

The Enclosures referred to in the Agenda are available for inspection at each of the three Public Libraries in Fairfield, Fairfield Public Schools' website www.edline.net/pages/fairfield_school_district and the Education Center, 501 Kings Highway East.

THE PUBLIC IS REQUESTED TO TURN OFF CELL PHONES OR PLACE THEM ON VIBRATE PRIOR TO THE START OF THE MEETING

Board of Education
Fairfield Public Schools
Fairfield, CT

Tuesday, November 9, 2010

EDUCATION MEETING
7:30 P.M.

501 Kings Highway East
2nd Floor Board Conference Room

AGENDA AND SUPERINTENDENT'S RECOMMENDATIONS

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of Minutes

Recommended Motion: "that the Board of Education approve the Minutes of the Special Meeting of October 12, 2010 and the Education Meeting of October 12, 2010"

(Enclosures No. 1, 2)

- IV. Public Comments and Petitions

During this period the Board will hear comments and receive petitions from any citizen present at the meeting. Any single presentation must be limited to two minutes, and audio-visual equipment cannot be used without the advance authorization of the Chairman. **The Board will not hear comment on individual personnel matters or comments addressed to a specific member(s) of the Board.** Decorum will be enforced. Citizens are asked to comment on any voting item at the time the item is under consideration by the Board.

- V. Extraordinary Business
 - A. Presentation and Approval of McKinley's School Improvement Plan

Recommended Motion: "that the Board of Education approve McKinley's School Improvement Plan"

(Enclosure No. 3)

B. Approval of 2011-12 Student Calendar

Recommended Motion: “that the Board of Education approve the 2011-12 Student Calendar”

(Enclosure No. 4)

C. Approval of Policy

Recommended Motion: “that the Board of Education Approve Policy #5119 - Student Discipline – Suspension/Expulsion”

(Enclosure No. 5)

D. Elimination of Policies #5120 - Expulsion and #5320 - Weapons

Recommended Motion: “that the Board of Education eliminate Policies #5120 - Expulsion and #5320 - Weapons as discussed at the September 28, 2010 Board of Education Meeting”

(Enclosures No. 6, 7)

E. First Read of Policies

- Policy #0521 – Non-discrimination
- Policy #6164 – Drugs, Tobacco, Alcohol
- Policy #6310 – Class Size

(Enclosures No. 8, 9, 10)

VI. Reports - Members of the Board of Education

Allison Reich	Fairfield Ludlowe High School Student Liaison
Dan Callahan/ Stephanie Teixeira	Fairfield Warde High School Student Liaison
Albin, Catherine	Finance, Budget & Community Relations Subcommittee
Brand, Sue	Curriculum, Policy & Special Programs Subcommittee Board of Health Member**** Cooperative Education Services (CES) Representative Council Member Fairfield Education Association (FEA) Liaison
Dow, Sue	Finance, Budget & Community Relations Subcommittee CT Association of Boards of Education (CABE)** Board of Finance Liaison SEPTA
Fattibene, Paul	Curriculum, Policy & Special Programs Subcommittee Transportation Advisory Committee
Iacono, Pamela	Finance, Budget & Community Relations Subcommittee* Special Projects Standing Building Committee Member*** Representative Town Meeting (RTM) Liaison**

NOV 09 2010

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS501 Kings Highway East
Fairfield, CT 06825
Superintendent's Conference Room

Tuesday, October 12, 2010

Chairman Mrs. Sue Brand called the Special Meeting to order at 6:45 p.m. for the purpose of Superintendent Evaluation. Other Board Members present were: Mrs. Catherine Albin, Mrs. Sue Dow, Mr. Paul Fattibene, Mrs. Pamela Iacono, Mr. Tim Kery, Mr. Perry Liu and Mr. John Mitola. Ms. Stacey Zahn was absent. Also present was Superintendent Dr. David Title.

1. Mr. Liu moved, seconded by Mrs. Albin that the Board of Education convene into Executive Session for Superintendent Evaluation.
Motion carried unanimously: 8:0:0.
2. Mrs. Albin moved, seconded by Mr. Liu to adjourn the meeting at 7:24 p.m.
Motion carried unanimously: 8:0:0.

FAIRFIELD BOARD OF EDUCATION
MINUTES OF THE MEETING OF THE BOARD OF EDUCATION
Tuesday, October 12, 2010

NOV 09 2010

Minutes of the Executive Session/Education Meeting of the Board of Education held Tuesday, October 12, 2010, at 501 Kings Highway East, 2nd Floor Board Conference.

1. Chairman Mrs. Sue Brand called the Executive Session to order at 7:26 p.m. Other Board members present were: Mrs. Catherine Albin, Mrs. Sue Dow, Mr. Paul Fattibene, Mrs. Pamela Iacono, Mr. Tim Kery, Mr. Perry Liu, and Mr. John Mitola. Ms. Stacey Zahn was absent. Also in attendance was Mrs. Margaret Mary Fitzgerald.
2. Mrs. Dow moved, seconded by Mrs. Iacono that the Board of Education convene to Executive Session to discuss Special Education Trainer negotiations.

Motion carried: 8:0:0.

3. Mrs. Dow moved, seconded by Mr. Mitola to adjourn the Executive Session at 7:31 p.m.

Motion carried: 8:0:0.

4. Chairman Mrs. Sue Brand called the Education Meeting to order at 7:42 p.m. Other Board members present were: Mrs. Catherine Albin, Mrs. Sue Dow, Mr. Paul Fattibene, Mrs. Pamela Iacono, Mr. Tim Kery, Mr. Perry Liu, and Mr. John Mitola. Ms. Stacey Zahn was absent. Also in attendance was Dr. David Title and members of the administrative staff. Approximately 45 people comprised the remainder of the audience.
5. Mrs. Brand led the Board and audience in the Pledge of Allegiance.
6. Introduction of PTA Board of Education Representatives- Representatives from PTA Council, Burr, Jennings, Mill Hill, Osborn Hill, Riverfield, Stratfield, Tomlinson MS and Fairfield Ludlowe HS introduced themselves to the Board.
7. Mrs. Iacono moved, seconded by Mrs. Dow that the Board of Education approve the Minutes of the Special Meeting of September 28, 2010 and the Business Meeting of September 28, 2010.

Public Comment-

Greg Convertito, Oyster Road, read a prepared statement protesting the Minutes of the September 28, 2010 Business Meeting of the Board of Education as written. He stated that Item 4 D, Motion to Approve Policy #5145 – Use of Breathalyzers, is incorrectly stated as motion carried: 5:3:1. The minutes should read motion fails on procedural grounds. He continued to state his reasons and quoted various sections from Roberts Rules of Order. For all of the reasons stated, he requested the Minutes of the September 28, 2010 Board of Education Business Meeting be corrected to state that item 4 D Policy #5145 failed to pass on procedural grounds.

Motion carried: 6:0:2. Mr. Kery and Mrs. Iacono abstained.

8. Public Comments and Petitions-None
9. Presentations-

- A. Presentation of the Plans and Specifications for the Fairfield Woods Middle School Project #051-0122EA-

Dr. Title introduced Randall Luther, Tai Soo Kim architect for the Fairfield Woods Middle School Building Project, who will review the plans and specifications for the project. Dr. Title

recommended that the Board approve these plans tonight because there is a TPZ meeting on October 26th and the project is on that agenda. Should the Board not approve this tonight, then he recommended that the Board hold a Special Meeting prior to the 26th so when this goes to TPZ the Board has taken action on this project.

Mr. Luther stated that the schedule is very aggressive, and the goal is to have the classroom addition completed by September 2011. The State Department of Education will review these documents on November 1st and one of the conditions of the review is an affirmative vote from the Board of Education and from the Building Committee. Mr. Luther stated that the drawings indicate the location and quantity of materials that will be used on the job, and the specifications tell what those materials are and how they are to be installed. He briefly reviewed the project. There will be four additions: a two story classroom addition with 17 new classrooms (2 new art rooms, 6 new science labs and 9 general purpose classrooms), an auxiliary gym and OT/PT addition, a new 600-seat auditorium, and expansion of the existing cafeteria and kitchen to add 80 more spots and reconfigure the lunch lines so kids can move through quicker. Some of the minor renovations that are occurring are in the library media center which is being renovated to all one level with a separate teaching area or overflow for large groups. With the creation of two new art rooms, the existing art rooms will be converted to 7th grade science rooms. In terms of the site, there are currently 122 parking spaces that will be increased to 150, the bus loop in front will be expanded to accommodate 2 more buses and the parent pick up and drop off area will be expanded. Mr. Luther stated that they were able to deliver the entire ed spec with one exception. The original ed spec called for three special ed classrooms per grade, and when looking at ways to manage the scope of the project, the possibility of two special ed classrooms per grade was discussed with the administration, and it was decided that would work so we moved forward with two special ed classrooms per grade.

Board questions and comments followed.

Mr. Mitola moved, seconded by Mr. Kery that the Board of Education approve the Plans and Specifications for the Fairfield Woods Middle School Project #051-0122EA.

Public Comment-

Anne Pasco, representing the Fairfield Education Association and the children who attend Fairfield Woods and Jennings, commented that the traffic is a real concern and safety needs to be considered. What is going to be in place to take care of the additional vehicles during the construction?

Board comments continued regarding traffic.

Mr. Bill Sapone, Fairfield Woods Building Committee Chairman, commented that the police department is meeting tomorrow evening on the existing traffic situation. A traffic study has been done on what the additional traffic load will be, a safety person will be on site during the construction phase, and off-site parking for the construction workers or remote enough so that won't add to the problems is being looked into. We will do whatever we can to minimize any problems and maintain a safe place for students, faculty and the workers.

Motion carried: 8:0:0.

B. Presentation of the 2011-2012 Student Calendar-

Dr. Title stated that this is the first review of the 2011-12 student calendar, and it will be on for a vote at the next Board meeting. This calendar mirrors the current school year calendar and is in keeping with the same vacation, holiday, start date, and end date schedule that we currently have.

Mrs. Albin asked to be assured that on September 28 and October 7 as noted on the calendar that no after school or evening activities or athletic games will be held either on premises or off grounds will be held.

10. Extraordinary Business-

- A. Mrs. Iacono moved, seconded by Mrs. Dow that the Board of Education approve a 2% wage increase for the Special Education Trainers for the 2010-2011 school year pursuant to wage reopener.

Motion carried: 7:0:0. Mr. Kery was out of the room during the vote.

- B. Mr. Liu moved, seconded by Mr. Mitola that the Board of Education approve Policy #3534.2 – Green Cleaning Program as presented at the September 28, 2010 Board of Education Meeting.

Board questions followed.

Public Comment-

Anne Pasco, FEA President, stated that at the school she works at cleaning supplies were not issued to the teachers as a substitute for the ones they bring in on their own. Secondly, the cleaning supplies issued for the whiteboards left a film that made them non-cleanable. The manufacturer is supposed to get back to us, and she recommended a follow up because whiteboards are used extensively and if not cleaned properly eventually become non-usable and have to be replaced at a great cost. She also asked for a follow up on providing cleaning products to all teachers in all classrooms.

Motion carried: 8:0:0.

- C. Mr. Mitola moved, seconded by Mr. Liu that the Board of Education Approve Policy #5119 – Student Discipline - Suspension/Expulsion as presented at the September 28, 2010 Board of Education Meeting.

Board questions and comments followed.

Mrs. Iacono asked for a modification of the policy so that the Board maintains the right to hear expulsions.

Dr. Title commented that having a hearing officer gives consistency in both the decision to expel and the terms of the expulsion. There is no difference in the cost. He also stated that three Board members need to vote in the affirmative to expel, therefore, five Board members would really be needed at the hearing, which can be difficult given the time constraints. The Board is given the authority by State Statute to delegate this to a hearing officer. It is not a requirement that the Board hear expulsions; it is an option.

Board questions and comments continued. There was discussion about having administrative regulations accompany this policy with specific measures regarding disciplinary actions so that the implementation is consistent.

Dr. Title stated that he received a list of questions and comments from a member of the community. Some were already addressed this evening and he reviewed several of the others that were related to clarification of items, conduct not included in the policy and clarification relating to students eligible under IDEA.

Board questions and comments continued. The numbering on Page 5 will be corrected.

Board discussion followed on hiring a hearing officer or having the Board hear expulsions, and a number of possible amendments to the wording were offered.

Discussion followed on sending this back to the Policy Subcommittee to draft language regarding the Board hearing expulsions and when a hearing officer would be hired.

Dr. Title spoke in favor of hiring a hearing officer for expulsions.

Mr. Mitola withdrew his motion. This was agreeable by Mr. Liu the seconder.

Mr. Fattibene moved, seconded by Mrs. Iacono to refer this item back to subcommittee for the purpose of revising language to be consistent with the Board's comments on when to hire a hearing officer for expulsions.

Public Comment-

Anne Pasco, speaking as a teacher who is a history major, asked that the Board seek legal counsel because she is hearing that one student will have an expulsion hearing with the Board determining his fate and another student will have an expulsion hearing with a hearing officer. You need legal counsel to determine whether both of those students got the same due process.

Motion carried: 8:0:0.

11. Reports and Recommendations-

- ◆ Mrs. Albin--No report.
- ◆ Mrs. Brand reported that at the Board of Health meeting the issue came up that there is a misunderstanding that bus drivers are aware of students' medical problems and they are not. This is being clarified within the district. The Commissioner of Education went to CES and discussed a number of topics. He spoke about the age to enter kindergarten and noted that New Jersey and Connecticut are the only states that allow students to enter school if they turn five by December as opposed to September. There is still an effort to review and reform curricula to help improve test scores. Secondary reform and senior projects will be maintained, however, the foreign language element is less likely to take place, primarily because they can't find enough people that are qualified. It was noted that it has now become necessary for community colleges to teach remedial courses. The dropout rate from college is also increasing. The State Department of Education is still working on the evaluations for teachers in conjunction with the federal mandate.
- ◆ Mrs. Dow reported that SEPTA will meet tomorrow evening and Dr. Title will be the guest speaker.
- ◆ Mr. Fattibene--No report.
- ◆ Mrs. Iacono referred the Finance, Budget and Community Relations committee report on the Operational Audit to Dr. Title.
- ◆ Dr. Title reported that the Operational Audit is in full mode. Five members of the audit team from Prismatic are in the district this week meeting with people and observing the school system in operation. The central office staff, in particular Mrs. McWain, has done an incredible job of providing over 100 documents that were requested. The site visit will finish on Thursday, and the team will then go back and put all of their data together in a final report to be presented at the December 14th Board meeting.
- ◆ Mrs. Iacono reported that the RTM voted to approve \$50,000 to get the Sherman project started. The Special Projects Standing Building Committee hired Wiles & Associates as the architect. They are the same architects that are working on the Penfield project.
- ◆ Mr. Kery reported that PTA Council met last Wednesday. The bulk of the meeting was spent discussing the budget. The next meeting will be November 3. The next Facilities, Technology and Long Term Planning Subcommittee meeting will be October 18th at 7 p.m. at Riverfield School. Yesterday Mr. Cullen presented the committee members with the update and the administration's recommendations to the facilities plan which the committee will begin reviewing. Mr. Kery stated that he thought it would be prudent to tour each of the next three schools that are on the list so members can get a better feel for those facilities and what is being requested. The meetings will take a road show for the next several weeks.
- ◆ Mr. Liu reported that the Fairfield Woods Building Committee will meet on Thursday at 7 p.m. at the Fairfield Woods Branch Library.
- ◆ Mr. Mitola reported that the Stratfield Building Committee met last Tuesday. The Stratfield community is very happy with how everything is proceeding. He recommended that the Board make an effort to tour the building. Dr. Title will set this up.

12. Open Board Discussion-

Mr. Liu asked if when the audit is presented on December 14th if that will be the first time anyone will see it? Dr. Title stated that will be the public unveiling of it. At this point our hands are off it; central office is just the conduit to get the information to the auditors. We don't have any authority to tell them what to write or not write. Mrs. Iacono stated that she thinks it would be cleaner to bring it out at the Board meeting instead of at the subcommittee meeting.

13. Mrs. Albin moved, seconded by Mr. Kery that this regular meeting of the Board of Education go into executive session for the purpose of Superintendent Evaluation at 9:15 p.m.
Motion carried: 8:0:0.

14. Mrs. Sue Brand called the Executive Session to order at 9:26 p.m. Other Board members present were: Mrs. Catherine Albin, Mrs. Sue Dow, Mr. Paul Fattibene, Mrs. Pamela Iacono, Mr. Tim Kery, Mr. Perry Liu, and Mr. John Mitola. Ms. Stacey Zahn was absent. Also in attendance was Dr. David Title.

15 Return to Public Session at 10:00 p.m.

16. Mrs. Dow moved, seconded by Mr. Mitola that this meeting of the Board of Education adjourn at 10:00 p.m.

Motion carried: 8:0:0.

NOV 09 2010

CONNECTICUT STATE DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT PLAN
2010 – 2012

COVER PAGE

School Name: McKinley Elementary School District: Fairfield

Name of Principal: Dr. Ginger Vail Current School Year: 2010-2011

Please check all applicable boxes below:

Needs Improvement: Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Year 7

Whole School: Reading Mathematics Participation

Subgroup Reading: Students with Disabilities English Language Learners Black Hispanic

X Economically Disadvantaged Students with Disabilities English Language Learners Black Hispanic

Subgroup Mathematics: Economically Disadvantaged Students with Disabilities English Language Learners Black Hispanic

Title I: School-Wide Program Targeted Assistance

Principal's Signature: Ginger Vail Date: November 3, 2010

Superintendent's Signature: [Signature] Date: November 3, 2010

Fairfield Public Schools

School/Program Improvement Plan To Promote Student Achievement For All

School: McKinley School

Team

Anna Cutaita-Leonard, Mike Rafferty, Walter

Members:

Wakeman, Brenda Anziano, Frank Arnone,

Laura Cretella, Maureen Bonenfant, Amy Fox,

Susan McMahon, Cheryl Smith, Jen Stowell,

Janet Banks-Mott, Jenn Chrysadakis, Jill

Kellerman

Administrator: Ginger Vail

School

2010-2012

Years:

Section I: Developing the School Improvement Plan.

District Goals 2010-2011:

1. To increase the percentage of students meeting or exceeding state goal in all tested areas of the CMT/CAPT/Connecticut's Physical Fitness Assessment at all tested levels.
2. To increase the percentage of students meeting or exceeding district standards on district-wide curriculum-based assessments.
3. To increase the percentage of students reaching the grade level proficiency standards in writing.

Needs Assessment: Identify student learning issues and needs and reference sources of data

- Significant numbers of students are performing below grade level in reading as measured by: benchmark reading passages, curriculum-based assessments, DRA2, and CMT.
- Significant numbers of students are performing below grade level in mathematics as measured by: fluency tests, curriculum based assessments, AIMSWeb math assessments, Blue Ribbon math assessments and the CMT.
- See attached data analysis.

Targeted District Goal(s):

1. To increase the percentage of students meeting or exceeding state goal in all tested areas of the CMT/CAPT/Connecticut's Physical Fitness Assessment at all tested levels.
2. To increase the percentage of students meeting or exceeding district standards on district-wide curriculum-based assessments (and all other required and mandated standardized measures).

Program Goal(s):

1. Increase reading proficiency for students in all grades by a minimum of 10% annually as measured by CMT.
 - a. Increase reading proficiency in Economically Disadvantaged students subgroup by a minimum of 10% annually as measured by CMT.
2. Increase mathematics proficiency for students in all grades by a minimum of 6% annually as measured by CMT.
3. Ensure a safe and secure learning environment where all members are respected.

Develop action plans to forward each building or program goal.

Desired Student Outcomes	Indicators of Progress- Describe the data you will use to document the progress of your goal(s).	Action Plan including time line: List the activities that administrators, teachers, (parents) and students will be doing.	Resources/Professional Development needed	How will we monitor implementation?
1. To increase the number of students performing on grade level in reading CMT 2010 Reading Whole School – from 74.7% to 84.7% CMT 2010 Reading Subgroup = Free/Reduced Lunch % Proficient or Above Whole School – from 68.7% to 78.7%	Letter/Sound assessments (K) DRA 2 (K-5) (Sept, Dec, May) Reading passages (3-5) (Sept) DRP (3-Sept, 4-5 Jan) CMT (3-5) (March)	See pages 4-7.	Professional development for K-5 on: <ul style="list-style-type: none"> • data analysis, • how data informs instruction, • small group reading strategies, • math workshop, and • ELL strategies. Compilation of research on effective ELL curricula. Resources needed as identified through the improvement process.	Goals meetings Classroom observations At least 3 observations in every classroom weekly Staff Meetings Leadership Team Meetings Curriculum Meetings Common Planning Time EIP Meetings Analysis of data from sources as stipulated by the Fairfield Assessment Calendar

Action Plan

List the activities that administrators, teachers, parents and students will be doing.

On-going:

1. **Monitor teachers implementation/fidelity of core curriculum:**
 - Collect teacher progress through curriculum map at grade level meetings (A/T/DISTRICT L.A.)
 - Review student work at end of each unit (T/LAC)
 - Monitor curriculum as evidenced by administrative weekly walk-throughs (A/DISTRICT L.A.)
2. **Monitor student progress toward the goal:**
 - Ensure teachers adhere to the FPS assessment calendar (A/LAC/MRT/ITT/T)
 - Analyze and review data according to assessment calendar at grade level meetings (A/LAC/MRT/ITT/T)
 - Convene bi-monthly meeting dedicated to early intervention planning for identified students (A/LAC/MRT/ITT/ELL/Special Education/PSYCH/SW/T)
 - Provide and augment leveled lending library for targeted ELL students (ELL/A)
3. **Providing high quality professional development:**
 - Deliver effective small group reading instruction (LAC/DISTRICT L.A./T)
 - Utilize of data to drive effective instruction (ALL STAFF)
 - Implement appropriate differentiated strategies to meet the needs of all learners (LAC/DISTRICT L.A./T)
 - Revise and align after school activities with school goals (Wakeman mentoring, homework club, reading club and before school activities) (A/SW/WAKEMAN/PTA)
 - Implement TEAM support for all non-tenured teachers (A/ITT/T)
 - Utilize technical assistance from district curriculum leaders, Central Office staff (ALL STAFF)
4. **Increase parent/guardian involvement**
 - Schedule consistent meetings/events for families related to school goals (A/PTA/T)

Aug.-Oct.

1. **Monitor teachers implementation/fidelity of core curriculum:**
 - Complete United Way School of Hope grant with request/justification of additional literacy intern to support intervening services (A/LAC/ITT)
 - Develop classroom and grade level goals based on identified need and district initiatives (ALL STAFF)
 - Analyze history and scope of intervention services and develop communication process across support areas to align intervention and core instruction (ALL STAFF)
2. **Monitor student progress toward the goal:**
 - Analyze data (CMT end of year assessments) at grade level meetings with intervention specialists to develop tiered instructional plans (T/A/LAC/MRT/ELT/ELL/Special Education)
 - Develop intervention groups for first 9 weeks based upon CMT and end of year assessments (LAC/ELT/A/ITT/T/P/S)
3. **Providing high quality professional development:**
 - Complete United Way School of Hope grant with request/justification of 2 days of professional development per homeroom teacher (A/LAC/ITT)
 - Administer professional development needs assessment and align professional development appropriately (A)
 - Provide professional development for literacy intern and for K-2 teachers on Paw Prints intervention materials (A/LAC/ITT)
4. **Increase parent/guardian involvement:**
 - Celebrate summer reading and implement McKinley Reads program (A/T/LMS/P/S)
 - Enhance literacy opportunities after school through PTA themed, read-in nights (PTA/P/A/T/S)
 - Develop and increase ways to involve parents in the educational process (A/PTA/T)
 - Share plan with PTA representatives and receive feedback/suggestions (A/PTA)

Nov.-Feb.

1. **Monitor teachers implementation/fidelity of core curriculum:**
 - Implement literacy intern model (LAC/IIT/T/S)
 - Analyze curriculum and resources and determine areas of need (LEADERSHIP TEAM)
2. **Monitor student progress toward the goal:**
 - Modify intervention groups based upon current data and progress (A/IIT/LAC/ELL/DISTRICT L.A./T/S)
3. **Providing high quality professional development:**
 - Create small group reading strategies and math workshop professional development for election day (LAC/T)
 - Invite three staff members to attend ELL strategies workshop and share strategies at staff meeting (T/A)
 - Create plan for professional development days from United Way grant (A/LAC/IIT/ DISTRICT L.A.)
4. **Increase parent/guardian involvement:**
 - Amend the structure of PTA meetings to include an interface time with principal and an educational component for each meeting throughout the year (PTA/WAKEMAN/A/P/S)
 - Offer supervised activities for students at every PTA meeting (PTA/WAKEMAN)

Mar.-May

1. **Monitor teachers implementation/fidelity of core curriculum:**
 - Host All School One Read with each student receiving a copy (A/T/READ TO GROW/P/S)
 - Develop curriculum/resource plan for 2011-2012 (A/T/LEADERSHIP TEAM)
 - Conduct spring individual conferences for all staff (A/T)
2. **Monitor student progress toward the goal:**
 - Modify intervention groups based upon current data and progress (A/IIT/LAC/ELL/DISTRICT L.A./T/S)
 - Implement professional development plan (A/IIT/LAC/ELL/DISTRICT L.A.)

3. **Providing high quality professional development:**
 - Evaluate professional development plan (T/A)
4. **Increase parent/guardian involvement:**
 - Disseminate parent satisfaction survey (A/PTA/P)

June – Aug:

1. **Monitor teachers implementation/fidelity of core curriculum:**
 - Analyze all quantitative and qualitative data to determine effectiveness of implementation changes (A/LAC/IT/DISTRICT L.A./T/PTA)
 - Review curriculum progress and effectiveness and establish improvement plan for 2011-2012(ALL STAFF)
 - Prepare United Way End of Year report and create 2011-2012 grant proposal (A/LAC/IT)
2. **Monitor student progress toward the goal:**
 - Review student progress against yearly targets and establish targets for 2011-2012 (ALL STAFF)
3. **Providing high quality professional development by:**
 - Review effectiveness of professional development plan of the year and establish targets for 2011-2012 plan (ALL STAFF)
 - Prepare United Way End of Year report and create 2011-2012 grant proposal (A/LAC/IT)
4. **Increase parent/guardian involvement:**
 - Review parent/guardian involvement establish priorities for 2011-2012 plan (ALL STAFF)

Desired Student Outcomes	Indicators of Progress- Describe the data you will use to document the progress of your goal(s).	Action Plan including time line: List the activities that administrators, teachers, (parents) and students will be doing.	Resources/Professional Development needed	How will we monitor implementation?
<p>2. To increase the number of students meeting goal on grade level math objectives</p> <p>CMT 2010 Math Whole School with confidence interval – 85.7% to 91.7% Proficient or Above</p>	<p>Fluency tests</p> <p>Unit assessments</p> <p>AIMSweb assessments (K-2 Jan, May)</p> <p>Blue Ribbons Tests (3-5 Oct, Jan, May)</p> <p>First Steps (for identified students)</p>	<p>Administer assessments according to indicated timeframes</p> <p>Implement math intervention program</p> <p>Create flexible intervention groups based upon assessments and revisit as with literacy intervention</p> <p>Launch math workshop</p>	<p>Professional development on math workshop, AIMSweb, Blue Ribbon, and First Steps</p> <p>Resources for math workshop as identified through first year of implementation</p>	<p>Goals Meetings</p> <p>Classroom Observations</p> <p>3 observations per week in every classroom</p> <p>Staff Meetings</p> <p>Leadership Team Meetings</p> <p>Curriculum Meetings</p> <p>Common Planning Time</p> <p>EIP Meetings</p> <p>Analysis of data from sources as stipulated by the Fairfield Assessment Calendar</p>

Desired Student Outcomes	Indicators of Progress- Describe the data you will use to document the progress of your goal(s).	Action Plan including time line: List the activities that administrators, teachers, (parents) and students will be doing.	Resources/Professional Development needed	How will we monitor implementation?
<p>3. Ensure a safe and secure learning environment where all members are respected.</p>	<p>Individual student behavior plans developed as a result of parent conferences, EIPs and PPTs</p>	<p>Maintain year-long focus on Responsive Classroom strategies</p> <p>Host professional development day on 8/31 followed by mini-sessions at staff meetings</p> <p>Implement school-wide discipline referral system</p> <p>Utilize class meeting structure to process social skills (teachers, psychologist, social worker)</p> <p>Maintain weekly monitoring of students with behavior plans</p> <p>Provide ongoing opportunities to develop student leadership (morning broadcast, Student Council, buddy classes)</p> <p>Create activities aide during recess</p>	<p>Professional development for staff in August and for classified staff on-going through the year</p> <p>Responsive Classroom materials</p> <p>Recess equipment and supplies</p>	<p>Discipline Referrals</p> <p>EIP</p> <p>School Social Worker groups</p> <p>School Psychologist groups</p> <p>Classroom observations</p> <p>Whole school walk throughs at least 3 times weekly</p> <p>Student participation in alternative recess offerings</p>



Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Not Achieved

Based on the spring 2010 Connecticut Mastery Test (CMT)

; Year Improvement = 1

Fairfield School District

Mckinley School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic	
	Mathematics	Reading	Mathematics	Reading	Writing	
	95%	95%	82%	79%	70% (or annual improvement)	

Subgroup ¹	Participation Rate ²						% At or Above Proficient							
	Mathematics		Reading		AYP Target Met?	Fewer than 40 students in this subgroup	Mathematics			Reading				
Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.			3 Year Avg.	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted
Whole School (n=248)	99.6	100	100	100	100	100	79.1	6.6	85.7	Yes	66.9	7.8	74.7	No
American Indian (n=0)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup							
Asian American (n=26)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup							
Black (n=26)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup							
Hispanic (n=51)	100	100	100	100	100	72	15	87	Yes	54	16.7	70.7	No	
White (n=145)	100	100	100	100	100	81.7	7.9	89.6	Yes	71.1	9.4	80.5	Yes	
Students with Disabilities (n=23)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup							
English Language Learners (n=35)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup							
Economically Disadvantaged (n=108)	99.1	100	100	100	100	100	72.5	10.6	83.1	Yes	56.9	11.8	68.7	No
Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?						Yes							

¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

McKinley's 2007 -2010 CMT results: PROFICIENCY

Grade 3 Reading

Grade 3-2007	Grade 3-2008	Grade 3-2009	Grade 3-2010
69.3% at Proficient-State 85.1% Fairfield 65.7% McKinley	68.4% at Proficient-State 87.4% Fairfield 66.7% McKinley	71.1% at Proficient-State 85.3% Fairfield 76.2% McKinley	72.3% at Proficient-State 86.1% Fairfield 63.2% McKinley

Additional Info Grade 3-Spring 2007-Spring 2010

Grade 3 Reading	Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient
SPED	5	0%	4	0%	7	57.1%	8	12.5%
ELL	8	37.5%	6	33.3%	10	60%	16	31.3%
Free/Reduced	22	45.5%	26	53.8%	23	60.9%	32	46.9%
Female	29	65.5%	33	72.7%	29	75.9%	43	67.4%
Male	38	65.8%	39	61.5%	34	76.5%	44	59.1%

McKinley's 2007 -2010 CMT results:

Grade 5 Reading

<u>Grade 5-2007</u>	<u>Grade 5-2008</u>	<u>Grade 5-2009</u>	<u>Grade 5-2010</u>
73.4% at Proficient-State 85.9% Fairfield 66.7% McKinley	74% at Proficient-State 89% Fairfield 79.5% McKinley	77.7% at Proficient-State 92.1% Fairfield 89.2% McKinley	75.4% at Proficient-State 89.7% Fairfield 61.4% McKinley

Additional Info Grade 5-Spring 2007-Spring 2010

Grade 5 Reading	Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient
SPED	3	0%	7	28.6%	2	50%	3	0%
ELL	14	35.7%	8	37.5%	3	66.7%	10	40%
Free/Reduced	25	56%	19	68.4%	24	83.3%	41	46.3%
Female	29	69%	39	82.1%	30	96.7%	43	65.1%
Male	43	65.1%	43	76.7%	35	82.9%	45	57.8%

Grade 4
Reading

<u>Grade 3-Spring 2009</u>	<u>Grade 4-Spring 2010</u>
71.1% at Proficient-State	72.9% at Proficient-State
85.3% at Proficient-Fairfield	88.8% at Proficient-Fairfield
76.2% at Proficient-MOK	75.4% at Proficient-MOK

Additional Info Grade 3-Spring 2009 and Grade 4-Spring 2010

Reading	Grade 3 Spring 2009		Grade 4 Spring 2010	
	# of Students	% at Proficient	# of Students	% at Proficient
SPED	7	57.1%	6	33.3%
ELL	10	60%	6	50%
Free/Reduced	23	60.9%	30	66.7%
Female	29	75.9%	29	72.4%
Male	34	76.5%	36	77.8%

Grade 5 Reading

Grade 3 Spring 2008
 68.4% at Proficient-State
 87.4% at Proficient-Fairfield
 66.7 at Proficient MCK

Grade 4 Spring 2009
 74.4% at Proficient-State
 88.3% at Proficient-Fairfield
 63.4% at Proficient MCK

Grade 5 Spring 2010
 75.4% at Proficient-State
 89.7% at Proficient-Fairfield
 61.4% at Proficient MCK

Additional Info Grade 3-Spring 2008-Grade 4-Spring 2009- Grade 5-Spring 2010

Reading	Grade 3 Spring 2008	Grade 4 Spring 2009	Grade 5 Spring 2010
	# of Students	% at Proficient	# of Students
SPED	4	50%	3
ELL	8	62.5%	9
Free/Reduced	21	81%	30
Female	30	80%	38
Male	34	85.3%	44

McKinley's 2007 -2010 CMT results:

Grade 3 _____ Grade 3-2007 _____ Grade 3-2008 _____ Grade 3-2009 _____ Grade 3-2010 _____

Writing 82.4% at Proficient State 82.9% at Proficient State 83.2% at Proficient State 80.3% State
 93% Fairfield 91.4% Fairfield 92.5% Fairfield 89.2% Fairfield
 86.3% McKinley 79.2% McKinley 81.8% McKinley 76.2% McKinley

Additional Info Grade 3-Spring 2007 - Grade 3-Spring 2010

Grade 3 Writing	Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient
SPED	5	60%	4	25%	10	50%	8	37.5%
ELL	8	87.5%	6	50%	12	58.3%	16	56.3%
Free/Reduced	22	95.5%	26	69.2%	26	65.4%	31	58.1%
Female	29	100%	33	87.9%	29	86.2%	43	88.4%
Male	38	86.8%	39	71.8%	37	78.4%	41	63.4%

McKinley's 2007 -2010 CMT results:

Grade 4

Grade 4-2007

Grade 4-2008

Grade 4-2009

Grade 4-2010

Writing

84.1% at Proficient-State
93.8% Fairfield
87.2% McKinley

84.8% at Proficient-State
93.9% Fairfield
92.2% McKinley

85% at Proficient-State
93.9% Fairfield
77.4% McKinley

86.5% State
94.6% Fairfield
89.7% McKinley

Additional Info Grade 4-Spring 2007-Spring 2010

Grade 4 Writing	Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient
SPED	5	20%	4	50%	5	20%	8	62.5%
ELL	7	71.4%	8	87.5%	10	40%	8	75%
Free/Reduced	19	73.7%	21	90.5%	31	74.2%	32	84.4%
Female	44	95.5%	30	96.7%	38	81.6%	30	96.7%
Male	42	78.6%	34	88.2%	46	73.9%	38	84.2%

McKinley's 2007 -2010 CMT results:

Grade 5 Grade 5-2007 Grade 5-2008 Grade 5-2009 Grade 5-2010

Writing 85.7% at Proficient-State 85.7% at Proficient-State 86.5% at Proficient-State 87.3% State
 92.8% Fairfield 96.1% Fairfield 95.5% Fairfield 94.5% Fairfield
 87.5% McKinley 93.9% McKinley 95.5% McKinley 89.1% McKinley

Additional Info Grade 5-Spring 2007-Spring 2010

Grade 5 Writing	Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient
SPED	3	33.3%	7	57.1%	4	75%	4	75%
ELL	14	71.4%	8	62.5%	3	100%	10	80%
Free/Reduced	25	76%	19	84.2%	24	95.8%	42	76.2%
Female	29	93.1%	39	97.4%	31	96.8%	43	90.7%
Male	43	83.7%	43	90.7%	36	94.4%	46	76.1%

Mckinley's 2007 -2010 CMT results:

Grade 4 Writing

Grade 3 Spring 2009
 83.2% at Proficient-State
 92.5% at Proficient-Fairfield
 81.8% at Proficient MQK

Grade 4 Spring 2010
 86.5% at Proficient-State
 94.6% at Proficient-Fairfield
 89.7% at Proficient MQK

Additional Info Grade 3-Spring 2009-Grade 4-Spring 2010

Writing	Grade 3 Spring 2009 # of Students	Grade 3 Spring 2009 % at Proficient	Grade 4 Spring 2010 # of Students	Grade 4 Spring 2010 % at Proficient
SPED	10	50%	8	62.5%
ELL	12	58.3%	8	75%
Free/Reduced	26	65.4%	32	84.4%
Female	29	86.2%	30	96.7%
Male	37	78.4%	38	84.2%

Mackinley's 2007 -2010 CMT results:

Grade 5
Writing

Grade 3-Spring 2008	Grade 4-Spring 2009	Grade 5-Spring 2010
82.9% at Proficient-State	85% at Proficient-State	87.3% at Proficient-State
91.4% at Proficient-Fairfield	93.9% at Proficient-Fairfield	94.5% at Proficient-Fairfield
79.2% at Proficient MQK	77.4% at Proficient MQK	83.1% at Proficient MQK

Additional Info Grade 3-Spring 2008-Grade 4-Spring 2009- Grade 5-Spring 2010

Writing	Grade 3 Spring 2008	Grade 4 Spring 2009	Grade 5 Spring 2010
	# of Students	# of Students	# of Students
SPED	4	5	4
HLL	6	10	10
Free/Reduced	26	31	42
Femnale	33	38	43
Male	39	46	46
	% at Proficient	% at Proficient	% at Proficient
	25%	20%	75%
	50%	40%	80%
	69.2%	74.2%	76.2%
	87.9%	81.6%	90.7%
	71.8%	73.9%	76.1%

Mackinley's 2007 -2010 CMT results:

Grade 3 Math

<u>Grade 3 - 2007</u>	<u>Grade 3 - 2008</u>	<u>Grade 3 - 2009</u>	<u>Grade 3 - 2010</u>
80.1% at Proficient State 91.6% Fairfield 85.1% Mackinley	80.7% at Proficient State 91.9% Fairfield 70.8% Mackinley	82.8% at Proficient State 93.6% Fairfield 91.9% Mackinley	83.6% State 92.5% Fairfield 7% Mackinley

Additional Info Grade 3- Spring 2007 - Spring 2010

Grade 3 Math	Spring 2007	Spring 2008	Spring 2009	Spring 2010
	# of Students	% at Proficient	# of Students	% at Proficient
SPED	5	80%	4	25%
ELL	8	100%	6	66.7%
Free/Reduced	22	72.7%	26	61.5%
Female	29	82.8%	33	72.7%
Male	38	86.8%	39	69.2%
			34	97.1%
			45	68.9%
				9
				16
				33
				42
				45

Mckinley's 2007 -2010 CMT results:

Grade 4
Math

Grade 4-2007

62% at Proficient-State
82.6% Fairfield
67.8% McKinley

Grade 4-2008

60.5% at Proficient-State
78% Fairfield
67.2% McKinley

Grade 4-2009

63.8% at Proficient-State
80.7% Fairfield
51.8% McKinley

Grade 4-2010

67.2% at Proficient-State
83.7% Fairfield
86.2% McKinley

Additional Info Grade 4-Spring 2007-Spring 2010

Grade 4 Math	Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient
SPED	6	33.3%	4	75%	4	50%	6	33.3%
ELL	7	28.6%	8	100%	10	50%	7	57.1%
Free/Reduced	19	73.7%	21	85.7%	30	60%	30	80%
Remale	44	84.1%	30	80%	38	73.7%	28	82.1%
Male	43	88.4%	34	94.1%	45	68.9%	37	89.2%

Mckinley's 2007 -2010 CMT results:

Grade 5

Math

<u>Grade 5 - 2007</u>	<u>Grade 5 - 2008</u>	<u>Grade 5 - 2009</u>	<u>Grade 5 - 2010</u>
82.5% at Proficient-State 92.9% Fairfield 81.9% McKinley	83.1% at Proficient-State 93.8% Fairfield 86.6% McKinley	85.9% at Proficient-State 93.9% Fairfield 87.9% McKinley	87.8% at Proficient-State 94.5% Fairfield 75% McKinley

Additional Info Grade 5-Spring 2007-Spring 2010

Grade 5 Math	Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient	# of Students	% at Proficient
SPED	3	33.3%	7	14.3%	3	100%	3	66.7%
ELL	14	42.9%	8	50%	3	100%	10	60%
Free/Reduced	25	68%	19	73.7%	24	79.2%	41	68.3%
Female	29	89.7%	39	87.2%	30	86.7%	43	76.7%
Male	43	76.7%	43	86%	36	88.9%	45	73.3%

STUDENT CALENDAR
FAIRFIELD PUBLIC SCHOOLS
2011 - 2012

NOV 09 2010

July							August							September (20)							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2		1	2	3	4	5	6					1	2	3	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		
31																					
4 Independence Day 5 Summer School Begins 29 Summer School Ends							29 All Teachers Report 30 Professional Development Day 31 Orientation for Grade 6 and Grade 9							1 First Day of School - Full Day 5 Labor Day 28 No After School or Evening Activities 29 Rosh Hashanah							
October (21)							November (18)							December (17)							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1			1	2	3	4	5					1	2	3	
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
30	31																				
△ Prof. Dev. Day (Elem.) Early Dismissal 7 No After School or Evening Activities <○> Conf. Days (Elem. & Middle) Early Dismissal							8 Election Day-Prof. Dev. Day for Staff 11 Veterans' Day 18 Report Cards Issued * 23 Early Dismissal 24, 25 Thanksgiving Recess							2 End of 1st Marking Period (Elementary) 16 Report Cards Issued (Elementary) 26 Holiday Week Begins 30 Holiday Week Ends							
January (19)							February (16)							March (22)							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
										1	2	3	4					1	2	3	
1	(2)	3	4	5	6	7	5	6	7	8	9	10	11	4	5	6	7	8	9	10	
8	9	10	11	12	13	14	12	13	14	15	16	17	18	11	12	13	14	15	16	17	
15	(16)	17	18	19	20	21	19	20	21	22	23	24	25	18	19	20	21	22	23	24	
22	23	24	25	26	27	28	26	27	28	29				25	26	27	28	29	30	31	
29	30	31																			
2 New Year's Day Observed 3 Schools Reopen 13 Prof Dev. Day - All Certified Staff 16 Martin Luther King Day							3 Report Cards Issued * △ Prof. Dev. Day (Elem.) Early Dismissal 20 Winter Recess Begins 24 Winter Recess Ends							14 End of 2nd Marking Period (Elementary) 22 Report Cards Issued (Elementary)							
April (15)							May (22)							June (12)							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
										1	2	3	4	5						1	2
1	2	3	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
15	16	17	18	19	20	21	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
22	23	24	25	26	27	28	27	28	29	30	31			24	25	26	27	28	29	30	
29	30																				
○ Conf. Days (Elem. ONLY) Early Dismissal 6 Good Friday 16 Spring Recess Begins 20 Spring Recess Ends 27 Report Cards Issued *							28 Memorial Day							18 Last Day for Students and Teachers (The first four snow days will extend the length of the school year and the date of High School Graduation; additional snow days will reduce the April vacation beginning with the first day, April 16.)							

- Schools Not in Session
- Conference Days (Elem. & Middle) Early Release
- Conference Days (Elem. ONLY) Early Release
- Early Release (Elementary ONLY)
- () State Require Holidays
- * May Vary By Level

CONNECTICUT MASTERY TEST 2012 DATES
AND
CAPT 2012 DATES

MARCH 5 - MARCH 30, 2012

CMT WRITING

MARCH 6, 2012

CAPT WRITING

MARCH 6, 7, 8, 2012

STUDENT CALENDAR

2011 – 2012

DRAFT #2

Please see below the revisions requested by the Building Administrators.

Conference Dates – Elementary and Middle Schools

FROM

October 19, 25, and 27, 2011
(October 25th removed)

TO

October 19, 20, and 27, 2011
(October 20th added)

JB:so
Revised 10/14/2010

Instruction

Schedules

**ADMINISTRATIVE REGULATIONS ON
STUDENT CALENDAR**

6110AR

In developing a student calendar for submission to the Board of Education, the Superintendent shall consider the following objectives:

- Begin school during the last week of August;
- Provide for staff and student orientation days before the start of school;
- Review calendars of the regional program providers and coordinate the Fairfield calendar to the degree practical to facilitate student participation in regional programs;
- Avoid holding school on the optional State holidays (Columbus Day, Veterans' Day, and Presidents' Day) in addition to Election Day and the first full day of Rosh Hashanah and Yom Kippur;
- On the eve of Rosh Hashanah and Yom Kippur there will be no after school or evening activities;
- Avoid holding school on Christmas Eve and schedule a half day of instruction on the Wednesday before Thanksgiving;
- Reopen schools after the December recess as close to January 1st as legally and practically permitted;
- Provide an academic break in February and April that avoids State test administration periods;
- Provide early release days for parent / teacher conferences in the fall and spring;
- In setting the February and April break maintain comparable periods of instruction between the break periods; and
- Provide make-up dates for a minimum of three (3) school-closing days before make-up days are removed from the April academic break. If a day must be removed from the April academic break to make-up for school closings, the day will be removed from the beginning of the break week.

8/27/04

Revised 10/27/09

**Cooperative Educational Services
2011-2012
SCHOOL CALENDAR**

July						
						1
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

4&5 Fourth of July Holiday Observed - closed
6 Summer Session Begins

August (3)						
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				

5 Summer Session Ends
22 & 23 New Certified Staff Orientation
24 Welcome Back Convocation
29 Students Return

September (20)						
				1	2	
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

5 Labor Day - closed
22 Parent Night
29 Rosh Hashanah - closed

October (20)						
		3	4	5	6	7
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31						

10 Columbus Day - closed

November (18)						
	1	2	3	4		
7	8+	9	10	11		
14	15	16	17	18		
21	22	23*	24	25		
28	29	30				

8 Staff Only - PD Day
11 Veterans' Day - closed
23 Early Dismissal
24 & 25 Thanksgiving Holiday - closed

December (17)						
				1	2	
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23*		
26	27	28	29	30		

23 Early Dismissal
26-30 Holiday Recess (includes New Year's Day Holiday - classes resume on 1/3/12)

January (20)						
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24*	25*	26	27		
30	31					

2 New Year's Day Observed - closed
16 Martin Luther King Day - closed
24 & 25 Early Dismissal - Parent Conferences

February (15)						
				1	2	3+
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29				

3 Staff Only - PD Day
20 Presidents' Day - closed
21-24 Winter Recess

March (21)						
			1	2		
5	6	7*	8*	9		
12	13	14	15	16		
19	20	21	22	23+		
26	27	28	29	30		

7 & 8 Early Dismissal - PPT Prep
23 Staff Only - PD Day

April (15)						
2	3	4	5	6		
9	10*	11*	12	13		
16	17	18	19	20		
23	24	25	26	27		
30						

6 Good Friday - closed
10 & 11 Early Dismissal - PPT Prep
16-20 Spring Recess

May (22)						
			1	2	3	4
7	8*	9*	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31			

8 & 9 - Early Dismissal - PPT Prep
28 Memorial Day Observed - closed

June (9)						
						1
4	5	6	7	8		
11	12	13*	14	15		
18	19	20	21	22		
25	26	27	28	29		

13 Tent. Last Day for Students - Early Dismissal
14 Tent. Last Day for Staff

Note: State law requires that public schools operate 180 days for students. Any unusual circumstances, snow days or other emergency closing days will extend the scheduled last day for school students. June 21st will be the absolute last day for students and June 22nd will be the absolute last day for academic year staff which would include six (6) make-up days if needed. Any additional days beyond six (6) required for make-up will occur during the April recess starting at the beginning of the week.

Key:

/ No School

+ Staff only - no students

* Early dismissal for students

Approved by the Representative Council - 10/7/10 Updated 10/18/10

NOV 09 2010

Students

5119

STUDENT DISCIPLINE - SUSPENSION/EXPULSIONI. Definitions

- A. **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.
- B. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- C. **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 calendar year.
- D. **In-School Suspension** means an exclusion from regular classroom activity for no more than five (5) 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 school year, whichever results in fewer days of exclusion.
- E. **Removal** is the exclusion of a student for a class period of ninety (90) minutes or less.
- F. **School Days** shall mean days when school is in session for students.
- G. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- H. **Seriously Disruptive of the Educational Process** means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- I. **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.

- J. Notwithstanding the foregoing, 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, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

B. ***Conduct off School Grounds:***

- 1. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education 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 Board of Education may also consider whether such off-campus conduct involved the use of drugs.

- 2. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any pistol or revolver, any dirk knife or switch knife, any knife having an automatic spring release devise by which a blade is released from the handle, having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any BB

gun, sling shot, blackjack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length, or any martial arts weapon as defined below at section VII.B.

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, suspension and/or expulsion) includes conduct on school grounds or at a school-sponsored activity, 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.
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. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, or misidentification of oneself to such person(s).
8. A walk-out from or sit-in within a classroom or school building or school grounds.
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, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object.
11. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

12. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire.
13. Unauthorized possession, sale, distribution, use or consumption 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). For the purposes of this Paragraph 13, 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. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (13) above.
15. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
16. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
17. Trespassing on school grounds while on out-of-school suspension or expulsion.
18. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
19. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
20. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
21. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
22. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
23. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution.
24. Possession and/or use of a radio, walkman, beeper, paging device, cellular telephone, walkie talkie or similar electronic device on school grounds or

at a school-sponsored activity without the written permission of the principal or his/her designee.

25. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for unauthorized purposes.
26. Possession and/or use of a laser pointer.
27. Hazing.
28. Bullying is defined under Sec. 10-222d. as amended by PA 08-160 as: any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds or at a school-sponsored activity, which acts are committed more than once against any student during the school year.
29. 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.
30. Any action prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the school community or school property.

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 II of this policy for not more than ten (10) consecutive school days. In such cases, the following procedures shall be followed:
1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
 2. Evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.
 3. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
 4. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.
 5. In all cases, the parent or guardian or any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
 6. Notice of the original suspension shall be transmitted by the principal or designee to the superintendent of schools or designee by the close of the school day following the commencement of the suspension.
 7. The student shall be allowed to complete any class work, including examinations, without penalty, which he or she missed while under suspension.

8. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school.
 9. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.
 10. During the period of suspension, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to participate in a particular school-sponsored activity.
- B. In cases where the student has previously been suspended, or where such suspension will result in the student's being suspended more than ten (10) times or for fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to suspension, be granted a formal hearing. The principal or designee shall report the student to the Superintendent or designee and request a formal hearing.

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.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
- C. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- D. 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. Procedures Governing Expulsion Recommendation

- A. 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.

- B. A principal must recommend expulsion proceedings in all cases against any student whom the administration has reason to believe:
1. 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
 2. 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
 3. 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.
 4. The following definitions shall be used in this section:
 - a. A "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.

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 a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than 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.

- 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.
- c. "Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle".
- d. "Martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- e. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any pistol or revolver, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle and having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any BB gun, sling shot, blackjack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length, or any martial arts weapon as defined above.

- C. 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 officer to hear and decide the expulsion matter.

VIII. Procedures Governing Expulsion Hearing

- A. Emergency Exception:

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. Hearing Panel:

The Board appoints an impartial hearing board composed of one or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Hearing Notice

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) within a reasonable time prior to the time of the hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, and location of the hearing.
 - b. A short, plain description of the conduct alleged by the administration.
 - c. The student may present as evidence, testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion, as well as notice that the expulsion hearing will be the student's sole opportunity to present such evidence.
 - d. The student may cross-examine witnesses called by the administration.
 - e. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.
 - f. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) do(es) not speak the English language or is handicapped.

- g. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

D. Hearing Procedures:

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the administration or the student.
2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer.
3. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The presiding officer will rule on testimony or evidence as to it being immaterial or irrelevant.
4. The hearing will be conducted in two parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the administration.
5. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
6. Each witness for the administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel and by Board members.
7. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Board. Concluding statements will be made by the administration and then by the student and/or his or her representative.
8. In cases where the respondent has denied the allegation, the Board must determine whether the respondent committed the offense(s) as charged by the Superintendent.

9. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider evidence regarding the length and conditions of expulsion.
10. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.
11. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.
12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
13. The Board shall make findings as to the truth of the charges, if the student has denied them, and, in all cases, the disciplinary action, if any, to be imposed. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing.

E. Expulsion Notice

The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

F. Presence on School Grounds and Participation in School-sponsored Activities During Expulsion

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any

school-sponsored activities, except for the student's participation in any alternative educational program provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to participate in a particular school-sponsored activity.

IX. Board Policy Regarding Mandatory Expulsions

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 full calendar year for the conduct described in Section VII(B)(1), (2) and (3) of this policy. The Board may modify the term of expulsion on a case-by-case basis.

X. Alternative Educational Programs for Expelled Students

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

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

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

The Board of Education will provide an alternative education to a sixteen to eighteen 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 and eighteen 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.

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 years of age or older.

D. *Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):*

Notwithstanding Sections X.A. through C. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("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.

XI. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

XII. Change of Residence During Expulsion Proceedings

A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The Board shall make its determination based upon a hearing held by the Board, which shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. *Student moving out of the school district:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. *Suspension of students who are eligible for services under IDEA:*

Notwithstanding the foregoing, if the administration suspends a student identified as eligible for services under the IDEA (a "student with at

disability”) who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the student with a disability beyond that which is provided to all students suspended by the school district.

B. *Expulsion and Suspensions that Constitute Changes in Placement for students with disabilities:*

Notwithstanding any provision to the contrary, if the administration recommends for expulsion a student with a disability who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. The school district shall immediately convene the IEP team, but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student’s IEP team shall consider whether the student’s disability caused or had a direct and substantial relationship to the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, and whether the behavior was a direct result of the failure to implement the student’s IEP in order to determine whether the student’s behavior was a manifestation of his/her disability.

3. If the IEP team finds that the behavior was a manifestation of the student's disability, the administration shall not proceed with the recommendation for expulsion. The IEP team shall consider the student's misconduct and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
4. If the IEP team finds that the behavior was not a manifestation of the student's disability, the administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for expulsion or a suspension that results in a change in placement.

C. *Transfer of students with disabilities for Certain Offenses:*

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity.
3. Has inflicted serious bodily injury on another person at school, on school grounds or at a school sponsored activity.

As used in this subsection XIII.C., the term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length. The term "serious bodily injury" means bodily injury which involves substantial risk of death; extreme physical

pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

XIV. Procedures Governing Expulsions for Students Identified as Eligible for Educational Accommodations under Section 504 of the Rehabilitation Act of 1973

Notwithstanding any provision to the contrary, if the administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973 (a “Student with disabilities under 504”) who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.
2. The district shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of his/her disability.
3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the administration shall not proceed with the recommended expulsion. The 504 team shall consider the student’s misconduct and revise the 504 plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
4. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the administration may proceed with the recommended expulsion.

XV. Early Readmission to School

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.

XVI. 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.

XVII. Compliance with Reporting Requirements

- A. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- B. 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.
- C. 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.

Legal References:

Connecticut General Statutes:

§§ 4-177 through 4-180 Contested cases. Notice. Record.

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

§ 10-233f as amended by PA 07-66 and PA 08-160

In-school suspension of students.

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

Federal law:

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

Individuals with Disabilities Act, 20 U.S.C. 1400 et seq., as amended by the Individuals with Disabilities Education Act Amendments of 1997, Pub. L. 105-17.

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”)

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

Policy Approved:

NOV 09 2010

Students

Attendance

EXPULSION

5120

It is the duty and obligation of school personnel to maintain a safe and orderly environment in order for learning to take place. In that regard:

- School personnel will report to administrators all information regarding students who may be in possession of and/or involved in the sale of weapons, facsimiles of weapons, drugs, or alcohol.
- Administrators will vigorously pursue all information regarding students who may be in possession of and/or involved in the sale of weapons, facsimiles of weapons, drugs, and alcohol.
- A principal may recommend to the Superintendent of Schools that a student be expelled from school for conduct which endangers persons or property, which is seriously disruptive of the educational process, or which violates a policy of the Board of Education. A principal may recommend to the Superintendent of Schools that a student be expelled from school for conduct that (1) takes place in school or on school grounds or (2) off school grounds, whether or not during the school day, which is seriously disruptive of the education process, threatens the welfare of the persons who work or study at school, or which violates a policy of the Board of Education. The list of offenses are examples, and are not meant to be an exhaustive list.
 - sale of illegal substances (drugs, alcohol, etc.)
 - repeated possession of drugs or alcohol
 - repeated acts of violence or threats of violence
 - other criminal activity, which takes place in the school, on school grounds, or at school-sponsored activities
 - possession and/or sale of a firearm, deadly weapon, a dangerous instrument or facsimiles of weapons*

*Expulsion proceedings must be initiated whenever there is reason to believe that a pupil was in possession of a firearm, deadly weapon, or a dangerous instrument in school, on school grounds, or at a school-sponsored activity.

Students

Attendance

EXPULSION (continued)

5120

Legal Reference: Connecticut General Statutes
4-176e through 4-180a Contested cases. Notice. Record
10-233a through 10-233f Suspension, removal and expulsion of
students (as amended by PA 95-304, PA 96-244, and PA
98-139)
53a-3 Definitions
53a-217b Possession of firearms and deadly weapons on school
grounds
PA 94-221 An Act Concerning School Discipline and Safety
GOALS 2000: Educate America Act, PL 103-227
18 U.S.C. 921 Definitions
Title. III - Amendments to the Individuals with Disabilities
Education Act
Sec. 314 Local Control Over Violence
Elementary and Secondary Act of 1965 (as amended by the Gun
Free Schools Act of 1994)
PL 105-17 The Individuals with Disabilities Act, Amendment of
1997
*Kyle P. Packer PPA Jane Packer v. Thomaston Board of
Education*

Approved 8/27/04

NOV 09 2010

Students**Code of Behavior****WEAPONS**

5320

The safety of all students is our highest concern. Therefore, students who bring to school, sell, or attempt to sell, or illegally use a firearm, deadly weapon, dangerous instrument, or facsimile of a weapon will be suspended from school and reported to the Fairfield Police Department. State law specifically prohibits such behavior. Such behavior may result in expulsion from school for a period of up to one (1) calendar year.

Legal Reference: Connecticut General Statutes
10-221 Boards of Education to prescribe rules, policies, and procedures
as amended by PA 97-290
10-233a through 10-233f Expulsion as amended by PA 95-304
53a-3 Definitions
53a-217b Possession of firearms and deadly weapons on school grounds
53-206 Carrying and sale of dangerous weapons
PA 94-221 An Act Concerning School Discipline and Safety
GOALS 2000: Educate America Act
18 USC 921 Definitions

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NOV 09 2010

0521(a)

Mission – Goals – Objectives

Nondiscrimination

The District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, national origin, disability, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, marital status or age of any other persons with whom the individual associates.

In keeping with requirements of federal and state law, the District strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)
Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)
Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)
Connecticut General Statutes
46a-60 Discriminatory employment practices prohibited.

10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation")

10-153 Discrimination on account of marital status.

17a-101 Protection of children from abuse.

Instruction

Drugs, Tobacco, Alcohol

Since the use of these harmful agents may have a deleterious effect on the health and welfare of the users, and causes far-reaching detrimental consequences to the users, their families and society, the Board of Education desires that every effort be made by all staff members to reduce the chances that students will begin or continue use of such harmful drugs, tobacco and alcohol.

Annually, teachers in each grade shall emphasize the effect of alcohol, nicotine, tobacco and drugs on health, character, citizenship and personality development wherever appropriate in the health education program and other contexts which touch on the subject.

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.

10-19a Superintendent to designate substance abuse prevention team.

10-19b Advisory councils on drug abuse prevention.

10-220 Duties of boards of education.

10-221(d) Boards of education to prescribe rules.

Policy adopted:

NOV 09 2010

Instruction**INSTRUCTIONAL ARRANGEMENTS****6300****CLASS SIZE****6310**

Class size shall be consistent with the requirements for good instructional procedure and efficient and equitable use of teaching personnel.

- ~~For normal class instruction, a class not exceeding twenty-five (25) students shall be considered desirable.~~
- ~~A class size of fifteen (15) shall be considered a minimum for efficient utilization of the teaching staff.~~
- ~~When class size in grades K-2 exceeds thirty (30), the class may be divided or a teacher aide and/or intern provided.~~
- ~~When class size in grades 3-6 exceeds thirty-five (35), the class may be divided or a teacher aide and/or intern provided.~~
- ~~Secondary (grades 7-12) class size shall not exceed thirty-five (35) for normal class operation.~~

Approved 8/27/04