

Somers Board of Education Regular Meeting

Monday, November 10, 2025 7:00 PM

Somers Board of Education Chambers, 1 Vision Boulevard, Somers, CT 06071

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **AWARDS AND RECOGNITIONS**
 1. Recognition of Jan Martin and Carl Stebbins
Dr. Galloway and Anne Kirkpatrick to recognize Jan Martin and Carl Stebbins for their service on the Board of Education.
4. **APPROVAL OF MINUTES**
 1. Approval of the October 27, 2025 BOE Meeting Minutes 3
The Board to review and approve the minutes from the October 27, 2025 Board meeting.
5. **ADMINISTRATIVE REPORTS**
 1. Superintendent Update
 2. 2025-2026 Superintendent Goals
Dr. Galloway will present this school year's goals to the Board.
 3. Monthly Budget Report 9
Stephanie Levin, Director of Business Services, will update the Board on the monthly budget report.
6. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
7. **CONSENT AGENDA**
 1. Warrant of November 10, 2025 10
The Board to review and consent to the warrant of November 10, 2025.
 2. 2nd Posting of CIP Projects 14
The Board to approve to move projects to CIP.
 3. 2nd Posting - New Course - UCONN/ECE Personal Finance 19
 4. 2nd Posting - New Course - UCONN/ECE Environmental Science 21
 5. 2nd Posting - Course Modification - UCONN/ECE Fundamentals/Ear Training I 23
(formerly Music Theory)
 6. 2nd Posting - Course Modification - UCONN/ECE Popular Music and Diversity in 25
American Society (formerly Music in Society)
 7. 2nd Posting - New Course - Data Science 27
 8. 2nd Posting - New Course - Welding 29
8. **OLD BUSINESS**
9. **NEW BUSINESS**
 1. 2026 Spain Field Trip 32
Carlos Mezger, SHS World Language and Technology Teacher, will present the spring 2026 Spain trip to the Board for approval.
 2. Board to Approve SES Paraeducator Hire
The Board to review and approve the hiring of Isabella Frijia as SES Paraeducator per DBS Code 4112.8 - Nepotism.
 3. 1st Posting DBS Code 1312.3 - Library Material Review 52
 4. 1st Posting DBS Code 1312.4 - Library Collection/Development 66
 5. 1st Posting DBS Code 1312.5 - Library Display 73
 6. 1st Posting DBS Code 5114 - Suspension/Expulsion 74
 7. 1st Posting DBS Code 5131.911 - School Climate Regulation 102
 8. 1st Posting DBS Code 5144.5 - Restorative Practices Response 110
 9. 1st Posting DBS Code 6159 - Individualized Education Program 112

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10. COMMITTEE REPORTS	
1. Curriculum	
2. Policy	
3. Planning/Finance (next meeting 12/1/25, 5 p.m.)	
4. Salary & Negotiations	
5. Building	
11. CIP/CREC/SEF	
12. ADVANCE CALENDAR	
13. AUDIENCE TO CITIZENS/STAFF/STUDENTS	
14. ADJOURNMENT	

Somers Board of Education Regular Meeting
Somers Board of Education Chambers
Monday, October 27, 2025
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 (7:05 p.m.), JT Galloway, Shane Manning, Jan Martin, Kim Radziewicz, Carl Stebbins, Derek Zelek

Others: Stephanie Levin, Jaime Rechenberg, Bill Meier, Kari Percoski, Lisa, Horan, Carolyn Castonguay, Jon Breton, Daniella Percoski, Aiden Ritch, Jessica Chen

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. APPROVAL OF MINUTES

3.1. Approval of the October 14, 2025 BOE Meeting Minutes

Rationale: The Board to review and approve the minutes from the October 14, 2025 Board meeting.

Motion to approve minutes of October 14, 2025 Board of Education Meeting. This motion, made by Kim Radziewicz and seconded by Shane Manning, Carried.

Yea: 6, Nay: 0, Absent: 1 (Ed DePeau), Abstain: 2 (Mike Briggs, JT Galloway)

4. ADMINISTRATIVE REPORTS

4.1. Superintendent Update

4.2. SHS Student Representatives

Rationale: Students from Somers High School will be introduced to the Board and will update the Board on recent events. Student representatives for the 2025-2026 school year include Carolyn Castonguay, Jon Breton, Daniella Percoski, Aiden Ritch, Jessica Chen, and Aja Drammeh.

Discussion: Dr. Rechenberg introduced six SHS student representatives for the 2025-26 school year: Carolyn Castonguay, Jon Breton, Daniella Percoski, Aiden Ritch, Jessica Chen, and Aja Drammeh (unable to attend meeting). Student representatives will present at BOE meetings on a rotating schedule.

Carolyn Castonguay, Jon Breton, and Daniella Percoski shared SHS updates, including the Pep Rally and Spirit Week leading up to the Homecoming Dance on 10/3/25. The College Fair on 10/16/25 featured over 70 colleges, and PSATs were

administered on 10/17/25, with scores expected soon. The Scarecrow Festival, a senior class fundraiser, was also held in October.

Students highlighted recent field trips and band performances at the Big E and the Four Town Fair, as well as upcoming trips to Sur La Table, Lime Rock, and an aerospace-focused ACM trip. Seven students from the band and chorus were selected for an NCCC performance, an ensemble bringing together students from several towns.

The boys' soccer team will compete in the first round of the state tournament on 10/31/25, and the girls' field hockey team reached the state tournament for the first time since 2012. Jon Breton qualified for the State Open in cross-country at the 10/25/25 meet.

Students and Dr. Rechenberg thanked parents for donating to the Care Cabinet, which provides anonymous support and goods to students in need. Representatives noted that SHS students are generally happy and appreciative of the Board's support.

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

6. CONSENT AGENDA

Motion to approve Consent Agenda. This motion, made by Ed DePeau and seconded by JT Galloway, Carried. **Yea: 9, Nay: 0**

6.1. Warrant of October 27, 2025

Rationale: The Board to review and consent to the warrant of October 27, 2025.

6.2. Resignations

Rationale:

- Amy Perry, SES COTA (Certified Occupational Therapy Assistant), will be resigning effective October 30, 2025.
- Mindy Lajeunesse, SHS English Teacher, will be resigning at the end of the 2025-2026 school year after what will be 12 years of service at SPS.

6.3. 2nd Posting DBS Code 5144.12 - Challenging Behavior Prevention: Restorative Practices Response

6.4. 2nd Posting DBS Code 5141.25 - Accommodating Students with Special Dietary Needs

7. OLD BUSINESS

8. NEW BUSINESS

8.1. FY26 Q1 BOE Transfers

Rationale: The Board to approve the FY26 Q1 BOE transfers. Stephanie Levin, Director of Business Services, will be available to answer questions.

Motion to approve the FY26 Q1 BOE transfers. This motion, made by Kim Radziewicz and seconded by Carl Stebbins, Carried. **Yea: 9, Nay: 0**

8.2. 1st Posting of CIP Projects

Rationale: Stephanie Levin, Director of Business Services, will update the Board on CIP projects and note projects that were completed last school year.

Discussion: Stephanie Levin presented four CIP projects to move forward to the CIP Committee.

- SES boiler replacement (Phase 2): Boilers need to be replaced at a cost of approximately \$60,000. Phase 3 of the project will be completed next year.
- Field mower replacement: The Maintenance Department has requested a new mower. Extensive repairs have been completed on the current mower. The request is for a mower with a wider deck to improve efficiency. This request was deferred from last year.
- MBA sidewalk repair: This is a new request following a fire department walkthrough. The Fire Marshal identified the asphalt sidewalk outside the music room as a safety concern. The project entails removing the existing sidewalk and repaving it.
- MBA Gym dividing curtain: The current curtain in the gym no longer functions properly. A replacement with mesh on top and vinyl on the bottom is recommended. The repair cost is about half the cost of a new curtain. The curtain replacement is estimated at \$27,000. The structure allows the gym to be partitioned for multiple classes to run concurrently.

A draft of the five-year plan was shared. Adjustments can be made as projects evolve. An update on past projects was also shared.

- Hallway cabinetry at SES replaced open shelving that was deemed a fire hazard. The new cabinetry matches prior installations and neatly stores CKLA and other materials.
- A painting project at SES was proposed last year but tabled by CIP. It was recommended to coordinate this work with the HVAC project. The status of that project is still uncertain. The painting may need to be resubmitted in the future.

An update on current CIP projects was shared.

- The SHS library upgrade is underway. Painting is almost complete, and new cabinetry is expected this week.
- The SES transfer switch came in under budget, saving approximately \$8,000. The equipment should arrive before winter break, with installation scheduled once the building is vacant due to necessary power shutdowns.
- Phase 1 of the SES boiler replacement is underway. The project manager is reviewing the scope of the project to clarify the needs of the building. The goal is to ensure the appropriate equipment is purchased for heat and hot water. Once the plan is finalized, the project will go out to bid.

8.3. 2026-2027 Budget Approval Process

Rationale: The Board to approve the 2026-2027 budget approval process per DBS Code 3110.

Motion to approve the 2026-2027 budget approval process per DBS code 3110. This motion, made by Kim Radziewicz and seconded by Shane Manning, Carried.

Yea: 9, Nay: 0

Discussion: The budget subcommittee discussed upcoming meeting dates to review the 2026-2027 budget. Superintendent Galloway will present the proposed budget in January, with discussions continuing through February. The BOE is expected to vote on the budget during the second meeting in February. A public hearing will be held in March, after which the approved budget will be forwarded to the town for review.

8.4. 1st Posting - New Course - UCONN/ECE Personal Finance

8.5. 1st Posting - New Course - UCONN/ECE Environmental Science

8.6. 1st Posting - Course Modification - UCONN/ECE Fundamentals/Ear Training I (formerly Music Theory)

8.7. 1st Posting - Course Modification - UCONN/ECE Popular Music and Diversity in American Society (formerly Music in Society)

8.8. 1st Posting - New Course - Data Science

8.9. 1st Posting - New Course - Welding

9. COMMITTEE REPORTS

9.1. Curriculum

There are no meetings scheduled at this time.

9.2. Policy

The Policy Committee met on 10/27/25 to discuss several policies to be presented at the next BOE meeting on 11/11/25 at 6:15 p.m. *(Amended: The Policy Committee met on 10/27/25 to discuss several policies to be presented at the next BOE meeting on 11/10/25. The next Policy Committee meeting will be held on 11/10/25 at 6:15 p.m.)*

9.3. Planning/Finance (next meeting 12/1/25, 5 p.m.)

The first budget discussion meeting will be held on 12/1/25 at 5 p.m.

9.4. Salary & Negotiations

There are no meetings scheduled at this time.

9.5. Building

Rationale: Selectman Bill Meier will be present to update the Board on the HVAC project.

Discussion: Bill Meier, Chair of the Building Committee, provided an update on the SES HVAC project and addressed Board questions. The committee meets twice a month and continues to move the project forward, despite some setbacks. A new owner's representative, STV, has replaced Colliers. The committee expressed satisfaction with this change, noting that STV is an architectural firm with relevant expertise. STV is collaborating with CES, who have been asked to redesign the project with cost efficiency and minimal disruption to students and staff in mind. The revised plan aims to provide air conditioning in all classrooms and common spaces, and ensure compliance with air quality mandates from the state.

The original state grant, which had a project completion deadline of December 2026, will be forfeited since the project cannot be completed by that date. The State declined the district's extension request, so the Board of Selectmen authorized a new grant application, which will be submitted within the next six weeks. The new grant will be based on updated project costs and does not include a project completion deadline. The new grant is also non-competitive. Therefore, if the project meets the state criteria, it will be funded. The team hopes to submit the new application by December and to begin construction around 6/1/25, pending grant approval. Approval is expected within 45 days of submission. Bidding cannot occur before approval or funding eligibility will be lost.

The Building Committee expects the project work to be completed over two summers with limited work completed at night and during school breaks. The redesigned plan is less invasive, using wall penetrations and external wiring instead of removing ceilings. Classrooms will use mini-split units, while DOAS systems will serve larger common areas. Mini-splits will improve air quality with operable windows, exhaust fans, and classroom-level controls. Boilers will remain the primary heat source. The district anticipates purchasing approximately 65 mini-split units.

Board member Shane Manning asked the committee to consider long-term maintenance costs in planning for the project. Ms. Levin shared that adjustments will be made to the maintenance budget. Board member Mike Briggs inquired about the continued involvement of CES, despite issues with the original estimate. Mr. Meier explained that CES was operating without full partnership support from Gilbane. The district continues to work with Gilbane under a pre-construction contract, but no construction contract has been finalized.

Mr. Meier expressed confidence in the new plan and partnership with STV. The revised design aligns with budget constraints, addresses air quality concerns, and positions the district to complete the project efficiently once state approval is secured.

10. CIP/CREC/SEF

There are no CREC or SEF updates.

11. ADVANCE CALENDAR

The Veterans Day assemblies will be held at SHS for all 3 schools. *(Amended – The MBA & SHS Veterans Day assemblies will be held at SHS, while SES will remain at SES).*

12. AUDIENCE TO CITIZENS/STAFF/STUDENTS

Community member Lisa Horan requested that an organizational chart be provided to help community members better understand the various parties involved in the SES HVAC project. She also inquired about how air quality compliance is guaranteed through the project plan. The state will only approve the grant if the project plan is in compliance. Ms. Horan also inquired about a "track record" regarding how closely aligned estimated costs are to bids that come in for similar projects. Chair Kirkpatrick assured Ms. Horan that the Building Committee will address that concern.

13. ADJOURNMENT

Motion to adjourn the meeting at 8:03 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

2025-2026

Monthly Report

(Through 10/31/2025)

CATEGORY	ITEM	Approved Budget	Budget Adjustment	Revised Budget	Actual Expenditures	Encumbered	Total Projection	Variance	% +/-
Salaries	Teachers	12,631,596	0	12,631,596	2,502,599	9,871,871	12,374,470	257,126	2.04%
	Secretaries/Paraprofessionals	2,523,727	16,000	2,539,727	682,125	1,816,024	2,498,150	41,577	1.65%
	Administrators	1,879,736	0	1,879,736	610,596	1,267,578	1,878,174	1,562	0.08%
	Custodians/Maintainers	1,018,514	(16,000)	1,002,514	334,161	660,775	994,936	7,578	0.74%
	Other Instructional	696,722	1,577	698,299	215,960	724,380	940,340	(242,041)	-34.74%
	Nurses	307,079	0	307,079	63,124	239,739	302,864	4,215	1.37%
	Medical Advisor	1,500	0	1,500	1,500	0	1,500	-	0.00%
	SUBTOTAL	19,058,874	1,577	19,060,451	4,410,066	14,580,368	18,990,434	70,017	0.37%
Insurance & Benefits	Health Insurance	4,011,556	0	4,011,556	1,502,753	2,531,263	4,034,017	(22,461)	-0.56%
	Social Security	630,000	0	630,000	163,798	466,202	630,000	-	0.00%
	Pension	194,500	0	194,500	49,702	141,845	191,547	2,953	1.52%
	Worker's Comp	99,782	0	99,782	45,367	45,369	90,736	9,046	9.07%
	Property / Liability	105,849	0	105,849	48,728	56,754	105,482	367	0.35%
	Long Term Disability	45,000	0	45,000	12,860	27,140	40,000	5,000	11.11%
	Life Insurance	25,000	0	25,000	6,409	13,591	20,000	5,000	20.00%
	School Board Legal	10,000	0	10,000	5,000	5,000	10,000	-	0.00%
	Unemployment	15,000	0	15,000	924	0	924	14,076	93.84%
	OPEB	32,000	0	32,000	0	0	0	32,000	100.00%
	Tuition Reimbursement	9,500	0	9,500	0	0	0	9,500	100.00%
SUBTOTAL	5,178,187	0	5,178,187	1,835,540	3,287,165	5,122,705	55,482	1.07%	
Tuition	Special Education	1,139,936	0	1,139,936	249,755	1,030,217	1,279,972	(140,036)	-12.28%
	Non-Special Education	76,694	0	76,694	65,519	32,162	97,681	(20,987)	-27.36%
	SUBTOTAL	1,216,630	0	1,216,630	315,274	1,062,379	1,377,653	(161,023)	-13.24%
Transportation	Regular Transportation	1,075,000	0	1,075,000	113,517	961,483	1,075,000	-	0.00%
	Special Education Transportation	630,000	(1,549)	628,451	52,745	603,605	656,351	(27,900)	-4.43%
	Athletics/Field Trips	49,500	0	49,500	4,372	36,980	41,352	8,148	16.46%
	SUBTOTAL	1,754,500	(1,549)	1,752,951	170,635	1,602,068	1,772,703	(19,752)	-1.13%
Utilities	Electricity	594,800	0	594,800	97,634	497,166	594,800	-	0.00%
	Fuel	142,700	0	142,700	309	142,391	142,700	-	0.00%
	Telephones	37,800	0	37,800	9,646	21,252	30,898	6,902	18.26%
	SUBTOTAL	775,300	0	775,300	107,590	660,808	768,398	6,902	0.89%
Maintenance	General/Dept Maint	781,235	(2,341)	778,894	354,534	424,361	778,894	-	0.00%
	Custodial Supplies	61,000	0	61,000	21,852	39,148	61,000	-	0.00%
	SUBTOTAL	842,235	(2,341)	839,894	376,386	463,508	839,894	-	0.00%
Instructional Resources	Books, Textbooks, Workbooks	287,933	11,792	299,725	272,118	19,547	291,664	8,061	2.80%
	Technology AV Materials	123,460	0	123,460	110,222	1,899	112,121	11,339	9.18%
	General & Dept Supplies	200,874	(11,520)	189,354	78,850	15,239	94,089	95,265	47.43%
	SUBTOTAL	612,267	272	612,539	461,189	36,685	497,874	114,665	18.73%
Extracurricular	Coaches	236,420	0	236,420	55,375	181,045	236,420	-	0.00%
	Activity Advisors	82,194	0	82,194	0	82,194	82,194	-	0.00%
	Athletic/Academic Act	99,600	0	99,600	15,066	84,534	99,600	-	0.00%
	SUBTOTAL	418,214	0	418,214	70,442	347,772	418,214	-	0.00%
Equipment	New and Replacement	381,240	0	381,240	241,219	113,272	354,492	26,748	7.02%
Admin Overhead	Postage, Dues, Travel, BOE Exp., etc.	238,875	2,041	240,916	87,979	109,197	197,177	43,739	18.31%
	GRAND TOTAL	30,476,322.00	0.00	30,476,322.00	8,076,319.22	22,263,223.87	30,339,543.09	136,778.91	0.45%
As of 11/3/2025									

SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1116

Voucher Date: 11/10/2025

Prepared By:



Printed: 11/06/2025 09:16:08 AM

SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$499,418.83 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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	\$499,418.83
		\$499,418.83

Somers Board of Education

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 11/10/2025
From Check: 26797
From Voucher: 1116

To Date: 11/10/2025
To Check: 26862
To Voucher: 1116

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
26797	11/10/2025	A&D Portable Rentals	\$95.00	1116	Printed	Expense	<input type="checkbox"/>		
26798	11/10/2025	ACES	\$2,500.00	1116	Printed	Expense	<input type="checkbox"/>		
26799	11/10/2025	Airex Filter Corporation	\$1,346.54	1116	Printed	Expense	<input type="checkbox"/>		
26800	11/10/2025	Alternative Access Assistive Techology	\$3,076.00	1116	Printed	Expense	<input type="checkbox"/>		
26801	11/10/2025	Amazon Capital Services	\$2,785.99	1116	Printed	Expense	<input type="checkbox"/>		
26802	11/10/2025	Anthem Blue Cross and Blue Shield	\$289,305.24	1116	Printed	Expense	<input type="checkbox"/>		
26803	11/10/2025	Avery Septic Service	\$150.00	1116	Printed	Expense	<input type="checkbox"/>		
26804	11/10/2025	Awards & More	\$220.00	1116	Printed	Expense	<input type="checkbox"/>		
26805	11/10/2025	Breakout EDU	\$99.00	1116	Printed	Expense	<input type="checkbox"/>		
26806	11/10/2025	CABE	\$30.00	1116	Printed	Expense	<input type="checkbox"/>		
26807	11/10/2025	CAPP USA	\$373.00	1116	Printed	Expense	<input type="checkbox"/>		
26808	11/10/2025	Chapin & Bangs	\$1,032.30	1116	Printed	Expense	<input type="checkbox"/>		
26809	11/10/2025	CHLIC	\$11,438.80	1116	Printed	Expense	<input type="checkbox"/>		
26810	11/10/2025	Cleaning & Maintenance Services, Inc	\$2,500.00	1116	Printed	Expense	<input type="checkbox"/>		
26811	11/10/2025	Cleaning Stuff	\$95.98	1116	Printed	Expense	<input type="checkbox"/>		
26812	11/10/2025	Clear Water Industries	\$245.00	1116	Printed	Expense	<input type="checkbox"/>		
26813	11/10/2025	COX Business	\$206.87	1116	Printed	Expense	<input type="checkbox"/>		
26814	11/10/2025	DBS Financial Services LLC	\$2,096.87	1116	Printed	Expense	<input type="checkbox"/>		
26815	11/10/2025	Dime Oil Company LLC	\$1,734.26	1116	Printed	Expense	<input type="checkbox"/>		
26816	11/10/2025	Dina Senecal	\$382.34	1116	Printed	Expense	<input type="checkbox"/>		
26817	11/10/2025	Elan Financial Services	\$928.93	1116	Printed	Expense	<input type="checkbox"/>		
26818	11/10/2025	Ellington Board of Education	\$16,650.00	1116	Printed	Expense	<input type="checkbox"/>		
26819	11/10/2025	Eric Barakat	\$112.50	1116	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 11/10/2025
From Check: 26797
From Voucher: 1116

To Date: 11/10/2025
To Check: 26862
To Voucher: 1116

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
26820	11/10/2025	Eversource Energy	\$5,420.74	1116	Printed	Expense	<input type="checkbox"/>		
26821	11/10/2025	First Student, Inc	\$305.99	1116	Printed	Expense	<input type="checkbox"/>		
26822	11/10/2025	Flores & Associates	\$99.90	1116	Printed	Expense	<input type="checkbox"/>		
26823	11/10/2025	Follett Content Solutions, LLC	\$790.52	1116	Printed	Expense	<input type="checkbox"/>		
26824	11/10/2025	Gateway Enterprise Corporation	\$343.00	1116	Printed	Expense	<input type="checkbox"/>		
26825	11/10/2025	Gengras Center	\$13,846.00	1116	Printed	Expense	<input type="checkbox"/>		
26826	11/10/2025	Gina Rock	\$121.50	1116	Printed	Expense	<input type="checkbox"/>		
26827	11/10/2025	Graduate Pest Solutions, Inc.	\$972.58	1116	Printed	Expense	<input type="checkbox"/>		
26828	11/10/2025	Great Minds PBC	\$7,800.00	1116	Printed	Expense	<input type="checkbox"/>		
26829	11/10/2025	Gregory Logan	\$450.00	1116	Printed	Expense	<input type="checkbox"/>		
26830	11/10/2025	Hartford Sprinkler Co., Inc	\$2,357.96	1116	Printed	Expense	<input type="checkbox"/>		
26831	11/10/2025	Hillyard-New England	\$11.33	1116	Printed	Expense	<input type="checkbox"/>		
26832	11/10/2025	Home Depot Credit Services	\$492.87	1116	Printed	Expense	<input type="checkbox"/>		
26833	11/10/2025	ID Shop, Inc	\$576.50	1116	Printed	Expense	<input type="checkbox"/>		
26834	11/10/2025	J.W. Pepper & Son, Inc.	\$356.50	1116	Printed	Expense	<input type="checkbox"/>		
26835	11/10/2025	Liminex, Inc	\$2,512.30	1116	Printed	Expense	<input type="checkbox"/>		
26836	11/10/2025	MagnaKleen Services	\$108.61	1116	Printed	Expense	<input type="checkbox"/>		
26837	11/10/2025	MSC Industrial Supply Co.	\$20.54	1116	Printed	Expense	<input type="checkbox"/>		
26838	11/10/2025	NCS Pearson, Inc.	\$36.50	1116	Printed	Expense	<input type="checkbox"/>		
26839	11/10/2025	Nuso, LLC	\$117.28	1116	Printed	Expense	<input type="checkbox"/>		
26840	11/10/2025	OTIS Elevator Company	\$257.02	1116	Printed	Expense	<input type="checkbox"/>		
26841	11/10/2025	Plimpton & Hills	\$291.16	1116	Printed	Expense	<input type="checkbox"/>		
26842	11/10/2025	Quizlet Inc	\$323.91	1116	Printed	Expense	<input type="checkbox"/>		
26843	11/10/2025	S.S. Trinks Steam LLC	\$150.00	1116	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: BOE AP CASH 1918032563

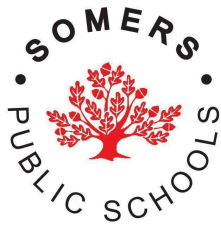
From Date: 11/10/2025
From Check: 26797
From Voucher: 1116

To Date: 11/10/2025
To Check: 26862
To Voucher: 1116

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
26844	11/10/2025	School Nurse Supply Inc.	\$929.64	1116	Printed	Expense	<input type="checkbox"/>		
26845	11/10/2025	School Specialty, Llc	\$378.85	1116	Printed	Expense	<input type="checkbox"/>		
26846	11/10/2025	Shipman & Goodwin, LLP	\$2,511.00	1116	Printed	Expense	<input type="checkbox"/>		
26847	11/10/2025	Somers Lunch Program	\$330.00	1116	Printed	Expense	<input type="checkbox"/>		
26848	11/10/2025	State of Connecticut-Treasurer	\$3,005.00	1116	Printed	Expense	<input type="checkbox"/>		
26849	11/10/2025	The Hartford	\$4,979.59	1116	Printed	Expense	<input type="checkbox"/>		
26850	11/10/2025	The Home Depot Pro	\$69.97	1116	Printed	Expense	<input type="checkbox"/>		
26851	11/10/2025	The Rosen Publishing Group	\$355.50	1116	Printed	Expense	<input type="checkbox"/>		
26852	11/10/2025	Town of Somers	\$7,452.90	1116	Printed	Expense	<input type="checkbox"/>		
26853	11/10/2025	Tremco	\$4,562.49	1116	Printed	Expense	<input type="checkbox"/>		
26854	11/10/2025	Typing Agent	\$2,000.00	1116	Printed	Expense	<input type="checkbox"/>		
26855	11/10/2025	Van Pool Transportation LLC	\$63,488.45	1116	Printed	Expense	<input type="checkbox"/>		
26856	11/10/2025	Verizon Wireless	\$530.93	1116	Printed	Expense	<input type="checkbox"/>		
26857	11/10/2025	Vernon Board of Education	\$26,082.91	1116	Printed	Expense	<input type="checkbox"/>		
26858	11/10/2025	Williams Scotsman, Inc	\$400.00	1116	Printed	Expense	<input type="checkbox"/>		
26859	11/10/2025	Willie Ross School of the Deaf	\$2,319.00	1116	Printed	Expense	<input type="checkbox"/>		
26860	11/10/2025	Woods, Adria	\$205.00	1116	Printed	Expense	<input type="checkbox"/>		
26861	11/10/2025	Xerox Corporation	\$4,580.11	1116	Printed	Expense	<input type="checkbox"/>		
26862	11/10/2025	Zoro Tools Inc	\$70.16	1116	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$499,418.83

End of Report



Board of Education Administrative Report

Title of Report: Five-Year Capital Improvement Plan

Board Meeting Date: October 27, 2025

Action
 Report
 Information
 Discussion

Submitted by: Dr. Samuel Galloway

Executive Summary

The Five-Year Capital Improvement Plan is based on district needs as reported in the Tecton Report, Board of Education Long-Range Facilities Plan, and requests from SPS Buildings and Facilities Department. Some items could be included in future operational budgets, CIP, leased over multiple years, and/or bonding.

Project	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Field Mower Replacement	\$5,000				
SES Boiler Replacement - Phase 2	\$120,000				
MBA Sidewalk Paving	\$3,500				
MBA Gym Separating Curtain	\$27,000				
SES Heat Exchanger		TBD			
SHS Roof Replacement		400,000			
MBA Roof Replacement		\$2,800,000			
SES Boiler Replacement - Phase 3		\$60,000			
SES Playground Equipment			\$462,000		
SES Playscape Resurfacing			\$90,000		
SES Stucco				\$932,000	
SES Auditorium Renovation				TBD	
MBA HVAC				\$4,138,459	
SHS HVAC					\$13,258,899
Totals	\$155,500	\$3,260,000	\$552,000	\$5,070,459	\$13,258,899

*Note: Cost projections are based on vendor quotes and known industry standards. They do not consider cost inflation.
Last updated: October 27, 2025*

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education Department: Mabelle B. Avery Middle School

Contact Person: Margot Martello E-mail: margot.martello@somers.k12.ct.us

Phone: (860)749-2270 Ext. 2000 Fax: _____

Capital Item: Asphalt Sidewalk Replacement in alcove at MBA

Proposed Acquisition Date: 7/1/2026

Proposed Acquisition Cost: \$3,500

1. Description of Capital Item with all accessories, spare parts, and warranties.

Removal and disposal of 234 sff of deteriorated asphalt sidewalk. Resetting of the base and repaving w/2" of compacted hot bituminous asphalt.

2. Projected Useful Life.

10+Years

3. Frequency of Use.

This area is frequently used during the school year and it is an emergency egress.

4. Repair Costs – stated on the same basis as Useful Life.

As needed

5. Price/Quality Analysis.

This was conducted through the quote provided by M&S.

6. Effect on delivery of service/cost of service if acquisition is delayed.

The fire marshal cited this as being in need of repair.

7. Method of Determining Price.

Quote provided by M&S Paving

Approved by BOS/BOE

Authorization _____ Chair _____ Date _____

Approved BOF Capital Committee: _____ Chair _____ Date _____

Approved BOF: _____ Chair _____ Date _____

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education

Department: Maintenance

Contact Person: Dick Zini

E-mail: dick.zini@somers.k12.ct.us

Phone: (860)749-2270 Ext. 2000

Fax: _____

Capital Item: Field Mower

Proposed Acquisition Date: 7/1/2026

Proposed Acquisition Cost: \$5,000

1. Description of Capital Item with all accessories, spare parts, and warranties.

Replacement of the field mower

2. Projected Useful Life.

10+Years

3. Frequency of Use.

The field mower is used all across the campus to maintain the athletic fields.

4. Repair Costs – stated on the same basis as Useful Life.

As needed

5. Price/Quality Analysis.

The current mower being used is often in need of repairs and maintenance causing our groundskeeping operations to not be as efficient.

6. Effect on delivery of service/cost of service if acquisition is delayed.

This is a maintenance item that needs to be done based on the age of the current boilers.

7. Method of Determining Price.

Estimated pricing through vendor quotes

Approved by BOS/BOE

Authorization _____
Chair

Date

Approved BOF Capital Committee: _____
Chair

Date

Approved BOF: _____
Chair

Date

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education

Department: Mabelle B. Avery Middle School

Contact Person: Margot Martello

E-mail: margot.martello@somers.k12.ct.us

Phone: (860)749-2270 Ext. 2000

Fax: _____

Capital Item: Gym Dividing Curtain

Proposed Acquisition Date: 7/1/2026

Proposed Acquisition Cost: \$27,000

1. Description of Capital Item with all accessories, spare parts, and warranties.

Removal and replacement of gym divider. Install 2 new bi-parting walk-draw divider curtains that are 42'W x 23'H. Vinyl and mesh material

2. Projected Useful Life.

25+ Years

3. Frequency of Use.

The divider would be used multiple times during the year to maximize the effective use of the gym space.

4. Repair Costs – stated on the same basis as Useful Life.

Annual inspection and repair costs as needed

5. Price/Quality Analysis.

This was conducted through the quote provided.

6. Effect on delivery of service/cost of service if acquisition is delayed.

The current divider does not function properly and because the gym is often used by the community after school hours there is an impact on how many groups are able to access the space.

7. Method of Determining Price.

Quote provided by Hussey Advantage.

Approved by BOS/BOE

Authorization _____
Chair

Date

Approved BOF Capital Committee: _____
Chair

Date

Approved BOF: _____
Chair

Date

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education Department: Maintenance

Contact Person: Dick Zini E-mail: dick.zini@somers.k12.ct.us

Phone: (860)749-2270 Ext. 2000 Fax: _____

Capital Item: Partial Replacement of Boilers @ SES

Proposed Acquisition Date: 7/1/2026

Proposed Acquisition Cost: \$120,000

1. Description of Capital Item with all accessories, spare parts, and warranties.

Replacement of 12 Dunkirk Oil Fired Boilers @ Somers Elementary School- price includes labor,materials,electrical,and start up testing

2. Projected Useful Life.

20+Years

3. Frequency of Use.

All 12 will be replacements for heating the building.

4. Repair Costs – stated on the same basis as Useful Life.

\$200.00 each for yearly maintenance

5. Price/Quality Analysis.

As the boilers age and function less effectively, we risk higher maintenance costs or the equipment breaking down and losing the ability to provide heat.

6. Effect on delivery of service/cost of service if acquisition is delayed.

This is a maintenance item that needs to be done based on the age of the current boilers.

7. Method of Determining Price.

Estimated pricing through vendor.

Approved by BOS/BOE :

Authorization _____ Chair _____ Date _____

Approved BOF Capital Committee: _____ Chair _____ Date _____

Approved BOF: _____ Chair _____ Date _____

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

<p>Proposed Course Title: ECE PERSONAL FINANCE</p>	<p>Content Area: BUSINESS</p>			
<p>This course is designed for: Freshman Sophomores <u>Juniors</u> <u>Seniors</u> Middle School</p>	<p>Length of Course: Full Year <u>Semester</u> Quarter Trimester</p>			
<p>Prerequisites needed by students to take this course: <ul style="list-style-type: none"> • SUCCESSFUL COMPLETION OF PERSONAL FINANCE I (COR BETTER) • ALGEBRA II (SUCCESSFUL) - <u>U CONN REQ.</u> </p>				
<p>What need(s) does this course address? How was the need identified and who was involved determining the need? 1) ECE - INITIATIVE (WHOLE SCHOOL) - MORE OPPORTUNITIES FOR ECE 2) REAL-WORLD SKILLS - INITIATIVE (LTE DEPT, WHOLE SCHOOL) - PREPARE STUDENTS FOR LIFE 3) INDICATOR #6 ON NEXT GEN ACCOUNTABILITY INDEX (DUAL ENROLL)</p>				
<p>Give a general overview of what this course will cover. <u>MONEY!</u> THREE CATEGORIES:</p> <table border="0"> <tr> <td data-bbox="51 1186 535 1596"> <p><u>EARNING</u></p> <ul style="list-style-type: none"> - GOALS - PAY STRUCTURES, AMTS NEEDED - D.O.L. DATA/ECON (MICRO) OVERVIEW - <u>TAXES</u> </td> <td data-bbox="535 1186 1071 1596"> <p><u>KEEPING (SAVING)</u></p> <ul style="list-style-type: none"> - BUDGETING, <u>TRACKING</u> - SAVING - BORROWING - CREDIT - DEBT vs. EQUITY - BANKING - <u>INSURANCE</u> - EXPENSE MGMT </td> <td data-bbox="1071 1186 1594 1596"> <p><u>GROWING (INVESTING)</u></p> <ul style="list-style-type: none"> - ANNUITIES / WL. POL - RETIREMENT - NOT INDEX FUNDS - ETFS - DAY TRADING - REAL ESTATE INV. - OPTIONS TRADING </td> </tr> </table>		<p><u>EARNING</u></p> <ul style="list-style-type: none"> - GOALS - PAY STRUCTURES, AMTS NEEDED - D.O.L. DATA/ECON (MICRO) OVERVIEW - <u>TAXES</u> 	<p><u>KEEPING (SAVING)</u></p> <ul style="list-style-type: none"> - BUDGETING, <u>TRACKING</u> - SAVING - BORROWING - CREDIT - DEBT vs. EQUITY - BANKING - <u>INSURANCE</u> - EXPENSE MGMT 	<p><u>GROWING (INVESTING)</u></p> <ul style="list-style-type: none"> - ANNUITIES / WL. POL - RETIREMENT - NOT INDEX FUNDS - ETFS - DAY TRADING - REAL ESTATE INV. - OPTIONS TRADING
<p><u>EARNING</u></p> <ul style="list-style-type: none"> - GOALS - PAY STRUCTURES, AMTS NEEDED - D.O.L. DATA/ECON (MICRO) OVERVIEW - <u>TAXES</u> 	<p><u>KEEPING (SAVING)</u></p> <ul style="list-style-type: none"> - BUDGETING, <u>TRACKING</u> - SAVING - BORROWING - CREDIT - DEBT vs. EQUITY - BANKING - <u>INSURANCE</u> - EXPENSE MGMT 	<p><u>GROWING (INVESTING)</u></p> <ul style="list-style-type: none"> - ANNUITIES / WL. POL - RETIREMENT - NOT INDEX FUNDS - ETFS - DAY TRADING - REAL ESTATE INV. - OPTIONS TRADING 		
<p>Who designed this course? EXISTING COURSE TAUGHT AT UCONN.</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully? <ul style="list-style-type: none"> • ECE QUALIFICATION / CERT • MASTER'S DEGREE IN BUSINESS FINANCE (I HAVE THIS) </p>			

What, if any, implications does this course have on staffing, other curricular areas and or space?

- MARKETING SUSPENDED. ~~THIS~~ THIS COURSE IS MORE VALUABLE - ITS CONTENT HAS A LONGER "SHELF LIFE," AND WE CAN PROVIDE AN ECE OPPORTUNITY

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

Materials/Resources	Cost
APPROVED CURRICULUM/TEXT: FED ED	\$0
APPROVED SIMULATIONS	\$0
UCONN PD - 1 DAY (MAY)	\$0
UCONN PD - 1 DAY (BIENNIAL)	\$0

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
Nick: <i>[Signature]</i>	CTE TEAM LEAD	9-17-25
DAN: <i>[Signature]</i>	BUSINESS	SEP 17, 2025
Tim P: <i>[Signature]</i>	COACH	
SHANNON R: <i>[Signature]</i>	COUNSELOR	9-17-25
OLIVER R: <i>[Signature]</i>	BUSINESS	9/16/25

Principal Signature: *[Signature]* Date: 9/16/25

Superintendent Signature: *[Signature]* Date: 10/8/25

Director of Curriculum Signature: *[Signature]* Date: 10/4/25

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: ECE Environmental Science	Content Area: Science
<p>This course is designed for:</p> <p>Freshman Sophomores Juniors Seniors Middle School</p>	<p>Length of Course:</p> <p>Full Year Semester Quarter Trimester</p>
<p>Prerequisites needed by students to take this course:</p> <p>Successful completion of two years of high school science (per UConn ECE Course Guidelines)</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need?</p> <p>In our efforts to increase enrollment in upper-level science classes, as well as our desire to increase dual enrollment options at SHS, ECE Environmental Science accomplishes both of these needs. These have been ongoing conversations with the science department at SHS as well as building administration and central office administration.</p>	
<p>Give a general overview of what this course will cover.</p> <p>This is from the UConn ECE Course Description:</p> <p>An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands; soil and water conservation; pollution and water management; and wildlife and fisheries conservation.</p>	
<p>Who designed this course?</p> <p>This course was officially designed by UConn.</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>The teacher would need to be approved by UConn ECE through an application process. Teacher requirements are:</p> <p>The minimum degree requirement for instructors wishing to teach Early College Experience Environmental Science courses is a Master's Degree in one of the environmental science fields (e.g. environmental biology, natural resources, chemistry, earth science, geography, economics) or Education and experience in education and study in environmental science.</p>


What, if any, implications does this course have on staffing, other curricular areas and or space?

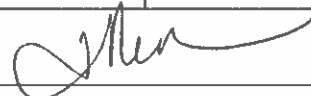
This does not have any implications for staffing. We may need to shift around elective course offerings, but we suspect that this course will be a sought-after course.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

Materials/Resources	Cost
Andrew Friedland, Rick Relyea, and David Courard-Hauri. 2012. Essentials of Environmental Science. W. H. Freeman; First Edition	\$69.99 eBook \$70.00 paperback book

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
	Science	10/6/25
Alexia Dorn	science	10/6/25
Karen Jess	Science	10/6/25
Mary Neely	Science	10/6/25
T. H. D.	6-12 STEM FL	10/6/25

Principal Signature:  Date: 10/6/25

Superintendent Signature:  Date: 10/8/25

Director of Curriculum Signature:  Date: 10/6/25

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

<p>Proposed Course Title: <u>UConn/ECE</u> Fundamentals/Ear Training I (formerly Music Theory)</p>	<p>Content Area: Music</p>
<p>This course is designed for: <u>Freshman Sophomores Juniors Seniors</u> Middle School</p>	<p>Length of Course: Full Year <u>Semester</u> Quarter Trimester</p>
<p>Prerequisites needed by students to take this course: None required. Experience in a music course at the high school level is encouraged.</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need? This course will provide students with advanced skills and a deeper understanding of music theory and ear training concepts. It will also be more accessible to students who are not already enrolled in band and chorus and will be a great opportunity for reaching the "whole student". This will also give our students an opportunity to earn ECE credit in music at SHS.</p>	
<p>Give a general overview of what this course will cover. Basic skills in note reading, rhythm, meter, pitch symbols, scales, key-signatures, intervals, triads, sight-singing, and dictation. No previous training is required.</p>	
<p>Who designed this course? Jessica Wolf Marika Kraus UCONN ECE program</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully? Degree in Music Education (049 certification) ECE certification</p>

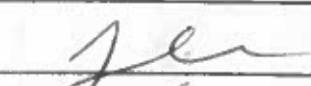
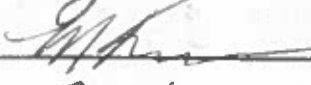
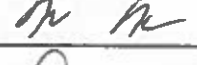

What, if any, implications does this course have on staffing, other curricular areas and or space?

No impact on staffing, as this could be covered by Jessica Wolf, if we were to combine band classes into one period at SHS. The class could be taught in the SHS band room, and would not need additional space. This course would count towards the required a fine arts credit.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

<u>Materials/Resources</u>	<u>Cost</u>
Clendinning, Jane and Elizabeth Marvin. The Musician's Guide to Theory and Analysis. Third Edition. New York: W.W. Norton. 2016.	\$138.25 per book
Workbook for The Musician's Guide.	\$73.75 per book

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
	music	9/30/25
	music	9/30/25
	APPLIED ED TEAM LEAD	10-1-25
	Hum. Inst. leader	10/01/25

Principal Signature:  Date: 9/30/25

Superintendent Signature:  Date: 10/8/25

Director of Curriculum Signature:  Date: 10/7/25

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: UCONN/ECE Popular Music and Diversity in American Society (formerly Music In Society)	Content Area: Music
This course is designed for: Freshman Sophomores Juniors Seniors Middle School	Length of Course: Full Year Semester Quarter Trimester
Prerequisites needed by students to take this course: None.	
What need(s) does this course address? How was the need identified and who was involved determining the need? This course can provide students with an opportunity to take and advance level fine arts course in order to enhance and strengthen their understanding of music in America. Students interested in pursuing humanities or fine arts in Music would benefit from this dual enrollment course. It will also be a great opportunity for reaching the "whole student" with relevant connections to society. This will also give our students an opportunity to earn ECE credit in music at SHS.	
Give a general overview of what this course will cover. An introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres. Musicians and their music studied in the context of twentieth-century and contemporary American society, emphasizing issues of race, gender, class, and resistance.	
Who designed this course? Jessica Wolf Marika Kraus UCONN ECE program	What, if any, special background/training would the teacher need to instruct this course successfully? Degree in Music Education (049 certification) ECE certification





What, if any, implications does this course have on staffing, other curricular areas and or space?


No impact on staffing, as this could be covered by Jessica Wolf, if we were to combine band classes into one period at SHS. The class could be taught in the SHS band room, and would not need additional space.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.


<u>Materials/Resources</u>	<u>Cost</u>
Required Textbook: American Popular Music: From Minstrelsy to MP3	eBook is free
Required Textbook: Pop, Rock & Soul Reader, 3rd ed. (edited by David Brackett) ISBN 9780199811700	\$65.95 each

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
	MUSIC	9/30/25
	MUSIC	9/30/25
	APPLIED ED TEAM LEAD	10-1-25
	Hum. Inst. Leader	10/01/25

Principal Signature:  Date: 9/30/25

Superintendent Signature:  Date: 10/8/25

Director of Curriculum Signature:  Date: 10/10/25

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course **New Course**

Proposed Course Title: Data Science	Content Area: Computer Science
This course is designed for: Freshman Sophomores Juniors Seniors Middle School Full Year Semester Quarter Trimester	Length of Course: Semester Quarter Trimester
Prerequisites needed by students to take this course: C or better in College Prep Algebra 2 or Honors Algebra 2.	
What need(s) does this course address? How was the need identified and who was involved determining the need? Five years ago we started the AP Computer Science Principles class at SHS. It has been well attended. Our students have enjoyed high levels of success in this class, scoring well on the AP exam. We would like to extend computer / IT course offerings to even more students, especially those who may not want to take an AP level course. This course will add another option to the STEM course offerings at SHS. Industries of all types are hiring data scientists to analyze and highlight the hidden patterns in data. Tim Percoski and I identified this need for an additional non AP level computer science related class.	
Give a general overview of what this course will cover This course equips students with the essential skills of a data scientist which includes data collection, cleanup, transformation, analysis, and visualization This course will cover the following concepts: <ul style="list-style-type: none"> • Introduction to Data Science • Ethics, Privacy, Bias • Data types, strings, images • Data visualization • Data collection • Probability and inference • Defining functions • Research and viability 	

<p>Who designed this course?</p> <p>This course has been designed by Bootstrap World as well as CodeHS.</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>The teacher should have knowledge in both Statistics and Computer Science. Teacher will need to attend a course specific professional development session prior to teaching it.</p>
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What, if any, implications does this course have on staffing, other curricular areas and or space?

Teacher will need to teach this 1-year course. Current staffing could accommodate this. No additional classroom space is required.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

<u>Materials/Resources</u>	<u>Cost</u>
Bootstrap World Professional Development	To be determined
CodeHS seat licenses	To be determined

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area
	COMP SCI, MATH
	Math
	Principal
	6-12 STEM IL

Dina Mfeneal
10-6-25

Teacher works to complete the course curriculum scope and sequence.

Revised 2022

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course X New Course

Proposed Course Title: CT State Welding	Content Area: Technology Education
This course is designed for: Freshman Sophomores Juniors Seniors Middle School	Length of Course: Full Year Semester Quarter Trimester
Prerequisites needed by students to take this course: Introduction to Welding (937)	
What need(s) does this course address? How was the need identified and who was involved determining the need? <p>This course fulfills multiple needs. First and foremost this course prepares students who are interested in welding and gives them a leg up on fellow students as it gives them the first course in a progression of the welding program at CT State. We have a group of students who are often left to their own devices to find their own path. This targets those students and helps them during their journey.</p> <p>Secondly, this course <u>hits 4 of the newly released industry recognized credentials for advanced manufacturing.</u></p> <p>Thirdly, Career shortages: As seen in the latest CTDOL trends.</p> <p>Finally this course helps SHS in the next gen accountability index: This works to improve indicators #5 and #6 by offering more concurrent enrollment courses, also by allowing more students to focus on a concentration by providing 2 or more CTE courses in a direct pathway.</p>	
Give a general overview of what this course will cover. <p>This course will advance students in the field of welding. It will be very technical in nature, provide a lot of seat time for welding experience and prepare students for a second semester of welding training at CT State college system.</p> <p>This course will cover the following topics:</p> <ol style="list-style-type: none">1. Oxyfuel Cutting2. Flat position cladding (1C)3. Horizontal position cladding (2C)4. Vertical position cladding (3C)5. Overhead position cladding (4C)	

<p>Who designed this course?</p> <p>Nicholas Kosloski in conjunction with CT State curriculum and in person meetings with CT state welding instructors</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>Instructor would need PD at Asnuntuck to meet with their welding program.</p> <p>PD / seat time to hone and practice their welding skills.</p>
--	---





Revised 2022

<p>What, if any, implications does this course have on staffing, other curricular areas and or space?</p> <p>Due to the technical nature of this course it will be very small class sizes (3-5 students) To combat this, This course would run concurrently with another one of our courses already offered. Eg, this course would run during a metalworking course, so the instructor can work with the metalworking students, but also have some of these students in the welding booths practicing their skills and preparing for the flat plat exams.</p> <p>If run this way, it should have no implication on staffing or other areas of curriculum and or space.</p>
--

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

Materials/Resources	Cost
Welding Rods	\$300 yearly
Plate for welding	\$200 yearly

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
	TECH ED	9-30-25
	STEM IL	9/30/25
	Tech Ed	9/30/25
	CTE Tech Ed	9/30/25

<i>[Handwritten Signature]</i>	<i>@ Tech ed</i>	<i>10/1/25</i>

Principal Signature: Date: *[Handwritten Signature]*

Superintendent Signature: Date: *[Handwritten Signature]* 10/8/25

Director of Curriculum Signature: Date: *[Handwritten Signature]*

Revised 2022

For Administrative Use Only



EDUCATIONAL
TOURS

Global Travel Program Proposal



Your partner in travel-based learning

Our mission

We're educators, just like you. And we're dedicated to helping students become more future ready.

EF stands for Education First. For almost 60 years, we've worked in service of our mission, *Opening the World Through Education*, to help learners of all ages overcome barriers of culture, language, and geography to increase global understanding. We partner with educators to provide innovative, immersive programs that prepare students to succeed in college, in their careers, and throughout their adult lives. Here's how we'll collaborate with your school to create meaningful learning experiences.

What's in this document

- pg. 2 Learning outcomes
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- pg. 5 Building equitable travel programs
- pg. 6 Managing cost & payments
- pg. 7 Safety
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- pg. 11 Travel logistics
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This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

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Learning outcomes

It's our goal to put "education first" in every single tour. That's why we carefully design our itineraries to complement your teaching, offering students hands-on experiences that deepen their understanding, build essential skills, and inspire them to apply their learning in meaningful ways.

Our method

We enhance what you teach with relevant experiences outside the classroom.

Our proven travel-based learning method safely takes students out of their comfort zones and helps them understand more about themselves and the world around them. It sparks a true journey of self-discovery, empowering them to take action and make a positive impact in their communities and beyond.

Our programs

We design every EF program with a curriculum of immersive, hands-on learning that builds essential skills.

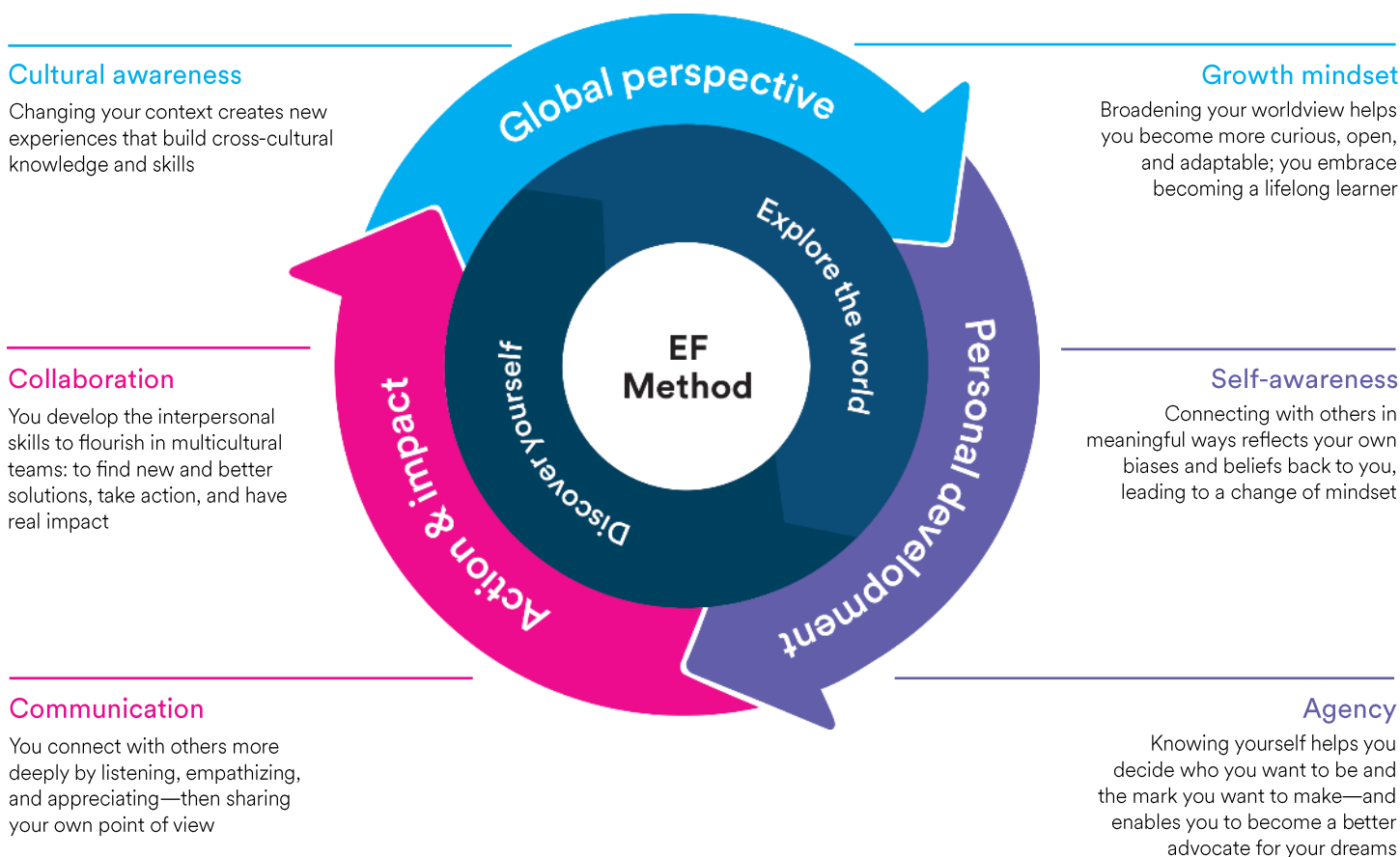
EF learning journeys offer incredible growth opportunities. Through professionally guided travel, authentic cultural exchange, experiential learning, and independent discovery, students develop critical skills they'll carry with them through the rest of their lives.



Learning outcomes

Continued

EF students build essential skills in these key growth areas:



Academic credit & professional learning

We provide opportunities for students to earn academic credit and for educators to pursue professional development, supplementing their travel experiences with real-world educational achievements.

EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



Academic credit for students

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays, further enriching their travel experiences.

- Students in grades 6–12 can earn half an elective high school credit by successfully completing the final project that's part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9–12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$360.

Professional learning for educators

We're equally invested in giving educators professional development opportunities that will change their lives. Experiencing an EF tour allows your teaching staff to grow in countless ways and equips them with fresh perspectives to bring back to their classrooms.

- Group Leaders can earn **25 professional learning hours** by participating in the seminars and scheduled activities on an EF training tour.
- Group Leaders can earn **45 professional learning hours** by completing EF's in-house course, "Cultures, Comparisons & Connections." This includes pre-tour research and coursework.
- Group Leaders can earn **3 or 6 graduate-level credits** (\$360/\$720) upon the completion of a 16-week, online course, "Leading Global Discussions," with Southern New Hampshire University the year after their tour.

To learn more about EF's educational philosophy, visit eftours.com/education

Building equitable travel programs

One tour can open up countless possibilities for a group of students. A sustainable, multi-tour travel program extends those possibilities to even more students—year after year. It also promotes greater equity by giving families time to fund travel and by offering options that cater to different interests.

A multi-tour program could include:

2025

London, Paris & Rome (Summer)

Japan: Land of the Rising Sun (Summer)

2026

Belize: Conservation from Ridge to Reef (Spring)

Greece & Italy (Summer)

Culture & Service in Thailand (Summer)

2027

Costa Rican Explorer (Spring)

Language Immersion through Spain (Summer)

Marine Conservation in the Dominican Republic (Summer)

Travel programs in your region

Here are the other schools in your region that have embraced travel-based learning opportunities. Read on to discover how you can help the students in your community access these same life-changing experiences:

- Enfield High School
- Stafford High School
- Tolland High School
- East Windsor High School

Managing cost & payments

We believe in the life-changing power of educational travel and want as many students as possible to be able to experience it. With flexible payment options, fundraising tools, and scholarships, we aim to make these transformative experiences more widely accessible.

Automatic Payment Plan

Our recommended payment plan allows travelers to break their tour fee into manageable installments. Since most tours are planned well in advance, travelers can enroll for only \$95 and then spread the tour cost over an extended period—often up to 18 months or two years—with the final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Fundraising pages

Each student receives their own unique and customizable fundraising page. This easy-to-share page makes it simple for friends and family to contribute directly to the tour cost, with no fees

Global Citizen Scholarship Fund

Every year, EF Educational Tours awards \$100,000 in scholarships to students across the country. Any student can apply for the Global Citizen Scholarship, which is granted on both a merit and needs basis.

Risk-Free Enrollment Period

New travelers who enroll can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.



Safety

Our travelers' safety is our top priority. With an extensive global presence, industry-leading experience, and close relationships with U.S. and international authorities, that's a statement we can back up with confidence. We ensure that every situation is managed with the utmost care.

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries around the world. And we don't just work in those countries—we call them home. Better yet, EF has team members in nearly every one of our tour destinations, providing local knowledge and ensuring the safety of our groups. This presence allows us to support travelers wherever and whenever they need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff are always available to help. Your Tour Director serves as your group's constant companion and first point of contact in an emergency. Our fully trained support teams are also on call 24/7, ready to assist teachers with any issues and provide the necessary resources to get things back on track. Finally our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 365 days a year.



Safety

Continued

Your school's team

These EF staff are fully committed to your school's travel program and the safety of every student.

OPERATIONS SAFETY & INCIDENT RESPONSE TEAM

This team is strategically based in our Boston, Panama, and Zurich offices to accommodate all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and experience to manage emergencies. They also facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities as needed.

EMERGENCY SERVICES & SUPPORT TEAM

Our support team is also available 24/7 to help resolve any issue, from a missed flight or a lost passport to more serious on-tour incidents. They're also the ones facilitating communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

TOUR DIRECTOR

Tour Directors are assigned exclusively to each tour for the duration of the trip. They meet your group at the airport and stay with them until their departure home. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings.

They're the first point of contact in an emergency and provide safety information to the travelers in their group. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're culturally connected and expertly trained to support impactful learning experiences.

EF TRAVEL TEAM

This team—comprised of a Tour Consultant and an EF Experience Specialist—is your school's main point of contact at EF. The Tour Consultant serves as your itinerary expert and is devoted to making sure your students get the most out of their travel experience. They partner with your school on everything from finding the perfect tour and enrolling travelers to developing long-term programs for your district and community. The EF Experience Specialist handles the finer details that make your experience with EF seamless. They work directly with Group Leaders (your teachers) right up until the moment of departure, ensuring everything goes smoothly.

TRAVELER SUPPORT

Our team of Travel Support Specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

CHAPERONES

For every six travelers who enroll on a school's tour, the group is eligible to bring along a chaperone for free (with the first spot reserved for the Group Leader). This creates a 6:1 student-to-chaperone ratio, and allows chaperones to assist Group Leaders in supervising students.

Protection for travelers, schools & districts

We understand that unpredictable situations can happen, whether on tour or before departure. That's why we offer a range of protections to make sure travelers, schools, and districts are covered no matter what. We do everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are added as additional insureds under our **\$50 million General Liability Policy**, whether or not the tour is considered a school event. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement which includes a release of liability of their Group Leader, school, and school board.

Peace of Mind Program

Provided to all groups

When your school decides to travel with EF, we want you to feel secure in that decision. This benefit, built into every EF program, gives groups the flexibility to change their tour dates or destination. It can be enacted up to 59 days prior to departure for any reason, including terrorism or other world events.



Protection for travelers, schools & districts

Continued

Protection for individual travelers

While on tour, travelers can help protect their investment and themselves from certain unexpected events and expenses with our Global Travel Protection and Global Travel Protection Plus plans.

GLOBAL TRAVEL PROTECTION

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation coverage for specified reasons.

GLOBAL TRAVEL PROTECTION PLUS

Available to all travelers

This plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before travelling on our student tours. This provides a safer tour experience for all and aligns with the process many school districts have for adults who volunteer or chaperone school activities. Conducted by a leading professional provider, the secure background check only flags individuals who could present a risk to student travelers while on tour.



Travel logistics

Proposed tour for Carlos Mezger in Spring 2026

Price of this tour

The tour program price covers a wide range of services that ensure students have an incredible travel experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, and logistical support once the group reaches their destination.

Full, flexible travel window: April 1-12, 2026

Requested travel dates: April 1-10, 2026

Lowest Price

Price valid for travelers enrolled October 8, 2025 - October 31, 2025*

Student

\$4,039

or \$986 / 4 mos

Adult

\$4,859

or \$1,191 / 4 mos

Price Breakdown

Program Price \$4,379

River Cruise Seville \$40

Early Enrollment Discount -\$380

Protect your travelers with the Global Travel Protection Plan for \$190. Ask your Tour Consultant for details.

Travel logistics

Continued

Hotels

Every hotel we partner with must meet our strict standards for safety, quality, and cleanliness. Hotels are thoroughly vetted by our team and they're regularly inspected to ensure they continue to meet these standards. It's important to note that hotels abroad may have different amenities than travelers may be accustomed to in the United States. Below are expectations & examples of hotels travelers may encounter at your proposed destination:

Madrid, Spain

Groups stay an hour or so from the center of Madrid, near one of the airports or in areas such as Getafe, Torrejón de Ardoz, Guadalajara, and Collado Villalba. Some hotels are located in more business-centric districts, which means there may not be shops or amenities nearby.

Accommodations meet the standard you'd expect from a typical European hotel, which means that rooms come with private bathrooms and feature multiple single or shared double beds. Rooms may also be on the smaller side without AC, and some hotels may not have elevator access.

Compostela Suites

<https://www.compostelasuites.com/en>

Address: Calle Zambrana, 4, 28022

Hostal Torrejón

<https://www.grupohostal.com/hoteles-en-torrejon/hostal-torrejon/>

Address: Av. de la Constitución, 173, 28850 Torrejón de Ardoz, Madrid, Spain

ibis Madrid Getafe

<https://all.accor.com/hotel/3559/index.en.shtml>

Address: Calle del Alcalde Angel Arroyo 8, Via de Servicio A 42 Salida 10, 28903

Granada, Spain

Groups stay in hotels anywhere from 30 minutes to an hour outside the center of Granada. Many hotels offer elevator access and most rooms are equipped with AC, although it's worth noting that AC systems in Europe are often less powerful than the ones found in the U.S. Dinners are generally at the hotel.

B&B Granada

<https://www.hotel-bb.es/hotel/granada/>

Address: C Luis Bunuel SN, , Pulianas, Granada

Meals

Meals are chosen to provide a more immersive cultural experience, giving students the chance to sample traditional cuisine and experience local dining customs. Below are examples of dishes travelers may encounter at your proposed destination:

Spain: Sample Meals

Spanish tortilla, pork loin with potatoes and mushrooms, ice cream

On tour, breakfast is typically simple and served at the hotel, either plated or buffet-style. Lunch usually gives travelers the opportunity to explore the local cuisine on their own. Dinners will be a mix of familiar dishes and local specialties, all served from a pre-set group menu.

Next steps

Hi there!

My name is Kaitlyn Sands and I'm the dedicated Tour Consultant for Somers High School. I'll be working closely with your Group Leader, Carlos Mezger, every step of the way to make sure your student tour is perfectly planned. If you have any questions or need additional information, don't hesitate to reach out.

Sincerely,

Kaitlyn Sands
Senior Educational Tour Consultant
kaitlyn.sands@ef.com

“

Student travel strengthens our mission of making future graduates into global citizens. After their travels, our students return more well-rounded and success-driven because they now understand the connections between what is taught in the classroom and what is needed in the global market.

Mitch S., Administrator





EDUCATIONAL
TOURS

Watch videos, read
reviews, and enroll on your
teacher's Tour Website

eftours.com/

This is also your tour number

MADRID & ANDALUSIA

10 or 12 days | Spain

Compare life in Spain's grand capital city to the distinct culture of the Moorish-influenced Andalusia region. Madrid welcomes you with a warm and lively spirit—and a distinctly European feel. The Prado and Palacio Real are as proudly Spanish as they are internationally renowned, while Granada, Seville, and Córdoba showcase their multicultural roots at the Alhambra, Seville Cathedral, and Mezquita.

YOUR EXPERIENCE INCLUDES:



Full-time Tour Director



Sightseeing: 5 sightseeing tours (6 with extension);
3 walking tours (4 with extension)



Entrances: Prado; Palacio Real; Toledo Cathedral;
Church of Santo Tomé; synagogue visit; Alhambra;
"City Challenge" scavenger hunt; Moroccan tea house;
authentic Andalusia experience; Seville Cathedral;
Mezquita; with extension: Park Güell



Personalized learning guide: Our personalized learning
experience engages students before, during, and after
tour, with the option to create a final, reflective project for
academic credit.



All of the details are covered: Round-trip flights
on major carriers; comfortable motorcoach; AVE
high-speed train with extension; 8 overnight stays,
(10 with extension); European breakfast and dinner
daily; Lunch on Day 3



Explore Córdoba



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

– MELISSA, TRAVELER



Learn from your Tour Director and expert local guides



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at [eftours.com/](https://www.ef-tours.com/)

Your teacher's Tour Website

What you'll experience on your tour

Day 1: Fly overnight to Spain

Day 2: Madrid

- Meet your Tour Director at the airport in Madrid, the capital and largest city in Spain. During your stay you'll explore Puerta del Sol, the heart of the city, and travel back in time to Spain's Golden Age at Plaza Mayor, where you'll learn about this grand square's history of bullfights, royal weddings, and public executions. At the Prado art museum, behold paintings like Velázquez's *Las Meninas* and Goya's paired canvases. Get a taste of royal Madrid at the extravagant Palacio Real, where you'll wander the fabulous palace interior and find more than 2,000 rooms decked in beautiful frescoes, delicate porcelain wares, and finely woven rugs.
- Take a walking tour of Madrid.

Day 3: Madrid

- Take an expert-led tour of Madrid: Puerta del Sol; Plaza Mayor.
- Visit the Palacio Real.
- Visit the Prado.

Day 4: Toledo | Granada

- Travel to Toledo.
- Take an expert-led tour of Toledo.
- Visit Toledo Cathedral.
- Visit the Church of Santo Tomé.
- Visit a synagogue.
- Continue on to Granada.

Day 5: Granada

- Take an expert-led tour of Granada.
- Explore more of Granada through a "City Challenge" scavenger hunt.
- Visit the Alhambra, Granada's crowning jewel that's widely recognized as the world's premier example of Moorish architecture. Built as an all-in-one alcazaba (fortress), alcazar (palace), and small medina (city), the Alhambra was home to the last of the Nasrid Sultans. Here, King Ferdinand and Queen Isabella agreed to finance the historic voyage of Christopher Columbus.
- Visit a Moroccan tea house.
- Enjoy a free evening or
 - ➦ experience a flamenco evening.

Day 6: Granada | Seville

- On your way to Seville, enjoy an authentic Andalusia experience with your Tour Director: olive oil factory; traditional meal at local village; Historical House Museum.

Day 7: Seville

- Travel to Seville— city of bullfights, flamenco dancing, Don Juan, and *Carmen*, and the heartbeat of Andalusian culture.
- Take a walking tour of Seville with your Tour Director. Follow narrow, twisting alleys through the Barrio de Santa Cruz, where picturesque whitewashed houses, flower-filled patios, and tiled benches are pleasant reminders of an unhurried lifestyle. Pass by María Luisa Park to admire the mosaics and fountains of Plaza de España, the centerpiece of the 1929 Ibero-American Exposition. Visit the grave of Christopher Columbus inside Seville's Cathedral, and imagine the spectacle of a traditional Spanish bullfight at the Plaza de Toros, celebrated for its Baroque architecture and historical significance.
- Enjoy free time to see more of Seville or
 - ➦ enjoy an evening river cruise.

Day 8: Seville | Cádiz

- Take a day trip to Cádiz.
- Enjoy an expert-level tour of Cádiz.

Day 9: Córdoba | Madrid

- Travel to Córdoba.
- Visit the Mezquita.
- See Don Quixote's windmills.
- Continue on to Madrid.

Day 10: Depart for home

➦ 2-DAY TOUR EXTENSION

Days 10–11: Madrid | Barcelona

- Travel by AVE train to Barcelona.
- Take a walking tour of Barcelona: Las Ramblas.
- Stop for a photo at Montjuïc.
- Take an expert-led tour of Barcelona. See La Sagrada Família, Casa Milà or Casa Batlló, and Barrio Gótico.
- Visit Park Güell.
- Time to see more of Barcelona or
 - ➦ explore Barcelona by bike.

Day 12: Depart for home

I traveled for the first time with EF when I was a junior in high school to Spain it was the best thing that ever happened to me! I am now a high school Spanish teacher and I just took my first group of students to Spain this year with EF and I know they had an amazing time and I was so happy to pass on the experience of traveling! Traveling changed my life and made me who I am today!

– MELISSA, GROUP LEADER



TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____
2. _____
3. _____

— The easiest ways to —
ENROLL TODAY



Enroll on our website
eftours.com/enroll



Enroll by phone
800-665-5364



Enroll by mail
EF Educational Tours
Two Education Circle
Cambridge, MA 02141

My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.

—CHARLOTTE, PARENT OF TRAVELER

“ Tour review

THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 55 years, EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- **We always offer the lowest prices** so more students can travel.
- **We're fully accredited, just like your school**, so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have more than 600 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director is with your group** every step of the way on tour, providing insight about your destinations as well as great local tips.



4/1/19

FIELD TRIP REQUEST

(All Overnight trips are subject to Superintendent and Board of Education Approval)

School: Somers High School Date: 10-20-2025

Requested by: Carlos Mezger Department: World Languages

Destination: Spain Date of trip: 4/1/26

Departure time: 11:30 am from SHS Approx. time of return: 4/10/26

Number of students involved: 12 plus Number of chaperones: 2

Teachers attending:

Carlos Mezger Sub Needed: None Full Day Half Day

Jaime Rechenberg Sub Needed: None Full Day Half Day

Sub Needed: None Full Day Half Day

Sub Needed: None Full Day Half Day

Sub Needed: None Full Day Half Day

Please enter into Frontline Absence Management AFTER your request has been approved.

Type of transportation: EF Educational Tours

Expense to students: \$4100.00 Expense to school system: \$0

Specific Content/Unit(s) the field trip supports: Before the trip, students are required to research the cities and places in the itinerary. During the trip, students present their findings during each evening's briefing. Students share their field trip experiences with other classes upon their return.

Describe how student learning will be assessed: evening's briefing. Students share their field trip experiences with other classes upon their return.

Standards addressed (list by number and code – ex. CCSS:MP1):

- CT:WL:1 Communication: Interpersonal Communication 1.1
- CT:WL:2 Relating Cultural Practices to Perspectives 2.1
- CT: WL:3 Making Connections 3.1
- CT: WL:4 Comparisons 4.1
- CT:WL: 5 School and Global Communities 5.1

Written Objectives/Relationship to curriculum: _____

Students can interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Students can understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

If approved, both the field trip activity and assessment need to be put into Atlas.

Approved by: [Signature]
Principal's Signature

Approved by: [Signature]
Director of Curriculum

CENTRAL OFFICE USE ONLY

Approved Disapproved

[Signature] 10/29/25
Superintendent or Designee's Signature Date

Community Relations/Instruction

Library Material Review and Reconsideration Policy

Statement of Policy:

The Somers Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint against instructional material used in the classroom or available in the school library/media center. Consideration of requests to reconsider and remove material, displays, or student programs is limited to individuals with a vested interest. An individual with vested interest may challenge any library and other educational materials, display or student program by initiating a review of such material via the submission of a request for reconsideration form.

It shall be the policy of the Somers Board of Education that the removal, exclusion or censoring of any book shall not occur on the sole basis that a person with a vested interest finds such book offensive. No library and other educational material, display, or program shall be removed from library media centers, or programs be canceled, because of the origin, background, or viewpoints expressed in such material, display, or program, or because of the origin, background, or viewpoints of the creator of such material, display, or program. Library and other educational materials, displays, and student programs shall only be excluded for legitimate pedagogical purposes or for professionally accepted standards of collection maintenance practices as adopted in the collection development and maintenance policy or the display and program policy.

Until a final decision is made by the review committee, any library and other educational material being challenged shall remain available in the school library media center according to such material's catalog record and be available for a student to reserve, check out, or access.

A school district may consolidate any requests for review and reconsideration of the same challenged library and other educational material. Once a decision has been made by **the review committee** on any library and other educational material, such material cannot be subject to a new request for review and reconsideration for a period of three years.

The Somers Board of Education will review and update this policy as necessary every five years.

Definitions

"Library and other educational material" means any material belonging to, on loan to or otherwise in the custody of a school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.

Community Relations/Instruction

Library Material Review and Reconsideration Policy

Definitions (continued)

"School library staff member" means a school library media specialist, school librarian, any certified or non-certificated staff member whose assignment is in the school library or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

"Individual with a vested interest" means any school staff member employed by a local or regional board of education, parent or guardian of a student currently enrolled in a school at the time a reconsideration form is filed, or any student currently enrolled in a school at the time a reconsideration form is filed.

"Remove" means deliberately taking library material out of a library's collection. **"Remove"** does not include the process of clearing such collection of any materials that are no longer useful.

Material Review and Reconsideration Procedure

The Board of Education has established the following procedure for addressing complaints regarding the utilization of library and other educational materials:

1. Individuals with a vested interest may initiate the review or reconsideration of any library and other educational materials, display, or student program by submitting a request for recommendation form to the principal of the school in which the library and other educational materials are being challenged.
2. The Principal, or the Principal's designee, shall promptly forward the request for reconsideration to the Superintendent of Schools for the school district.
3. The Superintendent, or the Superintendent's designee, shall appoint a review committee consisting of:
 - a. The Superintendent, or the Superintendent's designee;
 - b. the Principal of the school in which the library and other educational material is being challenged, or the Principal's designee;
 - c. the Director of curriculum, or a person in an equivalent position;

- d. a representative from the local or regional board of education;
- e. at least one grade-level-appropriate teacher familiar with the library material provided, the teacher selected is not the individual who submitted the form;
- f. a parent or guardian of a student *age thirteen years or younger* enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form;
- g. a parent or guardian of a student *aged fourteen years or older* enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form;
- h. a certified school librarian employed by such board or employed by another board of education in the state.

Community Relations/Instruction

Library Material Review and Reconsideration Policy

Material Review and Reconsideration Procedure (continued)

In cases where such form is submitted by a student enrolled in *grades nine to twelve*, inclusive, and when appropriate and at the discretion of the superintendent, a student enrolled in grades nine to twelve, inclusive, may serve on the review committee if such student did not submit the reconsideration form, provided the superintendent consults with the principal of the school involved in such reconsideration request prior to making this determination whether to include such student on the review committee.

4. The **review committee** shall evaluate the request for reconsideration form by reading the challenged material in its entirety and evaluating the challenged material against the school district's *Collection Development and Maintenance Policy*.
5. The **review committee** shall make a *written decision* on whether to remove the challenged material *within sixty school days* from the date of receiving such request and provide a copy of the committee's decision and report to *the individual with a vested interest who submitted the form and to the principal of the school*.
6. The individual with a vested interest who submitted the *request for reconsideration form* may appeal to the *review committee's decision* to the local or regional board of education for the school district. The Board shall determine whether the reconsideration process was followed and publish the decision on the school district's website.

General Provisions

Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Policy adopted:

cps 6/25

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

(Name of District)

Request for Reconsideration of Library Books/Materials

Title _____

Author _____ Publisher _____

This request was initiated by

Parent/Guardian

Student

Other (please specify) _____

The material is best described as a:

Book

Video or Online Content

Periodical/Magazine

Other Media. Please specify _____

Please answer the following questions:

1. Did you read, view, or listen to the entire work? If not, what parts did you examine?

2. In what specific ways do you think this work is inappropriate for students?

3. What have you been told about the educational purpose of this material?

4. What do you believe is the theme or purpose of this material?

5. For what age group would you recommend this material?

6. Are you aware of the judgment of this work by literary critics and/or professional educators/organizations?

7. What are the valuable aspects of this material?

8. What do you feel may be the results of students reading, listening to, or viewing this material?

9. What work/material of equal or superior value would you recommend replacing the one in question?

10. Please explain your reasons for your objection:

1312.3
6161.12
Form 1
(continued)

11. What do you believe is the theme or purpose of this material?

12. For what age group would you recommend this material?

13. Are you aware of the judgment of this work by literary critics and/or professional educators/organizations?

14. What are the valuable aspects of this material?

15. What do you feel may be the results of students reading, listening to, or viewing this material?

16. What work/material of equal or superior value would you recommend replacing the one in question?

17. Please explain your reasons for your objection:

Signature of Complainant

Date

_____ PUBLIC SCHOOLS
_____ CONNECTICUT

Request for Appeal of Reconsideration of Library and Other Educational Materials Decision

Full Legal Name: _____ **Title** _____ **of**
Material: _____

Address: _____ **Telephone Number:** _____

Author: _____ **Publisher:** _____

Date the Reconsideration Decision was communicated to you: _____

Please explain why you are appealing against this decision:

How do you believe the review committee failed to follow the reconsideration process?

Are you submitting any documentation with this appeal? If so, please list/describe supporting documents:

The _____ Board of Education shall determine whether the reconsideration process was followed and will publish the decision on the internet web site of the school district.

1312.3
6161.12
**Complainant
Letter**

_____ PUBLIC SCHOOLS
_____ CONNECTICUT

Sample Letter to Complainant

Date: _____

Complainant Name

Address Line 1

Address Line 2

Dear [Complainant's Name],

Thank you for bringing your concerns regarding one of our school's library materials to our attention. In accordance with Connecticut state law, our school has a procedure in place to adjudicate concerns and reconsideration requests.

To facilitate this review, we kindly request that you submit a *Request for Reconsideration of Library Books and Materials* form to clearly identify the specific content you find objectionable and describe the nature of your concerns. Once your submission is received, it will be forwarded to the District Library Review Committee for formal consideration. The Committee's review process includes thoroughly reviewing the material, assessing its educational value, and addressing all concerns raised.

If you have any questions or require assistance with this process, please do not hesitate to contact me at [phone number or email address].

Thank you for engaging with us to support a thoughtful and responsible approach to creating libraries that meet the needs of all students.

Sincerely,

[Your Name]

[Your "Vested Interest" Identity]

Community Relations/Instruction

Library Collection Development and Maintenance Policy

The [Somers](#) Board of Education recognizes that library and other education materials should be provided for the interest, information and enlightenment of all students, and represent a wide range of varied and diverging viewpoints in the collection as a whole.

Students shall have access to the library and other educational material that is relevant to the research, independent reading interests, and educational needs of students based on a student's age, development, or grade level.

The library media center is an important place for voluntary inquiry, the dissemination of information and ideas, and the promotion of free expression and free access to ideas by students.

A school library media specialist is professionally trained to curate and develop a collection that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational material.

The [Somers](#) Board of Education directs the Superintendent to create an administrative regulation that establishes a procedure for a certified school library media specialist to continually review library and other educational material within a school library media center using professionally accepted standards which shall include, but need not be limited to: the material's relevance, physical condition of the material, availability of duplicates or copies of the material, availability of more recent age-appropriate or grade-level appropriate material and continued demand for the material.

Policy adopted:

cps 6/25

Community Relations/Instruction

Library Collection Development

Objectives of Materials Selection

- To provide faculty and students with materials that enrich and support the curriculum and meet the recreational reading needs of the students served
- To provide students with a wide range of age and grade-appropriate educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view
- To select materials in all formats, including up-to-date, high-quality, varied literature to develop and strengthen a love of reading

All library materials are evaluated and made accessible in accordance with the protections against discrimination set forth in section 46a-64 of the Connecticut General Statutes, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.

General Selection Criteria

In selecting what materials to purchase for the School Library, professionally trained library personnel shall evaluate materials using the following general selection criteria. Not all criteria may be applicable in every selection.

General Selection Criteria:

- **Curriculum Support:** Resources that support and enrich the curriculum and/or students' personal interests and learning.
- **Quality and Standards:** Works that meet high standards in literary, artistic, and aesthetic quality, as well as technical aspects and physical format.
- **Appropriateness:** Materials suited to the subject area, and to the age, emotional development, ability level, and social, emotional, and intellectual development of the students served.
- **Accuracy and Authority:** Resources incorporating accurate and authentic factual content from authoritative sources.

- Professional Reviews: Titles earning favorable reviews in standard reviewing sources and/or recommended by professional personnel following preview and examination.
- User Appeal: Materials with a high degree of potential interest and appeal to students.
- Viewpoint Representation: Resources that present differing perspectives on controversial or complex issues.
- Format Variety: A range of physical and virtual resources, including print, electronic, multimedia, subscription databases, e-books, educational games, and other emerging technologies.
- Durability and Design: Physical format, appearance, and durability appropriate to the material's intended use.
- Collection Gaps: Materials that fill a substantial gap in the collection on a particular topic or subject area.
- Cost Effectiveness: Balance between the cost of materials and the demonstrated need or value to the collection.

In selecting library materials, library personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection, and other appropriate sources. The actual resource will be examined whenever possible.

Recommendations for purchase or gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.

Library Collection ~~Development and~~ Maintenance

Purpose:

This regulation establishes a procedure for certified school library media specialists to continually review library and other educational materials within a school library media center to ensure that they are relevant, in good condition, and age- or grade-level-appropriate.

General Procedure:

Using the criteria identified below and their professional judgment, the school library media specialist shall conduct a systematic review of the library's collection:

1. Material relevance

- a. Consult with instructional staff to determine whether the material is still useful and has up-to-date information.
- b. Evaluate usage data to assess the material's relevance to student interests and research needs.

2. Physical condition of the material

- a. Assess whether the material is damaged or worn beyond reasonable use.

3. Availability of duplicates or copies of the material

- a. Determine whether the availability of duplicates or multiple copies is justified based on usage statistics to avoid redundancy.

4. Availability of more recent age-appropriate or grade-level appropriate material

- a. Investigate the availability of newer editions or versions that offer more current and accurate information by considering awards and recommended lists for recently recognized literature.
- b. Ensure that any new material uses language that is appropriate for the reading level of students in the targeted grade range and developmental levels.
- c. Evaluate whether the new material's treatment of difficult or sensitive subjects (e.g., death, mental health, violence, sexuality) is in a developmentally appropriate way for the intended student audience.

5. Continued demand for the material

- a. Consult with instructional staff to determine whether the material continues to be cited or referred to for classroom instruction.
- b. Review usage data to determine whether the material is still being sought by students or teachers.

Regulation approved:

cps 6/25

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

This form is designed to provide guidance and should be revised by librarians to support their efforts.

SOMERS PUBLIC SCHOOLS
SOMERS, CONNECTICUT

Library and Other Educational Material Assessment Form

Title of the material: _____ **Date of Assessment:** _____
Author: _____ **Assessor:** _____
Date of Publication: _____

Material relevance:

- Consulted with knowledgeable staff member(s) or teacher(s)
- The language is appropriate for the reading level of students in the targeted grade range
- Material is up-to-date and accurate

Notes:

Physical condition of the material:

Condition rating:

- Excellent Good Fair Poor

Availability of duplicates or copies of the material:

Count of available copies: _____

Notes:

Availability of more recent age-appropriate or grade-level appropriate material:

If new material is available:

- It uses language appropriate for the reading level of students in the targeted grade range
- Presents difficult subjects (death, mental health, violence, sexuality etc.) in a developmentally appropriate way

Notes:

Continued demand for the material:

Describe the frequency with which the material is being accessed:

Determination:

- Retain Replace Remove

Explanation of decision and rationale

The school library media specialist shall complete the Library and Education Material Assessment Form when determining the removal or retention of a material. Assessment forms shall be maintained in the library center and made available upon request by individuals with vested interest.

Community Relations/Instruction

Library Display and Program Policy

Library displays and student programs are critical in serving as resources for voluntary inquiry, the dissemination of information and ideas, and promoting free expression and free access to ideas by students.

The [Somers](#) Board of Education recognizes that library displays are provided for the interest, information and enlightenment of all students, represent a wide range of varied and diverging viewpoints, and provide access to content that is relevant to the research, independent interests and educational needs of students.

The [Somers](#) Board of Education acknowledges that a school library media specialist is professionally trained to curate and develop displays and programs that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational materials.

Policy adopted:

cps 6/25

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"** as defined in 18 U.S.C. §921, 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 or 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 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. 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;
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.
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.
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. 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. Leaving school grounds, school transportation or a school- sponsored activity without authorization.
48. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
49. "Bullying" **means** is defined as unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

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 officer 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 and Expulsion Due Process

Unless an emergency exists, as that term is defined in paragraph A, no student shall be suspended without an informal hearing by the administration, at which such student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, provided nothing herein shall be construed to prevent a more formal

hearing from being held if the circumstances surrounding the incident so require. The administration shall then determine whether suspension or in-school suspension is warranted.

If an emergency situation exists, the hearing outlined above shall be held as soon as possible after the exclusion of the student.

Prior to conducting any hearing regarding the suspension of a student, an administrator, school counselor or school social worker at the school in which the student is enrolled, shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to determine whether such student is a homeless child or youth, as defined in 42 USC 1143a, as amended from time to time. If it is determined that such student is a homeless child or youth, the administration shall consider the impact of homelessness on the behavior of the student during the hearing.

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 that such student missed during the period of his/her suspension.

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

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 preschool to two, if during the informal hearing outlined above, the administration:
 - a. Determines that an out-of-school suspension is appropriate for such students based on evidence that such student's conduct on school grounds is behavior that causes physical harm;
 - b. Requires that such students receive 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
 - c. 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.

2. 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 ([as defined above in section E](#)) 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: 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;

Length of Suspension Period:

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.

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 after holding a formal hearing, it is in the judgment of the Board of Education, that 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 an impartial hearing officer 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.

I. Formal hearings/Due Process

1. 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.

2. Record Keeping. 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.
3. Rules of evidence at hearings. 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.
 - i. 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.

J. Expunging Records

Suspension:

Whenever a student is suspended pursuant to the provisions of this section, 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 cumulative educational record by the local or regional Board of Education if a student graduates from high school, or in the case of a suspension of a student for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection (e) of this section, such notice shall be expunged from the cumulative educational record by the local or regional board of education (1) if the student graduates from high school, or (2) if the administration so chooses, at the time the student completes the administration-specified program and meets any other conditions required by the administration pursuant to subsection (e) of Section 10-233d., whichever is earlier

Expulsion:

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included in the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine to twelve, inclusive, based on possession of a firearm or deadly weapon as described in Section 29-38 of the general statutes.

1. shall be expunged from the cumulative educational record by the Board of Education if a student graduates from high school, or
2. may be expunged from the cumulative educational record by the Board of Education before a student graduates from high school if:
 1. in the case of a student for which the length of the expulsion period is shortened or the expulsion period is waived pursuant to subdivision (2) of subsection (c) Section 10-233d., such Board determines that an expungement is warranted at the time such student completes the board-specified program and meets any other conditions required by such Board pursuant to subdivision (2) of subsection (c) of Section 10-233d. , or
 2. such student has demonstrated to such Board that the conduct and behavior of such student in the years following such expulsion warrants an expungement. The Board of Education, in determining whether to expunge such notice, may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of such student.

I. K. 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. L. 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. M. 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 offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

L. N. 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.

O. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:
1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.
 3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team shall not be required to meet to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

P. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

- A. 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 Board in accordance with the provisions of this section. 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.
- B. If a student who committed an expellable offense seeks to return to a school district 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 and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

M.Q. 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.
3. 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.
4. 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.

R. 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.

10. Prior to placing any student in an out-of-district placement due to the challenging behavior of such student, the Board of Education shall conduct a functional behavior assessment of such student and develop or update a behavioral intervention plan for such student.

A functional behavior assessment and a behavioral intervention plan shall not be required if the time required to conduct such assessment or develop or update such plan would put the safety of such student, any other student, or any staff at such student's school at risk.

Not later than two business days following the decision not to conduct such assessment, or develop, or update such plan for such student, the local or regional board of education shall file a notice with the Department of Education of the reasons that such assessment was not conducted or such plan was not developed or updated.

S. 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.

T. 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

[Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut \(Section 13\)](#)

[Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education \(Sections 38 & 39\)](#)

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Revised: September 28, 2020

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Revised: June 23, 2025

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Somers District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and

- e. A school community that contributes to the operations of the school and the care of the physical environment.
3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
 4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
 5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
 6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
 7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
 8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
 9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
 10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
 11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.

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

16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:

A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;

- B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
- C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
- D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
- E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
- F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;

3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;

4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and

- d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
- 4. The school community creates a school environment⁴ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
- 5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Adopted: March 25, 2024

Students

Discipline

Challenging Behavior Prevention: Restorative Practices Response

The Somers Board of Education (the “Board”) is committed to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime. Restorative practices shall not include the involvement of a school resource officer or other law enforcement official unless such challenging behavior or other conflict escalates to violence and/or constitutes a crime. In addition, the Somers Public Schools (the “District”) shall address challenging behavior, bullying, and harassment in accordance with the Board’s Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

For purposes of this policy:

- “Restorative practices” means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
- “Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
- “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. “Bullying” includes “cyberbullying”, which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication. “School climate” means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

- “School climate improvement plan” means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.
- “School environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by the Board, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

The Board directs the administration of the District to develop a continuum of strategies to prevent, identify, and respond to challenging behavior, bullying, and harassment. Such strategies shall include research-based interventions, including restorative practices, and may be included in each school’s school climate improvement plan. Such strategies shall be shared with the school community, including, but not limited to, through publication in the relevant student handbook.

The Board further directs the Superintendent or designee to collect and maintain data regarding types of challenging behavior addressed using the Restorative Practices Response Policy and data concerning the implementation of restorative practices.

Legal References:

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222jj

Adopted:

Instruction (a mandated policy)

Individualized Education Program/Special Education Program

~~In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.~~

~~Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the students turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30.~~

Individualized Education Programs (IEPs) are essential foundations for providing effective, high-quality special education services. The Board requires that all procedures for implementing an individualized education program be designed to guard the privacy of the student and family.

A parent of a child, the State Department of Education, other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. ~~Initial evaluations, using a variety of assessment tools and measures to gather relevant functional, developmental and academic information, must be completed within 60 calendar days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45 school-day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.~~

Once the district receives a written referral for special education evaluation, it has 45 school days to complete an initial evaluation. The 45-school-day timeline encompasses the entire eligibility determination process, including reviewing the referral, obtaining written parental consent for evaluation, conducting a comprehensive evaluation, determining eligibility, obtaining written parental consent for the provision of special education services, and implementing an IEP if the student is found eligible. The district will conduct a full and individual evaluation that consists of procedures to determine if the child is a child with a disability under 34 C.F.R. §300.301. Further, the evaluation must be sufficiently comprehensive to identify all of the child's special education

and related services needed, whether or not commonly linked to the disability category in which the child has been classified. Assessments for disabled children who are transfer students shall be coordinated expeditiously between the sending or receiving district.

The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) through the end of the school year during which they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.

Any individualized education program (IEP) developed for a student with disabilities shall specify whether the student shall achieve the District's adopted content standards or whether the student shall achieve individualized standards that would indicate the student has met the requirements of his or her IEP. When a child is identified as requiring special education, the district will provide parents/guardians with information and resources from the State Department of Education relating to IEPs.

Information Provided to Parents Regarding Special Education

At the first PPT, when a child receiving special education services reaches 14, the district shall provide information to the child and parent/guardian regarding the full range of decision-making supports, including alternatives to guardianship and conservatorship and the plain-language online resources developed by CSDE regarding decision-making options available when the student reaches 18.

In addition, information that must be provided to parents/guardians at each PPT meeting shall include plain-language resources developed by CSDE regarding the hearing and appeals process, information regarding free and low-cost legal assistance, and The Parent's Guide to Special Education in Connecticut by CSDE. The district shall annually provide the Guide and rights and resources available to children receiving special education services at the beginning of the school year.

At the beginning of each school year, the district shall provide an informational handout developed by CSDE that explains what it means to have an IEP or Section 504 plan.

Upon request from a parent/guardian, or when there is an apparent need, the district shall provide interpreters and translated documents for students and parents, including translated copies of a child's IEP and any related documents.

The interpreter may be present in person, available by phone, or through an online platform, an Internet website, or other electronic application approved by the State Board of Education.

A parent/guardian of the Board may request mediation through the Mediation Services Coordinator at any time for any matter related to the provision of special education for a child, including, but not limited to, the identification, evaluation, educational placement, or implementation of an IEP. Upon receipt of a request for mediation, the Mediation Services Coordinator shall provide notification to the parties and invite them to participate in voluntary mediation.

Individualized Education Program/Special Education Program (IEP)

~~The timeline for implementation of an IEP must occur within 60 school days of the PPT referral in those situations in which a student's IEP requires an out-of-district or private placement (not including the time it takes to obtain written parental consent).~~

~~The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.~~

Planning and Placement Team or Individualized Education Program Team

The term "individualized education program team" or "IEP Team" means a group of individuals composed of

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;

- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets.

The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT

designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

- (1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
 - (ii) Meeting each of the child's other educational needs that result from the child's disability; and
 - (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

- (iv) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

(3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -

(i) To advance appropriately toward attaining the annual goals;

(ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and

(iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.

(4) A school must offer an IEP that is "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." The child's educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child's:

- Previous rate or academic growth,
- Progress towards achieving or exceeding grade-level proficiency,
- Behaviors, if any, interfering with the child's progress, and
- Parent's input and any additional information provided by such parents.

The U.S. Supreme Court, in the Endrew F decision stated, "any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

(5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

(6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

(7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

(8) A statement of

(i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and

(ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of

(A) Their child's progress toward the annual goals; and

(B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

(9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

Note: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and make progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")

(b) Transition services.

The district shall designate a transition coordinator who is responsible for the following:

- Complete a prescribed training program within three years of when the training program commences or within one year of being appointed transition coordinator if appointed after the training program commences;
- Ensure parents receive information about transition resources, services, or public transition programs and know the eligibility requirements and application details; and
- The transition coordinator may be the director of student personnel or another school district employee.

(1) Beginning in the 2024-25 School year, the Board of Education shall distribute a notice of a link to an online listing of transitional resources, transitional services, and public transition programs provided by the Statewide Transition Services Coordinator. This shall be distributed to parents/guardians of children receiving special education services in grades six through 12 at a PPT meeting.

(2) At the first PPT meeting after the student turns 14, the Team will provide a listing to the parent/guardian of each public transition and adult education program for which the student may be eligible after graduation.

Upon parent/guardian approval, an identified certified professional member of the PPT will notify the state agency that provides such a program about potential eligibility.

(3) By the PPT meeting, which occurs approximately two years prior to the student's anticipated exit from the district, upon parent/guardian approval, a certified professional member of the PPT shall notify any state agency that provides an adult program for which the student may be eligible about the potential eligibility, invite an agency representative to attend the PPT, and permit and facilitate contract and coordination between the agency and parent. An identified certified professional member of the PPT will assist the parent/guardian in completing an application to any such program.

(4) The IEP must include

(i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.

(ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.

(2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) Transfer of rights. Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

(d) Students with disabilities convicted as adults and incarcerated in adult prisons. Special rules concerning the content of IEPs for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.

(e) Students with disabilities identified as deaf or hearing impaired. For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;

- (i) the child's primary language or mode of communication;
- (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
- (iii) educational options available to the child;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
- (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
- (vi) Assistive devices and services for the child;
- (vii) Communication and physical environment accommodations for the child; and
- (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

(f) *Students who are children of a member of the armed forces*

If, after the start of a school year, a child of a member of the armed forces:

1. enrolls in a school under the jurisdiction of a local or regional Board of Education, as a result of such member having received military orders directing such member to the state or any other documents from the armed forces indicating the transfer of such member to the state, and
2. such child enrolls with an individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 from such child's prior school.

The Board shall take necessary steps, including, but not limited to, the transfer of any records and prior evaluations, the performance of any reevaluations and, not later than thirty school days after such child's enrollment, the holding of any planning and placement team meeting or meeting to establish a plan pursuant to Section 504 of the Rehabilitation Act of 1973 for such child, to ensure a minimally disruptive transition to the provision of comparable services.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Districts receiving out-of-district students requiring special education shall:

- a) hold the planning and placement team meeting for each out-of-district student who requires special education and related services and invite representatives from the sending district to participate in such meeting, and
- b) ensure that such students receive the services mandated by the student's individualized education program whether such services are provided by the sending district or the receiving district.

Furthermore, in the case of a student with a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, the receiving district shall:

- a) ensure that such student receives the services mandated by the student's plan, and
- b) pay for the costs of providing such services to such student.

If the Board of Education receives an out-of-district placement of a student who receives special education services, through an agreement or contract with a sending local or regional board of education pursuant to subsection (d) of section 10-76d of the general statutes or section 10-91j, as amended by PA 25-67, the Board shall not transfer such student to any other school or facility unless:

1. upon initiation of the sending local or regional Board of Education or upon the request of a parent or guardian of such student, or such student if such student is eighteen years of age or older or an emancipated minor, such sending local or regional Board of Education holds a planning and placement team meeting for the purpose of determining the appropriateness of such transfer, and
2. the planning and placement team determines that such transfer is more appropriate for the educational needs of such student than the current out-of-district placement.

A representative of the Board of Education shall be invited to attend and participate in such planning and placement team meeting but may not request that such planning and placement team meeting be held.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Sec. 277, PA 19-49, PA 21-46, PA 21-144 and PA 23-137)

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

10-76q Special education at technical education and career schools (as amended by PA 21-144)

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability Sections 26-27, 30-31, 32-37, 39, 45, 47, 51, 52

[P.A 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut \(Section 10\)](#)

[P.A 25-143 An Act Implementing the Recommendations of the Office of Early Childhood, Department of Education and the Technical Education and Career System and Concerning the Administration of Epinephrine and Glucagon. \(Section 10\)](#)

[Public Act No. 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of Veterans and Members of the Armed Forces in Connecticut \(Section 7\)](#)

Policy adopted: February 9, 2009

Revised: 11/27/23

A mandated policy.

DBS CODE: 6171

Instruction

Special Education

The Board of Education accepts its legal duties and responsibilities for providing special education programs for the students of the school district.

The district shall provide a free appropriate public education and necessary related services to all children requiring special education, as defined in PA 25-67 Section 1, residing within the district, required under the Individuals with Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Connecticut Statutes.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law; conform to district goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student with a disability and other students.

In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility.

The Director of Pupil Services shall implement a comprehensive program, which meets all of the requirements of Federal and State law for the education of students with disabilities residing or attending school in the district. Since the district may not be able to provide all of the facilities and programs needed to meet the particular problems of each individual with exceptional needs, the Board of Education expects that the Superintendent will make use of Federal and State programs, the State Board of Education, the Commissioner of Education and cooperative agreements with other school districts and private schools.

Legal Reference: Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

10-76b State supervision of special education programs and services. (as amended by PA 12-173)

[10-76c](#) Receipt and use of money and personal property.

[10-76d](#) Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48, PA 06-18 and June Special Session PA 15-5, Section 277)

[10-76e](#) School construction grant for cooperative regional special education facilities.

[10-76f](#) Definition of terms used in formula for state aid for special education.

[10-76ff](#) Procedures for determining if a child requires special education (as amended by PA 06-18)

[10-76g](#) State aid for special education.

[10-76h](#) Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

[10-76i](#) Advisory council for special education.

[10-76j](#) Five year plan for special education.

[10-76k](#) Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

[10-76m](#) Auditing claims for special education assistance.

[10-76a-1 et seq.](#) Definitions. (as amended by PA 00-48)

[10-76b-1 through 10-76b-4](#) Supervision and administration.

[10-76d-1 through 10-76d-19](#) Conditions of instruction.

[10-76h-1 through 10-76h-2](#) Due process.

[10-76l-1](#) Program Evaluation.

[10-145a-24 through 10-145a-31](#) Special Education (re teacher certification).

[10-264l](#) Grants for the operation of interdistrict magnet school programs.

P.A. 12-173, An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

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

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

Bd of Ed of the City School District of the City of New York v. Tom F.
128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

Adopted: May 24, 1982

Revised: July 13, 2009

Revised: July 9, 2018

Instruction

Special Education

Pre-School Special Education

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the "Birth to Age Three" screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District's program shall be based upon the "reverse mainstreaming model" which maintains a significant number of non-disabled (regular education) students who serve as role models for the students with identified special needs. The Director/Supervisor of Special Education is responsible to coordinate and evaluate the program annually in order to make recommendation to the Superintendent of Schools or his/her designee.

The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students enrolled in the program;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

If the PPT determines that a child is ineligible for participation in a preschool special education program, a screening for developmental and social-emotional delays using validated assessment tools, such as the Ages and Stages Questionnaire and the Ages and Stages Social-Emotional Questionnaire, or their equivalents, shall take place for such child. The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Tuition

Non-disabled (regular education) students enrolled in the "reverse mainstreaming" preschool program will be required to pay tuition for the program. Identified students or students who qualify for free or reduced lunch will not be charged for tuition. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a monthly payment plan. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference: Connecticut General Statutes

[10 76a](#) Definitions.

[10 76b](#) State supervision of special education programs and services.

[10 76c](#) Receipt and use of money and personal property.

[10 76d](#) Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)

[10 76e](#) School construction grant for cooperative regional special education facilities.

[10 76f](#) Definition of terms used in formula for state aid for special education.

[10 76g](#) State aid for special education.

[10 76h](#) Special education hearing and review procedure. Mediation of disputes.

[10 76i](#) Advisory council for special education. 

[10 76j](#) Five year plan for special education.

[10 76k](#) Development of experimental educational programs.

State Board of Education Regulations.

[10 76m](#) Auditing claims for special education assistance.

[10 76a 1 et seq.](#) Definitions.

[10 76b 1 through 10 76b 4](#) Supervision and administration.

[10 76d 1 through 10 76d 19](#) Conditions of instruction.

[10 76h 1 through 10 76h 2](#) Due process.

[10 76l 1](#) Program Evaluation.

[10 145a 24 through 10 145a 31](#) Special Education (re teacher certification).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

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

Policy adopted: