

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on Tuesday, March 5, 2013 at 7:30 p.m. in the Municipal Board Room, 3 Primrose Street.

D. Leidlein, Chair	J. Robinson
L. Roche, Vice Chair	L. Gejda
C. McCubbin, Secretary (absent)	R. Bienkowski
R. Gaines	2 Staff
W. Hart (absent)	4 Public
K. Alexander	3 Press
J. Vouros	

Mrs. Leidlein called the meeting to order at 7:40 p.m. and removed the personnel item regarding the middle school teacher from the consent agenda.

Item 1 – Consent Agenda

MOTION: Mr. Gaines moved that the Board of Education approve the consent agenda which included the minutes of February 19, 2013, the donation of a sound study of the Newtown High School auditorium, various donations to the district and a personnel item. Mrs. Roche seconded.

Mr. Gaines spoke about the generous donation of 180 cameras to the Newtown School District from the Panasonic Corporation. Vote: 5 ayes

Mrs. Leidlein noted that the Board received a letter of resignation from Dr. Robinson effective June 28, 2013 which stated that she was very committed to helping Newtown during this transition. She thanked Dr. Robinson for her continued support. Mr. Gaines said they appreciated Dr. Robinson's efforts the last five years.

MOTION: Mr. Alexander moved that the Board amend the agenda to add a discussion and possible action on the superintendent search committee. Mr. Gaines seconded. Vote: 5 ayes

MOTION: Mr. Alexander moved to include a discussion and possible action on the interim superintendent search process. Mr. Gaines seconded. Vote: 5 ayes

Item 2 – Public Participation – none

Item 3 – Reports

No correspondence report.

Chair Report: Mrs. Leidlein said we are in the process of working to find funding for all of our security needs. She received a call from Senator Blumenthal's office stating a committee is still advocating for us and they will provide more information in the next week. She had also read a draft of the Serve Grant which is ready to be submitted.

Dr. Robinson said our expectation is that we will file it electronically Wednesday and expect interaction very quickly. It is still a draft and will be made public after it was accepted. This is a recovery grant with most of the funds being used for mental health services and needs for our children, teachers and community to help get through the recovery. We also talked with Bob Tait as the town will submit the Justice Grant. Melissa Brymer will report to the Board at the next meeting.

Mr. Bienkowski shared information on oil and diesel which were bid on February 28. We don't have these extra expenses for Chalk Hill but we do expect electricity costs there to be upwards of \$80,000. At the old Sandy Hook School electricity is down to about half and the heat is still on. Since the school is an abandoned building it may be possible to move the expenses to the town's budget.

Mrs. Roche referred the 21,000 gallons of oil for Sandy Hook School.
Mr. Bienkowski said they received 10,000 gallons in January. He asked that Mr. Faiella be conservative about putting fuel in that tank.

Mrs. Leidlein suggested monitoring how quickly that reserve oil goes down. She asked if it was possible to remove the oil from that tank to another location.
Mr. Bienkowski said it would be more cost effective to do that. All the tanks are measured every Friday.
Mr. Alexander verified that the additional amounts for Chalk Hill are not in the budget.
Mr. Bienkowski provided a hiring update since December 14.

Mrs. Roche asked if an email was received from a company trying to donate mini I-pads.
Dr. Robinson said that has not come to the Board yet.

Item 4 – Old Business

Mrs. Leidlein asked to table the January 23 minutes because Mr. Hart was not at the meeting.

Mr. Vouros asked about the insurance claims.
Mr. Bienkowski said he submitted \$500,000 in insurance claims which included custodial overtime and changes to Chalk Hill as well as other staff overtime. They will submit part reimbursement. He doesn't have time sheets from Monroe for about \$90,000 so he will have to get back up if necessary. This will stay open until all the claims are satisfied.

Mrs. Roche asked if additional staffing would be covered by the Serve Grant.
Dr. Robinson said the majority would be covered. A couple of security guard positions will go into the Justice Grant.
Mrs. Roche suggested that further documents show what is covered and what is not.

Item 5 – New Business

Public Health Course:

Dr. Gejda said this new course proposal brings information to the students about their world and public health issues. Susan McConnell, science teacher, provided additional information. This is student-directed course using technology so no books are needed.

MOTION: Mr. Gaines moved to approve the Public Health course. Mr. Vouros seconded.
Vote: 5 ayes

Calendar 2012-2013 School Calendar:

Dr. Robinson said there have been inquiries regarding the calendar. We had 5 days for the hurricane which put us at June 18 but we have an additional 4 days. We received a waiver from the state on the 180 days. She asked if the Board wanted to keep the 182 days or take advantage of the 180 day waiver.

Mrs. Leidlein said we resolved not to touch the April break and decided to go the June 21 as the 182nd day.

Mr. Alexander felt we could set the end date and forfeit any other days we lose.

Dr. Robinson said teachers will still have to work 187 days into the following week.

Mrs. Leidlein was concerned about requiring teachers to work 187 days specifically with Sandy Hook and who worked over their break and the amount of time worked.

Dr. Robinson said Sandy Hook teachers were off a week and then off a break. Some people came to work the break but they had a period of two weeks. This would be discussed offline. Mr. Alexander felt we could set the end date for students without getting into a negotiation with the teacher's union.

Mr. Gaines said the calendar states we would stop at June 21. We need to clarify and state at the next meeting that June 21 would be the final day of school and that no days would be taken from the April vacation as previously stated by the Board.

MOTION: Mr. Gaines moved to adopt the 2013-2014 school calendar. Mr. Vouros seconded.

Mrs. Leidlein recommended taking a day in December in memory of December 14 as a day off from school.

Mr. Gaines said we have other holidays that are recognized in the schools on the actual day such as honoring the veteran's on Veteran's Day. Honoring those lost while in school would help them cope more.

Mrs. Leidlein agreed but also considered the adults in the building and their ability to deal with that situation on that day. We don't have to address it next year because it's on a Saturday.

Mrs. Roche met with the Columbine principal. Their district made it a holiday to spend time with their families and the community. She supports this for the 1-year mark by having December 13 as no school.

Mr. Alexander feels that then it becomes a day off not for the purpose to remember. He spoke to teachers concerned about breaking down in front of their students. The students comfort the teachers and it works very well for them. He feels it is important for them to be there. There could be a district wide message where all the schools honor the day being in school.

Mr. Vouros feels it is worth checking with the principals.

Mrs. Leidlein would not take action until there was more feedback.

Dr. Robinson said there are already things being planned for that Saturday. She feels that because it's the first anniversary that on December 13 if teachers and students were in school they would have the support they might need and would not be alone.

Mrs. Roche suggested waiting for input from Mr. McCubbin, Mr. Hart and the principals.

Mr. Gaines wanted to adopt this calendar with the caveat that we may adjust the December 13 day so at least families know the calendar. We can adjust the calendar if necessary.

Mr. Alexander asked Dr. Gejda to comment on the PLC days.

Dr. Gejda said the early release days after December were more building based. We are working with performance assessment but not every group has been able to administer that yet. It will be very important next year to complete the work we started this year.

MOTION: Mr. Alexander moved that the Board amend the motion to include that considerations of any memorial day of December 14 may affect the end of the year date. Mrs. Roche seconded.

Vote on amendment: 5 ayes

Vote on main motion: 5 ayes

2014-2015 calendar:

MOTION: Mr. Gaines moved that the Board of Education adopt the 2014-2015 school calendar with the caveat that it may be modified depending on what the Board chooses to do to honor the December 14 date. Mrs. Roche seconded. Vote: 5 ayes

Mr. Alexander asked if the 2014-2015 calendar was aligning with Danbury.

Dr. Robinson said they are expecting to use the same week in April. She noted that the break is two weeks before the referendum.

Revision to Policy 7-401 Student Discipline: Suspension and/or Expulsion Procedures
Regarding the Use of Hearing Officers for Expulsions:

MOTION: Mr. Gaines moved that the Board of Education approve the revision to Policy 7-401 Student Discipline Suspension and/or Expulsion Procedures regarding the Use of Hearing Officers for Expulsions. Mrs. Roche seconded. Vote: 5 ayes.

MOTION: Mr. Gaines moved that the Board of Education act as a committee of the whole in the appointment of an interim superintendent. Mrs. Roche seconded.

Mr. Alexander said the point of having this is that we can hold non-meetings which are not FOIA accessible. It allows the Board to meet and hire outside assistance.

Vote 5 ayes

MOTION: Mr. Gaines moved that the Board of Education act as a committee of the whole in the appointment of a superintendent. Mrs. Roche seconded. Vote: 5 ayes

Mrs. Leidlein asked Mrs. Roche to chair that process for both positions.

Mrs. Roche spoke about the previous Board meeting with Bob Rader of Cabe on how to conduct a superintendent and interim superintendent search. They hope to interview for the interim as early as next week. The Board will serve as the search committee for both positions. The superintendent search could take a long time.

Mr. Gaines stated that the superintendent is staying until the end of June. The interim will assist the superintendent to the end of the year.

Item 6 – Public Participation

Caryn Holden, 68 Berkshire Road, asked the Board to consider having school on December 13 so families and staff would be there to support each other or have the option of being with their families. She also asked the Board to meet with the Sandy Hook staff and families as there has been a lack of to the school to address their concerns.

MOTION: Mr. Alexander moved that the Board go into executive session regarding security matters and invited Jaime Rivera and Dr. Robinson. Mr. Gaines seconded. Vote: 5 ayes

Item 7 – Executive Session

MOTION: Mr. Alexander moved to adjourn. Mr. Gaines seconded. Vote: 5 ayes

Item 8 – Adjournment

The meeting adjourned at 10:30 p.m.

Respectfully submitted:

Debbie Leidlein
Chair

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on Tuesday, February 19, 2013 at 7:30 p.m. in the Reed Intermediate School library.

D. Leidlein, Chair	J. Robinson
L. Roche, Vice Chair (absent)	L. Gejda
C. McCubbin, Secretary	R. Bienkowski
R. Gaines	1 Public
W. Hart	3 Press
K. Alexander	
J. Vouros	

Mrs. Leidlein called the meeting to order at 7:44 p.m.

Item 1 – Consent Agenda

MOTION: Mr. Gaines moved to approve the consent agenda which included the minutes of February 5, 2013, high school field trips, miscellaneous donations and personnel items. Mr. Hart seconded. Vote: 6 ayes

Item 2 – Public Participation – none

Item 3 – Reports

Correspondence: Mr. McCubbin said the Board received 50 emails with 16 regarding increased security, 17 on the Newtown children's chorus, 3 in support of the budget, and 9 miscellaneous. Chair Report: Mrs. Leidlein received an invitation she would share with the Board to attend a symposium through the United Way to be held at Wesconn on February 27 and 28 with both afternoon and evening events. She reminded everyone that there was a Board of Finance public hearing Thursday night regarding the budget.

Superintendent's Report: Dr. Robinson spoke with Melissa Brymer from UCLA who is working on the Serve Grant. She will be meeting with her on Friday and she would also be here the next week where we hope to be able to review and send it out. Mrs. Leidlein asked that the Board read it before it was sent.

Mr. Gaines stated that we had discussed an additional personnel position for central office and Chalk Hill.

Dr. Robinson said the one for central office was for a logistics person and the other was a district-wide coordinator for mental health services.

Mr. Hart requested a copy of the letter Mrs. Leidlein received from CAPSS be forwarded to the Board members.

Mr. Vouros asked if anything was removed from the Serve Grant.

Dr. Robinson said nothing was removed. Guidance counselors are included. We have to show that everything in the grant is part of recovery.

Financial Report:

MOTION: Mr. Alexander moved that the Board of Education approve the financial report for the month ending January 31, 2013. Mr. Hart seconded.

Mr. Bienkowski commented on the financial report which showed that \$6.7M had been spent for operations. All accounts remain positive. He met with our insurance company to go over the restoration process for Sandy Hook School. They will look at the repairs for the school and a time frame for when they will be made.

Mr. Vouros asked if they were taking into account that we may not go back to that school. Mr. Bienkowski said they were aware of that. We insure our facilities for losses that are sustained. Three classrooms of furniture need to be replaced so we will get reimbursement regardless of whether the school opens.

Mr. Hart questioned the professional services expenses.

Mr. Bienkowski said these items include legal fees and special education costs. This also includes engineering services, medical evaluations, speech evaluations, and occupational and physical therapy. The \$83,000 cost for special education contracting for nursing services was an unbudgeted item.

Vote: 6 ayes

Item 4 – Old Business

January 23, 2013 Minutes:

Mrs. Leidlein said there is a question regarding these minutes about the wording for executive session. She asked for them to be removed so the Board could review the changes from Mr. Hart. They would be on the agenda for the next meeting.

February 14, 2013 Minutes:

MOTION: Mr. Vouros moved to approve the minutes of February 14, 2013. Mr. McCubbin seconded.

Vote: 3 ayes, 3 abstained (Mr. Gaines, Mr. Hart, Mr. Alexander)

Item 4 – New Business

MOTION: Mr. Hart moved to adopt the 2013-2014 school calendar as presented. Mr. Gaines seconded.

Dr. Robinson said April is an issue because our break doesn't coincide with Danbury. We have to keep that week because the following week was our referendum.

Mr. Gaines suggested requesting that they have no exams that week.

Dr. Robinson would work something out. She stated that the NFT arbitration award states that the principals and teachers will consult to decide the conference days, which is why they are not on the calendars.

Mr. McCubbin asked how Brookfield and Bethel were dealing with Danbury's April break.

Dr. Robinson would follow up on that.

Mrs. Leidlein asked about the CMTs dates.

Dr. Gejda said there is testing the week of March 3 with the writing prompt the first Tuesday in March. We normally take 4 weeks.

Mrs. Leidlein asked when the conferences would be decided and felt it was difficult to adopt a calendar without them listed.

Dr. Robinson said the principals have not had those discussions. It wouldn't be practical to have them in March. In the past, the calendars were adopted before conference days were decided.

Mr. Gaines asked if the principals could meet with the teachers before the next Board meeting to which Dr. Robinson said she would communicate the need for them to meet.

Mrs. Leidlein preferred to wait for conference days to take action on the calendar.

Mr. Hart withdrew his motion on the calendar. Mr. Gaines seconded.

Revision to Policy 7-401:

Dr. Robinson stated that when a student is recommended for expulsion we usually have a 10-day time frame in which to have the hearing. We would like to have the option of using a hearing officer for the expulsion hearing if we cannot get enough board members. There are several attorneys in the state that do this work.

Mr. Gaines suggested a change to the statement as follows:

Alternatively, the Board may appoint an impartial hearing officer to hear and decide the expulsion matter provided that ~~no member of the Board may serve on such panel~~ **three members of the Board are not available to serve on the panel.**

Item 6 – Public Participation – none

MOTION: Mr. Alexander moved to add to the agenda a discussion of the communications subcommittee. Mr. Gaines seconded. Vote: 6 ayes

Mr. Alexander said the communications subcommittee was going to provide a newsletter for the public which he would provide to the Board to review.

MOTION: Mr. Alexander moved to adjourn. Mr. Hart seconded. Vote: 6 ayes

Item 7 – Adjournment

The meeting adjourned at 8:28 p.m.

Respectfully submitted:

Cody McCubbin
Secretary

Newtown Middle School



Diane Sherlock
Principal

Dr. Anthony J. Salvatore
Assistant Principal

11 Queen Street
Newtown, Connecticut 06470-2172
(203) 426-7642

13 Stuart Dr.
Danbury, CT 06811

February 26, 2013

Superintendent Robinson, Ph.D.
Office of the Superintendent
3 Primrose Street
Newtown, CT 06470

Dear Dr. Robinson:

My name is Jillian Paparo-Morais. I am currently completing my eighth year as a seventh grade math teacher at Newtown Middle School. I am expecting my third child on May 16, 2013. With your approval, I would like to continue working until I am no longer able. My husband and I have determined that it would be in the best interest of our family to return to work on Monday, September 30, 2013. I am also requesting payment for any remaining personal days at the time of my maternity leave. Thank you for your time and support.

Sincerely,

A handwritten signature in cursive script that reads "Jillian Paparo-Morais".

Jillian Paparo-Morais

Additional Donation for the Consent Agenda

- Donation of 180 cameras to the Newtown School District from Panasonic Corporation valued at \$204,372.00

----- Forwarded Message -----

From: "Thomas K. Marino II" <tmarino@astsecurity.net>

To: pompanom@newtown.k12.ct.us, "Carmella Amodeo" <amodeoc@newtown.k12.ct.us>

Cc: "r.gaines boe" <r.gaines.boe@charter.net>

Sent: Tuesday, March 5, 2013 4:02:10 PM

Subject: FW: Newtown language

Hi Mark

Panasonic is able to donate the following.

96 WV-NF302 1.3 Mega-Pixel IP Dome Camera	MSRP	780.00 ea.	74,880.00
36 WV-SF539 3.1MP IP Dome Camera	MSRP	1345.00 ea.	48,420.00
48 WV-SW559 3.1 MP IP Dome Camera with Wide Dyanmic Range	MSRP	1689.00 ea.	81,072.00

Total 204,372.00

Thomas K. Marino II

V.P. of Business Development & Solutions Engineer

Advanced Security Technologies, Inc.

1876 Barnum Ave

Stratford, CT 06614

203-381-0060 Office

203-395-4046 Mobile

New Program Application
NEWTOWN PUBLIC SCHOOLS

What will the program be called? Give a brief description of the program:

Public Health

The purpose of Public Health: Disease, Disaster, and Development is to motivate and educate students in the many ways public health affects our lives and to expose students to the diverse career opportunities the field of public health. The course is also designed to raise student health literacy in preparation for developing responsibility for their own health and well-being. Students will have opportunities to learn from public health professionals in fields such as: public health research, epidemiology, health care and management, allied health, health policy and administration, medicine, forensics, health education, global health, and genomics.

Public Health: Disease, Disaster, and Development meets state-established standards for public health-related topics covered in math, science, civics, environmental health, family and consumer science, health education, and medical careers. The course provides classroom and community experiences so that students develop 21st century skills, such as communication, problem solving, cultural understanding, collaboration, and use of technology to access, evaluate, and apply research.

The course will raise student awareness of key public health issues in their lives and in the news: from disaster preparedness to health disparities, from outbreak investigations to obesity prevention, and from genomics to greener environments. They will include evidence-based public health, policy development, advocacy, epidemiology, cultural competency, health informatics, and health communication.

(See Appendix 1: Syllabus & Content Outline)

Answer the following questions:

Planning

1. **What is the documented need for the program?**
 - In 2001, the Connecticut State Legislature approved a statewide workforce strategy that increased resources and support for enhanced, industry standards-based IT education at all levels. Through this legislation, the **Connecticut Office for Workforce Competitiveness** has established the **Connecticut Career Choices (CCC)** program at for piloting new IT and STEM teaching and learning programs based on the state and national education and workforce standards.
 - According to the Connecticut Employment and Training Commission JOBS 2010, A Look at Connecticut's Workforce Needs, "Connecticut's long-term ability to compete successfully at a global level will be directly related to the quality and rigor of Science, Technology, Engineering and Mathematics training at all levels K-12 and postsecondary".
 - A survey of U.S. metropolitan employers found that 86% of employers included soft professional skills among their most important hiring criteria. A student's comprehension of both technical and professional skills is the key to producing a labor supply that will meet or exceed Connecticut employers' demands now and in the future.

- The movement to incorporate public health into all undergraduate students' education, while still relatively new, has gained momentum in the past few years. Leaders in the effort are working to quantify exactly how many schools now offer either introductory public health courses to undergraduates, a public health minor or a public health major. The push to add at least some public health presence to the studies of all college students began after the Institute of Medicine's 2003 "Who Will Keep the Public Healthy?" report recommended all undergraduate students have access to public health courses.
- NEASC recommended that NHS "demonstrate that all students, especially those in College Prep B level courses, are actively involved in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills." This course would meet that need.

2. What research is available about the effectiveness of this program or others like it?

This information will be provided by Jane Donn at Education Connection (800-852-4314 x138), and will be supported by the sources cited above (Connecticut Office for Workforce Competitiveness, The CT Labor Department, and JOBS 2010, A Look at Connecticut's Workforce Needs)

3. How does the program align with the core beliefs of the Newtown Success-Oriented School Model?

This is a course that is open to sophomore, junior and senior students at all academic levels. It is intended for those who aspire to work in the field of public health. As such, it will be an application of the philosophy that all children can and will learn well.

4. Who have you communicated with about the program and what are the responses?

This program has been discussed with the science department, the Director of Guidance, the Principal, and the Assistant Superintendent. All responses have been encouraging.

5. Was the program critiqued by a curriculum committee? What were their comments?

This program was discussed with the Assistant Superintendent at the District Science Curriculum Committee on January 23, 2012. The reception was positive.

6. Which staff and students will participate in the first year of the program? How will they be selected?

The course will be taught by Susan McConnell, who teaches biology, AP Biology, and Foundations of Health Science and Technology at Newtown High School. She has been instrumental in initiating this course approval process and is eager to teach this course.

7. What are the staffing implications?

This program will require one teacher for a single period.

8. Do you anticipate that this will become a mandated program?

No

9. When and how will the initial, start-up curriculum be written prior to initiation of the program?

Based on curriculum developed through the Center for 21st Century Skills based on that being taught at the college level and from feedback from teachers and in accordance with national standards.

10. **What is the plan for pre-implementation training and follow-up training?**
Under the terms of the Connecticut Career Choices program the teacher of this course will attend a 2-week summer institute to learn about the course curriculum, online environment and pedagogy. In addition professional development and support services will be offered throughout the school year by the staff of Education Connection as a part of the Connecticut Career Choices program and a National Science Foundation Grant.
11. **What other costs are involved?**
Education Connection will pay for teacher training through grant money. Materials and equipment will be provided by the Science Department, as a small portion of our regular biology purchases. The following year, Education Connection will be able to pay for materials and equipment (including a laptop computer) with another grant.

Measuring Effects

12. **How will you measure the program effectiveness?**
Evaluation. Center for 21st Century Skills at EDUCATION CONNECTION maintains a rigorous evaluation procedure for all of our programs. We utilize logic models with internal and external evaluation components. All evaluation procedures are carried out using reliable and valid measurement tools and PhD-level researchers. Our overarching research question is "Do students who participate in C21 programs and events demonstrate increased engagement and achievement in STEM." The CT Innovation Exposition represents the capstone event for all of our in-class and afterschool programs and has consistently demonstrated over 90% student and teacher satisfaction. Previous data from rigorous quasi-experimental comparison-intervention group study has indicated that students who participate in our programs have statistically significantly higher science achievement than those who do not.

As part of our evaluation procedures we measure student skill development in STEM, student knowledge in STEM, student interest in STEM, and student self-efficacy in STEM. We expect statistically significant increases in these measures as a result of participation. In addition we collect qualitative, descriptive data. The following two teacher quotes indicate the types of typical responses we get: *I think that what we have been discovering these last two years is that we have had a lot of success for Students - especially for students that weren't successful in the traditional academic environment. We have had a number of students who credit these programs for keeping their interest in school.* " *To me as a teacher, I think this program is a great opportunity for my under-represented youth to see a bigger picture and to know, this is available to me...I can be a movie creator. .. I can be a leader...I can speak publically in front of this huge group and I did not know I could!*"

13. **Who will use the information to decide if the program will be continued?**
The Science Department Chairman and the classroom teacher.
14. **When and how will the results be communicated to the Board?**
At the request of the Assistant Superintendent.

Date submitted: February 28, 2013

Contact Person: Christian Canfield

Course Proposal: Public Health

- Unit 1: What is Public Health?
- Unit 2: Public Health Research
- Unit 3: Health Communication
- Unit 4: Social and Behavioral Health
- Unit 5: Disease Prevention and Control
- Unit 6: Global Public Health
- Unit 7: Environmental Health and Public Health Pre...
- Unit 8: Think Globally, Act Locally

Overview:

Disease Prevention to Disaster Preparedness: Topics in Public Health introduces students to the breadth and depth of public health and its significance in their lives. The course demonstrates to students how early public health achievements, control of epidemics and access to clean water, have led the way to the health and economic development of communities and nations.

The course increases the health literacy of students and helps them recognize how their own health behaviors influence the health of the greater community. Each unit offers exposure to a broad range of public health careers and demonstrates both differences and interrelatedness between public health and health care disciplines.

Public Health 101 develops 21st century skills, which are completely aligned with core public health competencies including: communication, problem solving, cultural understanding, collaboration, and the use of technology to access, evaluate and apply research. Guest lecturers, award-winning videos and lessons, and student-driven health campaigns give youth ample opportunity to build skills needed to conduct an outbreak investigation or develop a plan to address chronic diseases in their community. These skills and experiences will prepare them for a variety of careers, healthier life choices and volunteerism in the field, including becoming lifelong advocates for public health.

The course meets state-established standards for public health-related topics covered in math, science, civics, environmental health, family and consumer science, health education, and medical careers.

Public Health: From Disease Prevention to Disaster Preparedness, was conceptualized and developed by Jane Donn at Center for 21st Century Skills at EDUCATION CONNECTION and Billian Stern Consulting, LLC (Cyndi Billian Stern, MA, MPH, Colleen O'Connor, MPH, and Maureen Couvares, MPH), and designed by Emily Wasley at Center for 21st Century Skills at EDUCATION CONNECTION. The development of this course was funded by a Perkins Innovation grant.

Expo 2013 Challenge Project

Responsible Design

Water, Water Everywhere but is it fit to DRINK?

Expo 2013 May 4

Connecticut Convention Center Hartford

Common Core Literacy

Reading

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking and Listening

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Conventions of Standard English

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Observe hyphenation conventions.
 - Spell correctly.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Literacy in Science

RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

- WHST.11-12.1. Write arguments focused on *discipline-specific content*.
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.
- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

ADDITIONAL STAFFING POST 12/14/12

NEW POSITIONS

				<u>DOH</u>		<u>2012-13 SALARY</u>
SANDY HOOK						
ASSISTANT PRINCIPAL	1	CATHY MAZZARIELLO		12/17/2012	ESTIMATED 140 DAYS	\$62,034.00
EDUCATIONAL ASSISTANT	1	OPEN	20 HR/WK @\$13.09/HR		ESTIMATED 64 DAYS	\$3,351.04
	1	OPEN	20 HR/WK @\$13.09/HR		ESTIMATED 64 DAYS	\$3,351.04
	1	OPEN	20 HR/WK @\$13.09/HR		ESTIMATED 64 DAYS	\$3,351.04
	1	OPEN	20 HR/WK @\$13.09/HR		ESTIMATED 64 DAYS	\$3,351.04
	<u>4</u>					<u>\$13,404.16</u>
BUILDING SUBSTITUTES						
	1	ANDREI, CELESTE M.	\$75/DAY	2/25/2013		\$5,925.00
	1	FRAZZETTA, DIANE M.	\$75/DAY	2/11/2013		\$6,375.00
	1	FUCHS, CHRISTINE C.	\$75/DAY	2/11/2013		\$6,375.00
	1	GREEN, ERIN D.	\$75/DAY	2/5/2013		\$6,675.00
	1	LUONGO, KIRSTEN A.	\$75/DAY	1/25/2013		\$7,125.00
	1	O'DELL, HEATHER E.	\$75/DAY	1/28/2013		\$7,050.00
	1	SENTEMENTES, DENISE R.	\$75/DAY	1/28/2013		\$7,050.00
	1	SEXTON, COLLEEN W.	\$75/DAY	1/28/2013		\$7,050.00
	<u>8</u>					<u>\$53,625.00</u>
						\$129,063.16
HAWLEY						
SECURITY GUARD	1	CARLINO, JOSEPH A.	35 HR/WK @\$16.12/HR	2/20/2013	ESTIMATED 82 DAYS	\$9,252.88
MIDDLE GATE						
SECURITY GUARD	1	WANNAGOT, DAVID B.	35 HR/WK @\$16.12/HR	2/12/2013	ESTIMATED 86 DAYS	\$9,704.24
HEAD O'MEADOW						
SECURITY GUARD	1	KAYLOR, MICHAEL E.	35 HR/WK @\$16.12/HR	2/12/2013	ESTIMATED 86 DAYS	\$9,704.24
REED INTERMEDIATE						
SECURITY GUARD	1	DIMAURO, JOEY A.	35 HR/WK @\$16.12/HR	2/4/2013	ESTIMATED 89 DAYS	\$10,042.76
	1	VITARBO, ERNEST M.	35 HR/WK @\$16.12/HR	3/4/2013	ESTIMATED 74 DAYS	\$8,350.16
	<u>2</u>					<u>\$18,392.92</u>
MIDDLE SCHOOL						
SECURITY GUARD	1	HARRISON JR., ROBER	35 HR/WK @\$16.12/HR	2/20/2013	ESTIMATED 82 DAYS	\$9,252.88
	1	ROSARIO, MIGUEL A.	35 HR/WK @\$16.12/HR	2/20/2013	ESTIMATED 82 DAYS	\$9,252.88
	<u>2</u>					<u>\$18,505.76</u>
HIGH SCHOOL						
GUIDANCE COUNSELOR	1	POMERANTZ, SARA L.	MASTERS 1 1.0 FTE	2/12/2013	ESTIMATED 91 DAYS	\$23,532.50
SECURITY GUARD	1	CONWAY JR., THOMAS	35 HR/WK @\$16.12/HR	2/4/2013	ESTIMATED 90 DAYS	\$10,155.60
		CACACE, DANIEL J.		2/4 - 2/25/13	ESTIMATED 12 DAYS	\$1,354.08
	1	OPEN	35 HR/WK @\$16.12/HR	?	ESTIMATED 74 DAYS	\$8,350.16
	<u>2</u>					<u>\$19,859.84</u>
	4					\$43,392.34
CENTRAL OFFICE						
SECURITY GUARD	1	JOHNSON, CARL D.	35 HR/WK @\$16.12/HR	2/25/2013	ESTIMATED 79 DAYS (REPLACED WILLIAM GERARD AT HIGH SCHOOL, WHO WENT TO CENTRAL OFFICE)	\$8,914.36
						\$246,929.90

EXTRA/INCREASE FTE/HOURS

SANDY HOOK

.75 TO 1.0 FTE

NANCY ROGERS-DUFFY
KRISTEN MATTERA
KRISTINA PIERCE

\$474.96 YTD
\$450.00 FORMER SHS TEACHER
\$1,504.70 SHS TEACHER ON LOA
\$2,429.66

ADDITIONAL STAFFING RELATED TO 12/14/12

\$249,359.56

OTHER STAFFING CHANGES

DISTRICT

TESOL TEACHER	NANCY CONRON	4 TO 1.0 FTE		\$16,993.62
MIDDLE GATE				
EDUCATIONAL ASSISTANT	CULLINAN, JOANNE	22.5 HR/WK @\$13.09/HR	1/15/2013 ESTIMATED 96.5 DAYS	\$5,684.33
HEAD O'MEADOW				
EDUCATIONAL ASSISTANT	DEPINTO, MICHELLE	13 HR/WK @\$13.09/HR	2/4/2013 ESTIMATED 90 DAYS	\$3,063.06
HIGH SCHOOL				
EDUCATIONAL ASSISTANT	KUSICK, TRACI D.	13 HR/WK @\$13.09/HR	1/29/2013 ESTIMATED 93 DAYS	\$3,165.16
EDUCATIONAL ASSISTANT	MARIANNE NADRICZN	13HR/WK TO 26HR/WK	1/17/2013 ESTIMATED 100 DAYS	\$3,403.40
				<u>\$32,309.57</u>

NEWTOWN PUBLIC SCHOOLS

OIL QUANTITIES FOR BIDDING PURPOSES 2/5/13

Location	Tank Size	2012-13 Bid Quantity	Request 2013-14	New Bid 2/28/2013
Hawley	10,000	27,000	27,000	27,000
Sandy Hook	10,000	21,000	21,000	21,000
Middle Gate	10,000	25,000	25,000	25,000
Head O'Meadow	10,000	27,000	27,000	27,000
Reed Intermediate	20,000	3,000	3,000	3,000
Middle School	20,000	62,000	62,000	62,000
High School	20,000	11,300	13,900	13,000
High School -HW	2,000	2,600		0
H S Greenhouse	550	0		0
Maintenance Shop	660	4,000	4,000	4,000
Total Capacity	103,210	182,900	182,900	182,000

Contract Period:	7/1/12-6/30/13	7/1/13-6/30/14	
East River Energy - Contract	3/12/2012	2/28/2013	3,1590
Spill Recovery Fee			0.0019
NORA			0.0000
Lust Tax			0.0010
Total Cost Per Gallon	3.3746	3.6500	3.1619
Obligated Gallons	182,900	182,900	182,000
Total Costs - Requested	\$617,214	\$667,585	\$575,466

BOE Budget	\$ 667,585
Estimated Reduction to Budget	(\$92,119)

Additional Oil	
Chalk Hill	gallons 40,000
Total Costs (w/o Chalk Hill)	\$ 575,466
Total Needed	\$ 701,942
Less: BOE Budget	\$ 667,585
Net Additional Costs	\$ 34,357

DIESEL OFFSET

<u>Diesel Fuel</u>	<u>Budget</u> <u>2012-13</u>	<u>Request</u> <u>2013-14</u>	<u>New Bid</u> <u>2/28/2013</u>
Gallons	132,147	121,840	121,840
East River Energy - Contract			
Spill Recovery Fee	\$ 3,4971	\$ 3,7971	\$ 3,1464
NORA	\$ 0.0019	\$ 0.0019	\$ 0.0019
Lust Tax	\$ -	\$ -	\$ -
<u>Total Cost Per Gallon</u>	<u>\$ 3.5000</u>	<u>\$ 0.0010</u>	<u>\$ 0.0010</u>
			<u>\$ 3.1493</u>
Total Costs - Requested	\$ 462,515	\$ 462,992	\$ 383,711

BOE Diesel Fuel Budget	\$ 462,992
<u>Estimated Reduction to Budget</u>	<u>\$ (79,281)</u>

Additional Fuel

Chalk Hill	gallons	12,810	\$ 40,343
<u>Total Costs (w/o Chalk Hill)</u>			<u>\$ 383,711</u>
Total Needed			\$424,053

Less: BOE Budget	\$ 462,992
<u>Net Reduction of Costs</u>	<u>\$ (38,939)</u>

<u>Summary</u>	
Additional Oil Costs	\$ 34,357
Less: Reduction of Diesel Costs	\$ (38,939)
<u>Net Change (reduction)</u>	<u>\$ (4,582)</u>

NEWTOWN PUBLIC SCHOOLS 2013-2014 SCHOOL CALENDAR

AUGUST 4(7)

M	T	W	TH	F
			22	23
26	27	28	29	30

22-All Teachers Report
22, 23 & 26 -Staff Development Days
27-Students Report

SEPTEMBER 19(19)

M	T	W	TH	F
--	3	4	--	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

2-Labor Day, Schools Closed
5-Rosh Hashanah, Schools Closed

OCTOBER 23(23)

M	T	W	TH	F
	1	2	3	*4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

***-Early Dismissal**

NOVEMBER 18(19)

M	T	W	TH	F
				1
4	--	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	*27	--	--

5-Election Day-Schools Closed For Students, Staff Development Day
27-Early Dismissal
28-29-Thanksgiving Recess

DECEMBER 15(15)

M	T	W	TH	F
2	3	4	5	*6
9	10	11	12	13
16	17	18	19	20
--	--	--	--	--
--	--			

***-Early Dismissal**
23-31-Holiday Recess

JANUARY 21(21)

M	T	W	TH	F
		--	2	3
6	7	8	9	10
13	14	15	16	*17
--	22	22	23	24
27	28	29	30	31

1-New Year's Day
***-Early Dismissal**
21-Martin Luther King Day, Schools Closed

FEBRUARY 18(18)

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	*14
--	--	19	20	21
24	25	26	27	28

***-Early Dismissal**
17-18-Schools Closed

MARCH 21(21)

M	T	W	TH	F
3	4	5	6	*7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

***-Early Dismissal**

APRIL 17(17)

M	T	W	TH	F
	1	2	3	4
7	8	9	10	*11
--	--	--	--	--
21	22	23	24	25
28	29	30		

***-Early Dismissal**
14-18 Schools Closed

MAY 21(21)

M	T	W	TH	F
			1	*2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
--	27	28	29	30

***-Early Dismissal**
26-Memorial Day, Schools Closed

JUNE 6(6)

M	T	W	TH	F
2	3	4	5	6
☀ 9	10	11	12	13
■ 16	17	18	19	20
23	24	25	26	27
28	29	30		

☀-Projected last day of school without emergency closing days
 ■-Projected last day of school if the 5 built-in days are used

Student Days - 183
Teacher Days - 187

The calendar builds-in five emergency closings, with the last day of school projected as June 9th. Unused closings will be deducted from this date. Extra closings will be added on June 17, 18, 19 and 20 with additional days taken from the April break starting with 4/17, 4/16, etc. April 18 is Good Friday.

Open House Dates:

Elementary - Sept. 9, 11 & 12
 Reed Intermediate - Sept. 10-gr. 5, Sept. 16-gr. 6
 Middle School - Aug. 28-gr. 7, Aug. 29-gr. 8
 High School - Sept. 18 & 19

Conferences for all schools will be held November 18, 19, 20 and 21 and March 25 and 26. Those days will have early dismissals.

Adopted

NEWTOWN PUBLIC SCHOOLS 2014-2015 SCHOOL CALENDAR

AUGUST 4(7)

M	T	W	TH	F
			21	22
25	26	27	28	29

21-All Teachers Report
21, 22 & 25 -Staff Development Days
 26-Students Report

SEPTEMBER 20(20)

M	T	W	TH	F
--	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	--	26
29	30			

1-Labor Day, Schools Closed
 25-Rosh Hashanah, Schools Closed

OCTOBER 23(23)

M	T	W	TH	F
		1	2	*3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

*-Early Dismissal

NOVEMBER 17(18)

M	T	W	TH	F
3	--	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	*26	--	--

4-Election Day-Schools Closed For Students, Staff Development Day
 26-Early Dismissal
 27-28-Thanksgiving Recess

DECEMBER 17(17)

M	T	W	TH	F
1	2	3	4	*5
8	9	10	11	12
15	16	17	18	19
22	23	--	--	--
--	--	--		

*-Early Dismissal
 24-31-Holiday Recess

JANUARY 19(19)

M	T	W	TH	F
			--	--
5	6	7	8	9
12	13	14	15	*16
--	20	21	22	23
26	27	28	29	30

1-New Year's Day and Jan. 2
 *-Early Dismissal
 19-Martin Luther King Day, Schools Closed

FEBRUARY 18(18)

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	*13
--	--	18	19	20
23	24	25	26	27

*-Early Dismissal
 16-17-Schools Closed

MARCH 22(22)

M	T	W	TH	F
2	3	4	5	*6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

*-Early Dismissal

APRIL 16(16)

M	T	W	TH	F
		1	2	--
6	7	8	9	*10
--	--	--	--	--
20	21	22	23	24
27	28	29	30	

*-Early Dismissal
 3 - Good Friday - Schools Closed
 13-17 Schools Closed

MAY 20(20)

M	T	W	TH	F
				*1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
--	26	27	28	29

*-Early Dismissal
 25-Memorial Day, Schools Closed

JUNE 7(7)

M	T	W	TH	F
1	2	3	4	5
8	☀9	10	11	12
15	■16	17	18	19
22	23	24	25	26
28	30			

☀-Projected last day of school without emergency closing days
 ■-Projected last day of school if the 5 built-in days are used

Student Days - 183
 Teacher Days - 187

The calendar builds-in five emergency closings, with the last day of school projected as June 16th. Unused closings will be deducted from this date. Extra closings will be added on June 16, 17, 18 and 19 with additional days taken from the April break starting with 4/17, 4/16, etc.

Open House Dates:
 Elementary - Sept. 9, 10 & 11
 Reed Intermediate - Sept. 8 - gr. 5, Sept. 15 - gr. 6
 Middle School - Sept. 3 - gr. 7, Sept. 4 - gr. 8
 High School - Sept. 17 & 18

Conferences for all schools will be held November 17, 18, 19, and 20 and March 24 and 25.
 Those days will have early dismissals.

Adopted

STUDENT DISCIPLINE: REMOVAL, SUSPENSION AND/OR EXPULSION PROCEDURES

I. Introduction

A. Rationale

Education cannot proceed without an atmosphere of good order and discipline necessary of effective learning.

Good order and discipline are viewed as being positive rather than negative; as helping the student to adjust, rather than as punishment; as turning unacceptable conduct into acceptable conduct.

Good order and discipline may be described as the absence of distractions, friction, and disturbances which interfere with the optimum functioning of the student, the class, and the school.

B. Students as Citizens

As citizens and members of the school, community, all students have a right to an education and basic security.

Students have a right to due process before these rights are restricted.

It is the expectation of Newtown public schools that responsible students respect constituted authority and obey the duly constituted rules and regulations.

The responsible student also reflects respect and consideration for the personal and property rights of others and has an understanding of the need for cooperation with all members of the school community.

II. Reasons for Disciplinary Action, Including Suspension and/or Expulsion

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, that is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

Students can also be disciplined 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 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 Connecticut General Statute § 29-38 and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

Conduct which may lead to disciplinary action (including, but not limited to removal, suspension and/or expulsion) includes, but is not limited to, the following:

- a. Continued and willful disobedience;
- b. Open defiance of school officials;
- c. Disruptive conduct or language;
- d. Theft;
- e. Vandalism;
- f. Fighting, willfully striking or assaulting a student or willfully striking or assaulting a member of the school staff or others;
- g. Carrying or having in one's possession any weapon, weapon facsimile, firearm whether loaded or unloaded, deadly weapon, dangerous instrument, martial arts weapon, pistol, knife, pellet gun, b.b. gun, blackjack, metal or brass knuckles, explosive device or any other dangerous object;
- h. Threatening assault upon, intimidating or blackmailing a student or member of the school staff;
- i. Drunkenness;
- j. Unauthorized possession, sale, or distribution, use or consumption of tobacco, drugs, or alcoholic beverages or facsimiles thereof. For purposes of this provision, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription or non-prescription) and any controlled substance whose possession sale, distribution, use or consumption is illegal under state and/or federal law;
- k. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in paragraph "j";
- l. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire;
- m. Violation of smoking, dress or transportation policies;
- n. The willful destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way;
- o. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance;
- p. Trespassing on school grounds while on out-of-school suspension or expulsion;
- q. Making false or actual "bomb threats" or similar threats;
- r. Unauthorized and/or reckless and/or improper operation of a motor vehicle;
- s. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper authorization;
- t. Use of a beeper, paging device, or similar electronic device on school grounds while school is in session without the advance written permission of the principal or his/her designee;
- u. 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 unauthorized or non-school related purposes;
- v. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, ancestry or other protected class status recognized by law;
- w. Any other violation of school rules or regulation or a series of violations which makes the presence of the student seriously disruptive of the educational process or other actions inimical to good discipline in the schools which is seriously disruptive of the educational process.

III. In-School Suspension Procedures

- A. The Board of Education authorizes a building principal, or designee, to impose in-school suspension in cases where a student's conduct endangers persons or property, seriously disrupts the educational process, or is in violation of a publicized board policy.
- B. The in-school suspension may not:
 - a. exceed five (5) consecutive school days
 - b. extend beyond the school year
 - c. be imposed more than fifteen (15) times or have more than a total of fifty (50) school days in one school year, whichever is fewer.
- C. In-school suspension may not be imposed on a student without an informal hearing by the building principal, or designee. The same due process safeguards which apply to suspended students shall apply to those students excluded from classroom activity under in-school suspension.

IV. Suspension Procedures

- A. The Board of Education authorizes its administration to suspend from school privileges, for not more than ten (10) consecutive school days, any student whose conduct on school grounds or at school-sponsored activity is violative of a publicized policy of the board or is seriously disruptive of the educational process or endangers persons or property or whose conduct off school grounds is violative of board policy and is seriously disruptive of the educational process.
- B. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing at which time the student must be informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon as possible after the suspension.
- C. The principal or designee can consider evidence of past disciplinary problems which have led to the removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing in the consideration of length of suspension. The principal or designee, however, cannot look to past disciplinary problem in rendering a decision as to whether the student is guilty of the alleged violation.
- D. No student can be suspended more than ten (10) times or a total of fifty (50) school days in a school year, whichever results in fewer days of suspension, unless such student is first granted a formal hearing before the Board of Educational or a hearing officer appointed by the board.
- E. The building principal, or his designee, has twenty-four (24) hours within which to inform the Superintendent of any suspension and the reason therefore.
- F. Any student who is suspended shall be given an opportunity to complete any class work missed during the time of suspension.

- G. In instances of serious misconduct, which may lead to expulsion, a student may be suspended from school on an interim basis while the allegations are being thoroughly investigated. If a decision to recommend expulsion is made, the student and/or parents will be notified within ten days of the start of the interim suspension.
 - H. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board, if the student graduates from high school, unless otherwise not required by law.
- V. Multiple Suspensions Procedures

The Board is concerned when students are suspended on multiple occasions. To encourage proper conduct and to facilitate an atmosphere of good order and discipline the following additional procedures must be undertaken:

- A. When a student has been suspended for the fifth (5th) time in one school year, the administrator will make a planning and placement team ("PPT") referral. The PPT will follow the appropriate special education laws, including but not limited to, determining whether the student is eligible for special education services and to develop an appropriate program if determined eligible.
- B. When a student had been suspended for the eighth (8th) time, the student's parent(s) or guardian(s), along with the student, or the adult student, must appear before the Superintendent for a formal hearing. The building principal, and/or designee(s), and the Director of Pupil Services should be present at this hearing. A positive attempt will be made at the hearing to help the student, to review alternatives, and to convey to the student that possible expulsion from school could result.
- C. After a student has been suspended for the tenth (10th) time, the student will be provided the opportunity for a formal hearing, under the expulsion procedures set forth below, which may result in continued suspension or recommendation for expulsion from school.

VI. Expulsion Procedures

- A. A principal or designee on the administrative staff of the school, may recommend the expulsion of a student in cases where there is cause to believe that the student has engaged in conduct ON school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process, or is violative of a publicized Board policy, administrative regulation, or State law or conduct OFF school grounds which is seriously disruptive of the educational process AND violative of a publicized Board policy. In making a determination as to whether such conduct off school grounds is seriously disruptive of the educational process, the principal of a school, or designee on the administrative staff of the school, 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;
 - (3) whether there was any gang involvement;
 - (4) whether the conduct involved violence, threats or violence, or the unlawful use of a weapon, as defined in Connecticut General Statute § 29-38, and whether any injuries occurred; and

(5) whether the conduct involved the use of alcohol.

- B. The principal or designee on the administrative staff of the school SHALL recommend an expulsion proceeding in all cases against any student, pursuant to Conn. Gen. Stat. §10-233d(a), as amended by P.A. 96-244 §19, when the principal or designee on the administrative staff reasonably believes a student:
1. On school grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. §921, as amended from time to time, or deadly weapon, dangerous instrument or martial art weapon, as defined in Conn. Gen. Stat. §53a-3, as amended; or
 2. Off school grounds, did possess a firearm in violation of Conn. Gen. Stat. §29-35; or
 3. Off school grounds, did possess and use such firearm, instrument or weapon in the commission of a crime under chapter 952; or
 4. On or off school grounds, offered for sale or distribution a controlled substance, as defined by Conn. Gen. Stat. §21 a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administering is subject to criminal penalties under Conn. Gen. Stat. §§21 a-277 and 21 a-278.
 5. The following definitions shall be used in this section:
 - a) A "firearm" as defined in 18 USC 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosion, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device; ".A "destructive device" shall include, but is not limited to, any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having an explosive or incendiary charge of more than one--quarter ounce, a mine, Or a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than % inch in diameter. The term "destructive device" does not include, however, 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.
 - b) "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot maybe discharged, or a switchblade knife, gravity knife, billy, blackjack or metal knuckles.
 - c) "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".
 - d) "Marital arts weapon" means a nunchaku, kama, kasri-fundo, octagon sai, tonfa or chinese star.
 - e) "Weapon", for purposes of determining whether conduct off school grounds is seriously disruptive of the educational process, 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

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 or over in length, any martial arts weapon or electronic defense weapon, as defined in section 53a-3, or any other dangerous or deadly weapon or instrument.

C. Requests for expulsion will be directed to the Board of Education through the Superintendent of Schools.

D. Expulsion Hearing Procedures

The hearing shall be governed by the following procedures:

1. Except in an emergency situation requiring the student's immediate removal; the Board shall, prior to expelling the student, offer the opportunity for a hearing in accordance with law. Such hearing may allow evidence of past disciplinary problems when deciding expulsion, the length of expulsion, and the alternative educational opportunity to be; offered. In the event of an emergency, such hearing shall be held as soon after the expulsion as possible.
2. The student and parents and/or guardian shall be given a prior written notice at a reasonable time prior to the date of the hearing. The notice shall contain:
 - Date, time place and nature of the scheduled hearing.
 - A statement of the legal authority and jurisdiction under which the hearing is to be held.
 - A reference to the particular statutes and regulations involved.
 - A short and plain statement of the matter asserted.
 - Only if applicable, the notice shall contain a statement that the Board is not required to offer an alternative educational opportunity and whether the administration intends to recommend an alternative educational opportunity.
3. At a meeting at which three or more Board members are present, a student may be expelled if a majority of the Board members sitting in an expulsion hearing vote to expel, provided that no fewer than three affirmative votes to expel are cast. **Alternatively, the Board may appoint an impartial hearing officer to hear and decide the expulsion matter provided that no member of the Board may serve on such panel three members of the Board are not available to serve on the panel.**
4. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The presiding officer will rule on testimony or evidence as to it being immaterial or irrelevant.
5. The hearing will be conducted in executive session, unless the student and/or parent requests that the hearing be held in open session.
6. The Board shall keep a verbatim record of the hearing, either by tape recording or by a stenographer. The student and/or parent or guardian shall be entitled to a copy of that record at his or her own expense.

7. The administration may be represented by an attorney. The student may also be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parent and/or guardian.
8. The administration will introduce the charges against the student and will be given an opportunity to give opening remarks. The student will then be given an opportunity to present any opening remarks.
9. The administration will be given the opportunity to present witnesses, which will be sworn in, and present any other relevant evidence. Each witness will be subject to cross-examination by the student and/or his representative as well as by Board members.
10. The student shall also have the right to, call witnesses, which will be sworn in, and present other relevant evidence in his/her defense. Each witness will be subject to cross-examination by the administration and/or legal counsel as well as by Board members. In addition, the student will have the opportunity to testify or make a statement. If the student chooses to make a statement or to testify, he/she will be subject to cross examination by the administration and/or the Board.
11. A student is entitled to the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) do(es) not speak the English language. The student and his/her parent(s) or representative must request a translator at least two days prior to the date of the expulsion hearing.
12. 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 received at the hearing, but may only be considered in the determination of length of expulsion and nature of alternative educational opportunity, if applicable.
13. The Board shall reports its final decision in writing to the student, stating the reasons on which the decision is based and the penalty to be imposed. Said decision shall be based solely on evidence derived at the hearing.
14. The Board shall promptly notify the parent(s) or guardian(s) of any minor student of such action.
15. An expulsion period may not exceed one calendar year, but may include portions of two school years.
16. Notice of expulsion shall be included in the student's cumulative educational record, and, except for notice of an expulsion based on possession of a firearm or deadly weapon, shall be expunged from such record if the student graduates from high school.
17. Whenever the Board of Education or an impartial hearing panel expels a student, it shall offer an alternative education program to students under the age of sixteen. The Board of Education shall make provision for an alternative educational opportunity to expelled students between the ages of sixteen and eighteen, if requested by the student and/or

family, conditional upon the desire of the student to continue his/her education and compliance with conditions established by the Board. However, the Board is not required to offer such alternatives to any student 16 years old or older who was expelled because of conduct that endangered persons and it was determined at the expulsion hearing that the conduct for which the student was expelled involved possession of a firearm, as defined in 18 U.S.C. §921, or deadly weapon, dangerous instrument or martial arts weapon, as defined by Conn. Gen. Stat. §53a-3, on school property or offering for sale or distribution on school property or at a school-sponsored activity, a controlled substance, as defined in Section 21 a-240(9) of the Connecticut General Statutes, whose manufacture, distribution, sale, prescription, dispensing, transporting, or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties under Sections 21 a-277 and 21 a-278 of the Connecticut General Statutes. The age restriction and other limitation on the provision of an alternative educational opportunity shall not apply to students requiring special education who are described in Subdivision (1) of Subsection (e) of Section 10-76a of the Connecticut General Statutes.

18. In cases where expulsion results from offering a controlled substance for sale or distribution on school property or at a school-sponsored activity or conduct involving possession of a firearm, as defined in 18 U.S.C. §921, as amended, deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. §53a-3, as amended, the following additional actions will be taken:
 - a) The student offering a controlled substance will be referred to a rehabilitation agency with notification to the agency of the referral.
 - b) Notification to the student/parent of the expulsion hearing shall, if the student is between the ages of 16 and 18, contain notice that the Board is not required to provide an alternative education if such circumstances exist.

VII. Parental Notification

The parents or guardians of any student who is either expelled or suspended or removed from class shall be informed of such disciplinary action within twenty-four (24) hours. Students 18 years of age or older shall receive notification materials directly.

VIII. Alternative to Expulsion and/or Suspension

A. Detention

This procedure may be applied for violations of various school procedures. Students will be required to remain after school and participate in a supervised study hall environment. Saturday work detail may be an alternative for repeated assignment of after-school detentions.

B. Revocation of Privileges

This procedure may be applied for violation of school regulations that authorize the student to use school facilities to receive special school privileges, e.g., parking permit, early school dismissal, school dances, co-curricular activities.

C. Loss of Academic Credit

This consequence would be the result of serious violation of the regulation governing academic cheating.

D. Removal

The Board of Education authorizes its teachers to remove any student from class when such pupil deliberately causes a serious disruption of the educational process within the classroom. (Teachers means all certified school employees, including substitute teachers.) Such removal may not exceed ninety (90) minutes, and the student so removed must be sent to a designated area. No student is to be removed from class more than twice in one week or six times in one year unless such student is referred to the building principal, or his designee, for an informal hearing. Any teacher who removes a student from class is to notify the building principal, or his designee, immediately of the action taken and the reason for it.

E. Behavioral Probation

A procedure that stops short of suspension, but is for student conduct more serious than minor classroom disciplinary outbursts, is behavioral probation. This provides the school with an option to restrict certain student privileges, while allowing his or her education to continue, yet offering the student the incentive of avoiding imminent suspension by good behavior.

Probation would be for a definite time period during which a critical examination and evaluation of the student's progress takes place. During the probation period, the student may be denied the privilege of participation in all extracurricular activities.

The parent or guardian will be notified by the principal that the student is being placed on behavioral probation, including the length of time, the terms of the probation, and the possibility of suspension if the student is found in further violation of school rules during probation.

The student may be placed on probation to an administrator, teacher, or counselor, with the selection to be by mutual consent to the student and the staff member involved. Probation will end if, at the completion of the period, satisfactory adjustment has been made.

Reference: CGS 10-233C, Section (b) and 10-233d, Section (c)

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