

Regular Board of Education Meeting  
Wednesday, February 27, 2013 7:00 PM  
Eastern

Central Services  
15-B North Granby Road  
Granby, CT 06035

Jenny Emery: Present  
Lynn Guelzow: Present  
Cal Heminway: Present  
Edward Ohannessian: Present  
Benjamin Perron: Absent  
Ronald Walther: Present  
Rosemarie Weber: Present  
Present: 6, Absent: 1.

- I. Public Comment
- II. Administrative Reports
  - II.A. Superintendent's Announcements
  - II.B. Student Representative Reports
  - II.C. Guest Legislators
  - II.D. Business Manager's Report
  - II.E. Teaching and Learning
- III. Consent Agenda
  - III.A. Minutes
  - III.B. Approval of New Texts
- IV. Old Business
  - IV.A. Third Reading of Policy 6159, Individualized Education Program
- V. New Business
  - V.A. Re-Lamping Project Authorization
  - V.B. Indoor Air Quality Report
  - V.C. Revised Policy 5114, Student Discipline
- VI. Miscellaneous
  - VI.A. Board Standing Committee Reports
    - VI.A.1. Curriculum/Policy/Technology/Communication
    - VI.A.2. Finance/Personnel/Facilities
  - VI.B. Other Board-Related Reports
    - VI.B.1. Athletic Field Project Committee
    - VI.B.2. CREC/CABE
    - VI.B.3. Granby Education Foundation
    - VI.B.4. District Efficiency Initiatives
  - VI.C. Calendar of Events
  - VI.D. Board Member Announcements
- VII. Executive Session/Non-Meeting

## **CONSENSUS ITEMS**

### **SCHOOL INFRASTRUCTURE**

1. Require school districts applying for grants for new construction and renovation to meet a standard for security infrastructure in the schools.
2. Allocate additional funding, and reauthorize current funding for school districts to apply for grants to improve the security infrastructure in schools (i.e, reestablish the School Security Competitive Grant program first launched in 2007).
3. School Construction grants should be expanded to allow for additional items to be eligible costs; including but not limited to:
  - Reinforced entryway with ballistic glass
  - Double door access, penetration resistant vestibule with CCTV monitoring and computer controlled electronic locks
  - Remote locks on all entrances and exits and a buzzer system
  - Classroom doors with computer controlled electronic locks
  - Cameras
    - All around the school
    - At entrances and exits
  - Mobile emergency response buttons for designated school personnel
  - Solid core (internal and external) doors with ballistic glass, excluding classroom windows
  - And other security infrastructure improvements and devices as they become industry accepted standards deemed appropriate and approved by relevant construction officials at the Department of Construction Services and DESPP

### **PERSONNEL:**

#### **SCHOOL RESOURCE OFFICERS AND MENTAL HEALTH PROFESSIONALS**

1. Provide intensive, individualized interventions for the most high risk students who are already exhibiting violent tendencies and further require remediation plans and follow-ups with individuals in question.
  - Require the State Department of Education to provide technical assistance to school districts on the issue of increasing behavioral intervention specialists<sup>[1]</sup> in the schools, not limited to public schools; but including private schools, parochial schools, and public and private pre-school programs.

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<sup>[1]</sup> Included, but not limited to, psychologists, psychiatrists, marital/family therapists, social workers, licensed professional counselors, and guidance counselors

## **EMERGENCY PLANS**

1. Clarify existing statutes to ensure development of model district and school security and safety plans, in conjunction with local law enforcement, or use a model plan created by or from the state, with basic minimum requirements.
  - Require districts to submit the plan to the Department of Emergency Security and Public Protection (DESPP)
  - Plans need involvement from local responders, implementation of a command center, and addressing all four phases of crisis management with police departments “scoring” the drills and reporting on difficulties experienced and improvements that can be made
  - Require districts to report on the three crisis drills they are required to do on the same form that they use for the fire drills and have it attested to by the local fire or police department.
  - All-hazard’s approach
  - Require a Security and Vulnerability Assessment (SVA) for every school every 2 years
2. As part of district security and safety plans, districts shall establish School Safety and Security Committees/Threat Assessment Teams which shall include a member of local law enforcement .

## **BEST PRACTICES**

1. State Department of Education (SDE) reviews district anti-bullying programs and reports back to the General Assembly. Provide links to model “Safe School Climate Plans” currently available.
2. Crisis management plan and violence prevention training for school employees, including, but not limited to, professional development and teacher and administrator certificate programs.
3. Establish minimum qualifications to ensure that school security consultants are properly trained and have school security expertise – include limited liability for use of security consultants in plans or school security construction reviews.

## **ADDENDUM – NON CONSENSUS ITEMS**

The Subcommittee did not reach consensus on the following items:

1. Dedicated multi-year funding stream for behavioral intervention specialists (such as school psychologists, social workers, marriage and family therapists, guidance counselors) to work in school settings currently underserved by such professionals.
2. Additional mental health training for school and law enforcement personnel
3. Additional school-based health clinics
4. Additional school monitors and/or school resource officers
5. Requirement of a suggestion box/confidential email/confidential voicemail where students could warn staff of another student's violent threats; creation of a central reporting system for threats
6. Formal process for the sharing of confidential/sensitive information with law enforcement

While various Subcommittee members saw merit in the items above, they all entail costs. The Subcommittee as a whole felt that, if the state were to support these measures it would need to provide a sustained funding source.



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February 6, 2013

**PLEASE DELIVER IMMEDIATELY TO MAYOR, FIRST SELECTMAN,  
CITY/TOWN MANAGER & FINANCE DIRECTOR**

**FY2014 Governor's Proposed Budget Impact on:  
Granby**

On February 6, 2013, the Governor unveiled his proposed budget for FY2014. Below is CCM's preliminary analysis of the impacts of this plan on Granby for certain key grant programs.\*

	<u>FY 13 Actual</u>	<u>FY 14 Gov Rec</u>	<u>Change from FY 13</u>
PILOT: State-Owned Real Property	\$16,342	\$0	(\$16,342)
PILOT: Private Colleges & Hospitals	\$0	\$0	\$0
Mashantucket Pequot & Mohegan Grant	\$27,606	\$0	(\$27,606)
Town Aid Road	\$129,853	\$259,707	\$129,853
Local Capital Improvement Program (LoCIP)	\$83,286	\$110,892	\$27,606
Public School Pupil Transportation	\$63,652	\$0	(\$63,652)
Non-Public School	\$0	\$0	\$0
Adult Education	\$3,181	\$2,801	(\$380)
Education Cost Sharing Grant	\$5,477,633	\$5,507,971	\$30,338
Priority School Districts	\$0	\$0	\$0
DECD/DOH: Tax Abatement	\$9,619	\$0	(\$9,619)
DECD/DOH: PILOT	\$0	\$0	\$0
Manufacturing Transition Grant	\$28,040	\$0	(\$28,040)
Municipal Revenue Sharing Bonus Pool	\$90,979	\$0	(\$90,979)
Hold Harmless Grant		\$48,821	\$48,821
<b>TOTAL</b>	<b>\$5,930,192</b>	<b>\$5,930,192</b>	<b>\$0</b>

\*Some grants are not listed because town-by-town amounts are not available. Many of these grants will be featured in CCM's upcoming budget analysis.

Below please find a summary of the estimated statewide changes to major municipal grants.

Grant:	Current Year FY2013	Proposed FY2014	Proposed FY2014 v. FY2013
Adult Education	\$21.0 million	\$21.0 million	No change
Education Cost Sharing	\$2.01 billion	\$2.14 billion	\$132.6 million
DECD Tax Abatement	\$1.7 million	\$0.0	-\$1.7 million
DECD PILOT	\$2.2 million	\$0.0	-\$2.2 million
LoCIP	\$30.0 million	\$86.4 million	\$56.4 million
Municipal Aid Adjustment	\$0.0	\$47.2 million	\$47.2 million
Municipal Revenue Sharing Acct.	\$94.1 million	\$0.0	-\$94.1 million
Non-Public School Transportation	\$3.6 million	\$3.6 million	No change
Priority School Districts	\$121.9 million	\$46.1 million	-\$75.8 million
Pequot-Mohegan Fund	\$61.8 million	\$0.0	-\$61.8 million
PILOT: Colleges & Hospitals	\$115.4 million	\$115.4 million	No change
PILOT: State-Owned Property	\$73.5 million	\$0.0	-\$73.5 million
Public School Transportation	\$24.9 million	\$5.0 million	-\$19.9 million
Town Aid Road	\$30.0 million	\$60.0 million	\$30.0 million

Notes

- There is a \$50 million increase in the **ECS** grant versus FY13. This increase will be based on a new **ECS** formula.
- The **PILOT: State-Owned Property** grant is eliminated. The FY13 grant amount will be paid as an additional **ECS** grant in FY14. This portion of the **ECS** grant (equal to the dollar amount lost in the **PILOT: State-Owned Property**) can be used for property tax relief or other purposes and will not be subject to the Minimum Budget Requirement.
- The **Pequot-Mohegan Fund** is eliminated. The FY13 statewide grant amount will be added to the **LoCIP** grant, and the allowable uses for **LoCIP** will be expanded.
- The following grants are also eliminated.
  - **DECD Tax Abatement and PILOT**
  - **Manufacturing Transition Grant** and the balance of the **Municipal Revenue Sharing Account**
- A new grant (**Municipal Aid Adjustment/Hold Harmless**) will be provided to municipalities to offset any lost revenue from the elimination of these grants.
- The reduction in **Priority School Districts** reflects a transfer of funding to the new Office of Early Childhood.
- The **Excess Cost-Student Based** grant will be level funded at \$139.8 million.
- The **Regional Performance Incentive Program** will be funded at \$9.2 million.
- There is an additional \$45 million for a **new Local Transportation Capital Program**. Details on the program were not available at this time.

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If you have any questions, please call George Rafael or Jim Finley of CCM at (203) 498-3000.

February 1, 2013

2013-R-0047

## EDUCATION MANDATES ON LOCAL SCHOOL DISTRICTS

By: Marybeth Sullivan, Legislative Analyst II

You asked for a list of statutory mandates imposed on Connecticut public school districts over the past few years.

### SUMMARY

This report updates and revises our 2011 report ([2011-R-0457](#)) to include mandates adopted, eliminated, or modified in the 2009, 2010, 2011, and 2012 legislative sessions.

Table 1 lists the mandates that apply to all local and regional school districts. It does not include obsolete and expired mandates and those that apply:

1. only to certain types of school districts, such as priority or low-achieving school districts;
2. as a condition of receiving a state grant other than an Education Cost Sharing (ECS) grant; or
3. to all public agencies, such as the Freedom of Information Act requirements.

**Table 1: Statutory Mandates on Local and Regional School Districts**

STATUTE (CGS §) / PUBLIC ACT (PA)	MANDATES
<i>Local and Regional Board Compliance with State Education Interests</i>	
<a href="#">10-4a</a>	<ul style="list-style-type: none"> <li>• Finance educational program at least at minimum requirement.</li> </ul>

	<ul style="list-style-type: none"> <li>● In order to reduce racial, ethnic, and economic isolation, provide educational opportunities for students to interact with students and teachers from other racial, ethnic, and economic backgrounds.</li> </ul>
<a href="#">10-4b</a>	Comply with order of State Board of Education (SBE) to remedy any failure or inability of a school district to implement the educational interest of the state.
<b><i>Public School Information Systems</i></b>	
<a href="#">10-10a</a>	Participate in State Department of Education's (SDE) statewide public school information system and report required information on students and teachers.
<a href="#">10-10b, as amended by PA 11-70</a>	Include unique identifiers or state-assigned student identifiers on student transcripts.
<a href="#">10-10c, as amended by PA 12-116</a>	Implement new SDE system of accounting ("Chart of Accounts") for school revenues by filing annual financial reports beginning in FY 15.
<b><i>State-wide Mastery Examination</i></b>	
<a href="#">10-14n</a>	<ul style="list-style-type: none"> <li>● Administer state mastery tests to students in grades 3-8 and 10.</li> <li>● Certify on student's permanent record and transcript if a student exceeds the mastery goal level on each component of the 10th grade exam.</li> </ul>
<b><i>Reading Assessments for Kindergarten to Grade 3</i></b>	
<a href="#">10-14f, as amended by PA 12-116</a>	Use new SDE reading assessments to identify K-3 students who are reading at a level below proficient, beginning with the school year starting July 1, 2013.
<b><i>Length of School Year</i></b>	
<a href="#">10-15 &amp; 10-16</a>	Provide 180 days and 900 hours of school sessions per year. No rescheduled sessions on Saturday or Sunday.
<b><i>Access to Student Records</i></b>	
<a href="#">10-15b</a>	<ul style="list-style-type: none"> <li>● Provide parents or the courts access to students' records.</li> </ul>

	<ul style="list-style-type: none"> <li>● Mail school notices to parent or guardian with whom the student does not primarily reside when they mail them to the other parent or guardian.</li> </ul>
<b><i>Prohibition of Discrimination</i></b>	
<a href="#">10-15c</a> , as amended by <a href="#">PA 11-55</a>	<ul style="list-style-type: none"> <li>● Open schools to all five-year-olds, without discrimination.</li> <li>● Open schools to all children and give them an equal opportunity to participate in school activities, programs, and courses of study without discrimination on account of gender identity or expression.</li> </ul>
<b><i>Educational Opportunity for Military Children</i></b>	
<a href="#">10-15f</a>	Follow uniform standards to facilitate placement, enrollment, graduation, data collection, and other decisions involving children in grades K-12 when they move to other states because their parents are deployed on active duty in the U.S. Armed Services.
<b><i>Silent Meditation</i></b>	
<a href="#">10-16a</a>	Provide an opportunity for silent meditation at the beginning of each day for students and teachers who want it.
<b><i>Prescribed Courses of Study</i></b>	
<a href="#">10-16b</a> , as amended by <a href="#">PA 11-136</a>	<ul style="list-style-type: none"> <li>● Provide the prescribed courses of study.</li> <li>● Attest that the instruction is planned, ongoing, and systematic. (The courses of study include arts, career education, consumer education, health and safety, language arts, mathematics, physical education, science, social studies, and, in secondary school, world language and vocational education.)</li> <li>● Exempt deaf or hearing impaired student from any world language requirement if the student's parent requests it in writing.</li> <li>● Include American Sign Language as a world language when offering instructional programs.</li> </ul>
<a href="#">10-16e</a>	Exempt students from participation in family life education on written notice from parents.
<b><i>Establishment of Graduation Date</i></b>	
<a href="#">10-16f</a>	

	Hold graduation ceremonies no earlier than 185th day of originally adopted school calendar (with exceptions).
<b>English Language as Medium of Instruction</b>	
<a href="#">10-17</a>	Hold all classes in English, except for bilingual and English for Speakers of Other Languages (ESOL) programs.
<b>Bilingual Education Programs</b>	
<a href="#">10-17e, f</a>	<ul style="list-style-type: none"> <li>● Annually ascertain the dominant language of district children and provide bilingual education if there are 20 or more children with a single dominant language other than English.</li> <li>● Discontinue bilingual education for students who fail to meet the state's English mastery standard after 30 months in a bilingual education program.</li> <li>● Provide a program on democracy that allows students to learn about the branches of government in a participatory manner as part of their third, fourth, or fifth grade curriculum.</li> </ul>
<b>Curriculum and Instruction Materials and Exemptions</b>	
<a href="#">10-18</a>	Provide a program of U.S. history and the duties of citizenship.
<a href="#">10-18a</a>	Select textbooks that reflect the achievements of individuals of both sexes, all ethnic backgrounds, and all races.
<a href="#">10-18c</a>	Exempt students from any firearm safety program the district offers, upon a parent's request, and provide them with an opportunity for study.
<a href="#">10-19</a>	<ul style="list-style-type: none"> <li>● Provide alcohol, nicotine, and drug education.</li> <li>● Annually attest to the SBE that all students receive the education.</li> <li>● Provide AIDS education.</li> <li>● Adopt a policy to exempt students from AIDS education upon parental request.</li> </ul>
<b>Days Proclaimed by the Governor</b>	
<a href="#">10-29a</a>	Observe Martin Luther King Day, Pan American Day, and other special days on the day designated or on the last school day before the holiday.

<b>Towns with No High School</b>	
<a href="#">10-33</a>	Designate a high school in another district if the district does not have its own high school, and pay tuition for students to attend that high school.
<a href="#">10-35</a>	Give at least one year's notice of discontinuance of high school service to nonresidents.
<b>Regional Agricultural Science and Technology Education Centers</b>	
<a href="#">10-64</a>	If school does not offer vocational-agriculture (vo-ag) training, designate a school that students may attend. Pay tuition and reasonable and necessary costs of transportation to the vo-ag training.
<a href="#">10-65</a>	<ul style="list-style-type: none"> <li>● If a school district does not maintain a vo-ag center, allow its students to enroll in one or more other districts' center in numbers that are at least equal to (1) the number specified in any written agreement it has with a vo-ag center or (2) if there is no written agreement, the average number of its students enrolled in the center during the three previous school years.</li> <li>● If a district does not maintain a center, also provide enrollment opportunities for 9th graders in each center it designates that are at least equal to (1) the number of 9th graders specified in its written agreement with each center or (2) the average number of 9th graders that enrolled in each designated center or centers over the preceding three years.</li> <li>● If a district provided opportunities for its students to enroll in more than one center in the school year starting July 1, 2007, continue to do so in the numbers required by law.</li> </ul>
<b>Charter Schools</b>	
<a href="#">10-66ee</a>	<ul style="list-style-type: none"> <li>● Pay agreed-upon amount, including extra for special education, to any local charter school in the district that a student from the district attends.</li> <li>● Provide transportation for district students to any charter school located in district.</li> <li>● Hold planning and placement team (PPT) meeting for charter school student who lives in district and requires special education, and pay the extra cost for special education services to charter school.</li> </ul>
<b>Adult Education</b>	
<a href="#">10-69</a>	<ul style="list-style-type: none"> <li>● Provide adult education including U.S. citizenship instruction, English for limited English-speaking adults, and elementary and secondary completion programs.</li> <li>● Only provide an adult education diploma upon completion of 20 credits in specified subjects.</li> </ul>

	<ul style="list-style-type: none"> <li>● Award specified adult education credits for experiential learning, successfully completed courses at state-accredited schools or colleges, successfully passing tests, and independent study.</li> </ul>
<a href="#">10-70</a>	Provide rooms and other facilities for adult education classes.
<a href="#">10-73a</a>	Charge no fees for adult education courses the law requires.
<b><i>Special Education Programs and Services</i></b>	
<a href="#">10-76b, 10-76d, &amp; 46a-150-153</a>	<ul style="list-style-type: none"> <li>● Follow SDE regulations on the use of physical restraints and seclusion on students receiving or awaiting eligibility determinations for special education services in public schools.</li> <li>● Tell pupils, parents, guardians, and others standing in the place of parents about (1) the laws and regulations governing the use of physical restraints and seclusion and (2) related student and parental rights at the first PPT meeting involving the student's individualized educational program (IEP).</li> <li>● Report to SDE on use of restraint and seclusion.</li> </ul>
<a href="#">10-76d</a>	<ul style="list-style-type: none"> <li>● Identify children who require special education, provide special education, notify parents when children may require special education, maintain records, report annually on the progress of special education children in private institutions, and submit the report to the SBE upon request.</li> <li>● Provide transportation to special education students to and from the child's residence, unless the district makes another arrangement with the student's parents.</li> <li>● Be financially responsible for resident students receiving special education outside the district.</li> <li>● Be financially responsible for cost of special education for one calendar year for any child placed in the district by a state agency whose home district cannot be identified.</li> <li>● Not require a student to get a prescription drug before he may go to school, be evaluated to determine special education eligibility, or receive special education.</li> <li>● If providing special education, offer to meet with student's parents, upon their request, after student has been assessed for possible placement in special education but before the planning and placement team (PPT) meeting.</li> <li>● Provide parents with copies of the assessment and evaluation results used to determine special education eligibility at least 3 school days before the referral PPT meeting.</li> <li>● Provide parents with any SDE information and resources relating to IEP as soon as a student is identified as eligible for special ed.</li> </ul>

<a href="#">10-76h</a>	Comply with special education hearing procedures.
<a href="#">10-76m</a>	Comply with special education audit requirements.
<a href="#">10-76dd</a>	Employ the requisite number of certified and licensed staff to implement each child's IEP.
<a href="#">10-76ee</a>	Include an administrator, not necessarily the principal, in each PPT meeting.
<a href="#">10-76ff</a>	Follow statutory procedures in identifying whether children require special education.
<a href="#">10-76gg</a>	Provide SDE with information on race, ethnicity, and disability category of children requiring special education.
<a href="#">10-76ii</a>	Starting July 1, 2012, provide applied behavioral services by properly licensed personnel to children with autism spectrum disorder whose IEP or Section 504 plan requires it.
<a href="#">10-76jj, as amended by PA 12-173</a>	If an IEP is for a child identified as deaf or hearing impaired, include a language and communication plan developed by the child's PPT.
<a href="#">10-92a</a>	Give teachers access to resources within the district to assist any student not eligible for special education but who has a communicative, motor skills, or physical problem.
<b>Transportation to Vocational Schools</b>	
<a href="#">10-97</a>	Pay tuition and transportation costs for students to attend a school board-designated vo-ag school and transportation costs for students attending a vocational-technical (VT) school.
<b>Teacher Certification</b>	
<a href="#">10-145, as amended by PA 11-27</a>	<ul style="list-style-type: none"> <li>● Employ state-certified teachers, supervisors, administrators, special service staff members, and school superintendents.</li> <li>● Employ substitutes only if they have bachelor's degrees, unless SDE waives the requirement.</li> </ul>
<a href="#">10-145b</a>	<ul style="list-style-type: none"> <li>● Superintendent or designee must observe, guide, and evaluate the performance of teachers with initial educator certificates.</li> <li>● Make 18 hours of continuing education available to certified employees and attest to SDE that these professional development activities meet statutory standard.</li> </ul>

	<ul style="list-style-type: none"> <li>● Fully consider priorities relating to student outcomes as determined by SBE when establishing professional development activities for certified employees.</li> <li>● Report to the education commissioner when it dismisses an employee who holds an SBE credential for moral misconduct under the teacher employment law.</li> </ul>
<a href="#">10-145f</a>	Upon receiving notice from the SDE, notify in writing teachers whose provisional certificates will expire in next 12 months.
<b><i>Teacher Mentoring</i></b>	
<a href="#">10-145o</a>	<ul style="list-style-type: none"> <li>● Develop a three-year plan for its participation in the Teacher Evaluation and Mentoring (TEAM) program that meets statutory requirements.</li> <li>● Form, with teachers' union representatives, a local or regional coordinating committee or committees to guide its activities under the plan.</li> <li>● Develop an annual budget based on its plan and submit it to SDE to receive state assistance for TEAM Program activities.</li> <li>● Recruit mentors from within and outside the district and assign them to work with the district's beginning teachers.</li> <li>● Ensure coverage by substitute teachers to allow mentors and beginning teachers to participate in the TEAM Program.</li> <li>● Communicate regularly with beginning teachers about training opportunities, workshops, and support groups.</li> <li>● Coordinate the TEAM Program with the district's teacher evaluation and supervision program, but keep the two separate.</li> <li>● Through the coordinating committee, verify that beginning teachers have completed the TEAM Program requirements for a provisional certificate and attest to that fact and that the teacher is eligible for the provisional certificate.</li> <li>● Ensure that schools (1) administer the state's online needs assessment to establish beginning teachers' goals and priorities for their individualized mentoring plans; (2) review and approve teachers' plans; (3) organize mentoring opportunities by grade, department, or specialty; (4) make time available for teachers to achieve their mentoring plan goals; (5) coordinate mentors' and teachers' activities and schedules to ensure proper implementation of the district plan; and (6) submit an annual report on mentor and teacher activities to the district's coordinating committee for review and approval.</li> <li>● Develop three-year plans that incorporate SDE's goals and instructional priorities along with local community and student needs.</li> <li>● Once a teacher completes the learning modules and successfully passes the district coordinating committee's final review, submit to SBE the names of the teachers eligible for provisional certificates.</li> </ul>

- Not consider a teacher's completion of the TEAM Program as a factor in any decision to continue the teacher's employment.

### ***Early Childhood Teacher Examination***

**10-145r, as amended by PA 12-116**

Require K-3 teachers to take the practice version of the SBE- approved reading instruction exam, beginning July 1, 2014; each board must annually report the practice exam results to the SDE.

### ***Professional Development***

**10-148a, as amended by PA 12-116**

Make available, at no cost, at least 18 hours of individual and small group professional development each school year for certified employees.

### ***Teacher Employment***

**10-151, as amended by PA 11-136**

- Follow specified criteria and procedures for employing and terminating teachers.
- Notify nontenured teachers by May 1 if their contracts will not be renewed for the following year.

**10-151a**

Provide copies of personnel records to certified employees upon request.

### ***Teacher Evaluation***

**10-151b, as amended by PA 12-116**

Evaluate teachers annually, rather than continuously, consistent with new SBE guidelines; include support as well as evaluation.

### ***Disclosure of Teacher Records***

**10-151c**

Obtain consent before releasing teachers' performance records.

**10-151e, as amended by PA 11-93**

Provide the DCF commissioner, upon her request and for the purpose of investigating suspected child abuse or neglect by a teacher the board employs, any records the board maintains or keeps on file, regardless of another law ([CGS § 10-151c](#)) that provides that records kept by school boards generally are not subject to disclosure under the Freedom of Information Act.

### ***Training for Teacher Evaluation***

<a href="#">10-151h, as amended by PA 12-116</a>	Provide training for all evaluators and orientation to all teachers regarding the evaluation and support program before the program is implemented (but no later than July 1, 2014).
<b><i>Teacher Employment Discrimination</i></b>	
<a href="#">10-153, as amended by PA 11-55</a>	Not discriminate on the basis of sex, marital status, or on account of gender identify and expression in the employment or compensation of teachers.
<b><i>Labor Practices and Dispute Resolution</i></b>	
<a href="#">10-153d</a>	<ul style="list-style-type: none"> <li>● Negotiate with the teachers' union and meet with the town fiscal authority within 30 days of starting negotiations.</li> <li>● Permit finance board or board of selectmen member to be present during negotiations.</li> </ul>
<a href="#">10-153e</a>	Not engage in prohibited labor practices regarding collective bargaining.
<a href="#">10-153f</a>	Participate in mediation and, if negotiations end in impasse, binding arbitration.
<a href="#">10-155f</a>	Not require that teachers live in the district.
<a href="#">10-156</a>	Allow certified employees at least 15 sick days each year and allow them to accumulate at least 150 days.
<a href="#">10-156a</a>	Guarantee teachers a duty-free lunch, scheduled for a single period of consecutive minutes.
<a href="#">10-156c</a>	Impose no penalty on military reservists for a military leave.
<a href="#">10-156d</a>	Reemploy professional employees after military service.
<b><i>Superintendents</i></b>	
<a href="#">10-157</a>	Appoint a superintendent to supervise the schools and serve as school board CEO.
<b><i>Retirement</i></b>	

<a href="#">10-183n</a>	<ul style="list-style-type: none"> <li>● Notify teachers about to be employed of teacher retirement provisions affecting them, and make proper deductions and forward them to state treasurer.</li> <li>● Transmit reports and other supporting information that the Teachers' Retirement Board (TRB) requires when transmitting monthly teacher retirement contributions.</li> </ul>
<a href="#">10-183t</a>	Allow retired teachers from the district who are not participating in Medicare Part A and B to continue participation in any group health insurance plan the district maintains for active teachers and charge retirees a premium no greater than that charged to active teachers for the same coverage.
<a href="#">10-183v</a>	<ul style="list-style-type: none"> <li>● Before reemploying a retired teacher, certify to TRB that no other qualified candidate is available.</li> <li>● Make temporarily reemployed retirees eligible for active teachers' health plan.</li> <li>● Send notice of rehired retirees to TRB at the beginning and end of assignment.</li> </ul>
<b><i>Refusal of Special Education Services</i></b>	
<a href="#">10-184a, as amended by PA 12-173</a>	If providing special ed services to a student whose parents choose to send him/her to private school, the services must comply with the federal Individuals with Disabilities Education Act (IDEA).
<b><i>School Attendance</i></b>	
<a href="#">10-186, as amended by PA 11-115</a>	<ul style="list-style-type: none"> <li>● Provide school accommodations, including transportation, for all district students; notify the alleged responsible school board of any child to whom it denies accommodations; and follow hearing procedures for denial.</li> <li>● Provide school accommodations to students seeking readmission after dropping out of school no later than three days after they ask for it, as long as they seek readmission no later than 10 days after terminating enrollment.</li> <li>● Immediately enroll or re-enroll a student transferring from either of the unified school districts (USDs) run by the departments of Correction and Children and Families (USD #1 and USD #2, respectively).</li> <li>● Re-enroll such a student in his or her former school, if the student went to school in the district before attending school in a USD and the former school has appropriate grades for the student.</li> </ul>
<b><i>Certificate of Age</i></b>	
<a href="#">10-193</a>	Furnish employers with certificates of age for minors in certain occupations.

<i>Truancy</i>	
<a href="#">10-198a</a> , as amended by <a href="#">PA 11-136</a>	<ul style="list-style-type: none"> <li>● Adopt and implement specific truancy policies for children in grades K-8 and report the number of habitual truants to SDE annually.</li> <li>● Notify the parent of a child's absence by mail as well as by phone.</li> <li>● In the mailed notice, warn that two unexcused absences in a month or five in a year could lead the school superintendent to file a family with service needs (FWSN) complaint.</li> <li>● File a FWSN complaint within 15 days after a parent fails to attend the meeting with school officials or otherwise fails to cooperate in addressing his or her child's school absences.</li> </ul>
<i>School Health and Sanitation</i>	
<a href="#">10-203</a>	Keep schools in a clean and sanitary condition.
<a href="#">10-204a</a>	Require students to be protected by certain immunizations.
<a href="#">10-205</a>	Appoint a school medical advisor if the town's population is 10,000 or more and prescribe the functions and duties to carry out statutory requirements.
<a href="#">10-206</a>	<ul style="list-style-type: none"> <li>● Require students to have health assessments before school enrollment, in grade six or seven, and in grade nine or 10.</li> <li>● Report each asthma diagnosis to the local health department and the Department of Public Health regardless of whether it is recorded on student health assessment forms.</li> </ul>
<a href="#">10-206a</a>	Provide free health assessments for low-income students.
<a href="#">10-206c</a>	<ul style="list-style-type: none"> <li>● Require all students in jurisdiction to report whether they have health insurance.</li> <li>● Provide information on state-sponsored health insurance programs for children, and application assistance, to each uninsured student's parent or guardian.</li> </ul>
<a href="#">10-208a</a>	Honor written notice from health practitioners about students' physical restrictions.
<a href="#">10-209</a>	<ul style="list-style-type: none"> <li>● Keep student medical records confidential.</li> <li>● Designate a representative to receive reports on health assessments and immunizations from medical providers.</li> </ul>

<a href="#">10-212</a>	Appoint one or more school nurses.
<a href="#">10-212a</a>	<ul style="list-style-type: none"> <li>● Adopt written policies and procedures, approved by the school medical officer, if school board allows a school nurse or other authorized personnel to give students medicine or allows a student to self-administer medicine.</li> <li>● Keep records of, and store, controlled substances as required by the public health commissioner.</li> <li>● School nurse or principal must select a qualified school employee to, under certain conditions, give a glucagon injection to a student with diabetes who may require prompt treatment to protect him or her from serious harm or death.</li> <li>● Provide general supervision to the qualified employee through the school nurse.</li> </ul>
<a href="#">10-212b</a>	Adopt policies prohibiting school personnel, with certain exceptions, from recommending psychotropic drugs for any child.
<a href="#">10-212c</a>	<ul style="list-style-type: none"> <li>● Implement a plan, based on state guidelines, for managing students with life-threatening allergies enrolled in their schools.</li> <li>● Make plans for managing students with life-threatening food allergies publicly available on the Internet or otherwise.</li> <li>● Implement SDE and DPH plan for managing students with glycogen storage disease enrolled in schools in their jurisdictions by Aug. 15, 2012.</li> <li>● Make these plans available on the board's or each school's website, or by some other means if no website exists.</li> <li>● Provide notice about the plan to parents/guardians, along with the written statements about pesticide applications that must be provided by law.</li> <li>● Have superintendents attest annually to SDE that their districts are implementing the plans.</li> </ul>
<a href="#">10-212d</a>	<ul style="list-style-type: none"> <li>● If funding is available, have at each school, (1) an automatic external defibrillator (AED) and (2) school staff trained in its use and in cardiopulmonary resuscitation (CPR).</li> <li>● Develop emergency action response plans for the appropriate use of school personnel to respond to individuals experiencing sudden cardiac arrest or similar life-threatening emergencies.</li> </ul>
<a href="#">10-214</a>	Provide annual vision screenings to pupils in grades one through six and nine; audiometric screenings in grades K through three, five, and eight; and postural screenings in grades five and eight.
<a href="#">10-217a</a>	Provide the same health services for private school students as for public school students.

<a href="#">10-217e</a>	Not purchase art materials unless they have requisite warning labels.
<b><i>Duties of Local and Regional Boards of Education</i></b>	
<a href="#">10-218</a>	Hold board meetings at least once every six months, elect officers, and record minutes for public inspection.
<a href="#">10-220, as amended by PA 11-85, PA 11-93, &amp; PA 11-136</a>	<ul style="list-style-type: none"> <li>● Maintain good public schools.</li> <li>● Implement the educational interests of the state.</li> <li>● Give all children in the district as nearly equal advantages as practical.</li> <li>● Provide adequate instructional materials, equipment, staffing, facilities, and technology.</li> <li>● Allocate resources equitably among schools.</li> <li>● Maintain facilities properly.</li> <li>● Provide a safe school setting.</li> <li>● Make a continuing study of need for school facilities and of a long-term school building program and make recommendations to the town based on the study.</li> <li>● Adopt and implement an indoor air quality program that provides for ongoing maintenance and facility reviews as necessary.</li> <li>● Annually report to the education commissioner on the condition of facilities and actions taken to implement the long-term facility plan and indoor air quality program.</li> <li>● Advise the commissioner on the relationship between individual school building projects for which the town is seeking state assistance and the long-term school building program.</li> <li>● Care for and maintain school facilities and property.</li> <li>● Insure school buildings and property and carry minimum insurance equal to 80% of their replacement cost.</li> <li>● Determine the number, age, and qualifications of the pupils admitted to each school.</li> <li>● Develop and implement a written minority staff recruitment policy.</li> <li>● Employ and dismiss teachers.</li> <li>● Designate the schools each child in the district attends.</li> <li>● Provide the opportunity for children between the ages of five and 18, who have not graduated from high school to attend school and provide reasonable and desirable school transportation for such students.</li> <li>● Limit student transportation contracts to no more than five years.</li> </ul>

- Prepare a statement of district educational goals consistent with statewide goals.
- Develop student objectives that relate to the goals and identify specific expectations for student knowledge, skills, and competence.
- Annually attest to the commissioner that instruction is based on the district's educational goals.
- Submit an annual strategic school profile report to the commissioner that includes information on parental involvement.
- Every five years, provide a uniform inspection and evaluation program of the indoor air quality within schools and make the results public.
- Establish a school district curriculum committee to recommend, develop, review, and approve all curricula in the district.
- Include in the district's strategic school profile the number of students enrolled in board of education or regional educational service center (RES-C)- operated adult high school credit programs.
- Include truancy measures in the strategic school profile reports.
- Include, in the narrative part of the strategic school profile, a description of board's actions to reduce truancy.
- Include implementation of the green cleaning program (see below) in each school in biennial report of SDE on condition of school facilities.
- Annually establish student objectives for each school year that identify specific expectations for students' skills, knowledge, and competence.
- Maintain in a central location records of investigations of allegations of child abuse or neglect against a school employee.

***In-service Training***

**10-220a**

- Provide in-service training program for teachers and other professional staff.
- Develop and implement a professional development plan directly related to the district's goals and that provides for ongoing and systematic assessment and improvement of teacher evaluation and professional development.
- Establish a professional development committee to, among other things, develop, evaluate, and annually update the district's professional development plan.
- In-service training for certified employees must include information on preventing teen dating violence and domestic violence.
- Include requirements for mandated child abuse and neglect reporters in in-service training.
- Provide information on teacher evaluation and support program as part of regular in-service training for certified teachers, administrators, and pupil personnel.

	<ul style="list-style-type: none"> <li>● Offer information on implementing student IEPs as part of in-service training for certified personnel.</li> </ul>
<b><i>Student Recruitment</i></b>	
<a href="#">10-220d</a>	<ul style="list-style-type: none"> <li>● Provide full access for recruiting by regional V-T, vo-ag, charter, and interdistrict magnet schools and interdistrict student attendance programs.</li> <li>● Inform middle and high school parents that tech and vo-ag programs are available; post info about options on board website.</li> </ul>
<b><i>Weighted Grading</i></b>	
<a href="#">10-220g</a>	Establish a written policy on weighted grading for honors and advanced placement classes.
<b><i>Transfer of Student Records</i></b>	
<a href="#">10-220h, as amended by <a href="#">PA 11-115</a></a>	<ul style="list-style-type: none"> <li>● When a student moves into a district, notify the student's old district in writing, within two business days. Old district must send student records to new district within 10 business days. If student's parents have not authorized the records transfer, old district must send them a written notice when it transfers the records.</li> <li>● Credit students for all instruction received from USD #1 (Dept. of Corrections) or # 2 (Department of Children and Families) within 30 days of receiving records from USD #1 or #2.</li> </ul>
<b><i>Student Health Equipment</i></b>	
<a href="#">10-220i</a>	Not deny a student access to school transportation service solely because the student must carry a cartridge injector while traveling in a school transportation vehicle.
<a href="#">10-220j</a>	Not prohibit blood glucose self-testing by children who have a written medical order to do so.
<b><i>Records for Students in Detention Facilities</i></b>	
<a href="#">10-220k, as amended by <a href="#">PA 12-116</a></a>	<ul style="list-style-type: none"> <li>● If a student being held at the Connecticut Juvenile Training School or in a community detention facility is enrolled in the school district, provide the student's educational records to the facility on request and without the parent's written permission.</li> <li>● If the records are supplied without parental permission, notify the parent or guardian at the time of releasing the records.</li> </ul>

<b>Board of Education Rulemaking</b>	
<a href="#">10-221</a>	<ul style="list-style-type: none"> <li>● Make rules for the public schools and for the control of school library media centers and approve selection of books and other media for them.</li> <li>● Approve plans for public school buildings.</li> <li>● Develop and implement policies about homework, attendance, promotion, retention, drug use or possession, youth suicide prevention and attempts, and encouraging parental involvement.</li> <li>● Policies to encourage parent-teacher cooperation must require school districts to hold two flexible parent-teacher conferences per year.</li> </ul>
<b>High School Graduation Requirements</b>	
<a href="#">10-221a</a> , as amended by <a href="#">PA 11-135</a>	<ul style="list-style-type: none"> <li>● Require students to complete the state graduation requirements before graduating from high school.</li> <li>● Starting with 7<sup>th</sup> graders in the 2015-16 school year, provide adequate support and remedial service to enable them to meet higher high school graduation requirements taking effect for the classes of 2020 and after.</li> <li>● For students unable to meet the requirements in the regular way, provide an alternative way to meet them.</li> <li>● Create an annual student success plan for each student, starting in grade six. The plans must include the student's career and academic choices in 6<sup>th</sup> through 12<sup>th</sup> grades.</li> </ul>
<b>Military Recruiters</b>	
<a href="#">10-221b</a>	Provide the same directory information to military as to other recruiters and establish a written, uniform policy for the treatment of all recruiters.
<b>Transportation Safety</b>	
<a href="#">10-221c</a>	Record and annually report school transportation complaints to the motor vehicles commissioner and report accidents to the commissioner within 10 days.
<b>Criminal Records Checks of Personnel</b>	
<a href="#">10-221d</a> , as amended by <a href="#">PA 11-93</a>	<ul style="list-style-type: none"> <li>● Require job applicants, including student teachers, to undergo a criminal record check, arrange for fingerprinting, and forward prints to the State Police.</li> </ul>

	<ul style="list-style-type: none"> <li>• Notify SBE if it receives notice that a student teacher has been convicted of a crime.</li> <li>• Require applicants for jobs in public schools that require state certificate or other state credential to undergo a check against the Department of Children and Families (DCF) child abuse registry.</li> </ul>
<b><i>Instructional Time and Facility Usage Assessment</i></b>	
<a href="#">10-221g</a>	Conduct an instructional time and facility usage assessment to maximize student learning and community use of facilities.
<b><i>Lunch and Recess</i></b>	
<a href="#">10-221o</a>	<ul style="list-style-type: none"> <li>• Offer full-day students a daily lunch period lasting at least 20 minutes.</li> <li>• Include a total of 20 minutes of physical exercise in each regular school day for K-5 students (except special education students or students on Individualized Education Programs with a different exercise schedule).</li> </ul>
<a href="#">10-221p</a>	Make nutritious low-fat food available in schools at all times when food is available for students to buy.
<a href="#">10-221q</a>	Sell only certain healthy beverages to students in schools.
<b><i>Advanced Placement Courses</i></b>	
<a href="#">10-221r, as amended by PA 11-136</a>	Provide high-school-level courses, including those for which advance placement exams are available, that (1) offer college- or university-level instruction for which students may earn college credit and (2) are approved by SBE.
<b><i>Child Abuse and Neglect</i></b>	
<a href="#">10-221s, as amended by PA 11-93</a>	<ul style="list-style-type: none"> <li>• Permit and give priority to any child abuse or neglect investigation that DCF or local law enforcement is conducting.</li> <li>• Conduct its own investigation and take disciplinary action in accordance with the law when it receives notice from the DCF commissioner or the law enforcement agency that the investigation will not interfere with either of the other investigations.</li> </ul>
<b><i>Common Core Standards</i></b>	

<p><a href="#">10-221t</a>, as amended by <a href="#">PA 12-1 June Special Session, § 224</a></p>	<ul style="list-style-type: none"> <li>● Local and regional boards of education must develop a plan with the Board of Regents and the UConn Board of Trustees to align Connecticut's common core state standards with college-level programs at Connecticut public higher education institutions.</li> <li>● Alignment must occur within one year of Connecticut's implementation of the common core.</li> </ul>
<p><b><i>Appropriations and Budget</i></b></p>	
<p><a href="#">10-222</a></p>	<ul style="list-style-type: none"> <li>● Estimate education costs for the ensuing year and forward to district's board of finance.</li> <li>● Announce all fund transfers between line items in the education budget at the board's next regularly scheduled meeting.</li> <li>● Not overspend total budget without town's approval of request for additional funds.</li> </ul>
<p><b><i>Hiring Policy</i></b></p>	
<p><a href="#">10-222c</a></p>	<p>Before hiring any new employee, make a documented good-faith effort to contact previous employers concerning the person's fitness for the job.</p>
<p><b><i>Bullying</i></b></p>	
<p><a href="#">10-222d</a>, as amended by <a href="#">PA 11-232</a></p>	<ul style="list-style-type: none"> <li>● Prohibit bullying and cyberbullying both in and outside of school and develop plans to address bullying and cyberbullying in and outside of school.</li> <li>● Plans must (1) prohibit retaliation or discrimination against those who report or help investigate bullying, (2) address what the school will do to protect the targeted student from further bullying, and (3) require a school principal or his or her designee to notify the police when they suspect that an act of bullying constitutes a crime.</li> <li>● Approve school climate plans by January 1, 2012 and submit them to SDE.</li> <li>● Within 30 calendar days after adopting their plans, to post them on the board's and each school's website.</li> <li>● Provide all school employees with a written or electronic copy of the plan at the start of each school year.</li> <li>● Enable students to report bullying to any school employee and notify students' parents and guardians, as well as the students themselves, every year of the process by which students may make such reports.</li> <li>● Investigate reports of bullying within statutory deadlines.</li> <li>● Establish procedures for schools to document and maintain records of bullying investigations.</li> </ul>

	<ul style="list-style-type: none"> <li>● Offer in-service training to certified employees and training to all other employees on identifying and responding to bullying and preventing and responding to youth suicide.</li> <li>● Every two years, require each school to assess its school climate using assessment instruments, including surveys, approved and disseminated by SDE in collaboration with the Connecticut Association of Schools.</li> <li>● Collect and report the school assessments to SDE.</li> <li>● Appoint, from existing staff, a safe school climate coordinator for the district to carry out duties specified in statute.</li> <li>● Appoint the principal of each school district to be the safe school climate specialist to investigate reports of bullying, among other things.</li> <li>● Establish or designate at least one new or existing committee to be responsible for fostering a safe school climate and addressing school bullying.</li> </ul>
<b><i>Athletic Coaches</i></b>	
<a href="#">10-222e</a>	<ul style="list-style-type: none"> <li>● If employing athletic coaches, require the coach's immediate supervisor to evaluate coaches annually and provide copies to the coaches.</li> <li>● If the board decides to terminate the contract of a coach who has served in the same position for three or more athletic seasons, inform the coach of the reasons within 90 days after the end of the sport season covered by the contract.</li> </ul>
<b><i>Promotion and Graduation Policies</i></b>	
<a href="#">10-223a</a>	<ul style="list-style-type: none"> <li>● Review and revise promotion and graduation policies to ensure they foster achievement and reduce social promotion.</li> <li>● Specify basic skills needed for graduation, including a process for assessing competency.</li> <li>● Develop a course of study for those who have not passed the assessments.</li> </ul>
<b><i>Online Learning</i></b>	
<a href="#">10-223g</a>	<ul style="list-style-type: none"> <li>● If school district had a dropout rate of 8% or greater in the previous school year, establish an online credit recovery program for students identified as being in danger of failing to graduate.</li> <li>● Designate, from among existing staff, an online learning coordinator to administer and coordinate the online credit recovery program.</li> </ul>
<b><i>Duties of Board of Education Secretary</i></b>	

<a href="#">10-224</a>	<ul style="list-style-type: none"> <li>● Keep a record of all board proceedings and submit an annual report of its activities to the town.</li> <li>● Report returns and statistics of schools, as the education commissioner requests.</li> </ul>
<b>Salaries</b>	
<a href="#">10-225</a>	Fix salaries and compensation for school attendance officers if the town does not do so.
<b>Reports to Commissioner of Education</b>	
<a href="#">10-226</a>	<ul style="list-style-type: none"> <li>● Annually report the name, place of employment, and salary of the district's certified staff to the education commissioner.</li> <li>● Report the name and address of a new superintendent within seven days of the position being accepted.</li> </ul>
<a href="#">10-226a</a>	Annually submit data to the SBE to determine the total number of minority students and teachers, and students eligible for free and reduced-price lunches in the district, in each school, and in each grade.
<a href="#">10-226c</a>	Prepare and submit a racial imbalance plan to the SBE, if notified of racial imbalance.
<a href="#">10-226h, as amended by PA 11-179</a>	Report biennially to education commissioner on programs and activities undertaken to reduce racial, ethnic, and economic isolation in schools.
<a href="#">10-227</a>	Annually report on receipts, expenditures, and statistics to the education commissioner.
<b>Supplies and Materials</b>	
<a href="#">10-228</a>	Provide free texts, supplies, and equipment to students. If loaning assistive devices to public school students, loans must be free.
<a href="#">10-229</a>	Change textbooks only after a two-thirds vote of all members of the board.
<b>American Flags</b>	
<a href="#">10-230</a>	

Provide a flag for each classroom and the grounds of each school and see that it is properly displayed. Develop a policy to ensure that time is available each day in all schools to recite the Pledge of Allegiance.

### ***Fire and Crisis Response Drills***

[10-231](#)

- Hold a fire drill in the schools at least once a month.
- Substitute crisis response drills for fire drills once every three months.
- Conduct one of the fire drills no later than 30 days after the first day of each school year.
- Develop the crisis response drill format in consultation with the appropriate local law enforcement agency.

### ***Pesticides***

[10-231b](#)

- Employ only certified pesticide applicators for nonemergency pesticide applications in school or on school grounds. Most schools are barred from using pesticides during school hours or planned activities at the school.
- Not apply the pesticides at all starting July 1, 2010, except in emergencies, at preschools and elementary schools with students through grade eight.

[10-231c](#)

If schools have no integrated pest management (IPM) plan, (1) provide parents and school staff with written statement of pest management policy at beginning of school year, (2) establish registry of those desiring 24 hours advance notice of pesticide use, (3) provide the notice by mail, and (4) keep pesticide application records for five years.

[10-231d](#)

If schools have IPM plans, (1) provide staff written guidelines on how plan is to be implemented and (2) provide parents with written plan summary. Allow parents and staff to register for advance notice of application. Maintain application records for five years.

### ***Building Maintenance and Cleaning***

[10-231e](#)

Ensure heating, ventilation, and air conditioning (HVAC) systems are (1) maintained in accordance with national standards and (2) except for scheduled maintenance or emergency repairs, operated continuously while the school is occupied unless there is demonstrated adequate air exchange without operation. Keep HVAC maintenance records for at least five years.

[10-231g](#)

- Implement a green cleaning program to clean and maintain schools.
- Provide for procurement and proper use of environmentally preferable cleaning products in schools.

- Provide an annual written statement notifying staff and, if they request it, parents or guardians of enrolled students of the green cleaning program.
- Publish notice of the program on the board of education's and each school's website or, if there is no website, publicize it in another way.
- Notify parents or guardians of transfer students and newly hired staff of the program.

### ***Employment Restrictions***

[10-232](#)

Not employ board members in the school system.

### ***Suspension of Pupils***

[10-233a](#) &

[10-233c](#)

- Suspend students from school only after an informal hearing.
- Give suspended student an opportunity to make up schoolwork and exams.
- Include information about the suspension on the student's permanent record.
- Erase the suspension from the record if student graduates from high school.
- Make student suspensions in-school suspensions unless the school administration determines, at the required informal suspension hearing, that the student (1) poses a danger to persons or property or (2) is so disruptive of the educational process that an out-of-school suspension is warranted.
- Before determining that an out-of-school suspension is appropriate, try to address the problem through means other than an out-of-school suspension or expulsion, including through "positive behavioral support" strategies.

### ***Expulsion of Pupils***

[10-233d](#)

- Expel a student only after a hearing, and provide an alternative educational opportunity, except in specified cases.
- Include expulsion on student's educational record.
- Erase the expulsion from the record if the student graduates, unless it was for possession of a firearm or deadly weapon.
- Complete any expulsion hearing even if student withdraws from school during it and include information on the student's record.
- Before conducting an expulsion hearing for a special education student, convene a PPT meeting to determine if the misconduct was caused by the student's disability. If so, PPT must reevaluate student's placement and IEP to address the misconduct and ensure safety of other children and school staff.

- Submit information to the education commissioner on weapons-related expulsions as required by federal law.
- Not prevent the return of, or expel for additional time for the same offense, a student who committed an expellable offense and who seeks to return to a district after having been in a residential placement. If the district did not expel the student for the offense, it must allow him or her to re-enroll in school after the detention period ends and cannot expel him or her for any additional time for that offense.
- Not require an expelled student to withdraw from school in order to attend adult education classes as an alternative education opportunity.

### ***Notice of Disciplinary Policies***

[10-233e](#)

Notify students, parents, and guardians annually of student conduct policies. Adopt effective method of notifying parents and guardians of students who are suspended or expelled within 24 hours of the time the student is excluded from school.

### ***In-school Suspension***

[10-233f](#)

Place a student on in-school suspension only after an informal hearing. Not place a student on in-school suspension more than 15 times or a total of 50 days during one school year.

### ***Assault and Arrest Reports***

[10-233g](#)

Report student assault of teachers or other school employee to police. Not interfere with teacher's or other employee's right to file a report with police when a student threatens or commits physical violence against an employee.

[10-233h](#)

Maintain reports of arrested students in a secure place.

### ***Students Placed on Probation by the Courts***

[10-233i](#)

- Allow a student placed on probation by a court to return to school on conditions specified by the court.
- Provide timely information at a court's request on (1) a student's school attendance, adjustment, and behavior and (2) any recommendations for disposition and sentencing.

### ***Student Possession of Telecommunication Devices***

<a href="#">10-233j</a>	Allow students to possess or use remote activated paging devices in school only with written permission from school principal.
<b><i>Indemnification</i></b>	
<a href="#">10-235</a>	Indemnify teachers, board members, employees, and certain volunteers.
<a href="#">10-236a</a>	Indemnify board members and staff from expenses caused by an assault on them while on duty.
<b><i>Petition for Hearing by Board of Education</i></b>	
<a href="#">10-238</a>	Hold a public hearing on any question specified in a petition that is signed by 1% or 50 electors, whichever is greater, within three weeks of the board's receiving the petition.
<b><i>National Assessment of Educational Progress</i></b>	
<a href="#">10-239i</a>	Participate in the National Assessment of Educational Progress or any other national or international measure of student progress, if designated by the education commissioner.
<b><i>Accreditation Reports</i></b>	
<a href="#">10-239j</a>	Publicly disclose the results of accreditation reports within 45 days, and make them available for inspection upon request.
<b><i>Enumeration of School Age Children</i></b>	
<a href="#">10-249</a>	Annually determine the age and number of children of compulsory school age. If any child of school age is not in school, make a reasonable effort to find out why. If the child is working, make a reasonable effort to find out the name and address of the employer.
<a href="#">10-250</a>	File an annual report with commissioner on the number of school-age children.
<b><i>School Privileges for Children in Certain Placements</i></b>	
<a href="#">10-253, as amended by PA 11-51</a>	<ul style="list-style-type: none"> <li>● Be financially responsible for the education costs of district children placed in other districts by state agencies, up to 100% of its average per pupil cost.</li> <li>● Provide free schooling to children living in temporary shelters.</li> </ul>

	<ul style="list-style-type: none"> <li>● If a juvenile detention facility operated by, or under contract with, the Judicial Department is located in the school district, be responsible for providing, and paying part of the cost of, regular and special education and related services for students held in the facility.</li> </ul>
<b>Data to be Transmitted</b>	
<a href="#">10-257h</a>	Report staff data to Teachers' Retirement Board.
<b>Minimum Budget Requirement</b>	
<a href="#">10-262i, as amended by PA 11-48 and PA 11-234</a>	With exceptions, to receive an Education Cost Sharing (ECS) grant for FY 12 and FY 13, appropriate the same amount for education as in the prior year.
<b>Interdistrict Magnet Schools</b>	
<a href="#">10-264i</a>	<ul style="list-style-type: none"> <li>● If not participating in an interdistrict magnet school, for any of its students who enrolls directly in an interdistrict magnet school, pay the per-student tuition, if any, that the magnet school charges to participating districts.</li> <li>● If participating, provide annual opportunities for students to attend the school in a number at least equal to (1) the number specified in any written agreement with the school's operator or (2) the average number of students that the participating district enrolled in the magnet school during the previous three school years.</li> </ul>
<b>Transportation for Pupils in Nonprofit Private Schools</b>	
<a href="#">10-281</a>	Provide the same transportation services for students enrolled in nonpublic schools in the district as for public school students, if a majority of the nonpublic school's students are Connecticut residents.
<b>Protection of Children from Abuse</b>	
<a href="#">17a-101</a>	<ul style="list-style-type: none"> <li>● School superintendents are mandated child abuse and neglect reporters.</li> <li>● Require applicants for positions in public schools to be checked against the DCF child abuse and neglect register.</li> </ul>
<a href="#">17a-101i, as amended by PA 11-93</a>	<ul style="list-style-type: none"> <li>● Require new and existing school employees who are mandated reporters to receive mandated reporter training and periodic refresher courses.</li> </ul>

	<ul style="list-style-type: none"> <li>• Distribute written mandated reporter policy to school employees annually.</li> <li>• Document that all employees have received the policy and completed the required training.</li> </ul>
<p><b><i>Fire Safety Code</i></b></p>	
<p><b><u><a href="#">29-292</a></u>, as amended by <u><a href="#">PA 11-248</a></u></b></p>	<p>Install carbon monoxide detection and warning equipment complying with the Fire Safety Code in public schools issued a building permit for new occupancy on or after January 1, 2012.</p>
<p><b><i>Family and Medical Leave Benefits</i></b></p>	
<p><b><u><a href="#">31-51rr</a></u></b></p>	<p>Provide employees who (1) are parties to a civil union and (2) have worked for the political subdivision for at least 12 months and 1,250 hours during the past 12 months, with the same Family and Medical Leave Act benefits that federal law provides to parties to a marriage.</p>

MS:mp

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# Guiding Principles

Successful implementation of recent education reforms culminating in the legislation adopted in 2012 requires comprehensive focus at the local and state levels. The effectiveness of these changes should be analyzed before any additional requirements are enacted. If resources are not available, the scope and pace of the implementation of these reforms must be revisited.

CABE urges Legislators to analyze each piece of legislation by asking “How will this legislation promote student achievement?” and “What is the fiscal and administrative impact on local communities?”

## 2013 Legislative Priorities

### Support

#### Existing Initiatives

- Maintain funding to local communities including:
  - Educator evaluation implementation
  - Common Core standards implementation
  - Secondary School Reform
  - Education Cost Sharing grant
  - Alliance District funding
- Fully fund the Special Education excess cost grant

### Address

#### Achievement Gap

- Support opportunities for expanded learning time to accelerate student achievement.
- Increase access to early childhood programs and full-day kindergarten
- Provide support to low performing students, utilizing research based best practices

#### Maximize Resources

- Reduce constraints on the delivery of education and remove mandates that fail to promote student achievement

- Place the burden of proof in special education due process hearings on the party challenging the placement
  - Support interdistrict collaboration
  - Raise the dollar threshold for school construction projects subject to prevailing wage
  - Continue to focus the State Department of Education resources on support to local districts rather than enforcement of instructional mandates
-

# RESC Alliance

CONNECTICUT ALLIANCE OF REGIONAL EDUCATIONAL SERVICE CENTERS

Education partnerships dedicated to making our schools more efficient and effective

**Website:**

[www.rescalliance.org](http://www.rescalliance.org)

**Alliance Contacts:**



Craig W. Edmondson, Ed.D.

[cedmondson@aces.org](mailto:cedmondson@aces.org)

203-498-6800



Evan Pitkoff, Ed.D.

[pitkoffe@ces.k12.ct.us](mailto:pitkoffe@ces.k12.ct.us)

203-365-8803



Bruce Douglas, Ph.D.

[bdouglas@crec.org](mailto:bdouglas@crec.org)

860-247-2732



Paula M. Colen

[pcolen@eastconn.org](mailto:pcolen@eastconn.org)

860-455-1565



Danuta Thibodeau, Ph.D.

[thibodeau@](mailto:thibodeau@educationconnection.org)

[educationconnection.org](http://educationconnection.org)

860-567-0863



Eileen Howley, Ed.D.

[howley@learn.k12.ct.us](mailto:howley@learn.k12.ct.us)

860-434-4800

## RESC Alliance Legislative Priorities 2013

### Statewide Education Reform Initiatives

Connecticut's RESCs are six school-based partnerships created by school districts and based on legislation enacted over 40 years ago to provide high-quality, cost-effective services to Connecticut's school districts. The RESCs work collaboratively as the RESC Alliance.

The RESCs — locally governed by representatives from member boards of education — will advocate for the following issues during the 2013 session of the General Assembly:

#### **Collaborate with the State Department of Education to Implement New Connecticut Educational Reform Initiatives**

Each RESC, as well as the RESC Alliance (regionally and statewide), is uniquely positioned to support the state as it implements a number of educational reform initiatives. Through embedded professional learning, workshops, technical assistance and on-site coaching to districts, RESCs support SDE reform initiatives that include educator evaluation and support; CCSS implementation/assessment; and personalized learning opportunities for all students.

#### **Regional Cooperation to Close the Connecticut & Global Achievement Gap**

The RESC Alliance is positioned to assist districts with the implementation of intensive interventions and enable the supports necessary to turn around Connecticut's lowest performing schools and districts and address the global achievement gap.

#### **Early Childhood Initiative**

Connecticut RESCs are leaders in quality early childhood initiatives throughout the state. We have the experience and expertise, and are uniquely positioned to support the Governor's initiative to enhance families' access to early childhood education opportunities.

#### **Support Regional Infrastructures to Improve Fiscal Efficiency**

In order to realize cost savings to districts, municipalities and the state, each RESC encourages and promotes regional collaboration among boards of education and local governments, with a focus on maintaining regional infrastructures and facilitating high-quality programs and services to school districts. The RESC Alliance urges the General Assembly to maintain its existing support for regional cooperation.

# CREC Council Legislative Agenda

## 2013 Session of the Connecticut General Assembly

### Priority 1: Predictability for School Districts

Good decision making at the district level, particularly during challenging financial times, is dependent on predictable resources and on manageable timelines and expectations for major reforms. Predictability allows school districts to focus on serving the best interests of students. The CREC Council supports:

- A formula for the special education excess cost grant that offers predictable reimbursement to school districts;
- Predictable expectations for school districts regarding the Minimum Budget Requirement (MBR); and
- Allowing the payment of reimbursable special education expenses to pass directly to the school district, rather than going into the municipality's general fund;
- Revised timelines for the implementation of new initiatives, including Educator Evaluation, Common Core State Standards, and Secondary School Reform.

### Priority 2: Closing the Achievement Gap

Data show that children attending racially and economically integrated regional magnet schools and Hartford children attending suburban schools through the Hartford Region Open Choice Program are closing Connecticut's racial and socioeconomic achievement gaps. In order to continue this progress and advance a plan to reduce racial, social, and economic isolation statewide, the CREC Council supports:

- Providing sufficient funding to achieve the school integration benchmarks stipulated in the Sheff Settlement Agreement;
- Increasing the per student tuition for districts accepting more than 3% Open Choice students; and
- Further investment in Open Choice as a more fiscally prudent and responsible way to invest Sheff funds;
- Additional early childhood opportunities for students.

#### CREC's Vision:

Every student can and shall learn at high levels and, therefore, must have access to all educational resources within the region through the system of public schools served by CREC.

#### CREC's Mission:

To work with boards of education of the Capitol Region to improve the quality of public education for all learners.



Capital Region Education Council  
111 Charter Oak Avenue, Hartford, CT 06106  
[www.crec.org](http://www.crec.org)

## **Discussion with Granby's Legislators**

### ***Governor Malloy's Proposed budget***

- *Motor Vehicle <\$20K Exemption*
- Mashentucket Fund diversion
- School Transportation Grant cut
- ECS changes
- SPED excess cost cap
- Pilot
- Sheff Choice participation tuition level

### ***Newtown Fallout***

- Mandates
- Level of local autonomy for school security changes

### ***Other concerns***

- PreK magnet tuition
- Continued State DOE magnet building program
- Prevailing Wage
- Inter-town cooperation assistance

A Report to Carnegie Corporation of New York  
**WRITING NEXT**

EFFECTIVE STRATEGIES TO IMPROVE  
WRITING OF ADOLESCENTS IN MIDDLE  
AND HIGH SCHOOLS

By Steve Graham and Delores Parin



# Writing Action Plan

Granby BOE

February 27, 2013





**“If students  
are to learn,  
they must  
write.”**

**- National  
Commission  
on Writing**

# Rationale

- Impact of writing on learning
- DAG – Articulate and defend a position
- CCSS/SBAC – central role of arguing/informing with evidence and clarity
- Inconsistent writing performance
- Right thing, right time, right people

# Process

- o Student Performance
- o Writing Audit
- o Research Best Practices
- o Draft Principles and Expectations
- o Strategic Planning

# Strategic Objectives

1. Articulate **shared instructional expectations** for writing
2. Complete a **guaranteed writing curriculum** aligned with CCSS standards
3. Clarify expectations for **writing conventions** and composing/  
revising/editing skills instruction

NCTE Beliefs about the Teaching of Writing - Microsoft Internet Explorer provided by Granby Board of Education

http://www.ncte.org/positions/statements/writingbeliefs?roi=echo4-20874161800-18382746-7ee49859e93b85e768fa3b2ae4

Position Statements

- 21st Century Literacies
- Assessment
- Censorship
- Class Size
- Curriculum
- Diversity
- Education Policy
- Grammar
- Instruction
- Intellectual Freedom
- Interdisciplinary
- Language
- Libraries
- Literacy
- Literature
- NCTE Concerns
- NCTE Legislative Platform
- Professional Concerns
- Professional Development
- Publishers
- Reading
- Standards
- Teacher Quality
- Teaching Materials
- Workload
- Working Conditions
- Writing

## NCTE Guideline

A guideline found to be consistent with NCTE positions on education issues

### NCTE Beliefs about the Teaching of Writing

The URL you requested has been blocked. URL =

last edited 4 years, 3 months ago

by the Writing Study Group of the NCTE Executive Committee, November 2004

Just as the nature of and expectation for literacy has changed in the past century and a half, so has the nature of writing. Much of that change has been due to technological developments, from pen and paper, to typewriter, to word processor, to networked computer, to design software capable of composing words, images, and sounds. These developments not only expanded the types of texts that writers produce, they also expanded immediate access to a wider variety of readers. With full recognition that writing is an increasingly multifaceted activity, we offer several principles that should guide effective teaching practice.

#### Everyone has the capacity to write, writing can be taught, and teachers can help students become better writers

Though poets and novelists may enjoy debating whether or not writing can be taught, teachers of writing have more pragmatic aims. Setting aside the question of whether one can learn to be an artistic genius, there is ample empirical evidence that anyone can get better at writing, and that what teachers do makes a difference in how much students are capable of achieving as writers.

Developing writers require support. This support can best come through carefully designed writing instruction oriented toward acquiring new strategies and skills. Certainly, writers can benefit from teachers who simply support and give them time to write. However, instruction matters. Teachers of writing should be well-versed in composition theory and research, and they should know methods

Elementary  
Middle

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3. Standards
4. English Journal
5. CCCC Conventions and Meetings

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- NCTE Position Statement



# Research-Based Best Practices

A Report to Carnegie Corporation of New York

## WRITING NEXT

EFFECTIVE STRATEGIES TO IMPROVE WRITING OF ADOLESCENTS IN MIDDLE AND HIGH SCHOOLS

By Steve Graham and Dolores Perin

ALLIANCE FOR EXCELLENT EDUCATION

Home - The Reading & Writing Project - Microsoft Internet Explorer provided by Granby Board of Education

http://readingandwritingproject.com/

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## The Reading & Writing Project

ASSESSMENTS

OUR INSTITUTES

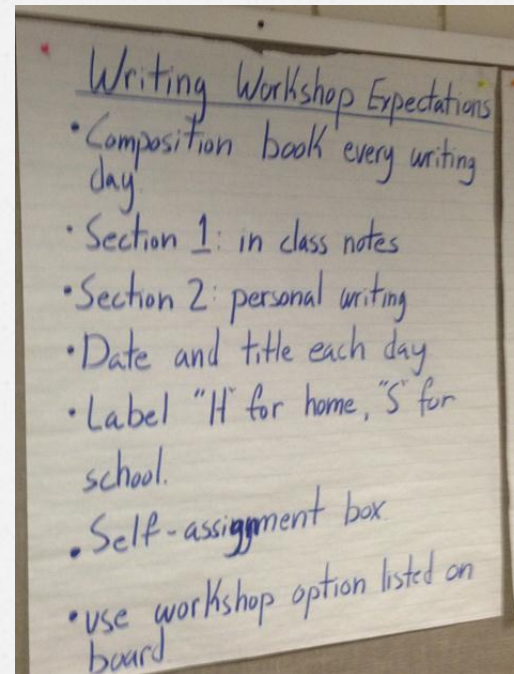
OUR SERVICES

\* HURRICANE HELP \*  
Click here to join our Literacy Lifeboats initiative to support teachers and children in school hard hit by Hurricane Sandy.  
More news and announcements »

Just Added: Four New CCSS Seminars  
Click here for dates

# Instructional Expectations

- o Process
- o Variety
- o Choice
- o Gradual Release
- o Organization
- o Feedback
- o Etc.



# Principle Example: Variety

- Since it is essential that students develop skills across a variety of genre, all students will write arguments, narratives and informational texts, as well as in response to texts, for a range of purposes and audiences, and through a variety of modes and technologies.



# Conferencing



# Organization



25/12 observations

TV balcony  
leave back

The blue light from our TV over the coaches on floor fully the lamp batted back over the harsh yellow light over the faint pops of the water on the stove creat almost a rhythm pop pop bubble bubble last birthday to from my last birthday to sway able me seeing of the water on the stove. The leaves on the redberry tree shake in the breeze some swept away by the wind.

Best word choice

Wow! I can picture this-great sensory word choices!

Susan is my mom's name I think my mom knew that I was going to be a girl so they made my name Abigail Susan. If I were a boy, I bet my middle name would be Bryan. That's my dad's name.

OUT

Great writing from a list

1. Best Life Events
2. Going to Disney Intene
3. Going to Washington DC
4. Being a flower girl
5. Getting my first truck off base
6. Getting Kelly at level 4 Regionals
7. Going to the leagues states + Regionals
8. Going to Disney 1st time
9. Having my first kiss with Lily
10. Moving in with my family
11. Getting pool
12. Best Life Events
13. Having crutches
14. Getting pneumonia
15. Not getting a trophy at Regionals
16. Moving
17. Getting sick at friends house
18. Dropping ice cream while bringing home
19. Losing Chase in woods
20. Shawn getting gymnastics
21. Getting lost in Disney
22. Nick and I

# Curriculum Unit Template

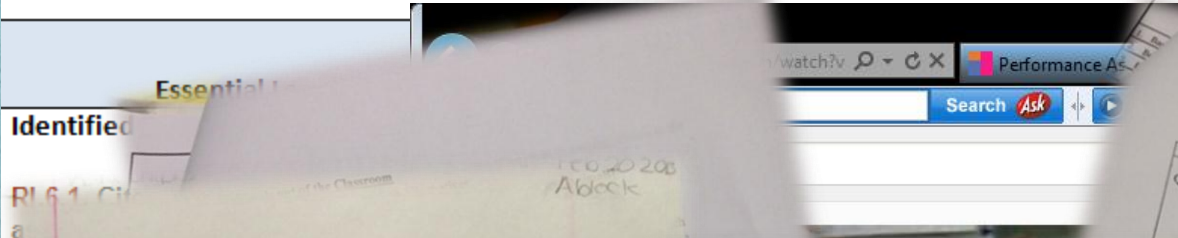
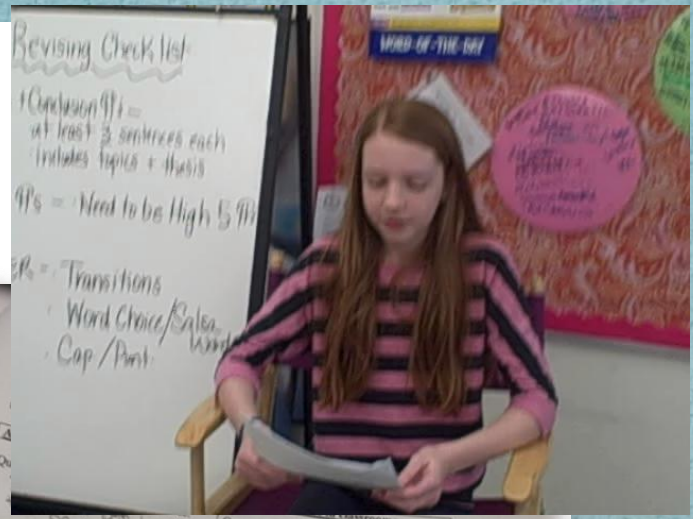
Grade: 6

Unit Title: Research Based Argument (Unit 4)

Duration of Unit- 5 weeks

School Year: 2012-2013

Date Revised: 7.24.12



## Identified

RI.6.1

Dear Dr. Bailey,

I think that a classroom pet would be horrible! Kids may be left out because of allergies, many pets can carry diseases, and you might forget to care for it, and watch that pet die before your students' tiny watery eyes. Stay tuned for more reasons why getting a pet for the classroom is a negative!

First of all, many kids are allergic to pets that might be furry or fluffy. That might be one student in the class who's allergic to dogs, but the classroom gets one anyway, so that kid stays away from the dog. Would you really want your teachers to do that to poor students? The World Society for the protection of animals states in their article, "Students with asthma and other allergies can be adversely affected by the presence of an animal in the classroom." That is why a pet in the classroom is bad for kids who are allergic to animals.

My second reason why a pet in the classroom is not a good idea is because many pets (specific ones) that are small and "good for a classroom" carry diseases. Reptiles are ones that many students would vote for in a pet. Carry Salmonella which is a very scary contagious disease. No teacher should take this risk! World Society for the Protection of Animals also exclaims, "Furthermore, keeping animals in a classroom poses serious health risks for students." Which clearly means, no classroom pets!

My final reason why classroom pets should be banned is because teachers could risk the animal's life! What I mean by this is, they buy a pet, and the pet is relying 100% on them, and off to summer break! The teacher leaves the pet, and it's dead. A distressing quote from the World Society for the protection of Animals says, "The learning process is inherently filled with trial and failures, which are a normal approach."

Kara Skovil

really fair to allow a mistake by a child to result in the suffering of a dependent animal?" Dr. Bailey, our school is a very happy place. For an example, we have friendly Fridays on Fridays, but do you really want a tiny kid going to school and then seeing their favorite pet suffer, and then die?

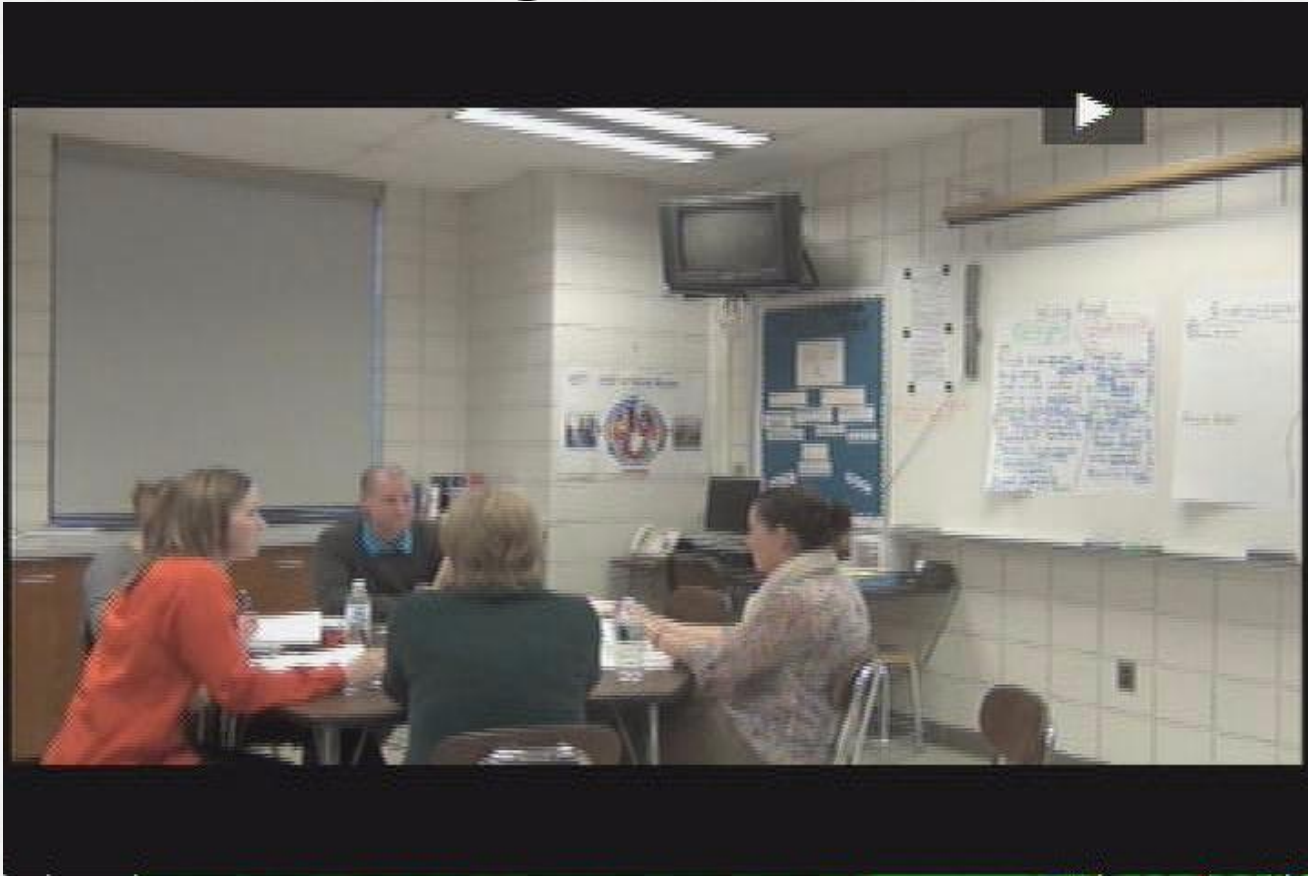
Moreover, my argument of why classroom pets are a bad idea clearly tells you that kids may be allergic to them, reptiles carry Salmonella and other diseases, and teachers risk it that kids might experience death at a very young age. So Dr. Bailey, please don't allow our teachers to award us with these pets, for their sake, and ours.

The End

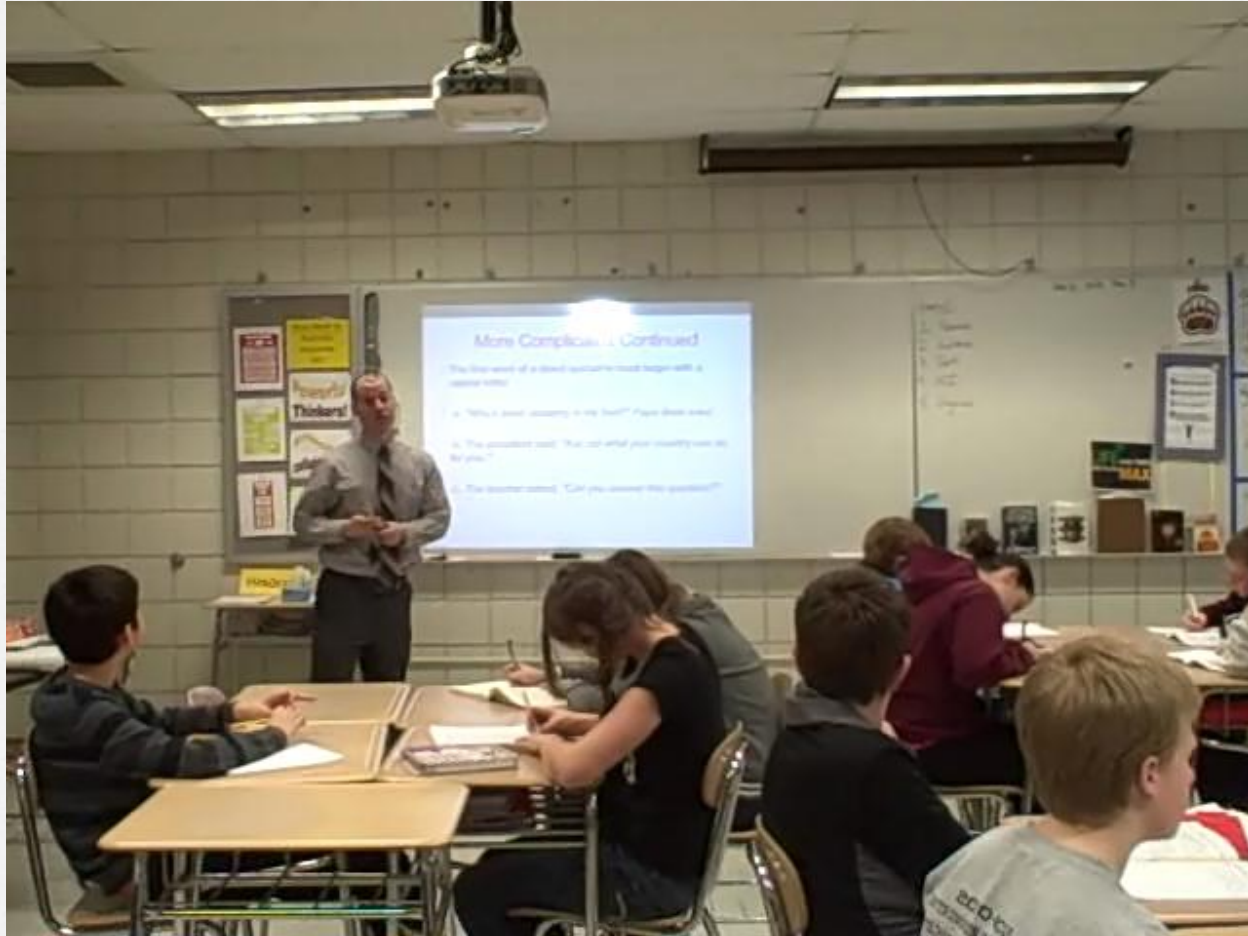
# Expectation Example:

- o Teachers and teams use and discuss a variety of assessments, both summative and formative, and examine student work to target their students' strengths and needs as writers and determine instructional strategies.

# Examining Student Work



# Composing/Revising/Editing



# Timeline

- o Curriculum complete by June
- o Rollout expectations this spring
- o Coaching support and development needs – ongoing into next year

**Regular Board of Education Meeting – Approved Minutes  
February 6, 2013, 7:00 p.m.  
Granby Senior Center and Youth Services Building**

**Attendance was taken at 6:57 p.m.:**

Present Board Members:

Jenny Emery  
Lynn Guelzow  
Cal Heminway  
Edward Ohannessian  
Benjamin Perron  
Rosemarie Weber  
Sean Goodridge (Student Representative)  
Lexi Grimaldi (Student Representative)

Absent Board Members:

Mr. Ronald Walther

Mr. Heminway called the meeting to order at 7:00 p.m.

**I. Public Comment**

There were no public comments this evening.

**II. Administrative Reports**

**II.A. Superintendent's Announcements**

- We extend a warm welcome to parents, administrators, staff and students this evening.
- A reminder that all materials from this evening can be obtained on-line.
- Second round interviews for the new middle school principal have been completed. A decision is expected in early March/mid-March.
- Congratulations to our Teacher of the Year, Jennifer Miller, on the birth of her daughter Keira Lynn on January 28<sup>th</sup>.
- Congratulations to Mr. Gilbert on the nomination as 2013 National Distinguished Principal. There will be a site visit at Kelly Lane on March 22<sup>nd</sup>.
- The district Teacher Evaluation Committee is making excellent progress including designing evaluation tools that can be used with support staff (guidance counselors, school psychologists, etc.).
- Safety meetings have been held around the district. Principals were hosting meetings with the community and parents in particular schools.
- The district will be coming together on Valentine's Day for the 2-month anniversary of the Newtown tragedy for a Hearts that Care campaign. A letter will go out to parents tomorrow. This will be a community-wide one-day effort. ZippSlip donations will be available if you would like to do that.
- The window for CMT and CAPT testing is March 1-28.
- The FY14 budget is moving along. As part of the Governor's budget, we will receive an extra \$13,000 (approximately) in Education Cost Sharing (ECS) funding.
- There will be a Legislative Breakfast tomorrow morning at the State Capitol. Board members are welcome to attend if your calendars permit.
- A reminder that there is no school on February 18<sup>th</sup> and 19<sup>th</sup>.
- Thank you to everyone for attending tonight's meeting.

**II.B. Student Representative Reports**

- Job shadow day was yesterday. Students in all grades at the high school experience real-world opportunities in the workplace by shadowing local business owners and professionals in areas that interest them.
- The boys' basketball team is on a roll with 14 straight wins after beating Stafford 67-52 at home and will have another game tomorrow against Avon; girls' basketball beat Stafford 52-29 and have 2 more games against East Granby and Avon; hockey won against the Amherst regional team on Saturday and have another game at the Newington arena against Wethersfield; swimming has a meet at Hartford Public High on Friday; wrestling has a meet tonight at home against Somers.

- The Horticulture Club continues to sell roses and Teen Battle Chef Club & Culinary Arts Club are preparing for their Valentine's Day sale of cake and chocolate pops. The proceeds of both are being donated to Hearts that Care to benefit Sandy Hook.
- Students are auditioning and preparing for the annual GMHS Winter Coffeehouse which will be held on Friday, February 22<sup>nd</sup> at 7 p.m.
- The GMHS Booster Club will hold its 7<sup>th</sup> Annual Comedy Hypnotist Night featuring Dan LaRosa on Saturday, February 9<sup>th</sup> at 7 p.m. Tickets will be sold at the door and admission is \$5 for students and senior citizens and \$10 for adults. Children 5 and under are free.

## **II.C. Schools in the Spotlight**

Mr. Joe Jarvis, Social Studies teacher at the high school, along with a few of his students, shared information about the course, Big History. This is a pilot, world-wide program and is run out of the University of Michigan. The goal of the course is to get students to synthesize complex information. All content is on-line (digital textbook). David Christian, a professor in Australia gives the talks to the students and there are also guest lectures. Students shared how the course incorporates history, science, English and math and how they use their critical thinking skills. After this year, an assessment of the course will be brought to the Board for further action.

## **III. Consent Agenda**

### **III.A. Minutes**

A motion was made by Ben Perron and seconded by Lynn Guelzow to adopt the consent agenda. This motion passed at 7:33 p.m. with two abstentions (Jenny Emery and Ed Ohannessian).

## **IV. Old Business**

### **IV.A. Second Reading of Policy 6159, Individualized Education Program**

There have been no comments or changes made to this policy thus far. The policy will go to the Board for a third reading and approval at the next meeting.

## **V. New Business**

### **V.A. Secondary School Improvement Update**

Dr. Patricia Law presented an update to the school improvement plan for the high school.

Action steps include: a CAPT simulation, use of special education teachers as coaches, the use of the literacy specialist and consulting teacher to support teachers; and, the development of a rubric for the district achievement writing goal. A draft rubric was shared with the Board. The high school is using a three-team model (intervention team, leadership team and collaborative teacher team) to implement and monitor progress of the action steps.

Mr. Paul Osypuk presented his update to the middle school improvement plan. The middle school is working on improving student writing. Action steps include: examination of CMT strand data; implementation of a school-wide writing rubric; and, implementation of reader/writer workshop model. A school leadership team is monitoring the progress of the school improvement plan.

### **V.B. Intermediate School Reconfiguration**

Mr. Addley presented the intermediate school reconfiguration project. The purpose of the study was to explore the pros and cons of reconfiguring the intermediate schools from two schools serving grades 3-6 to two schools; one serving grades 3-4 and one serving 5-6.

Mr. Addley shared the committees' findings from the literature, the cost of reconfiguring the grade levels, the survey data from all the constituents (teachers, parents and students), and the final recommendations. The recommendations were:

1. Keep the current grade level configuration of the intermediate schools.
2. Review school configurations to address declining enrollment.
3. Explore alternate solutions to the issue of "swing streets."
4. Recognize and celebrate the culture, practices and performance of both intermediate schools.
5. Provide more shared experiences for the students from both intermediate schools.
6. Seek alternate solutions to increase grade level teacher collaboration on instruction.

The Board and public expressed their appreciation for the careful assessment that was completed.

## **VI. Miscellaneous**

### **VI.A. Board Standing Committee Reports**

#### **VI.A.1. Curriculum/Policy/Technology/Communication**

This subcommittee met this evening. The Curriculum Director's report was discussed: The teacher evaluation process is moving along with rollout to the full teaching community - the Board will hear more about this and will see it on a future March agenda; work is being done on the core curriculum - alignment will carry on to the next school year and will be brought to the Board at the appropriate time. Also discussed was the new text, *Book Thief*, which was approved by the subcommittee and meets demand of rigor. An update was shared on the implementation of an intervention plan for special education – will also hear more about this in the future.

#### **VI.A.2. Finance/Personnel/Facilities**

This subcommittee has not met.

### **VI.B. Other Board-Related Reports**

#### **VI.B.1. Athletic Field Project Committee**

The Board of Selectmen approved being over budget by \$50K in addition to a contingency of \$50K for any other overages. Negotiations will begin with the selected contractor. It is estimated construction will begin March 1<sup>st</sup>. A list of items which are not included in the athletic field project will be discussed at the next Board Meeting.

#### **VI.B.2. CREC/CABE**

Mr. Heminway stated he went to Washington, DC last week. School safety was discussed with regard to the Newtown tragedy. The general message to legislators was that there are three big funding problems, all of which effect education across the nation. This message went directly to our new senator. Some other items discussed were ECS, which is flat-funded; Choice funding may be increased up to \$8K per student for 4% participation; and Pre-K tuitions - stay tuned much more information on that topic.

#### **VI.B.3. Granby Education Foundation**

The Granbee will be held in March.

#### **VI.B.4. District Efficiency Initiatives**

The re-lamping project will go through the subcommittee and to the Board at the next meetings.

### **VI.C. Calendar of Events**

#### **VI.D. Board Member Announcements**

The next Board Meeting has been moved from February 20<sup>th</sup> to February 27<sup>th</sup>.

## **VII. Executive Session/Non-Meeting**

There was no Executive Session/Non-Meeting this evening. A motion was made by Jenny Emery and seconded by Lynn Guelzow to adjourn the regular meeting. This motion passed unanimously at 9:07 p.m.

Respectfully submitted,

Jenny Emery  
Board Secretary

Linda Powell  
Board Recorder

## **Instruction**

### **Individualized Education Program/Special Education Program**

#### Information and Resources Relating to Individualized Education Programs

Pursuant to Connecticut law, the Granby Board of Education must provide parents of students eligible for special education and related services with information and resources, created by the Connecticut State Department of Education (the “Department”), relating to individualized education programs (“IEPs”). In accordance with this requirement, the Board provides the following list of information and resources to assist parents.

- Bureau of Special Education Resources,  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730>
- A Parent’s Guide to Special Education in Connecticut,  
[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents\\_Guide\\_SE.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf)
- Individualized Education Program (IEP) Forms,  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322680#IEP>
- A Tool to Assist PPTs in Addressing the Unique Communication Needs of Students Who are Deaf or Hard of Hearing, Language and Communication Plan,  
[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Language\\_Communication\\_Plan.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Language_Communication_Plan.pdf)
- Promoting School Success for Children with Disabilities:
  - Least Restrictive Environment,  
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/LRE.pdf>
  - PPT 101, <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/PPT101.pdf>
  - PPT Process, [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/PPT\\_Process.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/PPT_Process.pdf)
- Secondary Transition, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322676>
- Helpful CT Resources for Families,  
[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources\\_Families.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources_Families.pdf)

## **Instruction**

### **Individualized Education Program/Special Education Program (Cont'd)**

Legal Reference: Connecticut General Statutes

- 10-76a. Definitions.
- 10-76b. State supervision of special education programs and services. Regulations.
- 10-76d. Duties and powers of boards of education to provide special education programs and services.
- 10-76g. State aid for special education.
- 10-76ff. Procedures for determining if a child requires special education.
- 10-76h. Special education hearing and review procedure.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations

- 34 C.F.R. 300 et seq. Assistance to States for Education of Children with Disabilities.
- 300.22. Individualized education program.
- 300.502. Independent educational evaluation.
- 300.533. Placement during appeals.
- 300.114-120. Least restrictive environment.

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

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

Policy adopted:

**GRANBY PUBLIC SCHOOLS**  
Granby, Connecticut

GRANBY PUBLIC SCHOOLS  
INDOOR AIR QUALITY SURVEY

SCHOOL YEAR 2012-13

School	Summary Comments	Concerns #1	Concerns #2	Concerns #3
High School	FY12: Major problems are heat related. Water leaks have been repaired.	FY12: Leaks in room 1312, 2207, 3218 – repairs are being monitored. FY13: continue to monitor repairs to 1312, 2207, and 3218. Not air quality issue yet.	FY12: Main gym dusty, especially weight room. Some improvement vs. prior year.  FY13: Improved, but a constant issue with no windows that open	FY12: Girls locker room has little ventilation and is hot when temperature is 65 degrees or above  FY13: Same concerns
Middle School	FY12: After surveying each faculty and staff member...relatively clean facility with good indoor air quality.  FY13: Same overall comment	FY12: Delivery trucks turn off engines to avoid exhaust entering air ducts  FY13: No comment on this issue.	FY12: Girls bathrooms need more ventilation. Head Custodian to address  FY13: No comment on this issue	FY12: No comment on this issue  FY13: Dust in Media Center carpet
Kelly Lane	FY12: Kelly Lane is in excellent shape in regards to IAQ.  FY13: Air vents need attention – some not working? Many vents need cleaning of ceiling tiles near vents.	FY12: Rooms 1- 11 sometimes cold in winter  FY13: Same comment – constant fresh air blowing	FY12: Odor from heating system in gym  FY13: No odor comment, gym vent needs to be cleaned	FY12: Dust level high in rooms 10 & 20  FY13: Dust level high in Book & Copy room
Wells Road	FY12: Presently, there are a very small number of reported concerns by the staff  FY13: Same overall comment			
Kearns	FY12: Generally satisfied with air quality; need better dusting in some areas and have heating issues.  FY13: Same overall comment. A couple of moisture issues that need attention.	FY12: Room 23 has mildew smell on carpet where hot water pipe leaked.  FY13: signs of moisture in room 20	FY12: No comment on this issue.  FY13: exhaust fans in office bathroom and clinic not functioning properly	FY12: A number of rooms need more frequent dusting.  FY13: Dusting skipped in some rooms and needed on library shelves

## **Students**

### **Discipline: Suspension/Expulsion**

All school district employees share responsibility for supervising the behavior of students to help them meet standards of conduct established by the Board of Education or the school administration. In working with the students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

#### **I. Definitions**

- A. **Emergency** means a situation in which the continued presence of the student in school or school sponsored activities poses 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.
- B. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- C. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.
- D. **In-School Suspension** means an 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. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- E. **Removal** is the exclusion of a student for a class period of ninety (90) minutes or less.
- F. **School Days** shall mean days when school is in session for students.
- G. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- H. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

## Students

### Discipline: Suspension/Expulsion (Cont'd)

- I. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below. Suspensions shall be in-school suspensions unless the administration determines 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 shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.
  - J. **Weapon** means any BB gun, any black jack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.
  - K. The terms “martial arts weapon,” “electronic defense weapon,” “dangerous instrument,” and “deadly weapon” are defined below at Section VII.B.
  - L. Notwithstanding the foregoing, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.
- II. 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.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

#### **B. Conduct off School Grounds**

Students may be suspended or expelled for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (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 Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the use of drugs.

#### **III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion**

A. Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion) includes conduct on school grounds or at a school-sponsored activity, and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.

**Students**

**Discipline: Suspension/Expulsion (Cont'd)**

6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, or misidentification of oneself to such person(s).
8. A walk-out from or sit-in within a classroom or school building or school grounds.
9. 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).
10. Possession of any weapon, weapon facsimile, deadly weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object.
11. Possession of any ammunition for any weapon described above in paragraph 10.
12. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
13. 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.
13. Unauthorized possession, sale, distribution, use, consumption, or aiding in the procurement of tobacco, 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. For the purposes of this Paragraph 13, 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.

**Students**

**Discipline: Suspension/Expulsion (Cont'd)**

14. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (13) 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.
15. 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.
16. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
17. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
18. Trespassing on school grounds while on out-of-school suspension or expulsion.
19. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
20. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
21. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
22. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
23. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

24. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
25. 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.
26. Possession and/or use of a laser pointer.
27. Hazing.
28. Bullying, defined as the repeated use by one or more students of a written, verbal or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
  - a) Causes physical or emotional harm to such student or damage to such student's property;
  - b) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
  - c) Creates a hostile environment at school for such student;
  - d) Infringes on the rights of such student at school; or
  - e) Substantially disrupts the education process or the orderly operation of a school.

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

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

29. 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.
30. Engaging in a plan to stage sexual activity for the purpose of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
31. 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.
32. 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.
33. 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.
34. Any action prohibited by any Federal or State law.
35. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

#### **IV. Procedures Governing Removal from Class**

- A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.
- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.
  
- V. Procedures Governing Suspension
  - A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In such cases, the following procedures shall be followed.
    1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which time the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
    2. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.
    3. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
    4. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.
    5. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
    6. Notice of the original suspension shall be transmitted by the principal or designee to the superintendent of schools or designee by the close of the school day following the commencement of the suspension.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

7. The student shall be allowed to complete any class work, including examinations, without penalty, which he or she missed while under suspension.
  8. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school.
  9. Following a conference with the principal or designee, the parent or guardian may request the Superintendent to review the principal's decision. The Superintendent will promptly review the decision and communicate his/her conclusions to the parent or guardian.
  10. During the period of suspension, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where the student has previously been suspended, or where such suspension will result in the student's being suspended more than ten (10) times or for fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing.

#### **VI. Procedures Governing In-School Suspension**

- A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
- C. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

- D. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.
- VII. Procedures Governing Expulsion Recommendation
- A. A principal may consider recommendation of expulsion of a student in a case where he/she has reason to believe the student has engaged in conduct described at sections II.A. and II.B., above.
- B. A principal must recommend expulsion proceedings in all cases against any student whom the administration has reason to believe:
1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or
  2. off school grounds, possessed a firearm as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or
  3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.
  4. has committed a second offense in the possession, sale, distribution or use of alcohol and/or controlled drugs or substances.
  5. The following definitions shall be used in this section:
    - a. "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.

**Students**

**Discipline: Suspension/Expulsion (Cont'd)**

- b. "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.
- c. "Electronic defense weapon" means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury.
- d. A "firearm" as defined in 18 U.S.C § 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device.

As used in this definition, a "destructive device" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. 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.

- e. "Martial arts weapon" means a nunchaku, Kama, kasari-fundo, octagon sai, tonfa or Chinese star.
- e. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon as defined above or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.

- C. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

#### **VIII. Procedures Governing Expulsion Hearing**

- A. Emergency Exception:

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of CT Gen. Stat. § 10-233d and the applicable provisions of the Uniform Administrative Procedures Act, CT Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

- B. Hearing Panel:

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

- C. Hearing Notice:
1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) within a reasonable time prior to the time of the hearing.
  2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
  3. The written notice of the expulsion hearing shall inform the student of the following:
    - a. The date, time, place and nature of the hearing.
    - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
    - c. A short, plain description of the conduct alleged by the administration.
    - d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
    - e. The student may cross-examine witnesses called by the Administration.
    - f. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.
    - g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.



## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.

8. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.
9. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.
10. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.
11. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.
12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
13. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

14. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing.

E. Expulsion Notice:

The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

F. Presence on School Grounds and Participation in School-sponsored Activities During Expulsion:

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational program provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

IX. Board Policy Regarding Mandatory Expulsions

In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student for one (1) full calendar year for: the conduct described in Section VII(B)(1), (2) and (3) of this policy. The Board may modify the term of expulsion on a case-by-case basis.

X. Alternative Educational Programs for Expelled Students

A. *Students under sixteen (16) years of age:*

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational program.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

**B.** *Students sixteen (16) to eighteen (18) years of age:*

1. The Board of Education shall provide an alternative education to a sixteen (16) to eighteen (18) year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least sixteen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.
2. The Board of Education is not required to offer an alternative program to any student between the ages of sixteen (16) and eighteen (18) who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity.
3. The Board of Education shall count the expulsion of a pupil when he/she was less than sixteen years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

**C.** *Students eighteen (18) years of age or older:*

The Board of Education is not required to offer an alternative educational program to expelled students eighteen (18) years of age or older.

**D.** *Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):*

Notwithstanding Sections X.A. through C. above, 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 program to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

- E. *Students for whom an alternative educational opportunity is not required:*

The Board of Education may offer an alternative educational opportunity to a pupil for who such alternative educational opportunity is not required as described in this policy.

#### XI. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14) above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If the student has not previously been suspended or expelled, and the administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

#### XII. 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.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

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.

**XIII.** Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

**A.** *Suspension of IDEA students:*

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") 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 administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

**B.** *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.
2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.

## Students

### Discipline: Suspension/Expulsion (Cont'd)

5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for expulsion or a suspension that results in a change in placement.

C. *Transfer of IDEA students for Certain Offenses:*

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XIII.C.:

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

#### XIV Procedures Governing Expulsions for Students Identified as Eligible for Educational Accommodations under Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

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.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

XV. 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 having been 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.

XVI. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVII. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVIII. Compliance with Reporting Requirements

- A. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- B. 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.

## **Students**

### **Discipline: Suspension/Expulsion (Cont'd)**

- C. 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.

#### Legal References:

##### Connecticut General Statutes:

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act.  
§§ 10-233a through 10-233e Suspension and expulsion of students.  
§ 10-233f In-school suspension of students.  
§29-38 Weapons in vehicles.  
§53a-3 Definitions.  
§53a-206 (definition of “weapon”)  
Packer v. Board of Ed. of the Town of Thomaston, 246 Conn. 89 (1998).  
State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).  
State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

##### Federal law:

Honig v. Doe, 484 U.S. 305 (1988)  
Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.  
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).  
18 U.S.C. § 921 (definition of “firearm”)  
18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)  
21 U.S.C. § 812(c) (identifying “controlled substances”)  
34 C.F.R. § 300.530 (defining “illegal drugs”)  
Gun-Free Schools Act, Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at 20 U.S.C. § 7151)

**Policy & Regulations adopted: 9/97**  
**Revisions adopted by BOE: 1/18/06**  
**Revisions adopted by BOE:**

**GRANBY PUBLIC SCHOOLS**  
**Granby, Connecticut**

**Curriculum/Policy/Technology/Communications Subcommittee Meeting Minutes  
February 6, 2013, 5:30 p.m.  
Central Services**

Present:

Alan Addley

Diane Dugas

Jenny Emery

Bob Gilbert

Ben Perron

Rosemarie Weber (Arrived late)

Meeting commenced at: 5:45 p.m.

Meeting adjourned at: 6:45 p.m.

- I. Curriculum Director's Report: Discussed educational reform; teacher evaluation process; and, core curriculum. Work will go into the fall of 2013. Curriculum will be aligned to the common core for K-8 by next year. Need to be prepared for assessments.
  
- II. Student Discipline Policy: This policy will be moved forward for a first reading at the next Board Meeting.
  
- III. New Texts: *Book Thief* text approved.
  
- IV. Other: Study update on implementation of intervention plan for special education.

February 22	Middle School Dance	6:30-8:30 p.m.	MS Gymnasium
February 22	HS Coffee House	7:00 p.m.	HS Commons
February 27	Finance Subcommittee Meeting	5:30 p.m.	Central Services
	Board of Education Meeting	7:00 p.m.	Central Services
March 6	Curriculum Subcommittee Mtg.	5:30 p.m.	Central Services
	Board of Education Meeting	7:00 p.m.	Central Services
March 13	Budget Workshop	7:00 p.m.	Central Services
March 15-16	High School Drama Play <i>Oklahoma</i>	2:00 p.m. (Sat.) 7:00 p.m. (Fri. & Sat.)	HS Auditorium
March 19	Early Release (Secondary only) Conferences		
March 20-22	Early Release (Elementary only) Conferences		
March 20	Finance Subcommittee Meeting	5:30 p.m.	Central Services
	Board of Education Meeting & Budget Workshop	7:00 p.m.	Central Services
March 22	GranBee	6:30 p.m.	HS Auditorium
March 27	Budget Workshop (If necessary)	7:00 p.m.	Central Services
March 29	Holiday – No School		Offices Closed
April 1	Early Release (All schools) Professional Development		
April 3	MS Grandparents'/Sr. Citizens' Day		Middle School
April 8	Town Budget Hearing		HS Auditorium
April 11	MS Spring Parents' Day		Middle School
April 15-19	April Vacation		Offices Open