

Somers Board of Education Regular Meeting
Monday, January 13, 2025 7:00 PM
Somers Board of Education Chambers, 1 Vision Boulevard, Somers, CT 06071

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **APPROVAL OF MINUTES**
 1. Approval of the December 9, 2024 BOE Minutes 2
The Board to review and approve the minutes from the December 9, 2024 Board meeting.
4. **ADMINISTRATIVE REPORTS**
 1. Superintendent Update
 2. Monthly Budget 10
Stephanie Levin, Director of Business Services, will update the Board on the monthly budget.
5. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
6. **CONSENT AGENDA**
 1. Warrant of January 13, 2025 11
The Board to review and consent to the warrant of January 13, 2025.
 2. Retirements
 - Dr. Michael Wald, SHS School Psychologist, will be retiring at the end of the 2024-2025 school year. He will have served 29 years at Somers Public Schools.
 - Ines Dunn, SHS World Language Teacher, will be retiring at the end of the 2024-2025 school year. She will have served 26 years at Somers Public Schools.
 3. 2nd Posting DBS Code 4000.1 - Sexual Harassment/Title IX 16
 4. 2nd Posting DBS Code 4222 - Paraeducators 20
 5. 2nd Posting DBS Code 5114 - Suspension 24
 6. 2nd Posting DBS Code 5118 - Residence 47
 7. 2nd Posting DBS Code 5145.53 - Transgender and Gender Non-Conforming Youth 49
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 9. 2nd Posting DBS Code 6148 - FAFSA (revision) 59
 10. 2nd Posting DBS Code 9321.1 - Bylaws of the Board: Meetings 62
 11. 2nd Posting DBS Code 9321.2 - Notification of Meetings 63
7. **OLD BUSINESS**
8. **NEW BUSINESS**
 1. 1st Posting 2025-2026 & 2026-2027 Somers Public Schools Calendars 64
9. **COMMITTEE REPORTS**
 1. Curriculum
 2. Policy
 3. Planning/Finance
 4. Salary & Negotiations
 5. Building
10. **CABE/CREC/State Dept. of Ed./SEF**
11. **AUDIENCE TO CITIZENS/STAFF/STUDENTS**
12. **ADJOURNMENT**

Somers Board of Education Regular Meeting
Somers Board of Education Chambers
Monday, December 9, 2024
7:00 PM

(The recorded livestream may be viewed on SPS' YouTube channel on the school website)

Present BOE Members: Anne Kirkpatrick, Mike Briggs, Dr. Ed DePeau, JT Galloway, Shane Manning, Jan Martin, Kim Radziewicz, Carl Stebbins, Derek Zelek

Others: Dr. Sam Galloway, Stephanie Levin, Dina Senecal, Paula Carra, Kerry Duffy, Kevin Duffy, Meg Duffy, Phil Goduti, Laurie Harrison, Julie Hinkley, Lisa Horan, Jim MacFeat

1. CALL TO ORDER

The regular Board of Education meeting was called to order by Chair Kirkpatrick at 7:00 p.m. in the Board of Education Chambers.

2. PLEDGE OF ALLEGIANCE

3. AWARDS AND RECOGNITIONS

3.1. Paraeducator of the Year

Rationale: The Board to recognize Laurie Harrison as the 2025 Paraeducator of the Year. A perpetual plaque will be displayed in the Board Chambers.

Discussion: Superintendent Galloway introduced the 2025 Paraeducator of the Year, Laurie Harrison. Ms. Harrison joined the SPS staff three years ago. Ms. Harrison served as a cheerleading coach and mentor, attended Mitchell College, and worked with PreK-Kindergarten age children before joining SPS. Chair Kirkpatrick shared that a plaque honoring recipients of the Paraeducator of the Year recognition will be added to the wall in the Board of Education building. Ms. Harrison's name, along with past recipients' names, will be added to the plaque. Ms. Harrison thanked everyone for allowing her to do what she loves. She felt very welcome when she joined the Somers team.

3.2. Retirement Recognitions

Rationale:

- Paula Carra, SES Paraeducator, will be retiring after 28 1/2 years of service at Somers Public Schools.
- Meg Duffy, SHS Career Specialist, will be retiring after 27 1/2 years of service at Somers Public Schools.

Discussion: Superintendent Galloway congratulated two staff members on their retirement from SPS. Superintendent Galloway recognized Paula Carra for her years of service to SPS. Ms. Carra worked in Somers for many years to support students in the Special Education program. Ms. Carra was awarded the 2018

Paraeducator of the Year award. Ms. Carra has been in Somers for many years due to her drive to support students in the Special Education program. Superintendent Galloway thanked Ms. Carra for her hard work and dedication and stated that she exemplifies the staff who work in Somers- passionate and motivated with their hearts in the right place. Ms. Carra thanked everyone and shared that she is ready to start a new chapter, spend time with her grandchildren, and travel. Superintendent Galloway presented a gift to Ms. Carra.

Superintendent Galloway introduced Ms. Meg Duffy. Ms. Duffy has been with the district supporting students at the high school level since 1997. Ms. Duffy has served as an advisor for many clubs and helped students recognize potential career paths. Ms. Duffy shared that she intends to live a rich and purposeful retirement. She shared that the decision to retire is bittersweet, and she thanked the Board and the community.

4. APPROVAL OF MINUTES

4.1. Approval of the November 25, 2024 BOE Minutes

Rationale: The Board to review and approve the minutes from the November 25, 2024 Board meeting.

Motion to approve minutes of November 25 Board of Education Meeting. This motion, made by JT Galloway and seconded by Jan Martin, Carried. **Yea: 8, Nay: 0, Abstain: 1 (Derek Zelek)**

5. ADMINISTRATIVE REPORTS

5.1. Superintendent Update

Mr. Jim MacFeat provided information regarding an indoor air quality checklist that is mandated by the state. Mr. MacFeat and his team must submit a report with findings from their inspection by 1/1/25. An inspection must be done annually. The inspection is completed for all three schools and is done in stages to address over 230 questions. Some parts are conducted during regular maintenance. There were no surprises found during the most recent inspection. Every 5 years, indoor air quality testing must be done. Testing is done by a state-approved and accredited third party company.

The SES Invention Convention will be facilitated by Ms. Lynn Erickson. Over 40 SES parents recently logged on to the virtual informational meeting. The format of the SES report card has changed. The hope is that the new report card is easier to read and understand.

New grading practices are fully implemented at MBA. The new system separates assessment scores from work habits. Academic performance can no longer be affected by effort components like homework completion.

Superintendent Galloway thanked SEF for a \$10,000 grant for the SHS library media center. There is a team at SHS making connections with Shine (formerly

Somers Comes Together). A partnership with SHS and the American Legion has been formed as a byproduct of the Veterans Day event. Superintendent Galloway highlighted his efforts to build relationships with town entities. For example, an SPS projector is on loan to the library for use in the community space. The library has been accommodating when the district uses that space.

Superintendent Galloway reviewed the protocol used to make decisions about snow days and delayed openings. The process involves discussions with a meteorologist and local superintendents. Much thought goes into each decision based on the information available at any given time.

5.2. Monthly Budget Report

Rationale: Stephanie Levin, Director of Business Services, will update the Board on the monthly budget.

Discussion: Stephanie Levin presented the November budget report. Several leaves of absence will affect the budget. The exact amount is not yet determined due to unknown start dates, the availability of long-term subs, and potential snow days affecting the schedule. The use of long-term substitutes will cost the district about \$14,000 more than if staff members were to stay in their positions. An offer was made for the SES Secretary position. The candidate declined the position. The position will be eligible for insurance. The ECS grant will offset Special Education expenditures. The Special Education tuition and transportation budget is currently negative. This will be adjusted in February when the ECS amount is known. Ms. Levin recommended a budget freeze for anything outside of curricular needs. This freeze recommendation will be reassessed in February when the first ECS payment is received, and most of the winter is over. Winter brings along unknown heating and electricity costs.

5.3. Data Presentation

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will present the test score data to the Board.

Discussion: Ms. Dina Senecal presented the 2024 Standardized Assessment Data Summary. The data summarized includes ELA and Math SBAC data for grades 3-8, AP and SAT data, and NGSS data for grades 5, 8 and 11. Data is available through EdSite Secure. Ms. Senecal stressed the importance of looking at this data longitudinally. It is also important to note that historical data includes years affected by COVID. The baseline goal for the district is for 70% of students to reach levels 3 and 4 and for all students to achieve individual growth.

SBAC and NGSS data shows that SPS students are outperforming state averages. Ms. Senecal explained that these assessment scores are one data point that is considered when looking at student performance. Data teams match SBAC and NGSS data with several other data points taken over the course of the year, including universal screener data. Projection data is also used. Teachers are

embedding IAB practice assessments throughout the school year. Instructional Coaches are working on aligning IABs with existing curricular units. Exposure to IABs helps familiarize students with the test-taking interface and provides more data points for teachers.

School leaders are collaborating with other districts monthly to learn and mimic best practices and attend site visits. The addition of Looker Studio helps to organize assessment data. Teachers spend less time searching for data and more time utilizing it to make instructional decisions.

Programmatic shifts in ELA were discussed that could have an impact on SBAC ELA scores. A new program, CKLA, is being implemented across K-5 with fidelity and with support from instructional coaches. Ongoing professional development, partially funded by SEF grants, are being utilized. Pacing guides and embedded assessments aligned with CKLA are also being used to help support growth in this area. Fifth grade has shifted back to being self-contained rather than students rotating for subjects. This practice is believed to better support fluidity with timing and the teaching of cross-curricular content.

Math SBAC scores were shared. Two years ago, the district expedited a curricular review of math programs and materials. A math leadership team has been created with K-12 representation. The team has been looking at Go Open CT materials. These materials are provided by the state, free of charge, and are aligned with state standards. The state also provides a list of programs that are aligned to CT math standards. K-8 teachers are piloting and vetting the materials, and shifts in instruction are happening. The goal is to select a program that spans K-8.

NGSS Achievement Data was shared for grades 5, 8, 11. Slight improvements are noted after beginning to use OpenSciEd materials. A comparison of SBAC and NGSS scores of Somers vs. similar districts was shared. These districts include Bolton, Canton, Ellington, Somers, Suffield and Tolland. Somers ranks "in the mix" with these districts.

The SAT is open to all enrolled juniors. SPS has about a 95% participation rate. Administration of the SAT shifted to a digital test last spring. SHS students are outperforming the state in ELA and math. A discussion ensued about how courses are preparing students for the SAT and tools used to prepare students for the logistics of online testing. It is hoped that there will be a positive correlation between SAT scores and students who engage in SAT prep sessions. Data from AP tests was shared. A discussion ensued about the participation of students in AP and ECE courses. There were 169 AP exams taken last year. Pass rates range from 57-100% across different AP assessments. All students who enroll in SHS AP courses must take the AP test. A discussion ensued regarding increasing enrollment numbers in some AP courses. A discussion ensued regarding backward planning from middle school to put kids on the trajectory to AP classes in high school. School leaders are also refining the course selection process to

build more student-friendly course descriptions to encourage students to try new and challenging classes. Building positive relationships between students and teachers may also have an impact on enrollment in certain courses.

Board Member Carl Stebbins raised a question regarding getting parents more involved in the conversation on this topic. Ms. Senecal noted the ways that have worked to get parents engaged in various aspects of student learning. Board members raised questions regarding exactly what data can be reviewed in Looker Studio. Ms. Senecal and Superintendent Galloway explained what data is available and how teachers can view data not uploaded to Looker Studio.

Chair Kirkpatrick shared concerns about third grade reading scores. She shared that the proficiency score in this area has not gone above 57% in about 25 years. Questions regarding the causes of this low score were discussed. Superintendent Galloway suggested that an "after action" report is necessary but has not been done in past years after a low performance. This is a practice that will be implemented along with a close look at other data points.

6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

Motion to delete agenda item 9.3- *1st Posting of DBS Code 4115- Evaluation and Support* because it has not been updated. This motion, made by Kim Radziewicz and seconded by Carl Stebbins, Carried. **Yea: 9, Nay: 0**

7. CONSENT AGENDA

Motion to approve Consent Agenda. This motion, made by Shane Manning and seconded by Carl Stebbins, Carried. **Yea: 9, Nay: 0**

7.1. Warrant of December 9, 2024

Rationale: The Board to review and consent to the warrant of December 9, 2024.

7.2. Leave of Absence

Rationale: Jenna Fortini, SHS Math Teacher, will be taking a leave of absence approximately May 6, 2025 through the end of the school year.

7.3. 2nd Posting New Course Proposal - Global and World Cultures

7.4. 2nd Posting New Course Proposal - Freshman Academy

7.5. 2nd Posting New Course Proposal - ECE Solidworks for Industrial Design

7.6. 2nd Posting New Course Proposal - Digital Literacy

7.7. 2nd Posting New Course Proposal - AP Physics C: Mechanics

7.8. 2nd Posting New Course Proposal - AP Calculus BC

7.9. 2nd Posting New Course Proposal - AP Precalculus

7.10. 2nd Posting New Course Proposal - Middle School Math Applications

8. OLD BUSINESS**9. NEW BUSINESS****9.1. 2025 Washington D.C. Trip**

Rationale: Phil Goduti, SHS History Teacher, will present the 2025 Washington D.C. trip to the Board.

Motion to approve the field trip requested by Phil Goduti for April 3, 2025 to April 5, 2025 to Washington DC. This motion, made by Kim Radziewicz and seconded by Jan Martin, Carried. **Yea: 9, Nay: 0**

Discussion: Dr. Phil Goduti presented the Washington D.C. Trip to the Board. Dr. Goduti shared a presentation with photos from last year's trip. Forty of 42 students enrolled in the AP U.S. History class attended last year. The itinerary changes each year based on schedules and availability. Dr. Goduti shared highlights of last year's trip, including visits to monuments, the American History Museum, the African American History Museum, the Natural History Museum and several memorials. Dr. Goduti shared attractions he hopes to visit on this year's trip.

Board member Shane Manning shared that this is an incredible learning experience for students. It is a great way for teachers and students to build relationships. Board member Jan Martin asked about last year's requirement to create a documentary based on a topic covered in the AP U.S. History class. This project is completed and shared with the class after the AP exam. This year students will create a PowerPoint instead of creating a documentary.

9.2. 1st Posting DBS Code 4000.1 - Sexual Harassment/Title IX**9.3. 1st Posting DBS Code 4115 - Evaluation & Support****9.4. 1st Posting DBS Code 4222 - Paraeducators****9.5. 1st Posting DBS Code 5114 - Suspension****9.6. 1st Posting DBS Code 5118 - Residence****9.7. 1st Posting DBS Code 5145.53 - Transgender and Gender Non-Conforming Youth****9.8. 1st Posting DBS Code 6146 - Graduation Requirements****9.9. 1st Posting DBS Code 6148 - FAFSA (revision)****9.10. 1st Posting DBS Code 9321.1 - Bylaws of the Board: Meetings****9.11. 1st Posting DBS Code 9321.2 - Notification of Meetings****10. COMMITTEE REPORTS****10.1. Curriculum**

This committee met on 12/3/24 and reviewed data that was shared at tonight's meeting. The next meeting will be held on 2/10/24 at 6p.m.

10.2. Policy

The next meeting will be held on 1/13/25 at 6 p.m.

10.3. Planning/Finance

This committee met on 12/9/24 for a high-level overview of the budget. The subcommittee will meet two to three times in January before the first draft of the budget is shared on 1/27/25.

10.4. Salary & Negotiations

10.5. Building

The next meeting will be held on 12/11/24.

11. CABE/CREC/State Dept. of Ed./SEF

There are no CREC or SEF updates. The town meeting will be held on 12/10/24 at 7 p.m. The Harlem Wizards Game will be held at SHS on 12/10/24. The town referendum will take place on 12/17/24. The SES winter concert is upcoming and will be held at SHS.

12. AUDIENCE TO CITIZENS/STAFF/STUDENTS

Community member Lisa Horan shared her understanding of what admissions counselors look for when reviewing college applications. Ms. Horan expressed her belief that it is important to foster a challenge mindset beginning in elementary school to push kids to achieve at their level of capability and beyond. Ms. Horan also shared that she has heard questions regarding the town meeting and referendum. A review of the timeline of past events that led to another referendum was reviewed. Ms. Levin shared that the state requires that the town approve the entire project cost and cannot take reimbursement into consideration. The project is currently projected to cost \$15.3 million; however, the town will receive \$5.8 million in grant reimbursement. At the time of the first referendum, the project cost was believed to be less.

Chair Kirkpatrick shared that the next Board meeting will take place on 1/13/25. Chair Kirkpatrick wished everyone a happy holiday season, and encouraged all community members to vote on 12/17/24.

13. ADJOURNMENT

Motion to adjourn at 9:19 p.m. This motion, made by Jan Martin and seconded by JT Galloway, Carried. **Yea: 9, Nay: 0**

Jan Martin, BOE Secretary Date
Jenna McDermott, BOE Recording Secretary

2024-2025

Monthly Report

(Through 12/31/2024)

CATEGORY	ITEM	Approved Budget	Budget Adjustment	Revised Budget	Actual Expenditures	Encumbered	Total Projection	Variance	% +/-
Salaries	Teachers	12,564,673	(1,911)	12,562,762	4,515,578	7,924,327	12,439,905	122,857	0.98%
	Secretaries/Paraprofessionals	2,454,866	(11,363)	2,443,503	1,057,668	1,302,976	2,360,644	82,859	3.38%
	Administrators	1,812,352	6,180	1,818,532	870,208	945,416	1,815,624	2,908	0.16%
	Custodians/Maintainers	981,153	0	981,153	497,827	495,945	993,772	(12,619)	-1.29%
	Other Instructional	536,473	(169)	536,304	218,620	299,871	518,491	17,813	3.32%
	Nurses	301,269	944	302,213	104,850	187,500	292,350	9,863	3.27%
	Medical Advisor	1,500	0	1,500	1,500	0	1,500	-	0.00%
	SUBTOTAL	18,652,286	(6,319)	18,645,967	7,266,252	11,156,035	18,422,287	223,680	1.20%
Insurance & Benefits	Health Insurance	3,705,290	0	3,705,290	1,965,479	1,736,938	3,702,417	2,873	0.08%
	Social Security	577,250	0	577,250	273,808	315,919	589,727	(12,477)	-2.16%
	Pension	221,000	0	221,000	100,517	119,597	220,113	887	0.40%
	Worker's Comp	95,030	0	95,030	45,368	49,662	95,030	-	0.00%
	Property / Liability	101,905	0	101,905	55,117	46,788	101,905	-	0.00%
	Long Term Disability	45,000	0	45,000	19,697	22,803	42,500	2,500	5.56%
	Life Insurance	25,000	0	25,000	9,843	10,157	20,000	5,000	20.00%
	School Board Legal	10,000	0	10,000	5,000	5,000	10,000	-	0.00%
	Unemployment	0	0	0	3,869	35,000	38,869	(38,869)	#DFV/01
	OPEB	31,668	0	31,668	15,834	15,834	31,668	-	0.00%
Tuition Reimbursement	9,500	0	9,500	0	0	0	9,500	100.00%	
SUBTOTAL	4,821,643	0	4,821,643	2,494,531	2,357,698	4,852,229	(30,586)	-0.63%	
Tuition	Special Education	964,375	0	964,375	337,047	789,579	1,126,626	(162,251)	-16.82%
	Non-Special Education	128,000	0	128,000	66,490	3,713	70,203	57,797	45.15%
	SUBTOTAL	1,092,375	0	1,092,375	403,537	793,292	1,196,829	(104,454)	-9.56%
Transportation	Regular Transportation	985,820	0	985,820	213,445	852,555	1,066,000	(80,180)	-8.13%
	Special Education Transportation	461,780	0	461,780	171,009	380,571	551,580	(89,800)	-19.45%
	Athletics/Field Trips	48,300	0	48,300	12,459	22,938	35,397	12,903	26.71%
	SUBTOTAL	1,495,900	0	1,495,900	396,913	1,256,064	1,652,977	(157,077)	-10.50%
Utilities	Electricity	519,000	0	519,000	142,565	376,435	519,000	-	0.00%
	Fuel	160,300	0	160,300	1,353	158,947	160,300	-	0.00%
	Telephones	37,600	0	37,600	16,515	17,111	33,626	3,974	10.57%
	SUBTOTAL	716,900	0	716,900	160,433	552,493	712,926	3,974	0.55%
Maintenance	General/Dept Maint	723,623	0	723,623	375,613	348,010	723,623	-	0.00%
	Custodial Supplies	60,500	0	60,500	42,949	17,551	60,500	-	0.00%
	SUBTOTAL	784,123	0	784,123	418,562	365,561	784,123	-	0.00%
Instructional Resources	Books, Textbooks, Workbooks	78,985	(6,716)	72,269	66,429	1,697	68,126	4,143	5.24%
	Technology AV Materials	116,110	0	116,110	109,331	3,890	113,221	2,889	2.49%
	General & Dept Supplies	173,885	8,800	182,685	94,259	23,554	117,813	64,872	37.31%
	SUBTOTAL	368,980	2,084	371,064	270,019	29,141	299,160	71,904	19.49%
Extracurricular	Coaches	219,513	4,235	223,748	83,213	140,535	223,748	-	0.00%
	Activity Advisors	72,337	0	72,337	0	75,739	75,739	(3,402)	-4.70%
	Athletic/Academic Act	99,250	0	99,250	18,098	46,336	64,434	34,816	35.08%
	SUBTOTAL	391,100	4,235	395,335	101,311	262,611	363,921	31,414	8.03%
Equipment	New and Replacement	316,850	0	316,850	255,572	40,328	295,901	20,949	6.61%
Admin Overhead	Postage, Dues, Travel, BOE Exp., etc.	198,680	0	198,680	109,844	88,443	198,287	393	0.20%
GRAND TOTAL		28,838,837.00	0.00	28,838,837.00	11,876,975.01	16,901,664.14	28,778,639.15	60,197.85	0.21%

As of 1/2/2025

SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1197

Voucher Date: 01/13/2025


Prepared By:



Printed: 01/09/2025 09:57:02 AM

SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$766,803.95 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



Stephanie Levin

Director of Business Services

SOMERS BOARD OF EDUCATION

Fund	Amount
10 GENERAL FUND	\$766,803.95
	\$766,803.95

Somers Board of Education

Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 1/13/2025 **To Date:** 1/13/2025
From Check: 25586 **To Check:** 25674
From Voucher: 1197 **To Voucher:** 1197

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
25586	01/13/2025	A&D Portable Rentals	\$95.00	1197	Printed	Expense	<input type="checkbox"/>		
25587	01/13/2025	Adelbrook Inc	\$20,498.00	1197	Printed	Expense	<input type="checkbox"/>		
25588	01/13/2025	Alternative Access Assistive Technology	\$2,150.00	1197	Printed	Expense	<input type="checkbox"/>		
25589	01/13/2025	Amazon Capital Services	\$968.82	1197	Printed	Expense	<input type="checkbox"/>		
25590	01/13/2025	Anthem Blue Cross and Blue Shield	\$253,796.38	1197	Printed	Expense	<input type="checkbox"/>		
25591	01/13/2025	Avery Septic Service	\$100.00	1197	Printed	Expense	<input type="checkbox"/>		
25592	01/13/2025	Awards & More	\$194.00	1197	Printed	Expense	<input type="checkbox"/>		
25593	01/13/2025	BSN Sports LLC	\$795.00	1197	Printed	Expense	<input type="checkbox"/>		
25594	01/13/2025	CAPP USA	\$56.58	1197	Printed	Expense	<input type="checkbox"/>		
25595	01/13/2025	Carolina Biological Supply Co.	\$35.47	1197	Printed	Expense	<input type="checkbox"/>		
25596	01/13/2025	Caroline Hargraves	\$61.48	1197	Printed	Expense	<input type="checkbox"/>		
25597	01/13/2025	Chapin & Bangs	\$241.00	1197	Printed	Expense	<input type="checkbox"/>		
25598	01/13/2025	CHLIC	\$11,740.62	1197	Printed	Expense	<input type="checkbox"/>		
25599	01/13/2025	CIRMA	\$48,729.85	1197	Printed	Expense	<input type="checkbox"/>		
25600	01/13/2025	Cleaning Stuff	\$97.81	1197	Printed	Expense	<input type="checkbox"/>		
25601	01/13/2025	Clear Water Industries	\$233.33	1197	Printed	Expense	<input type="checkbox"/>		
25602	01/13/2025	CLG Electric LLC	\$345.00	1197	Printed	Expense	<input type="checkbox"/>		
25603	01/13/2025	COX Business	\$1,106.37	1197	Printed	Expense	<input type="checkbox"/>		
25604	01/13/2025	Daigles Diversified Welding Services, LL	\$300.00	1197	Printed	Expense	<input type="checkbox"/>		
25605	01/13/2025	DBS Financial Services LLC	\$2,278.76	1197	Printed	Expense	<input type="checkbox"/>		
25606	01/13/2025	DG Graphics	\$166.40	1197	Printed	Expense	<input type="checkbox"/>		
25607	01/13/2025	Dime Oil Company LLC	\$56,751.40	1197	Printed	Expense	<input type="checkbox"/>		
25608	01/13/2025	Don Gleason Roofing, LLC	\$950.00	1197	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 1/13/2025 **To Date:** 1/13/2025
From Check: 25586 **To Check:** 25674
From Voucher: 1197 **To Voucher:** 1197

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
25609	01/13/2025	Duffy, Margaret Zimmer	\$62.98	1197	Printed	Expense	<input type="checkbox"/>		
25610	01/13/2025	ECA Science Kit Services	\$12,818.40	1197	Printed	Expense	<input type="checkbox"/>		
25611	01/13/2025	Elan Financial Services	\$456.12	1197	Printed	Expense	<input type="checkbox"/>		
25612	01/13/2025	Ellington Agway Power Equipment	\$96.99	1197	Printed	Expense	<input type="checkbox"/>		
25613	01/13/2025	Ellington Board of Education	\$8,881.90	1197	Printed	Expense	<input type="checkbox"/>		
25614	01/13/2025	Eric Barakat	\$150.00	1197	Printed	Expense	<input type="checkbox"/>		
25615	01/13/2025	Eversource Energy	\$48,314.61	1197	Printed	Expense	<input type="checkbox"/>		
25616	01/13/2025	First Student, Inc	\$111,728.62	1197	Printed	Expense	<input type="checkbox"/>		
25617	01/13/2025	Fletcher Sewer & Drain, Inc	\$445.00	1197	Printed	Expense	<input type="checkbox"/>		
25618	01/13/2025	Flores & Associates	\$66.60	1197	Printed	Expense	<input type="checkbox"/>		
25619	01/13/2025	Follett Content Solutions, LLC	\$267.24	1197	Printed	Expense	<input type="checkbox"/>		
25620	01/13/2025	Forest Scientific Corporation	\$350.00	1197	Printed	Expense	<input type="checkbox"/>		
25621	01/13/2025	Frontier Communications	\$798.78	1197	Printed	Expense	<input type="checkbox"/>		
25622	01/13/2025	Gateway Enterprise Corporation	\$309.00	1197	Printed	Expense	<input type="checkbox"/>		
25623	01/13/2025	Geissler's Supermarket, Inc	\$181.74	1197	Printed	Expense	<input type="checkbox"/>		
25624	01/13/2025	Gengras Center	\$13,758.00	1197	Printed	Expense	<input type="checkbox"/>		
25625	01/13/2025	Graduate Pest Solutions, Inc.	\$220.82	1197	Printed	Expense	<input type="checkbox"/>		
25626	01/13/2025	Hartford HealthCare Corporation SBO	\$25,205.00	1197	Printed	Expense	<input type="checkbox"/>		
25627	01/13/2025	High Grade Gas Service, Inc	\$1,480.49	1197	Printed	Expense	<input type="checkbox"/>		
25628	01/13/2025	Hooker & Holcombe, Inc	\$9,000.00	1197	Printed	Expense	<input type="checkbox"/>		
25629	01/13/2025	ID Shop, Inc	\$495.84	1197	Printed	Expense	<input type="checkbox"/>		
25630	01/13/2025	Integrated Rehabilitation Services	\$11,000.00	1197	Printed	Expense	<input type="checkbox"/>		
25631	01/13/2025	IVEY Industries	\$170.42	1197	Printed	Expense	<input type="checkbox"/>		
25632	01/13/2025	J.W. Pepper & Son, Inc.	\$112.49	1197	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 1/13/2025

To Date: 1/13/2025

From Check: 25586

To Check: 25674

From Voucher: 1197

To Voucher: 1197

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
25633	01/13/2025	Jeff Krot the Chimney Sweep	\$650.00	1197	Printed	Expense	<input type="checkbox"/>		
25634	01/13/2025	K&S Distributors	\$694.20	1197	Printed	Expense	<input type="checkbox"/>		
25635	01/13/2025	Laurie Amsden	\$150.00	1197	Printed	Expense	<input type="checkbox"/>		
25636	01/13/2025	LearnWell	\$1,540.00	1197	Printed	Expense	<input type="checkbox"/>		
25637	01/13/2025	Lisa Grenier	\$51.80	1197	Printed	Expense	<input type="checkbox"/>		
25638	01/13/2025	MagnaKleen Services	\$108.61	1197	Printed	Expense	<input type="checkbox"/>		
25639	01/13/2025	Manchester Board of Education	\$6,545.00	1197	Printed	Expense	<input type="checkbox"/>		
25640	01/13/2025	Michael Savage	\$75.00	1197	Printed	Expense	<input type="checkbox"/>		
25641	01/13/2025	Microbac Laboratories, Inc	\$143.88	1197	Printed	Expense	<input type="checkbox"/>		
25642	01/13/2025	NAPA AutoParts CON060	\$119.76	1197	Printed	Expense	<input type="checkbox"/>		
25643	01/13/2025	Nuso, LLC	\$115.46	1197	Printed	Expense	<input type="checkbox"/>		
25644	01/13/2025	OMNI Group	\$24.00	1197	Printed	Expense	<input type="checkbox"/>		
25645	01/13/2025	PAR, Inc	\$285.00	1197	Printed	Expense	<input type="checkbox"/>		
25646	01/13/2025	Portabull	\$100.00	1197	Printed	Expense	<input type="checkbox"/>		
25647	01/13/2025	PowerSchool Group LLC	\$2,280.00	1197	Printed	Expense	<input type="checkbox"/>		
25648	01/13/2025	Prestwick House, Inc	\$75.45	1197	Printed	Expense	<input type="checkbox"/>		
25649	01/13/2025	Rebecca Wright	\$55.81	1197	Printed	Expense	<input type="checkbox"/>		
25650	01/13/2025	Rugby Holdings, Lic	\$1,037.00	1197	Printed	Expense	<input type="checkbox"/>		
25651	01/13/2025	Sarah Martin	\$101.84	1197	Printed	Expense	<input type="checkbox"/>		
25652	01/13/2025	School Nurse Supply Inc.	\$2,810.12	1197	Printed	Expense	<input type="checkbox"/>		
25653	01/13/2025	School Specialty, Lic	\$398.93	1197	Printed	Expense	<input type="checkbox"/>		
25654	01/13/2025	Shannin Burns	\$35.94	1197	Printed	Expense	<input type="checkbox"/>		
25655	01/13/2025	Shipman & Goodwin, LLP	\$6,299.00	1197	Printed	Expense	<input type="checkbox"/>		
25656	01/13/2025	Silvia Gopalakrishnan	\$187.50	1197	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 1/13/2025 **To Date:** 1/13/2025

From Check: 25586 **To Check:** 25674

From Voucher: 1197 **To Voucher:** 1197

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
25657	01/13/2025	Somers Lunch Program	\$235.00	1197	Printed	Expense	<input type="checkbox"/>		
25658	01/13/2025	Somers Public Schools	\$11,931.92	1197	Printed	Expense	<input type="checkbox"/>		
25659	01/13/2025	Somers Star Hardware	\$159.70	1197	Printed	Expense	<input type="checkbox"/>		
25660	01/13/2025	Sonitrol New England	\$33.98	1197	Printed	Expense	<input type="checkbox"/>		
25661	01/13/2025	Supertech	\$570.60	1197	Printed	Expense	<input type="checkbox"/>		
25662	01/13/2025	The Children's Center of Hamden	\$10,922.04	1197	Printed	Expense	<input type="checkbox"/>		
25663	01/13/2025	The Connecticut Water Company	\$4,934.22	1197	Printed	Expense	<input type="checkbox"/>		
25664	01/13/2025	The Hartford	\$4,993.09	1197	Printed	Expense	<input type="checkbox"/>		
25665	01/13/2025	The Home Depot Pro	\$451.07	1197	Printed	Expense	<input type="checkbox"/>		
25666	01/13/2025	The Nixon Company Inc	\$42.00	1197	Printed	Expense	<input type="checkbox"/>		
25667	01/13/2025	Town of Somers	\$6,595.07	1197	Printed	Expense	<input type="checkbox"/>		
25668	01/13/2025	USA Waste and Recycling	\$1,931.63	1197	Printed	Expense	<input type="checkbox"/>		
25669	01/13/2025	Valley Educational Services	\$5,526.45	1197	Printed	Expense	<input type="checkbox"/>		
25670	01/13/2025	Van Pool Transportation LLC	\$41,312.96	1197	Printed	Expense	<input type="checkbox"/>		
25671	01/13/2025	Verizon Wireless	\$439.75	1197	Printed	Expense	<input type="checkbox"/>		
25672	01/13/2025	W.B. Mason Co., Inc.	\$340.31	1197	Printed	Expense	<input type="checkbox"/>		
25673	01/13/2025	Xerox Corporation	\$4,325.65	1197	Printed	Expense	<input type="checkbox"/>		
25674	01/13/2025	Zoro Tools Inc	\$111.90	1197	Printed	Expense	<input type="checkbox"/>		

Total Amount:

\$766,803.95

End of Report

Personnel Certified/Non-Certified

Students

PROHIBITION OF SEX DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT

The Somers Board of Education (the “Board”) and Somers Public Schools (the “District”) do not discriminate on the basis of sex and prohibit sex discrimination in any education program or activity that the Board and/or District operate, as required by Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq. and its implementing regulations (“Title IX”), as it may be amended from time to time, Title VII of the Civil Rights Act of 1964 (“Title VII”), and Connecticut law.

Inquiries about Title IX may be referred to the District’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both. The District’s Title IX Coordinator is:

*Dina Senecal, Title IX Coordinator
1 Vision Boulevard
Somers, CT 06071
(860) 749 – 2270 x2039*

The Superintendent of Schools shall develop and adopt grievance procedures that provide for the prompt and equitable resolution of complaints made (1) by students, employees, or other individuals who are participating or attempting to participate in the District’s education program or activity, or (2) by the Title IX Coordinator, alleging any action that would be prohibited by Title IX, Title VII, or Connecticut law (the “Administrative Regulations”). The Administrative Regulations [are located under the Somers Public Schools website \(www.somers.k12.ct.us\)](http://www.somers.k12.ct.us) under District Information.

Sex discrimination occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance. This includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. **Sex discrimination includes sex-based harassment**, as defined below.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. *Quid pro quo harassment*, or where an employee, agent or other person authorized by the Board to provide an aid, benefit or services under its education program or activity

explicitly or impliedly conditions the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct;

2. *Hostile environment harassment*, or unwelcome sex-based conduct that based on the totality of the circumstances, is (1) subjectively and objectively offensive and (2) so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity. Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. the degree to which the conduct affected the complainant's ability to access the District's education program or activity;
 - b. the type, frequency, and duration of the conduct;
 - c. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. the location of the conduct and the context in which the conduct occurred; and
 - e. other sex-based harassment in the District's education program or activity; or
3. A *specific offense*, as follows:
 - a. Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
 - b. Dating violence, meaning violence committed by a person: (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;
 - c. Domestic violence, meaning felony or misdemeanor crimes committed by a person who: (i) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of Connecticut, or a person similarly situated to a spouse of the victim; (ii) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (iii) shares a child in common with the victim; or (iv) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of Connecticut; or
 - d. Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (i) fear for the person's safety or the safety of others; or (ii) suffer substantial emotional distress.

Reporting Sex Discrimination:

The following people have a right to make a complaint of sex discrimination, including a complaint of sex-based harassment, requesting that the District investigate and make a determination about alleged discrimination under Title IX:

1. A "complainant," which includes:
 - a. a student of the District or employee of the Board who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
 - b. a person other than a student of the District or employee of the Board who is alleged to have been subjected to conduct that could constitute sex discrimination

under Title IX at a time when that individual was participating or attempting to participate in the Board's education program or activity;

2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; and
3. The District's Title IX Coordinator.

For clarity, a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of Title IX.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

- Any student of the District or employee of the Board; or
- Any person other than a student of the District or employee of the Board who was participating or attempting to participate in the Board's education program or activity at the time of the alleged sex discrimination.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the District's Title IX Coordinator or an administrator.

Any Board employee who has information about conduct that reasonably may constitute sex discrimination must as immediately as practicable notify the Title IX Coordinator. If the Title IX Coordinator is alleged to have engaged in sex discrimination, Board employees shall instead notify their building principal or the Superintendent of Schools, if the employee is not assigned to a school building.

Individuals may also make a report of sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 9th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111) and/or to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

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

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

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a)

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

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

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

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990

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

Conn. Gen. Stat. § 46a-54 - Commission powers Connecticut

Conn. Gen. Stat. § 46a-60 - Discriminatory employment practices prohibited

Conn. Gen. Stat. § 46a-81c - **Sexual orientation discrimination:
Employment**

Conn. Gen. Stat. § 10-153 - Discrimination on the basis of sex, gender identity or expression or marital status prohibited

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207
Brittell v. Department of Correction, 247 Conn. 148 (1998)
Fernandez v. Mac Motors, Inc., 205 Conn. App. 669 (2021)

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

All support staff positions in the school system shall be established initially by the Board.

All paraeducators who provide instructional support for students in Title I Schoolwide Programs and Targeted Assistance Programs shall meet the qualifications set forth in federal law and regulations.

Support staff employees, unless otherwise designated by contract, shall be considered “at will” employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees.

Paraeducators

The Superintendent shall employ teacher aides to work under the general supervision of the Superintendent and to assist teachers in such duties as:

1. Managing and maintaining records, materials, and equipment.
2. Attending to the physical needs of children.
3. Performing other limited services to support teaching duties when such duties are determined and directed by a teacher or administrator.
4. Lunchroom duties.

Qualification

In compliance with applicable legal requirements, the Superintendent shall require all paraeducators with instructional duties that are hired in a Title I school program to have a secondary school diploma or its recognized equivalent and to have:

1. Completed at least two years of study at an institution of higher education;
2. Obtained an Associate’s or higher degree; or
3. Met a rigorous standard of quality through a formal state or local academic assessment.
4. The district will not hire Title I paraeducators who do not meet these standards.

Exception to these requirements may be made with regard to paraeducators who act as translators or who coordinate parent involvement activities.

The Professional Development and Evaluation Committee shall develop, evaluate, and annually update a comprehensive local professional development plan for paraeducators of the district.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

The annual program of professional development shall be made available at no cost to the paraeducator. The program must be at least eighteen (18) hours in length, with a preponderance of time spent in a small group or individual instructional setting. The professional development program must (1) be a comprehensive, sustained and intensive approach to improving paraeducator effectiveness in increasing student knowledge achievement; (2) focus on refining and improving various effective instruction methods that are shared between and among paraeducators; (3) foster collective responsibility for improved student performance; and (4) include training in culturally responsive pedagogy and practice. The program must also be comprised of professional learning that (1) is aligned with rigorous state student academic achievement standards; (2) is conducted among paraeducators at the school and facilitated by principals, coaches, mentors, distinguished educators, or other appropriate teachers; (3) occurs frequently on an individual basis or among groups of paraeducators in a job-embedded process of continuous improvement; and (4) includes a repository of best practices for instruction methods developed by paraeducators within each school that is continuously available to such paraeducators for comment and updating. The principles and practices of social-emotional learning and restorative practices must be integrated throughout the components of the program.

The Superintendent shall offer professional development activities to paraeducators as part of a paraeducator's professional development plan. These professional development activities may be made available directly by the Board of Education, through a RESC or cooperative arrangement with another board, or through arrangements with any CSDE-approved professional development provider. The activities must be consistent with any goals identified by the paraeducator and Superintendent.

Paraeducators are employed so that the certified staff may direct their energies to the students' education. The Principal and the supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraeducator.

In each case, the Superintendent shall approve a statement of job requirements. This shall be in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities.

Only the Superintendent may eliminate a position that he has created.

Title I Paraeducators

A Title I paraeducator is an individual who provides instructional support for students in a Title I Schoolwide or Targeted Assistance Program, supported with Title I, Part A funds.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Title I paraeducators may perform the following instructional support duties:

- One-on-one tutoring for eligible students if the tutoring is scheduled at a time when the student would not ordinarily be receiving instruction from the regular teacher
- Assist in classroom management
- Conduct parent involvement activities
- Assist in computer instruction
- Provide instructional support in a library or media center
- Act as a translator
- Provide instructional support services under the direct supervision of qualified teachers

Title I paraeducators may assume limited non-instructional duties, even if they benefit non-Title I students, in the same proportion to their total work time as non-Title I paraeducators.

Title I paraeducators do not include individuals who have only non-instructional duties such as providing technical support for computers, providing personal care services or performing clerical duties.

Qualifications

Title I paraeducators must have earned a secondary school diploma or demonstrated through a formal local academic assessment the knowledge of and ability to assist in instructing, as appropriate:

- a. Reading/language arts, writing and mathematics; or
- b. Reading readiness, writing readiness, and mathematics readiness.

Requirement Specific to Paraeducators Providing Special Education or Related Services

Parents of children receiving special education services are required to be notified of their right to have the paraeducator assigned to their child to attend and participate in all portions of the PPT at which an educational program for the child is developed, reviewed, or revised. If the parent, guardian, student, or surrogate parent makes such a request, the Board shall provide the following:

1. Adequate notice of the PPT meeting to the paraeducator, allowing the paraeducator adequate time to prepare.
2. Training, upon request of the paraeducator, on the role of the paraeducator at the meeting.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Requirement Specific to Paraeducators Providing Special Education or Related Services (continued)

Following the PPT meeting, the paraeducator who is providing special education or related services to the student shall be permitted to view the child's educational program in order to provide services to the student in accordance with the educational program.

Any paraeducator providing special education or related services to a student is required to review the student's IEP with a supervisor as needed.

Notice to Parents

An annual written notice shall be provided to parents of students enrolled in a Title I Schoolwide or Targeted Assistance Program telling them they may request information about any paraeducators who provide instructional support for their child. The notice may be combined with a notice regarding Title I teacher qualifications.

NOTE: The requirements outlined in this policy apply to all paraeducators who work in a school that qualifies as a Title I Schoolwide Program, whether or not their salaries are paid with Title I funds. For Targeted Assistance Programs, only those paraeducators who provide instructional support to students in the Title I Program are subject to the requirements.

Legal Reference: 42 U.S.C. 653(a) Personal Responsibilities and Work Opportunity Reconciliation Act
15 U.S.C. et. seq., Fair Credit Reporting Act
Section 1111(g)(2)(M), ESEA
20 C.F.R. 200.59 Federal Regulations
Public Act 23-159, Section 12
Public Act 24-41, An Act Concerning Educator Certification, Teachers, Paraeducators and Mandated Reporter Requirements, Sections 20-38

Policy adopted:

Students

Suspension and Expulsion/Due Process

This policy is referenced in all student handbooks as well as included in the Board of Education Policy Manual available on the district website at www.somers.k12.ct.us

Policy Objectives

1. **Ensure Safety and Order:** Maintain a secure and disciplined school environment conducive to learning and free from violence, threats, and disruptive behaviors.
2. **Promote Equity and Fairness:** Apply disciplinary measures in an equitable, consistent, and unbiased manner, ensuring that all students are treated with dignity and respect.
3. **Support Progressive Discipline:** Implement a progressive discipline model that focuses on intervention and prevention strategies to address and correct student behavior before it escalates.
4. **Implement Restorative Practices:** Incorporate restorative practices that emphasize accountability, reparation of harm, and the restoration of relationships within the school community.
5. **Encourage Personal Responsibility:** Foster a sense of personal responsibility and self-discipline in students, helping them to understand the consequences of their actions and to make better choices in the future.
6. **Engage Families and Communities:** Involve parents, guardians, and community members in the disciplinary process to support students in their behavioral and academic growth.

Policy Guidelines

1. **Clear Expectations and Communication:**
 - Establish and communicate clear behavioral expectations and the consequences of violating them.
 - Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.
 -
2. **Progressive Discipline Framework:**
 - Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.
 - Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.
3. **Restorative Practices:**
 - Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.
 - Encourage students to take responsibility for their actions and to actively participate in the resolution process.
4. **Consistent and Fair Application:**
 - Ensure that disciplinary measures are applied consistently and fairly across all

- student populations.
 - Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.
5. **Supportive Interventions:**
- Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
 - Develop individualized behavior plans for students with recurring or severe behavioral issues.
6. **Engagement and Collaboration:**
- Engage families in the disciplinary process through regular communication and involvement in restorative practices.
 - Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.
7. **Training and Professional Development:**
- Provide ongoing training for staff on progressive discipline, restorative practices, and culturally responsive approaches to student behavior.
 - Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

Review and Accountability

The Somers Board of Education will regularly review the effectiveness of its discipline policy, incorporating feedback from students, staff, parents, and the community. Data on disciplinary actions and their outcomes will be collected and analyzed to ensure continuous improvement and the achievement of policy objectives.

By adopting this balanced approach to discipline, the Somers Public School District aims to create a school environment where all students can learn, grow, and succeed while feeling safe and supported.

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. "In-School Suspension" means an exclusion from regular classroom activity for no more than five consecutive 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. Such suspensions shall be served in any school building under the jurisdiction of the Board of Education.
4. "Suspension" means an exclusion from school privileges or from transportation services, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. An out-of-school suspension for students in grades 3-12 shall not exceed ten days. An out-of-school suspension imposed for children in preschool to second grade shall not exceed five days.

All suspensions shall be in-school unless the administration determines for any student in grades three through twelve that (1) 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 to twelve) shall be excluded from school during the period of the suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary issues that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary issues through means other than out-of-school suspension or expulsion, including positive support strategies.

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. "Expulsion" shall be defined as an exclusion from school privileges for any student in grades three to 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. To be expelled, the student's conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property.

Unless an emergency exists, no student shall be expelled without a formal hearing provided whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five business days before such hearing, not including the day of such hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent's or guardian's and the student's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent or guardian of the student shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

6. "Emergency" shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

7. "Days" is defined as days when school is in session.

8. "School-sponsored activity" is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.

9. "Possess" means to have physical possession or otherwise to exercise dominion or control over tangible property.

10. "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.

11. "Firearm" means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein. A "destructive device" does not include an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

12. "Vehicle" means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. "Martial arts weapon" means a nunchakum kama, kasari-fundo, octagon sai, tonfa or Chinese star.
14. "Dangerous Drugs and Narcotics" is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.
15. "Alternate education" means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).
16. "Dangerous Instrument" means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
17. "Seriously disruptive of the educational process" means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

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).
4. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students, caused self-harm or caused physical harm to a teacher, another student or other school employee not later than twenty-four hours after such behavior occurs. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.
Any teacher of record in a classroom may request a behavior intervention meeting with the crisis intervention team for the school, for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom. The crisis intervention team shall, upon the request of such teacher and notifying such student's parent or guardian, convene a behavior intervention meeting regarding such student. The participants of such behavior intervention meeting shall identify resources and support to address such student's social, emotional and instructional needs. Not later than seven days

after the behavior intervention meeting, the crisis intervention team shall submit to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

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

A. A student may be suspended in-school or suspended out-of-school (grade three to twelve, inclusive) for conduct on school property or at a school-sponsored activity (including on a school bus), that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process.

B. 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).

A 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:

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

2. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;

3. Striking or assaulting a student, members of the school staff or other persons.

4. Theft

5. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.

6. Intentionally causing or attempting to cause damage to school property or material

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

~~8. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;~~ The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate or inappropriate possession and/or display of images, pictures or photographs depicting nudity.

9. ~~Deliberate~~ Refusal to obey the directions or orders of a member of the school staff; law enforcement authorities, or school volunteers, or disruptive classroom behavior.

10. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.

11. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.

12. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.

13. A walk-out from or sit-in within a classroom or school building or school grounds.

14. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).

15. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

16. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;

17. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;

18. 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;~~

19. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

20. Possession of any ammunition for any weapon described above in paragraph.

21. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

22. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

~~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;~~

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

24. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

25. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as “bongs,” pipes, “roach clips,” vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

26. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

27. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

~~r. Repeated unauthorized absence from or tardiness to school;~~

28. Trespassing on school grounds while on out-of-school suspension or expulsion.

29. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.

30. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.

31. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.

32. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.

33. Leaving school grounds, school transportation or a school- sponsored activity without authorization.
34. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
35. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
36. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
37. Hazing.
38. 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;
39. 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;
40. ~~Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;~~ A walk-out from or sit-in within a classroom or school building or school grounds.
41. 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;
42. Intentional and successful incitement of truancy by other students;
43. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
44. 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;
45. 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;
46. Lying, misleading or being deceitful to a school employee or person having authority over the student;
47. ~~Unauthorized leaving of school or school-sponsored activities;~~ Leaving school grounds, school transportation or a school- sponsored activity without authorization.
48. ~~Unauthorized smoking.~~ Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.

49. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:

- a) causes physical or emotional harm to such student or damage to such student's property;
- b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- c) creates a hostile environment at school for such student;
- d) infringes on the rights of such student at school; or
- e) substantially disrupts the education process or the orderly operation of a school.
- d) infringes on the rights of such student at school; or
- e) substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

50. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

51. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.

52. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.

53. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.

54. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

55. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

E. Scope of the Student Discipline Policy

a. Conduct on School Grounds or at a School-Sponsored Activity

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.

b. 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.~~

All suspensions shall be in-school suspensions, except the Board of Education may authorize the administration of schools under its direction to impose an out-of-school suspension on any student in:

1. Grades three to twelve, inclusive, if, resulting from a due process hearing:

a. 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;

b. The administration determines that an out-of-school suspension is appropriate for such student based on evidence of:

i. Previous disciplinary problems that have led to suspensions or expulsion of such student, and

ii. Efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies; **or for grades preschool to two if during the due process hearing:**

2. The administration determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds is behavior that causes physical harm;

3. Requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for such student upon such student's return to school immediately following the out-of-school suspension; and

4. Considers whether to convene a planning and placement team meeting for the purposes

of conducting an evaluation to determine whether such student may require special education or related services.

An out-of-school suspension shall not exceed ten school days for students in grades 3-12.

An out-of-school suspension shall not exceed five school days for children in preschool through 2 grade.

An in-school suspension may be served in the student's school or any school building under the jurisdiction of the local or regional board of education, as determined by such board.

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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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;

- 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 [reference the maximum number of suspension days before the expulsion days proceed. \(5 consecutive days for students in pre-school to second grade, 10 consecutive days for students in grades 3-12\)](#), and 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. Stipulated Agreements

[In lieu of the procedures used in this section, the Administration and the parents \(or legal guardians\) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents \(or legal guardians\) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation.](#)

[If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.](#)

[If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents \(or legal guardians\) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such](#)

Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

K. Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”)

If the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall off an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

L. 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.
5. 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.

Change of Residence During Expulsion Proceedings

A. Student moving into the school district

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board

shall retain the authority to suspend the student or to conduct its own expulsion hearing.

2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. Student moving out of the school district:

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

R. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. §53a-3, the violation shall be reported to the local police.

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

18 U.S.C. §921 – Definitions of “firearms”

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

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

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

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 13-14

Public Act 24-93 An Act Concerning Various and Assorted Revisions to the Education Statutes, Section 11 and Section 12

Adopted: March 10, 1980

Adopted: September 16, 1982

Reviewed: September 11, 2003

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)

Revised: September 10, 2018
September 28, 2020

STUDENTS

Nonresident Attendance:

Nonresident students may attend the Somers Public Schools based upon the following criteria set forth in this policy:

1. Attendance Criteria:
 - a) When required by State law.
 - b) When the nonresident student is part of a specialized program (e.g. Project Choice). The specialized program must be approved by the Somers Board of Education.
 - c) Individual requests recommended by the Superintendent and approved by the Somers Board of Education. Such individual requests may include a waiver, pro-ration, or tuition.
 - d) When documentation is provided to the Superintendent that the student will become a resident of Somers within the school year. Parents of the student must produce verifiable documents that they have purchased a current residence or will have completed construction of a new residence within the school year. The Superintendent may waive or pro-rate any applicable tuition costs dependent on individual circumstances.
 - e) When the student attends school as part of a recognized foreign exchange program.
 - f) When the nonresident student is a child of a Somers Board of Education full-time employee. The child may be enrolled if there is classroom space and facilities available. This shall be in effect only at the time of the student's potential enrollment.
2. Nonresident students attending Somers Public Schools will be governed by the same student discipline and behavior policies applicable to resident students.
3. Any nonresident student accepted into the Somers Public Schools who requires special education services, or who after admission is considered to be a candidate for special education services, shall not be referred to a Somers planning and placement team, but shall be referred to the planning and placement team in the community where the student would otherwise be attending school for all special education decisions. The Somers Board of Education will not be responsible for any special education costs of nonresident students unless required by law.
4. Any nonresident student enrolled in the Somers Public Schools, pursuant to this policy, may be entitled to transportation services within the Town of Somers. Upon acceptance for attendance, the parents or guardians should specify whether they will transport the child to and from school or whether they will transport the child to and from a mutually

acceptable bus stop in Somers. The Board reserves the right to determine what constitutes an acceptable bus stop.

Legal Reference: Connecticut General Statutes

[4](#) 176e through 4 185 Uniform Administrative Procedure Act.

[10](#) 186 Duties of local and regional Boards of education re school attendance. Hearings. Appeals to state Board. Establishment of hearing board.

[10](#) 253 School privileges for students in certain placements and temporary shelters.

Adopted: March 10, 1986

Revised: May 9, 1994

May 8, 1995

June 14, 1999

Reviewed: May 10, 2000

Revised: October 10, 2000

February 26, 2001

July 9, 2009

August 28, 2017

March 26, 2018

August 24, 2020

March 13, 2023

Students

Transgender and Gender Non-Conforming Youth

Purpose

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

"Transgender" describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.

"Gender expression" refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

"Gender non-conforming" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

"Sexual Orientation" refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally, or sexually attracted, including any identity that a person may have previously expressed or is perceived by another to hold.

"Cisgender" refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

“Gender Fluid” may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

“Gender Minority” is an umbrella term referring to individuals not identifying as cisgender.

“Gender Transition” is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver’s license, Social Security record) to reflect one’s gender identity.

"Gender Transition" is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver’s license, Social Security record) to reflect one’s gender identity.

"Bullying" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that (1) causes physical or emotional harm to such student or damage to such student's property, (2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (3) creates a hostile environment at school for such student, (4) infringes on the rights of such student at school, or (5) substantially disrupts the education process or the orderly operation of a school.

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

"Harassment" means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

Guidance

Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. As a general rule, the District encourages effective communication between its schools and parents/guardians and parental involvement in their children's education. Moreover, there are certain situations in which parental communication and involvement may be essential to effectuating the District's legal obligations (e.g., under Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Improvement Act).

As such, when a student notifies the District about a change in the student's name, pronouns, and gender markers pronouns, the District will share this information with the student's parent(s)/guardian(s), unless there are circumstances indicating that disclosure would harm the student's physical and emotional well-being. In such instances, the Title IX Coordinator and building principal or designee shall, on a case-by-case basis, identify appropriate next steps, taking into account all relevant factors known to the District.

~~**School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure.**~~ Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

Official Records

All schools will maintain and update records as prescribed by the Connecticut State Department of Education Guidelines on Civil Rights Protections and Supports for Transgender Students (September 2017)

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

Student Information Systems

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

Restroom Accessibility and Locker Room Accessibility

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity. A meeting will be held between school administration and the parents of the transgender student prior to the beginning of each year to develop a plan for restroom and locker room accessibility for their child.

Physical Education Classes & Intramural Sports

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic Competitive Sports Teams

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

Dress Codes

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Transferring a Student to Another School (Opportunity Transfers)

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

Professional Development

The Board of Education directs the Superintendent to provide for the training of District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for students.

(cf. [0521](#) - Nondiscrimination)

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

(cf. [5114](#) - Suspension and Expulsion/Due Process)

(cf. [5131](#) - Conduct)

(cf. [5131.21](#) - Violent and Aggressive Behavior)

(cf. [5131.8](#) - Out-of-School Misconduct)

(cf. 5131.912 - Aggressive Behavior)

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

(cf. 5131.91 - Hazing)

(cf. [5144](#) - Discipline/Punishment)

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

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

(cf. 5145.51 - Peer Sexual Harassment)

(cf. [5145.52](#) - Harassment)

(cf. [5145.6](#) - Student Grievance Procedure)

(cf. [6121](#) - Nondiscrimination)

(cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

[10-15c](#) Discrimination in public school prohibited. (Amended by P.A. 97-247 to include "sexual orientation" and PA 11-55 to include "gender identity or expression")

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

[10-209](#) Records not to be public.

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

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

Public Act 11-55 An Act Concerning Discrimination.

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).

Gebbser 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).

Guidance on Civil Rights Protections and Supports for Transgender Students (Connecticut State Department of Education, September 2017)

Policy adopted: August 26, 2013

Revised: March 26, 2018

INSTRUCTION:

Graduation Requirements/Standards of Proficiency

The Administration shall submit to the Board of Education through the Superintendent their detailed requirements and standards of proficiency. The faculty will apply both objective and subjective measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation. Such requirements and standards shall be approved by the Board of Education.

Graduation requirements shall be established by the Board of Education. Any change of the requirements shall be submitted to the Board of Education by the Superintendent or his designee for approval.

Graduation may involve awarding to students a Somers High School Diploma or a Certificate of Completion of a Program of Special Studies. The Board of Education shall award a high school diploma to any World War II veteran, veteran of the Korean hostilities, or Vietnam era requesting such diploma who left high school for military service as defined in the statutes.

A Capstone Project (1.0 credits) will be required starting with the class of 2023

A Personal Finance Course (0.5 credits) will be required starting with the class of 2024.

Graduation Requirements:

Credit Distribution Requirement (Beginning with the class of 2023)

Subject Area	Credits	Description
Humanities (9) Credits		
English	4	-
Social Studies	3	1 each in World History, US History/Civics I and II or AP/UCONN ECE US History
World Language	1	
Humanities Electives	2 (.5 credit must be satisfied in the fine arts Music/Art, and 1.5 credits of humanities electives)	English, Social Studies, Music, Art, World Languages
STEM (9) Credits	4	Integrated Science, Biology, Science Electives.
Math	3	

Science STEM Electives	2 (.5 credit must be satisfied in Technology, Innovation Design, and Engineering)	Science, Technology, Engineering, Math, Food Services, and Business* *Business STEM are labeled in the Course Selection Guide
Physical Education and Wellness	1	
Health and Safety	1	
Electives	3	Business, Tech Ed, Family and Consumer Sciences, World Languages, Social Sciences, Arts, etc;
Mastery Based Capstone Project	1	.5 credit for required course, .5 credit for successful completion of project.
Carnegie Units Total	25	-

Credit Distribution Requirement ([For the class of 2024](#)) and beyond

Subject Area	Credits	Description
Humanities (9) Credits		
English	4	Must include English 9, 10, 11, 12 (any level)
Social Studies	3	1 credit from each World History US History 1/Civics 1 and II or Honors Civics/PreAP History US History 2 or AP/UCONN ECE US History
World Language	1	Spanish or French

Humanities Electives	2	Must include .5 credit in the Fine Arts- Music/Art, and .5 credit in humanities electives) English, Social Studies, Music, Art, World Languages
STEM (9) Credits		
Math	4	
Science	3	Integrated Science, Biology, Science Electives.
STEM Electives	2 (.5 credit must be satisfied in Technology, Innovation Design, and Engineering)	Science, Technology, Engineering, Math, Food Services, and Business* *Business STEM classes are labeled in the Course Selection Guide
Physical Education and Wellness	1	<u>.5 credit in Grades 9 and 10</u>
Health and Safety	1	<u>.5 credit in Grades 11 and 12</u>
Personal Finance	.5	Computer Applications: Personal Finance or Consumer Math satisfy the Personal Finance requirement. Carnegie units will only be awarded for Computer Applications: Personal Finance.
Electives	4	Business, Tech Ed, Family and Consumer Sciences, World Languages, Social Sciences, Arts, etc. ??
Mastery Based Capstone Project	1	<u>Required course for Grade 12</u> .5 credit for course .5 credit for successful completion of project, <u>presentation and mentorship</u>
Required Personal Finance <i>(Starting with Class of 2027)</i>	.5-1.0	Course Options: Computer Applications Personal Finance Consumer Math

Additional Electives	3.0-3.5	
Carnegie Units Total	25.0	

Cross Reference: Policy # [5127](#)

Legal Reference: Connecticut General Statutes

[10-14n](#) Statewide mastery examination. Conditions for reexamination.
Limitation on use of test results.

[10-16\(l\)](#) Graduation exercises. (As amended by PA 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

[10-221a](#) High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. [10-111](#), An Act Concerning Education Reform in Connecticut and P.A. [11-17](#), An Act Concerning High School Diplomas to Korean Veterans, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes

[10-233\(a\)](#) Promotion and graduation policies. (as amended by PA 01-166)

Adopted: September 28, 1981

Revised: June 26, 1989

May 28, 2002

March 5, 2007

July 9, 2009

January 23, 2012

May 26, 2015

February 26, 2018

October 28, 2019

April 20, 2020

February 13, 2023

Instruction

FAFSA Completion Program

The Board of Education (Board) recognizes that college, for many students, continues to be an important pathway that helps to provide students with the necessary skills for work and for lifelong learning. In addition, research has indicated the students who complete the Free Application for Federal Student Aid (FAFSA) are more likely to attend college with financial aid.

~~In compliance with Public Act 23-204 sections 319-320,~~ Beginning with classes graduating in ~~2025~~ 2027, graduating students must have completed a Free Application for Federal Student Aid (FAFSA), completed and submitted to a public institution of higher education an application for institutional financial aid for students without legal immigration status, or completed a waiver, on a form prescribed by the Connecticut State Department of Education (CSDE) signed by the student's parent/legal guardian or by the student if 18 years of age or older.

A principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student if the certified educator affirms that they have made a good faith effort to contact the parent/legal guardian or student about the completion of the application.

The Board, through this policy, sets as a goal of ensuring 100% compliance for the FAFSA completion rates among grade 12 students or students in District adult education programs. This goal aims to ensure District efforts to improve postsecondary enrollment and student outcomes and to make it easier for students to attend postsecondary education.

The Board directs the administration to develop plans to initiate new strategies for 100% yearly student FAFSA completion rates. The Board may accept gifts, grants, and donations, including in-kind donations, to implement this policy.

Strategies

The Board believes this goal of 100% FAFSA completion rates can be attained utilizing, but not limited to, the following strategies/considerations:

1. Design FAFSA completion initiatives according to target population's needs.
2. Establish and maintain strong partnerships with as many stakeholders as possible, with multiple organizations to assist.
3. Incorporate financial aid training into the existing curriculum.
4. Provide individualized meeting between students and staff.
5. Collect and monitor appropriate data to identify which students are not completing applications and target support to them.

Instruction
FAFSA Completion Program

6. Build trusting relationships with parents and the community in order to ensure students and their families feel comfortable in filling out the forms.
7. Design systems, tools and events focusing on students who might otherwise not complete an application.
8. Provide a network of resources to support school counselors and teachers.
9. Raise awareness about FAFSA, prior to senior year.
10. Provide sufficient and easily accessible resources on district/school websites.
11. Offer school-day and evening support for students and their parents/guardians.
12. Create a FAFSA student/parent portal pertaining to FAFSA.
13. Use existing programs and forums, such as advisor periods, college and career planning seminars, parent meetings etc. to provide assistance.
14. Stress financial aid is for technical, two and four -year schools.
15. Build a school or campus-based FAFSA team to monthly review data and discuss and implement strategies to reach students.
16. Partner with local postsecondary institutions.

As required, the Board will publish and make available on the District website the annual FAFSA student completion rate for the graduating class of each high school within the District.

Legal Reference: Connecticut General Statutes

P. A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Sect. 6, 7, 8.

Public Act 23-204 An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, And Provisions Related to Revenue and Other Items Implementing the State Budget Sections 319-320

[Pubic Act24-25 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth.](#)

Policy adopted: 6/13/22

Revised:9/9/24

BYLAWS OF THE BOARD:

Meetings:

Regular meetings of the Board shall be held in the Mabelle B. Avery Middle School Central Office Board of Education ~~Chambers Meeting Room~~ on the second and fourth Mondays of the month, except that summer meetings shall be held the second Monday in July and the last Monday in August. ~~and~~ The Board shall ~~not~~ meet only on the ~~fourth~~ second Monday in December.

Whenever circumstances dictate that the BOE cannot have a public meeting in person, all BOE meetings and subcommittee meetings may be held virtually via teleconferencing. All teleconference meetings will adhere to the protocols established by BOE policy and adhere to Connecticut's Freedom of Information Act.

Meetings shall start at 7:00 p.m. If no quorum is present by 7:15 p.m. the meeting shall automatically be postponed until the following Monday unless those present vote to extend the time to 7:30 p.m. The Secretary shall notify absent members of the postponement. Meetings will adjourn by 11:00 p.m. except by two-thirds vote of the members present.

Board members shall notify the Secretary or the Chairman by 6:00 p.m. of the meeting night if they are to be late or absent.

A regular meeting may be canceled or rescheduled by agreement of the majority of the Board.

Adopted: March 23, 1981

Revised: October 28, 1996

Revised: February 9, 1998

Reviewed: November 2, 1998

May 10, 2000

June 21, 2000

Revised: November 26, 2001

Revised: January 28, 2008

Revised: July 23, 2020

BYLAWS OF THE BOARD:

Notification:

Board members will receive a packet electronically at least ~~two~~ four days prior to the date on which Board action is required. The packet will include at least an agenda for the meeting, minutes of prior meetings, and pertinent details of recommendations to be made by the Superintendent. Once each month a report on the status of the current budget will be included.

If other reports are distributed to Board members in the packet, copies must be available to the public in the Central Office.

Other information may be distributed to Board members ~~in Central Office boxes or~~ at the meeting. The semimonthly warrant of bills will ~~not~~ be included in the packet ~~but will be available in the Central Office.~~

Adopted: March 23, 1981

Revised: February 24, 1992

Reviewed: June 21, 2000

2025-26 SOMERS PUBLIC SCHOOLS CALENDAR (DRAFT)

AUGUST '25						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

26-29 Full Day PD

FEBRUARY '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

13 Full Day PD
16 Presidents' Day
17 Full Day PD

SEPTEMBER '25						
S	M	T	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Labor Day
2 **FIRST DAY OF SCHOOL**
19 Early Release - PD

MARCH '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12-13 SES Early Release – PC
20 Early Release - PD

OCTOBER '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10 Early Release - PD
13 Columbus Day
24 Early Release - PD

APRIL '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 Good Friday
13-17 Spring Vacation

NOVEMBER '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5, 6, 7 SES Early Release – PC
5&7 MBA Early Release – PC
6 SHS Early Release – PC
11 Veterans Day
26 Early Release
27-28 Thanksgiving

MAY '26						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 Early Release – PD
22 Early Release – PD
25 Memorial Day

DECEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23 Early Release
24-31 Winter Vacation

JUNE '26						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

10 **Early Release: LAST DAY OF SCHOOL** (tentative)
11 Full Day PD
19 Juneteenth

JANUARY '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1 Holiday NY Day
2 No School
19 M.L. King Day
30 Early Release - PD

Yellow Shade = No School
Green Shade = Early Release/Half-Day PD
Orange Shade = PC (Parent Conferences, Early Release)
Blue Shade = Full-Day PD (Professional Development)
Pink Shade = Early Release/Not PD

NOTE: Early release days may be canceled if school is on a delayed opening. Schools will have their normal dismissals.

BOE Approval: TBD

Revised: 12/18/24 1:34 p.m.

2026-27 SOMERS PUBLIC SCHOOLS CALENDAR (DRAFT)

AUGUST '26						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

26-28, 31 Full Day PD

FEBRUARY '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

12 Full Day PD
15 Presidents' Day
16 Full Day PD

SEPTEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1 FIRST DAY OF SCHOOL
7 Labor Day
18 Early Release - PD

MARCH '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

11-12 SES Early Release – PC
19 Early Release - PD
26 Good Friday

OCTOBER '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 Early Release - PD
12 Columbus Day
23 Early Release - PD

APRIL '27						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

12-16 Spring Vacation

NOVEMBER '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4, 5, 6 SES Early Release – PC
4&6 MBA Early Release – PC
5 SHS Early Release – PC
11 Veterans Day
25 Early Release
26-27 Thanksgiving

MAY '27						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 Early Release – PD
21 Early Release – PD
31 Memorial Day

DECEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

23 Early Release
24-31 Winter Vacation

JUNE '27						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9 Early Release:
LAST DAY OF SCHOOL
(tentative)
10 Full Day PD
19 Juneteenth

JANUARY '27						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

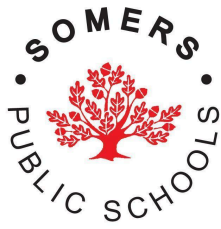
1 Holiday NY Day
18 M.L. King Day
29 Early Release - PD

Yellow Shade = No School
Green Shade = Early Release/Half-Day PD
Orange Shade = PC (Parent Conferences, Early Release)
Blue Shade = Full-Day PD (Professional Development)
Pink Shade = Early Release/Not PD

NOTE: Early release days may be canceled if school is on a delayed opening. Schools will have their normal dismissals.

BOE Approval: TBD

Revised: 12/19/24 2:06 p.m.



Board of Education Administrative Report

Title of Report: A two-year school Calendar (2025-2026 and 2026-2027)

Board Meeting Date: January 13, 2025

Action

Report

Information

Discussion

Submitted by: Dr. Galloway

Executive Summary

This proposed two-year academic calendar captures efficiencies allowing for greater stability and planning within the school district and better coordination with community events.

General information about the calendars:

- Four professional development days prior to the start of school. Seven total during the year.
- The first day of school is September 2 (2025/2026) and September 1 (2026/2027)
 - Which falls after Labor Day 2025-2026 and before Labor Day 2026-2027
- Seven early-release PD Days
- Fall conference early release days align district-wide.
- Spring Break is consistent (third week of April)
- President's Day in February is flanked by two professional development days.