

**Stonington Board of Education  
Stonington, Connecticut  
Special Meeting Agenda  
SHS Commons  
April 14, 2011 at 7:00 p.m.**

Attachment

- I. Call to Order/Pledge of Allegiance -7:00 p.m.
- II. PMS Musical Preview of “Beauty & the Beast, Jr.” - 7:01 p.m.
- III. Communications & Recognitions -7:08 p.m.
  - A. We Are Stonington Public Schools! Recognitions
  - B. Other Recognitions
- IV. Comments from Citizens – 7:12 p.m.
- V. Consent Agenda – 7:20 p.m.
  - A. Minutes – Regular Meeting, March 10, 2011
  - B. Checks and Bills
  - C. Intra-Account Transfers
- VI. Monthly Reports – 7:25 p.m.  
Student Government, Finance, Operations, Curriculum, Special Services  
Personnel, Enrollment
- VII. Transportation Contract -7:35p.m.
- VIII. Progress Toward Board Goals – 7:40 p.m.
  - A. **Goal I – Student Achievement**
    - a. West Vine West Broad Literacy Spotlight
    - b. World Language Spotlight
  - B. **Goal II – Strategic Plan**
    - a. PMS – Building Level Accountability
  - C. **Goal III – Facilities Plan**
    - a. K-4 Educational Specifications Discussion
- IX. BOE Budget Discussion 2011-2012 – 8:35 p.m.
- X. Policies – 9:00 p.m.
  - A. Proposed Policy – 5145.122 Use of Dogs to Search School Property: First Read
  - B. Proposed Revised Policy & Regulations – 5111 –Admission & Placement: First Read
  - C. Proposed Revised Policy – 5112 – Ages of Attendance – First Read
  - D. Proposed Revised Policy – 5113 – Attendance/Excuses/Dismissal – First Read
  - E. Proposed Revised Policy - 5113.1 - Work Permits – First Read
  - F. Proposed Revised Policy - 5114.12 – Student Handbooks – First Read
  - G. Policy Review – 5113.14 – Senior Privileges
  - H. Policy Review - 5117 – Student Attendance Areas
  - I. Policy Review – 5118 – Nonresident Attendance

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- XI. Healthy Foods Certification – 9:15 p.m.
- XII. Committee Reports – 9:20 p.m.
- XIII. Comments from Citizens Relative to Board Action on this Agenda – 9:40 p.m.
- XIV. Board Comments/Concerns – 9:50 p.m.
- XV. Adjournment – 10:00 p.m.

## **ATTACHMENT 2 MONTHLY REPORTS**

**Monthly Finance Report -**  
Monthly Report - Salmon  
Global Report - Pink  
Professional/Technical Services - Green

**Operations/Project Updates - Golden Rod**

**Curriculum and Instruction Report - Lilac**

**Special Services - Blue**

**Personnel Report - Orange**

**Enrollment Report - White**

**Monthly Financial Report to the Board of Education**

For the month ended March 31, 2011

Year to date expenditures for the period ended 3/31/11 are within budget except for special education tuition and transportation which are over budget by (\$580,269) gross. This amount includes \$504,445 excess cost reimbursement from the State Department of Education which was applied in February.

An estimated additional \$193,308 in excess cost reimbursement should be received in April which would reduce the deficit to (\$386,961).

The deficit can be further reduced by adding the balance in the SPED Pupil Services account which was \$122,174 at March 31st. This leaves a current net estimated budget deficit of (\$264,787) for special education tuition, transportation and pupil services.

Respectfully submitted,

Judith Samokar  
Finance Manager

**Stonington Public Schools**  
**GLOBAL**  
**For Month Ending March 31, 2011**

Description	2010-11 Adopted Budget	2010-11 Budget Amended	2010-11 Budget Revised	Current Period	2010-11 YTD	2010-11 Encumbrance	Balance Remaining
<b>101 BOARD OF EDUCATION</b>							
111 BLDG.ADM. SALARY	1,312,724	0	1,312,724	105,762	955,791	0	356,933
113 TEACHER SALARY	13,299,765	0	13,299,765	1,022,267	7,324,257	0	5,975,508
114 BLDG.ADM SECRETARY SAL	666,055	0	666,055	52,061	482,921	0	183,134
115 MAINT/CUST SALARY	1,179,393	0	1,179,393	93,395	919,906	0	259,487
116 NURSE SALARY	296,373	0	296,373	21,847	174,997	0	121,376
117 AIDE SALARY	1,372,903	0	1,372,903	120,465	946,427	0	426,476
118 NON-CERTIFIED PROFESSIONALS	383,553	0	383,553	30,139	241,929	0	141,624
120 OTHER SALARY	0	0	0	440	1,690	0	(1,690)
123 TEMP INSTR TEACHER	264,000	0	264,000	21,962	166,973	0	97,027
124 SUB SECRETARY SALARY	23,300	0	23,300	613	11,245	0	12,055
125 SUB MAINT/CUST SALARY	60,000	0	60,000	2,598	18,478	0	41,522
126 SS HEALTH SRVS PT/SUB NURSE	97,947	0	97,947	6,891	60,646	0	37,301
127 TEMP INSTR AIDE	30,000	0	30,000	2,704	29,275	0	725
133 ADDED TEACHER SALARY	415,096	0	415,096	7,538	186,223	0	228,873
137 AIDE OT	0	0	0	0	0	0	0
153 TUTOR	126,550	0	126,550	9,051	56,360	0	70,190
<b>TOTAL OF 100 - SALARIES</b>	<b>19,527,659</b>	<b>-</b>	<b>19,527,659</b>	<b>1,497,730</b>	<b>11,577,119</b>	<b>-</b>	<b>7,950,540</b>
210 HEALTH INS	3,877,707	0	3,877,707	0	2,955,930	0	921,777
211 FLEX PLAN	30,900	0	30,900	0	15,000	0	900
214 LIFE INS	32,000	0	32,000	2,534	22,254	0	9,746
215 LDI	3,600	0	3,600	324	2,805	0	795
221 PENSION	460,419	0	460,419	0	0	0	460,419
223 FICA	194,469	0	194,469	15,037	140,017	0	54,452
224 MEDICARE	245,167	0	245,167	18,781	152,869	0	92,298
231 W.C.	105,000	0	105,000	0	0	0	105,000
232 UNEMPLOYMENT	96,000	0	96,000	1,314	21,012	8,988	66,000
240 COURSE CREDIT	25,000	0	25,000	0	3,637	0	21,363
250 RETIREMENT	205,000	0	205,000	0	26,100	0	178,900
<b>TOTAL OF 200 - BENEFITS</b>	<b>5,275,262</b>	<b>-</b>	<b>5,275,262</b>	<b>37,990</b>	<b>3,339,625</b>	<b>23,988</b>	<b>1,911,649</b>

\* OTHER SALARY consists of payment of ticket takers for sports events to be reimbursed by the game receipts.

**Stonington Public Schools**  
**GLOBAL**  
**For Month Ending March 31, 2011**

Description	2010-11 Adopted Budget	2010-11 Budget Amended	2010-11 Budget Revised	Current Period	2010-11 YTD	2010-11 Encumbrance	Balance Remaining
311 ENRICHMENT ACT	10,671	0	10,671	445	6,883	0	3,788
312 PROF DEV INSTR CONSULTANT	28,079	1,400	26,679	495	19,332	90	7,256
313 PROF/TECH	241,707	0	241,707	11,208	67,313	3,594	170,800
319 OTHER PROF/TECH SERVICES	215,008	0	215,008	14,618	172,095	17,774	25,139
332 IN TOWN TRAVEL	21,538	0	21,538	374	7,702	0	13,836
390 REFEREES	24,721	(623)	25,344	2,241	19,212	0	6,132
391 POLICE SERVICES	35,760	0	35,760	3,668	25,902	525	9,333
<b>TOTAL OF 300 - PURCHASES</b>	<b>577,484</b>	<b>777</b>	<b>576,707</b>	<b>33,049</b>	<b>318,439</b>	<b>21,984</b>	<b>236,284</b>
410 PUBLIC UTILITY	834,311	0	834,311	131,799	571,091	36,055	227,165
430 REPAIRS/MAINTENANCE	394,563	742	393,821	13,836	227,325	48,861	117,635
440 RENTALS	78,336	243	78,093	5,808	55,665	1,977	20,451
<b>TOTAL OF 400 - RENTAL</b>	<b>1,307,210</b>	<b>985</b>	<b>1,306,225</b>	<b>151,443</b>	<b>854,081</b>	<b>86,893</b>	<b>365,250</b>
510 REGULAR BUS TRANSPORTATION	1,180,180	0	1,180,180	285,317	870,972	299,149	10,058
511 SE SPEC.NEEDS SYS. TRANSPORTAT	527,964	0	527,964	54,310	365,153	239,056	(76,245)
512 FIELD TRIPS	41,548	(2,537)	44,085	6,664	38,543	0	5,542
520 PROPERTY/ LIABILITY INS	245,525	0	245,525	0	11,670	0	233,855
530 COMMUNICATION	106,979	625	106,354	7,501	48,570	12,892	44,892
540 ADVERTISING	15,000	0	15,000	0	4,318	770	9,912
550 PRINT/BIND	29,906	(625)	30,531	758	17,410	0	13,121
560 TUITION	1,077,880	0	1,077,880	184,839	1,034,981	556,441	(513,541)
580 CONFERENCES	51,296	200	51,096	2,033	32,864	3,999	14,233
<b>TOTAL OF 500 - TUITION, TRAVEL</b>	<b>3,276,278</b>	<b>(2,337)</b>	<b>3,278,615</b>	<b>541,423</b>	<b>2,424,481</b>	<b>1,112,307</b>	<b>(258,173)</b>
610 NON-INSTRUCTIONAL SUPPLIES	116,988	(308)	117,296	5,694	78,214	9,608	29,474
611 INSTRUCTIONAL SUPPLIES	203,876	(740)	204,616	9,669	126,039	5,387	73,189
612 CA DISTRICT TECH SUPPLIES	650	0	650	50	625	0	25
615 MAINTENANCE SUPPLIES	176,773	0	176,773	5,433	144,998	10,245	21,531
620 TRANSPORTATION FUEL	196,841	0	196,841	13,348	111,789	1,643	83,409
625 HEAT ENERGY	354,784	0	354,784	67,685	174,401	3,732	176,651
635 BID SUPPLIES	84,831	0	84,831	0	0	0	84,831
640 CLASSROOM BOOKS	88,061	(102)	88,163	30,361	74,645	3,925	9,594
650 LIB/MEDIA BOOKS	15,500	0	15,500	158	7,439	3,709	4,352
655 MEDIA SUPPLIES	7,500	0	7,500	160	2,769	402	4,329
660 PROF MATERIAL	12,449	1,000	11,449	325	6,378	1,345	3,726
<b>TOTAL OF 600 - SUPPLIES</b>	<b>1,258,253</b>	<b>(150)</b>	<b>1,258,403</b>	<b>132,883</b>	<b>727,296</b>	<b>39,996</b>	<b>491,111</b>

# **Stonington Public Schools** **GLOBAL**

**For Month Ending March 31, 2011**

Description	2010-11 Adopted Budget	2010-11 Budget Amended	2010-11 Budget Revised	Current Period	2010-11 YTD	2010-11 Encumbrance	Balance Remaining
700 NEW EQUIP INSTRUCTIONAL	31,897	0	31,897	219	18,323	1,364	12,209
710 NEW EQUIP NON INSTRUCTIONAL	1,736	0	1,736	20	999	29	708
720 REPLACEMENT EQUIP INSTR	49,599	265	49,334	2,421	42,593	1,357	5,383
730 REPLACEMENT EQUIP NON INSTR	8,694	0	8,694	292	6,630	63	2,001
<b>TOTAL OF 700 - EQUIPMENT</b>	<b>91,926</b>	<b>265</b>	<b>91,661</b>	<b>2,953</b>	<b>68,545</b>	<b>2,814</b>	<b>20,302</b>
810 DUES/FEES	88,148	460	87,688	2,474	55,049	198	32,442
812 CURRICULUM DISTRICT TECH/LIC.	72,618	0	72,618	1,879	64,589	0	8,029
<b>TOTAL OF 800 - DUES, FEES</b>	<b>160,766</b>	<b>460</b>	<b>160,306</b>	<b>4,353</b>	<b>119,638</b>	<b>198</b>	<b>40,470</b>
<b>GRAND TOTAL</b>	<b>31,474,838</b>	<b>(0)</b>	<b>31,474,838</b>	<b>2,401,825</b>	<b>19,429,226</b>	<b>1,288,180</b>	<b>10,757,433</b>

## 2010-2011

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**Stonington Public Schools  
Board of Education Meeting  
April 14, 2011**

**Project Updates**

**1. Daylighting Project at DMS/Human Services**

No Change

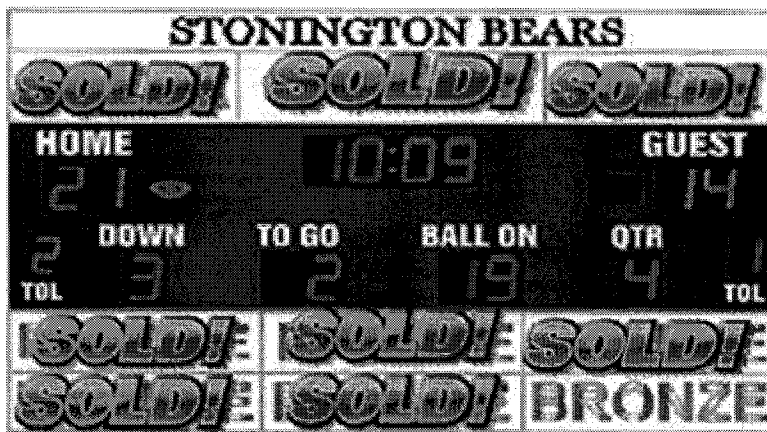
- All framing (above suspending ceiling tiles) has been installed in the classrooms and LMC
- Contractor could not install units over February break due to ice “lake” on the roofs due to the melted snow
- Additional units to be installed over weekends and as weather permits with a focus on April break.

**2. Bids\Purchase**

- Will begin to look at options for custodial products and medical products. There may be more options available with the new State law on green cleaning in the schools requiring July 1 compliance.
- The PMS generator appropriation has been made available in a CIP account and will be managed and paid for through the normal CIP process. The bid for this project will be issued the first week of April.

**3. Advertising**

- Three Target Approach.
  1. Establish relationship with Side Effects, Inc – First scoreboard will be the football board and 8 of nine ads are already sold as of March 29<sup>th</sup> pending approval of advertising committee. Basic view of the scoreboard is below.



**Stonington Public Schools  
Board of Education Meeting  
April 14, 2011**

2. Launch campaign to dedicate seats of SHS Auditorium. A flyer advertising that effort will be available soon.
3. Begin to offer limited advertising on the district website. Templates have been created. Pricing structure still in the works.

**4. Food Service Charges/Collections**

- Outstanding debt has been reduced over the month of March
- Automated calls to homes for collection/education on the payment process were again performed on a regular basis
- Total of accounts over \$10 district-wide as of April 5:  
\$156.58

Stonington Board of Education  
Curriculum and Instruction Report  
April 14, 2011

Professional Development:

- Stonington Academy Spring 2011

Number of Courses offered: 9

Number of Courses scheduled: 6

Course Titles (and Instructors):

- Google Docs - Jason Jones
- Glogster.Edu - Rachele Limberakis
- Class Blogs - Interactive Bulletin Boards of Student Learning - Jonah Salsich
- Smart Board 101 - Rachele Limberakis
- Using the Flip Video Camera for the Classroom Teacher - Verna Sodano-Richards (LEARN)
- The Ins & Outs of School/Home Communication - Leanne Masterjoseph

Participation: 41 participants

- Jason Project – attachment

On April 6<sup>th</sup>, 19 teachers and 3 administrators participate in an introductory workshop about the Jason Project sponsored by Stephen Coan and the Sea Research Foundation/Mystic Aquarium. The all day workshop provided middle school teachers (Science, looping and special education) the opportunity to explore the activities, materials, resources and services provided by the Jason Project.

In the coming weeks, we will explore the integration of the Jason Project into our middle school Science curriculum, looking for not only STEM connections but interdisciplinary opportunities across the disciplines.

Project Oceanology:

Currently, Stonington Public Schools is at a 50% reduced rate for participation in Project Oceanology.

Based on the Project Oceanology by-laws which require 1 year's prior notification of the intent to withdraw, we are committed to participation in the 2011-2012 school year.

Completely withdrawing the district's participation in Project Oceanology for the 2012-2013 school year requires a letter to that effect submitted to Project Oceanology by this May (2011).

Calls have been placed to Project Oceanology requesting specific dates related to the timeline for withdrawing.

Technology Update:

- Type To Learn 4 – Average Number of Lesson Completed by Grade:

District-wide	October	November	December	January	Feb.	March*
Grade 3	2.42	4.51	6.2	7.9	9	9.9
Grade 4	3.3	6.57	9.0	11.5	14.6	15

\*March CMT testing

Other:

- Beginning in May, a summary report from the Director of Technology will be included with the "Monthly Report" section of the BOE packet.
- **Connecticut Mastery Test (CMT; grades 3-8) and Connecticut Academic Performance Test (CAPT; grade 10)** completed as of March 29, 2011.

# CHANGING EXPECTATIONS FOR KIDS

What would learning science be like if you could actually work with famous scientists, instead of just reading about them? Imagine studying the deep sea with the explorer who discovered the *Titanic*, or investigating extreme weather with a National Geographic Society tornado-chaser!

The JASON Project and its Immersion Learning program are inspiring and educating kids everywhere through real science and exploration. Together, they are raising expectations and outcomes in science, technology, engineering, and mathematics (STEM) — and helping kids become college- and career-ready through powerful, integrated learning connections between classroom, after school, and summer programs.



# IN SCHOOL

## The JASON Project

JASON's inquiry-based, hands-on classroom curricula place students in challenging, real-world situations where they are connected with – and mentored by – top scientists. These connections are delivered through:

- Rigorous print and digital curricula aligned to state and national science standards
- Interactive live events and social media
- Visually-engaging games and multimedia
- A robust online Mission Center that supports students and teachers and fosters a global community of learners

Designed for middle school and used throughout K-12 for differentiated instruction, JASON's award-winning STEM modules can replace traditional textbooks, or supplement them with enrichment activities throughout the year.

## National Argonaut Program

JASON Argonauts are named for the crew that sailed aboard the *Argo* with Jason, the mythological Greek explorer. National Student and Teacher Argonauts are selected through an international competition to conduct authentic fieldwork with top scientists and are featured throughout the program as peer-group role models and science ambassadors. Students and teachers everywhere are eligible to apply.

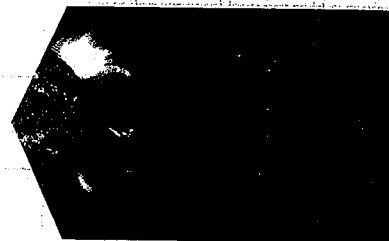
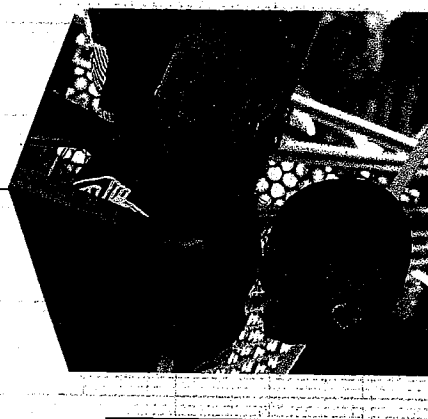


# AFTER SCHOOL

## Immersion Learning

Immersion's proven academic enrichment programs bring the thrill of scientific discovery to kids in after-school programs and summer camps. Through fun, hands-on activities, interactive games, an engaging website, and live interactions with scientists, Immersion helps increase graduation rates, improve science literacy, and create new awareness of career pathways.

Immersion's standards-based programming is a great complement to JASON's classroom curricula, creating a unique opportunity to connect informal and formal learning experiences for increased motivation and STEM achievement.



# SCIENCE CAMPS

## Science Exploration Camps

Immersion's day camp experiences promote learning while fostering leadership, collaboration, and teamwork. These customizable camps feature hands-on exploration and discovery programs designed around standards-based science, field investigations, and STEM career-awareness activities with local and national scientists.

## JASON STEM Academy

The Academy is a comprehensive program designed for at-risk high school students who show an aptitude for, and interest in, STEM. It begins with an intensive summer camp experience for students and professional development for educators, and continues throughout the school year with personalized instruction, unique learning opportunities, and a clear path toward graduation and enrollment in higher education.

# EXPLORATION COMMAND CENTERS

When Dr. Ballard's vessel of exploration, the *Nautilus*, is on scientific expeditions, it is in constant communication with shore-based researchers and support staff. The ship's remotely operated vehicles (ROVs) send a continuous stream of live video and data, and an intercom system allows for real-time voice communications.

Exploration Command Centers (ECCs) extend this unique "mission control" experience to kids and other audiences. Multiple high-definition video feeds, exclusive live interactions with the *Nautilus* expedition team, and a year-round schedule of exciting science programming make ECCs the premier platform for live exploration. ECCs are suitable for use in theaters or as stand-alone major exhibits.

"All kids are born scientists and explorers—we just have to find ways to hook them, tap into that innate spirit, and keep them engaged."

**Dr. Robert D. Ballard**, Founder, *The JASON Project* and  
*Immersion Learning*



## GET INVOLVED

Creating new pathways to success is a national imperative in the face of low test scores and high drop-out rates. JASON and Immersion are forging unique public-private partnerships to enrich the lives of students, and inspire the next generation of scientists and explorers. These include:

- Corporate and philanthropic sponsorship and co-branding opportunities
- Direct engagement with schools, districts, and local and state education agencies
- Exploration programs and theater experiences for science centers, aquariums, museums, and youth-serving organizations
- Partnerships with institutions of higher education that use JASON and Immersion in local outreach programs, and in professional development for pre-service and in-service educators
- Collaborations with government agencies, science organizations, corporations, and others for co-branded products and programs

For more information, please contact The JASON Project at [info@jason.org](mailto:info@jason.org)

## ABOUT US

The JASON Project and Immersion Learning were founded by Dr. Robert D. Ballard, the oceanographer and explorer best known for his discovery of the *RMS Titanic*.

JASON is an independent 501(c)(3) operated in partnership with National Geographic Society,

Sea Research Foundation, Inc., and the National Oceanic and Atmospheric Administration (NOAA).

JASON focuses on formal classroom education including classroom-based curriculum experiences.

Immersion creates out-of-school science programs designed for use in after-school settings, mentoring and summer camps.





# ADVANCING STUDENT LEARNING

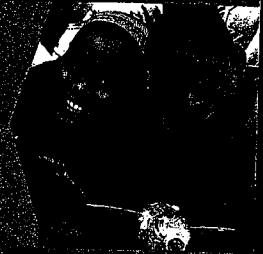
## JASON's Proven Effectiveness

The U.S. Department of Education has funded independent evaluations of JASON curricula and professional development, involving over 600 students at 30 upper elementary and middle school classrooms. Research reveals that JASON programming:

- Teaches 21st-century skills
- Engages diverse students in science learning in more powerful ways than typical classroom science programs
- Instills in students the value of learning science and broadens their perspectives about what real scientists are like
- Makes it possible for non-science teachers to teach science

"In my 24 years of teaching, there have been very few things that have made me want to change how I teach an entire unit or concept ... this is one."

*Katrina Andrews, West Virginia teacher*



## Immersion Works!

Extensive independent evaluation shows Immersion's effectiveness in:

- Boosting interest and learning in STEM
- Providing at-risk youth with pathways to academic success and a reason to stay in school
- Using hands-on science activities to help kids develop positive relationships with adults and peers

The U.S. Department of Justice has recognized Immersion's work at Boys & Girls Clubs for helping to deter delinquency among at-risk youth and establishing effective, meaningful, and lasting mentoring relationships.



## SUPPORTING EDUCATORS AND PROGRAM LEADERS

JASON and Immersion offer comprehensive support for in-service and pre-service teachers as well after-school program leaders. National conferences, on-site workshops, and online webinars foster a community of learners, role models, and mentors.

JASON professional development increases educators' content and pedagogical knowledge and is a fast track to instructional leadership. JASON provides all the tools and teaching strategies necessary to deliver technology-intensive, inquiry-based STEM curricula, including lesson plans, alignments, and assessments. Immersion provides comprehensive instruction and ongoing support for all practitioners, regardless of their background in science or education.

### Educator-at-Sea

The *Nautilus* integrates educators in all of its science expeditions, drawing from public, private, and charter schools as well as other youth-serving organizations. These educators are embedded in the *Nautilus*' scientific team at sea and ashore, serving as role models for *Nautilus* followers around the world. Every ECC site receives two berths for shipboard or shore-based interpreters.

### Exploration Command Center Junior Watch Officer

Coming soon, high school students in advanced STEM courses can "stand watch" at an ECC and take a leadership role on the *Nautilus* during its voyages of exploration and discovery!

### Year-round Science Programming

In addition to *Nautilus* programming, JASON delivers a year-round schedule of live interactive events and on-demand programs featuring renowned scientists from around the world.



Stonington Board of Education  
Special Services Update  
April 14, 2011

Staffing- Special education staffing should be tentatively in place by April/ May. Two nurses, one at Stonington High School and the Pine Point School nurses will retire at the closing of the 2010-2011 school year. These positions will be posted and hiring will begin.

Summer School- Summer programming is determined through the annual reviews and spring PPTs. Classes and staffing will be determined based on the student participation. Summer school will take place at DMS this year and will run during the month of July. Maureen Steinhoff will be in place to help facilitate the program.

Community-Based Classroom- During the month of May, Deidre Toole and myself will visit the New Haven Public Schools transition coordinator and meet with the program directors at St. Raphael's Hospital. We hope to gain valuable information from a program that is successfully providing students with opportunities to participate in a community classroom and engage in work experiences in their community. I have also had conversations with the directors of Guilford, Madison, and Clinton Public Schools in order to serve as a resource to their school districts as they pursue the possibilities of establishing community classrooms in their towns.

Implications of the Futures Report- Meetings have been held with each building principal to determine an outline for staffing to support inclusive practices and co-teaching models at each grade level and at each school district-wide. These plans will allow schedules and staffing decisions to be made to support these experiences for students at all of our schools.

Exit and Entrance criteria for the use of paraprofessional supports are being established as a guideline to recommend the extent of these supports. This exit and entrance criteria will require the use of data to support decisions for paraprofessional support as well as be useful to help create goals for student independence.

Stonington Public Schools  
Enrollment as of 4/1/11

GRADE	SHS	MMS	PMS	DMS	WBS	WVS	Admin Building	TOTAL	Boys	Girls	PROJECTED 2010-2011	CHANGE PROJECTED/ ACTUAL
12	203								105	98		
11	181								95	86		
10	195								110	85		
9	182								88	94		
Total								761			788	(27)
8		111	96						96	111		
7		123	86						113	96		
6		101	88						96	93		
5		112	74						90	96		
Total								791			790	1
4				23	22				22	23		
4				23	22				26	19		
4				23	23				25	21		
4				24	22				23	23		
Total								182			182	-
3				23	20				22	21		
3				22	19				24	17		
3				22	18				23	17		
3				21	18				22	17		
3				22					12	10		
Total								185			184	1
2				21		19			21	19		
2				20		18			21	17		
2				21		18			19	20		
2				21		18			21	18		
2				21					12	9		
Total								177			180	(3)
1				21		18			19	20		
1				21		19			21	19		
1				22		17			18	21		
1				20		18			19	19		
Total								156			153	3
K				22		21			23	20		
K				20		18			19	19		
K				19		20			20	19		
K				22		11			17	16		
Total								153			168	(15)
Sub Total								2,405			2,445	(40)
PK SPED				14			10	24				
PK (AM/PM)				47			25	72	46	26	-	72
TOTAL BY SCHOOL												
DISTRICT 10-11	761	447	344	521	164	215	25	2,477	1,288	1,189	2,445	32
TOTAL BY SCHOOL	794	417	361	506	191	228	24	2,521				
DISTRICT 09-10												

**NEW POLICY****5145.122(a)****Students****Search and Seizure****Use of Dogs to Search School Property**

The Board supports the elimination of the possession or use of illegal substances/devices. The Board wants to convey a strong message to the community, faculty, staff, and student body concerning the use or possession of illegal substances.

The Board shall permit the administration to invite law enforcement agencies or other qualified agencies or individuals to search school property with dogs trained for the purpose of detecting the presence of illegal substances, when necessary to protect the health and safety of students, employees or property and to detect the presence of illegal substances or contraband, including alcohol and/or drugs.

The use of trained canine sniffing dogs is subject to the following:

1. The administration shall authorize the search and the Principal or his/her designee shall be present while the search is taking place.
2. Parents and students shall be notified of this policy through its inclusion in the student and/or parent handbook and on the District's/school's website. In addition, the school shall host an informational meeting for parents and their children regarding this policy and practice.
3. All school property such as lockers, classrooms, parking areas and storage areas may be searched.
  - a. Dogs shall not be used in rooms occupied by persons except for demonstration purposes with the handler present.
  - b. When used for demonstration purposes, the dog may not sniff the person or any individual.
4. Individual(s) shall not be subjected to a search by dogs. To avoid the potential of allergic reactions, dogs shall be kept away from the students.
5. Once notification has been given to parents and students, through the inclusion of the policies in the student and/or parent handbook and on the District's/school's website, the school District will have met its obligation to advertise the searches. Additional notices need not be given and actual times or dates of planned searches need not be released in advance.

## Students

### Search and Seizure

#### Use of Dogs to Search School Property (continued)

6. Only the dog's official handler will determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place or responsibility for it shall be called to witness the search. If a dog alerts on a locked vehicle, the student who brought it onto District property shall be asked to unlock it for inspection.
7. Before conducting a search based upon an alert, an effort shall be made to seek the student's consent and an effort shall be made to protect the student's privacy to the greatest degree possible.
8. If because of a dog alert, a student's property is searched, the student's parents shall be notified by the school administration.

(cf. - 5145.12 Search and Seizure)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

54-33n Search of school lockers and property.

No. CV094043192S, 2009 WL 3366272 (Conn. Super. Ct. Sept. 14, 2009).

*New Jersey v T.L.O.*, 53 U.S.L.W. 4083 (1985)

*United States v. Place*, 462 U.S. 696, (1983)

*Bd. of Educ. of Indep. Sch. Dist. No. 92 v. Earls*, 536 U.S. 822 (2002).

Policy adopted:

cps 7/00

rev. 1/11

**Students****Admission/Placement****Admission**

District schools shall be open to all children five years of age and over who reach age five on or before the first day of January of any school year. Each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the program and activities of the school system without discrimination on account of race, color, sex, religion, national origin or sexual orientation. Students who are classified as homeless under federal law, and therefore do not have a fixed residence, will be admitted pursuant to federal law and policy 5118.1. Exceptions from routine admission may be made by the school Principal on the basis of supporting evidence from physical and psychological examinations.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

According to Connecticut General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. If the parents or guardians of any children are unable to pay for such immunizations, the expense of such immunizations shall on the recommendation of the Board, be paid by the town. Proof of domicile may also be requested by the Building Principal.

Any child entering or returning to the district from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.



## Students

### Admission/Placement

The parent or person having control of a child sixteen or seventeen years of age may consent to such child's withdrawal from school. For the school year commencing July 1, 2011, and each school year thereafter, the parent or person having control of a child seventeen years of age shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that the district has provided the parent or person with information on the educational options available in the school system and in the community.

Children who have attained the age of sixteen and who have terminated enrollment in the district's schools with parental permission as described previously and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination.

Children who apply for initial admission to the district's schools by transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school Principal. After such observations and evaluations have been completed, the Principal will determine the final grade placement of the children.

Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age twenty-one.

(cf. 0521 - Nondiscrimination)  
 (cf. 5112 - Ages of Attendance)  
 (cf. 5118.1 - Homeless Students)  
 (cf. 5141 - Student Health Services)  
 (cf. 6171 - Special Education)  
 (cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools

10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247

10-76a - 10-76g re special education

## Students

### Admission/Placement

Legal Reference: Connecticut General Statutes (continued)

10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) - as amended by PA 98-243, PA 00-157 and PA 09-6 (September Special Session)

10-186 Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26, An Act Concerning Graduation Requirements and Placement of Older Students

Appeals to state board. Establishment of hearing board

10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils

10-233c Suspension of pupils

10-233d Expulsion of pupils

10-233k Notification of school officials of potentially dangerous students. (as amended by PA 01-176)

10-261 Definitions

State Board of Education Regulations

10-76a-1 General definitions (c) (d) (q) (t)

10-76d-7 Admission of student requiring special education (referral)

10-204a Required immunizations (as amended by PA 98-243)

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
*Plyler vs. Doe*, 457 U.S. 202 (1982)

Policy adopted:

rev 6/00  
rev 7/01  
rev 10/02  
rev 11/07  
rev 11/09

**Students****Ages of Attendance**

In accordance with Connecticut General Statute 10-186, the Board of Education shall provide education for all persons five years of age and older, having attained age five on or before the first day of January of any school year, and under twenty-one years of age who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. Additionally, according to Connecticut General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education.

Parents and those who have the control of children five years of age and over and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child sixteen or seventeen years of age must consent to such child's withdrawal from school. For the school year commencing July 1, 2011 and each school year thereafter, the parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that this district has provided the parent or person with information on the educational opportunities options available in the school system and in the community.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

A child who has attained the age of sixteen or seventeen and who has terminated enrollment with parental consent in the district's schools and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

## Students

### Ages of Attendance (continued)

(cf. 5111 - Admission/Placement)

(cf. 5112 - Ages of Attendance)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools

10-15c Discrimination in public schools prohibited. School attendance by five-year-olds

10-76a - 10-76g re special education

10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA-98-243, PA 00-157 and PA 09-6 (September Special Session)

10-186 Duties of local and regional boards of education re school attendance. Hearings. (Amended by PA 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

Appeals to State Board. Establishment of hearing board

10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils

10-233c Suspension of pupils

10-233d Expulsion of pupils

State Board of Education Regulations

10-76a-1 General definitions (c) (d) (q) (t)

Policy adopted:

rev 5/98  
rev 6/00  
rev 11/09

# REVISED/REPLACEMENT POLICY

## Students

### Attendance/Excuses/Dismissal

#### Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at ages sixteen or seventeen.

Effective with the start of the 2008-2009 school year, a student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

#### Excuses

An absence shall be considered "excused" when a child does not attend school due to illness or injury, death in the immediate family, religious obligation, an emergency, or other exceptional circumstances. Written excuse for such absences should be submitted to school officials by the child's parent or guardian. All other absences, with or without written explanation, shall be considered unexcused.

Students who plan to be absent for reasons other than those listed above, should seek approval by presenting a note from home to the Principal. Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

#### Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

## Students

### Attendance/Excuses/Dismissal

#### Dismissal (continued)

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

(cf. 5142 Student Safety)

(cf. 5113.2 Truancy)

(cf. 6113 Released Time)

Legal Reference: Connecticut General Statutes

10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)

10-185 Penalty

10-199 through 10-202 Attendance, truancy - in general

*Action taken by State Board of Education on January 2, 2008, to define "attendance."*

Policy adopted:

rev. 6/00

rev 3/08

*A succinct version of this policy.*

## **Students**

### **Attendance and Truancy**

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

Legal Reference:      Connecticut General Statutes

10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)

10-185 Penalty

10-199 through 10-202 Attendance, truancy - in general

Policy adopted:

cps 4/09

## **Students**

### **Work Permits**

#### **Student In-School Employment**

Part-time school jobs shall be open to students ages fifteen and over in keeping with their abilities and needs of the school for student help.

#### **Student After-School Employment**

If students need to work while attending school, guidance personnel shall make efforts to help them obtain employment. However, they shall be cautioned against assuming work commitments that will interfere with their studies and achievements in school. Students must be sixteen years of age or older to work in any "manufacturing mechanical, or barber shop." Students must be fifteen years of age or older to work in any "mercantile-establishment."

### **Working Papers for Minors**

**Minors (15-18) receive employment certificates from the Superintendent of Schools or his designated agent in the town or city in which they live.** The High School Principal is the designated agent in the district. Working papers are processed after school hours during school days and from 8:00 a.m. - 12:00 noon during the summer and school vacations. The high school issues working papers only to resident students in the town. If a Connecticut resident secures employment in another state, that state issues the papers. If a resident of another state works in Connecticut, that person may obtain the Connecticut certificate with the "promise to work" paper and proof of residency.

### **Evidence of Age**

Applicants must appear in person, have evidence of age, and a written promise of employment. Satisfactory evidence of age can be shown by: Birth Certificates, Driver's Licenses, Baptismal Certificates, Service I.D.'s and (as a last resort) Information on School District Cumulative Records.

### **Written Promise of Employment**

The written promise of employment is issued by the employer and must state exactly and specifically what the job is and must be signed by an officer of the employer. This form should be examined very carefully and if any changes or alterations appear, they should be verified with the employer. A state "promise of employment" form is generally used, but a written promise of employment on letterhead paper or regular stationery from an employer is acceptable.



## **Students**

### **Work Permits (continued)**

#### **Working Papers**

Working papers are made out in triplicate. One copy for the minor, one copy for the employer, and the original for school files. It should be signed, not typed, in the appropriate place by issuing officer. Records may be destroyed when the minor reaches 18 years of age.

Legal Reference: Connecticut General Statutes

10-193 Certificate of age of minors in certain occupations

10-194 Penalty

10-195 Evidence of age

10-197 Penalty for employment under fourteen

10-198 False statement as to age

Policy adopted:

**Students****Student Handbooks**

In order to inform students, parents and staff members of pertinent board policies, regulations, and school rules and procedures, the administration shall publish and annually revise student handbooks containing information about the school unit as a whole and the individual schools. The contents of student handbooks must conform with school board policies, administrative regulations, and state and federal laws and regulations. The school board shall conduct an annual review of the student handbooks. All handbooks and any revisions are to be reviewed by legal counsel and approved by the school board prior to publication.

Handbooks shall be distributed to all students the first week of each school year and to new students when they enroll.

Policy adopted:

## **Students**

### **Senior Privileges**

As part of a developing plan to encourage independent study and self-responsibility, the Board of Education approves as policy the practice of permitting high school seniors released time from school.

To be eligible for senior privileges, students must meet the following requirements:

1. Seniors must take at least 5 units of credit.
2. Seniors must have written parental consent regardless of their age.
3. Seniors who have 17.50 credits completed at the end of their junior year are eligible to apply.
4. Students must maintain a C average with no failing grades.
5. Seniors who are suspended (internally or externally) will be immediately removed from the senior privilege program.
6. Seniors who have this privilege, but remain in school, must follow their regular schedule.
7. Seniors will not disrupt any school activity or class upon leaving school grounds nor take any underclassmen or senior without privileges with them.
8. The high school administration reserves the right to remove any senior(s) from this program at any time if this privilege is being abused.
9. Senior privileges may only be used for study halls that begin or end the school day. They can not be used for lunch only.
10. Seniors returning for after school activities must park in the student parking lot.
11. Senior privileges may not begin until the senior is issued a senior privilege card.

This program would be part of the high school scheduling program and would be limited to only those seniors who qualify. Seniors may only apply for senior privilege if they meet the necessary requirements.

Seniors will need a high school administrator's signature of approval for any schedule changes. This policy will be reviewed annually by the high school administrators, department chairpersons and representatives of the senior and junior classes.

## **Students**

### **Senior Privileges** (continued)

(cf. 5112 - Ages of Attendance)

(cf. 6146 - Graduation Requirements)

(cf. 5113 - Attendance and Excuses)

Legal Reference:        Connecticut General Statutes

10-221(b) Board of Education to prescribe rules

Policy adopted:

## Students

### School Attendance Areas

The Board of Education shall establish attendance zones to facilitate educational programs and to use existing facilities with optimum effectiveness. The Superintendent of Schools shall recommend school attendance areas in accordance with the following criteria:

1. Safety of students;
2. Student educational needs;
3. Educational programs to be housed;
4. Optimum use of existing facilities;
5. Student residential patterns;
6. Ages of students served;
7. Racial/ethnic balance.

### Optional Provision

Although students in an attendance area have first choice of schools in that area, the Board of Education also accepts "controlled free zoning" within the following guidelines:

1. Where space exists, students from other attendance areas may apply for membership within rated capacities of school buildings.
2. Parents of students choosing out of area attendance shall provide student transportation.
3. Students out of normal attendance areas will remain in chosen schools at least one year.

Legal Reference: Connecticut General Statutes  
10-55 Pupils to attend regional school.  
10-226a Pupils of racial minorities.  
10-226b Existence of racial imbalance.  
10-226c Plan to correct imbalance.  
10-226d Approval of plan by state board.

Policy adopted:

*An optional policy to consider.*

## **Students**

### **School Assignment and Racial Balance**

The Board of Education shall operate the District Schools in accordance with State law, including Connecticut General Statute 10-226a through 10-266e, et seq. In complying with that law, the Board shall implement a Redistricting Program where it is determined to be necessary.

The Board of Education will provide every student with a quality education. The Board firmly believes that a racially balanced student body is an important component of quality education. The Board realizes that the imbalanced concentration of racial groupings in schools, from whatever cause, is one of the factors which inhibits the educational development of the children involved and that the existence of racial imbalance is inconsistent with the democratic principle of equality of educational opportunity.

The Board also recognizes that the solution to racial imbalance is a matter of total community concern and one in which the parents, students, and staff of all schools must accept their share of responsibility. The Board will adhere to the concept that the inconvenience or burden to achieve racial balance in the district shall not be borne disproportionately by any one minority group, as defined by the State.

(cf. 5118 – Nonresident Students)

(cf. 5122 – Assignment of Students to Schools)

Legal Reference:      Connecticut General Statutes

10-226a Pupils of racial minorities.

10-226b Existence of racial imbalance.

10-226c Plan to correct imbalance.

10-226d Approval of plan by state board.

Policy adopted:

# POLICY REVIEW

5118(a)

## Students

### Nonresident Attendance

The Board of Education may approve requests for school attendance in the district for children living outside the district only for the reasons specifically listed herein:

1. Child care in the district (parents, relative, sitter).
2. Mental or physical health of the child as certified by a physician, school psychologist, or other appropriate school personnel.
3. To complete a school year when the parents have moved out of the district during the school year.
4. On a student-for-student basis when equal numbers of students transfer between two districts.
5. When the district of origin agrees to pay the cost per student of education in the district for the past year less state and federal apportionments.
6. When the class enrollments in the district will permit the addition of out-of-district students, on a space available basis, in order to improve academic achievement and to reduce racial, ethnic and economic isolation or preserve racial and ethnic balance.

Transportation beyond that normally provided for students living in the district shall not be provided for students attending on an inter-district attendance agreement, except for such arrangements which are a part of the district's participation in the state-wide inter-district public school attendance program called OPEN.

The Board of Education reserves the right to revoke any inter-district attendance agreement at anytime with the exception of its responsibility to the inter-district public school attendance program called OPEN.

(cf. 3240 - Tuition Fees)

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined (amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities)

10-33 Tuition in towns in which no high school is maintained.

## **Students**

### **Nonresident Attendance**

Legal Reference: Connecticut General Statutes (continued)

10-35 Notice of discontinuance of high school service to nonresidents.

10-55 Students to attend regional school.

10-253 School privileges for children in certain placements, nonresident children and children in temporary shelters.

Policy adopted: