

**Somers Board of Education Regular Meeting**

**Monday, November 24, 2025 7:00 PM**

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

1. 6:50 p.m. - Town Clerk, Dave Marti, to swear in BOE members
2. **CALL TO ORDER**
3. **PLEDGE OF ALLEGIANCE**
4. **ELECTION OF OFFICERS**
5. **APPROVAL OF MINUTES**
  1. Approval of the November 10, 2025 BOE Meeting Minutes 2  
The Board to review and approve the minutes from the November 10, 2025 Board meeting.
6. **ADMINISTRATIVE REPORTS**
  1. Superintendent Update
  2. SHS Student Representatives
7. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
8. **CONSENT AGENDA**
  1. Warrant of November 24, 2025 9  
The Board to review and consent to the warrant of November 24, 2025.
  2. 2nd Posting DBS Code 1312.3 - Library Material Review 13
  3. 2nd Posting DBS Code 1312.4 - Library Collection/Development 27
  4. 2nd Posting DBS Code 1312.5 - Library Display 34
  5. 2nd Posting DBS Code 5114 - Suspension/Expulsion 35
  6. 2nd Posting DBS Code 5131.911 - School Climate Regulation 63
  7. 2nd Posting DBS Code 5144.5 - Restorative Practices Response 71
  8. 2nd Posting DBS Code 6159 - Individualized Education Program 73
  9. 2nd Posting DBS Code 6171 - Special Education 85
  10. 2nd Posting DBS Code 6171.2 - Preschool Special Education 88
9. **OLD BUSINESS**
10. **NEW BUSINESS**
  1. 2026 Washington D.C. Trip 91  
Phil Goduti, SHS History Teacher, will present the 2026 Washington, D.C. trip to the Board.
  2. Leave of Absence Extension Request  
Courtney Suttle, 8th Grade Language Arts Teacher, is requesting an extension of her leave of absence to the end of the school year. She was originally scheduled to return in January.
11. **COMMITTEE REPORTS**
  1. Curriculum
  2. Policy
  3. Planning/Finance (next meeting 12/1/25, 5 p.m.)
  4. Salary & Negotiations
  5. Building
12. **CIP/CREC/SEF**
13. **ADVANCE CALENDAR**
14. **AUDIENCE TO CITIZENS/STAFF/STUDENTS**
15. **ADJOURNMENT**

**Somers Board of Education Regular Meeting**  
**Somers Board of Education Chambers**  
**Monday, November 10, 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, JT Galloway, Shane Manning, Jan Martin, Kim Radziewicz, Carl Stebbins, Derek Zelek

Others: Dr. Sam Galloway, Stephanie Levin, Tenley Stoltz, Carlos Mezger, Gina Olearczyk, Sharon Goulet, Lisa Horan

**1. CALL TO ORDER**

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

**2. PLEDGE OF ALLEGIANCE**

**3. AWARDS AND RECOGNITIONS**

**3.1. Recognition of Jan Martin and Carl Stebbins**

**Rationale:** Dr. Galloway and Anne Kirkpatrick to recognize Jan Martin and Carl Stebbins for their service on the Board of Education.

**Discussion:** On behalf of the Board, Chair Kirkpatrick honored two members who chose not to seek re-election, Carl Stebbins and Jan Martin. Mr. Stebbins and Ms. Martin both brought valuable expertise and unwavering commitment to the SPS community. Jan Martin served as an English teacher for sixteen years and was named Somers Teacher of the Year in 2012. Ms. Martin served on the Board of Education from 1995-1997 and was elected again in 2017. Ms. Martin served as the Board Secretary from 2020-2024 and is currently the chair of the Curriculum Committee. Ms. Martin has guided the review and recommendation of several new course offerings and supported the recent adoption of both new reading and math programs. Ms. Martin is also a member of the Policy Committee and consistently ensured policies were written with clarity and precision and aligned with district needs. Her attention to detail, advocacy for students, and deep commitment to the district will be greatly missed.

Carl Stebbins grew up in Somers and graduated from SHS in 1994. Mr. Stebbins has a wealth of experience in the business world that has been invaluable with negotiations and budgeting. Mr. Stebbins is chair of the Salary and Negotiations Committee and helped settle new 3-year contracts with the teachers' union, administrators' union, and paraeducators' union. Mr. Stebbins has also served as a valuable member of the Budget Committee. Chair Kirkpatrick thanked Mr. Stebbins for his total commitment to the Somers community.

Superintendent Galloway expressed his thanks for the opportunity to lead in Somers, noting that the support and feedback received from both individuals has been invaluable.

Mr. Stebbins shared that he gained a deep understanding of the high level of organization and professionalism among Somers staff and administrators.

Ms. Martin shared that serving on the Board has been an honor and privilege, noting that the Board has continually advocated for what is best for students. Ms. Martin stated that she was most proud of participating in the selection of Dr. Galloway as Superintendent, noting the significant strides made under his leadership over the past 2.5 years. Ms. Martin thanked her colleagues for their care and collaboration over the years.

#### 4. APPROVAL OF MINUTES

##### 4.1. Approval of the October 27, 2025 BOE Meeting Minutes

**Rationale:** The Board to review and approve the minutes from the October 27, 2025 Board meeting.

**Motion** to approve minutes of October 27, Board of Education Meeting. This motion, made by JT Galloway and seconded by Kim Radziewicz, Carried. **Yea: 9, Nay: 0**

#### 5. ADMINISTRATIVE REPORTS

##### 5.1. Superintendent Update

Superintendent Galloway shared that a Veterans Day program at SES will begin at 9:30 a.m. on 11/11/25. MBA and SHS will have a joint program at 9 a.m. on the same day with multiple guest speakers. An update about sports and activities was shared. Boys' soccer made it to the Class S Semifinal. Girls' soccer missed out on the state tournament for the first time in many years. The team came up one game short of qualifying. The Cross Country team cheered on one all-state runner, Jon Breton. Two swimmers, who are part of the girls swimming co-op program, qualified for state finals on 11/12/25. The football team has a 3-4 record. The next football game will be played on 11/14/25 against Windsor Locks. The field hockey team had an impressive season, but lost in the tournament game.

##### 5.2. 2025-2026 Superintendent Goals

**Rationale:** Dr. Galloway will present this school year's goals to the Board.

**Discussion:** Superintendent Galloway shared an overview of district work since his start in April 2023. Early on, the Board charged Superintendent Galloway with determining why Somers was not outperforming neighboring districts. Superintendent Galloway noted that early on he identified a district of passionate and dedicated educators and support staff. Systematic issues, including misaligned curriculum and the limited ability to monitor, predict, and adjust instruction based on student need were also evident. The district adopted a coherence framework in 2023 to ensure aligned practices across the school. The 9

CAS indicators were also highlighted across schools. The work led to both MBA and SES being named School of the Year within a year of each other. Standards-aligned curriculum is now in place for K-5 ELA and K-8 Math. SHS is now positioned to demonstrate consistent growth. Student achievement gains will occur incrementally, but are grounded in strong systems. The district continues to focus on key areas of action, including:

- Strengthening PK-12 instructional practices
- Hiring and retaining highly qualified staff
- Fostering positive school climates
- Developing and implementing a rigorous, differentiated, standards-aligned curriculum
- Equipping staff with effective tools and resources
- Providing meaningful, embedded professional development

A culture of continuous improvement has become a "way of being" across the district. Analysis of practices, examination of data and adjustment of instruction to meet student needs occur regularly. Superintendent Galloway summarized the achievements of the district, noting significant reductions in chronic absenteeism, science performance increases at SES and SHS, and math and ELA performance increases at SES. The District Accountability Index score has also improved. Superintendent Galloway outlined school-level updates for SES, MBA, and SHS.

#### **Somers Elementary School (SES)**

- Systematically collects, views, and uses student data to guide instruction
- Implements FIABs and IABs to identify trends and inform instructional adjustments
- Partners with EASTCONN to strengthen PLCs and data-driven decision-making
- Uses high-quality instructional materials for ELA and Math

#### **Mabelle B. Avery Middle School (MBA)**

- Shares growth goals with all 6th-8th graders and engages students using methods such as SBAC breakfasts
- Uses FIABs and IABs to analyze question types, and improve students' understanding of standards-aligned skills
- Posts learning targets and integrates skills across content areas
- Uses high-quality Tier 1 materials for ELA and Math

#### **Somers High School (SHS)**

- Identifies trends and specific areas of need to target instruction

- Incorporates "Do Now" tasks aligned with PSAT/SAT question formats
- Teaches test-taking strategies and skills
- Runs predictability reports to guide reinforcement and SAT preparation
- Offers SAT prep sessions to support students

District-wide structures were also highlighted, including leadership teams across all levels, ongoing, embedded professional development, streamlined meeting practices, and scheduled classroom walkthroughs.

Moving forward, the district is engaged in a cycle that moves from goal setting and planning to designing solutions and interventions. Implementation is monitored and evaluated. Then, effective practices are scaled.

### 5.3. Monthly Budget Report

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

**Discussion:** Stephanie Levin presented the October budget report. She noted that salary lines for teachers and other instructional staff are beginning to level out as employees on leave transition to unpaid status. Additional transfers will be made in January, with one more adjustment expected in November. The start date for the new science teacher will also be reflected in upcoming reports.

The insurance line was adjusted downward due to several employees discontinuing coverage. Two new families will join the Somers insurance plan as of December 1, 2025, following qualifying life events. This increase will appear in the January report.

Ms. Levin shared that the district budgeted for 5 Vo-Ag students based on historical trends. Last year, 4 students attended a Vo-Ag program. Seven additional students enrolled this year, resulting in expenditures significantly over budget. The administration is examining why more students are choosing external programs. Superintendent Galloway has compiled a list of students who selected Suffield, Rockville, or E.O. Smith and plans to contact families to gather additional insight. There are currently 11 students enrolled in outside programs.

## 6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

### 7. CONSENT AGENDA

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

#### 7.1. Warrant of November 10, 2025

**Rationale:** The Board to review and consent to the warrant of November 10, 2025.

## 7.2. 2nd Posting of CIP Projects

**Rationale:** The Board to approve to move projects to CIP.

## 7.3. 2nd Posting - New Course - UCONN/ECE Personal Finance

## 7.4. 2nd Posting - New Course - UCONN/ECE Environmental Science

## 7.5. 2nd Posting - Course Modification - UCONN/ECE Fundamentals/Ear Training I (formerly Music Theory)

## 7.6. 2nd Posting - Course Modification - UCONN/ECE Popular Music and Diversity in American Society (formerly Music in Society)

## 7.7. 2nd Posting - New Course - Data Science

## 7.8. 2nd Posting - New Course - Welding

## 8. OLD BUSINESS

## 9. NEW BUSINESS

### 9.1. 2026 Spain Field Trip

**Rationale:** Carlos Mezger, SHS World Language and Technology Teacher, will present the spring 2026 Spain trip to the Board for approval.

**Motion** to approve the 2026 Spain trip. This motion, made by Jan Martin and seconded by Ed DePeau, Carried. **Yea: 9, Nay: 0**

**Discussion:** Carlos Mezger, who has taught at SHS for 29 years, proposed a 10-day overseas trip for Spring 2026. The World Language Department has not run an international trip in several years, and Mr. Mezger expressed enthusiasm about offering students a cultural and academic experience abroad. The trip is planned for April 1-10, 2026 and would include travel various locations in Spain, including Madrid, Toledo, Granada, Seville, and Cádiz. The group would fly in and out of Boston.

The itinerary includes round-trip airfare, internal transportation by plane and bus, hotel lodging, guided sightseeing, and admission to all scheduled attractions and museums. Students will work collaboratively to present to the group on the historical sites, cultural experiences, and traditions they will encounter each day.

The trip is open to any student who has completed Spanish 3 Honors or Spanish 4 Honors, representing a pool of roughly 40 students, with a goal of enrolling about 12 students. The total cost is \$3,999, with a small initial deposit and three subsequent payments. Families may opt to purchase travel insurance. EF Tours, a company with over 55 years of experience, will serve as the tour provider. A bilingual tour director stays with the group full-time and manages all logistics. Students are responsible for the cost of the charter bus between SHS and the airport. The group will stay in hotels with student rooms accommodating between two and six students.

Fundraising for the trip was discussed. Students will have a personalized fundraising webpage for family and friends to donate toward the trip.

Questions from the Board focused primarily on eligibility, timelines for student sign-up, and safety. Mr. Mezger noted that Spain is considered safe according to U.S. State Department information, and that safety expectations will be clearly communicated to families prior to travel. If approved, Mr. Mezger will begin marketing the trip to eligible students and hold a parent information session next week.

## **9.2. Board to Approve SES Paraeducator Hire**

**Rationale:** The Board to review and approve the hiring of Isabella Frijia as SES Paraeducator per DBS Code 4112.8 - Nepotism.

**Motion** to approve hiring of Isabella Frijia as SES Paraeducator per DBS Code 4112.8. This motion, made by Kim Radziewicz and seconded by Derek Zelek, Carried. **Yea: 9, Nay: 0**

**Discussion:** Ms. Frijia is a highly qualified candidate for a paraeducator position. Ms. Frijia's brother and mother both work in the district. There are no supervisory concerns.

## **9.3. 1st Posting DBS Code 1312.3 - Library Material Review**

## **9.4. 1st Posting DBS Code 1312.4 - Library Collection/Development**

## **9.5. 1st Posting DBS Code 1312.5 - Library Display**

## **9.6. 1st Posting DBS Code 5114 - Suspension/Expulsion**

## **9.7. 1st Posting DBS Code 5131.911 - School Climate Regulation**

## **9.8. 1st Posting DBS Code 5144.5 - Restorative Practices Response**

## **9.9. 1st Posting DBS Code 6159 - Individualized Education Program**

## **9.10. 1st Posting DBS Code 6171 - Special Education**

## **9.11. 1st Posting DBS Code 6171.2 - Preschool Special Education**

# **10. COMMITTEE REPORTS**

## **10.1. Curriculum**

This committee is on hold.

## **10.2. Policy**

This committee is on hold.

## **10.3. Planning/Finance (next meeting 12/1/25, 5 p.m.)**

This committee will meet on 12/1/25 at 5 p.m.

#### 10.4. Salary & Negotiations

This committee is on hold.

#### 10.5. Building

The Building Committee met last week. The committee is moving forward with the application for grant reimbursement. The state committee will begin reviewing applications on 12/14/25. The district should have a decision regarding approval within 30 days. Principal Mucci attended a recent meeting to ask and answer questions. Once the grant is approved, a schedule can be put together for the project.

#### 11. CIP/CREC/SEF

There is a CREC meeting on 11/12/25 at 11:30 a.m. SEF will meet on 11/13/25 at 7 p.m.

#### 12. ADVANCE CALENDAR

Capstone projects will be presented on 1/13/26. Board members are invited to attend.

#### 13. AUDIENCE TO CITIZENS/STAFF/STUDENTS

Community Member Gina Olearczyk suggested the district keep a list of students who are preparing applications or asking for letters of recommendation for Vo-Ag schools to help estimate the number of students applying to schools outside of Somers. This would help create a more accurate budget.

Community Member Lisa Horan expressed her excitement about Ms. Gina Olearczyk and Ms. Sharon Goulet joining the Board. She acknowledged the special contributions of Ms. Martin and Mr. Stebbins that have led to the successful functioning of the Board. Ms. Horan thanked both Board members for their service to the community.

Chair Kirkpatrick shared that Mr. Dave Marti will administer the oath to newly elected or re-elected Board members at 6:50 p.m. before the next Board meeting.

#### 14. ADJOURNMENT

**Motion** to adjourn the meeting at 8:09 p.m. This motion, made by Jan Martin and seconded by Shane Manning, Carried. **Yea: 9, Nay: 0**

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Jan Martin, BOE Secretary

Date

Jenna McDermott, BOE Recording Secretary

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# SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1134

Voucher Date: 11/24/2025

Prepared By:

*L. Bergamini*  
Printed: 11/19/2025 11:38:10 AM

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SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$350,981.24 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.

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*Stephanie Levin*  
Stephanie Levin Director of Business Services

SOMERS BOARD OF EDUCATION

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Fund		Amount
10	GENERAL FUND	\$350,981.24
		<b>\$350,981.24</b>

## Somers Board of Education

### Check Listing

Fiscal Year: 2025-2026

**Criteria:**

Bank Account: BOE AP CASH 1918032563

**From Date:** 11/24/2025  
**From Check:** 26863  
**From Voucher:** 1134

**To Date:** 11/24/2025  
**To Check:** 26922  
**To Voucher:** 1134

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
26863	11/24/2025	Adelbrook Inc	\$43,790.25	1134	Printed	Expense	<input type="checkbox"/>		
26864	11/24/2025	Amazon Capital Services	\$2,544.33	1134	Printed	Expense	<input type="checkbox"/>		
26865	11/24/2025	Apple Inc.	\$1,299.00	1134	Printed	Expense	<input type="checkbox"/>		
26866	11/24/2025	Blick Art Materials	\$1,550.00	1134	Printed	Expense	<input type="checkbox"/>		
26867	11/24/2025	BSN Sports LLC	\$505.89	1134	Printed	Expense	<input type="checkbox"/>		
26868	11/24/2025	Caitlin Hoffman	\$404.04	1134	Printed	Expense	<input type="checkbox"/>		
26869	11/24/2025	CDW Government, Inc.	\$25,669.00	1134	Printed	Expense	<input type="checkbox"/>		
26870	11/24/2025	Cleaning Stuff	\$270.16	1134	Printed	Expense	<input type="checkbox"/>		
26871	11/24/2025	CLG Electric LLC	\$920.00	1134	Printed	Expense	<input type="checkbox"/>		
26872	11/24/2025	Conjuguemos	\$110.00	1134	Printed	Expense	<input type="checkbox"/>		
26873	11/24/2025	CREC	\$1,495.77	1134	Printed	Expense	<input type="checkbox"/>		
26874	11/24/2025	DG Graphics	\$4,206.50	1134	Printed	Expense	<input type="checkbox"/>		
26875	11/24/2025	Eric Barakat	\$150.00	1134	Printed	Expense	<input type="checkbox"/>		
26876	11/24/2025	Eversource Energy	\$27,157.53	1134	Printed	Expense	<input type="checkbox"/>		
26877	11/24/2025	Farmington Public Schools	\$36,315.00	1134	Printed	Expense	<input type="checkbox"/>		
26878	11/24/2025	First Student, Inc	\$125,677.54	1134	Printed	Expense	<input type="checkbox"/>		
26879	11/24/2025	Gateway Enterprise Corporation	\$548.00	1134	Printed	Expense	<input type="checkbox"/>		
26880	11/24/2025	Global Industrial	\$173.94	1134	Printed	Expense	<input type="checkbox"/>		
26881	11/24/2025	Graduate Pest Solutions, Inc.	\$231.86	1134	Printed	Expense	<input type="checkbox"/>		
26882	11/24/2025	Grainger	\$49.08	1134	Printed	Expense	<input type="checkbox"/>		
26883	11/24/2025	Great Minds PBC	\$558.45	1134	Printed	Expense	<input type="checkbox"/>		
26884	11/24/2025	Gregory Logan	\$112.50	1134	Printed	Expense	<input type="checkbox"/>		
26885	11/24/2025	Hartford HealthCare Corporation SBO	\$21,032.00	1134	Printed	Expense	<input type="checkbox"/>		
26886	11/24/2025	Hussey Seating Company	\$15,110.00	1134	Printed	Expense	<input type="checkbox"/>		

## Somers Board of Education

### Check Listing

Fiscal Year: 2025-2026

**Criteria:**

**Bank Account:** BOE AP CASH 1918032563

**From Date:** 11/24/2025  
**From Check:** 26863  
**From Voucher:** 1134

**To Date:** 11/24/2025  
**To Check:** 26922  
**To Voucher:** 1134

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
26887	11/24/2025	Intensive Education Academy, Inc.	\$8,694.98	1134	Printed	Expense	<input type="checkbox"/>		
26888	11/24/2025	J.W. Pepper & Son, Inc.	\$151.98	1134	Printed	Expense	<input type="checkbox"/>		
26889	11/24/2025	Journal Inquirer	\$46.00	1134	Printed	Expense	<input type="checkbox"/>		
26890	11/24/2025	L&W Supply Corporation	\$347.86	1134	Printed	Expense	<input type="checkbox"/>		
26891	11/24/2025	MagnaKleen Services	\$108.61	1134	Printed	Expense	<input type="checkbox"/>		
26892	11/24/2025	Maria Mangiarelli	\$45.64	1134	Printed	Expense	<input type="checkbox"/>		
26893	11/24/2025	Melissa Augusto	\$110.00	1134	Printed	Expense	<input type="checkbox"/>		
26894	11/24/2025	Michael Savage	\$112.50	1134	Printed	Expense	<input type="checkbox"/>		
26895	11/24/2025	MSC Industrial Supply Co.	\$28.45	1134	Printed	Expense	<input type="checkbox"/>		
26896	11/24/2025	NASN	\$141.00	1134	Printed	Expense	<input type="checkbox"/>		
26897	11/24/2025	New England Turf Management	\$1,552.00	1134	Printed	Expense	<input type="checkbox"/>		
26898	11/24/2025	OMNI Group	\$20.00	1134	Printed	Expense	<input type="checkbox"/>		
26899	11/24/2025	OTIS Elevator Company	\$275.60	1134	Printed	Expense	<input type="checkbox"/>		
26900	11/24/2025	Pitney Bowes, Inc.	\$313.93	1134	Printed	Expense	<input type="checkbox"/>		
26901	11/24/2025	RobotLAB Inc.	\$695.00	1134	Printed	Expense	<input type="checkbox"/>		
26902	11/24/2025	Rosetta Stone	\$450.00	1134	Printed	Expense	<input type="checkbox"/>		
26903	11/24/2025	Rugby Holdings, Lic	\$2,066.30	1134	Printed	Expense	<input type="checkbox"/>		
26904	11/24/2025	Sarah Martin	\$176.40	1134	Printed	Expense	<input type="checkbox"/>		
26905	11/24/2025	School Specialty, Llc	\$14.49	1134	Printed	Expense	<input type="checkbox"/>		
26906	11/24/2025	Shannin Burns	\$35.00	1134	Printed	Expense	<input type="checkbox"/>		
26907	11/24/2025	Sherwin-Williams Co., The	\$113.76	1134	Printed	Expense	<input type="checkbox"/>		
26908	11/24/2025	Shipman & Goodwin, LLP	\$1,503.00	1134	Printed	Expense	<input type="checkbox"/>		
26909	11/24/2025	Silktown Roofing	\$784.60	1134	Printed	Expense	<input type="checkbox"/>		
26910	11/24/2025	Somers Lunch Program	\$60.00	1134	Printed	Expense	<input type="checkbox"/>		

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Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
26911	11/24/2025	Somers Public Schools	\$8,025.00	1134	Printed	Expense	<input type="checkbox"/>		
26912	11/24/2025	Somers Star Hardware	\$277.98	1134	Printed	Expense	<input type="checkbox"/>		
26913	11/24/2025	Sonitrol New England	\$194.88	1134	Printed	Expense	<input type="checkbox"/>		
26914	11/24/2025	Stafford Mechanical Services	\$2,400.00	1134	Printed	Expense	<input type="checkbox"/>		
26915	11/24/2025	Super Duper Publications	\$99.95	1134	Printed	Expense	<input type="checkbox"/>		
26916	11/24/2025	Teacher's Discovery	\$119.97	1134	Printed	Expense	<input type="checkbox"/>		
26917	11/24/2025	The Aero All-Gas Co	\$225.00	1134	Printed	Expense	<input type="checkbox"/>		
26918	11/24/2025	Tim Percoski	\$462.14	1134	Printed	Expense	<input type="checkbox"/>		
26919	11/24/2025	Tone Klear Communications LLC	\$5,008.40	1134	Printed	Expense	<input type="checkbox"/>		
26920	11/24/2025	Tull Brothers, Inc.	\$4,111.51	1134	Printed	Expense	<input type="checkbox"/>		
26921	11/24/2025	USA Waste and Recycling	\$2,234.49	1134	Printed	Expense	<input type="checkbox"/>		
26922	11/24/2025	Zoro Tools Inc	\$93.98	1134	Printed	Expense	<input type="checkbox"/>		
<b>Total Amount:</b>			<b>\$350,981.24</b>						
<b>End of Report</b>									

## **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?

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

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

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

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

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7. What are the valuable aspects of this material?

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

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

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10. Please explain your reasons for your objection:

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**1312.3**  
**6161.12**  
**Form 1**  
(continued)

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

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

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

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14. What are the valuable aspects of this material?

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

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

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17. Please explain your reasons for your objection:

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Signature of Complainant

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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:**

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

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

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*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:

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**Physical condition of the material:**

**Condition rating:**

- Excellent     Good     Fair     Poor

**Availability of duplicates or copies of the material:**

Count of available copies: \_\_\_\_\_

Notes:

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**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:

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**Continued demand for the material:**

Describe the frequency with which the material is being accessed:

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**Determination:**

- Retain       Replace       Remove

Explanation of decision and rationale

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*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](http://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 11343a, 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 22, 2014 (Section L. Other Considerations)**

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**Revised: January 9, 2017**

**Revised: August 28, 2017**

**Revised: March 26, 2018 (Section K)**

**Revised: September 10, 2018**

**Revised: September 28, 2020**

**Revised: January 13, 2025**

**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 community<sup>1</sup> has a shared vision and plan for promoting and sustaining a positive school climate<sup>2</sup> that focuses on prevention, identification, and response to all challenging behavior<sup>3</sup>.
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 environment<sup>4</sup> 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.

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(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.

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(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.

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(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:**

4/1/19

**FIELD TRIP REQUEST**

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

School: Somers High School Date: 11-10-2025

Requested by: Philip Goduti Department: Social Studies

Destination: Washington, DC Date of trip: 3/12/26 to 3/14/26

Departure time: 5:30 am on 3/12/26 from SHS Approx. time of return: 10:00pm on 3/14/26

Number of students involved: 48 Number of chaperones: 6

Teachers attending:

Philip Goduti

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

Sub Needed:  None  Full Day  Half Day

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

Type of transportation: Coach Bus (Dattco)

Expense to students: \$540.00 Expense to school system: \$0

Specific Content/Unit(s) the field trip supports: This trip is linked to a project where students will examine a specific moment in the 20th century and create a group presentation.

Describe how student learning will be assessed: Students will use photos from the trip as part of the evidence

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

CT:HS:1: INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

CT:HS:1 INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Written Objectives/Relationship to curriculum:

Students will be able to debate major moments in the 20th century and gain a deeper understanding of how those events are connected to today.

**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]

Superintendent or Designee's Signature

11/14/25  
Date

Rev. 4/1/2019

A copy of this request will be forwarded to the Business Office

Tentative Itinerary: Washington DC March 12, 2026 to March 14, 2026

Time	Thursday March 12	Time	Friday March 13	Time	Saturday March 14
5:30AM	Leave SHS 1 Vision Blvd, Somers CT	7:30AM	Pick up to go to Lincoln Memorial <u>Breakfast at Hotel</u>	7:30AM	Check out at the Hotel and bring to Arlington National Cemetery (Opens at 8:00am) <u>Breakfast at Hotel. We need ID for Arlington</u>
7:00AM	Stop for Breakfast in NJ.	8:00AM	White House Picture (8:00-8:30) Lincoln Memorial, Vietnam War Memorial and Korean War Memorial (8:30-10:00)	11:00AM	Ford's Theater
11:00PM	Lunch on the road	10:00AM	National Archives	12:00PM	Lunch: Air and Space
1:00PM	Meet with Senator Blumenthal on the Capitol steps	11:00AM	Museum of Natural History	1:00PM	National Air and Space museum
2:40PM	Capitol Tour	12:00PM	Lunch at American History	2:00	National Gallery of Art
4:00PM	<u>Hard Rock Cafe for Dinner</u>	12:30PM	American History Museum	3:30PM	Pick up at Gallery of Art
5:30 PM	Drop off at WWII Memorial and Washington Monument	2:45PM	African American History Museum	6:00PM	<u>Dinner on the road</u>
6:30PM	Pick up at Washington Monument	5:00PM	Pentagon Memorial		
7:00PM	Drop off at Hotel	6:00 PM	Eat dinner at Pentagon City Mall	11:00PM	Drop off at Somers High School
	COURTYARD MARRIOTT ALEXANDRIA 4641 Kenmore Avenue Alexandria VA	7:45PM	Drop off at MLK memorial (MLK, FDR and Jefferson Memorials Night Tour)		
		8:45PM	Pick up at Jefferson Memorial		
		9:00PM	Drop off at Hotel		