

BOE Meeting Template
Monday, December 12, 2011 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 2
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
 1. Approval of Bills 7
 2. Retirement Notification (D. Shaw) 13
Debra Shaw, SES preschool teacher, has submitted her intent to retire at the end of the 2011-2012 school year. Ms. Shaw has been employed by the district since March, 1981.
8. NEW BUSINESS
 1. Approval of Electives/Curriculum Changes 14
The approval of electives and curriculum changes will be presented by Mr. Cotzin and Ms. Pezza. They will be available to answer any questions board members may have.
 2. 2012-2013 Budget Draft 21
The Superintendent and Director of Business Services will give an overview of the 2012-2013 budget draft. Board members will have an opportunity to make recommendations on the drafted budget.
 3. Second Warning/Adoption of DBS Code 3524.2 - Green Cleaning Program 25
The Policy Committee is presenting this new policy which has been recommended by CABE and revised following the 11/28/11 board meeting.
 4. Second Warning/Adoption of DBS Code: 5114 - Suspension and Expulsion/Due Process 26
This policy was revised and adopted in 7/10 as recommended by CABE. The legislature has added two changes to the current policy. Therefore, the Policy Committee has reviewed the changes as recommended by CABE and is requesting board approval.
 5. Second Warning/Adoption of DBS Code: 5131.911 & Admin. Reg. - Bullying 38
The Policy Committee has reviewed the changes recommended by CABE and is presenting both the policy and the administrative regulations to the board for approval.
 6. Second Warning/Adoption of DBS Code: 5131.913 - Cyberbullying 67
The Policy Committee is presenting this new policy for board approval as recommended by CABE.
9. OLD BUSINESS
10. ADMINISTRATIVE REPORTS
11. COMMITTEE REPORTS
 1. Budget
 2. Curriculum
 3. Policy
 4. Salary & Negotiations
 5. Planning
 6. Other Committees
12. OTHER
13. ADJOURNMENT 70

SOMERS BOARD OF EDUCATION

1 Vision Boulevard

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – November 28, 2011

Members Present: D.Palmer, R.Lees, M.Cicciarella, B.Devlin, J.Formeister (arrived at 8:09 p.m.), A.Kirkpatrick, S.Bollinger (arrived at 7:02 p.m.), M.Maniscalco, D. Pinney

Members Absent:

Administrators Present: M.Suffredini, B.Bunnell, K.Pezza, B.Boutwell, S.Muirhead, R.Kapner, R.Riola, G.Cotzin

Staff Present: K.Regan

Citizens Present: R.DeFilipi

Students Present: D.DeFilipi

Others:

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:00 p.m. by Dr. Suffredini in the Mabelle B. Avery Middle School BOE meeting room.

2.0 PLEDGE OF ALLEGIANCE

3.0 ELECTION OF OFFICERS

Dr. Suffredini opened the floor for nominations for Chairman of the Board.

- A.Kirkpatrick nominated David Palmer for Chairman of the Board, seconded by B.Devlin. There were no other nominations. David Palmer was elected Board Chairman by a vote of 6-0.

Chairman Palmer opened the floor for nominations for Vice Chairman of the Board.

- B.Devlin nominated Joan Formeister for Vice Chairman of the Board, seconded by A.Kirkpatrick. There were no other nominations. Joan Formeister was elected Board Vice Chairman by a vote of 6-0.

Chairman Palmer opened the floor for nominations for Secretary of the Board.

- B.Devlin nominated Rick Lees as Secretary of the Board, seconded by M.Cicciarella. There were no other nominations. Rick Lees was elected Secretary of the Board by a vote of 6-0.

4.0 APPROVAL OF MINUTES

November 14, 2011 Meeting – It was MOVED (A.Kirkpatrick) SECONDED (S.Bollinger) to approve the November 14, 2011 Board of Education meeting minutes. PASSED 7-0

5.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

New BOE Member D.Pinney addressed the Board with a letter of his resignation effective immediately. D.Pinney regretfully stated that he is unable to be a commissioner of Somers Housing Authority while serving on the Board of Education. He thanked the Board for their understanding.

5.1 Guidance Annual Report/Alternative Education Report

Somers High School Principal, Gary Cotzin, along with Somers High Guidance Counselor, Karen Regan, presented an overview of the high school counseling and alternative education programs.

K. Regan reported on the initiatives that the Somers High Counseling and Career Center staff is involved in this year. Looking at the college admission process, a main focus is making Somers students stand out and highlighting their attributes. A survey was taken with college administration representatives to find out the most important aspects that colleges look at and results were shared. The three main fields were GPA, SAT scores, and the rigor of courses taken.

K.Regan reported that Somers High School Guidance Counselor L.Grenier focused her involvement at viewing SAT scores. A grant through the Somers Education Foundation, requested by L.Grenier, aids students for 18 months of free SAT Prep. Through this preparation program, students are able to take the initial test and have their areas of need pinpointed. Currently, only 10% of students at Somers High School are taking the SAT Prep program. K.Regan noted hopes of having another influx as feedback has been excellent.

Another area of importance is material and display of the Somers High School profile. K.Regan noted that the profile has been updated for 2011-2012 to reflect highlighting material of importance such as accreditation, community and school, courses offered, special programs, class rank and course weight, and SAT summaries. K.Regan also noted that the English department has been working vigorously with students to develop their personal essays and writing expression.

G.Cotzin updated the Board on the Alternative Education program at Somers High School. The program started during the 2008/2009 school year with the average number of students in the program each year since inception is 11. Current enrollment is as follows: two freshman, four sophomores, one junior and four seniors. It is run as a full day program and students are required to remain in school until 2:15 p.m. unless they are part of the work-study program and currently work at a job site. Students can earn up to 2 credits for this program – one credit awarded for job site and the other for class time. Currently, five students are doing both components of the work-study program and five students are earning class time credit only.

Students can earn credits in English, Science, Social Studies, Math, and various electives. Some students are enrolled in mainstream elective classes during periods 1 and 2 then report to the alternative education classroom for the remainder of their day. G.Cotzin noted that this option continues to prove success in expanding the curriculum. ALEKS, an online math program, is still offered to students who need Geometry or Algebra credit. G.Cotzin discussed that this program has been very successful and vital for some students, and the only issue within the program would be attendance.

6.0 CORRESPONDENCE

Chairman Palmer received an email from a Somers parent regarding Tri-Town Hockey's request for financial support from the Board. Dr. Suffredini noted that he is creating a budget for cooperative sports and will share this information with the Board once the budget is complete.

7.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

8.0 CONSENT AGENDA

8.1 Approval of Bills 11/28/2011 (\$130, 801.31)

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to approve the 11/28/11 Bills in the amount of \$130,801.31 as presented. PASSED 7-0

8.2 Request for Child-Rearing Leave (D.Senecal)

D.Senecal, a Somers Elementary School Grade 5 teacher, is requesting a child-rearing leave from approximately March 24,2012 through the end of the 2011-2012 school year following her maternity leave.

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to approve Somers Elementary School Grade 5 teacher D.Senecal's request for child-rearing leave as presented. PASSED 7-0

9.0 NEW BUSINESS

9.1 SHS Field Trip Request

Somers High School Social Studies teacher Mr. Goduti requested approval of a field trip to Washington, D.C. for approximately 40 students on May 19 – May 21, 2012. This trip is a culminating part of the AP curriculum as students will take the AP exam on May 11, 2012 and then go to D.C. the following weekend. They will be exposed to the history of the nation from Capitol Hill to the Smithsonian, visiting Arlington National Cemetery and the Vietnam, Korean, and Iwo Jima Memorials. The tour is coordinated by School Tours of America. This will be Somers High School's 3rd year doing the Washington, D.C. field trip, as it has been very successful. Mr. Goduti also does a blog where parents are able to follow the trip.

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to approve the Somers High School Washington, D.C. field trip request as presented. PASSED 7-0

9.2 Approval of Long-Range Plan

The Long Range Planning Committee reviewed all requests submitted by administration for a new Long-Range Plan. An Executive Summary was drafted and presented to the Board. A formal Long-Range Plan will be revised and presented to the Board at a later date. Plans to present the Long Range Plan Executive Summary to the Board of Finance will be discussed at the next BOE meeting.

It was MOVED (M.Cicciarella) SECONDED (B.Devlin) to approve the new Long-Range Plan as presented. PASSED 7-0

9.3 Approval of Electives/Curriculum Changes at Somers High School

Director of Curriculum, K.Pezza, and Somers High School Principal, G.Cotzin, presented to the Board changes to curriculum and electives. K.Pezza updated the Board regarding the reorganization of the art department and streamlining courses. Business courses were updated to reflect changes in the business community as course descriptions changed reflecting such. One example of this is Computer Applications for Personal Finance, a hybrid course with Personal Finance topics teaching various computer skills in order to learn computer proficiency and finance.

A new TIDE course was presented as Robotics, a half credit course learning the assembly and computer-programming portion of robotics.

World Language courses were renamed and/or split to reflect what is already happening within scheduling. Some changes were just word change revisions to better describe

language courses or changes in prerequisite grades for class entry. French 1/1B was combined for fuller enrollment, as it is an introductory course to French.

It was MOVED (J.Formeister) SECONDED (M.Cicciarella) to approve the elective/curriculum changes at Somers High School as presented. PASSED 8-0

- 9.4** First Warning of DBS Code 3524.2 – Green Cleaning Program
The Policy Committee presented this new policy, which has been recommended by CABE. A second warning will be on the December 12th BOE meeting agenda.
- 9.5** First Warning of DBS Code: 5114 – Suspension and Expulsion/Due Process
This policy was revised and adopted in June 2010 as recommended by CABE. The legislature has added two changes to the current policy. The Policy Committee has reviewed the changes as recommended by CABE and presented it to the Board. The second warning will be on the December 12th BOE meeting agenda.
- 9.6** First Warning of DBS Code 5131.911 & Admin. Reg. – Bullying
The Policy Committee has reviewed the changes recommended by CABE and presented both the policy and the administrative regulations to the Board. Second warning will be on the December 12th BOE meeting agenda.
- 9.7** First Warning of DBS Code 5131.913 – Cyberbullying
The Policy Committee presented this new policy, which has been recommended by CABE. A second warning will take place at the December 12th BOE meeting agenda.

Any questions regarding the above policies should be directed to the BOE Policy Committee.

10.0 OLD BUSINESS - None

11.0 ADMINISTRATIVE REPORTS

- 11.1** District Pension Plan
Superintendent Dr. Suffredini and Director of Business, B.Boutwell, met with Mr. Roy Caso of MassMutual and Senior VP Brandon Hutchins of St. Germain Investments regarding the district pension plan. Dr. Suffredini stated that the Board needs to reform the Pension Advisory Committee made up of three members or more or less as indicated in Appendix B of the Somers Educational Secretarial Assembly contract. Dr. Suffredini also stated that Mr. Caso and Mr. Hutchins will attend a Board meeting in January of 2012 to discuss the pension plan. They will also meet with all members of the district pension plan once these initial tasks are completed.

12.0 COMMITTEE REPORTS

Minutes will be taken at all subcommittee meetings.

- 12.1** Budget – A timeline was presented to the Board. A budget packet for review will be presented to the Board at the December 12th BOE meeting.
- 12.2** Curriculum – The Curriculum Committee met tonight and hope to meet again before the December 12th BOE meeting.
- 12.3** Policy – The Policy Committee have two more policies to present for first warning that will be presented in the near future.

12.4 Salary & Negotiations – No Update

12.5 Planning Committee – No Update

12.6 Other Committees
Technology Ad Hoc Committee – No Report

13.0 OTHER

Chairman Palmer addressed the Board regarding Committee Assignment designation. Chairman Palmer asked the Board to kindly email him their desire for subcommittee assignments over the course of the next week or so as he will meet with Vice-Chair J.Formeister regarding assignments. New assignments will be emailed out to the Board before the December 12th BOE meeting.

Board Member A.Kirkpatrick addressed the Board regarding the NSBA (National School Board Association) convention, taking place April 21 – April 23, 2012 in Boston, MA. A.Kirkpatrick expressed interest in attending as the Board agreed to send a member to this national convention.

14.0 ADJOURNMENT

It was MOVED (B.Devlin) SECONDED (M.Maniscalco) to adjourn the regular meeting of the Board of Education at 9:00 p.m. PASSED 8-0

Respectfully submitted,

Rick Lees, Jr., Secretary
Leah Cook, Recording Secretary

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

Somers Board of Education General Budget Treasury Warrant


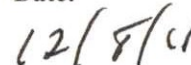
Report # 14892

Check Batch: 5373
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP GB
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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Approved by:

Date:

William B. Boutwell, Director of Business Services

5373	3792	12/12/2011	V58674	Administrator, Unemployment Compensation	0.00	3,905.00
	3793	12/12/2011	V02185	Allston Supply Co. Inc.	0.00	1,740.00
	3794	12/12/2011	V52670	Amazon	0.00	1,053.67
	3795	12/12/2011	V52306	Ameripride Linen and Apparel Services	0.00	62.12
	3796	12/12/2011	V60064	Angeloni Refrigeration, Inc.	0.00	168.40
	3797	12/12/2011	V60041	Anthem BCBS	0.00	212,062.53
	3798	12/12/2011	V02141	Apple Inc.	0.00	17.00
	3799	12/12/2011	V02406	Billings Sports, Inc.	0.00	512.50
	3800	12/12/2011	V60574	CLG Electric LLC	0.00	1,040.00
	3801	12/12/2011	V00167	Colonial Flower Shop	0.00	62.00
	3802	12/12/2011	V60608	Connecticut Medical Supply	0.00	31.00
	3803	12/12/2011	V60006	Connecticut Valley Biological	0.00	55.11
	3804	12/12/2011	E00074	Cormier, Susan	0.00	92.00
	3805	12/12/2011	E00076	Cotzin, Gary	0.00	203.69
	3806	12/12/2011	V60205	CPI Qualified Plan Consultants, Inc.	0.00	28.00
	3807	12/12/2011	V00204	CREC	0.00	23,099.40
	3808	12/12/2011	E00079	Cunningham, Ed	0.00	12.21
	3809	12/12/2011	V00236	Demco, Inc.	0.00	132.96
	3810	12/12/2011	V60105	Design Workshop, Inc	0.00	525.10
	3811	12/12/2011	V60550	Devereux Glenholme	0.00	9,741.00

Somers Board of Education General Budget Treasury Warrant

Report # 14892

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	3812	12/12/2011	E00091	Dewey, Linda	0.00	27.10
	3813	12/12/2011	V60089	Dime Oil Company	0.00	14,828.61
	3814	12/12/2011	E00096	Duffy, Margaret	0.00	50.00
	3815	12/12/2011	V54168	First Student, Inc	0.00	321.45
	3816	12/12/2011	V00314	Follett Library Resources	0.00	748.12
	3817	12/12/2011	V01830	Gerry's Music Shop, Inc.	0.00	1,456.00
	3818	12/12/2011	V54081	Graduate Pest Solutions, Inc.	0.00	288.00
	3819	12/12/2011	V53525	H&H Service, LLC	0.00	94.00
	3820	12/12/2011	V60090	High Grade Gas Service, Inc	0.00	1,676.95
	3821	12/12/2011	V21177	Home Depot CRC	0.00	157.50
	3822	12/12/2011	V00891	Hm Receivables Co LLC	0.00	775.50
	3823	12/12/2011	V02093	JCN Services	0.00	2,239.00
	3824	12/12/2011	V02625	K & S Distributors	0.00	272.81
	3825	12/12/2011	E00163	Kapner, Rob	0.00	15.54
	3826	12/12/2011	V02035	Lloyd's Power Equipment	0.00	23.28
	3827	12/12/2011	V02898	MagnaKleen Services	0.00	325.50
	3828	12/12/2011	V52107	Major Electric Supply	0.00	118.45
	3829	12/12/2011	V60605	Mikey D's Lawn Care	0.00	3,150.00
	3830	12/12/2011	E00234	Morrow, Jim	0.00	195.78
	3831	12/12/2011	V02000	Music in Motion	0.00	79.85
	3832	12/12/2011	V60515	Musician's Friend, Inc	0.00	594.94
	3833	12/12/2011	V02444	Nelson Jr PHD, W. J.	0.00	2,600.00
	3834	12/12/2011	V60104	Nixon Company Inc., The	0.00	249.00
	3835	12/12/2011	V02825	PAR, Inc	0.00	596.16
	3836	12/12/2011	V60186	PC Mall Gov	0.00	268.90
	3837	12/12/2011	V53849	NCS Pearson, Inc.	0.00	150.00
	3838	12/12/2011	V60568	Pediatric Services of America Inc	0.00	371.25
	3839	12/12/2011	V02014	Pyramid School Products	0.00	401.66
	3840	12/12/2011	V60414	Quill Corporation	0.00	175.50
	3841	12/12/2011	V00994	Rolf Engineering Inc	0.00	805.00
	3842	12/12/2011	V00615	Scholastic, Inc.	0.00	808.13
	3843	12/12/2011	V60259	School Nurse Supply Inc.	0.00	56.15
	3844	12/12/2011	V01292	School Specialty, Inc.	0.00	583.36
	3845	12/12/2011	E00300	Selley, Su	0.00	200.00
	3846	12/12/2011	V60031	SNE Building Systems	0.00	2,044.00
	3847	12/12/2011	V02404	Somers Ace Hardware	0.00	350.22
	3848	12/12/2011	V00886	Somers Lunch Program	0.00	10.50

Somers Board of Education General Budget Treasury Warrant

Report # 14892

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	3849	12/12/2011	V00548	Somers Sanitation Service, Inc.	0.00	1,249.70
	3850	12/12/2011	V01591	Town of Somers	0.00	8,067.63
	3851	12/12/2011	V02129	Sonitrol	0.00	521.19
	3852	12/12/2011	V60354	Steam Way	0.00	105.00
	3853	12/12/2011	V00547	Sullivan, Schoen, Campane & Connon, LLC	0.00	50.00
	3854	12/12/2011	E00325	Suzor, Ray	0.00	192.59
	3855	12/12/2011	V60394	SWAN Associates Inc	0.00	464.00
	3856	12/12/2011	M02015	T. J. Conway Company	0.00	2,931.90
	3857	12/12/2011	V60356	TPC Associates, Inc	0.00	257.50
	3858	12/12/2011	V53945	Transcanda Power Marketing LTD	0.00	12,026.71
	3859	12/12/2011	V01638	Tree House, The	0.00	1,123.95
	3860	12/12/2011	M53099	Tull Brothers, Inc.	0.00	1,415.00
	3861	12/12/2011	V53987	U.S. Bancorp Equipment Finance, Inc	0.00	1,661.67
	3862	12/12/2011	V53926	Ultimate Office	0.00	106.92
	3863	12/12/2011	V21164	Unum Life Insurance Company of America	0.00	3,829.57
	3864	12/12/2011	E00336	Vamvilis, Kathleen	0.00	57.38
	3865	12/12/2011	V54059	Verizon Wireless	0.00	513.68
	3866	12/12/2011	V53413	W. B. Mason	0.00	317.80
	3867	12/12/2011	E00342	Walker, Alan	0.00	331.34
	3868	12/12/2011	A00063	Wesolowski, Mary Ann	0.00	80.07
	3869	12/12/2011	V00882	West Music Company	0.00	116.86
	3870	12/12/2011	V01445	Whalley Computer Associates	0.00	659.75
Totals:					0.00	\$327,732.11

79 Checks Listed.

Somers Board of Education General Journal Register

Report # 14891
Batch: 5341
Transaction: N/A
Show Summary Only: Yes

Batch # 5341	Control Total \$327,732.11	Status Posted	Created By lbergamini	Created On 12/05/2011	Last Updated By lbergamini	Last Updated On 12/08/2011
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General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
December, 2012						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			323,921.12	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	323,921.12
		Total Generated Distributions			\$323,921.12	\$323,921.12
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			930.60	0.00
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	328,662.71
	10-100-2-2-16-242-611-01-5-00722	K-5 - LANGUAGE ARTS SUPPLIES			208.35	0.00
	10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES			196.71	0.00
	10-100-2-2-26-220-641-01-5-00105	K-5 - LANGUAGE ARTS TEXTBOOK			599.78	0.00
	10-100-2-3-08-243-611-01-5-00255	MA - FOREIGN LANGUAGE WORKBOOK			274.20	0.00
	10-100-2-3-14-220-641-01-5-01140	MA - REPLACEMENT TEXTS			1,431.90	0.00
	10-100-2-3-14-220-641-01-5-01140	MA - REPLACEMENT TEXTS			0.00	930.60
	10-100-2-3-20-242-611-01-5-00172	MA - MUSIC SUPPLIES			1,456.00	0.00
	10-100-2-4-04-242-611-01-5-00176	HS - BUSINESS ED SUPPLIES			635.96	0.00
	10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			1,174.18	0.00
	10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			524.40	0.00
	10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES			147.11	0.00
	10-100-2-4-38-220-641-01-5-01642	HS - RESTAURANT MGMT			204.96	0.00
	10-100-2-4-46-242-611-01-5-00229	HS - SCHOOL TO CAREER SUPPLIES			50.00	0.00
	10-100-2-4-99-242-611-01-5-00809	HS - RENAISSANCE PROGRAM			13.28	0.00
	10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			171.90	0.00
	10-100-2-5-44-242-611-03-5-00222	SW - A.V. SUPPLIES			719.46	0.00
	10-120-9-9-98-241-611-01-5-00160	SP ED - GENERAL SUPPLIES			175.50	0.00
	10-120-9-9-98-243-611-01-5-01002	SP ED - TESTING			746.16	0.00
	10-120-9-9-98-251-580-05-5-00273	SP ED - DIRECTOR'S TRAVEL			50.00	0.00
	10-120-9-9-98-955-330-02-5-01117	SP ED-INDEPENDENT EVALUATIONS			2,600.00	0.00
	10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES			371.25	0.00
	10-210-2-9-32-242-611-02-5-00225	SW - SOCIAL WORK SUPPLIES			27.10	0.00
	10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			56.15	0.00
	10-221-1-3-50-251-580-05-5-00264	MA - PRINCIPAL'S TRAVEL			15.54	0.00

Somers Board of Education General Journal Register

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
5341	\$327,732.11	Posted	lbergamini	12/05/2011	lbergamini	12/08/2011
		SW - EXTERMINATING			288.00	0.00
		SW - ELECTRICAL SUPPLIES			118.45	0.00
		HS - FUEL #2			14,828.61	0.00
		K-5 - ELECTRICITY			3,193.81	0.00
		MA - ELECTRICITY			3,602.77	0.00
		HS - ELECTRICITY			5,230.13	0.00
		MA - PROPANE GAS		Yes	1,676.95	0.00
		SW - MAINTENANCE CONTRACTS			1,326.19	0.00
		BUS FUEL			7,888.90	0.00
		SW - GASOLINE SCHOOL VEHICLES		Yes	178.73	0.00
		HS - BAND TRAVEL			321.45	0.00
		DENTAL			11,789.45	0.00
		L.T.D.		Yes	3,829.57	0.00
		UNEMPLOYMENT INSURANCE			3,905.00	0.00
		SW - HEALTH MAINTENANCE ORG.			54,857.64	0.00
		SW - PREFERRED PROVIDER ORG.			142,548.80	0.00
		SW - HEALTH SAVINGS ACCOUNT			2,866.64	0.00
		MA - OFFICIALS			80.07	0.00
		HS - ATHLETIC SUPPLIES			512.50	0.00
		HS - ATHLETIC AWARDS			249.00	0.00
		SPED - CREC RIVER STREET			23,099.40	0.00
		SP ED - TUITION			9,741.00	0.00
					<u>329,593.31</u>	<u>329,593.31</u>
					<u>\$653,514.43</u>	<u>\$653,514.43</u>
					<u>\$653,514.43</u>	<u>\$653,514.43</u>

246 Transactions Listed.

December 2, 2011

Dr. Suffredini,

This letter is to inform you of my intent to retire at the end of the 2011/2012 school year. It has been a privilege and honor to have worked in the Somers school system as a speech pathologist and, most recently, as a preschool teacher for over 30 years. Staff and students alike have left an indelible mark on my heart. It is hard to leave this job that I love so much, but it is time for me to pursue a different calling. I leave with the fondest of memories.

Sincerely,

A handwritten signature in cursive script that reads "Debra Shaw". The signature is fluid and elegant, with a long, sweeping tail on the final letter.

Debra Shaw

UConn Early College Experience Program

What is UConn Early College Experience?

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. Students benefit by taking college courses in a warm setting that is both familiar and conducive to learning.

High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UConn ECE courses.

Course Recognition

The majority of students who have taken University of Connecticut courses through UConn Early College Experience have successfully transferred their UConn credits to the college/universities of their choice. UConn ECE students are considered non-degree students at the University of Connecticut and have an official University transcript indicating their coursework. Students do not need to attend the University of Connecticut to have their courses recognized. While the University of Connecticut cannot guarantee course recognition on behalf of another University, it strives to make the transfer of credits from one institution to another as simple as possible.

Students must receive a grade of C or above in any UConn ECE course to receive course credit. Any grade below a C will automatically transfer to an audit on a student transcript. Students do not receive credit for audited courses.

Currently we will be applying for:

US History
Calculus
English

Additionally, we may be applying for:

Chemistry
Biology

Work Education Seminar

Grades 11-12

Full Year

1 Credit

Level 2

Prerequisite: Recommendation of Teacher

Description: This course is designed to provide Special Education students with an understanding of the world of work and assist them with the transition from High School to post-school employment, education, community participation, and independent living. The content of the course will include activities for the students to identify their interests and match them to a variety of career options or career clusters. Careers will be explored through research as well as work experience opportunities. Also included in the course will be the opportunity for students to develop the skill and knowledge necessary for locating, applying, and interviewing for jobs to secure employment in the community. The course will include critical information regarding accessing adult service providers, such as; DDS, BRS, and disability services at the college level. Another piece to the course will be the opportunity for students to develop strong self-advocacy skills by increasing their knowledge of their own disability, strengths, and weaknesses. Other areas of concentration included in this course are; relating to others, money management, consumerism, housing, food choices and preparation, clothing, and health care.

World Language

The primary goal of the world language program is to provide students with the skills to communicate in at least one language other than English, to increase their knowledge and understanding of other cultures, as well as their understanding of the nature of language. Students will expand their knowledge of other disciplines through their study of language and culture, and participate in multilingual communities and contexts. A multimedia approach is used in the acquisition, demonstration and assessment of World Language skills.

Although the completion of world language courses are not required for high school graduation, most colleges and universities suggest the completion of a minimum of two years of world language study for admission. (Three years are strongly recommended.)

382	French 1/1B	393	Spanish 1A
		383	Spanish 1B
372	French 2	377	Spanish 2
	French 2B		Spanish 2B
373	French 3	378	Spanish 3
	French 3B		Spanish 3B
374	French 4	380	Spanish 4
	French 4B		Spanish 4B
375	French 5	381	Spanish 5

382 French 1/1B

Grades 9-12

Full Year

1 Credit

Level 1

Prerequisite: None

Description: This is course is the introduction to the French Language and provides students who successfully completed French 1A at the middle school a review of basic French concepts before continuing on to the remainder of French 1/1B. Upon successful completion of 1B, students may go on to French 2 or French 2B.

372 French 2 B

Grades 9-12

Full Year

1 Credit

Level 2

Prerequisite: Successful completion of French 1B or French 1

Description: The students expand their knowledge of basic grammatical structures and vocabulary, increasing proficiency in listening, speaking, reading and writing French in order to communicate in a wide range of situations. They will use authentic materials featuring native speakers and French cultural topics. Students in this course will continue to build the language foundation acquired in beginning French 1B course and will use materials and methods similar to those of French 2. However, the pace will be slower in order to allow students the opportunity to practice and improve their skills.

French 2

Grades 9-12

Full Year

1 Credit

Level 2

Prerequisite: B in French 1 or B+ in French 1B and teacher recommendation.

Description: The students expand their knowledge of basic grammatical structures and vocabulary, increasing proficiency in listening, speaking, reading and writing French in order to

communicate in a wide range of situations. They will use authentic materials featuring native speakers and French cultural topics. Students in French 2 will prepare additional presentations and read more challenging selections than students in French 2B. There will also be more emphasis on grammar.

French 3B

Grades 10-12

Full Year

1 Credit

Level 3

Prerequisite: Successful completion of French 2B or French 2

Description: The focus is on productive language skills as students review and increase knowledge of French grammar and vocabulary. There is emphasis on oral and written exercises, original dialogues, composition, selected readings, and discussions. Cultural components are introduced through authentic materials including newspapers, magazines, videos, and television. Students in this course will continue to build the language foundation acquired in French 2B using materials and methods similar to those of French 3. However, the pace will be slower in order to allow students the opportunity to practice and improve their skills.

373 French 3

Grades 10-12

Full Year

1 Credit

Level 3

Prerequisite: B in French 2 or B+ in French 2B and teacher recommendation.

Description: The focus is on productive language skills as students review and increase knowledge of French grammar and vocabulary. There is emphasis on oral and written exercises, original dialogues, composition, selected readings, and discussions. Cultural components are introduced through authentic materials including newspapers, magazines, videos, and television. French 3 students will prepare additional presentations and read more challenging selections. They will also study grammar with more emphasis than the French 3B level.

French 4B

Grades 11-12

Full Year

1 Credit

Level 4

Prerequisite: Successful completion of French 3B or French 3

Description: Students review and expand grammar and vocabulary. Reading selections and other course material enhance cultural understanding. There is an emphasis on oral expression. Students in this course will continue to build the language foundation acquired in French 3B using materials and methods similar to those of French 4. However, the pace will be slower in order to allow students the opportunity to practice and improve their skills.

374 French 4 Honors

Grades 11-12

Full Year

1 Credit

Level 4

Prerequisite: B+ in French 3 or A- in French 3B and teacher recommendation.

Description: Students review and expand grammar and vocabulary. Reading selections and other course material enhance cultural understanding. There is an emphasis on oral expression and writing using advanced French grammar. French 4 students will prepare additional presentations and read more challenging selections. They will also study grammar with more emphasis than the French 4B level.

375 French 5 Honors

Grade 12 Full Year 1 Credit Level 4

Prerequisite: B+ in French 4 or in French 4B and teacher recommendation.

Description: This course places a major emphasis on complete communication in French. Students refine their oral, listening, and writing skills using advanced grammar, selections written for native speakers, presentations and short novels.

393 Spanish 1A

Grades 9-12 Full Year 1 Credit Level 1

Prerequisite: None

Description: Students learn basic communication skills, based on the grammar and vocabulary presented in the text. These skills are enhanced by oral and written exercises, directed classroom conversation and dialogues, short original dialogues, short original compositions and selected readings. All activities are planned with the objective of learning about the many cultures of Hispanic countries through authentic sources and building both oral and written proficiency. This course is followed by Spanish Level 1B.

383 Spanish 1B

Grades 9-12 Full Year 1 Credit Level 1

Prerequisite: Successful completion of Spanish 1A or Spanish 1

Description: This is a continuation of Spanish 1A. The combination of these two courses is the equivalent of a full year Level 1 course. Upon successful completion of 1B, students may go to Spanish 2 or Spanish 2B.

Spanish 2 B

Grades 9-12 Full Year 1 Credit Level 2

Prerequisite: Successful completion of Spanish 1 or Spanish 1B

Description: The students expand their knowledge of basic grammatical structures and vocabulary increasing proficiency in listening, speaking, reading, and writing Spanish in order to communicate in a wide range of situations. They will use authentic materials featuring native speakers and Hispanic cultural topics. Students in this course will continue to build the language foundation acquired in beginning Spanish 1B course using materials and methods similar to those of Spanish 2. However, the pace will be slower in order to allow students the opportunity to practice and improve their skills.

Spanish 2

Grades 9-12 Full Year 1 Credit Level 2

Prerequisite: B in Spanish I or B+ in Spanish 1B and teacher recommendation.

Description: The students expand their knowledge of basic grammatical structures and vocabulary increasing proficiency in listening, speaking, reading, and writing Spanish in order to communicate in a wide range of situations. They will use authentic materials featuring native speakers and Hispanic cultural topics. Spanish 2 students will prepare additional presentations and read more challenging selections. They will also study grammar with more emphasis than the Spanish 2B level.

Spanish 3 B

Grades 10-12

Full Year

1 Credit

Level 3

Prerequisite: Successful completion of Spanish 2B or Spanish 2

Description: The focus is on productive language skills as students review and increase knowledge of Spanish grammar and vocabulary. There is emphasis on basic oral and written proficiency. Cultural components are introduced through authentic materials including newspapers, magazines, videos, and television. Students in this course will continue to build the language foundation acquired in Spanish 2B course using materials and methods similar to those of Spanish 3. However, the pace will be slower in order to allow students the opportunity to practice and improve their skills.

378 Spanish 3

Grades 10-12

Full Year

1 Credit

Level 3

Prerequisite: B in Spanish 2 or B+ in Spanish 2B and teacher recommendation.

Description: The focus is on productive language skills as students review and increase knowledge of Spanish grammar and vocabulary. There is emphasis on oral and written exercises, original dialogues, composition, selected readings and discussions. Cultural components are introduced through authentic materials including newspapers, magazines, videos, and television. Spanish 3 students will prepare additional presentations and read more challenging selections. They will also study grammar with more emphasis than the Spanish 3B level.

Spanish 4B

Grades 11-12

Full Year

1 Credit

Level 4

Prerequisite: Successful completion of Spanish 3B or Spanish 3

Description: Students review and expand grammar and vocabulary. Reading selections and other course material are used to enhance cultural understanding. There is an emphasis on oral expression and writing using correct Spanish grammar. Students in this course will continue to build the language foundation acquired in Spanish 3B course using materials and methods similar to those of Spanish 4. However, the pace will be slower in order to allow students the opportunity to practice and improve their skills.

380 Spanish 4 Honors

Grades 9-12

Full Year

1 Credit

Level 4

Prerequisite: B+ in Spanish 3 or A- in Spanish 3B and teacher recommendation.

Description: Students review and expand grammar and vocabulary through reading selections and other course material designed to enhance cultural understanding. There is an emphasis on oral expression and writing using advanced Spanish grammar. Spanish 4 students will prepare additional presentations and read more challenging selections. They will also study grammar with more emphasis than the Spanish 4B level.

381 Spanish 5 Honors

Grade 12

Full Year

1 Credit

Level 4

Prerequisite: B+ in Spanish 4 or A- in Spanish B and teacher recommendation.

Description: This course places a major emphasis on complete communication in Spanish. Students refine their oral, listening and writing skills using advanced grammar, selections written for native speakers, presentations and novels.

SOMERS BOARD OF EDUCATION
Summary by Budget Category

Account Description	2011-12 Budget	2012-13 Preliminary	\$ Change	% Change
ADMINISTRATIVE SALARIES	\$1,204,871	\$1,219,967	\$15,096	1.3%
FORMS AND PRINTING	\$11,500	\$11,500	\$0	0.0%
POSTAGE	\$11,195	\$11,195	\$0	0.0%
BOARD OF ED. EXPENSES	\$73,600	\$102,600	\$29,000	39.4%
INSTITUTIONAL DUES	\$21,285	\$21,285	\$0	0.0%
INSTRUCTIONAL SALARIES	\$8,826,392	\$9,064,311	\$237,919	2.7%
OTHER INST. SALARIES	\$398,733	\$399,165	\$432	0.1%
CLERICAL/AIDES SALARIES	\$1,179,061	\$1,247,861	\$68,800	5.8%
TEXTBOOKS	\$86,400	\$86,400	\$0	0.0%
LIBRARY BOOKS/SUPPLIES	\$13,750	\$13,750	\$0	0.0%
TECHNOLOGY AV MATERIALS	\$10,400	\$10,400	\$0	0.0%
SYSTEMWIDE GEN. SUPPLIES	\$44,800	\$44,800	\$0	0.0%
DEPARTMENTAL SUPPLIES	\$112,910	\$112,910	\$0	0.0%
WORKBOOKS AND TEST	\$34,940	\$34,940	\$0	0.0%
TRAVEL/CONF/IN-SERVICE	\$21,350	\$21,350	\$0	0.0%
OFFICE SUPPLIES	\$9,225	\$9,225	\$0	0.0%
MEDICAL ADVISOR SALARY	\$500	\$500	\$0	0.0%
NURSE'S SALARIES	\$158,295	\$140,867	-\$17,428	-11.0%
HEALTH SUPPLIES	\$7,000	\$7,000	\$0	0.0%
REGULAR TRANSPORTATION	\$654,100	\$664,800	\$10,700	1.6%
SPEC. ED. TRANSPORTATION	\$283,846	\$288,780	\$4,934	1.7%
ATHLETIC/FIELD TRIPS	\$12,907	\$12,907	\$0	0.0%
MAINT/CUSTODIAN SALARIES	\$646,081	\$663,453	\$17,372	2.7%
FUEL SUPPLY	\$211,000	\$211,000	\$0	0.0%
ELECTRICITY	\$362,977	\$347,977	-\$15,000	-4.1%
TELEPHONE	\$22,400	\$22,400	\$0	0.0%
PROPANE GAS	\$11,000	\$11,000	\$0	0.0%
CUSTODIAL SUPPLIES	\$45,000	\$45,000	\$0	0.0%
GENERAL/DEPT MAINTENANCE	\$280,671	\$280,671	\$0	0.0%
EQUIPMENT REPLACEMENT	\$2,800	\$2,800	\$0	0.0%
INSURANCE/SOC. SECURITY	\$3,622,773	\$3,876,991	\$254,218	7.0%
EQUIPMENT RENTAL	\$54,410	\$54,410	\$0	0.0%
COACHES	\$146,562	\$148,419	\$1,857	1.3%
ACTIVITY ADVISORS	\$26,445	\$29,184	\$2,739	10.4%
ATHLETIC/ACADEMIC ACT.	\$55,016	\$71,616	\$16,600	30.2%
CAPITAL OUTLAY/EQUIP	\$9,470	\$9,470	\$0	0.0%
TUITION-NON SPECIAL ED	\$14,500	\$35,500	\$21,000	144.8%
TUITION VO-AG	\$22,500	\$22,500	\$0	0.0%
TUITION-SPECIAL ED.	\$612,752	\$612,752	\$0	0.0%
ADULT EDUCATION	\$10,900	\$10,900	\$0	0.0%
OTHER	\$0	\$0	\$0	#DIV/0!
TOTAL	\$19,334,317	\$19,982,556	\$648,239	3.35%

SALARIES

Account Description	2011-12	2012-13	\$ Change	% Change
	Budget	Preliminary		
ADMINISTRATIVE SALARIES	\$1,204,871	\$1,219,967	\$15,096	1.3%
INSTRUCTIONAL SALARIES	\$8,826,392	\$9,064,311	\$237,919	2.7%
OTHER INST. SALARIES	\$398,733	\$399,165	\$432	0.1%
CLERICAL/AIDES SALARIES	\$1,179,061	\$1,247,861	\$68,800	5.8%
MEDICAL ADVISOR SALARY	\$500	\$500	\$0	0.0%
NURSE'S SALARIES	\$158,295	\$140,867	-\$17,428	-11.0%
MAINT/CUSTODIAN SALARIES	\$646,081	\$663,453	\$17,372	2.7%
COACHES	\$146,562	\$148,419	\$1,857	1.3%
ACTIVITY ADVISORS	\$26,445	\$29,184	\$2,739	10.4%
	\$12,586,940	\$12,913,727	\$326,787	2.60%

PROGRAM SUPPORT

Account Description	2011-12	2012-13	\$ Change	% Change
	Budget	Preliminary		
TEXTBOOKS	\$86,400	\$86,400	\$0	0.0%
LIBRARY BOOKS/SUPPLIES	\$13,750	\$13,750	\$0	0.0%
TECHNOLOGY AV MATERIALS	\$10,400	\$10,400	\$0	0.0%
SYSTEMWIDE GEN. SUPPLIES	\$44,800	\$44,800	\$0	0.0%
DEPARTMENTAL SUPPLIES	\$112,910	\$112,910	\$0	0.0%
WORKBOOKS AND TEST	\$34,940	\$34,940	\$0	0.0%
TRAVEL/CONF/IN-SERVICE	\$21,350	\$21,350	\$0	0.0%
ATHLETIC/ACADEMIC ACT.	\$55,016	\$71,616	\$16,600	30.2%
	\$379,566	\$396,166	\$16,600	4.37%

GENERAL SUPPLIES AND MAINTENANCE

Account Description	2011-12	2012-13	\$ Change	% Change
	Budget	Preliminary		
FORMS AND PRINTING	\$11,500	\$11,500	\$0	0.0%
POSTAGE	\$11,195	\$11,195	\$0	0.0%
OFFICE SUPPLIES	\$9,225	\$9,225	\$0	0.0%
HEALTH SUPPLIES	\$7,000	\$7,000	\$0	0.0%
CUSTODIAL SUPPLIES	\$45,000	\$45,000	\$0	0.0%
GENERAL/DEPT MAINTENANCE	\$280,671	\$280,671	\$0	0.0%
EQUIPMENT REPLACEMENT	\$2,800	\$2,800	\$0	0.0%
EQUIPMENT RENTAL	\$54,410	\$54,410	\$0	0.0%
CAPITAL OUTLAY/EQUIP	\$9,470	\$9,470	\$0	0.0%
OTHER	\$0	\$0	\$0	#DIV/0!
	\$431,271	\$431,271	\$0	0.00%

UTILITIES AND TRANSPORTATION

Account Description	2011-12 Budget	2012-13 Preliminary	\$ Change	% Change
REGULAR TRANSPORTATION	\$654,100	\$664,800	\$10,700	1.6%
SPEC. ED. TRANSPORTATION	\$283,846	\$288,780	\$4,934	1.7%
ATHLETIC/FIELD TRIPS	\$12,907	\$12,907	\$0	0.0%
FUEL SUPPLY	\$211,000	\$211,000	\$0	0.0%
ELECTRICITY	\$362,977	\$347,977	-\$15,000	-4.1%
TELEPHONE	\$22,400	\$22,400	\$0	0.0%
PROPANE GAS	\$11,000	\$11,000	\$0	0.0%
	\$1,558,230	\$1,558,864	\$634	0.04%

SPECIAL EDUCATION AND OTHER TUITION

Account Description	2011-12 Budget	2012-13 Preliminary	\$ Change	% Change
TUITION-NON SPECIAL ED	\$14,500	\$35,500	\$21,000	144.8%
TUITION VO-AG	\$22,500	\$22,500	\$0	0.0%
TUITION-SPECIAL ED.	\$612,752	\$612,752	\$0	0.0%
ADULT EDUCATION	\$10,900	\$10,900	\$0	0.0%
	\$660,652	\$681,652	\$21,000	3.18%

INSURANCE

Account Description	2011-12 Budget	2012-13 Preliminary	\$ Change	% Change
BOARD OF ED. EXPENSES	\$73,600	\$102,600	\$29,000	39.4%
INSTITUTIONAL DUES	\$21,285	\$21,285	\$0	0.0%
INSURANCE/SOC. SECURITY	\$3,622,773	\$3,876,991	\$254,218	7.0%
	\$3,717,658	\$4,000,876	\$283,218	7.62%

TOTAL	\$19,334,317	\$19,982,556	\$648,239	3.35%
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2012-13 BUDGET INCREASES

Salaries	2011-12	2012-13	Change	
Administrative	1,204,871	1,219,967	15,096	
Instructional	8,826,392	9,064,311	237,919	
Other Instructional	398,733	399,165	432	
Clerical/Aides	1,179,061	1,247,861	68,800	
Nurses	158,295	140,867	-17,428	
Custodian/Maint	646,081	663,453	17,372	
Coaches	146,562	148,419	1,857	
Advisors	26,445	29,184	2,739	
	12,586,440	12,913,227	326,787	
Board of Ed Expenses	73,600	102,600	29,000	
Transportation				
Regular	654,100	664,800	10,700	2%
Special Ed	283,846	288,780	4,934	2%
	937,946	953,580	15,634	
Electricity	362,977	347,977	-15,000	
Insurance				
Property/Liab/WC	173,019	181,670	8,651	5%
Health	2,455,674	2,701,241	245,567	10%
	2,628,693	2,882,911	254,218	
Athletic/Academic Activities	55,016	71,616	16,600	Co-op sports
Tuition Non-Special Ed	14,500	35,500	21,000	magnet school tuition
Total 2012-13 Increase			648,239	
2011-12 Budget			19,334,317	
2012-13 % Increase			3.35%	

2011-12 Ed Jobs Grant Funded Positions		
Teachers	4.5 FTE	267,200
Paras	3.25 FTE	68,800
		336,000

Business/Non-Instructional Operations

Hazardous Material in Schools

Green Cleaning Program

Environmentally sound, effective and healthy cleaning and sanitizing products should be used in all schools. Accordingly, a Green Cleaning Program will be implemented to provide for the procurement and proper use of environmentally preferable cleaning products in all schools. In accordance with such Green Cleaning Program, only products that meet guidelines or standards set by a national or international certification program approved by the Department of Administrative Services (DAS) in consultation with the Environmental Protection Commissioner, and that as far as possible minimize potential harmful effects on human health and the environment will be used in the schools.

A written statement of the Green Cleaning Program will be provided annually to all school staff and, if they request it, to parents or guardians of students. In addition, parents/guardians of any child who transfers during the school year, or a new staff member hired during the school year shall be notified of this green cleaning policy. The policy shall be posted on the school district website.

The Board will report to the Commissioner of Education triennially on its green cleaning program, in a manner prescribed by the Commissioner.

(cf. 3524 – Hazardous Materials in Schools)

(cf. 3524.1 – Pesticide Application)

(cf. 7230.2 – Indoor Air Quality)

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education, **as amended by P.A. 11-136**

10-231a through 10-231d. Pesticide applications at schools

22a-46. Short title: Connecticut Pesticide Control Act.

P.A. 09-81 An Act Concerning Green Cleaning Products in Schools

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 136 et seq.

Policy adopted:

Students

Suspension and Expulsion/Due Process

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. 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
- a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
 - 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 to school property or material belonging to staff (private property);
 - d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
 - 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;
 - f. Deliberate refusal to obey the directions or orders of 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;
 - 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.;
 - 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;
 - 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;
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;
- t. 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;
- u. 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;
- v. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- w. Unauthorized leaving of school or school-sponsored activities;
- x. 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 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.
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.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
6. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

H. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services.
3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. 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.
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;
 - 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. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. 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.
8. Any student who commits an expellable offense and is subsequently committed to a detention center, The Connecticut Juvenile Training School or any other residential placement for such offenses may be expelled by the local board of education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

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

Adopted: March 10, 1980

Reviewed: March 2, 2006

Revised: May 15, 2001

July 12, 2010

Cross Reference: DBS Code 5131.7: Dangerous Weapons

DBS Code 5131.8: Assault

DBS Code 6141.321: Telecommunications Acceptable Use

Students

Hazing

Bullying

The Board of Education (Board) promotes a secure and happy 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.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

~~Bullying is defined as any overt acts by a student or groups of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying which occurs outside of the school setting may be addressed by school officials if it has a direct and negative impact on a student's academic performance or safety in school.~~

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student's property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Students

Hazing

Bullying

Definitions (continued)

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Students

Hazing

Bullying (continued)

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

~~while at school, at any school function, or in connection to or with any district sponsored activity or event~~ are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

Students

Hazing

Bullying (continued)

The District's program: *(Also outlined in the section pertaining to the "Safe School Climate Plan.")*

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;
2. Permits anonymous reports of bullying by students to ~~teachers and administrators~~ school employees and written reports of suspected bullying by parents or guardians;
3. Requires ~~teachers and other school staff~~ school employees who witness acts of bullying or receive reports of bullying to orally notify school administrators in writing the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such an oral report; ~~of bullying acts they witness and students' reports they receive;~~
4. Requires ~~school administrators to investigate~~ the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report; ~~parents' written reports and review students' anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;~~
5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Requires each school to have a prevention and intervention strategy, as defined by statute, ~~as amended,~~ for school staff employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying and ~~invite them to attend at least one meeting~~ not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;

Students

Hazing

Bullying (continued)

9. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
10. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and ~~Requires each school to make such list~~ maintain a publicly available. ~~list of the number of verified bullying acts that occurred there, and within available appropriations, report such number to the Department of Education annually and in such manner as prescribed by the Commissioner of Education;~~
11. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- ~~12. Requires the identification of appropriate school personnel, which may include, but shall not be limited to, pupil services personnel, responsible for taking a bullying report and investigating the complaint;~~
12. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
14. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying constitute criminal conduct;
15. Prohibits bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

Students

Hazing

Bullying (continued)

16. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and
17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

Note: *Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.*

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

18. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;
19. As required, but not later than ~~February 1, 2009~~, January 1, 2012, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan ~~submit this policy~~ to the Department of Education for its review, analysis, and cooperative assistance; and
20. Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.
- ~~21. Inclusion in the District's staff development program for certified staff training pertaining to the prevention of bullying, effective July 1, 2009.~~

The Board expects prompt and reasonable investigations of alleged acts of bullying. The ~~Principal~~ safe school climate specialist of each school ~~or his/her designee~~ is responsible for handling all complaints of alleged bullying. **The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.**

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Students

Hazing

Bullying (continued)

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
- ~~2. A school survey to determine the prevalence of bullying.~~
- ~~3. Establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy.~~
2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, parents and school staff employees and interventions with the bullied child, parents, and the school staff employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the District and make recommended changes to the District's safe school climate plan.

Students

Hazing

Bullying (continued)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and amend school policies relating to bullying;
4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;
6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

Students

Hazing

Bullying (continued)

Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which they may make such reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying;
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
5. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Include a prevention and intervention strategy for school employees to deal with bullying;
7. Provide for the inclusion of language in student codes of conduct concerning bullying;
8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying;
9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying;
10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;

Students

Hazing

Bullying (continued)

Safe School Climate Plan (continued)

11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying;
14. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying constitute criminal conduct;
15. Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
16. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. [In designing administrative regulations, the Superintendent should consult with the greater school community, including students.] In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. [Alternate language: this policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.]

Students

Hazing

Bullying (continued)

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

(cf. 0521 – Nondiscrimination)

(cf. 4131 – Staff Development)

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

(cf. 5131 – Conduct)

(cf. 5131.21 – Violent and Aggressive Behavior)

(cf. 5131.8 – Out-of-School Misconduct)

(cf. 5131.912 – Aggressive Behavior)

(cf. 5131.913 – Cyberbullying)

(cf. 5131.91 – Hazing)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.4 – Nondiscrimination)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

(cf. 6121 – Nondiscrimination)

(cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes
10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.
10-222d Policy on bullying behavior as amended by PA 08-160 and PA 11-232.
PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.
PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.

Policy adopted:

P.A. 11-232 requires boards of education to develop and implement a safe school climate plan to address the existence of bullying in its schools. This administrative regulation fulfills that requirement. It MUST be approved by the Board.

Students

Bullying

Model Safe School Climate Plan

Purpose/Priority Statement

The Somers Public Schools District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. The goal is the establishment of a positive school climate in which norms, values, and expectations make students and adults feel socially, emotionally, intellectually and physically safe. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. The District expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The following plan, “The Somers Public Schools Safe School Climate Plan (Plan),” addresses the mandated areas of compliance which are required under C.G.S.10-222d as amended by P.A. 11-232. In addition to the following current efforts, the administration, faculty and staff of this District commit to continue to improve, enhance, and update both the Plan and its implementation biennially in order to best serve the students, parents, guardians and the community.

The Board of Education (Board) promotes a secure and happy 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.

I. Prohibition Against Bullying

The Board of Education (Board) prohibits bullying (a) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (b) outside of the school setting if such bullying (i) creates a hostile environment at school for the victim, (ii) infringes on the rights of the victim at school, or (iii) substantially disrupts the education process or orderly operation of a school.

II. Definitions

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, or a physical act or gesture by one or more students repeatedly directed at or referring to another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional Board of Education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional Board of Education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. *(It is based on people’s experiences of school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.)*

III. Reporting and Responding to Bullying and Retaliation (Complaint Process)

A. Publication of the Prohibition against Bullying and Related Procedures

The prohibition against bullying shall be publicized by including the following statement in the student handbook of each of the district schools:

“Bullying behavior by any student in the Somers Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same district that:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

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

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school

grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation (Plan) #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

B. Appropriate School Personnel

All school employees are charged with the responsibility of taking reports of bullying or if witnessing acts of bullying to notify the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available. Reports shall be appropriately investigated by the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the district and make recommended changes to the District's safe school climate plan.

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

C. Annual Notification of the Complaint Process

The process by which students may make formal, informal, and anonymous complaints as set forth below shall be publicized annually in the student handbook of each of the District schools. In addition, this Safe School Climate Plan shall be placed on the District website and the website of each school.

D. Formal Written Complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school employee, and they shall be promptly forwarded to the Safe School Climate Specialist or another school administrator, if the Safe School specialist is unavailable, for review and action in accordance with Section IV below.

E. Informal/Verbal Complaints by Students

Students may make an informal complaint of conduct that they consider to be bullying by verbal report to the Safe School Climate Specialist, or to any school employee, as defined, or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A school employee, or administrator or the Safe School Climate Specialist who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school employee, administrator, if not the Safe School Climate Specialist,

shall be promptly forwarded to the Building Principal for review and action in accordance with Section IV below.

F. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school employee who receives the complaint. Should anonymity be requested, the Safe School Climate Specialist, if not the Principal or his/her designee, shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

IV. Staff Responsibilities and Intervention Strategies

A. Teachers and Other School Staff

School employees who witness acts of bullying, as defined above, or who receive reports of bullying shall promptly notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such employee witnesses or receives a report of bullying. A written report must be filed not later than two school days after making such an oral report concerning the events witnessed or reported.

School employees who receive student or parent reports of suspected bullying shall promptly notify the Safe School Climate Specialist of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, he or she shall prepare a succinct written report of the informal complaint, which shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, this employee shall verbally report the matter to the Safe School Climate Specialist not later than the next school day.

In addition to addressing both informal and formal complaints, school employees and other are encouraged to address the issue of bullying in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. All

school employees including teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”

B. Responsibilities of the Safe School Climate Specialist

1. Investigation

The Safe School Climate Specialist shall be promptly notified of any formal or informal complaint of suspected bullying received by any school employee. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District’s Safe School Climate Plan. All such complaints shall be investigated promptly. The investigation must be completed promptly after the receipt by the Safe School Climate Specialist of any written report. In order to allow the District to adequately investigate all formal complaints, the parent of the student suspected of being bullied must complete a consent form that allows their District to release that student’s name to those third parties who the District contacts as part of its investigation of that complaint with regard to the investigation of informal complaints, the parent of the student suspected of being bullied must complete the above-referenced consent form so long as that student has not requested anonymity.

A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.

1. Investigation

The school shall notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight (48) hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and in the case of a divorced/split situation, to the other parent/guardian if requested. The notice must describe the school’s response, measures being taken by the school to ensure the safety of the students against whom such act was directed, and any consequences that may result from further acts of bullying.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the

complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

2. Remedial Actions

Verified acts of bullying shall result in intervention by the Building Principal or his/her designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced, with the goal that any such bullying behavior will end as a result.

Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying” as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in-school suspension; suspension or expulsion) is a matter for the professional discretion of the Building Principal (or responsible program administrator or his/her designee.) The following sets forth possible interventions for building principals to enforce the Board’s prohibition against bullying. No disciplinary action may be taken solely on the basis of an anonymous complaint.

The following sets forth permissible interventions for building principals (or other responsible program administrators) to enforce the Board’s prohibition against bullying.

a. Non-disciplinary Interventions

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

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

In any instance in which bullying is verified, the building Principal (or other responsible program administrator) shall invite the parents or guardians of the student against whom such act was directed, and the parents or guardians of a student who commits any verified act of bullying, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying. In the discretion of the building Principal or other responsible program administrator, the meeting(s) described in this section may be held jointly or separately. (The SDE recommends such meetings to be separate)

b. Disciplinary Interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

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

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence shall be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

c. Interventions for Bullied Students

The Safe School Climate Specialist/Building Principal (or other responsible program administrator) or his/her designee shall intervene in order to address repeated incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- Counseling;
- Increased supervision and monitoring of student to observe and intervene in bullying situations;
- Encouragement of student to seek help when victimized or witnessing victimization;
- Peer mediation where appropriate.

3. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other District actions may ameliorate any potential problem with bullying in school or at school-sponsored activities. A focus will be placed on district and school efforts to improve school climate based upon the National School Climate Standards.

While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators, teachers and other professional staff members in each school:

- a. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- b. A safe school climate assessment on or after July 1, 2012 and biennially thereafter to determine the prevalence of bullying. Such assessments may include, in addition to those approved and disseminated by the State Department of Education, in collaboration with CAS, the National School climate Standards Self-Assessment Tool' and the Connecticut State Department of Education's "Improving School climate Team Rubric;"
- c. Establishment by the school Principal of a Safe School Climate Committee in each District school or the designation of an existing committee that is responsible for fostering a safe school climate and addressing issues related to bullying in the school.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and amend school policies relating to bullying;
4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;
6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and

7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

- d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- e. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school;
- f. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- g. School-wide training related to safe school climate;
- h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing bully/victim problems;
- k. Student peer training, education and support. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
- m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
- n. Modeling by all school employees of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

V. Reporting Obligations**A. Report to the Parent or Guardian of the Perpetrator**

If after investigation, acts of bullying by a specific student are verified, not later than forty-eight (48) hours after the completion of the investigation, the Building Principal/Safe School Climate Specialist or his/her designee shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification. In addition, the school shall invite the parent/guardian of a student who commits any verified act of bullying (after the completion of the investigation) to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the student's safety and to prevent further acts of bullying. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying reports, subsequent investigations and parental/guardian meetings.

B. Reports to the Targeted Student and his/her Parent or Guardian

If after investigation, acts of bullying against a specific student are verified, the Building Principal/Safe Climate Specialist or his/her designee shall notify the parent or guardian of the victim of such finding, not later than forty-eight (48) hours after the completion of the investigation. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents or guardian of the victim, except as provided by law (e.g., court order/subpoena). In addition, the school shall invite the parent/guardian of the student against whom the verified act of bullying was directed, after the completion of the investigation, to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the targeted student's safety and to prevent further acts of bullying. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying reports, subsequent investigations and parental/guardian meetings.

Notices shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and the other parent/guardian if requested. This mailing requirement shall be in effect for as long as the student attends the school in which the original request is made.

C. List of Verified Acts of Bullying

The Principal/Safe School Climate Specialist of each school shall establish a procedure to document and maintain records relating to reports and investigations of bullying in such school and maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. The list shall be reported annually to the Department of Education in

such manner as prescribed by the Commissioner of Education. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with Section III (1) above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.

VI. Prohibition against Discrimination and Retaliation

A. Safety

Discrimination and/or retaliation against any person who reports bullying, provides information during an investigation of an act of bullying, or witnesses or has reliable information about bullying is prohibited.

The continuation and perpetuation of bullying of a student through the dissemination of hurtful or demeaning material by any other student is prohibited.

The District will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, discrimination or retaliation in our school buildings, on school grounds, or in school related activities. All reports and complaints of bullying, cyberbullying, discrimination and retaliation will be investigated promptly and prompt action will be taken to end that behavior and restore the student's against whom such bullying was directed (target's) sense of safety. This commitment is to be supported in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

Before formally investigating the allegations of bullying, discrimination or retaliation, the Principal/Safe School Climate Specialist or designee will take steps to assess the need to restore a sense of safety to the alleged student against whom such bullying was directed (target) and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged victim (target) and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the alleged student against whom such bullying was directed (target); and altering the alleged perpetrator's schedule and access to the alleged target. The Principal/Safe School Climate Specialist will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal/Safe School Climate Specialist will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a

student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal/Safe School climate Specialist or designee will contact the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If determined necessary, the Principal/Safe School Climate Specialist will work with appropriate school staff to implement them immediately.

B. Law Enforcement Notification

The School Principal or his/her designee shall notify the appropriate local law enforcement agency when such Principal or the Principal's designee believes any acts of bullying constitute criminal conduct.

VII. Training Requirements for School Staff

- A. Certified staff of the District shall be provided in-service training on the prevention, identification and response to school bullying and the prevention of and response to youth suicide. *(The Board, subject to the approval of the State Department of Education, is not required to offer an in-service program regarding bullying or youth suicide prevention and intervention if it instead implements an evidence-based model approach to this issue.)*
 - B. Beginning teachers shall satisfactorily complete instructional modules as required by C.G.S. 10-145a which shall include a module in classroom management and climate, which shall include training regarding the prevention, identification, and response to school bullying and the prevention of and response to youth suicide.
 - C. Non-certified staff of the District will participate in annual training to be provided, within available appropriations, by the Connecticut State Department of Education. The training may be presented in person by mentors, offered in state-wide workshops, or through on-line courses. Such training may include, but is not limited to:
 - 1. Developmentally appropriate strategies to prevent bullying among students in school and outside the school setting,
 - 2. Developmentally appropriate strategies for immediate and effective interventions to stop bullying,
 - 3. Information regarding the interaction and relationship between students committing acts of bullying, students against whom such acts of bullying are directed and witnesses of such acts of bullying,
- 1. Research findings on bullying, such as information about the types of students who have been shown to be at-risk for bullying in the school setting,

2. Information about the incidence and nature of cyberbullying as defined in C.G.S. 10-222d, or
3. Internet safety issues as they relate to cyberbullying.

VIII. Notification Requirements

- A. A copy of this District's Safe School Climate Plan shall be provided in written or electronic format to all District employees annually at the beginning of each school year.
- B. The District's Safe School Climate Plan shall be made available on the Board's website and on the website of each individual school with the District. Such posting shall occur within thirty (30) days of the approval of such plan by the Board. *(Note: The Safe School Climate Plan must be approved by the Board of Education not later than January 1, 2012 and submitted to the State Department of Education.)*
- C. The District's Safe School Climate Plan shall be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

IX. School Climate Assessments

- A. On or after July 1, 2012, and biennially thereafter, the Board requires each school within the District to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education.
- B. Completed assessments shall be shared with the Board and then submitted by the Board to the State Department of Education.

X. Bullying Through the Use of Technology (Cyberbullying)

An emerging form of bullying is the use of technology to threaten, intimidate, ridicule, humiliate, insult, or harass. Technology enables aggressive expression toward others and does not rely on physical strength or physical contact. By using a cell phone or the Internet, a student can quickly and aggressively spread rumors, threats, hate mail, or embarrassing photos through text messages, e-mails, or instant messages.

There are a number of social networking sites (MySpace, Facebook, Twitter, etc.) available to our students that can be misused and/or abused for bullying purposes. Any alleged misuse or abuse must be reported to any staff member or the Safe School Climate Specialist.

The District's discipline policy states that misuse, on or off campus, of electronic devices, for threatening/bullying/hazing or harassment is a violation and can be the basis for discipline on or off campus. When information is received that a student or students are involved in bullying through the use of technology either as the actor or a member of a group, or the victim, the following will be considered:

- If it takes place on campus or at a school sponsored event, disciplinary action will be taken.
- If it takes place off campus a school may take disciplinary action if the incident poses a likelihood of substantial disruption to the educational process or the orderly day to day operations of the school.

XI. Relationship to Other Laws

- A. Consistent with state and federal laws, and the policies of the district and school rules, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color gender, religion, national origin, or sexual orientation. Nothing in the “Plan” prevents the school or district from taking action to remediate discrimination or harassment based on a person’s membership in a legally protected category under local, state, or federal law, or district policies.
- B. In addition, nothing in the “Plan” is designed or intended to limit the authority of the school or district to take disciplinary action under applicable laws, or local school or District policies in response to violent, harmful, or disruptive behavior, regardless of whether the “Plan” covers the behavior.

XII. Immunity for Board of Education, School Employees, Others

Members of the Board of Education and school employees are protected by statute against damage claims in the implementation of a safe school climate plan and, in accordance with a school district safe school climate plan, report, investigate, or respond to bullying. PA 11-232 also extends this immunity to reports of bullying incidents by parents, students, and others to a school employee according to a safe school climate plan.

To be immune, these parties must act in good faith and, in the case of a school employee or Board of Education, within the scope of their duties. The immunity does not cover gross, wanton, reckless, or willful misconduct.

Regulation approved:

Appendix A

MODEL ANNUAL BULLYING NOTICE

[State Law requires that boards of education notify students annually of the process by which they may anonymously report acts of bullying to school employees. We suggest that this notice be included in a student handbook.]

Bullying behavior by any student in the Somers Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. Causes physical or emotional harm to such student or damage to such student’s property,
- B. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. Creates a hostile environment at school for such student,
- D. Infringes on the rights of such student at school, or
- E. Substantially disrupts the education process or the orderly operation of a school.

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

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

- A. Creates a hostile environment at school for the victim,
- B. Infringes on the rights of the victim at school, or
- C. Substantially disrupts the education process or the orderly operation of a school.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

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.

Definitions

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

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 Climate Specialist/Principal.** ~~or Director of Technology.~~

~~The administration shall investigate~~ All reports of cyberbullying **will be investigated promptly in compliance with the District's "Safe School Climate Plan."**

Students

Bullying

Cyberbullying (continued)

In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school officials ~~officials~~ **employees**, 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. A student who redistributes inappropriate content, as previously described, is also subject to disciplinary action.

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.

(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. 5131.82 – 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)

Students

Bullying

Cyberbullying

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

Wisniewski v. Bd. Of Educ., 494 F.3d 34 (2nd Cir. 2007)

Doninger v. Niehoff, 257 F. 3d 41 (2nd Cir. 2008)

P.A. 11-232 AAC The Strengthening of School Bullying Laws

Policy adopted:

SOMERS BOARD OF EDUCATION

1 Vision Boulevard

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – December 12, 2011

Members Present: D.Palmer, R.Lees (arrived at 7:07 p.m.), M.Cicciarella, A.Kirkpatrick, S.Bollinger, M.Maniscalco

Members Absent: J.Formeister, B.Devlin

Administrators Present: M.Suffredini, B.Bunnell, K.Pezza, B.Boutwell

Staff Present:

Citizens Present: B.Pellissier

Students Present: S.McCollum

Others:

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:00 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

November 28, 2011 – It was MOVED (M.Maniscalco) SECONDED (S.Bollinger) to approve the November 28, 2011 Board of Education meeting minutes. PASSED 5-0

4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

Chairman Palmer welcomed Somers High School student S.McCollum to the meeting, noting the holiday season and the light agenda.

5.0 CORRESPONDENCE

- Chairman Palmer received correspondence from Bill Kirkpatrick, chairman of the Town Pension Committee regarding serving on the advisory committee for the SESA pension. Somers Town Attorney will review this placement and the Pension Committee will discuss further at their next regular meeting, taking place at the end of January.
- Dr. Suffredini received correspondence from the Lacrosse Association regarding field maintenance. Dialogue has been taking place relative to grooming and maintenance to the athletic fields at Somers Education Complex. Members of the Lacrosse Association plan to meet with the Board of Selectman at some point in the future regarding this matter.

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

It was MOVED (M.Cicciarella) SECONDED (A.Kirkpatrick) to add item 6.1, Appointment of the New Board of Education member to fill current vacancy, to the agenda. PASSED 6-0

6.1 Appointment of the New BOE Member to fill vacancy

A special meeting took place before the BOE meeting on December 12, 2011 to discuss the new appointment of BOE member to fill the current vacancy. Mr. Brad Pellissier, an active Somers resident and parent, attended the special meeting regarding filling the vacant BOE seat.

It was MOVED (A.Kirkpatrick) SECONDED (S.Bollinger) to approve the appointment of Brad Pellissier to fill the vacant seat on the Board of Education as presented. PASSED 6-0

7.0 CONSENT AGENDA

7.1 Approval of Bills 12/12/2011 (\$327,732.11)

It was MOVED (R.Lees) SECONDED (S.Bollinger) to approve the 12/12/11 Bills in the amount of \$327,732.11 as presented. PASSED 6-0

7.2 Retirement Notification (D. Shaw)

Debra Shaw, Somers Elementary Preschool teacher, submitted her intent to retire at the end of the 2011-2012 school year. The district has employed D.Shaw since March of 1981. M.Cicciarella noted how big of a loss this was to Somers as children learned so much having her as their preschool teacher. The BOE also noted this loss and wished D.Shaw luck in future endeavors.

It was MOVED (R.Lees) SECONDED (S.Bollinger) to regrettfully accept Somers Elementary School Preschool teacher D.Shaw's intent to retire at the end of the 2011-2012 school year. PASSED 6-0

8.0 NEW BUSINESS

8.1 Approval of Electives/Curriculum Changes

Director of Curriculum, K.Pezza, presented to the Board a follow-up presentation on the electives/curriculum changes. Changes for regular levels for World Language were presented and include grades for continuation and prerequisites.

K.Pezza also introduced to the Board a work education seminar option with a prerequisite being a recommendation of a teacher. The course is designed to provide Special Education students with an understanding of the world of employment and assist them in their transition from High School to post-school employment, education, community participation and independent living. This course is a full year work education seminar.

The last elective/curriculum change presented to the Board was the UConn Early College Experience Program. This dual enrollment program runs in conjunction with the Advanced Placement (AP) program. The ECE program allows motivated Somers High School students to take UConn courses for both high school and college credit. Students benefit by taking college courses in a warm setting that is both familiar and conducive to learning. Students will be taking introductory level college courses and receive credit after successfully taking the ECE exam. Students must receive a grade of C or above in any UConn ECE course to receive course credit, and currently Somers is applying for U.S. History, English, and Calculus courses with an additional intent to apply for Biology and Chemistry in the future.

It was MOVED (A.Kirkpatrick) SECONDED (M.Cicciarella) to approve the electives/curriculum changes as presented. PASSED 6-0

8.2 2012-2013 Proposed Budget Draft

The Superintendent and Director of Business, B.Boutwell, gave an overview of the 2012 – 2013 proposed budget draft to the Board. Dr. Suffredini explained that the 2012-2013 Budget is still in the preliminary stages. The budget draft reflects a 3.35% increase over last year's budget. A notable concern was the scheduled 2015 electronic SDE testing and the format of this testing reflective to budget for technology.

Dr. Suffredini stated that he is working to maintain all services and programs for students

and is working closely with town boards and will share information as it becomes available. Dr. Suffredini recommended that the Board review the 2012-2013 preliminary Budget for future discussions.

- 8.3 Second Warning/Adoption of DBS Code 3524.2 – Green Cleaning Program**
The Policy Committee presented this new policy, which has been recommended by CABE. This policy was revised following the November 28, 2011 Board of Education meeting.

It was MOVED (M.Maniscalco) SECONDED (S.Bollinger) to approve and adopt DBS Code 3524.2 – Green Cleaning Program as presented. PASSED 6-0

- 8.4 Second Warning/Adoption of DBS Code: 5114 – Suspension and Expulsion/Due Process**
This policy was revised and adopted in July 2010 as recommended by CABE. The legislature added two changes to the current policy. The Policy Committee reviewed the changes as recommended by CABE and presented it to the Board.

It was MOVED (R.Lees) SECONDED (S.Bollinger) to approve and adopt DBS Code 5114 – Suspension and Expulsion/Due Process as presented. PASSED 6-0

- 8.5 Second Warning/Adoption of DBS Code 5131.911 & Admin. Reg. – Bullying**
The Policy Committee has reviewed the changes recommended by CABE and presented both the policy and the administrative regulations to the Board.

It was MOVED (R.Lees) SECONDED (S.Bollinger) to approve and adopt DBS Code 5131.911 & Admin. Reg. – Bullying as presented. PASSED 6-0

- 8.6 Second Warning/Adoption of DBS Code 5131.913 – Cyberbullying**
The Policy Committee presented this new policy, which has been recommended by CABE.

It was MOVED (R.Lees) SECONDED (S.Bollinger) to approve and adopt DBS Code 5131.913 – Cyberbullying as presented. PASSED 6-0

Any questions regarding the above policies should be directed to the BOE Policy Committee.

9.0 OLD BUSINESS

As discussed at the last Board of Education meeting, the Board has agreed to send one member to the NSBA (National School Board Association) convention, taking place April 21- April 23, 2012 in Boston, MA. It was agreed that BOE member A.Kirkpatrick would attend the convention.

11.0 ADMINISTRATIVE REPORTS

11.1 Superintendent's Report

Dr. Suffredini noted that Salary/Negotiations had a meeting last week regarding SESA. SESA had an opening session to associate ground rules, however, no dates have been set for the next meetings, taking place in late January or early February. The Superintendent noted that once the Salary/Negotiations Chairman B.Devlin returns from a scheduled surgery, communication with SESA would take place to schedule the next meeting.

12.0 COMMITTEE REPORTS

Minutes will be taken at all subcommittee meetings.

12.1 Budget – See 8.2. Regarding preliminary budget draft

12.2 Curriculum – No Update

12.3 Policy – Five policies have been reviewed and will be on the January 9, 2012 Board of Education meeting agenda.

12.4 Salary & Negotiations – See 11.1

12.5 Planning Committee – No Update

12.6 Other Committees
Technology Ad Hoc Committee – No Report

13.0 OTHER

Chairman Palmer addressed the Board regarding Committee Assignment designation as members received the new committee assignments. Chairman Palmer asked the BOE to review these assignments and if any issues arise to notify him, as it will be sorted out before the next BOE meeting taking place 1/09/12.

Executive Session will also be added to 1/09/12 BOE meeting agenda to do the mid-year evaluation of the Superintendent.

14.0 ADJOURNMENT

It was MOVED (M.Maniscalco) SECONDED (S.Bollinger) to adjourn the regular meeting of the Board of Education at 8:29 p.m. PASSED 6-0

Respectfully submitted,

Rick Lees, Jr., Secretary
Leah Cook, Recording Secretary

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