

Board of Education Meeting

Monday, September 28, 2020 7:00 PM

Somers High School Media Center, [Address], [City], CT [Zip]

1. CALL TO ORDER

2. PLEDGE OF ALLEGIANCE

3. ELECTION OF OFFICERS

Presenter: Mr. Brian Czapla

1. Election of Officers

4. APPROVAL OF MINUTES

1. Draft of Board of Education Minutes of September 14, 2020

5. AUDIENCE TO CITIZENS/STAFF/STUDENTS

6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7. CONSENT AGENDA

1. Warrant of September 28, 2020

2. 2nd Warning of Somers Policy DBS 4118.11 Personnel Certificated/Non Certificated

3. 2nd Warning of Somers Policy 4118.112 Personnel - Certified/Non-Certified

4. 2nd Warning of Somers Policy DBS 5114 - Students-Suspension and Expulsion/Due Process

5. 2nd Warning of Somers Policy DBS 5145.5 - Students - Sexual Harassment

6. 2nd Warning of Somers Policy DBS 5145.52 - Students - Harassment

7. 2nd Warning of Somers Policy DBS 3541 - Transportation

8. NEW BUSINESS

1. 1st Warning of the 2021 Board of Education Meeting Schedule

2. Board of Education Discussion for Off-Site Meeting

9. OLD BUSINESS

10. ADMINISTRATIVE REPORTS

1. Teacher Evaluation Update

2. Somers Elementary School Remote Learning Update

3. Superintendent Goals: District Improvement Plan

4. Superintendent Update

11. COMMITTEE REPORTS

1. CURRICULUM

2. POLICY

3. SALARY & NEGOTIATION

4. PLANNING

12. **CREC UPDATE**

13. **ADJOURNMENT**

DRAFT

**Somers Board of Education Meeting
September 14, 2020 7:00 PM
Somers High School Auditorium**

Attendance Taken at 6:59 p.m.

Present Board Members: Bruce Devlin, David Palmer, Jan Martin, Jeremy Anderson, Sarah Bollinger, Krista Cherry, Anne Kirkpatrick, Marissa Marks, Kate McLellan

Others: Bill Boutwell, Erika Purdy (JI), Cynthia DeRoma, Donna Kibbe

1. CALL TO ORDER

The regular meeting of the Board of Education was called to order by Chairman Devlin at 7:01 pm in the Somers High School Auditorium.

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF MINUTES

3.1. Draft of Board of Education Meeting on August 24, 2020

Rationale: The Board to review and approve the draft of August 24, 2020 Board of Education Meeting minutes.

Discussion: Jan Martin's name was listed twice on Attendance; one to be removed.

Motion Passed: Motion to approve the draft minutes of August 24, 2020, BOE meeting with the correction passed with a motion by David Palmer and a second by Jan Martin.

9 Yeas – 0 Nays.

4. AUDIENCE TO CITIZENS/STAFF/STUDENTS

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

Discussion: David Palmer made a motion to add item 7.7 for an increase in substitute teacher pay to the New Business Agenda.

Motion Passed: Motion to approve adding item 7.7 to the agenda passed with a motion by David Palmer and a second by Jan Martin. **9 Yeas – 0 Nays**

6. CONSENT AGENDA

6.1. Warrant of September 14, 2020

Rationale: The Board will review and consent to the Warrant of September 14, 2020.

Motion Passed: Motion to approve Consent Agenda passed with a motion by David Palmer and a second by Jan Martin. **9 Yeas – 0 Nays.**

7. NEW BUSINESS

7.1. 1st Warning of Somers Policy DBS 4118.11 Personnel Certificated/Non Certificated Policy Committee approved this change on November 11, 2019.

Discussion: The Board will ask Policy Committee if they have any questions. 2nd warning will be on September 28, 2020.

7.2. 1st Warning of Somers Policy 4118.112 Personnel - Certified/Non-Certified.

Policy Committee approved this change on November 11, 2019.

Discussion: The Board will ask Policy Committee if they have any questions. 2nd warning will be on September 28, 2020.

7.3. 1st Warning of Somers Policy DBS 5114 - Students-Suspension and Expulsion/Due Process

Policy Committee approved this change on November 11, 2019.

Discussion: The Board will ask Policy Committee if they have any questions. 2nd warning will be on September 28, 2020.

7.4. 1st Warning of Somers Policy DBS 5145.5 - Students - Sexual Harassment.

Policy Committee approved this change on November 11, 2019.

Discussion: The Board will ask Policy Committee if they have any questions. 2nd warning will be on September 28, 2020.

7.5. 1st Warning of Somers Policy DBS 5145.52 - Students – Harassment.

Policy Committee approved this change on November 11, 2019.

Discussion: The Board will ask Policy Committee if they have any questions. 2nd warning will be on September 28, 2020.

7.6. 1st Warning of Somers Policy DBS 3541 – Transportation.

Policy Committee approved this change on November 11, 2019.

Discussion: The Board will ask Policy Committee if they have any questions. 2nd warning will be on September 28, 2020.

7.7 Approval of Motion to increase Substitute Teacher Pay

Rationale: The Board will discuss the motion to increase Substitute Teacher Pay.

Discussion: The motion stated was to authorize the Superintendent at his discretion to adjust the substitute teacher daily rate of \$92 to not exceed \$125 per day. The adjustment is needed so that we might align our pay with other districts as we compete for substitute teachers during this pandemic. Ensuing discussion suggested that the motion include that this authorization be for only the 20-21 academic year. The motion was amended. **Motion Passed:** Motion to authorize the Superintendent at his discretion to adjust the substitute teacher daily rate of \$92 to not exceed \$125 per day for only the 2020-2021 academic year passed with a motion by David Palmer and a second by Jan Martin. **9 Yeas – 0 Nays**

8. OLD BUSINESS

9. ADMINISTRATIVE REPORTS

9.1. Update of Staffing changes since the June Report

Rationale: The Superintendent will up the Board of any staffing changes since June.

Discussion: The Superintendent gave an update on staffing changes since June.

9.2. Superintendent Update

Rationale: The Superintendent will update the Board on Somers Public School Events.

Discussion: The Superintendent gave an update on the timeline, responses, and action planning of the recent positive COVID-19 cases. Chairman Devlin acknowledged with appreciation all the work that Superintendent Czpala and his team have accomplished over the last several days to handle these school opening challenges. The whole Board concurred with Chairman Devlin's remarks.

10. COMMITTEE REPORTS

10.1. CURRICULUM

Discussion: Not met since the last meeting.

10.2. POLICY

Discussion: On hold.

10.3. SALARY & NEGOTIATION.

Discussion: A meeting with the Board of Finance was planned for pre-BOE meeting tonight, but did not occur because of BOF vacations. We will re-invite them before the next BOE meeting. The administrators' contract needs to be negotiated as October 16th is the first bargaining meeting.

10.4. PLANNING.

Discussion: No formal report and will be meeting in a month.

11. CREC UPDATE

Discussion: Anne Kirkpatrick reported that a Zoom meeting will occur this Wednesday.

12. ADJOURNMENT

Motion Passed: Motion to adjourn the BOE meeting at 7:36 p.m. passed with a motion by Jan Martin and a second by David Palmer. **9 Yeas – 0 Nays,**

Jan Martin, BOE Secretary

Date

Somers Board of Education General Budget Treasury Warrant


Report # 65675

Check Batch: 36276
 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

36276	18988	09/28/2020	M53804	AAA Pavement Marking, LLC	0.00	250.00
	18989	09/28/2020	V02129	Alarm New England LLC	0.00	26,245.58
	18990	09/28/2020	V52670	SYNCB/AMAZON	0.00	5,120.89
	18992	09/28/2020	V02141	Apple Inc.	0.00	2,137.00
	18993	09/28/2020	V61672	Best Plumbing Specialties	0.00	85.66
	18994	09/28/2020	V54308	Gale/CENGAGE Learning	0.00	2,518.85
	18995	09/28/2020	V53390	CIRMA	0.00	48,852.63
	18996	09/28/2020	V61551	Cleaning Stuff	0.00	66.83
	18997	09/28/2020	V51728	CleanMachine Powerwash Inc.	0.00	600.00
	18998	09/28/2020	V53280	Collins Sports Medicine	0.00	362.45
	18999	09/28/2020	V61675	Colony Hardware Corp	0.00	411.99
	19000	09/28/2020	V02367	ConnCASE	0.00	250.00
	19001	09/28/2020	V61473	COX Business	0.00	716.01
	19002	09/28/2020	V00218	Curriculum Associates, Inc.	0.00	25,150.32
	19003	09/28/2020	V60416	DG Graphics	0.00	82.00
	19004	09/28/2020	V61674	EB Academic Camps, LLC	0.00	289.00
	19005	09/28/2020	V61230	ENGINE Resources	0.00	6,129.22
	19006	09/28/2020	V00159	Eversource Energy	0.00	20,575.81
	19007	09/28/2020	V61017	Frontier Communications	0.00	322.05
	19008	09/28/2020	V61015	Frontline Technologies Group, LLC	0.00	8,458.97

Somers Board of Education General Budget Treasury Warrant

Report # 65675

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	19009	09/28/2020	V61324	Global Site Services	0.00	577.50
	19010	09/28/2020	V00511	Granger	0.00	162.59
	19011	09/28/2020	V53439	Group Dynamic	0.00	22.20
	19012	09/28/2020	V53525	H&H Service, LLC	0.00	392.00
	19013	09/28/2020	V00564	Hillyard-New England	0.00	285.93
	19014	09/28/2020	V61403	Hooker & Holcombe, Inc	0.00	8,700.00
	19015	09/28/2020	V61655	Horizon Marketing Group, Inc	0.00	2,000.00
	19016	09/28/2020	V54063	HSABank	0.00	323.75
	19017	09/28/2020	V61673	I. Zakarin & Sons, Inc	0.00	314.20
	19018	09/28/2020	V02625	K & S Distributors	0.00	3,850.03
	19019	09/28/2020	V00665	Kelly-Fradet Lumber	0.00	464.95
	19020	09/28/2020	E00178	Kosloski, Nicholas	0.00	36.13
	19021	09/28/2020	V51340	Life Safety Service & Supply LLC	0.00	953.43
	19022	09/28/2020	V02898	Magnakleen Services	0.00	96.67
	19023	09/28/2020	V61582	Mangold Speech & Language Services, LLC	0.00	840.00
	19024	09/28/2020	E00726	Martin, Sarah	0.00	129.00
	19025	09/28/2020	V21005	MSC Industrial Supply Co.	0.00	230.00
	19026	09/28/2020	V01013	NASCO Fort Atkinson	0.00	393.88
	19027	09/28/2020	V54074	NASSP	0.00	250.00
	19028	09/28/2020	V61569	Northeast Industrial Services	0.00	1,295.00
	19029	09/28/2020	V52686	Plimpton & Hills	0.00	106.36
	19030	09/28/2020	V61009	Porter MD, Dr. Ross	0.00	1,500.00
	19031	09/28/2020	V60864	Pullman & Comley, LLC	0.00	3,506.50
	19032	09/28/2020	V53593	Ready/Refresh by Nestle	0.00	10.99
	19033	09/28/2020	V01292	School Specialty, Inc.	0.00	123.58
	19034	09/28/2020	V51324	Sherwin-Williams Co., The	0.00	143.33
	19035	09/28/2020	V60911	SHI International Corp	0.00	1,584.48
	19036	09/28/2020	V61387	Shipman & Goodman, LLP	0.00	1,365.00
	19037	09/28/2020	V61474	SmartSign	0.00	49.68
	19038	09/28/2020	V00886	Somers Lunch Program	0.00	891.84
	19039	09/28/2020	V61373	Somers Star Hardware	0.00	263.83
	19041	09/28/2020	V61643	Stafford Mechanical Services	0.00	23,904.66
	19042	09/28/2020	V60356	TPC Associates, Inc	0.00	1,345.00
	19043	09/28/2020	M53099	Tull Brothers, Inc.	0.00	891.76
	19044	09/28/2020	V60869	Twin State Turf Farm, Inc	0.00	1,160.00
	19045	09/28/2020	V21164	Unum Life Insurance Company of America	0.00	4,394.08
	19046	09/28/2020	V00548	USA Waste and Recycling	0.00	1,356.79

Somers Board of Education General Budget Treasury Warrant

Report # 65675

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	19047	09/28/2020	V61404	Voice New England	0.00	1,341.09
	19048	09/28/2020	E00172	Woodhouse, Kelly	0.00	14.00
Totals:					0.00	\$213,895.49

59 Checks Listed.

Somers Board of Education General Journal Register

Report # 65674
Batch: 36191
Transaction: N/A
Show Summary Only: Yes

Batch # 36191	Control Total \$213,895.49	Status Posted	Created By Ibergamini
			Created On 09/21/2020
			Last Updated By Ibergamini
			Last Updated On 09/23/2020

General Ledger Distribution Summary

Period, Fiscal Year	Account Number	Account Description	DTF	Over	Debits	Credits
			Base	Budget		
September, 2021						
Generated Distributions						
10-000-0-0-00-000-241-00-0-00000		ENCUMBRANCE CONTROL			203,886.27	0.00
10-000-0-0-00-000-720-00-0-00000		RESERVE FOR ENCUMBRANCE			0.00	203,886.27
Total Generated Distributions					\$203,886.27	\$203,886.27
User-Entered Distributions						
10-000-0-0-00-000-241-00-0-00000		ACCOUNTS PAYABLE			1,409.27	0.00
10-000-0-0-00-000-241-00-0-00000		ACCOUNTS PAYABLE			0.00	215,304.76
10-000-1-9-99-999-000-00-5-01695		COVID-19		Yes	6,760.86	0.00
10-000-1-9-99-999-000-00-5-01695		COVID-19		Yes	0.00	1,409.27
10-100-2-2-02-242-611-01-5-00161		K-5 - ART SUPPLIES			393.88	0.00
10-100-2-2-14-241-611-01-5-00155		K-5 - GENERAL SUPPLIES			369.35	0.00
10-100-2-2-14-242-611-01-5-00771		K-5 - FIRST GRADE SUPPLIES		Yes	14.00	0.00
10-100-2-2-14-242-611-01-5-00771		K-5 - SECOND GRADE SUPPLIES			44.79	0.00
10-100-2-2-16-242-611-01-5-00799		K-5 - LANGUAGE ARTS SUPPLIES			250.32	0.00
10-100-2-2-18-242-611-01-5-00187		K-5 - MATH SUPPLIES			95.19	0.00
10-100-2-3-16-220-641-01-5-00895		MA - LANGUAGE ARTS TEXTBOOK			645.01	0.00
10-100-2-3-18-220-641-01-5-00109		MA - MATH NEW TEXT		Yes	24,900.00	0.00
10-100-2-4-12-242-611-01-5-00183		HS - TECHNOLOGY ED SUPPLIES			266.13	0.00
10-100-2-4-30-242-611-01-5-01644		HS - SOCIAL STUDIES SUPPLIES			20.89	0.00
10-100-8-5-66-910-730-04-5-00843		SW - CAPITAL OUTLAY TECHNOLOGY			2,137.00	0.00
10-120-9-9-50-137-810-05-5-00059		SP ED - INSTITUTIONAL DUES			250.00	0.00
10-120-9-9-98-258-690-04-5-00307		SP ED - OFFICE SUPPLIES			99.35	0.00
10-120-9-9-98-955-330-02-5-01674		SP ED - CONTRACTED SERVICES		Yes	840.00	0.00
10-213-3-4-48-411-330-06-5-00313		HS - PHYSICIAN'S SALARIES			1,500.00	0.00
10-221-2-5-50-214-111-05-5-00659		SW - PROF DEVELOPMENT/CEU			1,303.85	0.00
10-222-2-4-52-231-642-03-5-00139		HS - LIBRARY BOOKS			2,518.85	0.00
10-231-1-5-74-134-330-10-5-00045		B.O.E. - OTHER PROF. SERVICES			13,571.50	0.00
10-231-1-5-74-134-690-10-5-00047		B.O.E. - SUPPLIES			5.99	0.00
10-231-6-5-82-820-529-13-5-00521		SCHOOL BOARD LEGAL			2,500.00	0.00
10-232-1-5-72-134-690-04-5-00031		CO - PETTY CASH			10.99	0.00
10-240-1-4-40-258-690-04-5-00304		HS - OFFICE SUPPLIES			123.58	0.00

Somers Board of Education General Journal Register

Report # 65674

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
36191	\$213,895.49	Posted	Ibergamini	09/21/2020	Ibergamini	09/23/2020
10-240-1-4-50-137-810-05-5-00056		HS - INSTITUTIONAL DUES			250.00	0.00
10-260-1-6-40-258-690-04-5-00306		MAINTENANCE - OFFICE SUPPLIES			38.98	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS			1,132.80	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE		Yes	159.69	0.00
10-260-5-3-64-642-530-04-5-00365		MA - TELEPHONE			183.03	0.00
10-260-5-4-42-722-430-06-5-00394		HS - ATHLETICS MAINTENANCE			600.00	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE		Yes	481.61	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE		Yes	213.73	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			4,665.51	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			2,423.02	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			25,956.22	0.00
10-260-5-6-62-722-430-08-5-00440		SW - EQUIPMENT REPAIR			66.83	0.00
10-260-5-6-62-722-430-08-5-00442		SW - GROUNDS KEEP			1,160.00	0.00
10-260-5-6-62-722-430-08-5-00444		SW - RUBBISH REMOVAL			1,356.79	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			769.41	0.00
10-260-5-6-62-722-430-08-5-00467		SW - GENERAL PAINT			143.33	0.00
10-260-5-6-62-722-430-08-5-00886		SW - PLUMBING SUPPLIES			192.02	0.00
10-260-5-6-62-722-430-08-5-01646		SW - SECURITY		Yes	25,008.20	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			5,211.76	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY			9,492.76	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY			11,814.06	0.00
10-260-5-6-62-722-430-04-5-00452		MAINTENANCE - ELECTRICITY			186.45	0.00
10-260-6-5-82-820-520-13-5-00515		SW - MAINTENANCE CONTRACTS			3,678.47	0.00
10-260-6-9-62-722-590-08-5-00453		PROPERTY/LIABILITY INSURANCE			17,000.00	0.00
10-280-6-5-82-820-200-13-5-00509		SW - SOFTWARE MAINT CONTRACTS		Yes	10,043.45	0.00
10-280-6-5-82-820-200-13-5-00513		SW - FLEXIBLE SPENDING ACCT			22.20	0.00
10-280-6-5-82-820-200-13-5-00516		L.T.D.			4,394.08	0.00
10-280-6-5-82-820-200-13-5-01228		WORKER'S COMPENSATION			25,726.99	0.00
10-280-6-5-82-820-520-13-5-00520		SW - HEALTH SAVINGS ACCOUNT		Yes	323.75	0.00
10-320-7-4-42-880-690-06-5-00595		UMBRELLA LIABILITY INSURANCE			3,625.64	0.00
		HS - ATHLETIC SUPPLIES			362.45	0.00
Total User-Entered Distributions					\$216,714.03	\$216,714.03
Total for September, 2021					\$420,600.30	\$420,600.30
Grand Total for Batch # 36191					\$420,600.30	\$420,600.30

Somers Board of Education General Journal Register

Report # 65674

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
36191	\$213,895.49	Posted	Ibergamini	09/21/2020	Ibergamini	09/23/2020

288 Transactions Listed.

Updated definition of sexual harassment to comply with state statutes

PERSONNEL - CERTIFICATED/NON-CERTIFICATED

Nondiscrimination:

The conditions or privileges of employment in this school district, including the wages, hours, terms and benefits, shall be applied without regard to race, color, religion, age, sex, sexual orientation, gender identity or expression, national origin, marital status, national origin, ancestry, physical disability, present or past history of mental disorder, developmental disability, pregnancy or age. Veteran status, or genetic information, except in the case of occupational qualification. The Board of Education seeks to extend the advantages of public education with full equality of educational opportunity to all pupils and personnel. Neither the Board nor any employee, nor any other person may aid or compel the performance of an unfair labor practice as defined by law. For purposes of this policy, genetic information means the information about genes, gene products or inherited characteristics that may derive from an individual or family members.

Harassment:

No member of the Board or any agent of the Board or any agent of any employee organization may harass any employee or person seeking employment or any member on the basis of sex. ~~"Sexual harassment" as defined by Law includes any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature affecting a person's employment, continuity of employment or work performance or creates an offensive working environment.~~ Sexual harassment is defined in Conn. Gen. Stat. §46a-60(b)(8) as any unwelcome sexual advances or request for sexual favors or any conduct of a sexual nature when: (A) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (B) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or, (C) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Discipline:

No employee will be disciplined, reprimanded, reduced in rank or compensation or deprived of any profession advantage without just cause.

Association Membership:

No employee shall suffer any professional disadvantage by reason of the employee's membership in an employee association or participation in its lawful activities.

Grievances:

No employee, employee association representative, member of any employee organization or any other participant in a grievance procedure shall suffer reprisals in any way or suffer any professional disadvantage by reason of his/her being opposed to any unfair labor practices or because of participation in the processing of any grievance. The Superintendent will provide procedures for alleged violations of Board policies, administrative regulations, Title IX, the Equal Educational Opportunity Act and school district operations in general when not otherwise covered in employee organization agreements.

Cross Reference in Manual: [0521](#), [4111](#), 4211, [4135](#), 4234.4

Legal Reference: Connecticut General Statutes

[31](#)-127 Procedure

[31](#)-127a Injunctive powers

[31](#)-128 Enforcement of orders. Appeals

Title VII Civil Rights Act as amended by Title IX

Equal Employment Act.

80-285 An Act Concerning Harassment As An Unfair

Employment Practice.

Legal References: Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.

Title IX of the Education Amendments of 1972, 20 USCS § 1681, et seq.

Age Discrimination in Employment Act, 29 U.S.C. § 621

Americans with Disabilities Act, 42 U.S.C. § 12101

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

Title II of the Genetic Information Nondiscrimination Act of 2008,
Pub.L. 110 233, 42 USC 2000ff; 34 CFR 1635

Connecticut General Statutes

[10-153](#) Discrimination on basis of marital status

[46a-51](#) Definitions (as amended by PA 17-127)

[46a-58](#) Deprivation of rights. Desecration of property. Placing of
burning cross or noose on property. Penalty. (as amended by PA 17-
127)

[46a-60](#) Connecticut Fair Employment Practices Act (as amended by
PA 17-127)

[46a-81a](#) Discrimination on basis of sexual orientation: Definitions

[46a-81c](#) Sexual orientation discrimination: Employment.

Public Act 11-55, An Act Concerning Discrimination.

Adopted: May 11, 1981

Revised: May 27, 2008

July 9, 2009

March 12, 2018

Updated definition of sexual harassment to comply with state statutes

PERSONNEL -- CERTIFIED/NON-CERTIFIED

Harassment

The Board strives to provide a safe, positive working and learning climate for its employees. Therefore, harassment, in any form, will not be tolerated in this district. This policy applies to all students, staff members, board members, parents, vendors, contracted individuals, volunteers, other employees and other visitors -- who are on district grounds or property or on property within the jurisdiction of the district; on buses operated by or for the district; while attending or engaged in district activities; and while away from district grounds if the misconduct directly affects the good order, efficient management, and welfare of the district.

Employees, students, and others are expected to adhere to a standard of conduct that is respectful and courteous to all. The principle of freedom of expression that might otherwise protect the most offensive public speech does not protect or encompass a right to threaten the dignity and privacy of an individual. Such personally directed behavior will not be tolerated. It is contrary to academic values, debilitates its victims, compromises the offenders, and undermines the district's fundamental commitment to individual freedom and respect for all its members. Furthermore, acts of intolerance may destroy the very atmosphere in which freedom of expression is otherwise tolerated and cherished.

For purposes of this policy, harassment consists of verbal, written, graphic, or physical conduct relating to an individual's race, color, religion, sex, national origin/ethnicity, physical attributes or disability, parental or marital status, sexual orientation, or age when such conduct/harassment:

1. is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abuse education environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's work performance;
3. otherwise adversely affects an individual's employment opportunities;

Harassment as set forth above may include, but is not limited to:

- verbal, physical, or written intimidation or abuse;
- repeated remarks of a demeaning or condescending nature;
- repeated demeaning jokes, stories, or activities directed at the individual.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:

1. ~~acceptance~~ submission of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; ~~and~~ or.
3. such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the employee's job performance or creating an intimidating, hostile or offensive working environment.

Examples of conduct that may constitute sexual harassment include, but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendos; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with an employees' ability to work or creates an intimidating, hostile or offensive working environment.

Each staff member shall be responsible to maintain an educational environment free from all forms of unlawful harassment.

Should harassment be alleged, it is the policy of this Board that it shall be thoroughly investigated, that there shall be no retaliation against the victim of the alleged harassment, and that the problem/concern shall be appropriately addressed.

In order to maintain a work environment that discourages and prohibits unlawful harassment, the Board designates the Director of Curriculum as the District's Compliance Officer. The Compliance Officer shall publish and disseminate this policy and the complaint procedure annually to students, parents, employees, independent contractors, vendors and the public. The publication shall include the position, office address and telephone number of the District's Compliance Officer.

The Board directs that complaints of harassment shall be investigated promptly and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained consistent with the District's legal and investigative obligations.

The building Principal or his/her designee shall be responsible to complete the following duties when receiving a complaint of unlawful harassment:

1. Inform the employee or third party of the right to file a complaint and the complaint procedure.
2. Notify the complainant and the accused of the progress at appropriate stages of the procedure,
3. Refer the complainant to the Compliance Officer if the building Principal is the subject of the complaint.

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq. 34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29CFR Sec. 1606.8 (a) 62 Fed. Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512(1/19/01)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26,1998)

Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

Connecticut General Statutes

[46a](#)-60 Discriminatory employment practices prohibited.

[10](#)-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include “sexual orientation) [10](#)-153 Discrimination on account of marital status.

[17a](#)-101 Protection of children from abuse.

Adopted: March 22, 1993

Revised: November 10, 2003

ADMIN. REG.: 4118.112

4218.112

Compliance Office - Director Of Curriculum and Instruction

1 Vision Boulevard, Somers, Connecticut 06071

HARASSMENT COMPLAINT PROCEDURE

Step 1 - Reporting

An employee or third party who believes he/she has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building Principal. If the building Principal is the subject of the complaint, the incident shall be reported directly to the District's Compliance Officer.

The complainant is encouraged to use the report form available from the building Principal, but oral reports are acceptable.

Step 2 - Investigation

Upon receiving a complaint of unlawful harassment, the building Principal shall immediately notify the Compliance Officer, who shall then authorize the building Principal to investigate the complaint, unless the building Principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused and others with knowledge relative to the incident. Other information and materials relevant to the investigation may also be evaluated.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation is pending or has been concluded.

Step 3 - Investigative Report

The district shall take prompt, corrective action to ensure that such conduct ceases and will not reoccur if the investigation results in a finding that the complaint is factual and is a violation of board policy.

Disciplinary actions shall be consistent with Board policies and district procedures, applicable bargaining unit agreements and applicable state and federal laws.

Employees knowingly making a false complaint under this policy shall be subject to disciplinary action, including termination.

Step 4 - Appeal Procedure

1. The complainant, if not satisfied with a finding of no violation of the policy or with the corrective action, may submit a written appeal to the Compliance Officer within fifteen (15) days.
2. The Compliance Officer shall review the investigation and the investigative report and may also conduct an investigation.
3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building Principal who conducted the initial investigation.

November 10, 2003

REPORT FORM FOR COMPLAINTS OF UNLAWFUL HARASSMENT

Complainant: _____

Home
Address: _____

Home
Phone: _____

School
Building: _____

Date of Alleged
Incident(s): _____

Alleged harassment was based on: (Circle all that apply)

- | | | |
|----------|------------|--------------------|
| Race | Color | National Origin |
| Gender | Disability | Religion |
| Ancestry | Age | Sexual Orientation |

Name of person you believe violated the district's harassment
policy: _____
—

If the alleged harassment was directed against another person, identify the other person:

Describe the incident as clearly as possible, including what force, if any, was used; verbal
statements (i.e. threats, derogatory remarks, demands, etc.) what if any, physical contact was
involved. Attach additional pages if necessary:

When and where incident occurred: _____

List any witnesses who were present: _____

This complaint is based on my honest belief that _____ has harassed me or another person. I certify that the information provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant's Signature Date

Received by Date

Updated expulsion language per PA 19-91

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 for any student in grades three through twelve inclusive, that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student grades three through twelve inclusive 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 any student in grades three through twelve inclusive 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 in-school or suspended out-of-school ~~or expelled~~ (grade three to twelve, inclusive) 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:~~
Comment...so now can be suspended or expelled for the same offense? Duplicate?

2. A student may be expelled (grade three to twelve, inclusive) whose conduct on school grounds or at a school-sponsored activity is violative of a publicized Board policy and is seriously disruptive of the educational process or endangers persons or property or whose conduct off school grounds is violative of such policy (CGA Public Act 19-91).

Student may be suspended in-school or out-of-school or expelled for conduct 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 or 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;

- q. 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;
- r. Repeated unauthorized absence from or tardiness to school;
- s. Intentional and successful incitement of truancy by other students;
- t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- v. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;
- y. Unauthorized smoking.

E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
 - a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
2. In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section 29-38 and whether

any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student, grades preschool, and kindergarten to twelve, inclusive, 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](#).

*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.

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.

5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or inter district magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

G. Suspension Procedure

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school 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. Suspensions shall be in-school

suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension. The administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than an out-of-school suspension or an expulsion.

The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.

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

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

2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.
3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

6. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

H. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.

2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice, at least five (5) business days before such hearing, 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 the student's and his/her parent's/guardian's legal rights and 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. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

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. The Board of Education, in accordance with Section [10-233d\(b\)](#) of the Connecticut General Statutes, may appoint impartial hearing officers to preside in expulsion hearings. A list of appointees shall be maintained by the Superintendent. The Chair of the Board, in consultation with the Superintendent, may assign impartial hearing officers to preside over expulsion hearings from a list approved by the Board as needed.

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 and a statement of the legal jurisdiction under which the hearing is to be held and a statement that students under sixteen years old who are

expelled and students between sixteen and eighteen who have been expelled for the first time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity;

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, except for a student who has been expelled based on possession of a firearm or deadly weapon, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

I. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning the parent's/guardian's and the student's

legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services. The notification shall include a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

J. Students with Disabilities

A special education student's IEP 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, which shall be equivalent to alternative education, as defined by C.G.S. [10-74j](#), with an individualized learning plan, (1) if he Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education which includes the kind of instruction to be provided and the number of hours to be provided 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 opportunity 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 such 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 seventeen (17) 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 required to offer such alternative educational opportunity, as defined, to any student between the ages of sixteen and eighteen who is expelled because of conduct, which endangers persons, and involved the following, on school grounds or at a school-sponsored event:

1. Possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon, or
2. Offering an illegal drug for sale or distribution.

If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm, or deadly weapon, dangerous instruments (those that can be used to cause death or serious injury) or martial arts weapons 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.

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, except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.
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. If a student in grades kindergarten to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.
4. 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 an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
6. A student expelled for possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon shall have the violation reported to the local police department.

7. 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.

8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Superintendent of Schools. Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for such offense 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.

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

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, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229, PA 15-96 and PA 16-147.

[53a-3](#) Definitions.

[53a-217b](#) Possession of Firearms and Deadly Weapons on School Grounds.

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

PA 15-96 An Act Prohibiting Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.

PA 19-91 An Act Concerning Various Revisions and Additions to the Education Statutes.

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, Amendments 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 The Individuals with Disabilities Education Improvement Act of 2004

Adopted: March 10, 1980

Reviewed: March 2, 2006

Revised: May 15, 2001

July 12, 2010

December 12, 2011

September 22, 2014 (Section L. Other Considerations)

November 9, 2015

January 9, 2017

August 28, 2017

March 26, 2018 (Section K.)

Adopted: September 16, 1982

Reviewed: September 11, 2003

Revised: September 10, 2018

ADMIN. REG: 5114

STUDENTS:

Suspension and Expulsion/Due Process:

Suspension:

1. Copies of the Board Policy should be published in all student Handbooks and teacher Handbooks.
2. It should be made clear in the policy that although suspended students be given the opportunity to make up any work missed, they are not entitled to tutorial help or special assistance.
3. In compliance with Special Education child: Students repeatedly suspended from school more than three (3) times in a given school year shall be promptly referred to the building planning and placement team.

Adopted: September 16, 1982

Reviewed: September 11, 2003

Updated to reflect current statutory language. Language removed and placed in Admin Regulation

STUDENTS:

Sexual Harassment:

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

Therefore, the Board condemns all unwelcome behavior of a sexual nature which is either designed to extort sexual favors from a student that will influence any decision concerning that student, or which has the purpose or effect of creating an intimidating, hostile, or offensive learning environment. The Board also condemns any retaliatory behavior against complainants or any witnesses.

Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately so that appropriate corrective action, up to and including significant disciplinary action, may be taken at once. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct, will ensure that an investigation is promptly commenced by appropriate individuals.

The Superintendent of Schools will develop and implement regulations on reporting, investigating and remedying allegations of sexual harassment. The school district will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment and to discipline any student or employee who sexually harasses a student or employee of the district. ~~Such procedures are to be consistent with any applicable provisions contained in the district's collective bargaining agreements and the tenure laws.~~

Definition of Sexual Harassment

~~A. Sexual harassment can usually be defined by three specific types: verbal, non-verbal, and physical.~~

~~Verbal: Humor, jokes and stories about sex and sexual behavior; repeated phone calls with requests for contact; sexual propositions or demands; sexual innuendo, insults and threats; statements designed to humiliate or embarrass; stereotypical comments based on gender, sexual identity or sexual orientation; vulgar sex-based or related language.~~

~~Non-verbal: Obscene and/or physically intimidating gestures; whistling, leering, ogling, suggestive or insulting sounds, obscene gestures; display of pornographic and/or obscene materials, sex-based graffiti.~~

~~Physical: Inappropriate touching, patting, pinching, stroking, grabbing; physically threatening behaviors such as forceful restraint; forceful contact, fondling, stalking; coerced sexual or sex-related activity.~~

~~B. Sexual harassment is prohibited in the school system. Sexual harassment can occur when, but is not limited to:~~

- ~~1. When submission to, or rejection of, conduct by an individual is used as the basis of academic or other school-related decisions affecting a student.~~
- ~~2. When the conduct has the purpose or the effect of having a negative influence upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.~~
- ~~3. When suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, display of sexually suggestive objects, pictures, or cartoons are directed to a student.~~
- ~~4. When continuing to express sexual interest after being informed that the interest is unwelcome.~~

~~5. When coercive sexual behavior by district personnel is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of student, including promises or threats regarding grades, course admission, performance evaluations, or recommendations; enhancement or limitation of student benefits or services (e.g. scholarships, financial aid, work study job).~~

~~6. When inappropriate attention of a sexual nature as defined above from peer(s), i.e. student to student, student to school employee occurs.~~

Complaint Procedure

~~1. If a student believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.~~

~~2. As soon as a student feels that he or she has been subjected to sexual harassment, he or she should make a complaint to the appropriate school personnel, guidance counselor, social worker, teacher, or the principal or his/her designee.~~

~~3. The student will be provided a copy of this policy and regulation and made aware of his or her rights.~~

~~4. The complaint should state the:~~

~~a. name of the complainant;~~

~~b. date of the complaint;~~

~~c. date of the alleged harassment;~~

~~d. name or names of the harasser or harassers;~~

~~e. location where such harassment occurred; and~~

~~f. detailed statement of the circumstances constituting the alleged harassment.~~

~~5. Any student who makes an oral complaint of harassment to any of the above-mentioned personnel will be provided a copy of this regulation and will be offered the opportunity to make a written complaint pursuant to the above procedure. If the complainant chooses not to file a written complaint a staff member will summarize it in writing.~~

~~6. If the student complainant is a minor, the person to whom the complaint is given should consider whether a child abuse report should be completed (refer to pertinent state law).~~

~~7. All complaints are to be forwarded immediately to the principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent.~~

~~8. If possible, within five (5) working days of receipt of the complaint, the principal or designee handling the complaint shall commence an effective, thorough, objective and complete investigation of the complaint. The investigator shall personally consult with all individuals reasonably believed to have relevant information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discretely, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.~~

~~9. The investigator, i.e., school principal or designee, shall make a written report summarizing the results of the investigation and proposed disposition of the matter to the Superintendent, and shall provide copies to the complainant, the alleged harasser, and, as appropriate, to all others directly concerned.~~

~~10. If the student complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the Superintendent, who shall review the investigator's written report with the information collected by the investigator, together with the recommended disposition of the complaint, to determine whether the investigation and disposition have been judged inappropriate. The Superintendent may also conduct an independent investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing the review, the Superintendent shall respond to the complainant, in writing, as soon as possible.~~

~~If, after a thorough investigation, there is reasonable cause to believe that sexual harassment has occurred, the district shall take all appropriate action to ensure that the harassment ceases and will not recur. Actions taken in response to allegations of harassment may include reassignment, transfer, or appropriate disciplinary action.~~

~~The harasser and any other persons responsible for the offense will be notified that appropriate action shall be taken if further acts of harassment or retaliation occur.~~

~~Copies of this regulation will be made available to all students and district personnel and will also be placed in student handbooks.~~

Definitions and Examples

A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical contact or communication of a sexual nature when:

- Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment; or
- Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- The conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education environment.

Any sexual harassment as defined herein when perpetrated upon a student or staff member shall be treated as sexual harassment under this policy.

B. Sexual harassment may include but is not limited to:

- Verbal harassment or abuse of a sexual nature
- Subtle pressure for sexual activity
- Inappropriate or unwelcomed touching, patting, or pinching of a sexual nature
- Intentional brushing against a student's or an employee's body
- Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status.
- Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status.
- Use of sexually or gender degrading words or comments, verbal or written (ex., graffiti)
- Display in the school, on school grounds, or at school-sponsored events or sexually suggestive a third party designated by the Superintendent.

Cross Reference: DBS Code: [5114](#) - Suspension-Expulsion

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.

Title IX of the Education Amendments of 1972, 34 CFR Section 106.

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26,1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)

Davis v. Monroe County Board of Education, No. 97-843 (U.S. Supreme Court, May 24, 1999).

Connecticut General Statutes

[46a](#)-60 Discriminatory employment practices prohibited.

Constitution of the State of Connecticut, Article I, Section 20.

Adopted: May 9, 1994

Revised: January 27, 2003

July 9, 2009

Removed language about sexual harassment. This is redundant since other policies deal exclusively with sexual harassment.

Students

Harassment

The Board strives to provide a safe, positive learning environment in the schools. Therefore, harassment, in any form, will not be tolerated. This policy applies to all students, staff members, Board members, parents, vendors, contracted individuals, volunteers, other employees and other visitors - who are on District grounds or property or on property within the jurisdiction of the District; on buses operated by or for the District; while attending or engaged in District activities; and while away from District grounds if the misconduct directly affects the good order, efficient management, and welfare of the District.

Employees, students, and others are expected to adhere to a standard of conduct that is respectful and courteous to all. The principle of freedom of expression that might otherwise protect the most offensive public speech does not protect or encompass a right to threaten the dignity and privacy of an individual. Such personally directed behavior will not be tolerated. It is contrary to academic values, debilitates its victims, compromises the offenders, and undermines the District's fundamental commitment to individual freedom and respect for all its members. Furthermore, acts of intolerance may destroy the very atmosphere in which freedom of expression is otherwise tolerated and cherished.

For purposes of this policy, harassment consists of verbal, written, graphic, or physical conduct relating to an individual's race, color, religion, sex, (including sexual harassment and pregnancy), national origin/ethnicity, physical attributes or disability, (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), parental or marital status, sexual orientation, including gender identity/expression or age when such conduct/harassment:

1. is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity, creates an intimidating, threatening or abusive educational environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; and
3. otherwise adversely affects an individual's learning opportunities.

Harassment as set forth above may include, but is not limited to:

- verbal, physical, or written intimidation or abuse;
- repeated remarks of a demeaning or condescending nature;
- repeated demeaning jokes, stories, or activities directed at the individual.

The Board strictly prohibits retaliation against any person for filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of discrimination or harassment. The Board considers/treats retaliation as a form of discrimination.

~~For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:~~

- ~~1. submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's academic status;~~
- ~~2. submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual;~~
- ~~3. such conduct deprives a student of educational aid, benefits, services or treatment;~~
- ~~4. such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.~~

~~Examples of conduct that may constitute sexual harassment include, but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably~~

~~interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.~~

For purposes of this policy teen dating violence, also called intimate relationship violence or intimate partner violence among adolescents or adolescent relationship abuse, includes physical, psychological, or sexual abuse; harassment; or stalking of any person ages 12 to 18 inclusive in the context of a past or present romantic or consensual relationship. Stalking can be defined as a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear. Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient.

Dating violence occurs when one partner is in a dating relationship, either past or present, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner.

Teen dating violence is unacceptable behavior and prohibited/will not be tolerated.

Examples of dating violence against a student may include physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment.
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Any student who is a victim of teen dating violence in violation of this policy is encouraged to immediately report his/her concerns to the District's Compliance Officer.

The District shall incorporate age-appropriate education about teen dating violence into new or existing training programs for students in grades 6 (7) through 12. In

addition, the District shall incorporate into existing professional development program for staff information related to the prevention of and appropriate response to teen dating violence

Each student shall be responsible to respect the rights of their fellow students and district employees and to ensure an environment free from all forms of unlawful harassment.

Should harassment be alleged, it is the policy of this Board that it shall be thoroughly investigated, that there shall be no retaliation against the victim of the alleged harassment, and that the problem/concern shall be appropriately addressed.

In order to maintain an educational environment that discourages and prohibits unlawful harassment, the Board directs the Superintendent of Schools to designate a District Compliance Officer.

cf. [0521](#) - Nondiscrimination)

(cf. [4131](#) - Staff Development)

(cf. 4118.113/4218.113 - Harassment)

(cf. [5131.911](#) - Bullying)

(cf. 5131.912 - Aggressive Behavior)

(cf. [5131.913](#) - Cyberbullying)

(cf. [5141.4](#) - Reporting of Child Abuse and Neglect)

(cf. [5145](#) - Civil and Legal Rights and Responsibilities)

(cf. [5145.4](#) - Nondiscrimination)

(cf. [5145.5](#) - Sexual Harassment)

(cf. 5145.51 - Peer Sexual Harassment)

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.

34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

Connecticut General Statutes

[46a-60](#) Discriminatory employment practices prohibited.

[10-15c](#) Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation)

[10-153](#) Discrimination on account of marital status.

[17a-101](#) Protection of children from abuse.

Policy adopted: March 24, 2014

NON-INSTRUCTIONAL OPERATIONS:

Transportation:

The Board of Education will provide transportation for all pupils under provisions of State Law and regulations. The Superintendent of Schools shall administer the operation so as to:

1. Provide for maximum safety of students.
2. Supervise and reinforce desirable student behavior.
3. Appropriately assist students with special needs.
4. Enrich the instructional program through carefully planned trips as recommended by the staff.

Legal Reference: Connecticut General Statutes

[10-186](#) Duties of local and regional boards of education

[10-220](#) Duties of boards of education

[14-275](#) Equipment and color of school buses

[14-275a.](#) Use of standard school bus required when

[14-257b](#) Transportation of handicapped students

[14-275c.](#) Regulations re school buses and motor vehicles
used to transport special education students

[14-276a \(c\)](#) Town/school district may require its school bus operators to have completed a safety training course

[14-280](#) Letters and signals to be concealed when not used in transporting children. signs on other vehicles

United States Code, Title 49

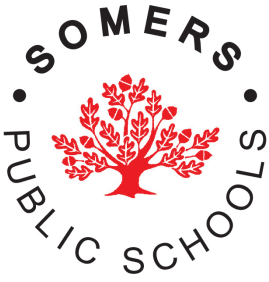
2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)

Adopted: April 28, 1980

Revised: November 27, 2000

April 6, 2009

July 9, 2009



DRAFT

Somers Board of Education
One Vision Boulevard
Somers, Connecticut 06071
www.somers.k12.ct.us

2021 MEETING SCHEDULE

Monday, January 11, 2021
Monday, January 25, 2021

Monday, February 8, 2021
Monday, February 22, 2021

Monday, March 8, 2021
Monday, March 22, 2021

Monday, April 26, 2021

Monday, May 10, 2021
Tuesday, May 24, 2021

Monday, June 14, 2021
Monday, June 28, 2021

Monday, July 12, 2021

Monday, August 23, 2021

Monday, September 13, 2021
Monday, September 27, 2021

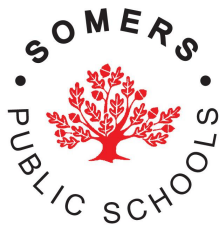
Tuesday, October 12, 2021
Monday, October 25, 2021

Monday, November 8, 2021
Monday, November 22, 2021

Monday, December 13, 2021

Meetings are held at 7:00 p.m. in the Mabelle B. Avery Middle School District Offices Board Room unless specified otherwise on the meeting agenda.

BOE for approval 9/28/20-ist warning



Board of Education Administrative Report

Title of Report: T-Eval Flexibilities for the 2020-2021 School Year

Board Meeting Date: September 28, 2020

Action

Report

Information

Discussion

Submitted by: Dina M. Senecal

Executive Summary

Given the conditions of the COVID-19 pandemic, the impact on the reopening of schools, and the critical importance of the social and emotional learning and well-being of students and educators during the upcoming academic year, the CT State Department of Education (CSDE) is providing flexibilities to the fundamental requirements of the *CT Guidelines for Educator Evaluation (Guidelines)* and Connecticut General Statute Section 10-151b to support individual and collective educator practices in order to improve student growth.

Student Learning Indicators (45%)

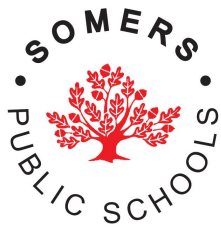
Teachers will develop **one student learning goal** with a minimum of two indicators or measures of accomplishment focused on:

- social and emotional learning for students,
- student engagement, and/or family engagement.
- An academic goal may be considered, with mutual agreement.

Indicators/measures of accomplishment could be demonstrated by implementation of school-wide or individual strategies mutually agreed upon between the teacher and evaluator during the goal- setting process.

Observation of Performance and Practice (40%)

As the social and emotional well-being of students and staff will be a priority during 2020-2021, observations of performance and practice will be formative in nature, and take place more frequently and for shorter amounts of time throughout the school year for the purpose of providing feedback and support.



Board of Education Administrative Report

Evaluators are encouraged to focus on educator practice that supports social and emotional learning, and health and well-being of staff and students in in-person, blended, and remote learning environments.

Written feedback from observations will use the pre-existing informal observation template. All feedback will be based on current, CSDE-approved rubrics, be formative in nature, and may include recommendations for professional learning.

Observation Requirements for Teachers:

- *Two informal observations and one review of practice* for teachers with more than two years of experience and who maintained Proficient or Exemplary practice during 2019-2020.
- *Three informal observations and one review of practice* for first and second year teachers, and teachers who demonstrated Developing or Below Standard practice during 2019-2020.

Stakeholder Feedback (10%)

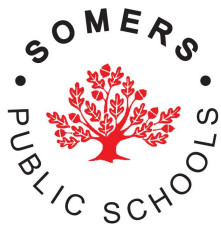
Engaging with families continues to be essential in supporting the overall success of students in school. As families have had to adjust to remote learning for students from home, caring for family members while working from home and/or ensuring child care while working outside of the home, and addressing the impacts on health, safety, financial and food security, the CSDE is committed to supporting educators in their support of and engagement with the families of our students.

Educators will prioritize the focus on implementing strategies for ongoing communication and engagement with families.

4-Level Matrix Rating System

Ratings have been waived for the 2020-2021 academic year, therefore, it is important for educators and their evaluators to communicate about educators' progress, potential concerns, and relevant professional learning.

The reporting of aggregate evaluation ratings to the CSDE by September 15, 2021 is waived.



Board of Education Administrative Report

In order to promote support and growth for educators, feedback from observations of performance and practice will be conveyed in writing.

This waiver of summative ratings does not change the expectation that evaluators will provide substantive feedback to educators.

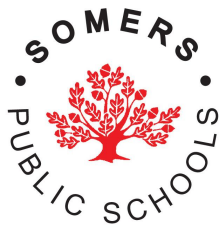
Educators will still complete a self-assessment based on evidence and data collected throughout the school year, and submit to their evaluators no later than the date in the district's EESP.

Evaluators will provide some commendations via a narrative summary, as well as areas for improvement, and recommendations to the educator prior to the end of the school year.

Individual Improvement and Remediation Plans:

These flexibilities should not be interpreted to mean improvement and remediation plans are unnecessary. Any evaluator who continues to have concerns about an educator's performance should ensure it is appropriately communicated and documented, and development opportunities are provided, even without summative ratings. Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.





Board of Education Administrative Report

Title of Report: Remote Learning K-5

Board Meeting Date: September 28, 2020

Action

Report

Information

Discussion

Submitted by: Melissa Mucci

CSDE Guidelines for Remote Learning

Districts and schools should develop a *full* school day schedule to include age-appropriate engagement expectations for students...

- live daily contact between teachers and students (and/or caregiver)
- direct instruction (either synchronously or asynchronously)
- independent student work
- opportunity for questions and feedback during teacher office hours.

Length of the PK–12 remote instructional day of *direct engaged* learning should not be less than the allocated hours listed below:

- **K-5:** 4.5 hours (synchronous 2.25 ours)
K-2: 5-20 min. learning spans
3-5: 20-30 min. learning spans

Considerations for Synchronous Learning K-2:

- Daily Routine Check-in
- Small group synchronous sessions that lend themselves to a whole group learning experience
- Facilitated small group discussion
- Livestream educational content, sessions for interaction, collaboration, feedback and recap of learning



Board of Education Administrative Report

Considerations for Synchronous Learning 3-5:

- Daily Routine Check-in
- Homeroom Mindfulness facilitated by teacher or team
- Small group synchronous sessions that lend themselves to a whole group learning experience
- Facilitated small group discussion
- Livestream educational content, sessions for interaction, collaboration, feedback and recap
Specials:

The time allotted for specials/electives will vary greatly by school district and level. Suggested time frames for specials should be given for the fraction of the school day/ year this class might normally represent.

Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other electives/specials. Students are accustomed to daily structured movement (such as Physical Education) as well as unstructured movement (such as recess).

SES Remote Learning Plan

Grades K-5 will deliver grade level curricular assignments through the use of SeeSaw as a digital learning platform. Students and parents can access this application through the use of a smartphone, iPad or Chromebook.

Teachers will provide synchronous instruction and assignments Monday-Friday. Teachers will communicate a remote learning schedule with students & caregivers that closely mimics their on-campus schedule. *Direct, engaged remote* learning should not be less than the allocated hours listed below:

K-5: 4.5 hours (synchronous 2.25 hours)

- **K-2:** 5-20 min spans
- **3-5:** 20-30 min spans

Teachers will focus their instruction on priority standards to ensure that the content and skills being taught are the most important and that the building blocks for the next expected content.

Teachers will hold weekly class meetings via ZOOM to focus on fostering “face to face” student to teacher and student to student communication. These class meetings will serve as checkpoints for teachers to ensure students are accessing technology and assignments as well as to check in on their students’ social emotional well-being. These meetings will allow students to interact with classmates and their teacher.

Families will have scheduled device & material pick-up dates and times to follow school closure as needed.



Miss Aston's Class: Remote Hybrid Model Gr.1

Daily Schedule/Assignments



****Live Streaming via Zoom is bolded below****

8:30 - 9:10 Morning Routine/Work

- Students on campus complete morning activities

9:10-9:30 Morning Meeting and Calendar

- **Students will engage in an interactive morning meeting experience.**
 - **Screen share mode-Mimio technology will be utilized**

9:30 - 10:00 F&P Interactive Read Aloud (IRA)

- **Document camera and additional online multimedia resources will be utilized daily during this time to support learning**
 - Remote Learners SeeSaw Assignment: Read aloud follow up activity

10:00 - 10:30 Foundations Lesson

- Remote Learner SeeSaw Assignment: Foundations video that mimics the "on campus" lesson.

10:30 - 10:45 Snack/Mask Break

10:45 - 11:15 Writers' Workshop

- Writers' workshop with science and social studies embedded

11:15 - 12:00 Readers' Workshop

- F&P reading mini lesson
- Workshop rotations-Daily 5

12:00 - 1:00 Lunch/Recess

1:00 - 1:40 Specials

1:40 - 2:00 Mask Break

- Read aloud

2:00 -3:00 Math

- **Screen share mode-Investigations online component is utilized**
 - On Campus Learners: participate in math workshop
 - Remote Learners SeeSaw Assignment: math daily practice independent activity





Miss Aston's Class: Full Remote Learning Model Gr.1

Daily Schedule/Assignments



****Live Streaming via Zoom is bolded below****

8:45 - 9:00

Morning Routine/Work

- Students/parents login to SeeSaw to view daily message
 - Student-Bitmoji classroom
 - Parents- Schedule listing daily assignments for students

9:00 - 10:15

• **Morning Meeting and Calendar**

- Student will engage in an interactive morning meeting experiences
 - Screen share mode-Mimio technology will be utilized

• **F&P Interactive Read Aloud (IRA)**

- Document camera and additional online multimedia resources will be utilized daily during this time to support learning



10:15 - 11:30

- SeeSaw Assignment: Read aloud follow up activity
- SeeSaw Assignment: Foundations Lesson
 - Students engage in videos that mimic each lesson from the program.

11:30 - 12:00

• **Math Lesson**

- Screen share mode-Investigations online component is utilized

12:00 -12:30

- SeeSaw Assignment: Math Independent Practice

12:30 - 1:00

- Lunch/Break

1:00 - 1:40

• **Specials**

- Login to SeeSaw and find the specials assignment and/or Zoom link to Live Stream.

1:40 - 3:00

Small Group Meetings- Refer to schedule for your time!



Superintendent's District Improvement Plan 2020-21

Vision:

The Somers Public Schools strives to be an exceptional and innovative educational community.

Mission:

The mission of the Somers Public Schools is to prepare each student to contribute and succeed in an ever-changing global society

Strategic Plan Goals



Goal 1: Student Achievement

Develop and implement instructional, digital, and assessment systems that support high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.
- B. Build a common understanding of the selected skills.
- C. Create Somers Student Success Skills rubrics for grades 5, 8, & 12.
- D. Continue curriculum development and vertical articulation for all content areas.
- E. Develop K-12 interdisciplinary information literacy curriculum and programming.
- F. Continually assess, update, and implement the five-year technology replacement plan.
- G. Utilize instructional coaches to support the effective use of technology/media in instruction and provide embedded professional development to teachers.
- H. Develop and implement STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.
- I. Assess the current practices and philosophy of homework, assessment, personalized learning, mastery learning, and the purpose of grades.



Goal 2: Professional Learning

Develop and implement meaningful and personalized professional development programming that support best practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Develop staff understanding of Somers Student Success Skills.
- B. Conduct an analysis to determine which skills and capacities are required to support the staff's implementation of Student Achievement Goals.
- C. Identify gaps in current teacher knowledge and practice at each grade and content level, and create a professional learning plan to address the identified gaps.
- D. Implement professional development for each of the identified gaps tailored to needs across the district.
- E. Provide personalized professional development opportunities to support curriculum development.
- F. Provide professional development opportunities to support the development and implementation of STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.
- G. Utilize instructional coaches to provide embedded professional development opportunities.
- H. Institute an *Instructional Think Tank* to develop district philosophy of assessment and practices that allows students to demonstrate mastery more authentically.



Goal 3: Accountability

Develop and implement goal setting and accountability systems that support best instructional practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Revise the teacher and administrator evaluation systems to assure that high leverage student skills are embedded in goal setting and observations.
- B. Develop and implement administrator professional development for teacher evaluation utilizing a calibrated protocol with a targeted emphasis on instructional practices.
- C. Develop alternative means to gather evidence of teacher practice and student achievement.
- D. Develop and implement professional development regarding the teacher evaluation process (and its connection to professional development and high leverage skills).
- E. Develop a capstone project for the transition years of 5th, 8th, and 12th-grade students.

District Improvement Plans

Strategic Plan Goal: Student Achievement		Focus Areas of Improvement: Math, Language Arts, Student Success Skills		
<p>Goal:</p> <ol style="list-style-type: none"> 1. Increase student proficiency in language arts. 2. Increase student proficiency in math. 3. Develop roadmap for implementation of Somers Student Success Skills <p>Metric:</p> <ol style="list-style-type: none"> 1. Various grade level assessments 3. Recommendations from Director of Curriculum and Instruction 4. Recommendations from MBA & SHS Principals 				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
Goal 1				
<ul style="list-style-type: none"> • Continue to provide the necessary resources and training to staff in implementation of F&P 	<ul style="list-style-type: none"> • SES Principal • Director of Curriculum and Instruction • Reading Consultant • Classroom Teachers 	<ul style="list-style-type: none"> • Purchase of appropriate F&P resources • Professional development funding 	SY 2020-21	<ul style="list-style-type: none"> • Increase student achievement in various language arts components in the elementary school.
<ul style="list-style-type: none"> • Investigate language arts programming to be implemented at MBA in 2021-22 	<ul style="list-style-type: none"> • MBA Principal • Director of Curriculum & Instruction 	<ul style="list-style-type: none"> • Time • Access to resources 	SY 2020-21	<ul style="list-style-type: none"> • Make programming and budget recommendations.
<ul style="list-style-type: none"> • Work with SHS Principal to develop plan to increase language arts mastery on SAT and AP tests 	<ul style="list-style-type: none"> • SHS Principal • Director of Curriculum & Instruction 	<ul style="list-style-type: none"> • Time • Access to resources 	SY 2020-21	<ul style="list-style-type: none"> • Increase student achievement in various language arts components in the middle school.

Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<p><u>Goal 2</u></p> <ul style="list-style-type: none"> Implement Investigations (K-4) and iReady (5-8) and math programs Work with SHS Principal to develop plan to increase mathematics mastery on SAT and AP tests 	<ul style="list-style-type: none"> SES Principal MBA Principal Classroom Teachers SHS Principal Director of Curriculum & Instruction 	<ul style="list-style-type: none"> Time Time Access to resources 	<p>SY 2020-21</p> <p>SY 2020-21</p>	<ul style="list-style-type: none"> Increase student achievement in various mathematics components in the elementary and middle schools. Increase student achievement in various mathematics components in the high school.
<p><u>Goal 3</u></p> <ul style="list-style-type: none"> Work with EdLeader 21 to revise roadmap 	<ul style="list-style-type: none"> Director of Curriculum and Instruction 	<ul style="list-style-type: none"> Time EdLeader21 partnership 	<p>SY 2020-21</p>	<ul style="list-style-type: none"> Develop comprehensive program to systemically implement student success skills.

Strategic Plan Goal: Professional Learning		Focus Area of Improvement: Staff development programming		
<p>Goal: Assess current professional development format and programming for future changes to better meet the district professional growth needs.</p> <p>Metric: Recommendation from the district professional development committee.</p>				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> Convene district-wide PD Committee to assess current practices 	<ul style="list-style-type: none"> Director of Curriculum and Instruction 	<ul style="list-style-type: none"> Time to meet 	SY 2020-21	<ul style="list-style-type: none"> Make recommendations for professional development formats and programming.
<ul style="list-style-type: none"> Develop a systemic diversity professional development and instructional program 	<ul style="list-style-type: none"> Superintendent Director of Curriculum and Instruction 	<ul style="list-style-type: none"> Time to meet as a leadership team Outside speakers depending on topics 	SY 2020-21	<ul style="list-style-type: none"> Administrator will increase professional knowledge on related topics and apply skills in instructional programming Programming recommendations.

Strategic Plan Goal: Accountability		Focus Area of Improvement: Teacher Evaluation & Student Assessment		
<p>Goal:</p> <ol style="list-style-type: none"> 1. Review and revise teacher evaluation plan to better reflect SPS goals and beliefs 2. Evaluate student assessment methodologies to implement best practices for meaningful assessment (multi-year process) <p>Metric:</p> <ol style="list-style-type: none"> 1. CSDE approval of update teacher evaluation plan 2. Report and recommendations from committee(s) assigned to the task 				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<p>Goal 1</p> <ul style="list-style-type: none"> • Convene teacher evaluation committee to review and update teacher evaluation plan 	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • Teacher evaluation committee 	<ul style="list-style-type: none"> • Time 	SY 2020-21	<ul style="list-style-type: none"> • Revision to the teacher evaluation program that aligns to state mandates and SPS criteria
<p>Goal 2</p> <ul style="list-style-type: none"> • Convene assessment groups through the Curriculum Committees to evaluate current assessment practices and make recommendation • Implement standards-based report cards (K-5). 	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • Curriculum Committees 	<ul style="list-style-type: none"> • Time 	SY 2020-21	<ul style="list-style-type: none"> • Recommendation for revisions to current assessment programs

CREC Council Meeting Report September 16, 2020

- Over the summer Greg Florio met (by zoom) with a few council members at a time to get feedback about council meetings. I participated in one of the meetings in August. One of the suggestions that came from this meeting was providing more information to council members on the successes of the magnet schools i.e. very high percentage rate of graduation this year. The other suggestion was allowing more time at council meetings for comments at the end of the meetings by council members. Part of the value of meeting with BOE members from 20+ districts is getting input from other board members/sharing the solutions to issues etc.
- The council has been meeting by zoom since March. Attendance at the council meetings has actually increased. It is easier for many BOE reps to attend the meeting by zoom instead of driving to Hartford. At this point we are continuing to meet by zoom and will discuss further as to how often we may meet in Hartford.
- There was additional time allotted at the end of the meeting on Wednesday for comments. Many BOE reps explained the hybrid model that was being done in their district. Somers was the only mentioned that is doing 5 days of instruction. Most schools are closed on Wednesdays. There were no two alike. Other districts also raised their rate of pay for subs.....finding it difficult to get subs. Some districts have allowed teachers to bring their children to do virtual learning when they are not in school instead of at home.
- An ad hoc committee was formed to review the Constitution regarding the CREC Council and Board of Directors. In the past it was a challenge to get enough BOE members for a quorum to vote on hiring issues etc. A board of directors was formed with only 8 members from the council. It appears we may no longer need this smaller group, especially with the zoom option.
- In August they did a drive thru for student to pick up back packs instead of the all-day affair with haircuts etc. They gave out 1,200 backpacks.
- Supplies for students in need in the elementary schools were set up with Staples. Boxes of supplies were mailed to the homes of 1,800 students.
- Eleven of the first group of residency students have taken jobs: in Hartford and one in Bristol and one in Ellington.
- CREC got a federal grant to operate 3 Head Start sites: one in Bloom field and one in Hartford; hired 73 people to staff the sites. Have 310 students registered so far.