Second Warning/Adoption scheduled for the July 12th BOE meeting.

8.7 First Warning of DBS Code: 5112.3 – Students/Dropouts

This is a new policy recommended by CAFE. The major change in this policy is that the parent or person having control of a child sixteen or seventeen years of age may consent to such child’s withdrawal from school will change to “**a child seventeen years of age**” effective with the school year beginning July 1, 2011 and each school year thereafter.

Second Warning/Adoption scheduled for the July 12th BOE meeting.

8.8 First Warning of Social Studies Curriculum

The proposed social studies curriculum represents a complete re-write of grades 7, 8, 10 and 11, with substantial changes to grades 5, 6 and 9. The curriculum has been revised to align with the new State Frameworks.

Director of Curriculum, Kathleen Pezza, explained that the new curriculum would be phased in over a three-year time period. Textbooks will be purchased when the new Social Studies Frameworks are approved by the state.

T.Potrikus expressed concern as to whether or not teachers will have the resources and professional development required to implement the new curriculum. The Board requested that Mrs. Pezza present the Board with a chart that outlines an implementation plan for rolling out the curriculum and what resources will be required.

Second Warning/Adoption scheduled for the July 12th BOE meeting.

8.9 First Warning of Grade 8 Social Studies Textbook

This First Warning was tabled and will be scheduled for a future BOE meeting.

8.10 Approval of Paraprofessional/Job Coach Job Description

The Board approved the Transition Program for Students 18-21 at their June 14, 2010 meeting. This program requires two staffing positions: A special education teacher and paraprofessional/job coach. The duties and responsibilities of the paraprofessional/job coach serving in this capacity differ from other paraprofessional positions. A job description was written to specify the requirements needed for this new position.

It was MOVED (B.Devlin) SECONDED (J.Taylor) to approve the Paraprofessional/Job Coach Job Description as presented. 6-0 (T.Potrikus abstained)

- 8.11** First Warning of DBS Code 5131.81 - Cell Phones
The Policy Committee recommends adding the following sentence to the existing policy:
"The building administration reserves the right to limit the use of cell phones in the building where ever they deem appropriate".

Second Warning/Adoption scheduled for the July 12th BOE meeting.

9.0 OLD BUSINESS

10.0 ADMINISTRATIVE REPORTS

- 10.1** Facilities Status Report
Mr. MacFeat and Mr. Boutwell updated the Board on the projects that have been accomplished throughout this past year.

Mr. MacFeat reported that 80% of the projects requiring funding from CIP are done and will be completed when CIP funding becomes available.

The carpet in the elementary school media center will be replaced in August.

Mr. MacFeat reported that a Green Cleaning policy has been approved by the state and will be presented to the Board of Education in October for adoption. Green cleaning will be implemented in 2011 and will have an impact on the 2011-2012 budget.

Although several projects were completed over the past year, there are still several projects that need to be addressed. Many of these projects are currently cosmetic in nature; however, if not corrected, could become bigger issues. T.Potrikus requested a list of the projects that need to be done.

Mr. MacFeat explained that the ConServ light audit was done at each building three years ago. This project involves changing the wattage of the fluorescent lights and installing sensors that turn the lights off when an area is unoccupied. This system was tested out at the elementary school and worked very well. This system will be installed at the middle and high schools this year. Mr. MacFeat reported that the payback for this project would be three and half years.

Mr. MacFeat explained the responsibilities of the maintenance staff that has been reduced from three to two. Mr. Boutwell presented a spreadsheet showing the number of custodians per square footage for each building. The spreadsheet also shows the building maintenance budgets overtime.

10.2 Update on 2009-2010 Budget

Mr. Boutwell reported that all budget concerns have been addressed. The final payroll for 2009-2010 occurred on June 25th. Mr. Boutwell anticipates ending the year in the positive.

A. Kirkpatrick requested a list of the textbooks that will be ordered during the summer out of the textbook accounts.

10.3 Student Handbooks

The student handbook for each school has been revised and the Board of Education policies cited have been updated. It was the consensus of the Board that the schools could move forward with the printing of their handbooks as revised.

11.0 COMMITTEE REPORTS

11.1 Budget

Mr. Boutwell and Mr. Potrikus attended this evening's Board of Finance meeting. The Board of Finance requested that the Board of Education add a line called "unfunded obligations" or something similar to the school's 2010-2011 approved budget to represent the \$125,000 that was cut from the budget.

A town meeting is required to approve restoring money to the budget. Dr. Suffredini expressed concern over this situation and informed the Board that they needed to consider a plan to deal with this change.

11.2 Curriculum – No report

11.3 Policy

A meeting is scheduled for August 12th at 7:00 p.m.

11.4 Salary & Negotiations – No report

11.5 Planning Committee – No report

11.6 Other Committees – No report

12.0 OTHER

Dr. Suffredini distributed the agenda for the July 8th BOE Retreat.

13.0 EXECUTIVE SESSION –

It was MOVED (T.Potrikus) SECONDED (M.Marquardt) to move into Executive Session at 9:18 p.m. for discussion of legal matters. PASSED 7-0

The Board came out of Executive Session at 9:42 p.m.

14.0 ADJOURNMENT

It was MOVED (B.Devlin) SECONDED (J.Taylor) to adjourn the regular meeting of the Somers Board of Education at 9:43 p.m. PASSED 7-0

Respectfully submitted,

Rick Lees, Jr., Secretary
Joan Jaquith, Recording Secretary

These minutes are not official until approved at a subsequent meeting.