

**TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT**

Regular Meeting – **February 3, 2009**
Long Hill Administration Building
Lorraine R. Smith Assembly Room

7:00 p.m.

AGENDA

- I. PRELIMINARY BUSINESS**
 - A. Salute to the Flag
 - B. Correspondence
 - C. Comments and Questions

- II. PERSONNEL**
 - A. Personnel – Mr. Iassogna

- III. CONSENT AGENDA**
 - A. Approval/Minutes- Public Session – 1/20/09

- IV. REPORTS**
 - A. THS Renovation Update – Mr. Iassogna, Mr. Barbarotta
 - B. Special Education Out of District Placement Update – Mr. Iassogna, Dr. Vespe
 - C. Specialized Resource Program Report – Mr. Iassogna, Dr. Vespe, Mr. Wheeler

- V. NEW BUSINESS**
 - A. Approval/Textbooks – Mr. Kunschaft, Mrs. Rubano

- VI. OLD BUSINESS**
 - A. Policies – Second Reading/Approval
 - 1. Parent Organization and Booster Clubs – Policy Code 1230 – Dr. Vespe, Mrs. Cantafio
 - 2. Drug Free Workplace – Policy Code 4118.23/GB – Dr. Vespe, Mr. Karpowich

- VII. OTHER**

NOTE: *If needed, the Board may choose to hold an Executive Session upon a two-thirds vote of members present and voting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, February 3, 2009

Mr. Iassogna

Agenda Item II-A

Personnel

A. Resignations - Certified.

Miller, Ardeth; social worker at Madison
Middles School since December 1985, retiring
effective June 30, 2009.

Jurow, Janet; speech pathologist at Tashua
School since September 1985, retiring
effective June 30, 2009.

Recommendation:

Accept

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – February 3, 2009

Mr. Iassogna

Agenda Item – III-A

Approval/Minutes

Regular Meeting - 1/20/09

Administrative Recommendation:

Approve the minutes of the above
noted meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Regular Meeting – January 20, 2009
Long Hill Administration Building
Lorraine R. Smith Assembly Room

The Trumbull Board of Education convened in the Long Hill Administration Building for a Regular Meeting.

Members present:

S. Wright, Chairman
M. Ward, Vice Chairman
J. Tyborowski, Secretary
L. Chory, Board Member
D. Herbst, Board Member
L. King, Board Member
L. Labella, Board Member

Agenda Item I – Preliminary Business

A. Salute to the Flag - The Public Session began at 7:07 p.m. followed by a salute to the Flag.

Chairman Wright announced that this momentous, historical day of the Inauguration of the 44th President was further heightened by the inclusion of the Trumbull High School Marching Band in the Inaugural Parade. A video clip of their performance was played for the audience.

B. Correspondence – Secretary Tyborowski noted that a note had been received by Jackie Bruni thanking the Board for extending their time to the TECEC parents at the last Board meeting.

C. Comments and Questions – Jack Testani, 50 Cranbury Drive, requested that in light of the economy as well as the impact it may have on taxes, the Board reflect on asking the Town Council to reconsider the spectrum of the Trumbull High School renovation.

Agenda Item II - Personnel

A. Personnel – As no Board action was required, this item was received and filed.

Agenda Item III – Consent Agenda

A. Approval/Minutes –Regular Meeting - By consent of members present and voting at the January 8 meeting, the minutes were unanimously approved.

It was moved (Herbst) seconded (Tyborowski) to take Item IV-A, RYASAP Report, out of order. Vote: unanimous in favor.

Agenda Item IV – Reports

A. RYASAP Report – Early in 2008, Trumbull students in grades 7-12 participated in a survey on the needs, attitudes and behaviors of youth. Bridgeport, Fairfield, Monroe and Stratford also conducted this survey. The compiled data from this survey provides the schools and community with a wide range of information to help Trumbull address the developmental needs of our youth. Robert Francis, Executive Director of the Regional Youth/Adult Substance Abuse project, presented a Power Point presentation of the survey results, which indicated that Trumbull showed major gains in all primary asset and thriving behaviors categories. A discussion ensued.

It was moved (Chory) seconded (Tyborowski) to take Item V-A, Approval/Curriculum Guides, out of order. Vote: unanimous in favor.

Agenda Item V– New Business

A. Approval/Curriculum Guides – Two curriculum guides, Agriscience 10 – a continuation of the studies from Agriscience 9; and Equine Science, an addition to the current curriculum, were presented to the Board. Following discussion, it was moved (Herbst) seconded (Ward) to approve the two curriculum guides as presented. Vote: unanimous in favor.

It was moved (Tyborowski) seconded (Labella) to take Item V-B, Approval/Calendars, out of order. Vote: unanimous in favor.

B. Approval/Calendars – Gary Kunschraft, Director of Curriculum and Chairman of the Calendar Committee (composed of Board of Education Chairman Steve Wright, TAA Co-Presidents Rosemary Seaman and Gail Karwoski, TEA Co-Presidents Tammy Baillargeon and Roger Smith, and PTA Council Co-Presidents Cindy Katske and Linda Bartolucci), presented calendars for the upcoming two school years. In the school year 2009-10, it was recommended for staff to begin on August 27 and students on September 1; and for the 2010-11 school year, it was recommended that staff begin on August 26 and students on August 31. Following discussion, it was moved (Ward) seconded (Labella) to approve the two school calendars as presented. Vote: unanimous in favor.

Agenda Item III – Consent Agenda

B. Approval/Financial Reports – Mr. Sirico, Business Administrator, reviewed the Financial Reports for the six months ended 12/31/08. It was moved (Tyborowski) seconded (Ward) to approve the Education Expense Report as presented. Vote: unanimous in favor. Following discussion, it was moved (Chory) seconded (Tyborowski) to approve the Grant Expense Report as presented. Vote: unanimous in favor. Following discussion, it was moved (Ward) seconded (Chory) to approve the Consolidated Financial Statement as presented. Vote: unanimous in favor.

C. Approval/Finance Committee of the Board of Education Transfers – The Finance Committee of the Board of Education members met for a regular meeting on January 16. The Committee reviewed all transfers for the month of December, and twelve met the criteria for approval by the full Board. It was noted that for transfer 529x, the increase to the Agriscience account and the Building Improvement account were monies approved by the Town Council through a special appropriation. Following discussion, it was moved (Chory) seconded (Ward) to approve the transfers as noted. Vote: unanimous in favor.

Agenda Item IV - Reports

D. THS Renovation Update – As Mr. Barbarotta and Mr. Smolley were unavailable, this item was tabled.

Chairman Wright noted that on Thursday, the Connecticut Association of Boards of Education Legislative Breakfast would take place at 8:00 a.m. in the Agriscience Building, the purpose of which would be to discuss legislative items for the upcoming year. Mr. Iassogna noted of particular importance would be unfunded mandates.

Agenda Item VII – Receive and File

Pending Litigation and Negotiations items were received and filed.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session 8:50p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – February 3, 2009

Mr. Iassogna
Mr. Barbarotta

Agenda Item – IV –A

THS Renovation Update

This item was tabled from the previous meeting.

Al Barbarotta and Architect Greg Smolley will update the Board on the Trumbull High School Renovate as New project.

Recommendation:

Discuss.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – February 3, 2009

Mr. Iassogna
Dr. Vespe

Agenda Item – IV –B

Special Education Out-of-District Placement Update

As the Board is aware, the Trumbull Public Schools prides itself on meeting the needs of our special education population, particularly as it relates to educating these students in district. There are, however, an extremely small portion (less than 1%) of our children with such unique needs, who primarily are identified through the Planning Placement Team (PPT), who are “outplaced.” (DCF placements, court orders and settlement agreements between parent/district/attorneys are the other reasons for an out-of-district placement).

In the 2008-09 school year, the PPS Department projected 35 children for outplacement services. Since July 1, 2008, 5 families have moved into Trumbull with children already attending an out-of-district facility. In addition, legal matters have been resolved with several families, and this has contributed to the outplacement deficit.

Since the 2008-09 budget does not provide for these non-projected students, we are anticipating a deficit of \$414,398 in our outplacement account. Attached is a redacted summary reflecting all out-of-district students, including the 5 pupil increase.

As a result of this unanticipated expenditure, it will be necessary for the administration to continue to scrutinize its current budget accounts for additional cost savings to help offset this deficit; and then request from the Town an appropriation from the monies they receive from the State for such excess cost special education students. (You should note that this procedure is the usual manner in which Connecticut school districts acquire funding for such additional outplaced special education students.)

Recommendation:

Direct administration to pursue current budget expenditures and then seek appropriation from the Town to cover any unanticipated special education out-of-district placement costs.

Outplace		Jan 2009	<u>SPECIAL EDUCATION OUT PLACED STUDENTS</u>					
Sheet 3								
PUBLIC = \$1,818,422								
School	Student	ESY (summer)	ESY Related	Tuition	Related	Total	Status	
Arch Bridge	1	\$3,960	\$2,880	\$49,140	\$30,000	\$85,980		
Beh.Dev Ed	2	\$7,419		\$117,624	\$26,440	\$151,483		
Ben Bronz	3			\$43,000	\$2,250	\$45,250		
CCCCD	4			\$89,500		\$89,500		
	5			\$89,500		\$89,500		
	6			\$89,500	\$32,944	\$122,444		
	7			\$58,000		\$58,000		
	8			\$89,500		\$89,500		
Cedarhurst	9			\$42,300		\$42,300		
	10			\$42,300		\$42,300		
Foundation	11	\$5,500		\$16,500		\$22,000	11/30 Out	
	12	\$5,500		\$55,000		\$60,500		
	13	\$5,500		\$55,000		\$60,500		
	14			\$55,000		\$55,000		
Giant Steps	15	\$1,950		\$107,000	\$7,500	\$116,450		
Hillcrest M	16			\$87,786		\$87,786	DCF	
Klingberg	17			\$57,218		\$57,218	DCF	
Foster	18			\$40,000		\$40,000		
	19					\$20,000	Pending 2/09	
Winston	20			\$23,250		\$23,250	1/5 Out	
APT(Court)	21			\$18,346		\$18,346	In 12/8 Court	
	22			\$52,500		\$52,500		
	23			\$175,000		\$175,000	Out (2 years)	
	24			\$30,000		\$30,000		
	25			\$42,000		\$42,000		
Dis Res	26	\$6,975		\$105,000		\$111,975		
Kennedy C	27			\$26,400		\$26,400		
Yale				\$3,240		\$3,240		

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – February 3, 2009

Mr. Iassogna
Dr. Vespe, Dr. Wheeler

Agenda Item – IV-C

Specialized Resource Program

As a result of a recent concern expressed at our January 20, 2008 meeting, the Board requested the administration present a review of our Specialized Resource Program (SRP).

Attached is such an overview prepared by Dr. Vespe, Director of Pupil Personnel Services, and Dr. Wheeler, Coordinator of Preschool. Both staff members, as well as myself, will be available to answer any questions the Board may have.

Recommendation

Review, discuss and take action, if necessary.

Trumbull Public Schools Specialized Resource Program

The Trumbull Public Schools has a Specialized Resource Program (SRP), which meets the needs of children with Pervasive Developmental Disorders (PDD). This group of disorders, commonly referred to as the Autism Spectrum Disorders (ASD), includes children with Autism, PDD-Not Otherwise Specified, Asperger's Syndrome, Rett's Syndrome and other related conditions. These programs are housed at Trumbull Early Childhood Education Center (TECEC) for our preschool population (8 students); Frenchtown for elementary youngsters (20 students); and Hillcrest for our middle school population (6 students). Dr. Vespe and staff will be proposing a Trumbull High School class in two years as these children move along in grades.

Recent data from the Center for Disabled Children (CDC) suggests the prevalence of these disorders to be 1/150 for children in the United States. While the cause of ASD is not established, it is agreed the prevalence has reached epidemic proportions. In response to the increase in children with ASD, our district like most others, continues to evolve with our programming efforts in order to provide a Free and Appropriate Public Education (FAPE) from preschool through high school, which the law requires.

Our intensive SRP provides children an education from a highly qualified staff from various disciplines. Those individuals may include a Special Education Teacher with extensive ASD experience and State of Connecticut teacher certification credentials, Speech Pathologist, Occupational Therapist, Physical Therapist, School Psychologist, Social Worker, Adaptive Physical Education Teacher and specially trained paraprofessionals who work with children with ASD. In addition to the public school staff, our program utilizes a behavioral specialist to provide ongoing systematic professional development and direct consultation for specific children with needs that require such services. The program is coordinated by the Department Chairperson of SRP and Services and the Coordinator of Preschool under the direction of the Director of Pupil Personnel and Student Support Services.

Although many children with ASD have similar characteristics, each child is truly unique, which necessitates an Individual Education Plan (IEP) that is developed in accordance with all State and Federal Laws. This plan is developed and modified with all members of the child's Planning and Placement Team (PPT), which includes the parents. This plan, which is prescriptive in nature, details all services a child needs in order for him or her to progress towards meeting the curricular benchmarks set forth by the PPT. Common items which are a part of the child's IEP include individually developed goals and objectives, accommodations and modifications to the curriculum, related service hours (OT, PT, Speech and Language, Social Work, Psychologist), location of services (in regular classroom or resource room), behavioral intervention plans, health care plans, level of paraprofessional support and a parent training component.

Our SRP takes into account the individuality of each child and understands there does not appear to be any clear or direct relationship between any one intervention and a child's progress (National Research Council, 2001). As recommended in the State of Connecticut Autism Guidelines (2005), our SRP program utilizes a comprehensive educational approach to meet each child's individual needs. These services may include Applied Behavioral Analysis (ABA) strategies (the science of systematically applying principles of behavior to shape or change a behavior in measurable ways), a developmental/relationship approach (the emphasis is on the development of social/communicative relationships), the generalization of learning and other individually designed methodologies necessary to meet each child's needs.

The State of Connecticut is clear with regard to the qualifications required to implement each child's IEP. Beyond the teacher certification, there is no Connecticut state certification or credential in ABA or requirement that school staff implement programs based on only one methodology. The only requisite school districts are responsible for are making sure school staff have the skills, training, and experience necessary to implement the child's IEP. The State further identifies the school staff should have experience and training in implementing programs based upon the principles of ABA, positive behavioral supports, completion of functional behavioral assessments, and developing behavioral intervention plans of all of which our staff have in their repertoire.

Many parents are requesting individuals with Board Certified Behavior Analyst (BCBA) credentials to design and implement their child's program. As mentioned above, under the State of Connecticut Autism Guidelines (2005), no such requirement exists for a child receiving special education services within Connecticut. The role of those with a BCBA credential may vary; however, most will conduct functional behavioral assessments (looking at a behavioral and deciding its functions), develop behavioral intervention plans (a plan to either increase or decrease a specified behavior), collect data, evaluate the effectiveness of behavioral interventions, and plan for generalizations of skills. These skills are not exclusive to BCBA individuals. These routine activities are a part of each public school special educators' repertoire working with children with identified special needs. In addition to the above listed skills, special educators and related service staff specialize in designing and implementing a child's IEP to assure state and local benchmarks are being addressed within the context of each child's day.

It is our position that we are following the State's edict to provide a FAPE that is meeting each one of our child's needs which we have been entrusted to educate.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CT

Report to the Board of Education
Regular Meeting – February 3, 2009

Mr. Kunschaft, Mrs. Rubano

Agenda Item – V-A

Approval - Textbooks

Before any new textbook is approved for inclusion in the Trumbull Public Schools program of studies, the Curriculum Subcommittee of the Board of Education reviews its content and appropriateness. This Subcommittee, consisting of Board members Deborah Herbst and Michael Ward, under the coordination of Gary Kunschaft, Director of Curriculum and Instruction, then make their recommendation to the full Board.

The Board of Education is being asked to review and adopt two new texts for use at Trumbull High School for the 2008-09 school year, as noted below:

Boom: Talking About the Sixties will be used in the Honors Global Insights course. The book addresses what happened in the 60s, how it shapes today, and the lessons for tomorrow.

Principles of Archaeology will be used in the Archaeology and Historical Topics Course. The book contains information regarding the archaeological process, actual digs, and the history of the field of archaeology.

Recommendation:

Approve the following textbooks:

Boom: Talking About the Sixties
Principles of Archaeology

**TRUMBULL PUBLIC SCHOOLS
NEW TEXTBOOK REVIEW/APPROVAL PROCESS**

Date Submitted: December 19, 2008

Title of Book: Boom: Talking About the Sixties

Author: Tom Brokaw

Publisher: Random House

Year Published: 2007

Grade Level: 10th Grade

Course: Honors Global Insights

▪ **Book Description:**

This book is a portrait of the defining era (1960s) in American history. What happened in the 60s, how it shapes today, and the lessons for tomorrow

▪ **Purpose/Need:**

- There is no current textbook in Honors Global Insights. This book will address the topics that are covered in the unit on the 1960s.

- The revised curriculum was approved in 2008.

▪ **Other (How will the book enhance student performance?)**

This book will enhance the unit on the sixties through-first hand recollections of important people of the era. It will allow students to link events of the past with today's news. The book also includes a DVD of an in-depth view of 1968 that Tom Brokaw researched and presented.

Submitted by:  

Reviewed by:  12/18/08
Principal/Designee Date

 12/23/08
Director of Curriculum Date

BOE Member Date

BOE Member Date

BOE Member Date

**TRUMBULL PUBLIC SCHOOLS
NEW TEXTBOOK REVIEW/APPROVAL PROCESS**

Date Submitted: December 19, 2008

Title of Book: Principles of Archaeology

Author: T. Douglas Price

Publisher: McGraw Hill

Year Published: 2007

Grade Level: 9-12

Course: Archaeology and Historical Topics

▪ **Book Description:**

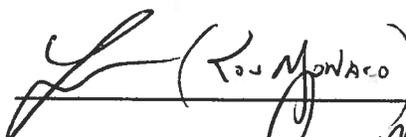
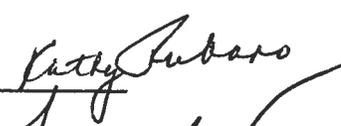
This book contains a wealth of information, starting with an introduction to the archaeological process. The book continues with a section about actual digs and how the individuals went through the process. Then a history of the field of archaeology is discussed, among other topics.

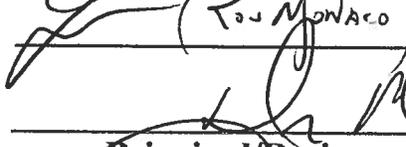
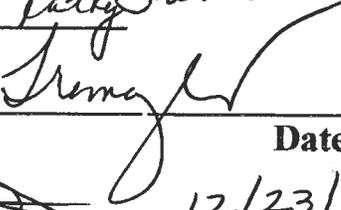
▪ **Purpose/Need:**

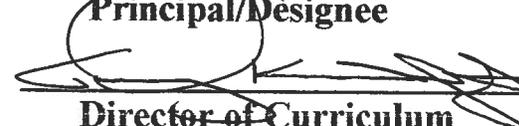
The course has no textbook. I have been looking for many years and finally found a textbook that addresses the topics in an introductory course for archaeology.

▪ **Other (How will the book enhance student performance?)**

This book will provide a backbone for student learning in the area of archaeology.

Submitted by:  (Ray Monaco) 

Reviewed by:   12/18/08 Date

 12/23/08 Date

BOE Member Date

BOE Member Date

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – February 3, 2009

Dr. Vespe, Dawn Cantafio

Agenda Item – VI-A-1

Second Reading:

1210/1230

Parent Organization/Athletic Booster
Clubs

PAC: December 10, 2008

First Reading: January 8, 2009

PAC met to update changes, as per board meeting, to the Parent Organization/
Athletic Booster Clubs Policy.

Bold = New Language

~~_____~~ = Strikethrough

Yellow = Board changes

Green = PAC/Attorney

Recommendation:

Approve Policy:

1210/1230

Parent Organization/Athletic Booster Clubs

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

CATEGORY: School Community Relations
POLICY CODE: 1210/1230
Parent Organizations and Athletic Booster
Clubs

Draft: September 10, 2008
October 15, 2008
December 10, 2008
First Reading: January 6, 2009
Second Reading: February 3, 2009

PARENT ORGANIZATIONS AND **ATHLETIC** BOOSTER CLUBS

Policy

The Board of Education recognizes that parent **involvement is an important resource and partner in** organizations and booster clubs **which** provide invaluable support to District schools. **A Parent Organization or Athletic Booster Club is defined as any group or organization of people whose primary purpose is to gather together to promote community support and/or to raise funds for specific school activities or programs.**

Adopted: Pending

References

Trumbull Board of Education policies

Use of School Buildings and Sites, Policy Code: KGA

Gifts to the School District, Policy Code: KH

Distribution and Promotion of Products, Services, and Informational Materials,
Policy Code: KJ

Fund Raising, Policy Code: KO

Volunteer Policy KKAA/6162.4

Title IX of the Educational Amendments of 1972

Parent Organizations and Athletic Booster Clubs

Regulations

- I. Parents/guardians and other interested community members who wish to **establish/operate a Parent Organization** or **Athletic Booster Club** for the purpose of supporting a specific school program, sport or activity **must follow these guidelines:**
 1. Abide by all policies and procedures of the District as well as applicable State and Federal laws and CIAC regulations. *or any other outside organization(s) to which they belong too.*
 - 2 a. **Those wishing to start an Athletic Booster Club must first meet with the Athletic Director to discuss the formation of the club.**
 - b. **Those wishing to start a Parent Organization must first meet with the building Principal to discuss the formation of the organization.**
 3. **Complete the School Recognition Form (Appendix A) and file form with school administration/athletic director by date noted including the purpose of the organization/club.**
 4. **Become incorporated or be affiliated as a legal nonprofit entity (ie e.g.: 501(c)(3). Maintain such status, and assume all financial responsibility for the booster club, including but not limited to the provision of adequate insurance coverage, as appropriate.**
 5. **Provide a copy of all annual IRS filing forms no later than June 1st, to school administration for review by the Board, the Superintendent and/or his/her designee.**
 6. **Understand and respect the authority of District employees in the administration of their duties.**
 7. **Membership must be unrestricted and voluntary. In no case shall participation in Parent Organization/Athletic Booster Club activities be a prerequisite for any curricular or extra curricular activity, nor shall participation or the failure to do so have any impact on a student's grade in any course.**
 8. **Submit an activity schedule in advance to the Superintendent of Schools and/or his/her designee for prior approval. All fundraising must be approved as per policy.**
 9. **There must be prior approval by the Superintendent and/or his/her designee when a Parent Organization/Athletic Booster Club wants to use the name of the District or any language suggesting that the District has endorsed, sponsored or otherwise approved of the club's activities.**
 10. **Seek advance approval for any use of school facilities and/or equipment per District policy, keeping in mind this must be compatible with the school calendar as well as other scheduled and potential activities in order to avoid conflicts.**

Parent Organizations and Athletic Booster ClubsRegulations

11. Any teaching or coaching position must be offered to the bargaining unit personnel first and can only then be filled from the outside if there are no qualified ~~candidates~~ **applicants**. All district hiring policies and practices must be followed.
 12. If there is a membership cost **fee** ~~there must be and financial assistance is needed~~ **an scholarship opportunity for those in financial need**, may be made available by the **Parent Organization/Athletic Booster Club**.
 13. **The Parent Organization/Athletic Booster Club shall allow the School District to review its books and records upon request and after reasonable notice.**
 14. **The Parent Organization/Athletic Booster Club shall have no authority to act on behalf of, or bind the District with respect to, contractual obligations.**
- II. If a **Parent Organization/ Athletic B**ooster **C**lub wishes to make a contribution of money, service time or tangible property such as equipment or supplies, in excess of \$300 ~~a representative of the group must first meet with the Superintendent and/or his/her designee. The Superintendent and/or his/her designee must identify the District's terms and conditions of accepting such gifts in concert with the District's policies pertaining to gifts, grants and bequests including~~ **they must comply with District's policy, thus** providing equal athletic **and educational** opportunities for members of both genders per Title IX.
 - III. **Parent O**rganization/**Athletic B**ooster **C**lub proposed plans, projects and other activities must be evaluated and promoted in light of their stated contribution to the academic as well as the extracurricular school programs.
 - IV. The Board retains final responsibility and authority **over** all activities which have an impact on students, school programs and/or school owned property.
 - V. Failure to follow policies and procedures of the District may result in refusal by the Superintendent and/or his/her designee to allow related activities on the campus.

Parent Organizations and Athletic Booster Clubs

APPENDIX A

**Official School Recognition Form
For Parent Organizations/*Athletic* Booster Clubs**

Name of the Parent Organization/*Athletic* Booster Club

School Year _____ Date _____

Purposes and Goals of the group:

Contact Person _____

Address _____

Phone _____

Organization's/Club's Officers

President _____ Phone _____

Vice President _____ Phone _____

Secretary _____ Phone _____

Treasurer _____ Phone _____

Staff Person as Liaison/Advisor _____

(Athletic Director has to be on Parent/Board for all *Athletic* Booster Clubs)

Persons Filing Form (2 Names) _____

Copy of 501(c)(3) tax exemption, Copy of By Laws For Parent Organization/*Athletic* Booster Club, and Membership Roster

Approval _____

Date _____

This form must be completed and filed with the Superintendent and/or his/her designee *on a yearly basis* no later than June 1st to be officially recognized for the following school year.

~~This form must be filled out on a yearly basis and submitted to the superintendent no later than June 1st.~~

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – February 3, 2009

Agenda Item – VI-A-2

Dr. Vespe, Mr. Karpowich

Second Reading:
4118.231/GB Drug Free Workplace

First Reading: October 7, 2008
Second Reading: January 8, 2009

Policy was returned to PAC to add “arrest” and edit “occurring in the workplace”. Attorney F. Dugas has additional language highlighted in green.

Bold	=	New Language
_____	=	Strikethrough
Yellow	=	Board changes
Green	=	PAC/Attorney

Recommendation:

Approve Policy:
4118.231/GB Drug Free Workplace

First Reading: October 7, 2008
Second Reading: January 6, 2009
Second Reading: February 3, 2009

DRUG FREE WORKPLACE

Policy

The Trumbull School District is committed to protecting the safety, health and well being of all employees and individuals in our workplace. We recognize that alcohol abuse and drug use pose a significant threat to our goals. We have established a drug free workplace program that balances our respect for individuals with the need to maintain an alcohol and drug free environment. Any individual who is employed by, who conducts business or is applying for a position with the Trumbull School District, or is conducting business on Trumbull School District property, will adhere to this policy.

No employee engaged in work in the Trumbull School District shall unlawfully manufacture, distribute, dispense, **trade, offer for sale**, possess or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined in schedules I through V of section 202 of the controlled substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 1300.11 through 1300.15.

The “workplace” is defined to mean the site for the performance of work done in the school system. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district. Furthermore, given the unique obligations and risks presented by the school environment, employees engaged in the acts prohibited by this policy outside of the workplace shall also be deemed to have violated this policy.

~~As a condition of continued employment each employee shall notify his or her supervisor of a legal conviction for a drug rule (law) violations occurring in the workplace as defined above, no later than five (5) calendar days after such conviction.~~

“As a condition of continued employment, each employee shall notify his or her immediate supervisor of any drug related arrest or conviction not later than five (5) calendar days after such arrest or conviction”.

As a further condition of employment, each employee shall abide by the terms of this the school district policy respecting a drug free workplace.

As a condition of employment, an employee who violates the terms of this policy will be subject to disciplinary sanctions which may include non-renewal, having his or her employment

4118.231/GB Drug Free Workplace

suspended or terminated, **at the discretion of (in the case of non-certified staff), or as per the recommendation from the superintendent to of the Board (in the case of certified staff),** and/or referral for prosecution.

As a condition of employment, it is required that employees be given a copy of this policy and be kept informed of any further steps in our drug-free awareness program, including possible information on rehabilitation programs.

Legal Reference

- Drug-Free Workplace Act. 102 Stat. 4305-4308. 54 Fed. Reg. 4946 (1989)

Adopted: 06/06/90

Approved Revision: 05/10/93

Proposed Revision: Pending