

# **SOUTHINGTON BOARD OF EDUCATION**

## **SOUTHINGTON, CONNECTICUT**

### **REGULAR MEETING**

**OCTOBER 13, 2011**

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The regular meeting of the Southington Board of Education was held on Thursday, October 13, 2011 at 7:30 p.m. in the Southington Town Council Chambers, 75 Main Street, Southington, Connecticut.

#### **1. CALL TO ORDER**

The meeting was called to order at 7:35 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen and Mrs. Kathleen Rickard.

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools; Mrs. Sherri DiNello, Director of Business and Finance; Mr. Frederick Cox, Director of Operations and Mrs. Perri Murdica, Senior Special Education Coordinator.

Student Representatives present were Leon Peschel and Whitney DiMeo.

There were approximately 18 individuals in the audience.

#### **2. PLEDGE OF ALLEGIANCE**

The student representatives led the meeting with the Pledge of Allegiance.

#### **3. APPROVAL OF MINUTES**

**MOTION:** by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

**“Move to approve the minutes of the regular meeting of September 22, 2011.”**

ROLL CALL VOTE: YES – Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Queen, Mrs. Johnson, Mrs. Notar-Francesco, Mrs. Rickard, Mr. Goralski. ABSTAIN: Mrs. Fischer. **Motion carried with eight in favor and one abstention.**

#### **4. COMMUNICATIONS**

##### **a. Communications from Audience**

There was no communication from the audience.

**b. Communications from Board Members and Administration**

**Communication from the Board Members:**

**MOTION:** by Mrs. Carmody, seconded by Mrs. Notar-Francesco:

**“Move Agenda Item 8.c, Out of State Field Trip Approvals, to Agenda Item 5.c.”**

ROLL CALL VOTE: YES – Mrs. Rickard, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Fischer, Mrs. Queen, Mrs. Johnson, Mrs. Notar-Francesco, Mr. Goralski. **Motion carried unanimously.**

Mrs. Queen reported that she attended the annual student seminar of Project Lead the Way a few weeks ago. It was for all Project Lead the Way students in Grades 9-12. She noted that all the teachers and guidance counselors were present. They began the seminar by saying, “We are here to honor all of you in Grades 10-12 who are eligible for college credit, but, first, welcome to the freshman. It is your first year as a Project Lead the Way student. If you are struggling, come to us; it’s tough, and we are here to help you. Don’t struggle on your own. Upperclassmen will form a list of mentors. You are a team. You can learn from each other.” Mrs. Queen explained that they reviewed all aspects of the program with excitement, building to a discussion about the group as a whole and how they performed on the college exams that were taken the previous spring. They compared Southington High School Project Lead the Way with other Project Lead the Way programs. In most programs, three to five percent of students earn college credit. In Southington’s Project Lead the Way Program, ten times the number of students did this! There are 50%-70% of students earning college credit in every class. She stated that they acknowledged the students one at a time for passing the college exam the previous spring and earning at least an 85 as a final average in the class. She noted that the students cheered for every student. Mrs. Queen reported that 59% of the sophomores (last year’s freshmen) were eligible for college credit. For juniors (last year’s sophomores), 77% passed and seniors (last year’s juniors) 55% passed, and 52% passed collectively in each of the two classes that juniors take. Because of how well Southington’s students performed, the program coordinator was invited to present at the annual Project Lead the Way Conference held last week. She noted that there were teachers, administrators, college representatives from all over the northeast, who were present. As a result, many high schools want to come to Southington High School to see what they are doing so well. She congratulated the Project Lead the Way staff and students for doing such a great job.

Mr. Goralski distributed to the Board an article entitled “Keep Kids in School – Improving School Discipline” by the Connecticut Appleseed (*Attachment #1*). He explained that it was a study about the impact of in-school suspensions.

Mr. Goralski apologized to the Board for the letter that he sent to them from the State Comptroller regarding a committee the state was putting together to look at insurance across the state of Connecticut. He noted that he received it after their last Board meeting and sent it to the Board electronically after he noticed the deadline. To the best of his knowledge, none of the Board members applied to be on that committee. He noted that Mrs. DiNello was aware of this and that through her organizations she can relay any impact that it will have on our insurance.

Mr. Goralski had information about the CABA Convention for the Board members who might be interested in attending. He thought that it was very interesting that he received a bill from CABA saying that Southington did not pay their membership dues. This struck him as odd since the Southington Board of Education has not been a member for many years. He commented that, should any Board members attend the CABA Convention, he would like them to share with the CABA leadership that they should be more straight-forward with their letters to Southington.

Mr. Goralski reported that the 9/11 Committee that put together the remembrance for the Tenth Anniversary was presenting to the Town Council on Monday, October 24. They invited all organizations in the community who supported that event, including the Board of Education, to attend.

### **Communication from Administration:**

Dr. Erardi discussed the following (*Attachment #2*):

1. Safety Forum: Dr. Erardi reported that the Safety Forum will be held on October 17, 2011 at 7:00 p.m. at Strong Elementary School. The Anti-bullying Committee has worked very hard to fill seats. Moving forward, they have a dynamic program and they are looking for input from the community regarding the bullying legislation that goes into effect on July 1, 2012.
2. Southington Public Schools Quarterly Newsletter: Dr. Erardi reported that the quarterly newsletter will be coming out of the Personnel Office in the next two weeks. He included his letter to the staff for the Board to peruse. He stated that the Board will receive a copy of the fall newsletter, when available.
3. Informational Updates:
  - a) STEPS Safety Survey: Dr. Erardi was excited that they will have longitudinal data for the first time. The survey that the school system will re-administer on November 18 is a very similar survey that the present junior class took as seventh and ninth graders. They will finally be able to measure the impact of some of the work by very dedicated people and organizations.
  - b) Anti-Bullying Community Draft: Dr. Erardi provided the draft policy that will be available on Monday, October 17 at the Safety Forum. He noted that it would be going back to the Personnel and Policy Committee after being shared with student focus groups and at the Safety Forum.
4. Sloper Afterschool: Dr. Erardi reported that on Tuesday, October 18, at no cost to the Board, the YMCA Camp Sloper will be offering a drop-in program for middle school and high school teens in town. There will be a bus available from the schools to Camp Sloper with the program ending at 6:00 p.m. with parent pick-up. He noted that it was being run as a one-afternoon pilot program.
5. Olde Marion Schoolhouse: Dr. Erardi reported that Linda Reilly was representing the membership of the Historical Society and offering to host a Board of Education

meeting at the Olde Marion Schoolhouse in March or April. Mrs. Reilly, who was in the audience, stated that the Marion community has worked hard to make sure the schoolhouse has been renovated and that it was being used by many organizations in town. They host different activities that are open to the public. She noted that they would love to have the Board of Education visit and see their period costumes and partake of the great village snacks. They know that the Board has visited other schools in town and would like the Board to include the Olde Marion Schoolhouse in their visits.

6. Middle School Project Forums: Dr. Erardi reported that the Board would be holding their two community forums. On Thursday, October 20 at 7:00 p.m., the forum would be held at DePaolo Middle School and on Tuesday, October 25 at 7:00 p.m. at Kennedy Middle School. These forums will be very informal and there would be tours of the building.

7. Public Report Card – Elementary Schools: Dr. Erardi reported that this was a very important item. In the UConn quarterly newsletter there was a well written article, which the Board will receive, that isolates the effect of school quality on property values. It is a statistical analysis of the cost of education and how that affects the cost of property. He thought that it was a fascinating article. There were three different data points that he took out of this article that he believed represented the work of the Board. He noted that the Board of Education has been relentless with class size and has directed administration regarding hiring practice to get the absolute best and brightest. He felt that the most important thing that the School Board has done was to never lose sight of instruction.

Dr. Erardi reported that the UConn data was only for elementary schools with the data points in Kindergarten, Grade 2 and Grade 5. In the data collected, they broke Connecticut into regions, with Southington being in the Hartford region, which consisted of 52 school districts. For the class size within the Hartford region, the range was 15.4 (lowest average class size) to 22.9 (highest). Within those 52 towns, Southington had an average of 18.2 students and was ranked 14 out of 52. Regarding salary, the range was from \$54,100 (low average salary) to a high of \$76,600, with Southington at \$61,200 ranking 13 out of 52. He stated that, based on Grade 3 and Grade 4 math and reading, the CMT results were a low score of 209.4 and a high score of 284.8 with Southington's average 276.2. This means that, out of the 51 towns that reported, Southington was in a better place than 43 of those 51 towns. He felt that was something the Board should be very proud of.

Dr. Erardi stated that he looked at size, cost and the student outcome and concluded that he did not want to be anywhere else but Southington when they have a chance to breakout those three areas. He thought that it was an opportunity for administration to tell the Board of Education that they have done terrific work because it was not coming from within, but was collected by the University of Connecticut.

Mrs. Rickard asked who was going to control the students getting on the YMCA Camp Sloper bus. Dr. Erardi replied that the YMCA has taken full responsibility for the activity. He believed that they would have some type of indicator prior to October 18 of the volume of students. The YMCA is prepared to have as many buses as they need and there will be chaperones on every bus. He noted that the unknown was how many

students. Mrs. Rickard asked if there would be permission slips beforehand. Dr. Erardi replied that he believed that there would be. He would send the Board a definitive on Friday morning.

Mrs. Notar-Francesco commented on the information regarding CMTs. She pointed out the intervals on the CMT numbers and that Southington was only eight points off of the high, which was Simsbury. She thought that was a very impressive place to be.

Mr. Goralski felt that the item speaks incredibly well with what they talk about each year during the budget regarding the value of class size. He stated that this Board, and the previous Boards, had put a great deal of emphasis on that. He stated that they champion that cause every year with this being the end result of that work. He noted that the small class size has resulted in excellent student achievement.

Dr. Erardi pointed out that, as impressive as this data was, he thought that Southington was even better because the data was from 2009-2010. Scores have improved in 2010-2011 and they have maintained class size where other districts have not been able to do that. He pointed out that they hired very efficiently this year, so he thought the numbers were even better than what was presented. Mrs. Notar-Francesco thought that they were getting value for their dollar.

### **c. Communications from Student Board Representatives**

Miss DiMeo reported that on Wednesday, October 12, the sophomores and juniors took the PSATs. She talked to some sophomores and they were very nervous. There were some students who thought the sections were really easy, but it was all about learning strategies and they are taking that into consideration for the junior English classes. She reported that the Red Ribbon Drug Rally was held on the evening of Wednesday, October 12. She stated that she spoke to Mrs. Kenefick and was told that, even though it was raining that day, they had the most participants and volunteers ever with 450-500 people. She noted that Southington High School was represented through the Key Club, the baseball, football, and lacrosse teams, Powder Puff, the JV and Varsity Cheerleading teams, DECA and STEPS. The coaches from the teams also spoke. She could not attend, but heard that it was amazing. She spoke to her friends who were athletes and they told her that they were really proud of representing the community in a good light. Miss DiMeo reported that the Music of the Knight is October 29 and is a music competition. She noted that the Southington High School Band does not perform until about 9:00 p.m. and that it was a really long band competition; however, it was amazing to see what the other high schools can put together. She reported that, for the first time, the Student Council was having a Cystic Fibrosis walk at the high school track on October 22.

Mr. Peschel noted that Whitney talked about how the sophomores and juniors had their PSATs and he stated that the freshmen and seniors also had different types of activities. The freshmen participated in several workshops, such as bullying, STEPS, and how they are doing now that they are in high school. He reported that the seniors also had four workshops. One workshop dealt with Naviance and helping to make sure students were in a comfortable position with the college application process. They had a workshop on internships with three representatives who talked to the students about potential internships that Southington offers to its students and they are nine-week programs. Mr. Peschel reported that they had their class

meeting where they discussed prom, etc. He noted that there was a Mr. Southington competition that was coming up. He reported that 1,200 participants attended the College Fair, which he thought was an incredible turnout. The college representatives who attended stated that Southington High School students were well informed, asked great questions, and were really involved in the college process. Mr. Peschel reported that Senator Markley was at the high school this week to visit classes. He talked about political life, answered questions, and gave great insights about political issues, such as the new bus way. He noted that Dr. Semmel gave presentations to the PTO and Student Council about the new leveling system, which is also available on the school website.

Mrs. Queen wanted to know what some of the questions were that the students asked at the Student Council meeting about leveling. Mr. Peschel replied that the students were curious about where they would be placed, how grades would be affected, and how their GPA would change.

Mrs. Carmody hoped that next year they could continue to offer the PSATs during school time because she was sure that the students appreciated taking them in school. Miss DiMeo agreed. Mr. Goralski noted that, when they did the budget last year, one of the things Dr. Semmel mentioned was that this would assist with the placing of the students with the new system. He thought that it was a better way to evaluate achievement because they know that the students are all taking it and they have more control to get the results back. In the past, with the online registration, the Board was getting some faulty numbers from the College Board. With this system, they are going to get good information and numbers to build from.

Mr. Goralski thanked Miss DiMeo for reporting on the Red Ribbon Drug Rally. He had a packet on it and forgot to mention it. He asked the administration to talk to Mrs. Kenefick and the committee about better coordination next year because there were six PTO meetings on the night of the rally that prohibited a lot of parent and student involvement. In the past, he thought that there was better coordination to make sure that it was a community event. He noted that there were 60-plus parents at the PTO meeting who were not able to attend. He was happy that there was representation by the high school.

## **5. COMMITTEE REPORTS**

### **a. Policy & Personnel Committee Meeting ~ September 28, 2011**

Mrs. Fischer reported that the committee reviewed the draft Wellness Policy and made a number of changes. The policy will be going back to the committee and then to the full Board. The committee had a brief discussion about the Bullying Committee that has been assembled and there is a policy that was written that will come before the Personnel and Policy Committee at their next meeting. Mrs. Fischer stated that they are continuing to review the 1000 series and made a number of changes with language and grammar. The committee was supposed to meet tonight, but it had to be cancelled.

### **b. Finance Committee Meeting ~ October 4, 2011**

Mrs. Clark reported that the committee met on October 4, 2011.

**MOTION:** by Mrs. Clark, seconded by Mrs. Rickard:

**“Move to approve the Transfer of Funds.”**

Mrs. Notar-Francesco asked if the transfer included the vehicle lease. Mrs. DiNello replied that there were two items in the transfers. One was the request at the last Board meeting regarding moving money into the salary account to cover the additional tutors that the Board hired at the end of September. The second request was the need for another vehicle. Currently, the transmission on the electricians’ vehicle was blown and the estimates to repair it were in excess of \$1,750-\$2,000, which were the minimum quotes received from two different dealerships. The recommendation from administration would be to transfer funds from the Repair of Vehicle Account into an account to begin a lease of a new electricians’ vehicle. Both of those items are included in the Transfer of Funds motion.

ROLL CALL VOTE: YES - Mrs. Clark, Mr. Derynoski, Mrs. Fischer, Mrs. Queen, Mrs. Johnson, Mrs. Notar-Francesco, Mrs. Rickard, Mrs. Carmody, Mr. Goralski. **Motion carried unanimously.**

**MOTION:** by Mrs. Clark, seconded by Mrs. Notar-Francesco:

**“Move to award Bid #2011-BID-20, Snow Removal and Sanding at Kennedy Middle School, Strong, Thalberg and South End Elementary Schools, as submitted.”**

Mr. Goralski liked the creativity that was being used to slowly wean the new company into the practice. He thought that it was a good plan to do the one-year bid and then have the opportunity to have a nice low bidder the next year. He appreciated Mrs. DiNello and Mr. Goodwin’s work to make that a reality because that saves money.

ROLL CALL VOTE: YES - Mr. Derynoski, Mrs. Fischer, Mrs. Queen, Mrs. Johnson, Mrs. Notar-Francesco, Mrs. Rickard, Mrs. Carmody, Mrs. Clark, Mr. Goralski. **Motion carried unanimously.**

**c. Out-of-State Field Trip Approvals** *(formerly agenda item 8.c)*

**MOTION:** by Mrs. Rickard, seconded by Mr. Derynoski:

**“Move to approve the attached field trips as recommended.”**

Mrs. Notar-Francesco questioned the room and board fees on some of the field trips. It looked like each student might be paying about \$150 or more a night for hotel accommodations for the Southington High School Wrestling Team and DECA trips.

Mrs. Calvi-Rogers replied that, for the wrestling trip, the wrestlers stay in a room with their parents and families so those are estimated expenses right now, and they will not have the actual cost until they book the room. Mrs. Notar-Francesco clarified that it was not the cost each student was paying to stay in a room with two students; it was a student with their family. Mrs. Calvi-Rogers replied that was correct.

Mrs. Calvi-Rogers noted that at this point she goes by estimates because she did not have the actual hotel information yet. For the DECA trip, a room is usually shared with four students. Mr. Goralski noted that the cost would then go down. Mrs. Calvi-Rogers agreed and stated that she tries to put a worst case scenario together.

Mrs. Johnson questioned the DECA trip to Salt Lake City and thought that the \$400 per student transportation fee was very low. Mrs. Calvi-Rogers replied that she does not have actuals until they get closer to that time to book and she knows how many students would be going. Right now, she does not have any airline reservations made and she cannot do that until after the state competition, which is February 29. Mrs. Johnson asked if this would be \$400 round-trip to Salt Lake City. Mrs. Calvi-Rogers hoped so, but it could be higher and the room and board could be less.

Mrs. Queen had a question on the International DECA Competition trip. She asked if it was only certain students that advance in the competition who attend. Mrs. Calvi-Rogers replied that was correct. The students have to qualify at state competition and those students who place in the top three in their category are eligible to compete at the international level. Mrs. Queen noted that Mrs. Calvi-Rogers anticipated 15 students would attend. Mrs. Calvi-Rogers replied that she hoped so, and that right now she has the most students ever with about 30 students competing. She noted that last year all her seniors won.

Mr. Derynoski noted that Southington has won year after year and has consistently been on the high-end of the achievement scale in the competition. Mrs. Johnson added that it was a tradition of excellence.

Mrs. Fischer asked Mrs. Calvi-Rogers what data she used to come up with the estimates for the costs of travel and hotel. Mrs. Calvi-Rogers replied that she looked at last year's registration and hotel fees, which was at Orlando. The cost of the flights depends upon when they leave, how many people are going, and how soon she can book the airline. At this point, she just does an estimate. Mrs. Fischer asked if she ever looked at Kayak.com, Orbitz, or any of those travel websites to come up with a number. Mrs. Calvi-Rogers replied that she could try that. She noted that Salt Lake City was not an easy place to fly to, so it would be more expensive than it was to go to Orlando or even Anaheim, the year before.

Mr. Derynoski praised the field trip applications that the Board received this year because of their consistency. They were easy to read and all the information was there. They were very well done. Mr. Goralski asked if the DECA North Atlantic Regionals interfere or affect the qualification for the international, or if everything for the international comes out of the state competition. Mrs. Calvi-Rogers replied that everything for internationals comes out of the states. The North Atlantic Regional Conference is an opportunity for the students to get to know the other students in the regional and is a leadership conference. She only brings the officers for that.

Mr. Goralski asked Dr. Erardi to extend the Board's appreciation to Mrs. Smith for her first year overseeing the field trip applications and that it was the Board's most thorough field trip packet.



ROLL CALL VOTE: YES - Mrs. Notar-Francesco, Mrs. Rickard, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Fischer, Mrs. Queen, Mrs. Johnson, Mr. Goralski. **Motion carried unanimously.**

## **6. REPORT OF THE SUPERINTENDENT**

### **a. Personnel Report**

**MOTION:** by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

**“Move to approve the Personnel Report, as submitted.”**

ROLL CALL VOTE: YES - Mrs. Fischer, Mrs. Queen, Mrs. Johnson, Mrs. Notar-Francesco, Mrs. Rickard, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mr. Goralski. **Motion carried unanimously.**

## **7. OLD BUSINESS**

### **a. Town Government Communications**

Mr. Goralski reported that, on September 26<sup>th</sup>, the Town Council formed a committee to look into feasibility, costs, benefits, disadvantages, and the whole concept of turf at Southington High School, along with how it affects the community and the school district. He stated that he and Mr. Derynoski were asked to serve on that committee.

Mrs. Notar-Francesco stated that she read some of the Town Council minutes about the presentation that was made to the Town Council regarding turf. She asked Dr. Erardi to weigh-in on the current safety of the football field because there were some comments made that it was not a safe place for the students to be playing. Dr. Erardi replied that he was asked that question by many people after that presentation. Personally, his support for the turf is not about safety, it is about frequency. This is a very active community, and it would offer a respite to our fields and the opportunity to do a better job scheduling. Regarding the safety of the field, he replied that Fontana Field is the same field that has been at the high school for decades and is probably better maintained today than it has ever been through the partnership of the Ag-Science Department. The argument could be that, on a terrible weather night after a football game, there is a lot of work that would need to be done to have that field brought back to the condition of safety. However, the field is safe, well maintained, and his belief was that it is better maintained than it has ever been in previous years. He does support the advisory group that will bring back the best information for the Board of Education.

### **b. Construction Update**

Mr. Cox reported that the programming of the Energy Management System at Plantsville School will be finished on Friday or Monday. The system will then be online and will service both Plantsville and South End Elementary Schools. For the South End project, there is a new contractor doing the site work who is taking advantage of the current weather conditions. Mr. Goralski asked how the collaboration with the Parks and Recreation Department was going about keeping people off the fields on weekends. Mr. Cox replied that he had two meetings on the site

and he has not seen much damage at all, if any. Mrs. Rickard noted that everything was cancelled because of rain during the weekend after the Board's last meeting, so it worked out to the Board's advantage and gave the grass a good foundation.

Mr. Goralski stated that he spoke to the Baseball League and asked them to monitor it. Mr. Cox pointed out that all the leagues were contacted.

Mr. Derynoski said that he had a brief discussion with Mr. Jones and he was waiting for some things to be wrapped up before he calls another meeting for the Plantsville project. Mr. Cox added that it was very close to being closed out by the Building Committee. The Energy Management and a new bike rack installation are the only two items that remain. Mr. Derynoski noted that Mr. Jones called him and asked him what his availability was for a meeting.

#### **c. North Center School Project Update**

Dr. Erardi reported that Mr. Cox has done a nice job representing his office and the Board of Education at weekly meetings. The projection is still mid-winter and, to date, there are not many great new surprises, which is a good thing.

Mrs. Johnson asked Mr. Cox if he would be involved on a regular basis with the renovating of North Center School. Mr. Cox replied that he meets every Thursday morning at 9:00 a.m. with the town and Borghesi Construction and that they already had two meetings this week. He noted that there was very good communication between town government and his office. Mrs. Johnson asked him about saving the two very nice trees in the former playground at North Center School. Mr. Cox replied that the original plan was to save all three trees; however, after the grading took place, there were more than anticipated roots showing on the maple tree closest to the building. They are having it professionally looked at and believe that the life expectancy is pretty short. They may take that one down and replace it. The plans are to save the other two larger trees. Mrs. Johnson asked if an arborist advises on this. Mr. Cox replied that someone from Water and Soil Conservation of Planning and Zoning is at all the meetings and he is making that determination.

#### **d. Middle School Feasibility Study Update**

Dr. Erardi reported that the community was asking many great questions and that the Board of Education was working very hard to answer all those questions to assure that it is an informed electorate on November 8, 2011. The plan that they had projected to go forward with six weeks ago is the plan that they are doing.

Mr. Goralski stated that many of the Board members attend a lot of these meetings with Dr. Erardi. He thanked the Board members for taking the time to attend them.

Mrs. Johnson explained that someone asked her if it was possible to vote on the referendum if they were not a registered voter, but a taxpayer and property owner in Southington. She learned today that the answer is "yes." Property owners in town do not have to be registered voters, but do have to show some evidence of their ownership of property and they can get that in the Assessor's Office. On November 8, they go to only Derynoski School to vote on only the referendum as a non-registered voter. There is a separate referendum only

ballot and property owners would be able to vote just on the referendum. Mrs. Rickard thought that Dr. Erardi should get the official wording from Leslie Cotton, Town Clerk, before he puts it on his blog.

**e. Southington High School Leveling System**

**MOTION:** by Mrs. Carmody, seconded by Mrs. Notar-Francesco:

**“Move to endorse the Southington High School Leveling System as presented by Dr. Semmel and the Leveling Committee.”**

Mr. Derynoski was in favor of the leveling system, but he still had some concerns over the enhancement of the curriculum into the three different groups and what it was going to do to the struggling students. He wanted reassurances of how they are going to assist those students because there is nothing worse than a struggling student having a more difficult time. They are going to end up dropping out or doing worse. Mrs. Carmody stated that the teachers are going to have professional development to make sure that the instruction for those students is met through differentiated instruction.

Dr. Semmel acknowledged, even at the PTO meeting, that this was a question that some parents had. He stated that they have been doing professional development last year and this year in terms of differentiated instruction. It is improving the overall instruction by all teachers at Southington High School. In addition, the state of Connecticut and the national movement have been using Scientific Research-Based Interventions, the SRBI approach, and also the Early Intervention Process Model. Those models generally start with the younger grades and sometimes high schools have more difficulty adopting those; however, last year they have already started adopting the Early Intervention Process and actually have a Grade 9 and Grade 10 EIP team. The main responsibilities of those teams is to look at struggling students and to start identifying what they are struggling in and the root cause of that struggle, and try to provide the resources to make that student successful. Those teams are made up of school psychologists, teachers, and administrators. He pointed out that there are always going to be struggling students and there will always be students whom we continue to work with, and sometimes those students will fail. Their goal is to always continue to do whatever they can to get to the root cause, provide the support, and help them be successful.

Mr. Derynoski had no doubt that the high achieving students will adjust and that is why he will endorse this; however, his concern is for the struggling student. He thought that professional development was a great start; however, he knows that at the high school there are classes that are very large. To provide the individual assistance that a teacher can give a student who may be struggling is going to be a big burden on the teacher. He was not sure that professional development would solve the concerns that he has. Although the teacher may be trained on how to handle it, he did not know if they will have enough time to do that.

Dr. Semmel addressed Mr. Derynoski's comment about the class sizes being very large and stated that, when they develop the class schedule, they consider what the class sizes should be. His philosophy has always been that the classes that are College and Career Prep should be the smallest classes. When you look at average class size, they would want those class sizes to be smaller than the class sizes above them. They should all be reasonable, but his philosophy is

to always make the class sizes smaller for the reason that Mr. Derynoski was discussing, so the teacher has fewer students to work with. In addition, through the work of the Board last year, they hired a literacy specialist. They often find that students struggle because of their reading ability and to comprehend higher level text. The literacy specialist has been hard at work this year identifying students, working with those students and teachers, and explicitly teaching literacy strategies within social studies classes where they are focusing most of their literacy work this year.

Dr. Erardi stated that, if the Board approves the conceptual change, he thought that it would be the Board's expectation that they would have a quarterly report back the first year that it goes into place. They know the data that they have regarding student success and student failure and that is what they have to be able to show the Board of Education.

Mrs. Johnson acknowledged that was exactly her concern about the updates and the reports to the Board. She asked if there would be something given to the Board prior to next year's start date on how this leveling system is working during this school year. Dr. Semmel replied that he would. The scheduling process will start in December /January and, as they did last year, they will get schedules out by the first week of June. They will have all the class sizes figured out before they even graduate the Class of 2012. Mrs. Johnson asked if there would be discussion about what the numbers represent, such as whether they are seeing more students in the College and Career Prep classes as opposed to some of the other ones. How many did he expect and if it represented what his thinking was going into this. Dr. Semmel replied that he likes to keep an open mind and does not want to say that there should be some sort of percentage that they expect. He wants all students to always challenge themselves to the highest level. If he puts a percentage on that, it caps his thinking. He will bring information back to the Board by March or April with some pretty solid numbers.

Mrs. Rickard pointed out that a student is not pigeon-holed in one level. They could take math in one level and reading in another. Dr. Semmel agreed.

Mrs. Queen thought that they would want to see the percentages shifting and changing over time. Perhaps the heavier weighting of more students in the Competitive College Prep or the Honors would result in more students gaining the confidence to move. Dr. Semmel believed, right now, that a number of students are not taking the Level 4 classes because of the grade weighting issue that was present in the current system. He did anticipate that students will decide to take the Honors and not the Competitive College Prep and that these were students who probably should have been taking Level 4 classes currently. They anticipate that will happen.

Mrs. Queen noted that every time she hears Dr. Semmel present on this leveling structure, she hears something new. Last night, she heard him talk about rigor with support. When she was reviewing her notes on Project Lead the Way, she thought that it seemed to be an example of high level of rigor with a lot of support. Mrs. Queen asked if they have any mechanism in place for students helping students. Dr. Semmel replied that the Honor Society does. Mrs. Carmody added that the Honor Society partners with students.

Mrs. Notar-Francesco explained that she shared Mr. Derynoski's concern and that she mentioned it at the last Board meeting regarding how they were going to help the students who were struggling. She pointed out that one of the things that came back at the Curriculum &

Instruction meeting was that there still would be some co-teaching support in some of the College and Career Prep classes. Dr. Semmel replied that was correct. Mrs. Notar-Francesco asked if this would be support in the core subject areas. Dr. Semmel replied that was correct.

Mr. Goralski explained that at last night's PTO meeting there were about 50-60 people, which is the most people that he has seen in his years of attending those meetings. The questions that the parents asked were similar to the Board's and one of the responses was that the special education support was not limited to any level. It could be anywhere and he thought that those percentages were going to swing constantly. The Board knows that they have students going to college at all levels, and this program will prepare every student for college. Some students who have the special education support are going to colleges, and there are some at UConn at Storrs. He was excited that special education support in Southington was not just at lowest levels and was at all levels. He noted that Project Discover is a special education program.

Mr. Goralski commended Dr. Semmel, the committee, and teachers for this systematic change at the high school, which further enables Southington to continue to be the leader that we are. Dr. Semmel replied that he was excited about this change as well.

ROLL CALL VOTE: YES – Mrs. Queen, Mrs. Johnson, Mrs. Notar-Francesco, Mrs. Rickard, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Fischer, Mr. Goralski. **Motion carried unanimously.**

#### **f. Extended Day Kindergarten Program Update**

Dr. Erardi reported that from conversation, to concept, to design, to Monday morning the program is in place. They have hired staff, and the rooms are ready. He complimented Karen Smith, Assistant Superintendent, and was equally appreciative of the entire elementary school leadership team of Sally Kamerbeek from South End Elementary School and Jan Verderame from Derynoski Elementary School who will be hosting the program. He was absolutely confident that the students who were identified will be exposed to two-plus additional hours every day of readiness.

Mrs. Carmody asked how many students were involved. Dr. Erardi replied that there were 60 students. Mrs. Johnson asked how many Kindergarten students were enrolled in the school system. Dr. Erardi replied that it was less than 500 students for the first time in a long time.

Mrs. Rickard remembered that there was a lot of discussion about which students were going to be chosen for the program. She asked if there were any instances where someone wanted their child in the program that they could not accommodate. Dr. Erardi replied that he had a number of conversations with Mrs. Smith and what they chose was a lottery system in which every school was going to be allocated a certain number of seats based on the size of the school. Kindergarten teachers, the administrator, a literacy specialist and a math specialist narrowed down to the neediest student. To the best of his information, nearly every parent that was offered this opportunity was excited to accept.

## 8. NEW BUSINESS

### a. Asbestos Abatement Project Closeout ~ Education Capital Building Committee

Mr. Cox reported that this was finished some time ago with the Education Capital Building Committee and was really one of the last projects. The state needs the formal approval of the Board of Education accepting the project as complete in order to process the paperwork for reimbursement to the town.

**MOTION:** by Mr. Derynoski, seconded by Mrs. Notar-Francesco:

**“Move that the Board approve the Asbestos Abatement Project #131-0123 as complete and direct the administration to close out the project with the State Department of Education.”**

Mrs. Rickard acknowledged that this was one of the best committees that she ever served on. Now, since she and Tony D’Angelo are not seeking re-election, there will not be any original members left on this committee. She noted that it had been eight years that this project was going on. Mr. Goralski hoped that they reconstitute that committee to serve the new joint Capital Plan. Mrs. Rickard noted that when she, Mrs. Clark and Mr. Cox left the last meeting, they had the impression that the committee was going to continue; however, it did not. This committee was the very first joint effort of the three town boards (Town Council, Board of Education and Board of Finance) and that was what she was most proud of because they worked very well together.

Mr. Goralski asked when the Educational Capital Building Committee was first formed. Mrs. Rickard replied that it was eight years ago when Rev. Vicky Triano was Chair of the Town Council and she put the committee together. Mrs. Clark added that it was a wonderful vehicle to discuss with all the other Boards what needed to be done and to have a bipartisan agreement to get the work done. Mr. Goralski hoped that the committee moves forward.

ROLL CALL VOTE: YES – Mrs. Johnson, Mrs. Notar-Francesco, Mrs. Rickard, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Fischer, Mrs. Queen, Mr. Goralski. **Motion carried unanimously.**

### b. Special Education Outplacements 2010 vs. 2011

Mrs. Murdica distributed a document (*Attachment #3*). Dr. Erardi stated that this was the beginning stages of budget 2012-2013. There will be an ongoing conversation about special education costs and outplacement.

Mrs. Murdica explained that she tried to present the information on the document so that the Board could see where Southington was and where they currently are. The top table indicates the final report of the outplacements for June 2010 and goes across to June 2011. She pointed out the note on the bottom of the document. When they are talking about students who are outplaced, there are a variety of ways that these decisions are made. One way a student could be outplaced is at the discretion of the Local Education Agency (LEA), which is Southington

Public Schools, through the PPT process. Through a PPT, they determine that what best supports a student's needs may be outside of what is available in Southington at this time. The other option is Agency Placement. An agency has the control over an education placement for a student who actually resides in Southington. Southington does not have control over that type of placement. The last one is when a parent places a student. In Southington right now, the parent placements are at magnet schools. At magnet schools, Southington has to pay the special education costs for the student who attends. She broke it down by LEA, Agency Placed, and Parent Placed throughout the document so the Board could see what was happening in the district.

Mrs. Murdica explained that there were a total of 75 outplaced students at the end of June 2010. In June 2011, there were 78 students, with 11 students who left the district, moved or graduated. On July 1, 2011, there were a total of 67 students in outplacements. Effective July 1, 2011, the Special Education Department knew that there were six new students who, through the PPT process, were going to be attending an outplacement. Six of those new ones were known LEA placements. The total in the three months since (13 students) are additional students outplaced above the 67 students. They have a total of 80 students and the breakdown is there. While they can't say that this is a trend yet, they can see that the LEA placements are fairly stable and that the agency and parental placements are increasing.

Mrs. Rickard asked Mrs. Murdica to explain the numbers. She asked if the six were included in the 67, or does she add 67 plus six. Mrs. Murdica replied that she just noted those six students because they knew in June that those six students were going to be outplaced. They are included in the 80, not the 67. Mrs. Rickard questioned that, when they move to the next group of numbers from October 12 to October 13, do they increase that many students in one day? Mr. Derynoski pointed out that it was from July 1 to October 12. Mrs. Murdica responded that the six was part of the eight. They know about six of the eight LEA placements, so there were two new ones. Mrs. Murdica explained that it was confusing because she should have had October 13 on both of the column titles. Mrs. Rickard asked how the number went down then. She asked, "How do you take 67, add six, and then add another two, and end up with 54?" Mr. Goralski thought that the 67 correlates more to the 80 and that in the two columns Mrs. Murdica was breaking out the agency placed and the LEA placed. Mrs. Murdica replied that was correct. Mrs. Murdica explained that the end column was the total broken down from LEA, agency placed and parent placed. What she was representing in that third column was what actually happened in the three months this year.

Mrs. Fischer asked, in the column where it lists 21 students as agency placed, if that was in line with the 17 and 20 students listed above, or was there a big bump. Mrs. Murdica replied that it was in line with those numbers with a plus one. Mrs. DiNello explained that there were four more agency placed students today than there were in 2010. The 67 is not just LEA, it is all of the outplaced. Mrs. Murdica apologized that it was confusing. Mrs. Rickard continued that on June 30 they had 20 students who were agency placed, and then four were added, so how did they end up with 21? Mrs. Murdica replied because of the 11 students who graduated in the third column. Some students graduated and some left the district.

Mrs. Clark asked why the agency placements were going up. Mrs. Murdica thought that they were going up all across the state because children and families are having a lot of difficulties. There are a lot of children who need support from DCF and a surrogate. Mrs. Clark

noted that Southington obviously pays the tuition and asked if there was any reimbursement per student. Mrs. Murdica replied that, if they are a Southington student and they are outplaced, Southington is responsible for their education and there is a level of reimbursement for those placements.

Mrs. DiNello pointed out that on a positive note (and the fact that our increase is based on the agency placed) Southington is only responsible for paying one times the per pupil cost before we get Excess Cost reimbursement for agency placements versus LEA placements where we have to pay the four and one-half times. The good news is that the LEA placed has two fewer students than we had in June of 2010. The district receives less reimbursement for those students and greater reimbursement for the agency placed. If there is a place where it is going to increase, it is to the benefit of the district for it to be agency placed where they don't have the control.

Mrs. Carmody stated that, in the last five or six years, Southington has taken many of the outplaced students and brought them back to the school system. She asked what the number of students was that Southington took back and was educating now. Mrs. DiNello replied that she did not know that number. She stated that one of the efforts of the Special Education Department was to service as many students as possible in-district and that was one of the priorities that Mrs. Murdica was reviewing in every outplacement. Unfortunately, as they are bringing students back, there are newly identified students that are going out. Instead of seeing a number steadily increase with outplacements, they are trying to bring back students that they can, so it is almost a wash when they look at the numbers that are outplaced. It just happens that way and there is not a formula or certain number that they are trying to hit. They are trying to service the students they can in-district.

Mrs. Murdica replied that was a very important point that Mrs. DiNello made because there is no magic number. There is no number that they should be looking for. There are some little indicators when the numbers go up that they go back and review to make sure that all of these placements are appropriate. Every decision that is made for these students has to be individualized according to law.

Dr. Erardi noted that the parent placement column has a number five. In many cases, they would be students that we would service within our district at no additional cost. They would fall within the special education program and would be served by a special educator and support staff. However, when a student is successful in the lottery in a magnet school program outside of our district, Southington is billed at well over \$100 per hour for their number of hours serviced per week. It is one of those variables that we just have no idea how to predict or project going forward. The \$3,000-\$4,000 tuition fee for that child actually could be a \$25,000 bill to the local Board of Education.

Mrs. Rickard summarized that the five parent-placed students are only special education students in magnet schools. Dr. Erardi replied that was correct. Mrs. Rickard asked if they had that other number. Mrs. DiNello replied that they do not, but those five are part of that number. They are on this report because, in addition to paying the regular education tuition, we then get an additional bill for special education services. They are part of the larger number that we are talking about.



Mr. Goralski questioned who paid for an agency placed student that comes into our district from another town and is placed in a foster home in Southington. Mrs. Murdica replied that the LEA of origin would pay. Mr. Goralski noted that because he works for DCF he knows that some transiency cannot be tracked and asked what happens in those circumstances. There are some that do not have a school of origin. Mrs. Murdica responded that she did not know that well enough to comment on that at this point. She stated that he was right; there are definitely students who have no nexus and, once they are in our district, she believed that they become ours. She would double-check that for Mr. Goralski.

Mrs. Johnson asked Mrs. Murdica to talk about commonalities of issues about these children being placed. Mrs. Murdica replied that there are complex medical needs, physical needs, and behavioral needs from what she knows now. She will know more as she is in Southington longer.

Mrs. Murdica continued that on the bottom of the handout were the tuition costs as informational for the Board. On the back of the handout, she tried to share some of the pieces of special education law (both at the federal and state levels) that will guide what needs to happen in our Special Education Department and in the district. Mrs. Murdica stated that there were a million regulations that she could have cited from the Individuals with Disabilities Education Act (IDEA), but she thought that the intent was the important piece. She pointed out that the intent is to provide a free and appropriate public education for our students, to provide it an individualized education program, to provide a continuum of services across special education, and to provide education in the least restrictive environment. One student's least restrictive environment is not another student's. Some environments are very restrictive for students, where they are not restrictive for other students. We need to have a variety of options across the district in order to meet the needs of all students. When a student is outplaced, that is a very restrictive environment; however, that may be a child's least restrictive environment because that is what they need to be successful in their program. We also need to provide an education that provides educational benefits. Mrs. Murdica noted that these are all the key features of our federal legislation and the requirements as a district oversight for special education.

Mrs. Murdica explained that she provided a special education regulation from the state regulations regarding private outplacement facilities. It states that we can do that, but we really need to ensure that we are doing that with good knowledge that it is appropriate for the student. It states that within the context of Section 10-76d-17 they also needed to consider Section 10-76d-16(a), which is that, to the extent that we can, all children should be educated in the school that he/she would attend if not otherwise disabled. They really want us to consider that the local school district is likely the best placement for most students. It also allows us that option because it is individualized and we cannot say, "No, we can't do that."

Mrs. Murdica cited the district's plan moving forward for a district plan review of special education across the continuum to include: Looking at what is going on now, what our students' needs are, determining what the continuum looks like, how we correctly program for students with disabilities, what additional supports do we need to provide within the context of our district, and most importantly, what kind of training will we need for our staff in order to accomplish those tasks.

Mrs. Queen asked if there was a formal process once the students are outplaced and, after so much time, do they review the student's situation because their needs could have changed or our services could now meet those needs. Mrs. Murdica replied that with the PPT process they have to review the program of all students once a year. She and the special education coordinators who are assigned to any student who is in an outplacement setting need to once a year examine that program within the context of what the student is doing. They meet with the team of school members who are there and make those kinds of decisions. In addition, there is a less well-known regulation about when students have been outside of the school district for more than two years, the best practice is to completely examine the appropriateness of the program. Even though they are required to do it annually, there is a suggestion that, when you have a student who is out for a couple of years, you would actually conduct a more thorough review of that program.

Mrs. Queen summarized that these students are always our students whether they are educated in Southington or in an outplaced program. Mrs. Murdica agreed.

Mrs. Notar-Francesco thought that the review could be held to the LEA placements and the agency placements, but not the magnet school piece. Mrs. Murdica responded that was actually right with parent placement and agency placement: they can make the decision and the school district cannot do anything about it. The review is really focusing on the LEA, which is what we have control over and where we need to put our efforts.

## **9. EXECUTIVE SESSION FOR STUDENT MATTERS, PERSONNEL MATTERS AND NURSES' NEGOTIATIONS**

**MOTION:** by Mr. Derynoski, seconded by Mrs. Clark:

**“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters, Personnel Matters and Nurses' Contract Negotiations, and upon conclusion reconvene to public session.”**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 9:00 p.m.

Respectfully submitted,

*Linda Blanchard*

Recording Secretary  
Southington Board of Education

**SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION  
OCTOBER 13, 2011**

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 9:10 p.m.

**Members Present:** Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen, Mrs. Kathleen Rickard, and Mr. Brian Goralski.

**Administration Present:** Dr. Joseph V. Erardi, Jr., Superintendent of Schools and Mrs. Sherri DiNello, Director of Business and Finance.

**MOTION:** by Mrs. Derynoski, seconded by Mrs. Clark:

**“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters, Personnel Matter and Nurses’ Contract Negotiations, and upon conclusion reconvene to public session.”**

**Motion carried unanimously by voice vote.**

**MOTION:** by Mr. Derynoski, seconded by Mrs. Clark:

**“Move that the Board return to public session.”**

**Motion carried unanimously by voice vote.**

*The board reconvened public session at 9:35 p.m.*

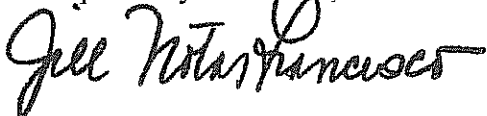
**MOTION:** by Mr. Derynoski, seconded by Mrs. Clark:

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The Board adjourned at 9:35 p.m.

Respectfully submitted,

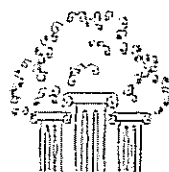


Jill Notar-Francesco, Secretary  
Southington Board of Education

# Keep Kids in School



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Funded in part by a grant from the Connecticut Health Foundation

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*Changing Systems, Improving Lives.*

## **KEEP KIDS IN SCHOOL: IMPROVING SCHOOL DISCIPLINE FINAL REPORT**

### **I. INTRODUCTION AND EXECUTIVE SUMMARY**

Connecticut Appleseed is a statewide, non-partisan 501(c)3 organization that works to help make systemic changes in the delivery of services to enhance social and economic justice in our state. We mobilize the skills and resources of pro bono lawyers and other professionals to improve access to education, health care, financial and other services for broad segments of the population.

Consistent with that purpose, this report reviews successful “best practice” disciplinary interventions and cost-effective in-school suspension techniques, revealed by our interviews with school districts, that could be brought to scale across Connecticut’s school districts. It includes 2009-2010 data on school discipline from the Connecticut State Department of Education (“SDE”) which confirms the encouraging trend away from out-of-school suspension and toward in-school suspension. The SDE data coincides with our findings from our interviews, the vast majority of which were conducted in the same time frame.

#### **A. The In-School Suspension Act**

In May 2007, the Connecticut General Assembly enacted Public Act 07-66, An Act Concerning In-School Suspensions (the “Act”). By doing so, the Legislature was acknowledging that some school discipline can be counterproductive -- a fact widely and well-documented.<sup>1</sup> In particular, the Act reflected the concern that certain disciplinary policy violations (*e.g.*, insubordination) and truancy should not typically warrant out-of-school suspension, that out-of-school suspension may motivate further misbehavior, thereby aggravating classroom disciplinary challenges, and that disciplinary sanctions were all too often responsible for detours to the juvenile justice system. This last point bears emphasis and was a critical motivating factor behind the Act: the more students are repeatedly disciplined out of school, the more likely they are to stay out of school and wind up eventually in prison. Shifting focus away from out-of-school suspension/expulsion and toward in-school suspension for the majority of disciplinary infractions seems to be a logical strategy, therefore, to reduce this “school to prison pipeline.”

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<sup>1</sup> For example, see the report issued by Connecticut Voices for Children on June 3, 2010, “Teaching Discipline: A Toolkit for Educators on Positive Alternatives to Out-of-School Suspensions” (“Voices Report”).

The Act, as originally proposed, therefore required districts to conduct suspension for most types of conduct “in-school” in dedicated classrooms, rather than keeping the student out of school during the suspension period.<sup>2</sup> The Superintendents and administrators we interviewed generally agreed that this was a laudable goal. The problem, from their perspective and that of many local boards of education, was that the Legislature did not provide school districts with funding for the design and operation of in-school suspension programs. Simply put, keeping a majority of suspended students “in-school” in dedicated classrooms requires additional space, planning time and, of course, teachers and/or behavioral specialists to supervise the suspended students.

Lobbying from both sides -- those who wanted the Act implemented as is and those who wanted it modified or fully funded -- resulted in the implementation of the Act being delayed. It finally became effective on July 1, 2010. The Act as passed requires districts to impose only in-school suspensions, unless the administration determines that the student poses a danger to others or property or the student’s presence would cause such a disruption of the educational process that the student should be excluded from school entirely during the suspension.<sup>3</sup> The law also gives districts the option of conducting the in-school suspension in any school building under the district’s control.<sup>4</sup>

Despite the delay in implementing the Act, we found that a number of pioneering school districts were well ahead of the curve by experimenting with creative and cost-effective in-school suspension in advance of the Act’s July 1, 2010 implementation date. This report focuses on those efforts.

## **B. Executive Summary**

Connecticut Appleseed recruited, trained and managed a team of volunteer attorneys to conduct interviews in nine diverse school districts to find and publicize imaginative ideas to transition

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<sup>2</sup> An “in-school suspension” is the exclusion from regular classroom activity for no more than ten days; “expulsion” is the exclusion from such activities for more than ten days. See Conn. Gen. Stat. § 10-233a.

<sup>3</sup> It is important to note that the Act also does not amend or alter other state law that *requires* districts to *expel* students that commit certain offences, such as possession of a weapon or drugs.

<sup>4</sup> We understand that this option, which was not included in the law as originally drafted, is an important cost-saving measure for districts as it allows them to educate the suspended students in buildings with more free space and flexible staff time.

from expulsions/out-of-school suspension to in-school suspension. While professional titles and school levels varied by district, our volunteers typically interviewed four to six administrators, principals and teachers in each district. This report showcases and shares some of these experiments and, also, presents SDE data from the same time period which confirms the transition. By publicizing best practices and accelerating the delayed transition in school discipline, this report also seeks to minimize the percentage of students who become entangled in the juvenile justice system.

In summary, we found that many school districts used the Act's delayed implementation period remarkably well to explore disciplinary alternatives to out-of-school suspension. As a result, we can confidently forecast that prompt implementation of in-school suspension should drive down the State's out-of-school suspension statistics further in 2010-2011. We found, however, an over-representation of students of color and minorities in disciplinary data -- a trend that is also well documented and that our data confirmed.

We particularly expanded our focus to explore the impact of school discipline on family units. We spoke directly with both parents and disciplined students and conducted a middle school focus group. We partnered with Connecticut Parent Power ([www.ctparentpower.org](http://www.ctparentpower.org)) and the Connecticut Association of Human Services ([www.cahs.org](http://www.cahs.org)) to investigate parents' perspective on how school discipline affects their families. Our relationship with these organizations led to an August 12, 2010 webinar on school discipline involving parents from all across the state. The online survey which accompanied the webinar found that schools do a good job in communicating their disciplinary rules and in notifying parents when their child has violated an aspect of their code of conduct.

This report is also differentiated from, and adds value to, the Voices Report by examining "alternative schools" operated by some school districts to address the needs of repeatedly disciplined students and of special education students whose classroom behavior may be too disruptive.

## **II. ACKNOWLEDGEMENTS**

In no small part, this report relies on relationships established by Claire Howard, Connecticut Appleseed's Education Policy Associate from April, 2006 until March, 2010. Ms. Howard secured commitments from nine school districts to share their proactive efforts to implement successful discipline policies being required to do so by state law. As discussed below, these districts have implemented aggressive policies that enforce discipline but reduce the incidents requiring discipline, without relying on out-of-school suspension and expulsion. Ms. Howard also authored CT Appleseed's February 25, 2010 interim report entitled "Keep Kids in School:



Improving School Discipline,” which is posted at [www.ctappleseed.org](http://www.ctappleseed.org). Connecticut Appleseed’s Board of Directors appreciates Ms. Howard’s leadership on this issue.

This report gratefully acknowledges the nine superintendents who agreed to open their districts as “laboratories in discipline” by allowing extensive interviews of themselves and their staff. These districts are appropriately proud of their foresight and fortitude in tackling these school discipline issues, without having been provided any direct funding to do so by the state.

We are also immensely grateful for generous support from our lead pro bono partner, Bingham McCutchen LLP, which provided a deep bench of attorneys and staff to conduct and summarize the district interviews. We appreciate also the pro bono assistance from additional attorneys at Day Pitney LLP and the generous gift of pro bono help from attorney Beth FitzPatrick. Additionally, we note that Bingham McCutchen counsel Michael D’Agostino, chair of the Hamden Board of Education (and a member of Connecticut Appleseed’s Board of Directors), will be sharing the findings with his fellow chairs across the state. Mr. D’Agostino will also distribute copies of this report to the Connecticut Association of Boards of Education and the Connecticut Board of Education, which oversees the Connecticut Department of Education.

Finally, this report simply would not have been made possible but for the support and backing of the Connecticut Health Foundation, the Travelers Foundation, the Nellie Mae Education Foundation, the Greater New Haven Community Foundation and the Perrin Family Foundation.

### **III. OVERVIEW OF THE ISSUE**

Out-of-school suspensions and expulsions have not proved effective at preventing or addressing many of the underlying causes of student misbehavior. Worse yet, out-of-school suspension itself may be an incentive to misbehave, providing an academically-challenged student with a temporary escape hatch to avoid possible classroom embarrassment. This possibility was cited by more than a few of our interviewees.

Out-of-school suspensions are often the first step in a child’s pathway to the juvenile justice system. While the link between school discipline problems and juvenile delinquency is attributable to many factors, leaving children unsupervised at home or on the streets during school hours is certainly a key contributor. As cited by the Voices Report, Connecticut’s Court Support Services Division reported in 2007 that 89% of 16- and 17-year olds involved in the juvenile justice system had been suspended or expelled from school.

This report explores not only how in-school suspension succeeds better at deterring misbehavior but, also, those additional disciplinary sanctions, supports and interventions that successfully

motivate socially constructive behavior among school children. Components of a framework approach aimed at reducing referrals for discipline in the first place includes more effective teachers, Positive Behavior Interventions and Supports (“PBIS”) and any number of the other supportive techniques discussed below.

A significant number of those interviewed identified an “effective teacher” the biggest single key to effective school discipline. Administrators and teachers roundly agree that effective classroom management means less disciplinary action. One principal commented that removal posits an ‘easy way out’ for a teacher and that its too-frequent use simply furthers student misbehavior.

No administrator offered a specific formula or expressed confidence that every staff member could be transformed into an “effective teacher” by any particular training. While the requisite skill remains somewhat elusive and intangible, books like “Tools for Teaching” were found to be helpful and administrators can devote professional development days to training teachers to respond more flexibly to misbehavior.

Stratford Middle School’s “Make Your Day” program attempts to approximate and distill the benefits of an effective teacher.” Two of its tenets are the initial handling of disciplinary infractions in the classroom and the consistent application of disciplinary standards across classrooms. Before implementing “Make Your Day,” teachers are trained in the different and distinct disciplinary steps that should be taken in response to each particular type of infraction and its recurrence.

At the end of class, Stratford students have an opportunity to comment on the student/teacher interaction and engage in a respectful exchange about its appropriateness. Students grade their own behavior, share their grades with their class and get feedback. Teachers and students can disagree and negotiate revised grades. While a student ultimately needs to achieve a certain minimum score to ‘make his day’, each day is guaranteed to be a fresh start.

July 1, 2010 constituted a similar fresh start for school discipline in Connecticut schools. Examples of the creativity, resourcefulness and resolve prompted in part by the Act follow below. Hopefully, the likelihood that increasingly serious disciplinary problems will ultimately be reflected in expulsions or dropout statistics will also gradually decline in Connecticut.

#### **IV. METHODOLOGY**

This report looks broadly at the rapidly-changing disciplinary framework and, more closely, at some of the more successful disciplinary experiments in a self-selected sample of Connecticut’s public school systems. Even in advance of the Act’s implementation date and despite

considerable financial constraints, many districts were and are proactively tackling their disciplinary challenges.

The report also highlights data showing the extremely uneven application of disciplinary policies in a larger sample of nineteen diverse districts. By combining on-the-ground perspectives from school administrators with district-specific disciplinary data from SDE, the report assembles and analyzes what our project team learned about the school discipline picture in Connecticut.

The school suspension data in this report is from the SDE's ED166 Disciplinary Offense Data Collection for the 2009-2010 school year. The data subset to which this report refers includes the following districts and schools within them:

	Hamden*	Regional School District 13	Tolland
Branford*	Hartford*	Regional School District 16	Waterbury
Bridgeport*	Milford	Shelton*	West Hartford
East Hartford	New Haven*	Stamford*	Windsor Locks
Fairfield*	Norwalk	Stratford*	Wolcott

The asterisk marks those districts where we conducted interviews. Our statistical findings include data from all nineteen districts and our other findings rely on our interviews.

## V. FINDINGS

### A. The Transition To In-School Suspension Is Well Underway (See Appendix 1).

Out-of-school (OSS) suspensions declined significantly across the state from the 2006-2007 to the 2009-2010 school year from a rate of 7.1 to a rate of 4.9.

Within our 19-district sample, the range of decrease in this OSS rate was from 0.2 to 7.9, with a median decrease of 1.3 and a mean decrease of 2.1. Among our sample districts, the out-of-school suspension rate failed to decline in only one district (Waterbury).

Over the same time 3-year period, the rate of in-school suspensions (ISS) increased across the state from a rate of 1.8 to a rate of 5.9.

Within our 19-district sample, the range of decrease in this ISS rate was from 0.2 to 13.6, with a median increase of 3.5 and a mean increase of 5.4.

**B. Rigorous, Demanding In-School Suspension Is An Effective Deterrent – More So, Perhaps, Than Had Been Foreseen By The Legislature.**

Conversation with a middle school focus group was eye-opening -- disciplined students dread close monitoring. Their descriptions of in-school suspension: "They're so on you;" "It's like jail;" "You can't even move." With teachers or counselors rotating through every period, the disciplined students have no idle time. Students don't have the option of skipping in-school suspension, in contrast to community service. Likewise, a student can fake remorse for inappropriate behavior in a required reflective essay without much effort.

But confinement and close supervision seem to motivate behavioral change. As a whole, the 8th grade students participating in the middle school focus group -- each of whom had served at least six out-of-school suspensions in the 2009-2010 school year --- had not been so disciplined a single time during the first five weeks of the 2010-2011 school year.

**C. Uneven Impact Of School Discipline: Disciplinary Incidents Disproportionately Involve African-American, Hispanic And Special Education Students.**

*Black/Hispanic Students*

We found highly disproportionate levels of disciplinary incidents among black and Hispanic students. This pattern, which is state-wide and exacerbated among male students, was also well documented in the Voices Report. Sadly, the tendency is that the more impoverished the school district, the more acute the overrepresentation of disciplined black and Hispanic students. One middle school student blasted his school with the accusation that "white kids don't get in trouble . . . "they" believe white kids, not black".

Based on 2008-2009 data from SDE for all Connecticut school districts:

- Black students were roughly four times more likely, and Hispanic students were about twice as likely, to be expelled or receive an out-of-school suspension than white students.
- Black students were more than twice as likely, and Hispanic students were roughly 50% more likely, to receive an in-school suspension than white students.

In district interviews, the issue of uneven representation of black/Hispanic students is a highly sensitive topic. A few districts broadly discussed the need for cultural diversity training of teachers because of the increasingly diverse cultural background of students and the teaching

staff's comparatively homogeneous demographics (*i.e.* young white female). Many of these districts were interested in confronting their race and class issues, but cited lack of funding as the main barrier to doing so.

However, Shelton High School has a Diversity Team by which several students and staff members work with district schools on diversity issues. Hamden School District has had several "Community Conversations" between parents, teachers, staff and others related to diversity in the public schools. Stratford devised a "Names Program" in which peer groups and mentors provide diversity training and guidance and teach awareness of the commonalities among students despite differences in appearance and ethnicity.

While racial and ethnic disparities in academic performance is not the focus of this report, one facet of school discipline is that bad behavior is often the result of boredom. Recognizing this, Stratford is encouraging and challenging more minority students to take higher level courses. And in a cooperative program involving students, parents and counselors, Stratford's guidance counselors meet with students who score below proficiency on CAPT/CMT tests to help them develop success plans for both academics and future career paths. Stratford engaged professional development consultants from UCONN for to help its guidance counselors intervene more successfully in the relationship between school discipline and academics.

### *Special Education Students*

Across our data sample, disciplinary incidents also disproportionately involved students diagnosed as requiring special education. This issue was not a focal point of our interviews. While disparities in discipline ratios for special education students clearly exist in these districts, the degree of those disparities is slightly less glaring than those on racial/ethnic lines.

For example, in Bridgeport in 2009-2010, special education students represented 20.4% of disciplinary incidents, but represented 12.5% of the district student population. In Hartford in 2009-2010, special education students represented 21.0% of disciplinary incidents, but represented 14.8% of the district student population. However, these fairly typical imbalances were dwarfed by the degree to which, on a statewide basis, black and Hispanic students were more disproportionately involved in disciplinary incidents than were white students.

Looking more broadly, the most disproportionate discipline of special education students occurred in one district (Region School District #13) where 49% of disciplinary incidents involved special needs students – although only 13% of the student population had been so identified.. At the lowest end of our sample, 17.4% of disciplinary actions in both New Haven

and in Windsor Locks involved special needs students – while 11.3% of New Haven school children and 10.2% of Windsor Locks school children were so identified.

#### **D. Alternative Schools**

Some districts have created full-day alternative schools (either on- or off-campus) that differ in some important respects from traditional public schools. Some alternative schools are designed specifically or primarily for special education students, some were established to manage the behavior of the most disruptive students who regularly violate disciplinary codes, and some are combinations of the two.

Stratford's Alpha program includes 55-60 students who have been removed from class for disruptive behavior. Located in its own wing at the high school and operating from 8:00 AM to 12 -Noon, Alpha is facilitated by one administrator and four to five teachers. The district's goal is that Alpha's curriculum remain in line with the rest of the high school, especially with respect to the CAPT program and testing.

Fairfield's alternative high school, where roughly half of the forty students are special education students, represents the hybrid model. Administered by a dean, the school has a full-time psychologist, a social worker, a director of special education and a teacher/student ratio of 5:1. Students in crisis can be boarded in a residential program. For those students with the potential to return to mainstream high school, a gradual re-integration process begins with one class and, if warranted, expands from there.

Branford's administrators view their Horizons program as an extremely successful "alternative school" endeavor that has prevented many students from dropping out. Horizons is intended for students who have difficulty succeeding in large class settings or who are a bit slower to grasp ideas, but who may not qualify for special education. It provides an alternative to both the mainstream curriculum and to private special education schools. About 6% of Branford High School's student population participates in Horizons on a completely volunteer basis.

Horizons' smaller class settings with a much lower student to teacher ratio are enabled by teachers who also participate on a voluntary basis. Horizons' students are not isolated from their high school peers. They participate either in a morning session or an afternoon session, while joining mainstream classes for the balance of the day and maintaining the opportunity to participate in the school's clubs and sports programs. Since the Horizons program is in-house, it helps the Branford district to keep costs down.

One of Hamden's two alternative schools was designed specifically for students with special needs. It relies on behavior modification using a "point system" report card to provide immediate feedback. Points can be earned to gain external rewards like field trips, as well as lost. All of the school's teachers are certified for special education but not for an academic discipline.

Hamden's second alternative school, called "Team H," is composed mostly of students just entering high school who need more personal attention and a higher level of faculty intervention. Not all of Team H's students are selected because of their disciplinary violations; rather, some are selected in anticipation that they will need help with transiting from middle school. Administered by an assistant principal, the self-selected faculty includes one psychologist, one social work and two guidance counselors. The school uses the same curriculum and adheres to the same testing schedule as the mainstream high school. Two-thirds of the students enter the mainstream 10<sup>th</sup> grade on schedule and 1/6th move to 10<sup>th</sup> grade within the alternative school program. Of the remaining balance, some students retake 9<sup>th</sup> grade and some get GEDs at night school. Over the past two years, there have been no "complete" dropouts.

"Thicker-skinned" teachers who "want to be here" and like a team approach typically handle Team H students well because they connect with them. Despite the challenging student cohort, fewer suspensions and expulsions are recorded within the alternative school program than in the mainstream 9<sup>th</sup> grade. Team H operates like a close-knit family, offering the student more counseling and affirmation than the regular high school and even providing clothing if needed.

While many districts hire retired teachers for their alternative schools, there is no state regulation mandating the use of certified teachers for alternative education programs. Alternative schools focused on students with special needs may not need or use academically certified teachers. An interviewee at the Hamden special needs school cautioned against judging an alternative school on the basis of how many teachers are academically certified. However, the Capitol Region Education Council (CREC) is piloting a Virtual Learning Academy (VLA) that allows access to certified teachers online. VLA also allows certified teachers to assess the quality of the teaching provided by the alternative school. Essentially, the VLA allows outsourcing academic content to certified teachers at CREC.

We found that a state-of-the-art alternative school does not necessarily aggravate the schools-to-prison pipeline with an elevated dropout rate any more than does a mainstream school. While some alternative schools attempt to gradually transition its students to a mainstream school, a long-stay in an alternative school does not necessarily represent failure. An alternative school may properly measure its success by its own graduation ratio. Some interviewees said that an alternative school setting has advantages for certain students. Consistent with that view,

educators interviewed stressed that his or her district is trying to design more alternative educational paths and diversify choice within its alternative school.

## **VI. INNOVATIVE PRACTICES IN IN-SCHOOL SUSPENSION: A MARRIAGE OF PUNISHMENT AND PREVENTION**

Not all in-school suspension options are equally effective. There are vast differences between multi-day detentions lacking much academic instruction and ambitiously aggressive combinations of instruction, mentoring and counseling for the disciplined.

While there are many forms and types of in-school suspension, the salient characteristic of the most successful programs is a highly structured environment that is unpleasant for the student. Discomfort, whether created by unusually close supervision and continuous assigned tasks and/or by perceived-intrusive counseling and mentoring, is an effective deterrent. To the degree the student's time is unstructured and underutilized-- rather than devoted to academic content or behavioral help -- an in-school suspension program will represent less deterrence.

An idealized version of in-school suspension includes a small faculty/student ratio, sharper academic focus and no socializing. In the case of one middle school, suspended students are supervised throughout most of the day by rotating in certified teachers who oversee regular coursework and homework. Behavioral specialists or other staff skilled at connecting with disciplined youth oversee the balance of the day. Provided with continuous academic and/or behavioral content, the students are expected to maintain the "normal" academic pace.

In the case of one elementary school, students are typically assigned to in-school suspension for one or two days, with a maximum of ten. In-school suspension begins with an "entry plan," with students devoting their initial hour or so to reflection, setting goals and developing a strategy to avoid repeating the behavior that prompted discipline. That strategy also involves identifying people within the school to whom the student can turn for guidance before a similar incident threatens. The remainder of the day is devoted to academic work. Each teacher sends assignments to the staff person in the suspension room (currently a para-professional, but soon to be replaced by a certified behavioral specialist) who supervises their completion.

A similar in-school suspension program is now envisioned for a large city's K-8 magnet school. Academic work must be completed in a structured environment where individual attention is available. All suspended students analyze their behavior and next steps in a reflection essay, while some students will be asked to develop an accountability plan outlining needed behavioral changes. After completion of the suspension, guidance counselors and social workers will meet with the disciplined student to review their misconduct and commitment to improve. If the



insights immediately above are correct, the success of the magnet school's program will be enhanced by instilling intense supervision, rigorous academics and a dash of student discomfort.

## **VII. INCREASINGLY SOPHISTICATED SOCIAL, EMOTIONAL AND BEHAVIORAL SUPPORTS**

Connecticut school districts already employ a wide variety of programs that reinforce positive student behavior. These programs represent a spectrum of techniques and ideas that range from the simple and cost-free to the sophisticated and expensive.

At one extreme, a Chess Club is popular with disruptive students at a Shelton elementary school because it provides an outlet for competitive energy and supports student achievement. The principal finds chess and other similar games to be a good low-cost alternative in cases where schools do not have team sports. A similar "no frills" technique is for an administrator or principal to regularly eat lunch with groups of students to try to build an improved and positive relationship with some of the more difficult ones.

Interdisciplinary student support or child study "teams" are in place in many districts. Students struggling with academic and behavioral issues are referred to these teams which evaluate and seek the services these children need to be successful.

One moderate-cost variation on this theme is the "Response to Intervention" model employed in both Hartford and Hamden. As adopted in a pilot in some Hamden elementary schools, this program matches instruction and intervention to individual student needs and makes adjustments over time based on performance and learning rates. Certain Hartford elementary schools, having been given autonomy to adopt their own programs by the district, have also adopted the Response to Intervention Model. A team of a principal, teachers, guidance counselors and social workers in schools using this model creates a Behavior Intervention Plan (BIP) tailored to the particular student and identifying the specific intervention strategies that the student requires. Everyone in the schools who interacts with a student needing intervention then follows his/her individualized BIP.

Stamford has undertaken a broader-brush (and somewhat controversial) approach to support positive student behavior by reducing the number of "tracks"<sup>5</sup> for high school students from

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<sup>5</sup> Tracking is separating pupils into subgroups that pursue different curricula. While tracks are often distinguished based on the difficulty of their respective courses, the ways by which students are assigned to tracks and the amount of fluidity within the tracking systems vary by district.

three to five to just two. With fewer tracks, there is obviously a wider range of aptitude and academic performance within each track and classroom. The premise for the change is that kids learn best from each other - and particularly so by teaching each other. When students teach each other, the evidence shows that top students do no worse and bottom students do better. Since making this recent change, teachers have observed a decline in behavioral problems and attribute it to successfully mixing different types of students.

At the absolute other end of the cost spectrum, seven of the nineteen school districts in our sample employ PBIS in some fashion. PBIS successfully reduces disciplinary problems by relying on positive reinforcement and clear communication of behavioral expectations and involves a systemic continuum of support for all students. Overwhelmingly, in both formal and informal conversations, district officials spoke positively and optimistically about PBIS. Parents in our online survey also gave PBIS the most favorable possible ratings.

As applied in one Hartford elementary school, a standing leadership team, consisting of 8 staff members, attends 6 full days of training through CREC and then trains other members of the teaching staff. For most teachers, therefore, PBIS training is in-house. The principal believes that teacher-to-teacher training is the most effective as teachers are more receptive to ideas when coming from colleagues.

While New Haven applies PBIS in 6 schools, PBIS is often undertaken at the district level for grades K – 8 and requires significant funding to implement. Some PBIS concepts were also applied in modified or abbreviated forms where funding had not been provided and was not available (e.g. an alternative school in Hamden).

## **IX. BEST PRACTICES IN SUCCESSFUL DETERRENCE I - INTERVENTIONS**

### **A. Peer Mediation**

Peer mediation is used fairly widely. Typically, students are trained on how to help resolve conflicts between each other and among students in general and then proceed to train their peers. It is valued for preventing conflicts from escalating into something more serious - such as an incident that would trigger an out-of-school suspension or expulsion. In use in Stratford for at least seven years, peer mediation is overseen by guidance counselors who provide feedback to the student mediators – who then help other students contract with each other to improve their

behavior. Students thereby become responsible for both their own behavior and for raising the level of behavior throughout the entire school. New Haven presently uses peer mediation in three schools.

Bridgeport adopted a peer mediation program for which it had contracted with the Partnership of Children in New York City, aided by a grant from General Electric. Both students and adults are trained under this model. The schools seek a diverse group of student peer mediators; such mediators are not limited to 'successful' leaders, but includes students of all levels. Guidance counselors often facilitate the peer mediation sessions. This peer mediation program is available above 3<sup>rd</sup> grade in thirteen to fifteen of Bridgeport's thirty-nine schools. School administrators perceive the program as a success that helps them reach out to different types of students.

#### **B. Crisis Prevention Intervention (CPI)**

CPI is a pilot program at Hartford High that focuses on prevention and de-escalation. Students are taught alternative behavior and problem solving skills, while staff is also trained in de-escalation techniques. Interestingly, many of the interviewees specifically mentioned that teachers should also receive de-escalation training. However, CPI requires trained "behavior technicians" qualified to train staff and to observe and analyze students with behavior problems and work with them to address those problems. The program is relatively expensive, but seems thus far to be promising.

#### **C. Juvenile Review Boards**

Several high school principals noted that juvenile review boards ("JRBs") are a helpful and desirable means of intervention. JRBs target first-time offenders under 15 years of age whose offenses are no more serious than misdemeanors. Police refer these young offenders to a JRB, where a panel of community volunteers hear the "case" and offer a balanced and restorative justice solution to compensate and/or heal the victim. Offenders are typically provided with counseling.

#### **D. Reintegration Via A Young Men's Council**

Stamford's Westhill High School formed a Young Men's Council to reach previously suspended students. Male students who have been suspended are invited to interact after school with school staff particularly skilled at connecting with, mentoring and guiding youth. The Council provides the youth with an opportunity to vent, get over the incident, and re-integrate themselves constructively.

#### **E. Targeted Mental Health Resources For Bridgeport Students**

The Bridgeport Learning Center is a therapeutic day program for students with mental illnesses (psychosis, severe depression, post-traumatic stress disorder, etc) who often exhibit severe behavioral challenges. While its focus is on emotional/psychiatric issues, the Center employs different interventions based on differing student needs.

The Center employs both minimally restrictive and more restrictive intervention programs and techniques, depending on the circumstances. It adopted and adjusted the "Boys and Girls Town" model to deal with social skills and behavioral issues and also uses PBIS practiced district-wide in Bridgeport. The Center also has a "refocus room" to which a student is sent occasionally to regroup, which is its version of in-school suspension.

#### **X. BEST PRACTICES IN SUCCESSFUL DETERRENCE II - ALTERNATIVE SANCTIONS**

##### **A. Community Service And "Saturday School"**

Scofield Magnet School in Stamford established a Saturday School where students disciplined for certain infractions (e.g. fighting, repeated tardiness or insubordination) must attend three hours of school on Saturday to do school work. The principal reported the program to be highly successful and one that students rarely need to repeat. It is noteworthy that, lacking school district funding to sustain it, the Scofield PTO fundraises to keep the Saturday School operating.

Community service is commonly used at Stamford's Westhill High School. It may occur on school grounds (e.g., cleaning graffiti) or off-campus by the school's arrangement with community organizations. On-campus community service is supervised by security officers and managed by the Dean of Students, which does add a cost consideration. High school parents have generally been supportive of this sanction.

More broadly, community service drew the greatest "favorable" response in the online survey accompanying our school discipline webinar with Connecticut Parent Power/CAHS. Among the list of choices offered in that survey for "better ways to discipline than suspensions and expulsions," the respondents ranked community service highest.

## **B. Withdrawal Of Privileges: A “Negative” Point System**

An inexpensive system is being implemented at Hamden Middle School by which students are given points for inappropriate behavior. Accumulation of certain numbers of points results in a student’s exclusion from events such as dances, class trips and graduation ceremonies.

While a negative (rather than positive) incentive, the principal said that the point system has been successful in reducing disciplinary problems by motivating students to “try to be good” He cites, for example, a dramatic improvement in student behavior in the spring largely motivated by the desire to attend the prom. During the past three years, the principal has seen a 30-40% decrease in the number of students missing events because of disciplinary problems.

## **XI. LOOKING FORWARD**

With PA-0766’s implementation just underway, Connecticut school districts have literally only begun their search for ingenious and cost-effective prevention, intervention and punishments. Already impressive is the broad progress made in keeping more students disciplined on school grounds while maintaining a successful learning environment.

Connecticut Appleseed respectfully submits this report to help advance the exciting transition underway-- one which will promote better school discipline without placing so many students at risk of entering the juvenile justice system.

A widespread and understandable concern voiced by many interviewees is whether their districts can afford the cost of prevention and deterrence in general, and of in-school suspension in particular. One prospect is Congress’ forthcoming reauthorization of the Elementary and Secondary Education Act (ESEA) and redirection of the federal No Child Left Behind law. If a reauthorized ESEA could provide funding for disciplinary frameworks like PBIS, its feasibility for Connecticut’s school districts might measurably increase.

# Appendix 1

District Name	School Year 2006-2007			School Year 2009-2010 **				
	Students	ISS	OSS	Students	ISS	OSS	ISS Rate	OSS Rate
	Enrolled	Rate	Rate	Enrolled	Rate	Rate	Increase	Decrease
Branford	3620	4.6	3.2	3502	7.4	2.4	2.8	-0.8
Bridgeport	21381	6.3	21.6	20192	19.0	13.7	12.7	-7.9
East Hartford	7864	9.6	12.4	7242	22.0	12.2	12.4	-0.2
Fairfield	9510	0.7	1.9	10156	2.6	0.7	1.9	-1.2
Hamden	6304	9.1	9.8	6087	12.6	6.4	3.5	-3.4
Hartford	22573	12.9	19.2	21428	21.1	15.5	8.2	-3.7
Milford	7520	4.0	3.3	7272	5.0	2.2	1	-1.1
New Haven	20170	1.9	16.6	19875	13.7	12.0	11.8	-4.6
Norwalk	10811	4.6	7.4	10959	8.8	6.3	4.2	-1.1
Shelton	5710	5.4	3.0	5469	9.1	2.0	3.7	-1
Stamford	15097	0.7	3.2	15042	3.7	3.0	3	-0.2
Stratford	7429	3.1	7.2	7356	8.9	2.5	5.8	-4.7
Tolland	3155	3.4	2.7	3153	17.0	1.6	13.6	-1.1
Waterbury	18298	10.8	15.4	18212	22.9	16.7	12.1	1.3
West Hartford	10170	4.6	3.6	10569	5.7	1.9	1.1	-1.7
Windsor Locks	1920	8.6	4.3	1802	9.7	2.9	1.1	-1.4
Wolcott	2931	4.8	5.0	2751	5.0	1.6	0.2	-3.4
Durham, Middlefield	2177	0.7	2.5	2083	2.1	0.5	1.4	-2.0
Beacon Falls, Prospect	2688	4.9	3.7	2585	6.2	2.6	1.3	-1.1
State Total	578612	1.8	7.1	567812	5.9	4.9	4.1	-2.2

Data Source: Connecticut State Department of Education, ED166 Data Collection

\*\*2009-2010 data is preliminary

## Figures Below are for 19-District Sample Only:

Range of OSS Rate Decrease	Range of ISS Rate Increase
0.2 to 7.9	0.2 to 13.6
Median Decrease	Median Increase
1.3	3.5
Mean Decrease	Mean Increase
2.1	5.4

## Appendix 2

School Year 2009-2010	
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District Name	% Students with Disabilities	% of Incidents Involving Students with Disabilities
Branford	13.00%	18.5
Bridgeport	12.50%	20.4
East Hartford	13.90%	20.0
Fairfield	9.80%	28.9
Hamden	12.70%	25.2
Hartford	14.80%	21.0
Milford	12.70%	37.0
New Haven	11.30%	17.4
Norwalk	10.30%	25.9
Shelton	9.60%	18.3
Stamford	9.20%	18.0
Stratford	9.20%	20.3
Tolland	10.70%	19.2
Waterbury	16.90%	23.6
West Hartford	11.10%	27.3
Windsor Locks	10.20%	17.4
Wolcott	8.90%	33.2
Durham, Middlefield	13.00%	49.1
Beacon Falls, Prospect	9.90%	18.3

*Data Source: Connecticut State Department of Education, ED166 Data Collection*

## **Administration: Board of Education Update October 13, 2011**

1. **Safety Forum - SES Cafetorium – October 17<sup>th</sup> – 7:00 p.m.**
2. **SPS Quarterly Newsletter** (Attachment 1)
3. **Informational Updates:**
  - a. **STEPS Safety Survey (11/18/11)** (Attachment 2)
  - b. **Anti-Bullying Community Draft** (Attachment 3)
4. **Sloper After School** (Attachment 4)
5. **Olde Marion Schoolhouse** (Attachment 5)
6. **Middle School Project Forums:**
  - a. **JAD – Thursday, October 20<sup>th</sup> - 7:00 p.m.**
  - b. **JFK – Tuesday, October 25<sup>th</sup> - 7:00 p.m.**
7. **Public Report Card – Elementary School - Hartford Area**
  - a. **Class Size (K, 2, and 5) – 15.4 – 22.9 – SPS 18.2 = 14/52**
  - b. **Salary (2009-2010) - \$54,100 – 76,600 – SPS \$61,200 = 13/52**
  - c. **CMT (Grade 3/4 M /R) 209.4 – 284.8 – SPS 276.2 = 44/51**

*Joe E. [Signature]*  
10/13/11





# SOUTHTON PUBLIC SCHOOLS

JOSEPH V. ERARDI, JR., Ed.D.  
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH  
ASSISTANT SUPERINTENDENT FOR  
CURRICULUM & INSTRUCTION

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Dear Staff:

My sincere thanks to everyone for such a strong start to the 2011-2012 school year. As expected, challenges grow each and every year and I am really pleased that our workforce meets that challenge with perseverance, compassion, and a can-do attitude.

I continue to believe that state and national reform takes place at the local level with one community at a time being bold enough to have an unyielding swagger for all public school children. I also continue to believe that you have allowed the Southington story to be one that people are paying attention to as we remain in turbulent economic times.

I hope that every staff member exercises their freedom to vote on November 8, 2011. In Southington, we have dedicated community members who are brave enough to run for office. They are aware of the time commitment and the intensity and gravity of the work. The candidates are also aware that this is all done pro bono with the only reward being the satisfaction of knowing that good governance will mold the future of 6,500 children.

I ask every staff member to find the time to be an informed voter and to cast your vote on November 8<sup>th</sup>.

In the interim, if I can be of any assistance, please stop by my office or give me a call.

Respectfully,

Dr. Joseph V. Erardi, Jr.  
Superintendent of Schools

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November 18, 2011

Dear Teachers and Staff Members at SHS, ALTA, JFK, and JAD,

Thank you all for helping STEPS administer the second round of the Search Institute's Attitudes and Behavior Survey. This survey is a grant requirement and very important to our initiative. With these results, we will be able to provide comparative data to our community to see if we are reaching our goal of making Southington a healthier and safer environment for our students to grow up.

Along with this letter we have included the surveys, an insert with additional questions, and a short script that we ask you to read to your students prior to beginning the survey. The survey is 183 questions (160 for the survey and 23 additional questions on the insert). The entire process should take students approximately 50 minutes to complete.

When each student finishes their survey, please have them place the insert inside of their survey and place both in the envelope at the front of the classroom. The pens can be collected as well. When the last student finishes their survey, have them seal the envelope and bring it immediately to the main office. The main office will have a collection box which will be picked up at the end of the school day. Completed surveys must NOT be handled by teachers at anytime and all surveys MUST be turned in at the end the period in which the surveys were taken.

This survey is being given to all 7, 9, and 11 grade students in the Southington School System that are present in school today and we should have the results within 10 weeks.

We ask that you suggest students take this survey as seriously as possible and answer all questions to the best of their ability. We truly appreciate your assistance with this process and for all your hard work as a Southington teacher.

Please let us know if you have any questions. We can be reached directly at 860-276-6285 or at [SouthingtonSTEPS@gmail.com](mailto:SouthingtonSTEPS@gmail.com).

Warm regards,

Southington's Town-wide Effort to Promote Success  
Advisory Board Members

Search Institute's Attitude and Behavior Survey  
Southington Schools  
November 2011



## CLASSROOM ADMINISTRATION SCRIPT

Teachers and Staff:

**Please read the following word for word to your students:**

### **Introduction:**

Our school is involved in a very important study of student attitudes and behaviors. The purpose of this study is to help our school and town better understand the needs of our students. By taking this survey seriously and by answering honestly, you play an important role in this effort.

There are a couple of important things you need to know. First, the survey is filled out anonymously. This means there are no identification numbers on this survey and you should not put your name anywhere on the survey booklet or insert. No one will know which survey booklet you filled out, and therefore no one will know how you answered these questions. Also, this survey is voluntary which means you do not have to take it, and you may skip an item if you choose. This is not a test you take for school grades.

I will now give each of you a survey, an insert with additional questions, and a pen. Please do not open the survey or begin until I tell you to do so. Remember, this survey is not a test, and it is important that you answer all of the questions honestly.

**Pass out 1 survey, 1 insert, and 1 pen to each student.**

Please follow along with me as I read the two paragraphs on the front page of the survey.

Your answers on this questionnaire will be kept strictly confidential. DO NOT put your name on either of these forms. It has no code numbers, so no one will be able to find out how you or anyone else answered. Your school will receive a report that combines many students' answers together. Therefore, no one will be able to connect your answers with your name.

This is not a test you take for school grades. You are just being asked to tell them about yourself, your experiences, and your feelings. Please be as honest as you can.

When you are finished with both the survey and insert, please place the insert inside of your survey booklet and place the booklet inside the envelope at the front of the classroom. When the last student finishes their survey, I need you to seal the envelope and bring it downstairs to the main office. A collection box for these envelopes will be in the main office. Neither I nor anyone else in this school will look at the surveys. They

**Answer Selection:** Correct = ● Incorrect = ✗ ⊗ ⊖

1. What is your sex?

- ☐ Female  
☐ Male

2. What is your grade in school?

- ☐ 7<sup>th</sup>  
☐ 9<sup>th</sup>  
☐ 11<sup>th</sup>

3. What school do you attend?

- ☐ DePaolo Middle School  
☐ Kennedy Middle School  
☐ Southington High School  
☐ ALTA

4. During the last 30 days, have you had more than just a few sips of an alcoholic beverage to drink?

- ☐ No → Skip to Question 8  
☐ Yes

5. If you have used alcohol in the last 30 days, where did you get it? (mark all that apply)

- ☐ From my peers  
☐ Friends over 21  
☐ My parents gave it to me/ let me use their liquor  
☐ From my parent's liquor cabinet without their permission  
☐ Package store or bars with fake I.D.

6. If you have used alcohol in the last 30 days, where did you drink it? (mark all that apply)

- ☐ Your home  
☐ Friend's house  
☐ Open spaces (nearby park, woods, etc.)  
☐ School events (games, dances, etc.)  
☐ Bar/ club/ restaurant  
☐ Hotel rooms that parents have rented for special event (Prom, graduation, etc.)

7. If you used alcohol in the last 30 days, what time of day did you drink it? (mark all that apply)

- ☐ Before school  
☐ After school  
☐ At night during the week (alone or with friends)  
☐ On weekends only

The next group of questions asks about your non-medical use of prescription drugs in the past 30 days. By non-medical use, we mean you took them to get high, increase your strength, change your body or to help you focus on your schoolwork.

On how many occasions (if any) have you taken any of the following prescription drugs for non-medical use in the past 30 days?

Number of Occasions

0 1-2 3-5 6-9 10+

8. Pain relievers or opioids such as Oxycontin, morphine, Percocet, etc.

☐ ☐ ☐ ☐ ☐

9. Sedatives or tranquilizers such as downers, phenobarbital, etc.

☐ ☐ ☐ ☐ ☐

10. Stimulants such as uppers, meth-amphetamine, Ritalin, Adderall, ephedrine, etc.

☐ ☐ ☐ ☐ ☐

11. How many times (if any) have you taken more than the recommended amount of over-the-counter drugs such as cough syrup, diet pills, laxatives, or acetaminophen in the last 30 days?

- ☐ Never
- ☐ 1 or 2 times
- ☐ 3-5 times
- ☐ 6-9 times

Have you . . .

12. taken pills without knowing what they were?

- ☐ Yes
- ☐ No

13. taken alcohol and prescription or over-the-counter drugs together?

- ☐ Yes
- ☐ No

14. It would be very easy for me to get prescription drugs if I wanted them.

☐       ☐       ☐       ☐       ☐

Strongly Agree    Agree       Not Sure    Disagree    Strongly Disagree

15. In your opinion, where are youth who abuse Oxycontin, Percocet, Ritalin, Adderall and/or other prescription drugs most likely to get them? (choose one)

- ☐ From peers who gives them their prescription drugs
- ☐ From the medicine cabinet at home or at a friend's home
- ☐ Buy it on the Internet
- ☐ From peers who sell then their prescription drugs

16. In your opinion, where are youth most likely to use prescription or over-the-counter drugs for other than their intended purposes? (choose one)

- ☐ At their own home
- ☐ At a friend's home
- ☐ At parties
- ☐ At school
- ☐ Outside in parks/woods etc
- ☐ Don't know

17. How wrong do you feel it is for someone your age to use prescription drugs not prescribed to them?

- ☐ Very Wrong
- ☐ Wrong
- ☐ A little bit wrong
- ☐ Not wrong at all

18. How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

- ☐ Very Wrong
- ☐ Wrong
- ☐ A little bit wrong
- ☐ Not wrong at all

19. How much have your parents talked to you about the dangers of prescription drug misuse?

- ☐ A lot
- ☐ Some
- ☐ Not much
- ☐ Not at all

How much do you think people risk harming themselves physically or in other ways when they:

	<u>No Risk</u>	<u>Slight Risk</u>	<u>Moderate Risk</u>	<u>Great Risk</u>
20. Get high on Oxycontin or other prescription medications?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Take more than the recommended dosage of a prescription?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Use prescription or over-the-counter drugs when they have been drinking alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Consume 5 or more alcoholic beverages in one sitting once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## BULLYING PREVENTION AND INTERVENTION POLICY

The Southington Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

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

Bullying shall include, but not be limited to, a written, 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.

For purposes of this policy, "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the Southington Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- (1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- (9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying. Normally, separate meetings shall be held with respective parents; however, at the discretion of the



Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

- (10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- (11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- (12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- (13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- (14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
- (15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- (16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- (17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

Not later than January 1, 2012, the Southington Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

7/25/11

## SAFE SCHOOL CLIMATE PLAN

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

### I. Prohibition Against Bullying and Retaliation

- A. The Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

### II. Definition of Bullying

- A. **"Bullying"** means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:

1. causes physical or emotional harm to such student or damage to such student's property;
  2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
  3. creates a hostile environment at school for such student;
  4. infringes on the rights of such student at school; or
  5. substantially disrupts the education process or the orderly operation of a school.
- B. 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.

### III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;
- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports

process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

#### IV. Leadership and Administrative Responsibilities

##### A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;

3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. **Development and Review of Safe School Climate Plan**

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. Not later than January 1, 2012, the Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

## VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous complaint.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.
- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

## VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students

against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.

- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)



## **VIII. Documentation and Maintenance of Log**

- A. Each school shall maintain written complaints of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

## **IX. Other Prevention and Intervention Strategies**

- A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have

been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan; and
- f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever

they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

**X. Improving School Climate**

The Southington Board of Education, in partnership with numerous community programs and organizations, remains committed to the improvement of school culture and climate.

**XI. Annual Notice and Training**

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district’s safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

**XII. School Climate Assessments**

On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

**Legal References:**

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,  
Series 2008-2009 (March 16, 2009)

7/25/11

## REPORT OF SUSPECTED BULLYING BEHAVIORS

Name of Person Completing Report: \_\_\_\_\_

Date: \_\_\_\_\_

Target(s) of Behaviors:

Relationship of Reporter to Target (self, parent, teacher, peer, etc.):

Complaint Filed

Against: \_\_\_\_\_

Date of Incident(s): \_\_\_\_\_

Location(s): \_\_\_\_\_ Time: \_\_\_\_\_

Specify your complaint by stating the problem as you see it. Describe the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.

Indicate if there are witnesses who can provide more information regarding your complaint. If the witnesses are not school district staff or students, please provide contact information.

Name

Address

Telephone Number

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Have there been previous incidents (circle one)?                      Yes                      No

If "yes", please describe the behavior of concern, the approximate dates and the location:

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Were these incidents reported to school employees (circle one)      Yes      No

If "Yes", to whom was it reported and when?

---

Was the report verbal or written?

---

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

---

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I certify that the above information and events are accurately depicted to the best of my knowledge.

---

Signature of Complainant  
Received

Date Submitted

Received By

Date

.....

\_\_\_\_\_

Abstract: The purpose of this study was to determine the effect of a 12-week resistance training program on the muscle strength and endurance of the lower extremities in healthy young adults. The study was a randomized controlled trial. The participants were divided into two groups: the control group and the intervention group. The control group performed no resistance training, while the intervention group performed a 12-week resistance training program. The primary outcome was the change in muscle strength and endurance of the lower extremities. The secondary outcome was the change in body composition. The results showed that the intervention group had a significant increase in muscle strength and endurance of the lower extremities compared to the control group. There was no significant change in body composition in either group. The findings suggest that a 12-week resistance training program can improve muscle strength and endurance of the lower extremities in healthy young adults.

## Demetrius' Necessity

D. J. N. 100-1

0-113 N

DECLASSIFIED

\_\_\_\_\_

$$D_{\text{eff}} = N_{\text{eff}} C_{\text{eff}}^{-1}$$

**Figure 1**

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PRINT

**B**

133

DATE \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

2014年12月15日 星期一 14:14

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**Figure 1**



If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y      N

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, Invitations to Parent Meetings, Records of Parent Meetings)

8/16/11

**SOUTHINGTON PUBLIC SCHOOLS  
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY**

**School** \_\_\_\_\_ **Date** \_\_\_\_\_

**Location(s)** \_\_\_\_\_

**Reporter Information:**

Anonymous student report \_\_\_\_\_

Staff Member report \_\_\_\_\_ Name \_\_\_\_\_

Parent/Guardian report \_\_\_\_\_ Name \_\_\_\_\_

Student report \_\_\_\_\_ Name \_\_\_\_\_

**Student Reported as Committing Act:** \_\_\_\_\_

**Student Reported as Victim:** \_\_\_\_\_

**Description of Alleged Act(s):** \_\_\_\_\_

\_\_\_\_\_

**Time and Place:** \_\_\_\_\_

**Names of Potential Witnesses:** \_\_\_\_\_

\_\_\_\_\_

**For Staff Use Only:**

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**Action of Reporter:** \_\_\_\_\_

**Administrative Investigation Notes (use separate sheet if necessary):**

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**Bullying Verified?** Yes \_\_\_\_ No \_\_\_\_

**Remedial Action(s) Taken:** \_\_\_\_\_

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**If Bullying Verified, Has Notification Been Made to Parents of Students Involved?**

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

**If Bullying Verified, Have Invitation to Meetings Been Sent to Parents of Students Involved?**

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

**Date of Meetings:**

\_\_\_\_\_  
\_\_\_\_\_

**If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?**

Y      N

**(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, invitations to parent meetings, records of parent meetings).**

8/16/11

**Southington Public Schools  
Report of Bullying/Consent to Release Student Information**

Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

School: \_\_\_\_\_

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To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report the Southington Public Schools may need to disclose the name of your child and/or other information in connection this investigation which may otherwise disclose your child's identity.

*(Please check one):*

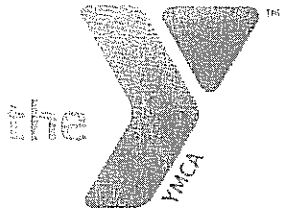
\_\_\_\_\_ I hereby give permission for the Southington Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district as part of its investigation.

\_\_\_\_\_ I do **NOT** give permission for the Southington Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district as part of its investigation.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (Please print)



FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

## "Sloper Afterschool"

### A Drop- In Program For TEENS!

On Tuesday, October 18<sup>th</sup>, YMCA Camp Sloper will be offering a drop-in program for middle school and high school teens in the town of Southington called: "Sloper Afterschool"! If you're a Southington teen, "Sloper Afterschool" will allow you to take advantage of some of the great recreational facilities that the YMCA Camp Sloper Outdoor Center has to offer.

#### Who

Middle School and High School Teens – YMCA Members and Non-Members Welcome

#### What

The following activities will be offered: Basketball, Volleyball, Ultimate Frisbee, Kickball, a Frisbee Golf tournament, a Wiffle Ball Home Run Derby, and a guided hike up the Black Trail. In addition, the Skate Park and the BMX Park will be open (remember your helmets!)

#### When

Tuesday, October 18<sup>th</sup>, end of school-6:00PM

Raindate: Thurs. October 20<sup>th</sup>, end of school-6:00PM

\*\*Transportation provided from school by bus.

\*\*Parents must pick-up by 6:00PM

#### Where

YMCA Camp Sloper Outdoor Center

1000 East Street in Southington, CT 06489

#### Why

To provide recreation and program opportunities for local teens!

#### Contact

Camp Office

860-621-8194

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



#### YMCA CAMP SLOPER

1000 East Street, Southington, Ct 06489

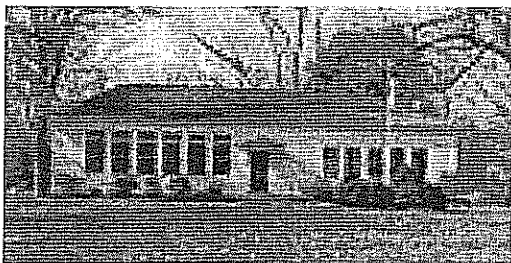
[www.ymcacampsloper.org](http://www.ymcacampsloper.org)

[www.facebook.com/ymcacampsloper](https://www.facebook.com/ymcacampsloper)

YMCA Mission: To put Christian principles into practice through programs that build healthy spirit, mind, and body for all.

Financial assistance available for qualifying individuals and families

The YMCA is a not-for-profit 501 c(3) organization



October 5, 2011

Dr. Joseph Erardi, Superintendant of the Southington Public Schools  
Mr. Brian Goralski, Chairman of the Southington Board of Education

The Southington Board of Education and guests are most cordially invited to hold the March or April Board of Education meeting in the Olde Marion Schoolhouse. We have had the pleasure of sharing our Ribbon Cutting Ceremony with Thalberg and Strong Schools. We hosted the 225<sup>th</sup> Rochambeau Reenactment Celebration (June 1781-June 2006) for the Town of Southington. All the schools in Southington, town officials, and residents were invited to participate in this celebration.

Our schoolhouse has handicap accessibility and is climate controlled with the necessary modern conveniences to make those attending the meeting comfortable. There are two spacious classrooms, one of which houses museum items of the period in enclosed glass cases.

We would love to share our rich village history with you, as well as delicacies prepared by our village bakers, during your scheduled refreshment break.

The museum displays will be available to view before the meeting begins, during break, and at the conclusion of the meeting.

We would be very happy to open the schoolhouse for your viewing prior to the meeting.

Sincerely,

*Linda B. Reilly*

Linda B. Reilly

On behalf of the Executive Committee of Marion Schoolhouse and members  
lbreilly@southingtonschools.org

DISTRICT	CLASS SIZE	CMT SCORES	SALARY (\$000s)
NEW HARTFORD	15.4	280.2	62.2
ANDOVER	15.9	270.6	56.8
ASHFORD	15.9	248.9	54.1
UNION	16.3		58.4
PLYMOUTH	16.8	250.1	63.4
BLOOMFIELD	17.1	239.8	61.3
MANSFIELD	17.2	273.2	72.8
LEBANON	17.3	254.8	59.1
EAST HADDAM	17.5	265.4	61.6
MARLBOROUGH	17.5	282.0	69.3
ROCKY HILL	17.6	269.5	65.5
BOLTON	17.8	271.5	63.7
WINDSOR	18.0	251.8	64.4
SOUTHINGTON	18.2	276.2	61.2
EAST GRANBY	18.3	264.3	76.1
WILLINGTON	18.6	252.9	56.8
BERLIN	18.7	268.1	66.5
MANCHESTER	18.7	250.4	62.3
PLAINVILLE	18.7	262.2	63.2
THOMASTON	18.7	254.2	63.7
BRISTOL	18.8	247.6	67.3
BURLINGTON	18.9	273.4	58.8
EAST HARTFORD	18.9	223.6	66.8
HARWINTON	18.9	273.4	58.8
MIDDLEFIELD	18.9	261.3	66.8
HADDAM	19.0	267.2	63.1
MIDDLETOWN	19.0	252.8	70.0
PORTLAND	19.1	261.0	57.9
BARKHAMSTEAD	19.3	269.1	68.7
COLUMBIA	19.3	259.7	67.7
GLASTONBURY	19.3	273.9	69.3
VERNON	19.7	244.5	63.4
TOLLAND	19.8	267.5	59.4
CANTON	19.9	275.6	58.8
NEWINGTON	19.9	266.5	69.4
EAST HAMPTON	20.0	262.4	70.5
STAFFORD	20.1	253.6	63.4
CROMWELL	20.2	263.4	59.8
HARTLAND	20.3	281.1	58.1
HEBRON	20.4	273.0	62.6
WEST HARTFORD	20.4	269.9	63.0
WETHERSFIELD	20.6	260.2	73.5
SOUTH WINDSOR	20.7	264.2	69.6
HARTFORD	20.8	217.7	61.4
SIMSBURY	20.9	284.8	71.5
FARMINGTON	21.0	281.5	71.8

*Sorted*

*Class Size*

*JVE  
10/13/11*

*14/52*



COLCHESTER	21.1	260.4	65.3
AVON	21.3	279.7	76.6
COVENTRY	21.3	265.9	62.5
GRANBY	22.0	280.7	65.2
ELLINGTON	22.2	265.6	63.5
NEW BRITAIN	22.9	209.4	69.3

DISTRICT	CLASS SIZE	CMT SCORES	SALARY (\$000s)
ASHFORD	15.9	248.9	54.1
ANDOVER	15.9	270.6	56.8
WILLINGTON	18.6	252.9	56.8
PORTLAND	19.1	261.0	57.9
HARTLAND	20.3	281.1	58.1
UNION	16.3		58.4
BURLINGTON	18.9	273.4	58.8
CANTON	19.9	275.6	58.8
HARWINTON	18.9	273.4	58.8
LEBANON	17.3	254.8	59.1
TOLLAND	19.8	267.5	59.4
CROMWELL	20.2	263.4	59.8
SOUTHINGTON	18.2	276.2	61.2
BLOOMFIELD	17.1	239.8	61.3
HARTFORD	20.8	217.7	61.4
EAST HADDAM	17.5	265.4	61.6
NEW HARTFORD	15.4	280.2	62.2
MANCHESTER	18.7	250.4	62.3
COVENTRY	21.3	265.9	62.5
HEBRON	20.4	273.0	62.6
WEST HARTFORD	20.4	269.9	63.0
HADDAM	19.0	267.2	63.1
PLAINVILLE	18.7	262.2	63.2
PLYMOUTH	16.8	250.1	63.4
STAFFORD	20.1	253.6	63.4
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COLUMBIA	19.3	259.7	67.7
BARKHAMSTEAD	19.3	269.1	68.7
GLASTONBURY	19.3	273.9	69.3
MARLBOROUGH	17.5	282.0	69.3
NEW BRITAIN	22.9	209.4	69.3
NEWINGTON	19.9	266.5	69.4
SOUTH WINDSOR	20.7	264.2	69.6
MIDDLETOWN	19.0	252.8	70.0
EAST HAMPTON	20.0	262.4	70.5

*Sorted*

*Salary*

*JVE*  
*10/18/11*

*13/52*

SIMSBURY	20.9	284.8	71.5
FARMINGTON	21.0	281.5	71.8
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HARWINTON	18.9	273.4	58.8
GLASTONBURY	19.3	273.9	69.3
CANTON	19.9	275.6	58.8
SOUTHINGTON	18.2	276.2	61.2
AVON	21.3	279.7	76.6
NEW HARTFORD	15.4	280.2	62.2

Sorted

CMT

44/51

GRANBY	22.0	280.7	65.2
HARTLAND	20.3	281.1	58.1
FARMINGTON	21.0	281.5	71.8
MARLBOROUGH	17.5	282.0	69.3
SIMSBURY	20.9	284.8	71.5
UNION	16.3		58.4

### June 2010 – June 2011 Outplacements

# of Students Outplaced – June 2010	# of Students Outplaced - June 2011	# of students graduated/returned to district or moved out of district	Total # Students Outplaced July 1, 2011
LEA Placed: 56	LEA Placed: 53		
Agency Placed: 17	Agency Placed: 20		
Parent Placed: 2	Parent Placed: 5		
<b>Total: 75</b>	<b>Total: 78</b>	<b>-11</b>	<b>67</b>

Note: Local Education Agency (LEA) = Southington Public Schools PPT decision. Agency Placed (AP) = Southington is district of origin. An outside agency (e.g., DCF) has made an educational decision about where the student will receive his or her education. Parent Placed = parental decision to place (e.g., magnet school).

### Current Status of Outplacements

Total # July 1, 2011	Outplacements projected to occur after June 30, 2011	Outplaced # July 1-Oct 12, 2011	Total # Outplacements October 13, 2011
67	6	LEA Placed: 8	LEA Placed: 54
		Agency Placed: 4	Agency Placed: 21
		Parent Placed: 1	Parent Placed: 5
		<b>Total: 13</b>	<b>Total: 80</b>

### Tuition Cost

Outplaced Tuition Cost – June 2010	Outplaced Tuition Cost - June 2011	Increase in Total Cost
3,425,290.00	3,734,337.00	309,047.00

## Review of Outplacements June 2010 through October 2011

### **Federal Regulations: Individuals with Disabilities Education Act (IDEA, 2004)**

- Provide a free and appropriate public education
- Provide an individualized education program
- Provide a continuum of services in special education
- Provide education in the least restrictive environment
- Provide an education that provides educational benefit

### **State of CT Special Education Regulations related to outplacement:**

Sec. 10-76d-17. Private facilities

A board of education may place a child requiring special education and related services in a private facility.

(a) Requirements. Each board of education shall ensure that any placement in a private facility is made in accordance with the following requirements.

(1) The board of education shall explore all other placement options with priority, as set forth in section 10-76d-16 (a) of these regulations, before deciding that the child cannot be appropriately placed in a public school, agency or institution;

10-76d-16(a) **Placement priorities.** Each child requiring special education and related services shall be educated in the school which he or she would attend if he or she did not require special education and related services, unless the individualized education program requires another placement. Priority shall be given to public placement near the child's home.

### **Plans Moving Forward:**

- District program review of special education across the continuum