



**Regional School District #4  
Chester – Deep River – Essex – Region 4**

**ESSEX BOARD OF EDUCATION**

**AGENDA**

To: Members of the Essex Board of Education  
Subject: Board of Education meeting **January 09, 2020**  
Time: Board meetings begin promptly at 7:00 p.m.  
Place: Media Center, Essex Elementary School

Please contact Jennifer Bryan at Central Office - email [jbryan@reg4.k12.ct.us](mailto:jbryan@reg4.k12.ct.us) if you are unable to attend.

**Mission Statement**

We, the communities of Chester, Deep River, Essex and Region 4, engage all students in a rigorous and collaborative educational program.  
We prepare our learners to be respectful citizens who are empowered to contribute in a globalized society.

- 1. Call to order 7:00 p.m.** – Chair, Lon Seidman
- 2. Student report – General update by EES students**
- 3. Consent agenda.** The following items are to be handled as combined and by single vote. Any Board member may request that an item be pulled out for further discussion.
  - 3.1. Minutes from the regular meeting of November 14, 2019 (*encl #1*)
  - 3.2. Accounts Payable Report (*encl #2*)
- 4. Public comment.** The public is reminded to state name for the record. Comments should be kept to a maximum of three minutes. Public comment is not intended to be a question and answer period; rather it is an opportunity for the Board to hear citizen comment related to educational matters.
- 5. Reports and Other Items:**
  - 5.1. Superintendent's Report – *B. White*
    - a. District update
    - b. Information and communication
  - 5.2. Assistant Superintendent's Report – *K. Martineau*
  - 5.3. Director of Pupil Services Report – *S. Smalley*
  - 5.4. Financial Status Report –
    - a. Financial Status and Cafeteria Account Update (*encl #3*)

5.5. Principal's Update – *J. Tousignant*

5.6. Committee Reports (*Chair or designated representative of each Comm.*)

- a. Joint PK-12 Committees – Policy – *TBD*, Curriculum – *J. Stack*, Finance – *R. Daniels*

Finance	Policy	Curriculum
Jan. 27, 2020	Jan. 27, 2020	Jan.16, 2020
Mar. 16, 2020	Mar. 16, 2020	
May 18, 2020	May 18, 2020	
Sept. 21, 2020	Sept. 21, 2020	
Nov. 16, 2020	Nov. 16, 2020	

- b. Supervision District Committee update – *L. Seidman*

- c. Other committee reports

- c.1 LEARN Committee update – *C. Rotella*

- c.2 Joint BOE Ad Hoc School Security Advisory Committee – *DG Fitton*

- c.3 Discussion regarding any Pending Policies – *standing item*

Policy #5114 Suspension/Due Process (*encl #4*)

- 6. Public comment** - The public is reminded to state name for the record. Comments should be kept to a maximum of three minutes. Public comment is not intended to be a question and answer period; rather it is an opportunity for the Board to hear citizen comment related to educational matters.

**7. Future agenda items**

- 7.1. Essex BOE Budget Workshop I is Tues. Jan. 21, 2020 @ 6:00 p.m. @ EES Media Center
- 7.2. Essex BOE Budget Workshop II is Wed., Feb. 12, 2020 @ 6:00 p.m. @ EES Media Center
- 7.3. Next Joint BOE meeting is February 20, 2020 @ 7:00 p.m. @ JWMS Library
- 7.4. Essex BOE Budget Workshop III is Tues., Feb. 25, 2020 @ 6:00 p.m. @ EES Media Center
- 7.5. Next Essex BOE regular meeting is March 12, 2020 @ 7:00 p.m. @ EES Media Center
- 7.6. Yearly BOE Self-evaluation (*TBD*)

**8. Adjournment**



# Regional School District 4

## Chester – Deep River – Essex – Region 4

### Boards of Education Committees – School Year 2019-20 (Updates in Progress)

<b>Joint BOE Standing Committees</b> (standing committees have regularly scheduled meetings)			
<b>*Joint PK-12 Policy Sub-Committee</b>		R4(Sandmann/Clymas) CH(Bernardoni/Scherber) DR(TBD /Campbell) ES (Seidman/McCluskey)	
<b>*Joint PK-12 Curriculum Sub-Comm.</b>		R4(Cavanaugh/Stack) CH(Bibbiani/Fearon) DR(T.Dickson/Grunko) ES(Johnston/Sweet)	
<b>*Joint PK-12 Finance Sub-Committee</b>		R4 (Clark/Daniels; Stack Alt.) CH (Pollock/Englert) DR (Hallden/TBD) ES (Seidman/Watson)	
<b>Supervision District Committee</b> (2 yr terms end in Nov. of the year listed after each name)		R4 (Sandmann 21 / Cavanaugh 21 / Stack 21) CH (Fearon 21 /Fitzgibbons 21 / Englert 21) DR (Weglarz 21 / Ferretti 21 / Morrissey 21) ES (Fitton 21 /McCluskey 21 / Seidman 21)	
<b>Joint Ad Hoc Committees</b> (ad hoc committees meet for a designated period or as needed)			
<b>Personnel &amp; Negotiations</b>		<b>Contract duration</b>	<b>Initiate negotiations</b>
- Joint BOE Teacher negotiations	R4 (Daniels/Clymas/Fitton.) CH (TBD/Englert Alt.) DR (Morrissey/Weglarz Alt.) ES (Fitton/Watson)	Expires 7/2022	6/2021
- Joint BOE Administrator negotiations	Same as ABOVE for Teacher negotiations	Expires 7/2020	9/2019
- Joint BOE Paraeducator negotiations	Same as BELOW for Net Tech et al.	Expires 7/2020	3/2019
- Joint BOE NetTechs et al negotiations (ElemSec/Elem Nurses/ElemNetTech/R4NetTEch/ElemCustodians)	R4 (Daniels/Clymas/Fitton) CH (Fitzgibbons, TBD) DR (Campbell/Ferretti Alt.) ES (Fitton/Watson)	Expires 7/2021	3/2021
- Cafeteria (all schools)		Expires 7/2020	3/2020
Public Relations & Community Outreach	R4(TBD/TBD), CH (Bibbiani), ES (Seidman), DR (Wegalarz/TBD)		
Technology	R4(TBD), CH(Englert), ES (Seidman), DR (TBD)		
School Calendar	R4(Brookhart/Daniels), CH (Englert), ES (McCluskey), DR (Weglarz)		
LEARN Joint BOE representative(s)	R4(Brookhart; Cavanaugh Alt.), CH(Myers), ES(Rotella), DR(TBD)		
School Security Advisory Committee	R4(Fitton/Weglarz/Cavanaugh), CH(Greenberg-Ellis, Bibbiani), DR(Weglarz), ES(Fitton)		
Tuition Committee	R4(TBD), CH (TBD), DR (Morrissey), ES (McCluskey/Seidman Alt.)		
RFP Transportation Bid Review	R4(Clymas/Daniels/Fitton), CH (Englert), DR (Weglarz), ES (Seidman/Fitton)		
RFP Legal Bid Review	R4(Clymas/Daniels/Fitton), CH (Bibbiani), DR (Weglarz), ES (Seidman/Fitton)		
Wellness Committee (Food Services)	R4(Brookhart), CH (Scherber), DR(Weglarz), ES(TBD)		
<b>Individual BOE Ad Hoc Committees</b> (ad hoc committees meet for a designated period or as needed)			
<b><u>Chester BOE</u></b>			
Facilities	Englert		
Internal Marketing	TBD		
PTO	Greenberg-Ellis		
CATV Advisory Council (Cable TV)	For Discussion		
<b><u>Deep River BOE</u></b>			
Facilities	Morrissey/Ferretti		
PTO	rotating		
School Improvement Team	Weglarz		
CATV Advisory Council (Cable TV)	TBD		
<b><u>Essex BOE</u></b>			
Building	Seidman		
PTO	Rotating		
School Improvement Team	TBD		
Essex Foundation	McCluskey / Fitton		
Communications	Rotating		
CATV Advisory Council (Cable TV)	Fitton		
<b><u>Region 4 BOE</u></b>			
<b>Personnel &amp; Negotiations</b>		<b>Contract duration</b>	<b>Initiate negotiations</b>
▪ R4 Secretaries/Nurses		Clymas/Daniels/Fitton Expires 7/2020	3/2020
▪ R4 Custodians		ClymasDaniels/Fitton Expires 7/2021	3/2021
R4 Audit & Finance		TBD/TBD	
R4 Financial Task Force		Sandmann/Clark/Daniels/Clymas	
School Improvement Team		TBD/TBD/TBD	
R4 Grounds and Buildings Maintenance and Oversight Committee		Sandmann/Weglarz	
R4 Building Committee		TBD/TBD	
R4 Educational Foundation		TBD	
Region 4 Extra compensation points committee		Clymas/Fitton/Daniels (only 1 rep needed)	
Public Relations & Outreach		TBD	
R4 Safety		TBD	
R4 Facilities Study Committee		TBD	

# ESSEX BOARD OF EDUCATION

Welcome to tonight's meeting of the Essex Board of Education. We appreciate your interest and attendance.

## WHO WE ARE:

We are fellow residents of Essex, elected by the community to serve 6 years (2 at each biennial election) without compensation.

<b>Loretta McCluskey, Secretary</b>	2023	<b>Cassandra Sweet</b>	2025	<b>Lon Seidman, Chair</b>	2021
<b>Nancy Johnston</b>	(appt. to fill vacancy until Nov. '21) 2021	<b>Mark Watson</b>	(appt. to fill vacancy until Nov. '21) 2021	<b>DG Fitton, Vice-Chair</b>	2021
	(for term ending 2023)		(for term ending 2025)		

Our contact information is listed in the school calendar and the school web site. Our annual goals are also listed on the school web site ([www.reg4.k12.ct.us](http://www.reg4.k12.ct.us)).

We are assisted in the meeting by our school administration:

**Brian J. White**, Superintendent of Schools, Region 4  
**Kristina Martineau, Ed.D.**, Assistant Superintendent

**Jennifer Tousignant**, Principal

## HOW YOU CAN CONTRIBUTE AND PARTICIPATE:

We typically have two "audiences of citizens" during the meeting. During this part of the meeting, you can make comments, suggestions and ask questions. We ask you to limit comments to 3 minutes. If you share a common topic with others, we encourage the use of a single spokesperson for the group. As the intention of the audience of citizens is for the Board to listen to you, the Board will not respond immediately since we may not have discussed or taken a position on the topic...please don't take this as a sign of disinterest. Our standard of courtesy and respect for the opinions of others is the same as the one expected of our students.

We encourage written input to the Board to include suggestions on future agenda items. Upon request, letters can be read at the meeting as long as they focus on issues or policies and not people.

While we value your input, please know the Board of Education meeting is a "Meeting in Public" and not a "Public Meeting." We appreciate your helping us accomplish our agenda in a time effective manner.

## REGULAR MEETINGS:

Our regular meetings are normally held on the second Thursday of every other month, unless there is a conflict with school vacation or a holiday. In addition we participate in meetings of the Joint Board of Education Committee every other month along with the Boards of Education of Chester, Deep River and Region 4. Our agenda is posted a week ahead of time on the bulletin board next to the cafeteria entrance and on the school website at ([www.reg4.k12.ct.us](http://www.reg4.k12.ct.us)).

## EXECUTIVE SESSION:

The Board may occasionally meet in "Executive Session." This closed-door meeting is for discussing items of a sensitive nature, such as personnel issues or negotiation strategy.

## SPECIAL MEETINGS:

Special meetings may be called with 24 hours advanced notice, to discuss specific items. The agenda will be posted on the bulletin board by the cafeteria and the meeting will be limited to those items.

We appreciate your attendance this evening and invite your continued interest on behalf of the children and residents of Essex.

**THESE MINUTES ARE SUBJECT TO BOARD APPROVAL AT THE NEXT  
BOARD OF EDUCATION MEETING  
ESSEX ELEMENTARY SCHOOL BOARD OF EDUCATION  
November 14, 2019 7:00pm**

The regular meeting of the Essex Board of Education was held on Thursday, November 14, 2019 in the EES Media Center. Lon Seidman, DG Fitton, Nancy Johnston, Cassandra Sweet, Mark Watson and Loretta McCluskey were in attendance. Also in attendance were Brian White, Superintendent of Schools, Kristina Martineau, Assistant Superintendent, Kim Allen, Business Manager and Jennifer Tousignant, Principal.  
Absent:

**CALL TO ORDER**

The meeting was called to order by Mr. White at 7:00p.m.

**ELECTION OF OFFICERS**

Mr. White opened the floor for the nominations for the office of chairman.

A motion was made by DG Fitton to nominate Lon Seidman as the Chairman of the Essex Elementary Board of Education. Loretta McCluskey seconded the motion. The motion passed unanimously.

Chairman Seidman opened the floor for the following nominations:

A motion made by Loretta McCluskey to nominate DG Fitton as the Vice Chair of the Essex Elementary Board of Education. Cassandra Sweet seconded the motion. The motion passed unanimously.

A motion made by Lon Seidman to nominate Loretta McCluskey as the Secretary of the Essex Elementary Board of Education. DG Fitton seconded the motion. The motion passed unanimously.

Committee appointments will be discussed after the new members are appointed.

**STUDENT REPORT**

Ms. Tousignant introduced the student leaders Gabby Sweet, James Collins, Justin Lenda, who discussed the Bully Free Rally and Move-A-Thon.

**EXECUTIVE SESSION –Interview – Candidates to fill BOE Vacancies**

Upon a motion duly made and seconded the Essex Elementary Board of Education unanimously **VOTED** to go into Executive Session at 7:10pm.

The Board came out of Executive Session at 7:25pm.

Action Item – Possible **VOTE** to Appoint Candidates to Fill 2 BOE Member Vacancies until the next municipal election in November 2021(for terms ending November 2023 & 2025).

Upon a motion made by DG Fitton and seconded by Loretta McCluskey the Essex Elementary Board of Education unanimously **VOTED** to appoint Mark Watson and Nancy Johnston to the Essex Elementary Board of Education.

### **CONSENT AGENDA**

Upon a motion duly made by DG Fitton seconded by Loretta McCluskey the Essex Board of Education unanimously **VOTED** to approve the minutes from the regular meeting of September 12, 2019 and the Accounts Payable report.

### **OTHER ITEMS:**

**Votes to be made from October 3, 2019 Joint BOE Meeting Where There was no Essex BOE quorum:**

**Possible VOTE to approve the Consent Agenda of the Minutes of the June 6, 2019 regular meeting of the Joint Board of Education and the minutes of the June 10, 2019 special meeting of the Joint Board**

Upon a motion made by DG Fitton and seconded by Loretta McCluskey the Essex Elementary Board of Education unanimously **VOTED** to approve the consent agenda consisting of the minutes from the June 6, 2019 Special Meeting of the Joint Board of Education and the Minutes of the June 10, 2019 Special Meeting of the Joint Board

**Possible VOTE to Approve the Calendar of the BOE Meetings for Jan –Dec 2020 with the Removal of the Joint BOE Committee Schedule**

Upon a motion made by DG Fitton and seconded by Loretta McCluskey the Essex Elementary Board of Education unanimously **VOTED** to Approve the Calendar of the BOE Meetings for Jan –Dec 2020 with the Removal of the Joint BOE Committee Schedule

**Possible VOTE to approve the following Policies as presented: #3453 Student Activity; #3300 Ordering Goods and Services; #5141.21 Administering Medicine**

Upon a motion made by DG Fitton and seconded by Loretta McCluskey the Essex Elementary Board of Education unanimously **VOTED** to Approve the following Policies as presented: #3453 Student Activity; #3300 Ordering Goods and Services; #5141.21 Administering Medicine as presented.

### **PUBLIC COMMENT**

No Comment.

### **REPORTS AND OTHER ITEMS:**

**Superintendent's Report**

**District Update**

Mr. White discussed that our district had several wonderful Veteran's Day activities in all schools.

**Assistant Superintendent's Report****Presentation of 2017-18 Performance Profile Report for Essex Elementary**

Ms. Martineau discussed the Performance Profile Report. It is based on 2017-2018 data. She discussed the indicators and how data is gathered. This will continue to be discussed further in the Joint Board of Education meeting. Gap Indicators were discussed. There is more focus on growth over the course of one school year. This will continue to be discussed.

**Director of Pupil Services Report**

Ms. Smalley was not present.

**Financial Status Report – Ms. Allen**

Ms. Allen gave a brief update on the financial status for Essex Elementary School. Trends indicate a surplus of approximately \$31,000. All line items are on target. Ms. Allen will remain vigilant of any unforeseen circumstances and we will keep the Board informed of any developments as they arise.

**Cafeteria Report – Ms. Allen**

Ms. Allen noted that the reporting has changed. This includes actual costs. There will also be a projected budget for tracking purposes. The cafeteria will also have a budget in the upcoming budget cycle.

**Discussion and Possible VOTE to Approve Current Year Transfer of Funds**

Upon a motion made by DG Fitton and seconded by Loretta McCluskey the Essex Elementary Board of Education unanimously **VOTED** to approve the current year transfer of funds as presented by Ms. Allen.

Mr. Fitton discussed reviewing providers for service contracts going forward. Due diligence needs to be done. This will continue to be reviewed.

**Principal's Update**

Ms. Tousignant gave a brief update. She discussed the programs that have taken place this fall.

**Possible VOTE to accept \$500 donation from Valley Soccer to be used at the Principal's discretion.**

Upon a motion made by DG Fitton and seconded by Loretta McCluskey the Essex Elementary Board of Education unanimously **VOTED** to accept a \$500 donation from Valley Soccer to be used at the Principal's discretion and to also accept the donation of Strong for Girls which was donated by She's Speaking with a value of under \$25.

Upon a motion made by Loretta McCluskey and seconded by Cassandra Sweet the Essex Elementary Board of Education unanimously **VOTED** to add an item to the agenda to discuss appointment of Board member to the Cable Advisory Board.

Upon a motion made by Loretta McCluskey and seconded by Lon Seidman, the Essex Elementary Board of Education unanimously **VOTED** to appoint DG Fitton to the Cable Advisory Board.

### **Report on Grants**

Ms. Martineau discussed the funding grants provide for EES. There is a decrease from what has been received in the previous years. This will need to be considered when budgeting for next year. Connecticut Coastal Academy grant share was discussed.

### **Student Achievement Assessment Data**

Ms. Martineau discussed the Student Balanced Achievement Assessment data. How the data is collected and analyzed was discussed. Students are showing yearly growth. These data points will be important for future planning. This data does identify areas where professional development would be beneficial. Ms. Tousignant discussed the Action Plan and Strategies. The Math coach has been beneficial. The English Language Arts results were discussed. Ms. Tousignant discussed the plan to analyze the data further to improve instruction for additional student growth.

### **Committee Reports**

#### **Assignments:**

**Curriculum:** Nancy Johnston, Cassandra Sweet

**Policy:** Loretta McCluskey

**Finance:** Lon Seidman, Mark Watson

**Negotiations:** DG Fitton and Mark Watson

**Supervision District:** DG Fitton, Loretta McCluskey and Lon Seidman

On November 18<sup>th</sup> there will be a joint meeting with the finance and policy committees

**Finance** - Next meeting is November 18, 2019.

**Curriculum** – Next meeting is November 19, 2019.

**Policy** – Next meeting is November 18, 2019.

### **Other Committee Reports**

#### **LEARN**

Members should let Mr. Seidman know if there is interest in being on this committee.

### **Joint BOE Ad hoc School Security Advisory Committee**

DG Fitton will stay on this committee.

### **Discussion regarding and Pending Policies**

**The first reading of this policy were held at Oct. 3<sup>rd</sup> Joint BOE meetings – the second reading and possible VOTE to approve will be at the December 7<sup>th</sup> Joint BOE Meeting**

#### **Policy #5114 Suspension/Due Process**

Let your policy committee know if you have any issue with this. Mr. Fitton noted that pepper spray should be discussed as a possible weapon and included in our policy.



## **PUBLIC COMMENT**

No Comment.

## **FUTURE AGENDA ITEMS**

- Next Joint BOE meeting December 5, 2019 at 7:00pm
- New BOE Member Orientation is Thurs. December 19, 2019 at 6:00 in Central Office
- Next Essex BOE Meeting is January 9, 2019 @ 7:00pm
- Essex Budget Workshop I is Tues Jan 21, 2020 @ 6:00pm @EES Media Center
- Essex Budget Workshop II is Wed Feb 12, 2020 @ 6:00pm @EES Media Center
- Essex Budget Workshop III is Tues Feb 25, 2020 @ 6:00pm @EES Media Center
- BOE Self-evaluation (TBD)

## **ADJOURNMENT**

On motion duly made and seconded the Board unanimously **VOTED** to adjourn at 8:56p.m.

Respectfully Submitted,

Kelley Frazier, Secretary



# **Spring 2019 Assessment Results**

## **Grades 3-6**

**Essex Board of Education Meeting**  
**November 14, 2019**

# Smarter Balanced Assessment Overview

<b>English Language Arts</b>	<p><b>Claim #1 Reading:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p><b>Claim #2 Listening:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p><b>Claim #3 Writing and Research/Inquiry:</b> Students can strengthen writing by revising, editing, and rewriting a range of text. Students can also analyze and integrate evidence-based information to support analysis and research.</p>
<b>Mathematics</b>	<p><b>Claim #1 Concepts and Procedures:</b> Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p> <p><b>Claim #2 Problem Solving, Modeling, and Data Analysis:</b> Student can solve a range of complex, well-posed problems in pure and applied mathematics, making use of problem-solving strategies. They can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</p> <p><b>Claim #3 Communicating Reasoning:</b> Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>

# Smarter Balanced Assessment Score System

Achievement Level	Achievement Level Descriptor
Level 4	<b><i>Exceeds the Achievement Standard</i></b> The student has exceeded the achievement standard for this grade and has demonstrated advanced mastery of knowledge and skills.
Level 3	<b><i>Meets the Achievement Standard</i></b> The student has met the achievement standard for this grade and has demonstrated progress toward mastery of knowledge and skills.
Level 2	<b><i>Approaching the Achievement Standard</i></b> The student has nearly met the achievement standard expected for this grade and requires further development toward mastery of knowledge and skills.
Level 1	<b><i>Does Not Meet the Achievement Standard</i></b> Students performing at this achievement level need substantial support.

# **Academic Performance-How is it Measured?**

**In the context of Smarter Balance, academic performance is measured two ways:**

## **ACHIEVEMENT:**

A one-time snapshot measurement of a student's academic performance

## **GROWTH:**

Change in achievement score for the same student between two or more points in time

# **What is Growth?**

## **How is it Different From Achievement?**

All growth counts. Growth is measured for each student beyond whether or not they have achieved a level band (Level 1, 2, 3, or 4).

### **Why is this important?**

It supports our belief that student growth is important and growth over time is important (provides additional information beyond a one-time snapshot)

# English Language Arts

Scale Score

Lexile Measure


Performance Level

ELA Claims Performance:

Reading

Listening

Writing and Research/Inquiry

 CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

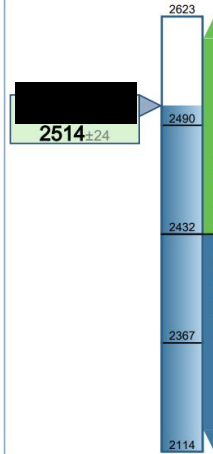
### Individual Student Report

How did my student perform on the ELA/Literacy test?  
Test: Smarter Summative ELA/Literacy Grade 3  
Year: 2018-2019  
Name: [REDACTED]

**Overall Performance on the Smarter Summative ELA/Literacy Grade 3 Test**

Name	SSID	Scale Score	Achievement Level	Reported Lexile® Measure
[REDACTED]	[REDACTED]	2514 $\pm$ 24	Level 4	840L

**Scale Score and Performance on the Smarter Summative ELA/Literacy Grade 3 Test**



The graph shows a vertical scale from 2114 to 2623. A green arrow points to the score 2514 $\pm$ 24, which is between the 2432 and 2490 marks. The performance level is Level 4: Exceeds the Achievement Standard.

**Level 4: Exceeds the Achievement Standard** - The student has exceeded the achievement standard for English language arts and literacy expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.

**Level 3: Meets the Achievement Standard** - The student has met the achievement standard for English language arts and literacy expected for this grade. Students performing at this level are demonstrating progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.

**Level 2: Approaching the Achievement Standard** - The student has nearly met the achievement standard for English language arts and literacy expected for this grade. Students performing at this level require further development toward mastery of English language arts and literacy knowledge and skills. Students performing at this level will likely need support to get on track for success in the next grade.

**Level 1: Does Not Meet the Achievement Standard** - The student has not yet met the achievement standard for English language arts and literacy expected for this grade. Students performing at this level in require substantial improvement toward mastery of English language arts and literacy knowledge and skills. Students performing at this level will likely need substantial support to get on track for success in the next grade.

**Average Scale Scores on the Smarter Summative ELA/Literacy Grade 3 Test:**




Name	Average Scale Score
[REDACTED] School District	2486 $\pm$ 13
[REDACTED] (1)	2486 $\pm$ 13

**Information on Standard Error of Measurement**

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

**Performance on the Smarter Summative ELA/Literacy Grade 3 Test, by Claim**

Claim	Claim Performance	Claim Description
Reading	 Above Standard	Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening	 Above Standard	Student can employ effective listening skills for a range of purposes and audiences.
Writing and Research/Inquiry	 Above Standard	Student can produce effective and well-grounded writing for a range of purposes and audiences. Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

# **ELA Grades 3-6 (Essex)**

**Achievement Score:** percentage of students in grade 3-6 who “Met Goal” (Level 3 or Level 4)

	<b>Spring 2016</b>	<b>Spring 2017</b>	<b>Spring 2018</b>	<b>Spring 2019</b>
<b>Grade 3</b>	64.9%	70%	71.8%	86%
<b>Grade 4</b>	71.7%	75.7%	61.4%	75%
<b>Grade 5</b>	81.5%	74.1%	84.6%	86.9%
<b>Grade 6</b>	83.5%	79.2%	75%	76.9%



# Growth Rate: ELA Grades 3-6

	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Grade 4	55.8%	47.2%	50%	59%
Grade 5	48.1%	43.4%	60.5%	63.8%
Grade 6	50%	51%	64.8%	57.9%

# Grades 3-6: English Language Arts

**Achievement Score:** percentage of students in grades 3-6 combined at each performance level.

	Spring 2018	Spring 2019
<b>Level 4 (Exceeds)</b>	47.6%	49.7%
<b>Level 3 (Meets)</b>	24.6%	32.2%
<b>Level 2 (approaching)</b>	17.3%	12%
<b>Level 1</b>	10.5%	6%

# **Grade 3 Middlesex County Comparison: Achievement Results**

## **ELA: Spring 2018**

Chester	81%
Region 13	73.6%
<b>Essex</b>	<b>72%</b>
Region 17	68.1%
Deep River	66%
Portland	65.9%
East Haddam	65.6%
Westbrook	61.5%
East Hampton	61.5%
Old Saybrook	59.2%
Clinton	53.3%
Cromwell	51.2%
Middletown	50.7%

## **ELA: Spring 2019**

<b>Essex</b>	<b>86%</b>
Chester	80%
Westbrook	78.1%
Deep River	71.1%
Region 17	69%
Cromwell	68.7%
East Hampton	66.7%
Region 13	64.3%
Portland	62.9%
Old Saybrook	60.9%
Clinton	53.2%
Middletown	51.1%
East Haddam	Unknown

# **Grade 4 Middlesex County Comparison: Achievement Results**

## **ELA: Spring 2018**

Deep River	87%
Region 17	80.4%
Chester	77%
East Haddam	69.7%
Old Saybrook	69.6%
East Hampton	67.1%
Portland	64.4%
Westbrook	62.7%
Essex	61%
Region 13	60.9%
Clinton	59.6%
Cromwell	55.8%
Middletown	47%

## **ELA: Spring 2019**

Region 17	79.1%
Chester	77%
Deep River	76%
Essex	75%
Old Saybrook	73%
Region 13	72.6%
East Haddam	69.1%
East Hampton	61.5%
Portland	58.6%
Westbrook	55.8%
Clinton	54.6%
Cromwell	54.5%
Middletown	49.7%

# Grade 5 Middlesex County Comparison: Achievement Results

## ELA: Spring 2018

Essex	85%
Chester	83%
Region 13	75.2%
Portland	73.1%
Region 17	72.1%
East Hampton	70.7%
Deep River	69%
Westbrook	68.6%
East Haddam	68.1%
Clinton	67.7%
Old Saybrook	66.3%
Cromwell	63.2%
Middletown	55.6%

## ELA: Spring 2019

Essex	87%
Deep River	85%
Chester	84%
Region 17	75.6%
Region 13	75.2%
East Hampton	73.2%
Westbrook	72.9%
Old Saybrook	72.9%
East Haddam	70.3%
Clinton	67.6%
Cromwell	64.6%
Portland	58.8%
Middletown	56.7%

# **Grade 6 Middlesex County Comparison: Achievement Results**

## **ELA: Spring 2018**

Chester	87%
Essex	75%
Region 17	73.8%
Region 13	72.6%
Deep River	72%
Westbrook	71.2%
Cromwell	69%
Old Saybrook	67.7%
Portland	65.9%
East Hampton	62.1%
Clinton	60.6%
Middletown	49.3%
East Haddam	Unknown

## **ELA: Spring 2019**

Chester	87%
Essex	77%
Old Saybrook	76.7%
Westbrook	75.5%
Cromwell	71.6%
East Haddam	70.7%
Region 13	68.6%
Clinton	60.9%
East Hampton	58.9%
Region 17	58.7%
Portland	58.1%
Deep River	56%
Middletown	51.6%

# English Language Arts Highlights

## **SBA~Achievement results...**

All grades combined ELA: EES is **12th in state**

**82% of students met or exceeded expectations in 2018-19**

Grade 3 ELA: EES is **#2 in state**

Grade 5 ELA: EES is **#10 in state**

# Action Plan and Strategies~ELA Grades 3-6

- Building stamina and volume of reading
- Interactive read aloud and note-taking
- Interim Assessment Blocks begin in Oct to build familiarity with testing language, and students' familiarity with universal tools and close-reading strategies.
- Teaching students to code-switch: they will need to generalize their many writing strategies across genres and content areas.
- Pre-teaching high leverage grammar moves before writing units. (instead of just waiting until the “editing” portion of the writing process)
- Individual conferring sessions with students to meet their specific needs.
- Deep dive into data: Looking closely at those who met and did not meet their growth targets and how to improve instruction for ALL



# Mathematics


## Scale Score

## Quantile Measure

## Performance Level

## Math Claims Performance:

Concepts and Procedures  
Problem Solving and Modeling & Data Analysis  
Communicating Reasoning

 CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

### Individual Student Report

How did my student perform on the Mathematics test?  
Test: Smarter Summative Mathematics Grade 3  
Year: 2018-2019  
Name: [REDACTED]

#### Overall Performance on the Smarter Summative Mathematics Grade 3 Test

Name	SSID	Scale Score	Achievement Level	Reported Quantile® Measure
[REDACTED]	9445046389	2553 $\pm$ 20	Level 4	945Q

#### Scale Score and Performance on the Smarter Summative Mathematics Grade 3 Test

Scored **2553 $\pm$ 20**

**Level 4: Exceeds the Achievement Standard** - The student has exceeded the achievement standard for Mathematics expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of Mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.

**Level 3: Meets the Achievement Standard** - The student has met the achievement standard for Mathematics expected for this grade. Students performing at this level are demonstrating progress toward mastery of Mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.

**Level 2: Approaching the Achievement Standard** - The student has nearly met the achievement standard for Mathematics expected for this grade. Students performing at this level require further development toward mastery of Mathematics knowledge and skills. Students performing at this level will likely need support to get on track for success in the next grade.

**Level 1: Does Not Meet the Achievement Standard** - The student has not yet met the achievement standard for Mathematics expected for this grade. Students performing at this level in require substantial improvement toward mastery of Mathematics knowledge and skills. Students performing at this level will likely need substantial support to get on track for success in the next grade.

#### Average Scale Scores on the Smarter Summative Mathematics Grade 3 Test

Comparison Groups, 2018-2019







Name	Average Scale Score
[REDACTED] School District	2509 $\pm$ 15
[REDACTED] School Elementary	2509 $\pm$ 15

#### Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

#### Performance on the Smarter Summative Mathematics Grade 3 Test, by Claim:

Claim	Claim Performance	Claim Description
Concepts and Procedures		 Above Standard Student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis		 Above Standard Student can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating Reasoning		 Above Standard Student can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

# Math Grades 3-6

**Achievement Score:** percentage of students in grade 3-6 who “Met Goal” (Level 3 or Level 4)

	<b>Spring 2016</b>	<b>Spring 2017</b>	<b>Spring 2018</b>	<b>Spring 2019</b>
<b>Grade 3</b>	64.9%	77.2%	61.5%	86%
<b>Grade 4</b>	71.7%	62%	63%	70%
<b>Grade 5</b>	64.8%	55.6%	56.4%	68.9%
<b>Grade 6</b>	69.6%	66%	53.6%	64%

# Math Achievement Scores: Grades 3-6

**Achievement Score:** percentage of students in grades 3-6 combined at each performance level.

	Spring 2018	Spring 2019
<b>Level 4</b>	28.3%	44.8%
<b>Level 3</b>	30.4%	27.3%
<b>Level 2</b>	28.3%	20.2%
<b>Level 1</b>	13.1%	7.7%

# Growth Rate: Math Grades 3-6

	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Grade 4	43.4%	19.4%	24.1%	71.8%
Grade 5	67.3%	52.8%	47.4%	65.5%
Grade 6	62.8%	49%	44.4%	68.4%

# **Grade 3 Middlesex County Comparison: Achievement Results**

## **MATH: Spring 2018**

Chester	85%
Westbrook	82.1%
Deep River	78%
Region 17	77.2%
East Haddam	70.3%
Region 13	64.5%
Essex	62%
Portland	61.4%
Cromwell	57.8%
East Hampton	56.6%
Old Saybrook	47.6%
Middletown	47.3%
Clinton	43.4%

## **MATH: Spring 2019**

Deep River	86.8%
Essex	86%
Chester	85%
Westbrook	75%
Region 17	74.3%
Cromwell	70.1%
East Haddam	68.4%
East Hampton	68%
Portland	66.7%
Region 13	64.3%
Old Saybrook	62.3%
Clinton	51.4%
Middletown	52.3%

# **Grade 4 Middlesex County Comparison: Achievement Results**

## **MATH: Spring 2018**

Region 17	75.3%
Deep River	74%
Old Saybrook	70.6%
East Hampton	68.5%
<b>Essex</b>	<b>63%</b>
East Haddam	63%
Chester	62%
Region 13	61.8%
Cromwell	54.3%
Portland	46.5%
Clinton	46.1%
Middletown	45.8%
Westbrook	Unknown

## **MATH: Spring 2019**

Deep River	86%
Westbrook	83.7%
Chester	81%
Region 17	71.9%
<b>Essex</b>	<b>70%</b>
East Haddam	69.1%
Region 13	67%
Old Saybrook	66%
East Hampton	63.8%
Clinton	56.5%
Cromwell	56.4%
Middletown	47.6%
Portland	44.8%

# **Grade 5 Middlesex County Comparison: Achievement Results**

## **MATH: Spring 2018**

Old Saybrook	73.3%
Portland	64.1%
Region 17	61.9%
Region 13	58.1%
Essex	56%
Chester	55%
Westbrook	54.9%
Clinton	51.9%
Cromwell	51.3%
Deep River	47%
East Hampton	46.1%
East Haddam	39.4%
Middletown	38.9%

## **MATH: Spring 2019**

Deep River	76%
Essex	69%
Region 17	66.9%
Chester	60%
Region 13	59%
East Hampton	55.6
Clinton	55.4
Cromwell	52.8%
Portland	52%
East Haddam	49.3%
Middletown	41.4%
Westbrook	unknown
Old Saybrook	unknown

# **Grade 6 Middlesex County Comparison: Achievement Results**

## **MATH: Spring 2018**

Chester	77%
Portland	75.8%
Westbrook	67.3%
Region 13	61.5%
Region 17	59.9%
Essex	54%
Deep River	54%
Old Saybrook	52.2%
Clinton	51.1%
Cromwell	50.7%
East Haddam	49.4%
Middletown	43.9%
East Hampton	43.1%

## **MATH: Spring 2019**

Chester	71%
Old Saybrook	70.9%
Portland	66.7%
Region 13	65%
Essex	64%
Westbrook	57.1%
Cromwell	54.2%
Region 17	54%
Deep River	51%
Clinton	47.7%
East Hampton	44.3%
East Haddam	42.7%
Middletown	33.8%



# Math Highlights

## **SBA~Achievement results...**

All grades combined Math: EES is **26th in state**

**72.1% of students met or exceeded expectations in 2018-19  
compared to 58.6% the year before**

Grade 3 Math: EES is **#8 in state**

# Action Plan and Strategies~Math Grades 3-6

- Ongoing implementation of the Workshop Model in Mathematics to meet small group and individual student needs.
- Written response instruction for communicating reasoning in mathematics and practice typing written responses via Google Classroom.
- Use of open-ended questioning.
- Building “note-taking” strategies. What does it look like in math? Showing work!
- Interim Assessment Blocks to build familiarity with testing language and universal tools.
- Continued monitoring scope and sequence as well as pacing of instruction related to the Smarter Balanced Assessment.
- Analyzing growth rates, especially with high needs population.
- Weekly “Writing In Math” problems provided.
- Coaches have aligned “SBA-Like” practice problems in Bridges.
- Deep dive into data: Looking closely at those who met and did not meet their growth targets and how to improve instruction for ALL students.
- Time allocated to analyze data of high needs populations and plan appropriate intervention
- Increased focus on differentiating instruction for ALL students (enrichment and intervention).
- Daily early intervention in K-2.

# **Next Steps**

## **Professional Development Areas**

- Student Growth Model
- Differentiation
- High Quality Instruction for All Students
- Using data to inform instructional practices and to improve student learning

## **Instructional Support Models**

- Intervention and Support Model grades K-6
- Instructional Coaching grades K-6

## **Assessments**

- Smarter Balanced Interim Assessments
- Progress Monitoring Assessment Pilot

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REGIONAL SCHOOL DIST # 4  
AP CHECK RECONCILIATION REGISTER

FOR CASH ACCOUNT: 3000 1040

FOR: Uncleared

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UNCLEARED CLEARED BATCH CLEAR DATE

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68762	12/16/2019	PRINTED	002836 AMAZON/SYNCE	14.97			
68763	12/16/2019	PRINTED	002357 CIRMA	13,660.92			
68764	12/16/2019	PRINTED	006771 CT SOLAR LEASE 2, LLC	1,459.33			
68765	12/16/2019	PRINTED	002849 CURTIN MOTOR LIVERY, INC.	4,814.00			
68766	12/16/2019	PRINTED	006877 DOGHOUSE PIANOS	300.00			
68767	12/16/2019	PRINTED	002550 GIROUX LANDSCAPING, LLC	7,020.00			
68768	12/16/2019	PRINTED	002506 GRAINGER	75.82			
68769	12/16/2019	PRINTED	005959 LEAF	1,683.81			
68770	12/16/2019	PRINTED	002411 PITNEY BOWES INC	171.00			
68771	12/16/2019	PRINTED	006544 SHORELINE READING, INC.	2,928.44			
68772	12/16/2019	PRINTED	004262 TEC CONTROL SYSTEMS	556.51			
68773	12/16/2019	PRINTED	006542 THE FOUNDATION SCHOOL	7,500.00			
68774	12/16/2019	PRINTED	002518 TREASURER SUPERVISION DIS	89.20			
68775	12/16/2019	PRINTED	006019 ZORO TOOLS ACCOUNTS RECEI	109.99			
15 CHECKS CASH ACCOUNT TOTAL				41,046.63			
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FOR: Uncleared

2019-20 Budget

CHECK #	CHECK DATE	CHECK TYPE	VENDOR NAME	UNCLEARED	CLEARED	BATCH	CLEAR DATE
68745	12/11/2019	PRINTED	005794 ADAMS HOMETOWN MARKETS	82.28			
68746	12/11/2019	PRINTED	002836 AMAZON/SYNCR	61.74			
68747	12/11/2019	PRINTED	004951 AMERICAN INDUSTRIAL TECHN	305.00			
68748	12/11/2019	PRINTED	005835 CITIZENS BANK - HEALTH B	73,276.50			
68749	12/11/2019	PRINTED	005852 DEENS, SUZANNE	175.00			
68750	12/11/2019	PRINTED	006719 EVERSOURCE	39.61			
68751	12/11/2019	PRINTED	006678 FRONTIER	111.38			
68752	12/11/2019	PRINTED	004087 DANIELLE O'CONNOR	100.57			
68753	12/11/2019	PRINTED	004613 BROOKE PARAKILAS	99.40			
68754	12/11/2019	PRINTED	003291 PIONEER VALLEY EDUCATIONA	27.00			
68755	12/11/2019	PRINTED	005568 RESERVE ACCOUNT	400.00			
68756	12/11/2019	PRINTED	004117 GARY RIBCHINSKY	350.00			
68757	12/11/2019	PRINTED	002436 TREASURER REGIONAL SCHOOL	349.00			
68758	12/11/2019	PRINTED	002518 TREASURER SUPERVISION DIS	181,769.03			
68759	12/11/2019	PRINTED	002699 MARIA VALENCIA	35.99			
68760	12/11/2019	PRINTED	002587 WALTHAM SERVICES, INC	99.00			
16 CHECKS CASH ACCOUNT TOTAL				257,281.50			
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CHECK #	CHECK DATE	TYPE	VENDOR NAME	UNCLEARED	CLEARED	BATCH	CLEAR DATE
68731	12/04/2019	PRINTED	002082 ADMINISTRATOR, UNEMPLOYME	3.00			
68732	12/04/2019	PRINTED	002539 ALL WASTE, INC.	783.03			
68733	12/04/2019	PRINTED	002836 AMAZON/SYNCE	56.08			
68734	12/04/2019	PRINTED	003300 CARL L. CHUDY	148.00			
68735	12/04/2019	PRINTED	002159 CREC	3,560.00			
68736	12/04/2019	PRINTED	002849 CURTIN MOTOR LIVERY, INC.	8,001.00			
68737	12/04/2019	PRINTED	002197 ESSEX HARDWARE CO	16.99			
68738	12/04/2019	PRINTED	006809 FOLLETT SCHOOL SOLUTIONS	188.82			
68739	12/04/2019	PRINTED	002551 R. E. GODWIN & SONS, LLC	489.79			
68740	12/04/2019	PRINTED	007281 MACK FIRE PROTECTION, LLC	848.72			
68741	12/04/2019	PRINTED	006544 SHORELINE READING, INC.	3,610.12			
68742	12/04/2019	PRINTED	006624 SCG	2,794.82			
68743	12/04/2019	PRINTED	004016 STEWART'S MUSIC LLC	199.90			
68744	12/04/2019	PRINTED	002587 WALTHAM SERVICES, INC	319.00			
14 CHECKS CASH ACCOUNT TOTAL				21,019.27			
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2019-20 Budget

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68705	11/20/2019	PRINTED	005794 ADAMS HOMETOWN MARKETS	48.69			
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68707	11/20/2019	PRINTED	002836 AMAZON/SYNCR	193.95			
68708	11/20/2019	PRINTED	002490 ARAMARK	161.81			
68709	11/20/2019	PRINTED	007356 BOUNCY BANDS	107.90			
68710	11/20/2019	PRINTED	005835 CITIZENS BANK - HEALTH B	73,276.50			
68711	11/20/2019	PRINTED	002155 CONNECTICUT WATER CO	145.21			
68712	11/20/2019	PRINTED	006771 CT SOLAR LEASE 2, LLC	1,760.69			
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68714	11/20/2019	PRINTED	002197 ESSEX HARDWARE CO	110.42			
68715	11/20/2019	PRINTED	006719 EVERSOURCE	3,215.25			
68716	11/20/2019	PRINTED	006678 FRONTIER	100.21			
68717	11/20/2019	PRINTED	002550 GIROUX LANDSCAPING, LLC	2,250.00			
68718	11/20/2019	PRINTED	002158 HEINEMANN PUBLISHING	47.00			
68719	11/20/2019	PRINTED	002748 LAKESHORE	11.84			
68720	11/20/2019	PRINTED	005959 LEAF	1,683.81			
68721	11/20/2019	PRINTED	002805 NEW ENGLAND DOOR CLOSER	300.00			
68722	11/20/2019	PRINTED	002267 SCHOOL SPECIALTY	279.96			
68723	11/20/2019	PRINTED	006544 SHORELINE READING, INC.	338.34			
68724	11/20/2019	PRINTED	006542 THE FOUNDATION SCHOOL	7,500.00			
68725	11/20/2019	PRINTED	005776 THERMOMEDICS, LLC	660.96			
68726	11/20/2019	PRINTED	002436 TREASURER REGIONAL SCHOOL	940.59			
68727	11/20/2019	PRINTED	002518 TREASURER SUPERVISION DIS	181,558.33			
68728	11/20/2019	PRINTED	002297 W.B.MASON	101.74			
68729	11/20/2019	PRINTED	002587 WALTHAM SERVICES, INC	99.00			
68730	11/20/2019	PRINTED	004246 WILCOX TREE EXPERTS	350.00			
26 CHECKS CASH ACCOUNT TOTAL				275,409.90	.00		



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REGIONAL SCHOOL DIST # 4  
AP CHECK RECONCILIATION REGISTER

2019-20 Budget

FOR CASH ACCOUNT: 3000

CHECK # CHECK DATE TYPE VENDOR NAME VENDOR 1040 FOR: Uncleared CLEARED BATCH CLEAR DATE

68695	11/05/2019	PRINTED	002836 AMAZON/SYNCR	115.50			
68696	11/05/2019	PRINTED	006913 ATOMIC	125.00			
68697	11/05/2019	PRINTED	007141 CONNECTICUT COMPUTER SERV	107.25			
68698	11/05/2019	PRINTED	006809 FOLLETT SCHOOL SOLUTIONS	407.67			
68699	11/05/2019	PRINTED	002394 NCTM	139.00			
68700	11/05/2019	PRINTED	005713 NEW ENGLAND INDUSTRIAL SU	73.90			
68701	11/05/2019	PRINTED	002757 CHRISTIE RUEL	35.99			
68702	11/05/2019	PRINTED	006817 JENNIFER TOUSIGNANT	213.61			
68703	11/05/2019	PRINTED	002436 TREASURER REGIONAL SCHOOL	3,412.12			
68704	11/05/2019	PRINTED	002297 W.B.MASON	283.60			
10 CHECKS CASH ACCOUNT TOTAL				4,913.64			.00



## Students

### Suspension and Expulsion/Due Process

#### I. Definitions

- A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- B. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g., hunting); type of projectile; force and velocity of discharge; method of discharge (i.e., spring v. CO2 cartridge); and potential for serious bodily harm or death.
- C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- E. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.
- G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar

## Students

### Suspension and Expulsion/Due Process

device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

- H. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa, chinese star, or other martial arts weapons.
- J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- K. **School Days** shall mean days when school is in session for students.
- L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

## Students

### Suspension and Expulsion/Due Process

- O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.

Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

## II. Scope of the Student Discipline Policy

### A. Conduct on School Grounds or at a School-Sponsored Activity:

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

### B. Conduct off School Grounds:

1. Students may be suspended or expelled for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the impartial hearing board may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

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

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

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

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. A walkout from or a sit-in within a classroom or school building or school grounds.
7. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, or ancestry.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
10. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether

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functional or not, or any other dangerous object or instrument, including pepper spray. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

11. Possession of any ammunition for any weapon described in paragraph 10 above.
12. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
13. Unauthorized possession, sale, distribution, use, consumption, or aiding in the procurement of tobacco, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances. For the purposes of this paragraph, the term “drugs” shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
14. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
15. Unauthorized possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in paragraph 13 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended

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or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

16. The destruction of real, personal or school property, such as, cutting defacing or otherwise damaging property in any way.
17. Refusal by a student to identify himself/herself to a staff member when asked, or misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
18. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution, or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and inappropriate use of a cellular telephone, iPod, iPad, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, smart phone, mobile or handheld device or similar

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electronic device on school grounds or at a school-sponsored activity that is disruptive of the educational process, in violation of Board policy and/or administrative regulations regulating the use of such devices. (Please see Policy 5131.81 Addendum for VRHS)

28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of any school computer, computer system, computer software, internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer.
31. Hazing.
32. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:
  - a. causes physical or emotional harm to such student or damage to such student's property;
  - b. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
  - c. creates a hostile environment at school for such student;
  - d. infringes on the rights of such student at school; or
  - e. substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or

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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.

33. Cyberbullying, defined as any act of bullying through the use of the internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Any action prohibited by any federal or state law.
36. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means, or recording by electronic means acts of violence for purposes of later publication.
37. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
38. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
39. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
40. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.



**Students****Suspension and Expulsion/Due Process****IV. Procedures Governing Removal from Class**

- A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.
- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

**V. Procedures Governing Suspension**

- A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section III of this policy for not more than ten (10) consecutive school days. In cases where suspension is contemplated, the steps defined in Regulation 5114.1 shall be followed.
- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before an impartial hearing board. The principal or designee shall report the student to the Superintendent or designee and request a formal hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

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

- A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.

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- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
- C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

## VII. Expulsion

- A. Procedures Governing Expulsion Recommendation
  - 1. A principal may consider recommendation of expulsion of a student in a case where he/she has reason to believe the student has engaged in conduct described at Sections II.A. and II.B., above.
  - 2. A principal must recommend expulsion proceedings in all cases against any student whom the administration has reason to believe:
    - a. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or
    - b. off school grounds, possessed a firearm as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or

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- c. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278.
  3. The terms “dangerous instrument,” “deadly weapon,” “electronic defense weapon,” “firearm,” and “martial arts weapon,” are defined above in Section I.
  4. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation. If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to an impartial hearing board as established by this policy.
  5. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student for one (1) full calendar year for the conduct described in subdivisions (a), (b), and (c) in subsection (2), above. For any mandatory expulsion offense, the impartial hearing board may modify the term of expulsion on a case-by-case basis.
  6. A period of expulsion may extend into the next school year.
- B. Procedures Governing Expulsion Hearing
1. Emergency Exception:
- Except in an emergency situation, the impartial hearing board shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d and the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

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## 2. Hearing Panel:

Expulsion hearings will be conducted by an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter. No member of the Board may serve on such impartial hearing board.

Each member of an impartial hearing board shall be a current or former attorney who does not have an interest in the outcome of the proceeding.

## 3. The expulsion hearing procedures shall be conducted in accordance with Regulation 5114.1.

**VIII. Alternative Educational Opportunities for Expelled Students**

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

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

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

The Board of Education shall provide an alternative education to a sixteen (16) to eighteen (18) year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education, except as follows. The Board of Education is not required to offer an alternative program to any student between the ages of sixteen (16) and eighteen (18) who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen (16) and eighteen (18).

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

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

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- D. Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”):

Notwithstanding Sections VIII.A through VIII.C above, if the Board of Education expels a student who has been identified as eligible for services under the IDEA, it shall offer an alternative educational program to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

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

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

### **IX. Procedures Governing Suspensions and Expulsions for Students Eligible under the IDEA or Section 504 of the Rehabilitation Act of 1973 (“Section 504”).**

Notwithstanding any contrary provisions of this policy, the procedures governing the suspension and expulsion of students eligible under the IDEA or Section 504 shall be those outlined in Sections III and IV, respectively, of Regulation 5114.1.

### **X. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center**

- A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the impartial hearing board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
- B. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the Board of Education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

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

**XII. Dissemination of Policy**

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

**XIII. Compliance with Documentation and Reporting Requirements**

- A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

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#### Legal Reference:

##### Connecticut General Statutes:

P.A. 19-91, An Act Concerning Various Revisions and Additions to the Education Statutes

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act

§§ 10-233a through 10-233e Suspension and expulsion of students

§ 10-233f In-school suspension of students

§ 21a-408a through 408p Palliative Use of Marijuana

§ 29-38 Weapons in vehicles

§ 53a-3 Definitions

§ 53a-206 (definition of “weapon”)

Packer v. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998)

State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006)

State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008)

##### Federal law:

Honig v. Doe, 484 U.S. 305 (1988)

Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of “firearm”)

18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)

18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)

21 U.S.C. § 812(c) (identifying “controlled substances”)

34 C.F.R. § 300.530 (defining “illegal drugs”)

Gun-Free Schools Act, Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at 20 U.S.C. § 7151)

Board Policy cross-reference: 5131.8 Conduct off School Grounds

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CHESTER PUBLIC SCHOOLS  
DEEP RIVER PUBLIC SCHOOLS  
ESSEX PUBLIC SCHOOLS  
REGIONAL SCHOOL DISTRICT NO.4

## REGIONAL SUPERVISION DISTRICT