

Regular Board of Education Meeting  
Wednesday, June 5, 2013 6:30 PM Eastern

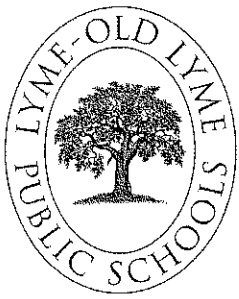
Lyme-Old Lyme Middle School cafeteria  
49 Lyme Street  
Old Lyme, CT 06371

Steven Cinami: Present  
Paul Fuchs: Present  
Russ Gomes: Present  
Allison Hine: Present  
Beth Jones: Present  
Victoria Lanier: Present  
Michelle Roche: Absent  
Mr. Stephen Spooner: Present  
James Witkins: Present

Present: 8, Absent: 1.

- I. Call to Order
- II. Approval of Minutes
  - II.A. Regular Meeting of May 1, 2013
  - II.B. Executive Session of May 1, 2013
  - II.C. District Budget Meeting of May 6, 2013
- III. Visitors
  - III.A. Report from Student Representatives
  - III.B. Public Comment
  - III.C. Recognition of Retirees
  - III.D. Science Olympiad Team
  - III.E. LOLHS Crew Team
  - III.F. Memorial Day Essay Winners
  - III.G. CABE Student Leadership Awards
  - III.H. Lions Club Presentation of Scholarships and Peace Poster Contest  
Winners
- IV. Administrative Reports
  - IV.A. Superintendent's Report
  - IV.B. Business Manager's Report
- V. Chairman & Board Report
- VI. New Business
  - VI.A. New AP English Course at High School
  - VI.B. Participation in State and Federal Grants
  - VI.C. Rescinding of Teacher Nonrenewals
  - VI.D. Appointment of Superintendent Designee per Policy 7250
  - VI.E. Elementary School Wireless Network Installation
  - VI.F. Computer Replacement Purchase
  - VI.G. Lease/Purchase of Mower
  - VI.H. Middle School Lighting Efficiency Upgrade
  - VI.I. Lyme School Generator Installation

- VI.J. High School Parking Lot Paving
- VI.K. Grounds Maintenance Contract
- VII. Old Business
  - VII.A. Field Trip Discussion
  - VII.B. Reports of Committees: Facilities, Building, Technology, Policy, Communications, Finance, Human Resources, Enrollment & Equity, LEARN, Comcast
- VIII. Correspondence
- IX. Executive Session: Contracts of Employment for Superintendent, Business Manager and Director of Facilities and Technology and Year End Evaluation of Superintendent (any votes will take place in open session)
- X. Adjournment



# LYME - OLD LYME PUBLIC SCHOOLS

*Impassioned with Pride and Purpose*

## MEETING MINUTES

### **Regular Board of Education Meeting**

Location: Lyme-Old Lyme Middle School

Date: May 1, 2013

*Board Present:* James Witkins, Chair; Paul Fuchs, Vice Chair; Russ Gomes, Secretary; Victoria Lanier, Treasurer; Steven Cinami; Allison Hine; Beth Jones; Michelle Roche; Stephen Spooner

*Administration Present:* Ian Neviasser, Superintendent of Schools; Elizabeth Borden, Director of Curriculum; James Cavalieri, Principal of Lyme School; Patricia Down, Principal of Mile Creek School; Nancy Johnston, Director of Special Services; John Rhodes, Director of Facilities; Ellen Tyler, Principal of Center School; Marilyn Warren, Business Manager; James Wygonik, Principal of Lyme-Old Lyme High School

*Others Present:* Pam Russell, RETA Co-President; Tisha Kirk, AFT President; Heather Fried, Science Teacher at LOLHS; Jeanne Manfredi and Colette Lemarie, World Language Teachers at LOLHS; Jay Wilson, Music Teacher at LOLHS; Tammy Noyes; District Computer Specialist; Sam Stadnick, High School Student Representative; 2 Townspeople from LOL

### **I. Call to Order:**

The meeting was called to order by Chairman Witkins at 6:30 p.m.

### **II. Approval of Minutes:**

The minutes of District Budget Hearing of April 1, 2013 and Regular Meeting of April 3, 2013 were approved as presented.

### **III. Visitors:**

#### **1. Student Representatives**

Sam Stadnick reported the following activities in the schools:

*At Mile Creek School:* 2nd grade Medieval Musicfest; kindergarten's "Marching Through the Months" Musical; PTO annual spring Scholastic Book Fair.

*At Center School:* a celebration of the arts with a display of student artwork along with musical performance by the grade 3/4 chorus.

*At Lyme School:* Earth Day celebration; night time town meeting; Young Author's Day.

53 Lyme Street, Old Lyme, Connecticut 06371

T: 860-434-7238 F: 860-434-9959 [www.region18.org](http://www.region18.org)

*At LOLMS:* grade 6/7 band concert; unified arts program hosting a gala; art club attending “Arts in the Middle” at the University of Hartford; band and chorus concert.

*At LOLHS:* new library up and running; tech ed and art spaces are fully functional; portables have been removed; more parking spaces are available; upcoming AP testing; Women of Pfizer workshop headed by Dr. Hedwall; robotics team trip to St. Louis; student trip to Ireland and United Kingdom.

Mr. Gomes noted the new 3-D technology in the renovated high school library which includes a 3-D printer donation from the Lyme-Old Lyme Education Foundation. Mr. Witkins asked that a letter of appreciation be sent to this group for this generous donation.

Mr. Witkins asked if the Center School art exhibit was juried. Mrs. Tyler explained that it was more a display of student artwork.

## 2. Public Comment

There was no public comment.

## **IV. Administrative Reports:**

### 1. Superintendent’s Report

Mr. Neviaseer reviewed the most recent personnel report with the following vacancies for the 2013-2014 school year due to resignations/retirements or new positions pending approval of budget: Media Specialist, Latin/Spanish Teacher, and Special Ed Teacher at LOLHS; SRBI Support Specialists at elementary level; School Psychologist at LOLMS; and Athletic Director. The report also reflected the following retirements: Marlene Estabrooks, Latin Teacher at LOLHS; Barbara Fitzpatrick, School Psychologist at LOLMS; Rob Roach, Athletic Director; and Linda Stannard, Tutor at Mile Creek School.

Mr. Neviaseer reviewed the May enrollment report which reflected a total of 1476 students enrolled. He noted that they are continuing to include the ADM (Average Daily Membership) breakdown in this report to allow better tracking of the budgetary impact to the towns.

Mr. Neviaseer reported that they continue to monitor the number of people who enter the schools. As the system is still quite new, the data is somewhat scattered. He reported on the initial findings which have not produced any recommendations for action but, instead, have suggested the need for further data collection.

Mr. Neviaseer reported on the progress of the Professional Development sessions in terms of the new evaluation plan.

Mr. Neviaseer distributed a sample of the “remember to vote” postcard that was being mailed to all residents and taxpayers of Lyme and Old Lyme relative to the upcoming District Budget Meeting and Referendum vote.

Mr. Neviasser reported on the lower than anticipated health insurance renewal rate and the lower rate for heating oil that the district received.

Mr. Gomes, noting the declining enrollment, recommended that the district look more globally for ways to encourage students from other countries to attend LOL Schools.

## 2. Business Manager's Report

Ms. Warren provided a year to date budget status report (running similar to prior months) as well as a contingency fund report. It was noted that the auditor does not require line item transfers but Atty. Lanier, Budget Committee Chair, will discuss this with the business manager on whether this is something that should be reported to the Board.

## V. Educational Presentation:

Dr. Borden presented the second part of a two part presentation on the proposed new teacher and administrator evaluation plans. The submission date to the CSDE is May 3, therefore, requiring Board action.

A copy of the Teacher Evaluation presentation is attached to these minutes for informational purposes. A copy of the Teacher Evaluation Plan is also attached for informational purposes.

MOTION: Mrs. Hine made a motion, which was seconded by Mr. Fuchs, to adopt the District Teacher Evaluation Plan as presented by the administration.

Discussion followed the presentation.

- Relative to the parent survey on staff, there was a request for more specificity on subjects and curriculum; an explanation on the process for parent surveys at the high school level where students have numerous teachers; discussion on the parent participation rate and communication of survey process to parents.
- Requirements on use of State data management system.
- Category rating for teachers, the lack of quota system and the difficulty of reaching the exemplary status.
- Follow-up action after evaluation is complete and standards are not met. Anticipated challenges by CEA due to newness of evaluation program.
- Plan for staff members who regress.
- Funding for program which includes \$1,500 in professional development account and from grants.
- The Role of the Board of Ed relative to student learning objectives, educational philosophy and student achievement.
- Changing roles in education due to state mandates.
- Trickling down of goals from Board to Ed to superintendent to administration/staff.
- Motivation for teachers rated "3" to become a "4" is not monetary based.

VOTE: the Board voted unanimously in favor of the motion to adopt the District Teacher Evaluation Plan as presented by the administration.

**VI. Chairman & Board Report:**

Mr. Witkins distributed a document relative to Strategic Planning which detailed its definition, how it is done, why there is a need, and the timeline (commencing in June 2013). The Superintendent, Mr. Fuchs, Mrs. Hine, and Mr. Witkins will meet to establish a planning framework during the month of May.

**VII. New Business:**

1. LOLHS Field Trips 2013-2014

Mr. Neviasser explained that a number of field trips for next year need approval to begin coordination and/or fundraising. He noted that the robotics trip discussed at the April Board meeting is not included in this proposal as more discussion and evaluation needs to be made relative to the points raised last month by various community members.

MOTION: Mr. Gomes made a motion, which was seconded by Dr. Jones, to approve the Lyme-Old Lyme High School field trips for 2013-2014 as presented:

Bermuda Institute of Ocean Science (BIOS) Research Station: July 2014

Costa Rica: April 11-20, 2014

Quebec: April 12-15, 2014

Orlando: March 13-16, 2014

UMass Amherst Model UN Conference: March 14-16, 2014

Discussion followed.

Mr. Fuchs asked about the high cost of the Costa Rica trip. Jeanne Manfredi addressed the concern noting the high cost of ground and air transportation. She also reported that the trip was all inclusive and that the students were only responsible for spending money for extras.

Mr. Gomes asked for assurances that there were fundraising opportunities for those students who could not afford the trips and that there were both male and female chaperones.

Lengthy discussion followed on the decision timeline for the robotics trip which the Board tabled at their April meeting. Much public input was received when it was recommended that this be scheduled once every two years vs. annually. The Board discussed information needed to make a decision on the robotics trip. It was noted that the robotics group is the only group/department at the high school that is asking for an annual trip to the national competition (vs. once every two years).

Mr. Wygonik, Principal of Lyme-Old Lyme High School, explained the reasoning behind recommending alternate trips and the rotation schedule that was developed by the high school

staff so as to avoid conflict amongst trips. Mr. Wygonik noted how the new alternate year schedule of field trips will help assist in affordability for students/parents, decrease time that teachers and students are out of the building, improve overall education disruption, and provide opportunities for students. Jeanne Manfredi reported on past cancellation of trips due to low numbers because of conflicts with other trips.

Mr. Gomes voiced support for the annual trip to the nationals for the robotics group noting the benefits to students outside the classroom.

Mr. Cinami voiced concern over the student eligibility to the field trips, i.e., all students being able to go on Costa Rica trip – not just those taking Spanish course. He recommended that the Board review the alternate year field trips together with the proposed field trips before they voted.

Mrs. Roche voiced concern over the Board dictating to the staff what field trips they should go on; she questioned the Board needing to see a two year field trip schedule, and she encouraged a vote on the field trips before the Board. Mr. Fuchs and Mr. Spooner concurred on supporting the administration's plan for field trips and making a decision on robotics over the summer months.

Atty. Lanier suggested putting the robotics field trip on the 2013-2014 field trip rotation and making a decision on whether it be an annual trip at a later date. Mr. Wygonik cautioned over this due to other groups that were denied inclusion on the 2013-2014 field trip schedule.

MOTION: Atty. Lanier made a motion, which was seconded by Mr. Cinami, to table the motion and refer the field trips and the evaluation of the robotics trip back to the superintendent for report back to the Board in June.

Sam Stadnick stressed the importance of knowing if a trip is approved for fundraising purposes.

Atty. Lanier withdrew her motion to table and Mr. Cinami withdrew his second of the motion. Atty. Lanier asked for follow-up information on past approval of trips and if the timeline for approval was shorter in length. Atty. Lanier also voiced concern over creating animosity between groups/departments that are scheduling field trips.

Mr. Fuchs called the question to the original motion. All Board members voted in favor of calling the question with the exception of Mr. Cinami and Mr. Gomes.

The Board voted on the original motion as follows (made by Mr. Gomes and seconded by Dr. Jones):

MOTION: To approve the Lyme-Old Lyme High School field trips for 2013-2014 as presented:

Bermuda Institute of Ocean Science (BIOS) Research Station: July 2014

Costa Rica: April 11-20, 2014

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UMass Amherst Model UN Conference: March 14-16, 2014

VOTE: all Board members voted in favor of the motion with the exception of Mr. Cinami who voted against the motion; Motion carried.

It was noted by the Board Chair that this subject will be part of the strategic planning process.

### 2. LOLMS Student Exchange Trip

Mrs. Russell, French/Spanish Teacher at LOLMS, proposed an exchange trip to Paris, France next spring for Middle School students as such: for school year 2013-2014, LOLMS would welcome 28 students from Paris for 15 days in October, and then LOLMS students would travel to Paris from March 28 to April 9. Details of the trip were provided to the Board for their review.

MOTION: Atty. Lanier made a motion, which was seconded by Mr. Gomes, to approve the LOLMS Student Exchange Trip as presented.

Mrs. Russell provided assurances that the students would be following up on missed school work as a concern was raised about this.

VOTE: the Board voted unanimously in favor of the motion.

### 3. Library Management Software

The following background information was provided by John Rhodes, Director of Facilities and Technology:

The current district wide library information and inventory program, Info Center, has been in place since July 2005. It is no longer supported by Follet Software. This program has been scheduled for upgrade in the 2012-2013 budget. We have not only evaluated the upgrade application offered by Follet Software but have investigated alternative programs. The only other major program supplier is Alexandria offered by COMPAnion Corporation. Below is a comparison of these two products:

	<u>Destiny – Follet</u>	<u>Alexandria – COMPAnion</u>
Initial Program Cost	\$12,787.85	\$12,503.80
Annual Licensing Cost	\$2,750	\$2,995
Programs in operation	33,000	12,000

EBook option	Yes	No
Used in surrounding communities	Yes	Old Saybrook

Based on pricing, experience, features and local support, we recommend the purchase of Destiny Resource Management Solution from Follet Software Company. This purchase is within the budgeted value for this project.

MOTION: Atty. Lanier made a motion, which was seconded by Mr. Gomes, to approve the purchase of the Destiny Resource Management Solution from Follet Software Company for \$12,787.85.

VOTE: the Board voted unanimously in favor of the motion.

**VIII. Old Business:**

1. District Goals 2013-2014

Mr. Neviasher originally presented the District Goals for 2013-2014 at the April Board meeting. He asked for formal adoption by the Board at this time. The goals are attached to these minutes for informational purposes.

MOTION: Mr. Gomes made a motion, which was seconded by Mrs. Hine, to approve the District Goals for 2013-2014 as presented.

Follow up discussion centered on meeting the General Assembly's school safety recommendations.

VOTE: the Board voted unanimously in favor of the motion.

2. Policy 5165 Medical Marijuana Standards

Mrs. Hine reported that the Policy Committee has reviewed CABE's responses to numerous inquiries on the wording of this policy and was recommending adoption of the policy with the deletion of one sentence since the last reading of the policy. The Board reviewed the revised policy. Mr. Neviasher addressed many of the questions that the Board had on this policy at the last meeting.

Dr. Jones made note of some minor typos.

MOTION: Mrs. Hine made a motion, which was seconded by Mrs. Roche, to approve Policy 5165 Medical Marijuana Standards.

Atty. Lanier stated that she could not support the motion due to the lack of definition of "under the influence" and the redundancy of this policy with a drug-related policy already in effect. She also voiced caution over the subjective nature of the policy wording and that she believed it opened the district up to risks.

Mr. Cinami voiced his opposition because of conflict with federal laws.

VOTE: all Board members voted in favor of the motion with the exception of Atty. Lanier and Mr. Cinami. Motion passed.

3. Reports of Committees

- a. *Facilities.* Mr. Cinami reported on a recent meeting where the committee toured the fields and grounds. Regarding a misconception of the athletic field inside the track, Mr. Cinami reported that this field is usable per the Director of Facilities but that the Athletic Director prefers not to use it.

Mr. Cinami also reported that the committee toured the high school making note of areas that need to be addressed. Mr. Witkins asked that the Facilities Committee inform the Building Committee of these punch list items.

Mr. Cinami reported that the bid for the generator installation at Lyme School has been advertised; the generator should be in place before school starts in the fall.

- b. *Building.* Mr. Gomes reported that the high school project is 98% complete; there is a small working group going through the interior and exterior and identifying any outstanding issues.

Mr. Gomes reported that parking signage around the baseball field is being installed. He made assurances that certain individuals, i.e., senior citizens, the handicapped coaches, will be allowed to park closer to the fields.

- c. *Technology.* This committee will meet next week.

- d. *Policy.* Mr. Neviasser reported that there was a recent joint policy and finance committee meeting. At this meeting they discussed the tuition rate, recruitment of outside students, and the possibility of offering a tuition discount to staff member's children. Their ultimate decision was to leave the policy and tuition status quo.

- e. *Communications.* Mrs. Roche reported that the "Vote" reminder postcard was mailed to all community members and out of town taxpayers relative to the May 7 budget referendum. Email reminders are also going out, and Mr. Neviasser is meeting with the District Parent Council on May 6 with this item on their agenda for discussion.

- f. *Finance.* Atty. Lanier reminded all of the District Budget Meeting scheduled for May 6 at 7:30 p.m.

- g. *Human Resources*. Dr. Jones reported that this group would meet on May 22 at 5:30 p.m. to discuss personnel issues (negotiations).
- h. *Enrollment & Equity*. No report.
- i. *LEARN*. No report.
- j. *Comcast*. Mr. Gomes reported that the scholarship committee will be awarding scholarships to three Lyme-Old Lyme High School students. He also noted that the Chamber of Commerce has monies for students who wish to take summer art classes at Lyme Academy. Anyone interested should contact Mr. Gomes or Cathy Frank at the town hall.

**IX. Correspondence:**

Mr. Witkins referred to a complaint letter from a neighbor of one of the schools which was rectified by a coat of paint and some plantings.

**X. Executive Session:**

Mr. Fuchs made a motion, which was seconded by Dr. Jones, to move into executive session for the purpose of discussing a personnel matter. Superintendent Neviasser was invited to attend the executive session.

**XI. Adjournment:**

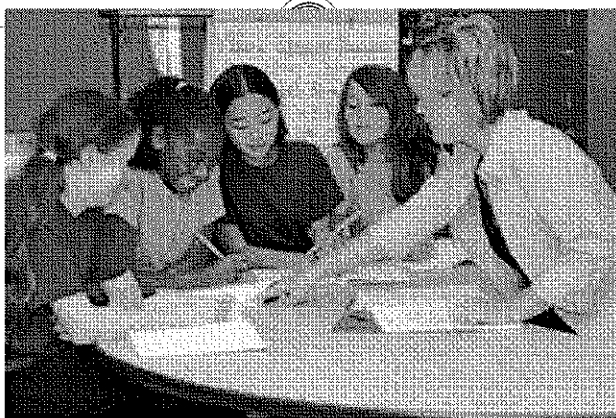
The regular meeting adjourned at 10:00 pm.

Respectfully submitted,

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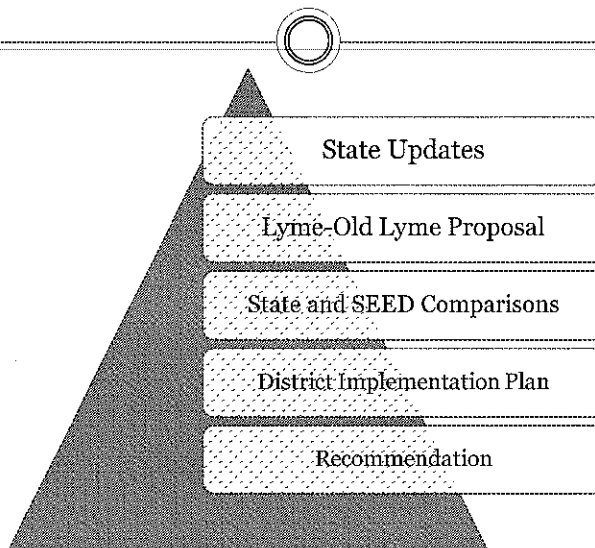
Russ Gomes, Secretary

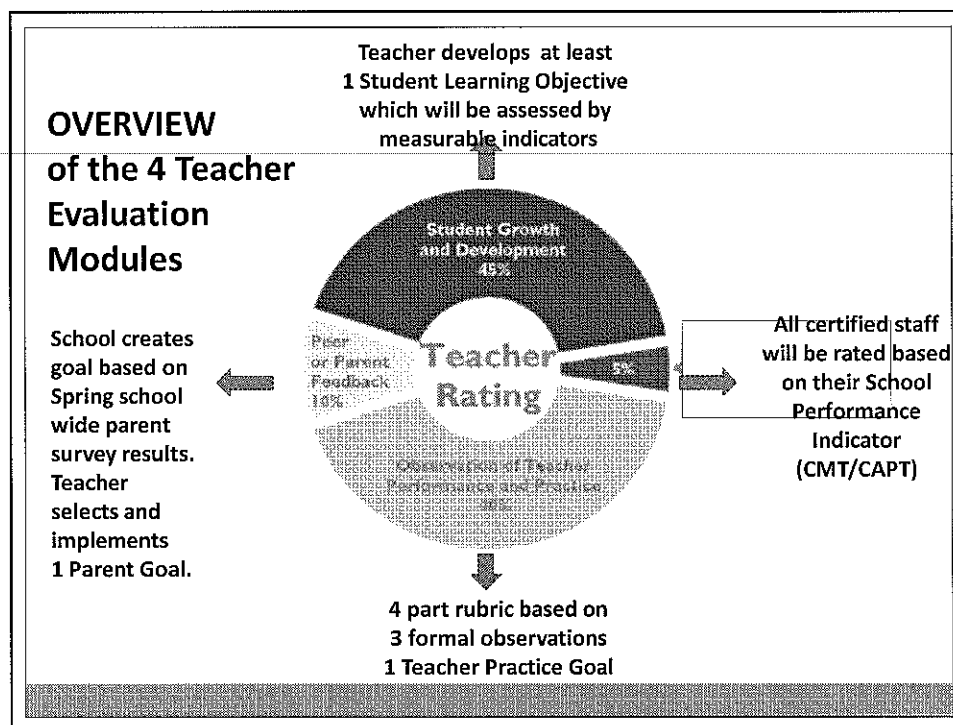
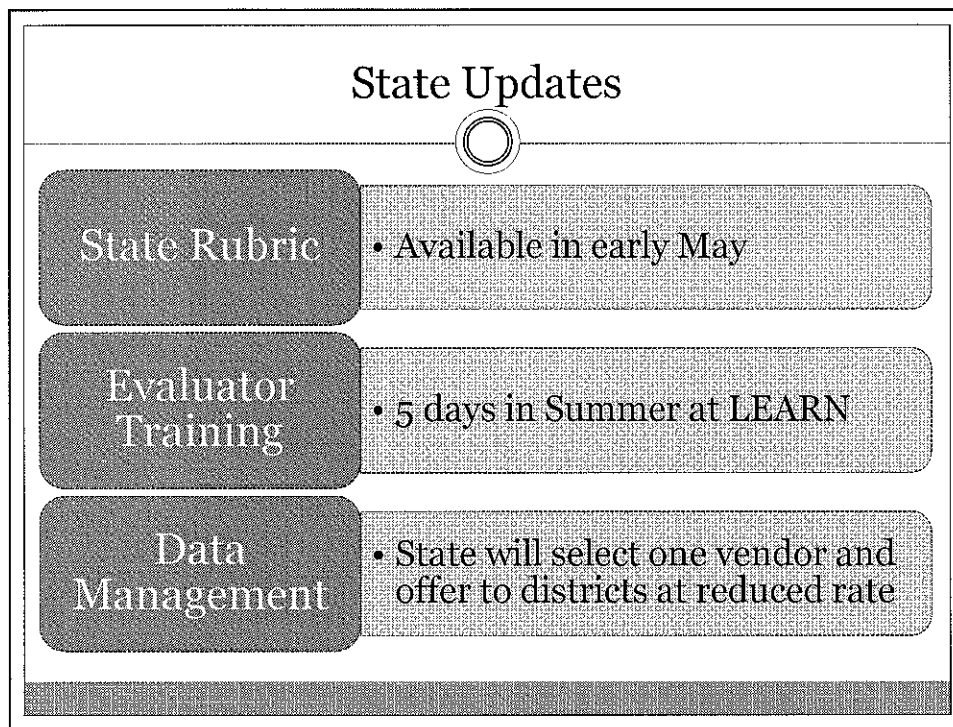
# Lyme-Old Lyme Schools Teacher Evaluation Plan

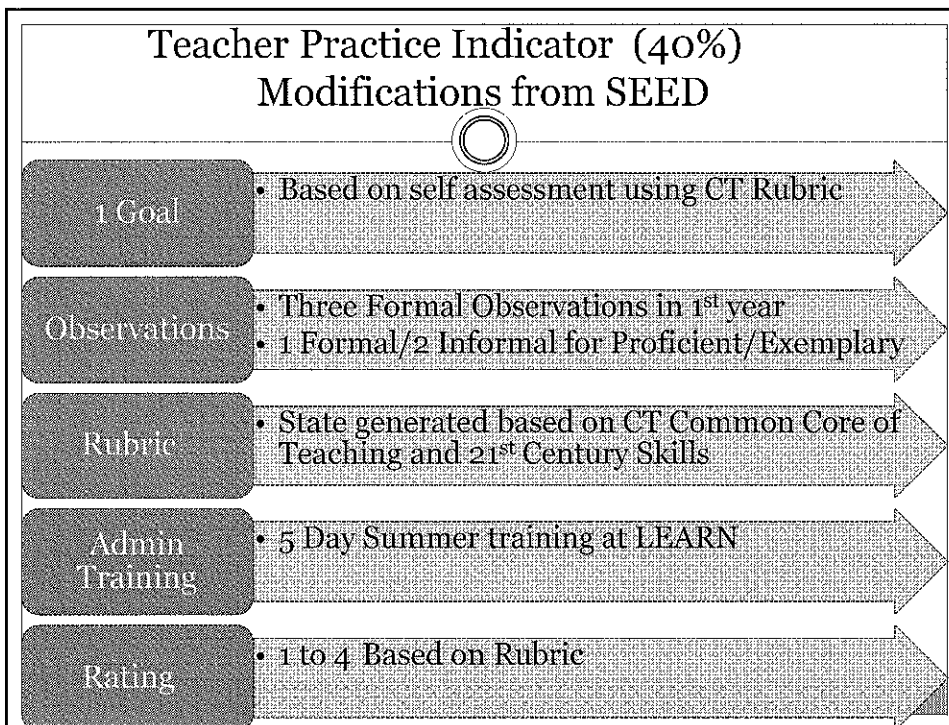


MAY 1, 2013

## Presentation Overview







### Ct Teacher Practice Rubric

<p><b>Domain 1: Content and Essential Skills</b></p> <ul style="list-style-type: none"> <li>❖ Reading, Writing, and Mathematic Proficiency</li> <li>❖ Discipline-specific knowledge</li> <li>❖ Appropriate communications</li> <li>❖ Use of Technological resources</li> <li>❖ Content area literacy skills</li> <li>❖ Content area numeracy and analytical skills</li> </ul>	<p><b>Domain 2: Classroom Environment, Student Engagement and Commitment to Learning</b></p> <ul style="list-style-type: none"> <li>❖ Positive class climate</li> <li>❖ Student engagement</li> <li>❖ Social competence and ethical behavior</li> <li>❖ Behavior management</li> <li>❖ Routines and transitions</li> </ul>
<p><b>Domain 3: Planning for Active Learning</b></p> <ul style="list-style-type: none"> <li>❖ Ensuring appropriate levels of challenge</li> <li>❖ Coherent and engaging lessons and units</li> <li>❖ Assessment strategies</li> <li>❖ Academic and behavioral interventions</li> <li>❖ Literacy and/or numeracy strategies</li> </ul>	<p><b>Domain 4: Instruction for Active Learning</b></p> <ul style="list-style-type: none"> <li>❖ Evidence-based instructional strategies</li> <li>❖ Differentiated instruction</li> <li>❖ Learning through technology</li> <li>❖ Discourse and inquiry</li> <li>❖ Student independence and interdependence</li> <li>❖ Monitoring and adjusting</li> <li>❖ Meaningful feedback</li> </ul>
<p><b>Domain 5: Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>❖ Formative and summative assessment</li> <li>❖ Data collection and analysis</li> <li>❖ Collaborating with colleagues around data</li> <li>❖ Assessment criteria and feedback</li> <li>❖ Communication of performance expectations</li> <li>❖ Data informed interventions and IEPs</li> </ul>	<p><b>Domain 6: Professional Responsibilities and Teacher Leadership</b></p> <ul style="list-style-type: none"> <li>❖ Continuous professional growth</li> <li>❖ Collaboration for school improvement</li> <li>❖ Family and student collaboration</li> <li>❖ Professionalism</li> </ul>

## Ct Teacher Practice Rubric

<p style="text-align: center;"><b>Domain 1: Content and Essential Skills</b></p> <ul style="list-style-type: none"> <li>❖ Reading, Writing, and Mathematic Proficiency</li> <li>❖ Discipline-specific knowledge</li> <li>❖ Appropriate communications</li> <li>❖ Use of Technological resources</li> <li>❖ Content area literacy skills</li> <li>❖ Content area numeracy and analytical skills</li> </ul>	<p style="text-align: center;"><b>Domain 2: Classroom Environment, Student Engagement and Commitment to Learning</b></p> <ul style="list-style-type: none"> <li>❖ Positive class climate</li> <li>❖ Student engagement</li> <li>❖ Social competence and ethical behavior</li> <li>❖ Behavior management</li> <li>❖ Routines and transitions</li> </ul>
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## A Closer Look at the CT Rubric

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p><b>1. Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning.</b></p>	<ul style="list-style-type: none"> <li>• Teaches content of the general curriculum with limited consideration of student learning needs.</li> <li>• Instruction engages students primarily in learning lower level skills.</li> <li>• Knowledge of current research and new and innovative materials are not apparent.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses strategies that are based on general knowledge or data about student learning.</li> <li>• Instruction engages student primarily in learning and applying lower level skills, with few opportunities for analyzing, evaluating or creating new learning.</li> <li>• Demonstrates some awareness of current instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses instructional strategies that are explicit, varied, and scaffolded in nature based on specific data about student learning.</li> <li>• Instruction engages students in applying, analyzing, and evaluating their learning with opportunities to create new learning.</li> <li>• Demonstrates an understanding of current research and innovative practice in the design of instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to characteristics of proficient, consistently lead students to generalize critical-thinking and problem-solving strategies to new or different context, applications or contents.</li> <li>• Continually stays abreast of emerging research and new and innovative materials and incorporates them into lesson plans and instructional strategies.</li> </ul>
<p><b>2. Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents.</b></p> <p><i>Note: Differentiated instruction applies to all students (not one) and supplemental instruction</i></p>	<ul style="list-style-type: none"> <li>• Provides instruction predominantly in whole group arrangements. Differentiation is limited to providing more time and/or lowering expectations for performance or achievement.</li> <li>• Supplemental interventions for students who need academic or behavioral support is provided solely by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides instruction based on students' general learning needs for support or enrichment. Differentiation includes some varied learning tasks and/or instructional strategies such as extra help and re-teaching.</li> <li>• Occasionally provides supplemental intervention for students who need academic or behavioral supports, but intervention not provided in a</li> </ul>	<ul style="list-style-type: none"> <li>• Provides instruction based on students' general and individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials.</li> <li>• Routinely provides supplemental intervention, based upon data related to student learning needs, is provided routinely for students</li> </ul>	<ul style="list-style-type: none"> <li>• Provides instruction based on students' individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials and addresses students' interests, motivation and readiness.</li> <li>• Routinely provides supplemental intervention, based upon data related to student learning needs for students who need academic or behavioral</li> </ul>

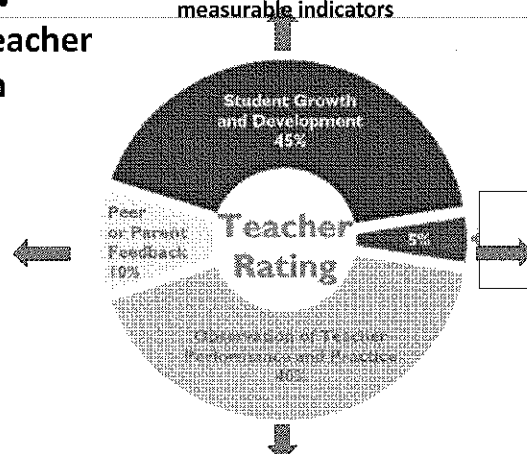
## Teacher Practice (40%) Modifications from SEED

	State Guidelines	SEED	Lyme-Old Lyme
Number of Goals	One	Two	One
Observations 1 <sup>st</sup> yr	3 Formal	3 Formal and 3 Reviews of Practice*	3 Formal
Observations for Developing & Below Standard	3 Formal	3 Formal and 5 Reviews of Practice*	3 Formal
Observations for Proficient & Exemplary	1 Formal and 2 Reviews of Practice*	1 Formal and 4 Reviews of Practice*	1 Formal and 2 Reviews of Practice*

\*Review of Practice is 10 minute informal observation for those who teach and a parent teacher conference, staff presentation, or committee meeting for those in non-instructional positions.

### OVERVIEW of the 4 Teacher Evaluation Modules

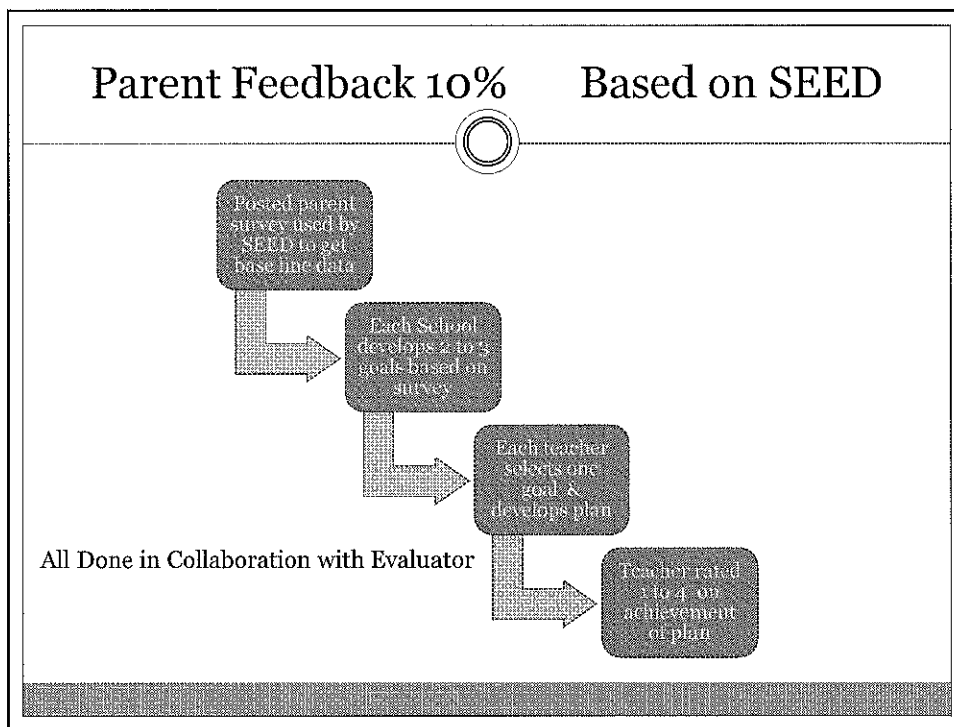
School creates goal based on Spring school wide parent survey results. Teacher selects and implements 1 Parent Goal.



Teacher develops at least 1 Student Learning Objective which will be assessed by measurable indicators

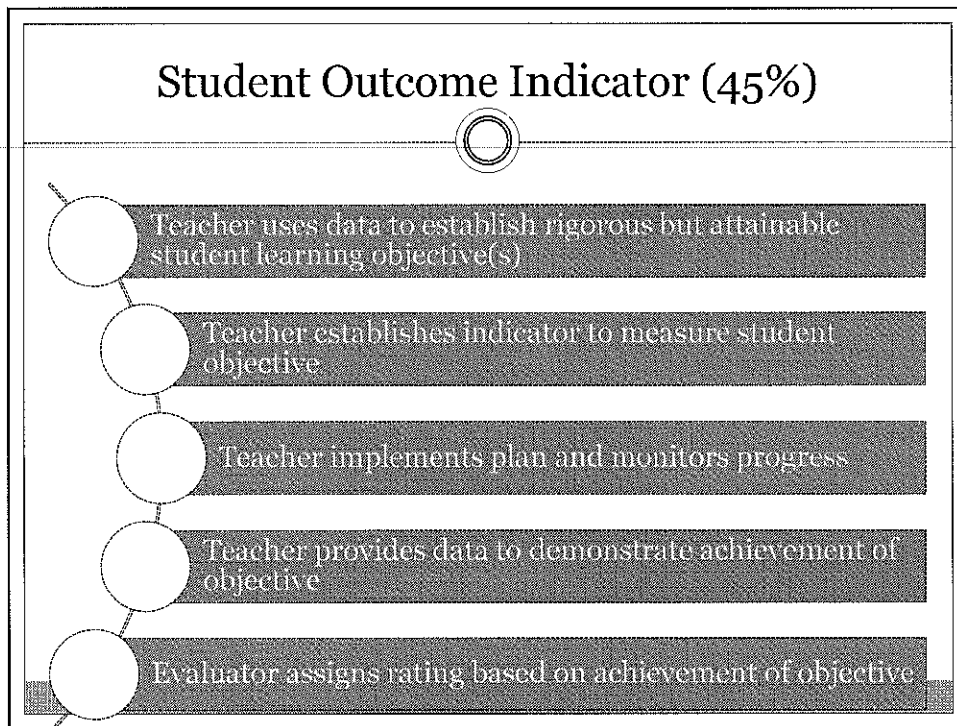
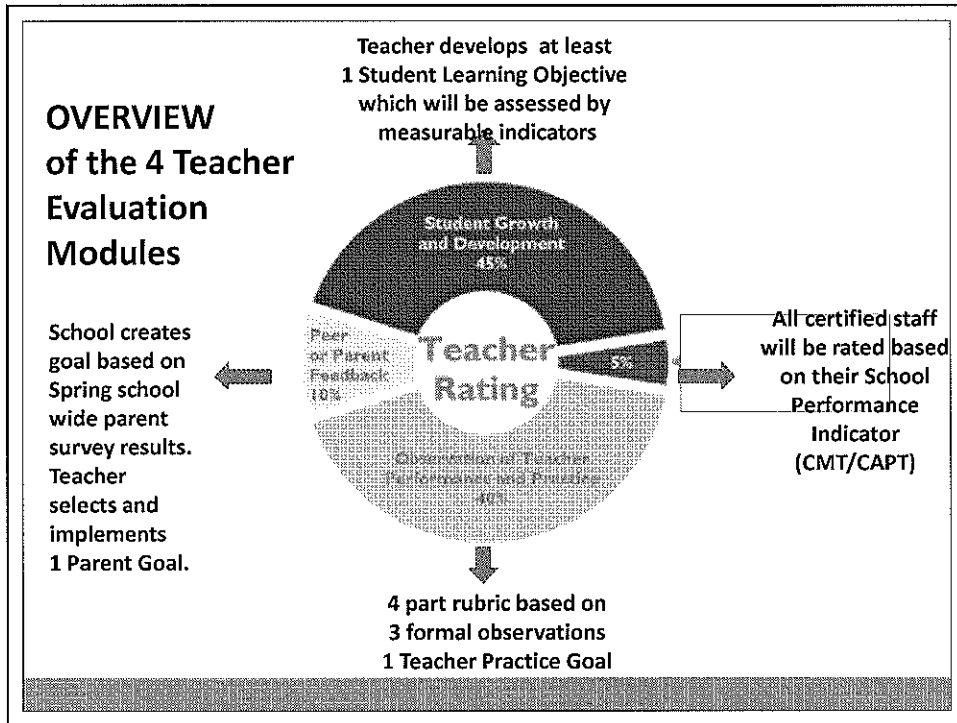
4 part rubric based on 3 formal observations 1 Teacher Practice Goal

All certified staff will be rated based on their School Performance Indicator (CMT/CAPT)



## Sample Parent Survey Data

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. I talk with my child's teacher(s) about my child's schoolwork, challenges and academic progress.	39.2%	50.5%	7.2%	3.1%	0%
2. I feel welcome at this school.	55.7%	34%	6.2%	4.1%	0%
3. This school offers me many ways to be involved in my child's education.	33%	42.3%	17.5%	7.2%	0%
4. My child is challenged to meet high expectations at this school.	36.1%	35.1%	16.5%	11.3%	1%
5. My child's teacher often communicates with me, whether in person, by phone or email.	38.1%	47.4%	14.4%	0%	0%

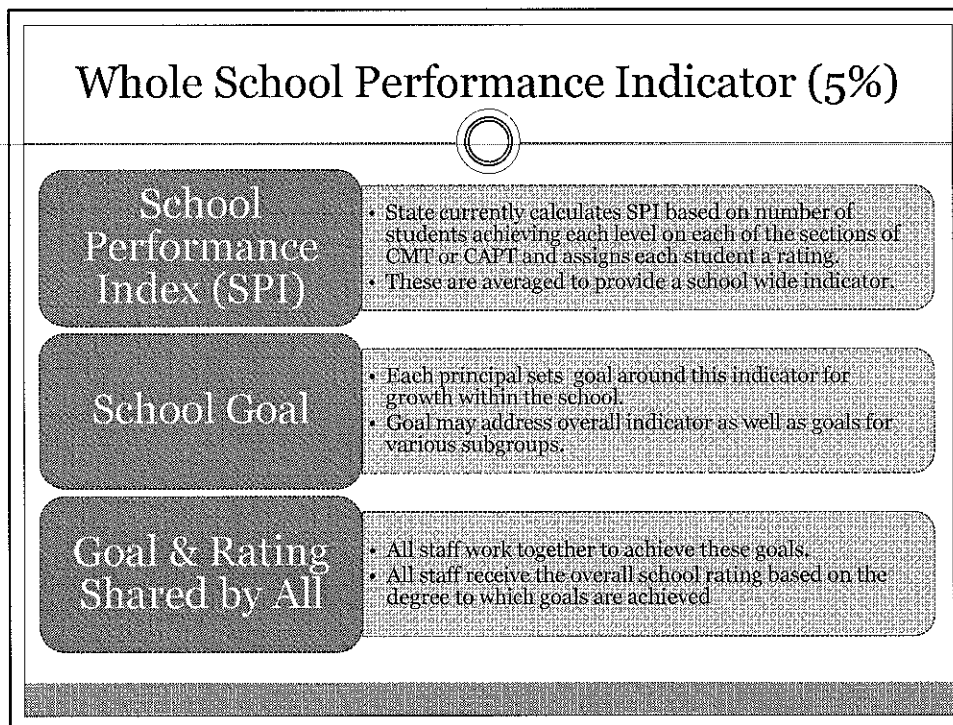
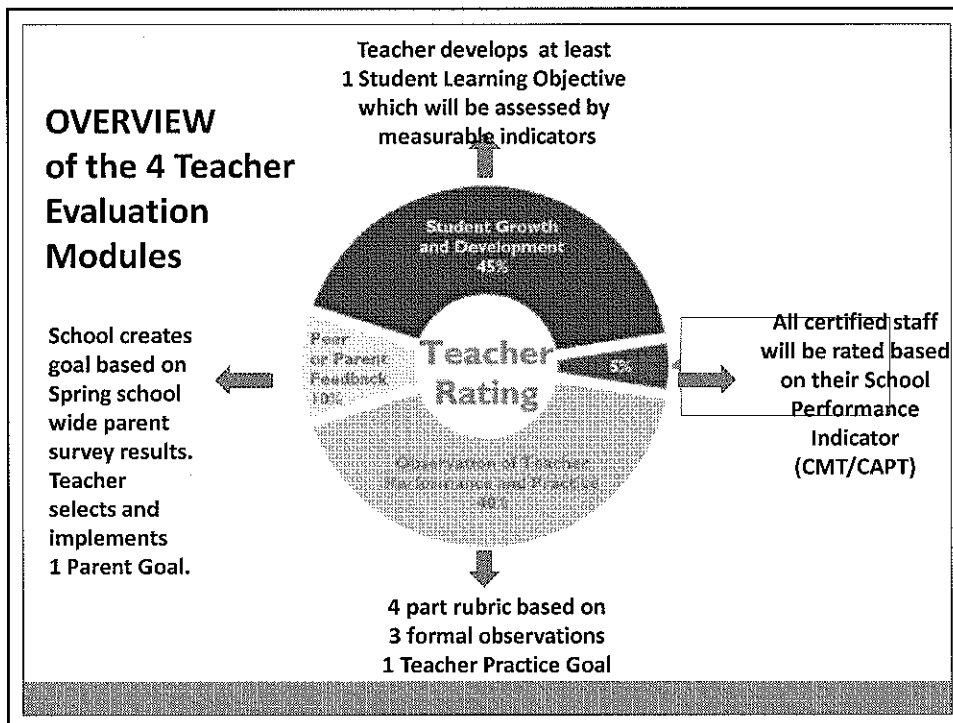


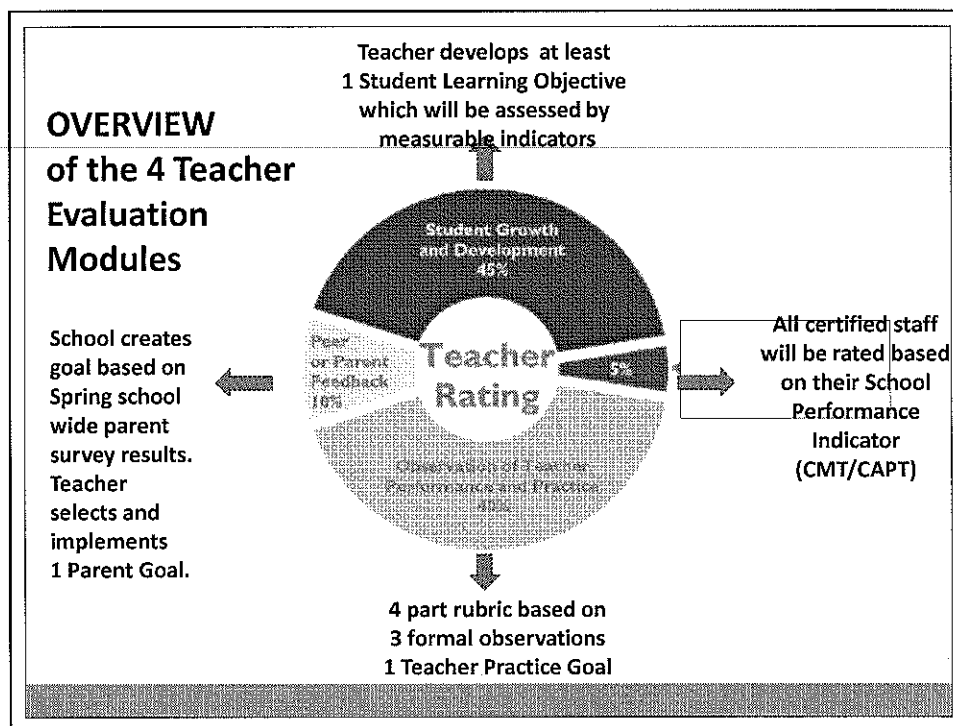
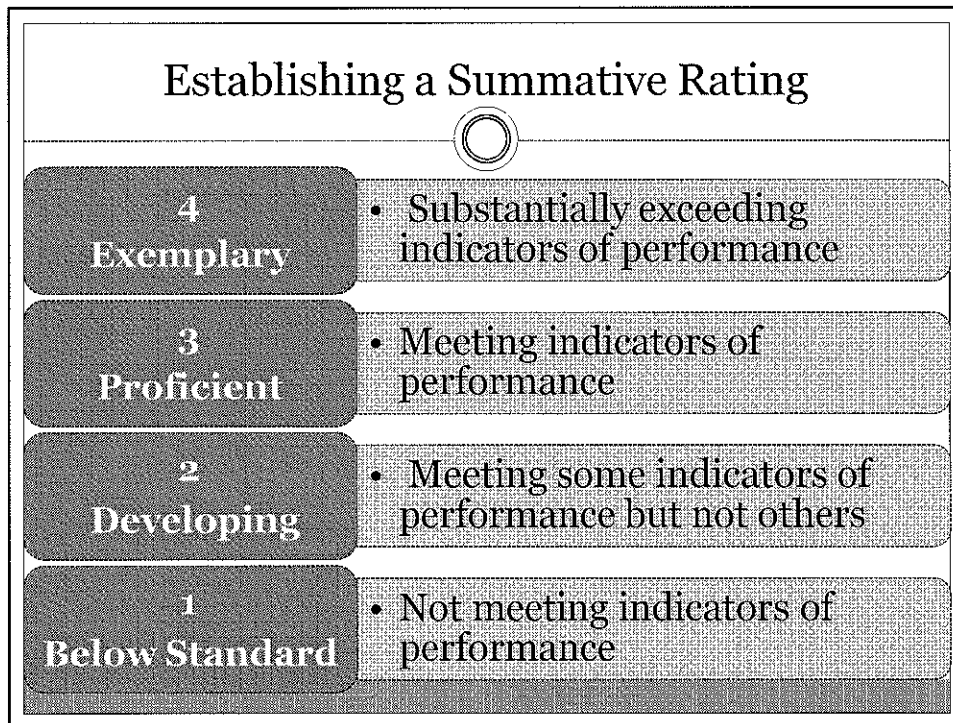
## Sample Student Learning Objectives

<b>2nd Grade Reading</b>	<p>My students will read and comprehend grade level literary and informational text.</p>	<p><b>STANDARD</b></p> <ol style="list-style-type: none"> <li>1. 80% of my students scored a _____ or higher on the fall DIBELS Oral Reading Assessment and will score _____ or higher by the end of the year.</li> <li>2. The remaining 20% will achieve one year's growth based on the DIBELS.</li> </ol> <p><b>NON-STANDARD</b></p> <ol style="list-style-type: none"> <li>1. 100% of the students will increase one level on each of the 4 point rubrics measuring open responses on grade level informational and literary text.</li> </ol>
<b>Gr 1-4 Music</b>	<ol style="list-style-type: none"> <li>1. My 2<sup>nd</sup> grade students will sing in tune.</li> <li>2. My 4<sup>th</sup> grade students will demonstrate understanding of ABA form.</li> </ol>	<p><b>STANDARD</b></p> <ol style="list-style-type: none"> <li>1. 100% of my students will improve their baseline score by one point on the "intonation/pitch" portion of the CT Common Arts Assessment 2<sup>nd</sup> grade singing rubric</li> </ol> <p><b>NON-STANDARD</b></p> <ol style="list-style-type: none"> <li>1. 47% of 4<sup>th</sup> grades scored a 3 or 4 on the notation rubric that demonstrates specific ABA form in the fall; 85% will score a 3 or 4 in the spring. The remaining 15% will increase one level.</li> </ol>

## Student Outcome Indicators (45%) Modifications from SEED

	State Guidelines	SEED	Lyme-Old Lyme
<b>Number of Goals</b>	At least one	Two or more	At least one





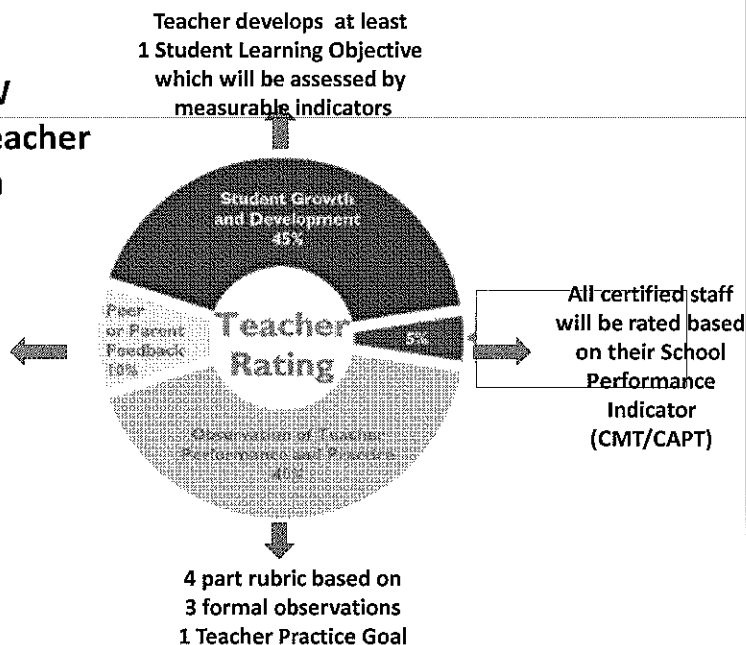
## Part I: Teacher Practice Rating

Category	Score (1-4)	Weight	Points (score x weight)	
Teacher Practice (Rubric)	40%	2.8	40	112
Parent Goal	10%	3	10	30
<b>TOTAL TEACHER PRACTICE POINTS</b>			<b>142</b>	

Teacher Practice Points	Teacher Practice Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

### OVERVIEW of the 4 Teacher Evaluation Modules

School creates goal based on Spring school wide parent survey results. Teacher selects and implements 1 Parent Goal.



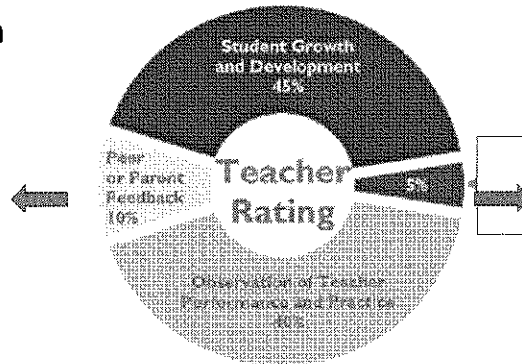
## Part 2: Student Outcome Rating

Category	Score (1-4)	Weight	Points (score x weight)
Student Outcome Indicators (45%)	3.5	45	158
School Performance Index (SPI) (5%)	3	5	15
<b>TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS</b>			<b>173</b>

Student Outcome Points	Student Outcome Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

### OVERVIEW of the 4 Teacher Evaluation Modules

School creates goal based on Spring school wide parent survey results. Teacher selects and implements 1 Parent Goal.



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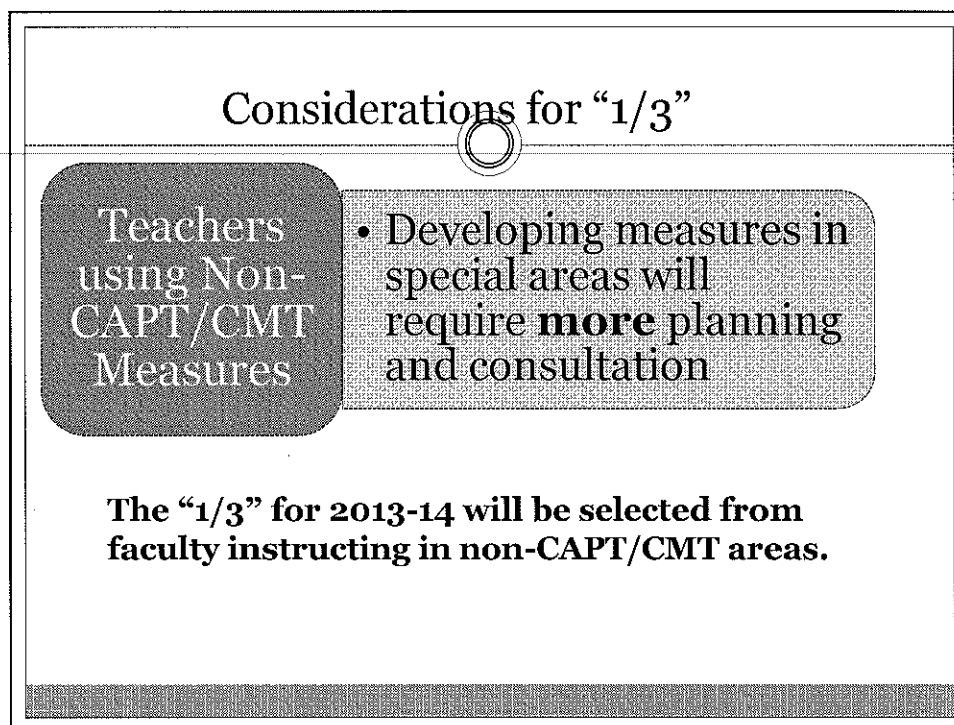
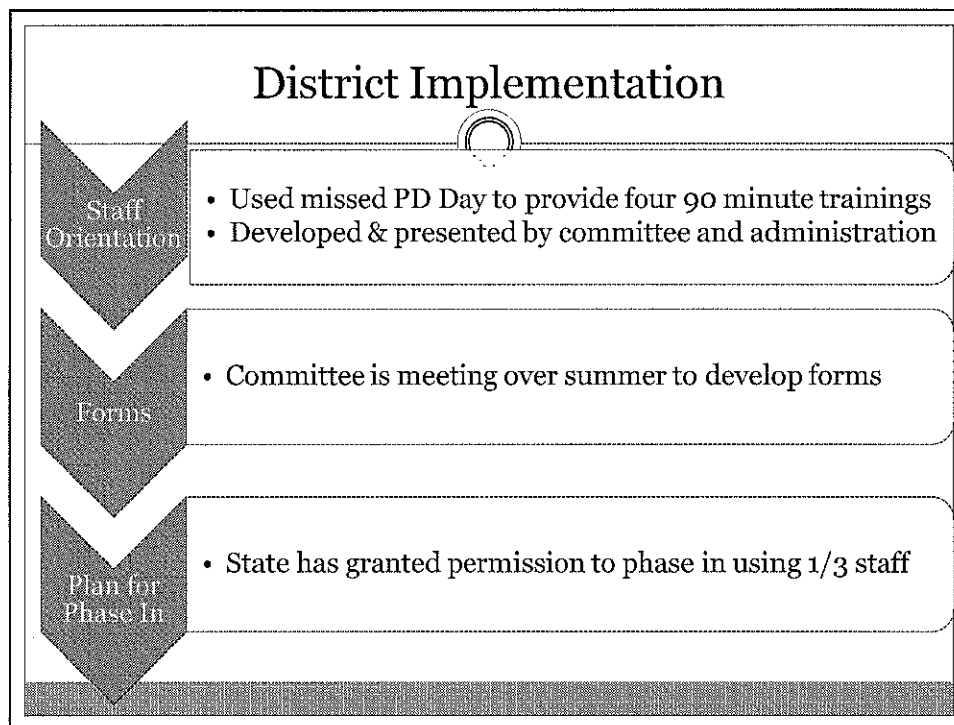
## The Final Summative Rating

Summative Rating Matrix	Teacher Practice Rating				
		Exemplary	Proficient	Developing	Below Standard
Student Outcome Rating	Exemplary	Exemplary	Exemplary	Proficient	Gather further information
	Proficient	Proficient	Proficient	Proficient	Gather further information
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard

A teacher receiving a rating of "Developing" or "Below Standard" is placed on Intervention.

## State Recommended Definition of Effectiveness

- *Novice teachers shall generally be deemed effective if said educator receives at least two sequential "proficient" ratings, one of which must be earned in the fourth year of a novice teacher's career. A "below standard" rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of "developing" in year two and two sequential "proficient" ratings in years three and four. Superintendents shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect.*
- *A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential "developing" ratings or one "below standard" rating at any time.*



## Considerations for "1/3"

Teachers using  
Standardized  
Measure of  
CMT and  
CAPT

- 22.5% of evaluation criteria
- Test ends after 2013-14
- Test is not totally aligned with CCSS

**Therefore, faculty in standardized test areas will NOT be selected as the 1/3 for 2013-14.**

## Recommendations for 2013-14

### Goals

**Every teacher will be asked to develop 3 goals associated with the New Teacher Evaluation Plan.**

Teacher Practice Goal

Student Learning Outcome

Parent Goal

### Evaluation Cycle

#### "1/3" Teachers

A list of the "1/3" teachers from each school will be established/communicated prior to the end of 2012/13 school year.

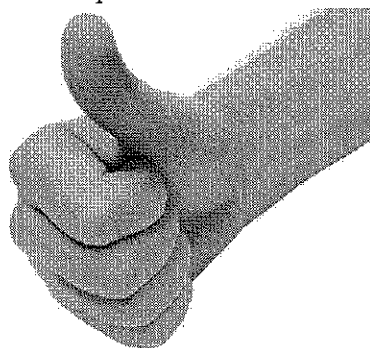
#### Remaining Teachers

All remaining teachers will be evaluated using existing 2012-13 plan.

## Recommendation



Approve District Teacher Evaluation Plan largely based on SEED and meeting all of the state requirements under Public Act 12-116.



Once BOE approves, this plan is submitted to state for their review and approval.

# Lyme-Old Lyme Public Schools Teacher Evaluation Plan 2013-14

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# TEACHER EVALUATION MODEL

## Introduction

This document outlines the 2013-14 district plan for the evaluation of teachers in the Lyme-Old Lyme Public Schools. It is based largely on the CT SEED Teacher Evaluation and Development Model which was developed according to the Connecticut Guidelines for Educator Evaluation.

## Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. The purpose of this new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

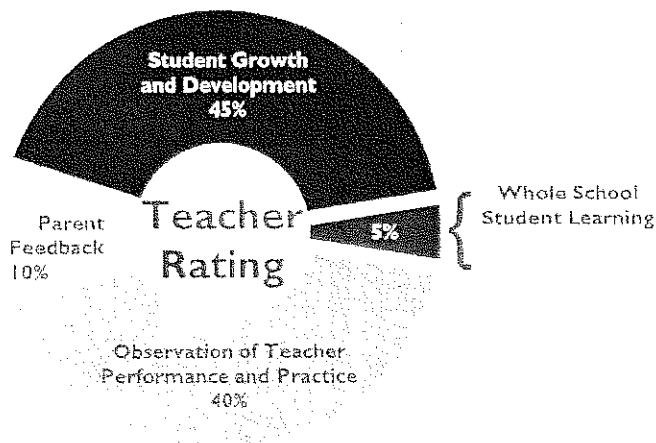
## Evaluation System Overview

All teachers will be evaluated in four categories, grouped in two major focus areas:

1. **Teacher Practice Related Indicators:** This focus area is comprised of two categories:
  - (a) **Observation of teacher performance and practice (40%)** as defined in the 21<sup>st</sup> Century CT Common Core of Teaching Framework for Teacher Evaluation
  - (b) **Parent feedback (10%)** on teacher practice through surveys
2. **Student Outcomes Related Indicators:** This focus area is comprised of two categories:
  - (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives
  - (b) **Whole-school measures of student learning (5%)** as evidenced by the School Performance Indicator (SPI)

Scores from each of the four categories will be combined to produce a summative performance rating. The performance levels are defined as:

- Exemplary** – Substantially exceeding indicators of performance
- Proficient** – Meeting indicators of performance
- Developing** – Meeting some indicators of performance but not others
- Below Standard** – Not meeting indicators of performance



## Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



### Goal-Setting and Planning:

Time frame: Target is September 30; must be completed by **November 15**

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives, and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results and the 21<sup>st</sup> Century CCT Framework to draft a proposed performance and practice goal(s), a parent feedback goal, and student learning objectives for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

### Mid-Year Check-In:

Time frame: **January and February**

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of objectives to accommodate changes (e.g., student populations, assignment). They should also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

### End-of-Year Summative Review:

Time frame: May and June; must be completed by **June 30**

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly enough to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.
3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

## Evaluator Training, Monitoring and Auditing

The evaluator for most teachers will be the school principal, assistant principal, or Director of Special Education who will be responsible for the overall evaluation process, including assigning summative ratings. Evaluators are required to complete training in teacher evaluation and must demonstrate proficiency on the training modules provided. The district will adapt and build on state provided tools to ensure that evaluators are proficient in conducting teacher evaluations.

## Evaluation-Based Professional Learning

The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

## Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan should be developed by the evaluator in consultation with the teacher and his/her bargaining representative if requested. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

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## Career Development and Growth

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

## TEACHER PRACTICE INDICATORS

Teacher Practice makes up 50% of the evaluation model and is comprised of two categories:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

### Category #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

#### *Teacher Practice Framework*

Region 18 will utilize the CCT based observation rubric collaboratively being developed by the state department, RESCs and CAS.

#### *Observation Process*

- Each teacher should be observed a minimum of three formal times per year with informal observations as appropriate.
  - o **Formal Observations** can be announced or unannounced and last at least 30 minutes and are followed by a post-observation conference, which includes written and verbal feedback. A pre-conference will be held for at least two of the observations.
  - o **Informal:** Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by feedback that is written (via email or quick note in mailbox) and/or verbal (via conversation in the hallway or short chat after class).
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that the majority of observations be unannounced. Pre-conferences can be held ahead of time to discuss upcoming units and specific class profile information.

<b>Teacher Category</b>	<b>Guideline Requirements</b>
First and Second Year Novice Teachers	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference
<i>Below Standard</i> and <i>Developing</i>	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which must include a post-conference
<i>Proficient</i> and <i>Exemplary</i>	One formal in-class observation and 2 informal observations or reviews of practice*

\*Review of Practice is 10 minute informal observation for those who teach and could be an IEP meeting, parent teacher conference, staff presentation, or committee meeting for those in non-instructional positions.

**Please note: The first year a teacher is evaluated using this system, the teacher should be formally observed 3 times in order to capture baseline data. After the first year of implementation, observations can be structured according to the table above.**

### Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving context for the unit/lesson and information about the students to be observed and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences are individual meetings and provide an opportunity for reflecting on the observation against the CCT Framework and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs as soon as possible after the observation.

### Non-Classroom Reviews of Practice

All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

### Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Connecticut Framework for Teacher Evaluation and Support;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

## *Teacher Performance and Practice Goal-Setting*

Each teacher develops at least one teacher practice goal that is aligned to the Connecticut Core of Teaching Framework. The goal(s) provides a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s) through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the Connecticut Framework for Teacher Evaluation and Support. Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) that all teachers will include as one of their goals.

Goals should be SMART:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T=Time-Bound

### **SMART Goal Example for Teacher Performance and Practice (40%):**

By June 2013, I will use higher-order thinking questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

## *Teacher Performance and Practice Scoring*

### Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they may wish to provide ratings and evidence for the Framework components that were observed. During observations, evaluators are encouraged to take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

## Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings.
- 2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the components.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the components. Some questions to consider while analyzing the evidence include:

**Consistency:** What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

**Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

**Significance:** Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain .

Domain 1	Rating	Evaluator's Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Proficient</i>	3
1d	<i>Exemplary</i>	4

- 2) Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

- 3) Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, those domains are weighted significantly more than other domains.

Domain	Score	Weighting	Weighted Score
1	2.8	15%	0.4
2	2.6	35%	0.9
3	3.0	35%	1.1
4	2.8	15%	0.4
<b>Total</b>			2.8

The summative Teacher Performance and Practice category rating and the component ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

## Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice

The process described below focuses on:

- (1) conducting a whole-school parent survey
- (2) determining several school-level parent goals based on the survey feedback;
- (3) teacher and evaluator identifying **one** related parent goal and setting improvement targets;
- (4) measuring progress on growth targets; and
- (5) determining a teacher's summative rating based on four performance levels.

### 1. Administration of a Whole-School Parent Survey

The CT SEED Parent Teacher survey was first distributed electronically to all families in the district in the spring of 2013. A cover letter accompanying the survey assured parents their survey responses would not be tied to parents' names. The results will be analyzed by school and used to develop school and teacher goals related to parents. The parent survey will be re-administered every spring and trends analyzed from year-to-year as appropriate.

### 2. Determining School-Level Parent Goals

Principals and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

### 3. Selecting a Parent Engagement Goal and Improvement Targets

After school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

### 4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. Teachers can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate.

### 5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

## STUDENT OUTCOME INDICATORS

The Student Outcome portion comprises one half of the evaluation model and captures the teacher's impact on students.

Student Outcome Indicators includes two categories:

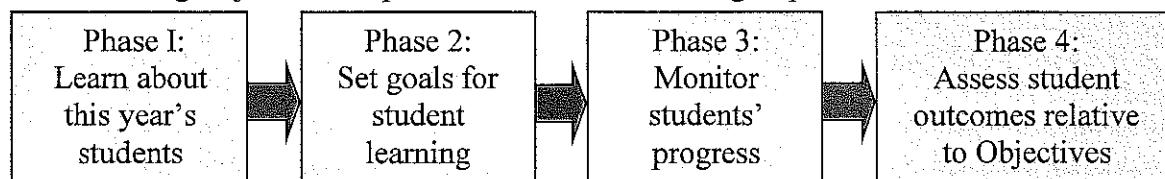
- Student growth and development, which counts for 45%; and
- *Either* whole-school student learning *or* student feedback *or* a combination of the two, which counts for 5% of the total evaluation rating.

### Category #3: Student Growth and Development (45%)

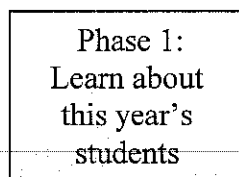
#### *Overview of Student Learning Objectives*

Since all students and classes are unique, even in the same grade level or subject at the same school, each teacher's assignment, students and context are taken into account by this process.

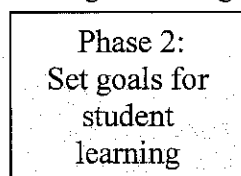
The Student Learning Objective component consists of following steps:



While this process should feel generally familiar, teachers will be asked to set more specific and measurable targets than they may have done in the past. Teachers will develop them through consultation with colleagues in the same grade level or subject area and through mutual agreement with supervisors. The four phases are described in detail below:



This first phase is the discovery phase and occurs at the beginning of the school year. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.



Each teacher will write at least one student learning objective. For teachers who teach a single group of students, the objective should address 100% of their students. For teachers working with multiple classes or sections, the learning objective should be directed at sections that comprise approximately 50% of their students. 100% of the students within the selected sections must be addressed by one of the indicators.

If a teacher creates an objective in an area that is assessed by a standardized measure, the teacher will develop at least one growth indicator based on that assessment and one indicator using a non-standard measure. All other teachers will develop their objectives based on at least two non-standardized indicators.

As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- o Administered and scored in a consistent – or “standard” – manner;
- o Aligned to a set of academic or performance “standards;”
- o Broadly-administered (e.g., nation-wide or statewide);
- o Commercially-produced; and
- o Often administered only once a year, although some standardized assessments are administered two or three times per year.

To create their student learning objectives, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives should each address a central purpose of the teacher’s assignment and should pertain to all of his/her students in a single class setting and at least half of his/her students if the teacher instructs multiple groups. Each objective should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) – and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of Student Learning Objectives. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students’ results.

The following are examples of Student Learning Objectives based on student data:

Teacher Category	Student Learning Objective
2nd grade reading	*My students will read and comprehend grade level literary and informational text
Gr 1 - 4 Music	1. My 2nd grade students will sing in tune. 2. My 4 <sup>th</sup> grade students will demonstrate understanding of ABA form.

\*Note the teacher has selected an ELA claim from the CCSS for the Student Learning Objective.

Step 2: Select Growth Indicator

A Growth Indicator is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each objective must include at least one indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their Growth Indicator, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

**Sample Student Learning Objective with Standardized Growth Indicators**

Teacher	Student Learning Objective	Standardized Growth Indicator
2nd grade reading	*My students will read and comprehend grade level literary and informational text	<p><b>STANDARD</b></p> <ol style="list-style-type: none"> <li>80% of my students scored a ___ or higher on the fall DIBELS and will score _____ or higher by the end of the year.</li> <li>The remaining 20% will achieve one year’s growth based on the DIBELS.</li> </ol> <p><b>NON-STANDARD</b></p> <ol style="list-style-type: none"> <li>100% of the students will increase one level on each of the 4 point rubrics measuring open responses on grade level informational and literary text.</li> </ol>
Gr 1 - 4 Music	<ol style="list-style-type: none"> <li>My 2<sup>nd</sup> grade students will sing in tune.</li> <li>My 4<sup>th</sup> grade students will demonstrate understanding of ABA form.</li> </ol>	<p><b>STANDARD</b></p> <ol style="list-style-type: none"> <li>100% of my students will improve their baseline score by one point on the “intonation/pitch” portion of the CT Common Arts Assessment 2<sup>nd</sup> grade singing rubric.</li> </ol> <p><b>NON-STANDARD</b></p> <ol style="list-style-type: none"> <li>47% of 4<sup>th</sup> grades scored a 3 or 4 on the notation rubric that demonstrates specific ABA form in the fall; 85% will score a 3 or 4 in the spring. The remaining 15% will increase one level.</li> </ol>

\*Note the teacher has selected an ELA claim from the CCSS for the Student Learning Objective.

**Sample Student Learning Objective with Non-Standardized Growth Indicators**

Teacher	Student Learning Objective	Non-Standardized Growth Indicator
HS Social Studies	Students in my three US History classes will demonstrate the application of elements in SS discourse and written argument.	<p><b>NONSTANDARD #1</b></p> <ol style="list-style-type: none"> <li>90% of my students will engage in oral discourse and score proficient or better on department based rubric.</li> <li>The remaining students will improve one level from their similar fall performance task.</li> </ol> <p><b>NONSTANDARD #2</b></p> <ol style="list-style-type: none"> <li>90% of my students will develop a written argument and score proficient or better on department based rubric. The remaining students will improve one level from their similar fall performance task.</li> </ol>
Gr 7 Science	My students will master critical concepts of science inquiry	<ol style="list-style-type: none"> <li>26% scored 80% or higher on the grade 7 department created curriculum based pre-test focusing on inquiry skills. 80% will score 80% or higher on the posttest and the remaining students will score 20 percentage points higher than their pre-test.</li> <li>Students will design an experiment that demonstrates science inquiry. 63% scored a 3 or 4 on the rubric in the fall using physical science as the context; 80% will demonstrate a 3 or 4 in the spring using life science as the context. The remaining students will score one level higher than the fall task.</li> </ol>

**Step 3: Provide Additional Information**

During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (timing or scoring plans);
- the baseline data that was used to set each indicator;
- interim assessments the teacher plans to use to gauge students' progress; and
- any training or support the teacher thinks is needed.

**Step 4: Submit Student Learning Objectives to Evaluator for Approval**

Student Learning Objectives are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon objectives, ultimately, the evaluator must formally approve all Student Learning Objective proposals.

The evaluator will examine each Student Learning Objective relative to three criteria described below. The objective(s) must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. Student Learning Objectives that are not approved must be revised and resubmitted to the evaluator within ten days.

**Student Learning Objective Approval Criteria**

<b>Priority of Content</b>	<b>Quality of Indicators</b>	<b>Rigor of Objective/Indicators</b>
Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

Phase 3:  
Monitor  
students'  
progress

Once Student Learning Objectives are approved, teachers should monitor students' progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students' growth. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. If a teacher's assignment changes or if his/her student population shifts significantly, the objectives can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

<p>Phase 4: Assess student outcomes relative to Student Learning Objectives</p>
---

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self - assessment which asks teachers to reflect on the objective outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher’s self-assessment and assign one of four ratings to each indicator. For objectives with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the Student Learning Objective score, or s/he can look at the results as a body of evidence regarding the accomplishment of the objective and score the objective holistically.

The final student growth rating for a teacher is the average of their scores for each objective/indicator and is rounded to the nearest tenth.

The ratings are defined as follows:

<b>Exceeded (4)</b>	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
<b>Met (3)</b>	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
<b>Partially Met (2)</b>	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
<b>Did Not Meet (1)</b>	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

NOTE: For objectives that include an indicator based on state standardized tests, results may not be available in time to score the objective prior to the June 30 deadline. In this instance, if evidence for other indicators in the indicator is available, the evaluator can score the objective on that basis.

However, once the state test evidence is available, the evaluator is required to score or rescore the objective, then determine if the new score changes the teacher’s final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

#### **Category #4: Whole-School Student Learning Indicator (5%)**

Each teacher's indicator rating is based on the School Performance Index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

For the 2013-14 school year this rating will be based on the aggregate CMT/CAPT scores for each school. This number will be calculated by the state and will include data for the entire school as well as various subgroups. The state will also provide a target SPI, establishing the basis for the rating for the following year.

When CMT and CAPT are replaced by the Smarter Balanced Assessment, we anticipate this new assessment will become the focus of the School Performance Index.

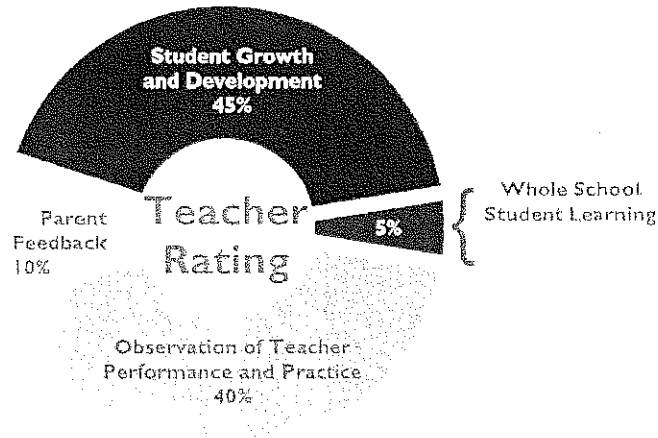
All teachers within a school will receive the same rating on this component based on the overall growth in the areas identified during the principal's evaluation process.

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0. However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

## SUMMATIVE TEACHER EVALUATION SCORING

### *Summative Scoring*

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in 2 major areas: Student Outcome Indicators and Teacher Practice Indicators.



Every educator will receive one of four performance ratings:

**Exemplary** – Substantially exceeding indicators of performance

**Proficient** – Meeting indicators of performance

**Developing** – Meeting some indicators of performance but not others

**Below Standard** – Not meeting indicators of performance

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. These weights are multiplied by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Practice	2.8	40	112
Parent Feedback	3	10	30
<b>TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS</b>			<b>142</b>

**Rating Table**

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

- 2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator or student feedback score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator or student feedback category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Average of Student Growth Indicators	3.5	45	158
Whole School Student Learning Indicator or Student Feedback	3	5	15
<b>TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS</b>			<b>173</b>

**Rating Table**

Student Outcomes Indicators Points	Student Outcomes Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

- 3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Indicators rating is *proficient* and the Student Outcomes Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to establish a summative rating.

**Summative Rating Matrix**

		Teacher Practice Related Indicators Rating				
			Proficient		Proficient	Below Standard
Student Outcomes Related Indicators Rating			↓		Proficient	Gather further information
	Proficient	Proficient	Proficient	Proficient	Proficient	Gather further information
			Proficient			Below Standard
	Below Standard	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard

Adjustment of Summative Rating Summative ratings must be completed for all teachers by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

**Definition of Effectiveness and Ineffectiveness**

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher’s career. A *below standard* rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

**Dispute-Resolution Process**

A panel, composed of the superintendent, teacher union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

## Region 18/Lyme-Old Lyme

### Goals for 2013-14

#### Teaching & Learning

1. Implement next phase of new math program (K-12) aligned with Common Core State Standards
2. Implement instructional strategies and assessments aligned to the Common Core State Standards in Mathematics and English Language Arts (ELA) with ongoing expansion to other curricular areas.
3. Implement and revise as necessary the new teacher and administrator evaluation plans.

#### Facilities & Technology

1. Commission newly renovated LOLHS facility.
2. Implement the second phase of the technology plan (adopted in June 2012)
3. Complete facilities projects as budgeted.

#### Planning and Evaluation

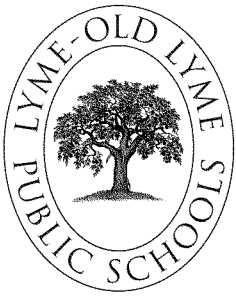
1. Continue to evaluate and implement the elementary redistricting plan.

#### Address Compliance Initiatives (as known and as emerging)

1. Move forward with the accreditation renewal of Lyme-Old Lyme High School through the New England Association of Schools and Colleges (NEASC) process
2. Respond with appropriate plans and actions to legislation that emerges from the 2013 CT General Assembly legislative session including, but not limited to, school safety recommendations.

Adopted by Board of Education

\_\_\_\_\_, 2013



# LYME - OLD LYME PUBLIC SCHOOLS

*Impassioned with Pride and Purpose*

## MEETING MINUTES

### **Executive Session**

Location: Lyme-Old Lyme Middle School

Date: May 1, 2013

*Board Present:* James Witkins, Chair; Paul Fuchs, Vice Chair; Russ Gomes, Secretary; Victoria Lanier, Treasurer; Steven Cinami; Allison Hine; Beth Jones; Michelle Roche; Stephen Spooner

*Administration Present:* Ian Neviaser, Superintendent of Schools

Mr. Fuchs made a motion, which was seconded by Dr. Jones, to move into executive session for the purpose of discussing a personnel matter at 10:00 p.m. Superintendent Neviaser was invited to attend the executive session.

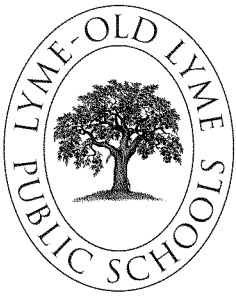
The Board of Education reconvened into open session at 10:35 p.m.

There were no motions made and no action taken.

Upon motion by Mr. Fuchs and a second by Dr. Jones, the meeting was adjourned at 10:36 p.m.

Respectfully submitted,

Russ Gomes, Secretary



# LYME - OLD LYME PUBLIC SCHOOLS

*Impassioned with Pride and Purpose*

## MEETING MINUTES

### **District Budget Meeting**

Location: Lyme-Old Lyme Middle School

Date: May 6, 2013

*Board Present:* James Witkins, Chair; Paul Fuchs, Vice Chair; Russ Gomes, Secretary; Victoria Lanier, Treasurer; Steven Cinami; Allison Hine; Stephen Spooner

*Absent:* Beth Jones; Michelle Roche

*Administration Present:* Ian Neviasser, Superintendent of Schools; John Rhodes, Director of Facilities; Marilyn Warren, Business Manager

*Others Present:* Jack Collins, Moderator; 5 townspeople from Lyme-Old Lyme

The meeting was called to order at 7:32 p.m. by Chairman Witkins. The secretary of the Board, Russ Gomes, read the call of the meeting as follows:

Notice is hereby given of the Annual Budget Meeting and Vote for the Regional School District No. 18 to be held at Regional School District No. 18, Lyme-Old Lyme Middle School Auditorium, 53 Lyme Street, Old Lyme, Connecticut at 7:30 p.m. on Monday, May 6, 2013 to act upon the following:

1. To adopt a budget of \$31,741,789 for the fiscal year beginning July 1, 2013 through June 30, 2014 as recommended by the Regional School Board.
2. To conduct such other business as may properly come before the meeting.

By vote of the Regional School District No. 18 Board of Education, the vote on item number 1 shall be by check off and paper ballots in the Town of Lyme and Old Lyme on May 7, 2013 between the hours of 6:00 a.m. to 8:00 p.m. pursuant to Section 7-7 of the Connecticut General Statutes.

Voting will take place at the following locations: in the Town of Lyme, at the Hamburg Fire Station, Route 156, Lyme, Connecticut and in the Town of Old Lyme, at the Cross Lane Fire House, Cross Lane, Old Lyme, Connecticut.

*53 Lyme Street, Old Lyme, Connecticut 06371*

*T: 860-434-7238 F: 860-434-9959 [www.region18.org](http://www.region18.org)*

Atty. Lanier made a motion, which was seconded by Mr. Fuchs, to nominate Jack Collins as the moderator of the meeting. There were no further nominations. The vote on the motion was unanimously in favor.

Attorney Collins explained the qualifications for voting at the referendum and the specifics relative to voting in each town.

The meeting was opened up for comments and questions.

Susan Woody asked about the use of parentheses on page 6 of the budget book which detailed budget increases by line item. It was explained that this meant there was a reduction in that line item from the previous year vs. an increase.

Mrs. Woody also asked about the 12.7% increase for debt service which was detailed on page 5 of the budget book. The Superintendent explained that this was for funding the renovations of the facilities. He referred Mrs. Woody to page 34 of the budget book which showed a graph of the principal and interest payments for debt service with a gradual decline over the years.

A townspeople inquired about the per pupil expenditures. Mr. Neviasser explained that this figure is calculated by the state. He further explained that the district set the tuition rate for out of district students for school year 2013-2014 at \$18,168 which is calculated by the total amount of the budget, minus debt service and transportation, divided by the student population.

A townspeople asked how this compared with other districts' per pupil expenditures. Mr. Neviasser explained how debt service is not included in non-regional district budgets; thus, the reasoning behind removing this figure when calculating the tuition rate. He made comparisons with other districts similar in size to Region 18.

Susan Woody asked if the high school project was complete. Mr. Gomes, Chairman of the Building Committee, reported that 98% of the project was complete with the summer months being used to finalize the project.

Mr. Collins asked for a comparison of the project budget vs. the amount approved at referendum. Mr. Gomes reported that the project has the potential to come in well under budget and will be completed on time.

David Woolley asked about the state of the athletic fields. John Rhodes, Director of Facilities, reported that all athletic fields were operational.

There being no further comments or questions, the District Budget Meeting adjourned at 7:55 p.m. to referendum the following day at the respective firehouses in Lyme and Old Lyme from 6:00 a.m. to 8:00 p.m. upon a motion by Mr. Fuchs and a second by Atty. Lanier.

Respectfully submitted,

Russ Gomes, Secretary

## Regional School District Eighteen June 2013 Enrollment Report

### Breakdown by School

### Breakdown by Town

Grade	Center	MC	Lyme	Middle	High	Total
PreK		23				23
PreK Peer		31				31
K		47	35			82 (-1)
1st		45	37			82 (-2)
2nd		72	26			98
3rd	86		36			122 (-1)
4th	73		29			102 (-1)
5th	97		26			123
6th				122		122
7th				114		114
8th				126		126 (+1)
9th					108	108
10th					87	87
11th					112	112
12th					112	112
<b>Totals</b>	<b>256</b>	<b>218</b>	<b>189</b>	<b>362</b>	<b>419</b>	<b>1444 (-4)</b>

Grade	Old Lyme	Lyme	Tuition/	Total
PreK	16	7	0	23
PreK Peer	27	4	0	31
K	62	20	0	82
1	67	15	0	82
2	73	25	0	98
3rd	104	18	0	122
4th	82	20	0	102
5th	99	24	0	123
6th	103	19	0	122
7th	88	26	0	114
8th	97	29	0	126
9th	81	26	1	108
10th	69	18	0	87
11th	85	27	0	112
12th	86	26	0	112
<b>Totals</b>	<b>1139</b>	<b>304</b>	<b>1</b>	<b>1444</b>

Special Education (various facilities)	10
Grasso Tech	6
ISAAC	1
Multicultural Magnet School	3
Sound School	4
Marine Science High School	4
<b>Total Out of District</b>	<b>28</b>
<b>GRAND TOTAL</b>	<b>1472</b>

Out of District	21	7	0	28
<b>TOTAL</b>	<b>1160</b>	<b>311</b>	<b>1</b>	<b>1472</b>

### Impact to Towns

	Lyme	Old Lyme
5/1/2013	1475	1162
% of total census	21.2%	78.8%
6/1/2013	1471	1160
% of total census	21.1%	78.9%



STATE OF CONNECTICUT  
DEPARTMENT OF EMERGENCY SERVICES & PUBLIC PROTECTION  
DIVISION OF EMERGENCY MANAGEMENT & HOMELAND SECURITY



**To:** Superintendents of Schools, Municipal Chief Executive Officers, and  
Emergency Management Directors

**From:** William P. Shea, Deputy Commissioner

**Date:** May 28, 2013

**Re:** **Release of School Security Grant Program**

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We are pleased to notify you of the release of the Connecticut **School Security Competitive Grant Program**. This competitive grant program is a component of the recently passed Public Act 13-3 Gun Violence Prevention and Children's Safety Act and is jointly administered by the State Department of Education (SDE), Department of Construction Services (DCS) and the Department of Emergency Services and Public Protection, Division of Emergency Management and Homeland Security (DESPP/DEMHS). Each local and regional board of education may apply on behalf of its town or member towns.

These grants may reimburse school districts for a portion of the costs associated with making safety and security improvements to schools. Eligible projects completed on or after April 4, 2013 may be applied for under this program. The funding will go to the schools with the most need — buildings with little or no existing security infrastructure located in school districts that are designated as Priority School Districts according to section 10-266p of the General Statutes. The first round of School Security Grant Program is funded at \$5 Million. Two additional rounds of \$5 Million each (for a total of \$15 Million) are expected within the next year.

Application materials can be found on the Department of Emergency Services and Public Protection, Division of Emergency Management and Homeland Security website: [www.ct.gov/demhs](http://www.ct.gov/demhs) or at the State Department of Education website: [www.sde.ct.gov](http://www.sde.ct.gov). The application materials must be received on or before **Monday, July 29, 2013**.

**25 Sigourney Street, 6<sup>th</sup> floor, Hartford, CT 06106**  
Phone: 860.256.0800 / Fax: 860.256.0815  
*An Affirmative Action/Equal Employment Opportunity Employer*

If you have any questions or if you require any additional information regarding the Connecticut School Security Competitive Grant Program, please contact us at DESPP/DEMHS via e-mail at [schoolsecuritygrant@ct.gov](mailto:schoolsecuritygrant@ct.gov) or by phone at 860.685.8038.

Sincerely,

A handwritten signature in black ink, appearing to read "Will. P. Shea", with a long horizontal flourish extending to the right.

William P. Shea  
Deputy Commissioner  
Department of Emergency Services and Public Protection  
Division of Emergency Management and Homeland Security

## Contingency Maintenance

Budgeted - Fiscal Year 2012 - 2013		\$200,000
<b>Lyme</b>	Electronic door lock control system	5,351
	Line sharing emergency phone override	1,224
	Intercom for security system	2,182
	Wiremold double gang	20
	Security cameras	6,485
	Cat 6 wire	175
	Labor and cable speaker two conductor	181
	Snow removal	<u>1,776</u>
		17,394
<b>Mile Creek</b>	Electronic door lock control system	5,351
	Line sharing emergency phone override	1,224
	Intercom for security system	2,182
	Security cameras	6,485
	Cat 6 wire	175
	Labor and cable speaker two conductor	738
	Snow removal	<u>1,776</u>
<b>Center</b>	Emergency pump out and Keen grinder pump	2,237
	Emergency service for fuel additive	1,691
	Electronic door lock control system	4,321
	Line sharing emergency phone override	1,224
	Intercom for security system	2,182
	Wiremold double gang	20
	Disposal fees Applied Water	712
	Security cameras	6,485
	Cat 6 wire	175
	Door release not working	190
	Labor and cable speaker two conductor	286
	Grinder pump replacement	1,648
	Snow removal	<u>1,776</u>
<b>Middle</b>	Motorized retractable basketball hoops	4,893
	Emergency pump out and Keen grinder pump	2,237
	Electronic door lock control system	5,725
	Line sharing emergency phone override	1,224
	Intercom for security system	2,182
	Cat 6 wire	175
	Emergency service for fuel additive	1,691
	Wiremold double gang	20
	Disposal fees Applied Water	712
	Security cameras	6,485
	Track scoreboard	6,820
	Labor and cable speaker two conductor	325
	Grinder pump replacement	1,648
	Snow removal	<u>1,776</u>
		35,912
<b>High</b>	Emergency pump out and Keen grinder pump	2,305
	Emergency service for fuel additive	1,691
	Disposal fees Applied Water	734
	Avigilon acc software enterprise camera licenses	795
	Line sharing emergency phone override	1,224
	Snow removal	1,776
	Phone controller	784
	Labor and cable speaker two conductor	200
	Grinder pump replacement	1,698
	Track scoreboard	<u>6,820</u>
		18,026
Remaining contingency as of 05/31/13 - fiscal year 2012 - 2013		<u>\$87,791</u>

<b>EXECUTIVE BUDGET SUMMARY..... \$31,010,964</b>
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	<b>12-13 Budget</b>	<b>12-13 Actuals</b>	<b>% Spent as of 5/31/2013</b>	<b>% Spent as of 5/30/2012</b>
Certified Salaries	\$12,602,516	\$9,837,793	78.1%	73.6%
Non-certified Salaries	2,646,131	2,453,862	92.7%	88.8%
Employee Benefits	4,319,360	3,273,351	75.8%	81.2%
Instructional Programs	1,361,333	1,185,677	87.1%	89.9%
Special Education	1,206,819	1,139,151	94.4%	99.3%
Support Services	112,514	71,072	63.2%	89.7%
Administrative Services	393,352	416,188	105.8%	66.1%
Pupil Transportation	862,059	826,733	95.9%	97.1%
Plant Operation & Maintenance	3,769,428	3,314,156	87.9%	90.4%
<b>OPERATING BUDGET</b>	<b>\$27,273,512</b>	<b>\$22,517,983</b>	<b>82.6%</b>	<b>81.3%</b>
<b>DEBT SERVICE</b>	<b>3,737,452</b>	<b>3,712,788</b>	<b>99.3%</b>	<b>100.0%</b>
<b>TOTAL BUDGET</b>	<b>\$31,010,964</b>	<b>\$26,230,771</b>	<b>84.6%</b>	<b>83.2%</b>

**Notes:**

A. Certified/Non-Certified Salaries: 3 payrolls in May 2013 vs. June 2012

B. Administrative Services - Overruns in Administrative Technology.

**Lyme-Old Lyme Public Schools**  
**New Course Request Form**

**Person submitting Request:** *Karen Duhamel*                      **Date of Request:** *June 2013*

**Department:** *English*                      **Course Title:** *AP English Language and Composition*

**Department Head:** *Karen Duhamel*                      **First Year of Implementation:** *2014-15*

**1. Course Description:** *AP English Language and Composition\* engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purpose. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.*

*While this college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose, the overarching objective is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. The course syllabus emphasizes the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, this course teaches students that the expository, analytical and argumentative writing they must do in college is based on reading as well as on personal experience and observation. This composition course therefore, also teaches students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations. Students are expected to complete a summer assignment and reading requirement.*

*Prerequisites: Excelled in academically rigorous gr. 9 English. Teacher recommendation required.*

**2. Anticipated Date of Curriculum Completion:** *Curriculum to be written in the summer of 2013. Audit will be completed and submitted for College Board Approval by January 2014. This course would be listed in the 2014-15 academic offerings and, pending adequate enrollment, would be taught for the first time during 2014-15 academic year.*

**3. Why should this course be added? (Please relate to district mission, high school expectations, and K-12 graduation requirements)**

*Lyme Old Lyme High School established Communication as a primary 21<sup>st</sup> Century Skill. The English Department identified Communication as the fundamental area of focus for their instruction. Teaching students to express themselves effectively and persuasively in a variety of genre is therefore a major goal of curriculum and instruction in English. This course meets college standards for college and career writing skills and is therefore precisely aligned with our district mission and high school expectations.*

*Additionally, this course provides students with an opportunity to earn 6 AP English credits during their HS experience as well as to take an AP course prior to their junior year. Successful completion of an AP course prior to beginning college application process provides valuable evidence of academic accomplishment and potential.*

**4. Will there be any need for changes in current courses as a result of this additional course?**

*During their sophomore year, students will be able to take this course rather than the honors level English course if they are interested in earning AP credit.*

**5. Are there any pre-requisites for this course?**

*Students taking AP English Language and Composition should be in grade 10. This course provides students with an opportunity to earn 6 AP English credits during their HS experience as well as to take an AP course prior to their junior year.*

**6. Does this replace an existing course?**

*No, it does not replace a course, but will reduce the need for one or more sections of Honors English.*

**7. Will it require additional staff?** *No.*

*\* This course description is based largely on the College AP course overview.*

## **State and Federal Grants**

**Proposed motion:** to authorize the Superintendent of Schools to apply for, receive and otherwise act as the legal representative of Regional School District No. 18 in connection with the following State and Federal Grants:

*Adult Education*

*Handicapped Preschool Incentive – Section 619 Education of the Handicapped Act*

*National School Lunch Program*

*Open Choice Attendance*

*Title I Improving Basic Programs*

*Title II Teacher and Principal Training and Recruiting*

*Title VI Part B of the Education of the Handicapped Act PL 94-142*

*Carl D. Perkins*

*School Transportation*

*Science and Technology*

*Investing and Personal Finance*

## **Administration Policy #7250 - Appointment of Designee for Superintendent of Schools**

In order to provide for unforeseen circumstances, particularly in the event of an extended absence of Superintendent of Lyme/Old Lyme Public Schools, the Superintendent shall:

1. annually appoint a designee to serve from July 1 to June 30;
2. choose the designee from among the certified administrators of Regional School District 18;
3. report the appointment to the Lyme/Old Lyme Board of Education for approval at a regular meeting of the Board during the month of June; and
4. notify the Chairman of the Lyme/Old Lyme Board of Education, who shall in turn notify the full Board, when the designee has temporarily assumed the duties of Superintendent.

The duties of the Superintendent's designee in Regional School District 18 shall be as follows:

1. The designee shall maintain the daily operation of the Lyme/Old Lyme Public Schools and shall function only when notified by the Superintendent or by the Chairman of the Board of Education or in an emergency situation.
2. The designee shall keep the Chairman of the Lyme/Old Lyme Board of Education advised on the status of the school district promptly and on a regular basis.
3. The designee shall report to the Superintendent of Schools on any action taken upon the Superintendent's return to the district.

In the event of an extended disability of the Superintendent of Lyme/Old Lyme Public Schools as shown by competent medical evidence, in consultation with the Lyme/Old Lyme Board of Education, a report shall be presented to the full Board for further consideration and action.

(cf. 7230 Duties of Superintendent of Schools)

**Policy Adopted:** November 1997.

*Lyme/Old Lyme Board of Education.*

## ***Elementary School Wireless Network Installation***

### **Lyme – Old Lyme Public School**

**May 30, 2013**

**Action:** Approve the purchase, installation and license upgrade of our wireless switches and the purchase of interior and exterior wireless access points from Connecticut Computer Services for \$46,503.

**Background:** As part of the school district technology plan we are scheduled to install a wireless network in our elementary schools this summer. During the 2013/2014 budget review process the Board of Education decided to fund this purchase using 2012/2013 funds.

Implementing this wireless project will provide both interior and exterior wireless at our three elementary schools consistent with the Middle and High Schools.

Pricing for this project has been reviewed and is consistent with our maintenance contract with Connecticut Computer Services. Equipment has been priced at or below State of CT contract pricing.

## ***Annual Replacement Computer Purchase***

### **Lyme – Old Lyme Public Schools**

**May 30, 2013**

**Action:** Purchase 76 HP laptops and 52 HP desktop computers under State of CT pricing from CT Computer Services for \$71,508.

**Background:** As part of the school district's technology plan we refresh approximately 1/6<sup>th</sup> of our computer inventory to maintain reliability and support current application needs. This year we are recommending a mix of desktops and laptops. With the installation of wireless networks at the elementary schools we will be able to take advantage of mobile computing technology. The laptops will be deployed to replace all classroom student desktops in the elementary schools.

This purchase is within the approved budget.

***Facilities Mower Lease/Purchase Approval***  
**Lyme – Old Lyme Public Schools**  
**May 14, 2013**

**Action:** Award Turf Products Corporation the Lease/Purchase agreement for the Facilities mower for five annual payments of \$12,682.40.

**Background:** The school district has historically contracted mowing the athletic fields for an annual cost of approximately \$16,125. Last year we purchased a used mower for \$5,000 to verify that our Facilities Staff could support mowing the athletic fields. Based on this trial we are recommending that we purchase this proposed Toro mower. This provides at least two distinct advantages:

- ✓ Based on an equipment life expectancy of 10-15 years we should save \$3,443 each of the first five years and then \$16,125 each year over the remaining life expectancy of the equipment.
- ✓ Our Facilities Staff will be better able to maintain the athletic fields groomed to meet the athletic schedule and seasonal growth patterns.

The mower selected is a Toro ‘Sidewinder’ with a nine foot cutting width. Pricing is based on the State of Connecticut contract.

This mower is within budget and is being financed using a municipal equipment lease agreement. The school district will purchase the mower for \$1.00 at the end of the five year term.

## ***Lighting Efficiency Project***

### **Lyme – Old Lyme Public Schools**

**May 28, 2013**

**Action:** Award Granite City Electric Supply Company the contract to supply lighting efficiency upgrade parts for \$23,103.39.

**Background:** A lighting efficiency upgrade project has been budgeted for the 2013/2014 fiscal year. The planned project is to upgrade 751 of the Middle School's florescent ceiling lights using the school district's facility staff. The expected cost to the School District for this project following receipt of the CL&P energy efficiency grant (35%) is \$15, 017 (excluding School District labor grant). Annual estimated energy savings is \$8,168 resulting in a 22 month payback period.

This project was publically bid. Results of the bidding process are listed below.

Company Name	Bid Results
Granite City Electric Supply Company	\$23,103.39
Northeast Electrical Distributors	\$23,358.62

This project is within the proposed estimated budget.

# ***Lyme Consolidated Generator Installation***

## **Lyme – Old Lyme Public Schools**

**May 23, 2013**

**Action:** Award Machnik Brothers Incorporated the installation of the Lyme Consolidated generator for \$169,519.

**Background:** As part of the 2012/2013 Facilities Projects plan, a generator is to be installed at the Lyme Consolidated School. This project was publically bid. Results of this bidding process are as follows:

<u>COMPANY NAME</u>	<u>CONTRACT PRICE</u>	<u>DEDUCT ALTERNATE</u>	<u>LYME – OLD LYME SCHOOLS COST</u>	<u>TOWN OF LYME COST</u>
Machnik Bros. Inc.	\$169,519	\$23,000	\$146,519	\$23,000
Northeast Generator	\$186,340	\$22,500	\$163,840	\$22,500
Electrical Contractors	\$169,000	\$19,560	\$149,440	\$19,560

Based on the Town of Lyme’s decision to participate in the generator installation, selecting Machnik Brothers Inc. is the lowest cost to the Lyme – Old Lyme school district. The Town of Lyme will reimburse the school district \$23,000 for this project.

This project was budgeted at \$120,000. However, based on remaining 2012/2013 funds this project is recommended to go forward.

## ***High School Parking Lot Paving***

### **Lyme – Old Lyme Public Schools**

**May 29, 2013**

**Action:** Award Anton Paving LLC the contract to pave the high school parking lots for \$144,500 funded by the high school project.

**Background:** Paving of the existing high school parking lots was not included as part of the original high school project scope. However, both the Building Committee and Board of Education requested pricing to repave these parking lots. Paving prices were obtained through the publically advertised bidding process and results are listed below:

Company Name	Base Bid	Alternate	Total
Anton Paving LLC	\$108,000	\$36,500	\$144,500
B&W Paving and Landscaping LLC	\$114,300	\$56,825	\$171,125
Hugo Key and Sons, Inc.	\$136,534	\$45,749	\$182,283

The Building Committee has reviewed the High School budget and the proposed pricing and recommends that the parking lots be repaved by Anton Paving LLC.

**Lawn Care Bids**  
**Lyme Old Lyme Public Schools**  
**May 30, 2013**

**Action:** Award the lawn care and grounds maintenance contract to Mystic Lawn Care for the period of July 1, 2013 to June 30, 2016.

**Background:** The scope of this contract is to perform the lawn mowing, leaf pick up, sand removal from roads and parking lots, and mulching plant beds. The request for proposals was publically advertised and two proposals were received. Listed below are the summarized results of the bids.

<b><u>Bids Received:</u></b>	<b><u>Total Contract Value from 7/13 to 6/16</u></b>
Mystic Lawn Care, Groton, CT	\$185,670
Old Lyme Outdoor Services, Old Lyme, CT	\$313,680

**Bid Evaluation:**

- Mystic Lawn Care is our current contractor who has been reliable and delivered good quality service over nine years.

### **Techno Ticks Field Trip**

The FIRST robotics team will be seeking to go the World Championship in St Louis, MO in April 2014. We would leave early in the morning on Wednesday, April 23 as teams are allowed to unpack their robots and go through tech inspection that evening. The competition continues on Thursday, April 24 – Saturday, April 26. Then, Sunday, April 27 would be our day to travel home. So, a total of 3 school days are missed.

The cost for airfare, hotel, mass transit to/from the airport and dinners with the team is usually around \$900. Students share accommodations in order to keep the costs down, and there are usually 4 in each room. And, we encourage them to bring just one carry-on, so that luggage costs are minimized. But, the cost of airfares has risen along with the price of fuel over the 15 years we've been doing this.

Many of our students are preparing to take multiple AP classes in late April, and our students bring their review packets with them on the trip, and work on them while traveling or during down-time when it's available.

We usually take about 20-25 students and the adults who go usually include Mr. Derry and Mrs. Noyes from our staff, as well as at least 6 additional adult mentors. These adults include parents and mentors who have been with the team for many years.

### **Crew Field Trip:**

The Saratoga Invitational is one of the largest junior rowing regattas in the United States. As our program has continued to grow in both size and success, we would like to attend this national event. The regatta will be held on April 25 -27, 2014. The estimated cost per rower is around \$220. This includes transportation, food, and hotel.




# STATE OF CONNECTICUT

## STATE BOARD OF EDUCATION



**TO:** Superintendents of Schools  
Principals of Schools

**FROM:** Stefan Pryor   
Commissioner of Education

**DATE:** May 15, 2013

**SUBJECT:** Guidelines for Excused and Unexcused Absences

On June 27, 2012, the State Board of Education adopted definitions for excused and unexcused absences for use by schools and districts in order to implement the statutory policies and procedures concerning truants, and the reporting of truancy. The Connecticut State Department of Education was asked to issue guidance to help districts in implementing the new definitions. Attached is a copy of that guidance.

In addition, these guidelines discuss nationally recognized best practices that are aimed at improving student attendance. Valuable feedback in the creation of this document was received from: Attendance Works – a national leader in school attendance issues; members of Connecticut’s education community; and the Policy Development Committee of the State Board of Education.

We hope that these guidelines serve as a valuable resource to help decrease rates of chronic absenteeism and enhance student outcomes. If you have any questions regarding this guidance or the State Board definitions, please contact Raymond Martin at 860-713-6876 or [raymond.martin@ct.gov](mailto:raymond.martin@ct.gov).

SP:rjm

cc: Charlene Russell-Tucker, Chief Operating Officer  
Ajit Gopalakrishnan, Chief, Bureau of Data Collection, Research and Evaluation

Attachment

# **Connecticut State Department of Education**



## **Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention**

**April 2013**

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## Introduction

On July 8, 2011, Governor Dannel P. Malloy signed into law Public Act 11-136, *An Act Concerning Minor Revisions to the Education Statutes*. Section 18 of that act requires the State Board of Education to define “excused” and “unexcused” absences. On June 27, 2012, the State Board of Education adopted the required definitions (see attachment A). Schools and districts are to use these definitions to judge if a student’s absence is excused, unexcused, or of a disciplinary nature for the purposes of carrying out the provisions of section 10-198a of the Connecticut General Statutes (Policies and procedures concerning truants), and for reporting truancy. This guidance document is designed to assist schools and districts in implementing these new definitions.

According to these definitions, the number of unexcused absences determines if the student is truant or at risk of becoming truant. According to Connecticut General Statutes section 10-198a, a “truant” means a child who has four unexcused absences in a month or 10 unexcused absences in a school year (see attachment B for the statutory language). The statute also prescribes interventions the school must take with the student and the student’s family once the student has qualified as truant and establishes criteria by which a student’s actions or that of the student’s family may lead to a student’s family being classified as a family with service needs under section 46b-149 of the Connecticut General Statutes.

Please note that these definitions do not preclude districts from maintaining different local definitions of these terms for local uses. For example, a district can use its own definition of excused absences for grading purposes or eligibility to participate in extracurricular sports; these areas do not pertain to the truancy law and do not affect the reporting of truants to the state.

## Definition of an Absence

State Board of Education policy states:

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

According to this policy, a student who is not “in attendance” is considered absent. **The State Board definitions of excused and unexcused absences apply only to those absences that meet the standards of the above policy.** For example, the definitions do not apply to tardy students (i.e., those late for school but who would be considered as “in attendance” according to the above policy). Districts may use days tardy for local purposes as necessary.

## The Two-level Approach to Excused Absences

The State Board of Education definitions establish two levels of criteria for an absence to be considered an excused absence (see table below).

Level	Total # of Days Absent*	Acceptable Reasons for a Student Absence to Be Considered Excused	Documentation Required within 10 Days
1	One through nine	Any reason that the student's parent or guardian approves.	Parent or guardian note only.
2	10 and above	<ul style="list-style-type: none"> <li>• Student illness (<i>Note: to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence's length.</i>)</li> <li>• Student's observance of a religious holiday.</li> <li>• Death in the student's family or other emergency beyond the control of the student's family.</li> <li>• Mandated court appearances (additional documentation required).</li> <li>• The lack of transportation that is normally provided by a district other than the one the student attends (parental documentation is not required for this reason).</li> <li>• Extraordinary educational opportunities pre-approved by district administrators. (Opportunities must meet certain criteria. See below for details).</li> </ul>	Parent or guardian note and in some cases additional documentation (see details of specific reason).

\* Note: The total number of days absent includes both excused and unexcused absences.

It is important to note that while the first nine absences in a school year can be deemed excused for any reason the parent or guardian provides, the 10th and each subsequent absence establish a more stringent and specific set of reasons for the absence to qualify as excused. The flow chart (attachment C) offers a visual tool to help determine if an absence is excused or unexcused.

In cases where a student's extended absence crosses levels, the rules should be applied as if there were two separate absences, one under Level 1 and the other under Level 2. For example, if a student is absent for five days on a family vacation and those absences represent numbers seven through 11, absences seven, eight, and nine would fall under Level 1 rules and can be accepted as excused; absences 10 and 11 would fall under Level 2 rules and would not be considered excused.

It is critical for schools to communicate the different levels of criteria to parents and develop feedback methods so parents can track their child's excused and unexcused absences. Schools are strongly encouraged to inform parents when their child has reached his or her sixth and ninth absences and remind them of the stricter rules that apply to absence number 10 and above.

## Documentation

Parent or guardian notes and other documentation are central to determining whether a student’s absence is excused or unexcused. While a note from a parent or guardian will likely be the most common form of documentation, other methods of reporting a student’s absence are acceptable. For example, a parent or guardian can report the student’s absence in person to an authorized school official, such as an attendance clerk. The table below details the different types of acceptable absence documentation and the required elements for each type.

<b>Parent or Guardian Note</b>	<b>In-Person Explanation from Parent or Guardian to an Authorized School Staff Member</b>	<b>School Nurse Evaluation (either in person or telephone consultation)</b>
Dates of absence	Dates of absence	Dates of absence
Reason for absence	Reason for absence parent or guardian reports	Reason for absence
Signature of parent or guardian	Name of parent or guardian reporting the absence	Date and location of the consultation
	Date and location of the report by parent or guardian	Type of the consultation (i.e., did they see the student themselves or speak to a parent about the student)
	Signature of staff member receiving report	Signature of school nurse

School staff must receive or generate documentation for each incidence of absence. An incidence of absence is a set of consecutive school days absent. If a student is out three consecutive days, that is one incidence of absence; therefore, only one note is needed. If the student is out three days but attended school one day between day two and three, the student has two incidences of absence and needs two notes. Schools should accept notes covering a series of absences only if the absences share a common cause.

Certain types of absences in Level 2 require additional documentation or verification. Absences due to student illnesses and mandated court appearances require this additional information once the student has accrued more than nine absences (entered Level 2). For students in Level 1, these additional requirements do not apply. For absences due to student illness, Level 2 students must either provide a signed note from a medical professional who has evaluated the student confirming the absence and giving an expected return date or have his or her school nurse verify the student’s absence with the medical professional treating the student. The medical professional who is treating the student can be the school nurse at the student’s school.

Mandated court appearances also require additional documentation. Students missing school to make mandated court appearances must provide documentation such as:

- a police summons
- a subpoena
- a notice to appear
- a signed note from a court official

### **Alternative Documentation Methods**

While notes will be the most prominent method of reporting and confirming student absences, technology may make other approaches possible. Online systems may allow for parent access to an absence application, or districts may develop systems to allow school staff, including school nurses, to report information on student absences. Such systems would have to collect all of the information that would be required in a note, but replace the signature with a personal identification number (PIN) or password. Any systems of this sort would need to have a high level of security and strictly controlled access.

Technologies, such as video chat, that allow school officials to have a remote conversation with the parent can be used in lieu of an in-person conversation, provided that the systems allow for two-way visual and audio interaction. Such conversations would be documented as in-person conversation.

Current e-mail and text messaging technology do not meet the level of security and controlled access necessary to be used to in this manner, so an e-mail or text message would not qualify. Under certain circumstances, e-mail could be an acceptable method for a parent to deliver a scanned image of a note.

### **Accommodations for Parents**

With Connecticut's diverse student population, most if not all schools will likely encounter a student whose parent or guardian is not proficient in writing in English. These parents may or may not be proficient in writing in another language. Schools should make efforts to help these parents report their child's absences. For parents who are proficient in a language other than English, schools should accept absence notes in the parents' proficient language. For parents who are not proficient in writing in any language, schools should verbally inform them of the attendance requirements and that they may report a student's absence in person at the school.

### **Families without Health Insurance**

Families who lack health insurance and/or those with limited means may find it challenging to meet the Level 2 requirement to obtain a note from a licensed medical professional for absences due to illness. In these cases, school nurses can evaluate the ill student, either in person or over the telephone, and, where appropriate, provide the required documentation for an excused absence.

School nurses can further assist schools and families by:

- assisting parents with accessing publicly supported health insurance for those children who are uninsured;

- gaining permission from parents to communicate with health care providers regarding students' health status; and
- providing schools with a perspective that validates why students with confirmed diagnoses may be frequently absent from school due to illnesses or for therapies essential to maintaining their health.

### **Exceptions to the Documentation Requirement**

Two types of absences do not require documentation.

1. Absences that result from a student not receiving transportation from one school district to attend school in another district must be deemed as an excused absence. For example:
  - One district provides transportation for students of its town or region to attend schools run by another district, *and* the district providing the transportation shuts down due to inclement weather or other emergency, but the district that the student attends stays open.

In this situation, the student would be absent but would not need a parental note to that effect; such absence would be deemed excused.

2. The second type of absence that would not require documentation would be absences that are the result of disciplinary actions taken by the district. These disciplinary absences are neither excused nor unexcused.

### **Best Practices in Documentation of Absences**

Districts can take some of the following steps to improve overall attendance and compliance to attendance policies:

1. Leveraging school nurses: School nurses can be a great resource in dealing with medical related absences. Using their expertise can especially benefit those students who have limited access to medical professionals.
2. Auditing notes: Schools may choose to include in their attendance policies a provision for verification of documentation. By auditing even a small percentage of notes, the school will reduce the likelihood of receiving questionable notes.
3. Posting policies and sample notes in multiple languages: Though many districts send attendance policies home to students, it is suggested that districts also post them in the school and on their Web site. Including sample notes of what is an acceptable note and what is an unacceptable note may also be valuable as it helps parents understand what needs to be in a parent note.
4. Working with parents: There will be times that schools need to work with parents to receive the required documentation in the acceptable timeframe. For example, the school may receive a parent note within the 10-school-day period, but the note is missing a required element, or a parent may experience difficulty procuring a doctor's note. In these cases, schools should work

with the parents to get the required documentation. These efforts can include an extension of the 10-day requirement, but only for absences in which some documentation was received within the 10 days. Such extensions cannot exceed an additional five days.

## **Emergencies**

One of the acceptable reasons for a Level 2 student to be absent is a death in the family or other emergency beyond the control of the family. For the purposes of the definition of excused absences, emergencies are generally significant events that are outside of the control of the student's family. They are normally short absences consisting of a few days at most.

Examples of emergencies include:

- family member who is very ill and close to dying;
- student's home is lost to fire or eviction;
- family's home being quarantined;
- natural disaster;
- a student who is a parent and whose child needs to go to the hospital; or
- a family member's military deployment or return from deployment.

Some unexpected absences will not qualify as an emergency. These include:

- staying home to meet the plumber or other tradesman;
- routine childcare of a younger child by the student; or
- opportunity to work an extra shift at afterschool job.

Extended absences would be considered an emergency only under extreme circumstances. For example, if an order of the community health department quarantined a family's home for an extended period, such quarantine would be an extended emergency.

Absences due to family emergencies do not require additional documentation. A parental note explaining the emergency received within 10 school days is sufficient, but it is essential that the note explain the emergency so school staff can evaluate if the situation was indeed an emergency.

## **Extraordinary Educational Opportunities**

From time to time, students encounter an exceptional opportunity for an experience of an educational nature. While these events may not be part of their schoolwork, they provide an excellent chance to further their education. Under certain circumstances, the days devoted to these opportunities can count as excused absences for Level 2 students.

To qualify as an extraordinary educational opportunity, it must meet the following criteria:

- a) The opportunity must be educational in nature. It must have a learning objective related to the student's course work or plan of study. Not all memorable and/or life experiences would be considered educational and, therefore, would not be available for this exemption.
- b) It must be an opportunity not ordinarily available to the student.
- c) It must be grade and developmentally appropriate.
- d) The content of the experience must be highly relevant to the student. While some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students. For example, a trumpet lesson from jazz great Wynton Marsalis would be very relevant to students who play trumpet, but not to others who do not play trumpet.

Note: Criteria c) and d) above may mean that an exceptional educational opportunity exemption may be approved for one family member but not another attending the same event/opportunity.

Some examples of extraordinary educational opportunities include:

- the opportunity to meet the president of the United States or a foreign head of state; or
- a behind the scenes tour of the Kennedy Space Center.

Some examples of activities that do not qualify as extraordinary educational opportunities include:

- family vacations; or
- going to a concert of a favorite pop star.

### **Best Practices for Extraordinary Educational Opportunities**

It is important that the school, the student, and the student's family all have a common understanding of the opportunity that is being requested and approved. To that end, the Department suggests that schools include the following elements in their plans and procedures for approving extraordinary educational opportunities:

- a) Requests: All requests for approval of exceptional educational opportunities should be submitted in writing, bear the signature of the student and his or her parent or guardian, outline the learning objective of the opportunity, and detail how the objective is linked to the student's coursework or plan of study, include additional documentation (where available), and be submitted prior to the opportunity.
- b) Approvals: All approvals for opportunities should:
  - be in written form;
  - detail any requirements placed upon the student as a condition of approval;

- include the specific days approved for the opportunities;\* and
  - include in the approval the caveat that the administration may withdraw its approval if the opportunity is canceled or the student fails to meet the mutually agreed on requirements of the approval.
- c) Requirement to share: Schools should expect students to share their experience with other students and/or staff when they return. This will benefit the larger school community.
- d) Approval not assured: Schools should inform parents that approvals are awarded on a case-by-case basis, are based on a number of factors, and that opportunities approved for one student may not be approved for another.

## Attendance and Absences: Prevention and Intervention Activities

A growing body of research illustrates that missing an excessive number of school days, regardless of reason, can place a child at risk of falling behind his or her peers academically. Additionally, some students may exhibit patterns of absence that foretell future attendance and academic problems. A report by John Hopkins University (Balfanz and Byrnes, 2012) highlights the association of chronic absenteeism (i.e., missing 10 percent or greater of the total number of days enrolled in the school year for any reason) to student academic achievement and high school graduation.

Chronic absenteeism is also emerging as an early indicator of future academic difficulty. Children who are chronically absent in both kindergarten and first grade are much less likely to read proficiently by the end of third grade (Attendance Works, 2011). If chronic early absence is not addressed at the elementary level, then it may worsen in the higher grades (Chang and Romero, 2008). By sixth grade, chronic absence is a key early indicator of dropout from high school (Baltimore Education Research Consortium, 2011). By ninth grade, attendance may be a better indicator of dropout than eighth-grade test scores (Allensworth and Easton, 2007).

To reduce the number of students qualifying as chronically absent, the definition of excused absences is much stricter after a student's ninth absence (the halfway point to the chronic absenteeism standard). It is, therefore, extremely important that schools monitor absences closely, especially after a student has missed nine days.

To help Connecticut school districts develop policies, procedures, and programs that improve student attendance and address the newly revised definitions of excused and unexcused absences, the following recommendations and guidance are offered.

Schools should consider developing proactive community collaborations to assist in addressing a student's personal or family issues that may be affecting his or her ability to attend school consistently. Effective prevention activities will not only consider the obstacles that the students themselves face but

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\* For approved opportunities that occur during longer absences (e.g., during a vacation), limit the number of days that are considered excused to reasonable travel time to and from the opportunity and the days of the opportunity.

will consider the needs of the families and act as a conduit for information, referral and guidance in obtaining community-based services to address these concerns. As with existing academic and social-emotional supports, schools should structure their attendance policies and programs around Scientific Research Based Interventions (SRBI). Within this framework, schools will develop clear and comprehensive universal programming that includes consistent encouragement for attendance; uniform understanding among students, staff and parents of the requirements for excused absences; the potential of consequences for unexcused absence; and the possibility that a student may be required to receive remedial assistance even when all absences are excused but potentially have negatively impacted their education. Schools should incorporate clear messaging present throughout the campus that normalizes regular attendance and informs students of resources available to them if they are experiencing attendance problems. These Tier I efforts will contribute to establishing the norms, expectations and initial supports to assist students in attending regularly.

Even with well-established Tier I interventions, some students may be absent so frequently that it begins to affect their participation and success in school. Most of these students will benefit from and positively respond to Tier II interventions, while a few may continue to have attendance problems and require more intense and individualized intervention at the Tier III level. Developing effective, coordinated, and comprehensive programs addressing the needs of students will require districts to develop community school structures and increase communication with local service agencies. The following suggestions will assist in identifying those students requiring more intensive levels of support and some of the resources available to schools in developing their supports and interventions. Along with the other supports provided to students through tiered interventions, each individual receiving Tier II or Tier III interventions should have explicit goals, objectives, and outcomes included in his or her student success plan. Students identified as having special education needs can receive at any time tiered interventions in addition to the supports delineated in their individualized education program.

### **Tier I Universal**

- All students, staff, administrators, and parents know and understand the requirements for attendance as described in sections 10-184 (Duties of parents. School attendance age requirements), 10-186 (Duties of local and regional boards of education re school attendance), 10-198a (Policies and procedures concerning truants), and 10-200 (Habitual truants) of the Connecticut General Statutes and the districts' own policies addressing attendance — this should be sent out to families at the beginning of each school year, asking that the student and parent both sign and return an acknowledgment of the requirements.
- Notices to families are in plain language and avoid jargon that may not be clear to the reader.
- Alternative language materials are available for families whose primary language in the home is not English.
- Staff is aware of the academic and behavioral supports available through district resources and the local community to assist students who may be lagging behind their peers due to attendance-related issues.

- The school environment, staff and larger community clearly communicate expectations around attendance, along with the anticipated benefits of full participation and the potential consequences for truancy and tardiness.

### **Tier II Targeted**

- The school counselor, social worker or teacher should visit the home and the parents of students who initially attended and are still enrolled but are no longer attending.
- Schools should evaluate students exhibiting early indications of attendance problems for possible placement in special education or for the development of a 504 plan when classroom learning difficulties are present.
- Schools should schedule for students with chronic tardiness or three to six unexcused absences a review through their Student Assistance Team (or similar model), which will then generate a plan to address the student's needs.
- Schools shall schedule meetings with parents and the student within 10 days of the student's fourth unexcused absence in a month or 10th unexcused absence in the school year.
- Students who have more than four unexcused absences in a month or 10 unexcused absences in the academic year shall be referred to a community agency capable of supporting, through case management activities, any student-based needs that may be affecting the student's attendance, in addition to school-based supports.

### **Strategies and programs to consider for Tier II supports:**

- Attendance groups that identify obstacles to attendance and possible solutions.
- Caregiver workshops to assist parents with strategies to guide their students in academic achievement.
- Flexible class scheduling.
- Tutoring focused on the student's specific academic needs.
- Extended-day programs that might provide flexible scheduling more accessible to the student.
- Individualized student assignments.
- A change of instructors.
- Attendance reward systems.
- Vocational placement or worksite enrichment as a school alternative to regular classroom instruction.
- School-based counseling specifically targeting the student's social, emotional, developmental and academic needs.
- Homework support.
- Online learning opportunities.
- Schools with coordinated school health plans should direct the activities of these programs to those students exhibiting any variety of risk factors, including absenteeism.

### **Tier III Intensive**

- Students who have more than six unexcused absences should be referred to a community agency capable of supporting, through case management activities, any family needs that may be affecting the student's attendance, in addition to school-based supports.

- Schools should generate a family with service needs (FWSN) petition for students with four or more unexcused absences in a month and 10 or more unexcused absences in the school year, after having referred the student to supportive programs in the community addressing truancy, e.g., through the local Youth Service Bureau.
- Students continuing to experience attendance problems despite earlier intervention and supports should be provided Tier III intervention as early as possible.
- Parents should be informed that the student is receiving additional (Tier III) supports to improve attendance, and that the problems associated with poor attendance may affect the student's achievement for that school year.

Strategies and programs to consider for Tier III supports:

- Check-in/check-out programs, e.g., Check and Connect or Behavior Education Program (BEP).
- Assigning a mentor from within the school community.
- Establishing a mentor for the student from within the business community.
- Cognitive-based therapies, such as relaxation techniques, and problem solving strategies.
- Cognitive-behavioral therapy (CBT).
- Individualized caregiver training.
- Community-based court approach, e.g., juvenile review boards.
- Mediation (when relationships or conflicts are contributing to the student's attendance problems).
- Frequent, scheduled home visits.
- Online credit recovery programs.
- A staged approach wherein increasingly intensive interventions, supports and consequences are thoughtfully developed and administered progressively — this intervention works especially well when included with a reward system that acknowledges the student for his or her efforts.
- A multifaceted approach that integrates community and school-based intervention, counseling, support and direction.
- Transfer to an alternative education setting (see forthcoming guidance from the State Department of Education concerning the development and administration of alternative education settings).
- Collaboration with the judicial branch i.e., through probationary supports when the courts have accepted an FWSN petition.

## Resources

1. *Mandatory Student Withdrawal Age from School*, Series 2011-12 Circular Letter C-5  
<http://www.sde.ct.gov/sde/lib/sde/pdf/circ/circ11-12/c5.pdf>
2. *Guidance and Update on the Implementation of Scientific Research-Based Interventions (SRBI) in Connecticut Public Schools*, Series 2010-11 Circular Letter C-2 – Revised  
<http://www.sde.ct.gov/sde/lib/sde/pdf/circ/circ10-11/c2.pdf>
3. *Utilizing Local Support Resources Prior to Referral of Students for Family With Service Needs* Series 2009-10 Circular Letter C-2  
<http://www.sde.ct.gov/sde/lib/sde/pdf/circ/circ09-10/c2.pdf>

4. *Position Statement on Creating a Healthy Learning Environment that is Physically, Emotionally and Intellectually Safe*  
[http://www.sde.ct.gov/sde/LIB/sde/pdf/board/Creating\\_Learning\\_Environment.pdf](http://www.sde.ct.gov/sde/LIB/sde/pdf/board/Creating_Learning_Environment.pdf)
5. *Position Statement on Principles Underlying Education, Prekindergarten Through Grade 12*  
[http://www.sde.ct.gov/sde/LIB/sde/pdf/board/ed\\_principles.pdf](http://www.sde.ct.gov/sde/LIB/sde/pdf/board/ed_principles.pdf)
6. *Position Statement on School-Family-Community Partnerships for Student Success*  
<http://www.sde.ct.gov/sde/LIB/sde/pdf/board/SFCP.pdf>
7. *Policy Guidance for School-Family-Community Partnerships for Student Success*  
<http://www.sde.ct.gov/sde/LIB/sde/pdf/board/SFCPPolicyGuidance.pdf>
8. *Position Statement on Student Support Services*  
<http://www.sde.ct.gov/sde/LIB/sde/pdf/board/stusuptserv.pdf>
9. *Position Statement on a Coordinated Approach to School Health*  
[http://www.sde.ct.gov/sde/LIB/sde/pdf/board/csh\\_position\\_statement.pdf](http://www.sde.ct.gov/sde/LIB/sde/pdf/board/csh_position_statement.pdf)

## Acknowledgment

The Connecticut State Department of Education would like to thank the staff of Attendance Works for helping to review this guidance and for sharing expertise in this important area. A wide variety of resources on attendance and chronic absenteeism can be accessed at <http://www.attendanceworks.org/>.

## Attachment A: State Board of Education Definitions

### Connecticut State Board of Education Definitions of Excused and Unexcused Absences Adopted June 27, 2012

The following definitions are for use by Connecticut school districts and schools for the purpose of carrying out the provisions of section 10-198a of the Connecticut General Statutes (Policies and procedures concerning truants), and for the purpose of reporting truancy, pursuant to subsection (c) of Section 10-220 of the Connecticut General Statutes. The use of these definitions for state purposes does not preclude districts from using separate definitions of excused and unexcused absences for their internal uses (including decisions on promotion/retention, grading and disciplinary action).

#### Excused Absences

A student's absence\* from school shall be considered excused if written documentation† of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation; and
- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
  1. student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
  2. student's observance of a religious holiday;
  3. death in the student's family or other emergency beyond the control of the student's family;
  4. mandated court appearances (additional documentation required);
  5. the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
  6. extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

#### Unexcused Absences

A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

- A. the absence meets the definition for an excused absence (including documentation requirements); or
- B. the absence meets the definition of a disciplinary absence.

#### Disciplinary Absences

Absences that are the result of school or district disciplinary action are excluded from these definitions.

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\* The Connecticut State Board of Education policy states that "A student is considered to be 'in attendance' if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent." A student not meeting the definition of 'in attendance' is considered absent.

† Such documentation should include a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism. For example, if a student is out sick two consecutive days, that student must submit the appropriate documentation covering both sick days. If a student is out sick two nonconsecutive days, that student must submit the appropriate documentation following each absence. Schools should take steps to allow non-English-speaking parents/guardians to submit documentation in their native language.

## Attachment B: Connecticut General Statutes Section 10-198a

**Section 10-198a Policies and procedures concerning truants.** (a) For purposes of this section, "truant" means a child age five to eighteen, inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month or ten unexcused absences from school in any school year.

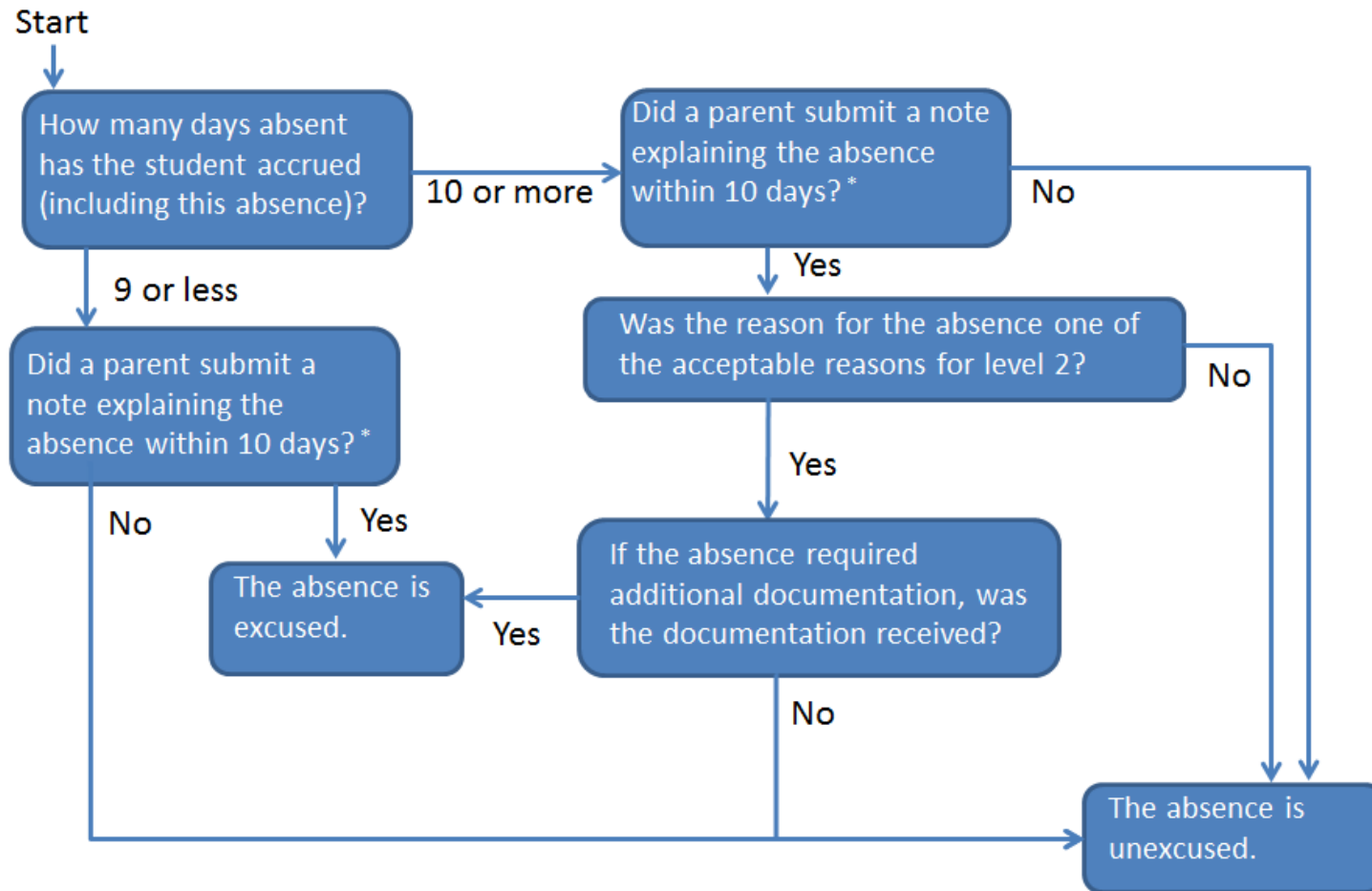
(b) Each local and regional board of education shall adopt and implement policies and procedures concerning truants who are enrolled in schools under the jurisdiction of such board of education. Such policies and procedures shall include, but need not be limited to, the following: (1) The holding of a meeting with the parent of each child who is a truant, or other person having control of such child, and appropriate school personnel to review and evaluate the reasons for the child being a truant, provided such meeting shall be held not later than ten school days after the child's fourth unexcused absence in a month or tenth unexcused absence in a school year, (2) coordinating services with and referrals of children to community agencies providing child and family services, (3) annually at the beginning of the school year and upon any enrollment during the school year, notifying the parent or other person having control of each child enrolled in a grade from kindergarten to eight, inclusive, in the public schools in writing of the obligations of the parent or such other person pursuant to section 10-184, (4) annually at the beginning of the school year and upon any enrollment during the school year, obtaining from the parent or other person having control of each child in a grade from kindergarten to eight, inclusive, a telephone number or other means of contacting such parent or such other person during the school day, and (5) a system of monitoring individual unexcused absences of children in grades kindergarten to eight, inclusive, which shall provide that whenever a child enrolled in school in any such grade fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person having control of the child is aware of the pupil's absence, a reasonable effort to notify, by telephone and by mail, the parent or such other person shall be made by school personnel or volunteers under the direction of school personnel. Such mailed notice shall include a warning that two unexcused absences from school in a month or five unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. Any person who, in good faith, gives or fails to give notice pursuant to subdivision (5) of this subsection shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice.

(c) If the parent or other person having control of a child who is a truant fails to attend the meeting held pursuant to subdivision (1) of subsection (b) of this section or if such parent or other person otherwise fails to cooperate with the school in attempting to solve the truancy problem, such policies and procedures shall require the superintendent of schools to file, not later than fifteen calendar days after such failure to attend such meeting or such failure to cooperate with the school attempting to solve the truancy problem, for each such truant enrolled in the schools under his jurisdiction a written complaint with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

(d) Nothing in subsections (a) to (c), inclusive, of this section shall preclude a local or regional board of education from adopting policies and procedures pursuant to this section which exceed the requirements of said subsections.

(e) The provisions of this section shall not apply to any child receiving equivalent instruction pursuant to section 10-184.

**Attachment C: Is the Absence Excused or Unexcused? (Decision Flow Chart)**



Note: Absences due to a second district not providing transportation do not require documentation and are considered excused. Absences due to disciplinary actions taken by the district do not require documentation and are considered neither excused nor unexcused. They are considered disciplinary absences

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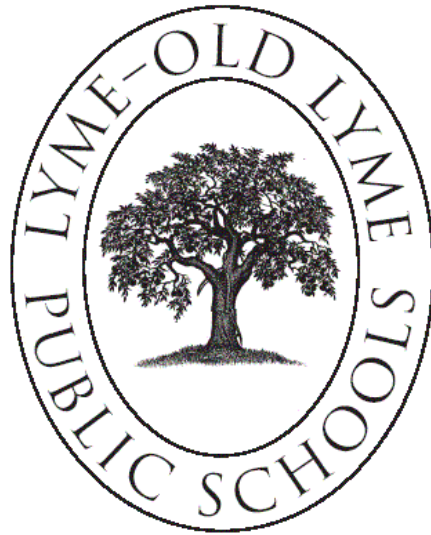
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*Lyme- Old Lyme High School*

2012 - 2013



*Parent-Student Handbook*

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## **WELCOME**

Welcome to the 2012-2013 school year at Lyme/Old Lyme High School. The goal of our school is to offer students a first class education and our expectation is that students will seize the opportunities provided and find success in their curricular and extra-curricular endeavors. Students, families, faculty, administration and staff will work in partnership to achieve these goals.

Students come to school prepared to learn, communicate your needs and aspirations to your teachers and participate fully in everything you study and do and you will find a greater joy in your successes. Remember, this is your school. You should work to make it an institution of which you are proud.

Parents and families, we encourage you to become involved in your son's/daughter's school life. We invite you to attend events, become involved in the parent organization and volunteer groups and contact us when you are looking for information, have concerns or have ideas for us.

We ask that parents and students familiarize themselves with this handbook. It is a guide to help you navigate through the school year.

We wish you a successful and fun-filled year and look forward to helping you achieve your goals.

James Wygonik  
Principal

Michelle Dean  
Assistant Principal

## **MISSION STATEMENT**

Lyme-Old Lyme High School is a community of learners committed, with pride and purpose, to developing skilled problem solvers, effective communicators, and contributing citizens.

## **ACCREDITATION STATEMENT**

Lyme-Old Lyme High School is accredited by the New England Association of Schools and Colleges, Inc., a nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

## CORE BELIEFS

The Lyme-Old Lyme High School learning community is committed to the **BELIEFS** that students' learning potential is maximized when:

- Culture**
  - a safe and embracing environment is created and maintained for all and by all.
  - collaboration among members of the learning community consistently occurs.
  - individual and collective successes are celebrated and promoted.
  - caring relationship between students and faculty are nurtured and encouraged.
- Curriculum**
  - 21<sup>st</sup> century skills are developed and applied through authentic problem solving, effective communication, and creativity and innovation.
  - inquiry and performance-based learning opportunities are regularly offered.
  - learning objectives and essential questions are clearly articulated and linked to daily lessons.
- Instruction**
  - high standards and expectations are communicated and reinforced.
  - instruction is differentiated to meet the learning styles and needs of all students.
  - activities are engaging, interesting, and student-centered.
  - formative assessments are used to measure understanding before new material is introduced.

## CORE VALUES

As a collective learning community, we **VALUE** opportunities to strengthen and develop:

### **Accountability**

*by taking ownership, demonstrating responsibility, and fulfilling the expectation of one's role and actions.*

**Integrity**  
*by adhering to strict moral principles governed by honesty, pride, and responsibility.*

**Respect**  
*by expressing worth or honor towards a person, property, or circumstance that is guaranteed for all and by all.*

**Rigor**  
*by establishing exceptional academic expectations for content mastery, applied skills, and critical thinking of the disciplines being taught.*

## COMPLIANCE NOTICE

The *Regional School District 18 Board of Education* prohibits harassment and discrimination in educational programs, services, or employment on the basis of race, color, religion, ancestry, age, marital status, military or veteran status, national origin, sex, gender identity or expression, sexual orientation, or past or present physical or mental disability in accordance with Titles VI, and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1991, the ADA Amendments Act of 2008, and appropriate state laws.

## EMERGENCY CLOSING OF SCHOOL

### Closings

In the event of an unplanned school delay, early dismissal or school closing, you will receive notification via our **CONNECT ED system**. An automated call and email will apprise you of any changes in the usual openings or dismissals as well as any circumstances relating to your child's school routine. We will be using phone numbers and email addresses provided on our Student Information Sheet.

Emergency school closings and delayed openings will be announced on the following TV and radio stations:

WTNH	Channel 8	New Haven
WVIT	Channel 30	Hartford
WTIC	Channel 3/1080 AM	Hartford
WLIS	1420 AM	Old Saybrook
WNLC	1510 AM	New London
WTYD	100.9 FM	New London
WSUB	105.5 FM	New London

Information regarding school closings or delays can also be found on the school website:  
<http://www.region18.org/lolhs>

## SCHOOL TELEPHONE NUMBERS AND EMAIL ADDRESSES

### Administration:

Telephone # 434-1651  
Fax # 434-8234  
[jwygonik@region18.org](mailto:jwygonik@region18.org)  
[mdean@region18.org](mailto:mdean@region18.org)

### School Counseling Office

Telephone # 434-2255  
Fax # 434-4455  
[kcote@region18.org](mailto:kcote@region18.org)  
[crodriguez@region18.org](mailto:crodriguez@region18.org)  
[jwilliams@region18.org](mailto:jwilliams@region18.org)

Attendance Hotline 434-4444 ext 1098

Bully & Harassment Hotline for Anonymous Reporting: 434-4422

**BELL SCHEDULES**

**REGULAR BELL SCHEDULE**

4-Day Rotation/Drop 2 Periods					
Day		A	B	C	D
Session					
1	7:45-8:43	Period 1	3	5	7
2	8:47-9:45	Period 2	4	6	8
Homeroom 9:49-9:54		Period H	H	H	H
3	9:58-10:56	Period 3	5	3	5
4	10:56-11:18 Lunch; 11:22-12:20 Class 11:00-11:58 Class; 11:58-12:20 Lunch	Period 4	6	4	6
5	12:24-1:22	Period 7	1	7	1
6	1:26-2:24	Period 8	2	8	2

**HALF-DAY BELL SCHEDULE  
(NO LUNCH)**

4-Day Rotation/Drop 2 Periods					
Day		A	B	C	D
Session					
1	7:45-8:17	Period 1	3	5	7
2	8:21-8:53	Period 2	4	6	8
Homeroom 8:57-9:02		Period H	H	H	H
3	9:06-9:38	Period 3	5	3	5
4	9:42-10:14	Period 4	6	4	6
5	10:18-10:49	Period 7	1	7	1
6	10:53-11:24	Period 8	2	8	2

**2-HOUR DELAY BELL SCHEDULE**

4-Day Rotation/Drop 2 Periods					
Day		A	B	C	D
Session					
1	9:45-10:23	Period 1	3	5	7
2	10:27-11:05	Period 2	4	6	8
Homeroom 11:09-11:14		Period H	H	H	H
4	11:14-11:36 Lunch; 11:40-12:18 Class 11:18-11:56 Class; 11:56-12:18 Lunch	Period 4	6	4	6
3	12:22-1:00	Period 3	5	3	5
5	1:04-1:42	Period 7	1	7	1
6	1:46-2:24	Period 8	2	8	2

**REGIONAL SCHOOL DISTRICT EIGHTEEN ADMINISTRATION**

Mr. Ian Neviaswer	Superintendent of Schools
Dr. Elizabeth Borden	Curriculum Director
Mr. John Rhodes	Facilities Director
Mr. Robert Roach	Athletic Director
Mrs. Nancy Johnston	Director of Pupil/Person Services
Ms. Marilyn Warren	Business Manager

**LOLHS ADMINISTRATION**

James Wygonik	Principal
Michelle Dean	Assistant Principal

**LOLHS FACULTY**

<p><b>Art</b> Allik, William, Dept. Chair Raiti, Adam</p> <p><b>Business, Computer, Technology Ed.</b> Hedwall, Joanne, Dept. Chair Derry, William Goss, Jonathan Traver, Leslie</p> <p><b>Counseling and Guidance</b> Cote, Kathleen, Dept. Chair Kania, Marci (School Psychologist) Rodriguez, Colleen Williams, Joanna</p> <p><b>English</b> Duhamel, Karen, Dept. Chair Buckley, Michelle Burke, Jennifer Payzant, Courtney Ressler, Jill</p> <p><b>Foreign Language</b> Manfredi, Jeanne, Dept. Chair Estabrooks, Marlene LeMarie, Colette McGannon, John Wang, John</p> <p><b>Math</b> O’Leary, Barbara, Dept. Chair Kaczor, Kirk Leen, Barbara Matis, Elizabeth Zubek, Louis</p>	<p><b>Media Center</b> Conte, Debra</p> <p><b>Music</b> Wilson, Jay, Dept. Chair Pekar, Kristine</p> <p><b>Physical Education</b> Schreindorfer, MaryBeth Rayder, William</p> <p><b>Science</b> Kelley, Dawn, Dept. Chair Fried, Heather Elliott, Glenn Kingston, Katia Robinson, Gregory Walter, Lucy</p> <p><b>Special Education</b> Honer, Allan, Dept. Chair Dauphinais, Michael (Spch.Lang Pathology) Macione, Emily O’Connor, Leslie Viscio, Adrienne</p> <p><b>Social Studies</b> Eckhart, Brett, Dept. Chair D’Aquila, Aron Dombrowski, Michael Kelly, Emily Troost, Lucy</p>
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**STAFF CONTINUED**

**AIDES**

Bolton, Jo	Computer Lab
DeMarco, Carol	Library/Media
Dolishny, Lori	Instructional Assistant
Evans, Susan	Instructional Assistant
Gadbois, Allan	Instructional Assistant
Irwin, Susan	Instructional Assistant
Isaac, Denise	In-School Suspension Monitor
Jamerson, Ed	Instructional Assistant
McCullough, Sue	Instructional Assistant
Potter, Gail	Instructional Assistant
Sturgess, Alicia	Instructional Assistant
Taptick, Patricia	Receptionist
Watrous, Elizabeth	Instructional Assistant
TBA	Instructional Assistant

**SECRETARIES**

Colonna, Dawn	Principal
Bugbee, Patricia	Assistant Principal
Houde, Glynis	School Counseling

**HEALTH**

Bartus, Kathy	School Nurse
Maus, Ellen	Nurse Coordinator/School Nurse
Dr. Anthony Corrao	Dental Advisor
Dr. Vijay Sikand	School Physician

**CUSTODIANS**

Colon, Felix	Day Shift
Atkins, Brendan	Night Shift
Lavoie, Stephen	Night Shift
Muniz, Jose	Night Shift
Rivera-Olan, Jonathan	Night Shift

**CAFETERIA**

Bannister, Tina	Chartwells Food Service Director
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**CAMPUS SECURITY**

Elphick, Robert	Security Guard
Nutt, Dan	Security Guard

**TECNOLOGY SUPPORT**

Noyes, Tammy	District Technology Specialist
Liefield, Andrew	District Computer Technician
DiMella, Catherine	High School Tech Facilitator

**SCHOOL TELEPHONE NUMBERS**

Administration	434-1651	Title IX, Title VI: (Equity Officers)	434-0487
Office Fax	434-8234	Nancy Johnston, Barbara Fitzpatrick	
School Counseling	434-2255	M & J Bus Company	434-1052
Counseling Fax	434-4455		
Athletic Director	434-1651	District Web Page: <a href="http://www.region18.org">http://www.region18.org</a>	
Department Chairs	434-1651	School Web Page: <a href="http://www.region18.org/lolhs">http://www.region18.org/lolhs</a>	
Attendance Hotline	434-4444 ext. 1098		

## SCHOOL COUNSELING/SPECIAL SERVICES

Position	Counseling Staff	Caseloads
Counselor	Mrs. Kathleen Cote	All Grades: A – C
Counselor	Ms. Joanna Williams	All Grades: D – Mi
Counselor	Mrs. Colleen Rodriguez	All Grades: Mo – Z
School Psychologist	Mrs. Marci Kania	

## SCHOOL COUNSELING OFFICE SERVICES

The School Counseling program at the high school consists of a set of services not otherwise provided for in the high school program.

A feature of the program is a counseling system which includes professional school counselors and faculty advisors so that the student has more than one person to whom he/she can go for assistance regarding his/her school-career program.

The counselor not only confers with students individually but also in group/classroom settings. School Counseling is not planned to tell a student what to do. Instead, it involves a cooperative relationship aimed at helping the student with his/her decision.

The school counselors hold several evening parent nights to orientate parents to the high school program and to assist with college planning. Parents are urged to attend these informative sessions.

### Evening Parent Programs - All meetings begin at 6:30 PM

Freshman Parent Night	September 11,2012
Senior Parent Night	September 25, 2012
Sophomore Parent Night	October 11, 2012
Future Planning Seminar for Parents	TBA
Financial Aid Night for Senior Parents	TBA
Junior Parent Night	January 10, 2013
8 <sup>th</sup> Grade Parent Night	February 21, 2013

## STUDENT/COUNSELOR CONTACTS

Each counselor has an overall schedule for contacting individuals, groups, and classes. However, students are encouraged to take full advantage of the school counseling services and should feel free to contact their counselor for assistance at any time.

Students can do this by making an appointment with their school counselor through the School Counseling Secretary, Mrs. Houde, who will give you a pass for the scheduled day and time of the appointment.

## HOOMROOM ADVISORY PROGRAM

The implementation of an Advisory program helps the school in addressing the individual concerns of all students. Each faculty member who has a homeroom will be considered a homeroom advisor. Ninth graders will be assigned a faculty advisor and will remain with him/her their entire high school career.

The emphasis of the Advisory program acknowledges our students' needs for care and support as they attempt to meet the high expectations that we have set for the graduates of Lyme-Old Lyme High School. The time set aside for this program provides both staff and student with ongoing opportunities to participate and plan a program that facilitates our mission of creating a community of learners committed, with pride and purpose, to developing skilled problem solvers, effective communicators, and contributing citizens.

Three functions of the Advisory program are:

1. Positively impact the social and academic development of our students
2. Assist the school counselors with the distribution and collection of school communications
3. Inform advisees about academic programs, special events, student activities, and sports throughout the school calendar

### **STUDENT RECORDS POLICY**

Pupil records, commonly called cumulative records, shall be maintained for the purpose of providing continuing and cumulative information about each student. Such information is collected only for legitimate educational purposes, such as providing a record of educational progress, planning for future instructional programs and guidance in making future educational and employment plans.

Pupil records are the confidential property of the school and are available only to the pupil, his parents or legal guardian, and those school personnel who have a legitimate educational interest in the pupil. These records will be shared with other agencies or professional persons only with written permission of the pupil (if of age) or his parents or legal guardian, or where courts or other agencies with subpoena power make appropriate demand for them. Sec. 438 (A) (1) of the Federal Regulations states forty-five (45) days as a maximum period of time for the school to grant access to records.

Student and/or parents wishing to review cumulative records should contact the guidance counselor for an appointment.

### **MINIMUM REQUIREMENTS FOR GRADE CLASSIFICATION**

To be promoted to grade 10 in Regional District #18, a student must have successfully completed a minimum of five course credits. To be promoted to grade 11, a student must have successfully completed a minimum of eleven course credits, including English 9. To be promoted to grade 12, a student must have successfully completed a minimum of seventeen course credits including English 9 and 10.

These requirements shall not be construed to preclude a student from participation in the two-in-one program, the early graduation program, the A.F.S. student exchange program, or a duly authorized special education program (I.E.P.).

#### **TESTS**

#### **TESTING DATES**

<b>CAPT Testing Window</b>	March 4 – March 8, 2013
<b>Advanced Placement testing</b>	May 2013
<b>PSAT</b>	October 17, 2012
<b>PLAN</b>	October 24, 2012
<b>SAT I/II – (Saturdays)</b>	Contact School Counseling office or visit the School Counseling link on our website
<b>ACT – (Saturdays)</b>	
<b>SCHOOL CODE FOR C.E.E.B.</b>	

### **AWARDING OF DIPLOMAS**

Only students who have met all academic requirements for graduation are eligible to participate in the graduation ceremony under the Board of Education policy in Regional School District 18.

The graduation ceremony and graduation-related activities are managed by the Faculty Graduation Committee and its sub-committees, which include senior trip, senior banquet, graduation speeches, music, awards, scholarships, and format, etc. The senior class advisor serves on the graduation committee as the liaison with the senior class and its officers.

## REPORT CARDS/PROGRESS REPORTS

The school year is divided into four quarters. A report card is sent home at the end of each quarter.

<i>PROGRESS REPORTS</i>	<i>END OF MARKING PERIOD</i>	<i>REPORT CARDS</i>
October 1, 2012	November 2, 2012	November 12, 2012
December 11, 2012	January 25, 2013	February 4, 2013
March 1, 2013	April 5, 2013	April 16, 2013
May 13, 2013	June 13, 2013	June 18, 2013
Mid-term Exams - January 18 – January 24, 2013		
Final exams – June 7 - 13, 2013		

**Tentative Graduation is June 13, 2013**

**\*\*\*\*Dates above may change as a result of snow days\*\*\*\***

## HONOR ROLL

A grading policy committee comprised of parents, students, and faculty members met to review the grading policy. The committee recommended that grading be numerical and that the honor roll be streamlined so that it could be determined arithmetically using the computer program. In addition, honor roll grades are not weighted. The honor roll is determined at the end of each quarter and not by end of the year grades.

High honors - 90 average or better, no grade below an 84 will be permitted. (Based on grades in at least five subjects)

Honors - 85 average or better, no grade below a 77 will be permitted. (Based on grades in at least five subjects)

Any student with a "Credit Withheld" or "Incomplete" will not be eligible for the honor roll.

Courses deviating from standard 9-12 curriculum (e.g. individualized courses) and some independent study courses do not count toward honor roll calculation.

Driver's Education - Course credit is not given for driver education. Driver education grades are excluded from honor roll computation.

## GRADING POLICY

A committee of teachers, parents, and board of education members is formed as needed to meet periodically to review the grading policy. The committee sends recommendations to the faculty who then vote on these recommendations. A complete copy of this report is available in guidance. The committee made the following recommendations:

1. Grades should be recorded numerically.
2. Weight grades for Advanced Placement and Level 1 classes for G.P.A.

Advanced placement	Level 1	All other courses
	All courses labeled Level 1 in Course of Studies	
1.1	1.05	1.0

Note: UCONN ECE classes will receive 1.1.

In Senior English, students may opt to take Level 1 English.

Independent Study/Work Study/Career Exploration by arrangement courses will receive a P for Pass and an N for no grade unless other arrangements have been made.

GPA's will be available each year in September.

## **21<sup>st</sup> CENTURY SKILLS LEARNING EXPECTATIONS and Performance Graduation Expectations**

The teachers and administration of LOLHS have identified the following **21<sup>st</sup> Century Skills** valued by our community:

- **Civic and Social Responsibility** – to understand and exhibit civic and personal responsibility
- **Communication** – to express self through a variety of modalities
- **Problem Solving** – to use logical reasoning and/or technology to solve problems
- **Creativity and Innovation** – to demonstrate ideas and/or feelings through creative and innovative applications

These four skill areas will serve as our Performance Graduation Expectations (PGEs), and methods (rubrics) have been developed to assess student achievement in each of these areas. Performance Graduation Expectations represent the 21<sup>st</sup> Century Skills and concepts that every graduate from Lyme-Old Lyme High School is expected to *demonstrate* and *know*.

Our mission is to help students develop these skills during their four years of high school. The faculty is committed to providing students with opportunities for development, and the scoring rubrics will be used as a tool to communicate students' progress as they demonstrate growth on the five point rubric scale. The goal for each student is to demonstrate mastery of each skill area and earn a five on each PGE rubric by the end of his/her high school career.

The rubric score that a student earns for a Performance Graduation Expectation is independent from the student's grade in a specific course. The major component of any student's PGE score is the quality of that student's performance in meeting the specific expectation identified in the PGE and its performance standard. Ratings are designed to reflect performance standards that would apply beyond the given classroom and/or our school.

### **CIVIC AND SOCIAL RESPONSIBILITY**

#### **Understand and Exhibits Civic and Personal Responsibility**

**Score**    **Civic**

- 4    Consistently and independently demonstrates exceptional civic engagement through a variety of ways related to diversity and cultural awareness in the local and global communities.
- 3    Consistently and independently demonstrates civic engagement through a variety of ways related to diversity and cultural awareness in the local and global communities.
- 2    Generally, and with minimum guidance, demonstrates civic engagement related to diversity and cultural awareness in the local and global communities.
- 1    Rarely, and/or inconsistently, demonstrates civic engagement related to diversity and cultural awareness in the local and global communities.

**Score**    **Personal**

- 4    Consistently and independently demonstrates exceptional leadership and/or active participation as a collaborative team member; actively facilitates the group's process and models positive attributes to meet objectives.
- 3    Consistently and independently demonstrates leadership and/or participation as a collaborative team member; facilitates the group's process and models positive attributes to meet objectives.
- 2    Generally, and with minimum guidance, demonstrates emerging leadership and/or participation as a collaborative team member; participates in the group's process and occasionally models positive attributes to meet objectives.
- 1    Rarely, and/or inconsistently, demonstrates leadership and/or participation as a collaborative team member; minimally participates in the group's process and rarely models positive attributes to meet objectives.

## COMMUNICATION

**Expresses self-through a variety of modalities.**

*Score*    **Craftsmanship**

- 4    Consistently and independently applies most appropriate skills and demonstrates masterful use in a variety of modalities.
- 3    Consistently and independently applies appropriate skills and demonstrates proficient use in a variety of modalities.
- 2    Generally, and with minimum guidance, applies appropriate skills and demonstrates use in a variety of modalities.
- 1    Rarely, and/or inconsistently, applies appropriate skills nor demonstrates use in a variety of modalities.

*Score*    **Creative Process**

- 4    Consistently and independently conceptualizes, plans, and explores numerous ideas and exceptionally expresses self through a variety of modalities.
- 3    Consistently and independently conceptualizes, plans, and explores ideas and proficiently expresses self through a variety of modalities.
- 2    Generally, and with minimum guidance, conceptualizes, plans, and explores some ideas and expresses self through a variety of modalities.
- 1    Rarely, and/or inconsistently, conceptualizes, plans, and explores ideas and may or may not express self through a variety of modalities.

*Score*    **Dialogue**

- 4    Consistently and independently discusses and justifies ideas using most appropriate language and terminology for individual, and/or comprehensive group discussions. Exceptionally supports, describes and justifies choices. Response to constructive criticism is exceptional.
- 3    Consistently and independently discusses and justifies ideas using appropriate language and terminology for individual, and/or comprehensive group discussions. Proficiently supports, describes and justifies choices. Response to constructive criticism is appropriate.
- 2    Generally, and with minimum guidance, discusses and justifies ideas using appropriate language and terminology for individual, and/or group discussions. Generally supports, describes and justifies choices. Response to constructive criticism is developing.
- 1    Rarely, and/or inconsistently, discusses and justifies ideas using appropriate language and terminology for individual and group discussions. Rarely, and/or inconsistently, supports, describes or justifies choices. Response to constructive criticism is limited or inappropriate.

*Score*    **Reflection**

- 4    Consistently and independently demonstrates exceptional and meaningful self-reflection about the relevance and impact of work and/or performance.
- 3    Consistently and independently demonstrates meaningful self-reflection about the relevance and impact of work and/or performance.
- 2    Generally, and with minimum guidance, demonstrates developing self-reflection about the relevance and impact of work and/or performance.
- 1    Rarely, and/or inconsistently, demonstrates self-reflection about the relevance and impact of work and/or performance.

## PROBLEM SOLVING

**Uses logical reasoning and/or technology to solve problems.**

*Score*    **Logical Reasoning**

- 4    Consistently and independently demonstrates exceptional use of reasoning to solve problems.
- 3    Consistently and independently demonstrates proficient use of reasoning to solve problems.
- 2    Generally, and with minimum guidance, demonstrates use of reasoning to solve problems.
- 1    Rarely, and/or inconsistently, demonstrates use of reasoning to solve problems.

Score **Research Process**

- 4 Consistently and independently demonstrates exceptional use of a variety of mediums to research information and to evaluate the reliability of source information.
- 3 Consistently and independently demonstrates proficient use of a variety of mediums to research information and to evaluate the reliability of source information.
- 2 Generally, and with minimum guidance, demonstrates use of a variety of mediums to research information and to evaluate the reliability of source information.
- 1 Rarely, and/or inconsistently, demonstrates limited use of a variety of mediums to research information and to evaluate the reliability of source information.

Score **Data Retrieval and Evaluation**

- 4 Consistently and independently demonstrates exceptional ability to collect, analyze and interpret data.
- 3 Consistently and independently demonstrates proficient ability to collect, analyze and interpret data.
- 2 Generally, and with minimum guidance, demonstrates ability to collect, analyze and interpret data.
- 1 Rarely, and/or inconsistently, demonstrates ability to collect, analyze and interpret data.

Score **Use of Technology**

- 4 Consistently and independently demonstrates exceptional ability to integrate technology to solve a problem and to present information using appropriate tools and formats.
- 3 Consistently and independently demonstrates proficient ability to integrate technology to solve a problem and to present information using appropriate tools and formats.
- 2 Generally, and with minimum guidance, demonstrates ability to integrate technology to solve a problem and to present information using appropriate tools and formats.
- 1 Rarely, and/or inconsistently, demonstrates ability to integrate technology to solve a problem and to present information using appropriate tools and formats.

## **CREATIVITY AND INNOVATION**

### **Demonstrates ideas and/or feelings through creative and innovative applications.**

Score **Craftsmanship**

- 4 Consistently and independently demonstrates exceptional application of appropriate skills. Demonstrates masterful understanding and use of materials and/or resources within a specific medium.
- 3 Consistently and independently demonstrates proficient application of appropriate skills. Demonstrates masterful understanding and use of materials and/or resources within a specific medium.
- 2 Generally, and with minimum guidance, demonstrates application of appropriate skills. Demonstrates basic understanding and use of materials and/or resources within a specific medium.
- 1 Rarely, and/or inconsistently, demonstrates application of appropriate skills. Demonstrates limited understanding and use of materials and/or resources within a specific medium.

Score **Creativity**

- 4 Consistently and independently demonstrates originality and self-expression through innovation or application of unique perspectives. Produces an exceptional work by generating, evaluating, and analyzing a broad range of ideas.
- 3 Consistently and independently demonstrates originality and self-expression through innovation or application of unique perspectives. Produces a proficient work by generating, evaluating, and analyzing a broad range of ideas.
- 2 Generally, and with minimum guidance, demonstrates originality and self-expression through innovation or application of unique perspectives. Produces work by generating, evaluating, and analyzing a broad range of ideas.
- 1 Rarely, and/or inconsistently, demonstrates originality and self-expression through innovation or application of unique perspectives. Produces limited work by generating, evaluating, and analyzing a broad range of ideas.

Score **Reflection**

- 4 Consistently and independently demonstrates exceptional and meaningful self-reflection about the relevance and impact of the work and/or performance.
- 3 Consistently and independently demonstrates proficient self-reflection about the relevance and impact of the work and/or performance.
- 2 Generally, and with minimum guidance, demonstrates self-reflection about the relevance and impact of the work and/or performance.
- 1 Rarely, and/or inconsistently, demonstrates self-reflection of the relevance and impact of work and/or performance.

**SENIOR HONORS**

To be eligible for senior honors (valedictorian, salutatorian, honor essayist) a student must have completed his/her last three semesters at Lyme-Old Lyme High School. Final calculations of cumulative grade point averages for senior honor positions at graduation (valedictorian, salutatorian, honor essayist) are made two weeks after the end of the 3<sup>rd</sup> quarter of senior year. Any student who chooses the early graduation plan or the 2-in-1 plan is not eligible for senior honors.

**NATIONAL HONOR SOCIETY**

**SELECTION:** To be eligible for membership, the candidate must be a member of the junior or senior class. Candidates must have been in attendance at LOLHS the equivalent of one semester. Candidates must have a cumulative scholastic average of at least 88. Candidates shall then be evaluated on the basis of service, leadership, and character.

The selection of each member to the chapter shall be by a majority vote of the faculty committee.

**DISMISSAL:** Members who fall below the standards which were the basis for their selection shall be promptly warned in writing by the chapter advisor and given a reasonable amount of time to correct the deficiency, except in the case of a flagrant violation of school rules or civil laws, a member does not necessarily have to be warned. The faculty council shall determine when an individual has exceeded a reasonable number of warnings. In all cases of impending dismissal, a member shall have a right to a hearing before the faculty council. A member who has been dismissed may appeal the decision of the faculty council under the same rules for disciplinary appeals in the school district.

**NON-SELECTION:** The principal shall be a part of the local school district appeal process for non-selection or dismissal cases. He/she will hear concerns from students and/or parents. Following such discussion, if the principal believes some kind of technical error has been made, he may ask the faculty council to reconvene in order to review the situation. Technical errors might include the inadvertent omission of a student's name from the list of those qualified for induction, the erroneous averaging of grades, or the like. In the absence of any specific evidence to the contrary, however, the principal assumes that the members of the council are exercising their discretion in a legitimate manner and with the good faith expected of them.

**ACADEMIC LETTERS**

Lyme-Old Lyme High School will award the school "Academic Letter": to each student who achieves a cumulative GPA (Grade Point Average) of 90 or better after six semesters. A student has up to seven semesters to earn this honor. To be eligible a student must have spent the preceding three semesters at LOLHS. Students may receive the letter only once.

**FIFTH YEAR SENIORS**

Any student who returns to Lyme-Old Lyme High School for a fifth year will be required to enroll in a full-day program.

## **SPECIAL PROGRAMS**

### **THE UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE FOR SUPERIOR HIGH SCHOOL STUDENTS**

The Early College Experience Program for Superior High School Students, sponsored by the University of Connecticut, grants college credit for certain courses. Students in the program must be upper classmen and recommended by the instructor and the principal; however, admission to the course and credit is granted by the University of Connecticut. Students who complete the work satisfactorily receive full college credit.

In recording student's grades, the registrar's office will enter no grade lower than a "C" into the student's university record. The purpose is to protect the student (who must have had a distinguished scholastic record to be admitted to the program in the first place) from getting into his/her permanent record a low grade which might be earned in unusual cases by putting an immature student into college work before he/she was fully ready for it.

Please consult the booklet "The Early College Experience Program for Superior High School Students" located in the school counseling office. Check the course descriptions for available courses in this program. The courses will appear with an asterisk (\*) in the course description section of the "Program of Studies" booklet.

### **ADVANCED PLACEMENT PROGRAM (THE COLLEGE BOARD)**

Advanced placement courses are currently offered in Art, Biology, Calculus (AB), Chemistry, English Literature and Composition, French Language, Physics, Spanish Language, and U.S. History. In many cases a student is eligible for credit in both the University of Connecticut and the Advanced Placement programs.

#### **AP Test Dates:**

May 2013

### **VOCATIONAL TECHNICAL/AGRICULTURAL OPTIONS**

Students interested in full-time involvement in trade, technical or agricultural programs should consider making applications to Ella Grasso Southeastern Regional School in Groton or the Ledyard High School Voc-Ag Program. For further information contact the school counseling department.

### **SCHOOL-TO-CAREER**

The School-to-Career program is in place to provide all students with the opportunity to investigate careers they might wish to pursue. Students may have the opportunity to intern, job shadow, work, or have a mentor in their career of choice. This opportunity is provided to students through a Career Exploration course which is offered as an independent study or as an elective. The program at the high school is intended to be a continuation of the research already done by students in grades K-8 through developmental guidance and other career exploration opportunities.

### **SUMMER SCHOOL**

Any student in Lyme-Old Lyme High school who has failed a course for the year may attend an approved summer school program. It is necessary for the student to pass the subject for at least half the marking periods of the course during the school year.

Work done in summer school will be accepted for high school credit under the following condition:

1. Approval of the summer school by the school counseling department. Said approval must be obtained prior to summer school enrollment.
2. A maximum of two credits may be earned.
3. Successful completion of a departmental exam, in some cases, such as mathematics.

No high school credit will be granted for:

1. Summer school subjects not approved before they are taken.
2. Work done on a tutorial basis without prior approval by the school administration.

Summer school subjects may also be taken for personal or enrichment use. They may include new subjects or subjects in which pupils wish to improve their mastery of a subject. In such cases, no high school credit will be given nor will high school grades be changed. The fact that these subjects are taken and a notation of grades received will be recorded on a pupil's permanent report card in high school.

## **SPECIAL SERVICES**

### **Special Education**

Lyme-Old Lyme Public Schools provides a continuum of services and programs for students with disabilities based on their specifically identified needs. Programs may be provided in a range of settings – from self-contained classes, where students receive instruction in basic academic coursework from certified special education teachers; to resources rooms, where students received instruction designed to supplement or reinforce the regular classroom curriculum; to the regular classroom, where academic support is provided by both regular education and special education professionals. Programs are provided in the least restrictive environment with a goal of maximum inclusion in the regular classroom.

Related services are provided to support students' special education al programs as needed. They may include; speech and language therapy, counseling, occupational therapy. physical therapy, assessment and evaluation, school health services, and homebound instruction.

### **Section 504**

Lyme-Old Lyme Public Schools is in full compliance with section 504 of the Rehabilitation Act of 1973. Section 504 provides necessary accommodations for students who have a disability which substantially limits a major life activity.

If there are questions, please contact Nancy S. Johnston, 504 Coordinator for Lyme-Old Lyme Public Schools at 860-434-0487

### **LYMES' YOUTH SERVICE BUREAU**

The Lymes' Youth Service Bureau is a youth-serving agency for age's birth-19 in Lyme and Old Lyme. There are a number of after school and evening programs available to students and their families. Please refer to the LYSB brochure, or call, 860-434-7208 for specific information.

## **ACADEMICS**

### **ACADEMIC INTEGRITY: Cheating and Plagiarism**

The faculty and administration of Lyme-Old High School demand high standards of academic performance and academic integrity. Anything less would jeopardize quality education and allow students to rob themselves of needed skills. For this reason cheating and/or plagiarism on assigned work, reports, research papers, tests, or examinations, will result in serious consequences including a grade penalty on the assignment/examination and possible disciplinary action. Issues involving violations of academic integrity may also be a violation of Policy 3600. (See also "Tests and Examinations"). Examples of cheating/plagiarism include but are not limited to: (a) giving or receiving aid on examinations and assignments, (b) unauthorized talking during examinations, (c) copying another's ideas and/or work and using it as one's own without citing it as a source, (d) misuse of technology during an examination or on an assignment.

### **HEALTH EDUCATION**

Health education is an approved and required curriculum taught to all students in Regional District #18. In the high school, the state mandated health education program is delivered through an integrated physical education/health program staffed by teachers certified in both physical education and health education. In accordance with Public Act 88-112, instruction on Acquired Immune Deficiency Syndrome is included in

the program. Parents/guardians have the right to have their child exempt from that portion of health instruction dealing with AIDS. This must be done in written request, submitted to the building principal.

### **HONOR FLAG**

The honor flag symbolizes the spirit of teamwork and achievement that together constitute both the means and the end of our collective efforts here in Lyme-Old Lyme High School. The honor flag is flown on occasions to honor outstanding accomplishments, accomplishments by individuals and by groups which bring honor to themselves and to the school.

### **THE LIBRARY MEDIA CENTER**

The Lyme-Old Lyme High School Library Media Center is an excellent educational resource that represents a massive, annual, financial investment by the school district in print materials, audiovisual equipment, computer hardware and software.

The library/media center's collection includes:

1. Print materials - books, magazines, newspapers, and pamphlets
2. Non-print materials - microfiche, magazine, newspaper articles on CD-ROM, and videos.
3. Electronic Media - indexes and databases on CD-ROM and Internet access.

The library media center opens on a regular basis Monday through Thursday from 7:25 a.m. until 3:00 p.m. On Friday, the library closes at 2:30 p.m.

### **MAKE-UP WORK/INCOMPLETES**

Work missed due to absence or suspension from school must be made up promptly by the student. As a rule, a student must make up one day's work within two days. However, students in school who miss a class due to a guidance appointment, early dismissal, field trip, special meeting, etc. are expected to have their assignments and work done on schedule with their classmates.

Absent students are responsible for consulting with their teachers on the first day that they return to school to verify make-up requirements and time frames. Parents can arrange through the school counseling office to have assignments sent home for extended illness of three or more days. If absence is two days or less, students may get work from a friend in the class. In some cases, homebound instruction may be necessary.

Any student who misses a class for any reason--field trip in or out of school, guidance appointment, time in the nurse's office, tardiness--but is in the building that day, is required to report to any class he/she has missed or will miss and turn in homework and obtain assignment for the next day.

If a student misses enough class time to warrant an incomplete grade for a marking period, the student has ten days to make up the work missed in order to have the grade changed incorporating the made up work. . If the work is not completed within those ten days, the missing work will be given a zero and the marking period grade will be calculated accordingly.

### **TESTS AND EXAMINATIONS/RESEARCH PAPERS**

Tests and examinations are extremely important learning activities and are essential to the accurate evaluation of the student's performance. Consequently, the school will not condone absence from tests and examinations except for the most compelling reasons.

Mid-year and final examinations count one-fifth of the semester grade in most courses, and therefore, should be viewed with great importance by students and parents. Unauthorized absence from these examinations can result in severe grade penalty. Adjustment of a student's mid-year or final examination schedule can be made only by a school administrator acting in advance upon a written parental request stating the reason.

#### **Mid-term/Final Exams:**

- Parents should call the school immediately when a student is ill and absent from an exam. The student will make arrangements with their teacher to make up the exam.
- Students who are absent and not excused from an exam will receive a zero on that exam.
- Students more than 30 minutes late to an exam will be admitted at the discretion of the teacher.
- Students may study in the cafeteria during periods when they have no exams.
- There is no lunch served on exam days. The cafeteria sells snacks during the break.
- Attendance is not necessary if a student has no exam scheduled.

- Bus transportation is provided after exams.
- If a snow day occurs, the exam originally scheduled for the snow day is administered the next day.
- Seniors with an A average, cumulative to the start of the course, may be exempt from the exam.
- If a student is removed from an exam, he/she will be suspended for the remainder of the exam period. That means that any mid-terms exams missed will have to be made up after school during the second semester. For final exams, students may have to come in during the summer to make up exams.

Cheating and plagiarism on assigned work, quiz, test, examination or research paper in any course will result in serious consequences. Depending upon the nature and extent of the situation and infraction, this may include a grade penalty, possible disciplinary action, and a possible violation of Policy 3600. In any event, the teacher will inform the administration and the parent of the incident promptly.

### **PUBLICITY AND PHOTOGRAPHS**

It is the practice of Region #18, Lyme-Old Lyme School District, to admit the press or media for all newsworthy events and activities open to the public and to permit the press or media to publish photos or stories without express written permission from parents.

### **PARENT PROGRAMS AND EVENTS**

The high school holds several major events aimed at getting large numbers of parents into the school setting and promoting close parent-teacher contact. Two such programs are the Open House and Report Card Conference Nights held in the fall of the first semester. Open House allows the parents to walk their student's schedule, meet the teachers and receive informational materials about the classes. Report Card Conference, held in the gym, enables parents to conference with teachers at the end of the first marking period. This format has proved extremely successful and provides us with a time-efficient and friendly environment for conferencing.

#### **Event Dates**

Freshman Picnic	August 27, 2012 @ 5:00 PM
Open House	September 19, 2012 @ 6:30 PM
Report Card Conference	November 15, 2012 @ 6:30 PM
8 <sup>th</sup> Grade Parent Night	February 21, 2013 @ 6:30 PM

More extensive and specialized parent involvement in, and support for, the high school generally takes the form of active parent participation in several constituency-based support groups for a variety of school programs.

#### **Parent Organization**

Friends of Music  
Rowing Association  
Wildcat Athletic Boosters  
Parent Advisory Board

#### **Contact Person**

Martha Shoemaker & Lynn Fairfield-Sonn  
Richard Conniff  
TBA  
Jill Pilgrim & Diane Brown

### **PARENT ADVISORY BOARDS**

The grade level parent coordinators (as a "committee-of-the-whole") also comprise a core group within the high school Parent Advisory Board. The PAB, which is open to all interested parents, meets often to discuss school programs and matters of school concern, and to provide input for the faculty and the administration. The PAB also publishes a high school newsletter periodically. PAB participants are also encouraged to bring parent guests to PAB meetings as a way of enlarging PAB membership and to connect with parents who do not have the time to commit to regular PAB attendance.

**PAB meetings dates are Sept 12, 2012, October 10, 2012, November 14, 2012, January 9, 2013, March 13, 2013 and May 8, 2013 at 7:00pm in the Media Center. If you have any questions feel free to email PAB Co-Presidents Jill Pilgrim and Diane Brown.**

[jpilgrim@region18.org](mailto:jpilgrim@region18.org) dianebrown31@att.net

**WILDCAT BOOSTER CLUB**

We would like to invite you to join the Wildcat Boosters for the 2012-13 school year. The primary purposes of the organization are to support and enhance all the athletic programs and athletes of Lyme-Old Lyme High School. Your membership contribution will help us reach our fund-raising goals for this school year. Other fund-raising activities include the selling of Wildcat apparel and a concession stand at home basketball games. Recent purchases include equipment for several teams and funding for Shoreline Championship team jackets.

We encourage and seek volunteers to aid in our efforts to augment the athletic budget. Meetings will be held in the high school **Media Center** at **7pm** unless otherwise stated on **Sept 26, Oct 31, Nov 28, Dec 19, Jan 30, Feb 27, Mar 27, Apr 24 and May 29**

**CLASS OFFICERS**

Class officers are elected for each school year. The officers include president, vice president, secretary, treasurer and historian.

<p style="text-align: center;"><b>Class of 2013</b>  President: Nora Syed  Vice-President: Elliott Mueller  Secretary: Lily Hartmann  Treasurer: George Logan  Historian: Hana McLaren  Faculty Advisor: Mr. Brett Eckhart</p>	<p style="text-align: center;"><b>Class of 2014</b>  President: David Peck  Vice President: Jessica Lee  Secretary: Erin Behringer  Treasurer: Joshua Krasney  Historian: Lauren Romeo  Faculty Advisor: Mrs. Lucy Walter</p>
<p style="text-align: center;"><b>Class of 2015</b>  President: Meredith Aird  Vice President: Hannah O'Brien  Secretary: Holly Fiscus  Treasurer: Hugh Cipparone  Historian: Hannah Paytner  Faculty Advisor: Ms. MB Schreindorfer</p>	<p style="text-align: center;"><b>Class of 2016</b>  President: Jason Feng  Vice President: Gabriel Barclay  Secretary: Allison Marsh  Treasurer: Brett Hartmann  Historian: Sophia Romeo  Faculty Advisor: Ms. Emily Macione</p>

**Dues:** Each class may establish a certain amount for yearly dues. Students that do not meet these obligations risk exclusion from certain class functions and activities.

**Outstanding Obligations:** Students must pay any outstanding obligations they owe due to lost or damaged books, sports equipment, uniforms, technology equipment, etc. Students who do not meet these obligations cannot apply for a parking permit or participate in any major school activities until they are met.

**Elections:** Co-officers may be allowed under certain circumstances with administrative approval only for the positions of president and vice-president. Write-in votes will not be recognized since the election process calls for eligible students to have turned in a petition. A student must win by a majority of the votes to win an election.

**Rings:** School rings may be ordered by anyone in the fall of his/her sophomore, junior or senior year. Rings will be distributed in late December or early January.

**EXTRACURRICULAR ACTIVITIES**

Lyme-Old Lyme High School recognizes the value of extra-curricular activities as part of a students' high school educational experience. For the purpose of Lyme-Old Lyme High School policies and regulations, extra-curricular activities are defined as those events and/or activities which complement our course curricula and which do not result in credit toward graduation. Student participation in such activities shall be voluntary.

Extra-curricular activities include but are not limited to, athletics, school sponsored clubs or interest groups, honor societies, trips, tours, competitions, performances, and/or similar activities.

Expectations and guidelines for students participating in extra-curricular activities are outlined in Board of Education policy #3600. Students and parents should familiarize themselves with this policy.

Below is a list of just some of the extra-curricular activities available at the high school:

American Field Service	Lymen
Amnesty International	Math Club
Art Club	Mock Trail
Big Brothers/Big Sisters	Old Lyme Players
Channel Z TV	Peer Support Group
Computer Club	Ski Club
Community Service Club	Spanish Club
DECA	Spectrum
Environmental Club	Student Leaders
First Robotics Team	Student Magazines
Future Business Leaders of America (FBLA)	Wildcat Construction
High School Bowl	WLYM
Jazz Ensemble	YES

### **INTERSCHOLASTIC ATHLETIC TEAMS**

#### **Fall**

Cross Country (Boys, Girls)  
Soccer (Boys, Girls)  
Volleyball (Girls)  
Swimming (Girls)  
Football (Co-op)

#### **Winter**

Basketball (Boys, Girls)  
Fencing (Boys, Girls)  
Indoor Track (Boys, Girls)  
Hockey (Boys Co-op)

#### **Spring**

Baseball  
Crew (Boys, Girls)  
Golf (Boys, Girls)  
Softball  
Gymnastics (Girls)  
Lacrosse (Boys, Girls)  
Tennis (Boys, Girls)  
Track (Boys, Girls)

### **FUND-RAISING ACTIVITIES**

Various clubs, classes or organizations may engage in fund-raising activities necessary to help defray the cost of their operations. Each fund-raising activity must be approved two weeks in advance in writing by the school administration and must be under the direction of a faculty advisor. The number and the nature of those fund-raising activities are limited by school board policy and by the need to balance opportunities among various school organizations.

### **ATTENDANCE REQUIREMENTS FOR AFTER-SCHOOL ACTIVITIES**

Students must be in attendance at school or a school sponsored activity for at least half of the regular school day in order to be eligible to participate in after school activities unless prior permission is given by school administration.

Students are ineligible for participation in all school activities on dates when they are absent or suspended in or out of school ( e.g. athletic contests, dances, proms, club activities, field trips, etc.)

### **SOCIAL ACTIVITIES**

The primary purpose of social activities is to provide wholesome recreation for the pupils of the high school. Although profits may result from the activities, they are not generally regarded as moneymaking events. Dances, movies, and concerts are restricted to Lyme-Old Lyme High School. For the Senior Ball and the Junior Prom, students may receive permission in advance by the school administration to bring one guest who is under twenty-one (21) years old. Students must list name, address, school, and age of the guest. The host student is responsible for his/her guest's conduct.. Fees may be associated with services associated with the dance.

Once pupils arrive at a social event or athletic contest being held in the building, they are expected to remain in the building. Once they leave the building, they must leave the school grounds and will not be permitted to return. Students who leave school events early must notify chaperones. If a pupil is asked to leave the building for a discipline reason, the entrance fee will not be refunded and his/her attendance at future school activities may be curtailed. Pupils must conduct themselves in a proper manner at all times or risk the loss of the privilege of attending all school affairs. Parents of pupils asked to leave because of poor

conduct will be notified. It is absolutely essential that LOLHS students respect the integrity of their high school activities by keeping them free of involvement with alcohol and drugs. Use of a breathalyzer per Board of Education Policy # 2351 may be enforced by administration.

- Using alcohol/drugs at any school function will be dealt with according to the substance abuse regulations.
- Bands and DJs must be under contract prior to the dance.

In conjunction with the Lyme-Old Lyme Community Task Force on teenage alcohol and drug abuse, LOLHS is committed to the following policies:

- Require students to arrive within one hour of starting time of dances and proms. School
- Bands and DJs must be under contract prior to the dance.
- Require all guests/dates who are not LOLHS students to obtain advance approval from administration.
- Permit only guests/dates under the legal drinking age.
- Require all limousines to be registered in advance with the administration.
- Alert all limousine companies to the absolute prohibition on alcohol and drugs.
- Prohibit students and guests who leave a school event or prom from returning.
- Using alcohol/drugs at any school function will be dealt with according to the substance abuse regulations.
- Once a determination of substance abuse is made, the student is put in the custody of the parent or the Police.
- Expect athletic staff and activity advisors to stress the incompatibility of alcohol (and drug) use with athletic values and performance.
- Expect athletic staff and activity advisors to vigorously enforce disciplinary action for substance abuse violation.
- Employ Board of Education policy on substance abuse.
- Use of breathalyzer analysis maybe used at social or athletic events.
- Review and publish annually Parent-Student Handbook policies on alcohol/drug abuse (Prohibitions and consequences for possession, transmission, use, regardless of location.

## **HEALTH SERVICES**

Each school has a registered nurse on duty during school hours to attend to student health needs. First aid measures for illness and injury occurring in school will be performed according to the written standing orders approved and signed by our medical advisor. Treatment for injuries occurring at home and off school premises are the responsibility of the parent/guardian and family physician.

At the start of each school year or upon school entry, an updated "Health Services/Emergency Information" form is required for each student. This annual update provides your child's school with contact information and instructions in case of illness or injury during school hours. It requests names and contact phone numbers of other people who have **agreed** to be contacted if you are unavailable. It is the responsibility of the parent to arrange for pick-up of the student if deemed appropriate by the school nurse or administration. Your signature at the bottom of the form authorizes release of your child to the parties indicated, emergency medical transport and treatment, and permits information about your child to be shared by the school nurse with appropriate staff on a need to know basis.

State regulations require each child to be immunized according to the current immunization requirements. Proof of immunizations is to be provided to the health office **prior to** admission to school. The State also requires a physical examination for students in Grade 9, with the result to be recorded on the **blue** State of Connecticut Health Assessment Record and all mandatory (\*) screening items are to be completed by the physician's office. The front page is to be completed by the parent/guardian and the completed form is to be given to the health office. New entrants from within the United States are to submit a school entry physical from their previous school(s) that addresses the identical screening items that are required in District 18. New entrants from outside of the United States must submit a recent physical examination completed, signed, and dated by a U.S. licensed physician within 12 months of entry.

Vision and postural screenings are conducted for all Grade 9 students. Parents/guardians will be notified in advance and will receive a written physician referral if their child has a possible deficit in one or more of the screenings.

**A student should remain at home from school with the following symptoms of communicable illness or disease:**

- A temperature of 100 degrees or greater. Students should be fever-free without use of fever-reducing medication for a minimum of 24 hours before returning to school.
- Vomiting and/or diarrhea. Students should remain at home until they stopped vomiting for at least 24 hours and are able to tolerate fluids.
- Sore throat that is accompanied by fatigue, body aches, and fever.
- A persistent/disruptive cough lasting for more than a few days or with a fever.
- Live pediculosis (head lice) found in the hair.
- Eye discomfort with itching, redness, pain and discharge.
- Skin rash suggestive of a communicable disease.

**MEDICATION ADMINISTRATION**

State regulations and Board of Education policy mandate that medication shall be administered to students during school hours **only** when it is not possible to achieve the desired effects by administering the medication at home. If medication administration of prescribed or over the counter medication is necessary during school hours or school activities, the following criteria must be met:

- A medication authorization form for each medication is to be completed by the physician, dentist, APRN, PA or optometrist with written authorization by the parent/guardian and be on file in the health office. Medication authorization forms are available online at the district website [www.region18.org](http://www.region18.org), from the school health office, or from your child's physician. The forms are to be renewed annually.
- The medication must be in its original container, properly labeled with the student's name, medication name, time of administration, dosage, and not more than a 45-day supply. Any remaining medication is to be picked up at the close of the school year.
- Self-administration of medications for treatment of asthma and life-threatening allergies are appropriate when approved by the physician and the parent.
- All medications, except those approved for transport by students for self-administration, shall be delivered to the school by parent or other responsible adult and shall be received by the school nurse or, in her absence, the principle or designee.
- All medication, except those approved for self-administration, will be administered by the nurse or trained staff.
- Students may not carry or maintain any unauthorized or identified medication in school or on the school bus.

**Medical Exclusion for Physical Education Class**

If a student is ill or injured and unable to participate in PE class, a parent may submit a written excuse that will be accepted for a maximum of two PE classes. Students who require a longer exclusion from PE must have a physician's note excluding them from PE class that includes date parameters of a maximum of six weeks. Students requiring addition exclusion time will be required to obtain a written extension time from their physicians.

**PHYSICAL EXAMINATION POLICY**

All students in grade 9 shall have a physical examination, by a physician, his designee or nurse practitioner; to include hematocrit or hemoglobin tests, height, weight, and blood pressure; and updating of immunizations; vision, hearing, speech, dental, and postural screenings and a test for tuberculosis.

This examination shall take place between June 1st of the summer preceding grade 9 and the end of the summer following grade 10, allowing thirteen months to meet this requirement.

Noncompliance with this state required examination will ultimately result in exclusion of the student from classes.. If the parent or guardian of any student is unable to pay for a physical examination, the expense thereof, shall, on the recommendation of the administration, be paid by the Board of Education.

The parent or guardian is responsible for presenting a completed physical examination form to the high school health office within the required time limits.

### **PHYSICALS FOR ATHLETICS & MEDICAL CLEARANCE FROM AN INJURY OR ILLNESS**

For eligibility purposes, students must have an annual physical exam on file with the school nurse. This exam will expire after 13 months, at which time a student will become ineligible to participate in athletics without a new medical examination.

If a student athlete suffers from an injury that is deemed serious as defined in the Lyme-Old Lyme Athletic Handbook and the injury results in the athlete missing competitions, he/she must present a note from a doctor to return to competition. Also, if the student athlete has a medical note excusing him/her from physical education class, he/she will not be eligible to participate in interscholastic competitions for the term that the medical note is in effect (please refer to the Lyme-Old Lyme Athletic Handbook pgs 6&10).

### **STUDENT ILLNESS OR INJURY**

All students who become ill during the school day must report to the nurse. If a student is physically unable to do so, the nurse is to be notified immediately so she can get to the student without delay.

**Students should immediately report all accidents to the classroom teacher and to the nurse.**

### **RULES AND REGULATIONS: STUDENT CONDUCT**

At LOLHS, in order to assist the school administration and staff in their efforts to provide a positive productive school environment conducive to learning, the student body is expected to understand that they are responsible for their actions and that inappropriate behavior will not be tolerated; be informed about and abide by school and Board of Education rules and policies; behave in a responsible and appropriate manner during all school functions held on or off school grounds; attend school regularly and be prepared for class by completing daily assignments and make-up work; continue to develop a moral and ethical sensibility as well as practice moral and ethical behavior; learn about, understand, and respect diversity and differences among all groups; and understand, as well as apply the basic principles of healthful daily living.

The three school standards are:

- 1. Respect all others.**
- 2. Respect school property.**
- 3. Do your best academic work.**

All infractions, which constitute a visit to the office and subsequent disciplinary action, can be associated with a violation of one of these standards.

### **PROHIBITED BEHAVIOR/ITEMS / OTHER BEHAVIOR**

Teachers and administration reserve the right to prohibit the behavior which they feel disrupts the educational process and smooth operation of Lyme-Old Lyme High School. The following are examples of behavior standards, items, or conduct, requiring disciplinary action that may include detention, ISS, suspension or expulsion depending on the infraction, severity, and frequency.

#### **Bus Misconduct**

1<sup>st</sup> Offense:

- possible detention or suspension of bus privileges.
- potential bus seat assignment.
- parent or guardian notification.

2<sup>nd</sup> Offense:

- suspension of bus privileges for up to 5 days.
- parent or guardian notification.

3<sup>rd</sup> and Subsequent Offenses:

- discussion with parent and administration regarding further consequences.

**Physical Contact, Inappropriate (Pushing, Shoving Another Student – no “serious” physical injury occurs)**

1<sup>st</sup> Offense:

- up to 3 days in-school suspension.
- parent or guardian notification.
- potential police referral.

2<sup>nd</sup> and Subsequent Offenses:

- 1-5 days in-school suspension.
- parent or guardian notification.
- potential police referral.

### **Verbal Assault or Threatening Physical Harm**

1<sup>st</sup> Offense:

- up to 3 days in-school suspension or possible out of school suspension.
- parent or guardian notification.
- potential police referral.

2<sup>nd</sup> and Subsequent Offenses:

- 1 to 5 days out-of-school suspension and/or 1 to 5 days in school suspension or if the administration determines that the student poses a danger to persons or property or a disruption of the educational process the student shall be excluded from school during the period of suspension
- parent or guardian notification
- potential police referral
- may be recommended to Board of Education for expulsion.

### **Possession of Tobacco, Tobacco Products, Tobacco Paraphernalia**

1<sup>st</sup> Offense:

- assigned detention by school administrator
- parent or guardian notification

2<sup>nd</sup> Offense:

- 2 days in-school suspension
- parent or guardian notification

3<sup>rd</sup> and Subsequent Offenses:

- 4 days in-school suspension
- parent or guardian notification

### **Using Tobacco, Tobacco Products (Smoking, Chewing Tobacco), or Tobacco Paraphernalia**

1<sup>st</sup> Offense:

- 2 days in-school suspension
- parent or guardian notification

2<sup>nd</sup> and Subsequent Offenses:

- 4 days in-school suspension
- parent or guardian notification

### **Bullying**

1<sup>st</sup> and Subsequent Offenses:

- 1 to 5 days in-school suspension and/or 1 to 5 days out of school suspension or if the administration determines that the student poses a danger to persons or property or a disruption of the educational process the student shall be excluded from school during the entire period of suspension
- parent or guardian notification
- may be recommended to Board of Education for expulsion
- potential police referral

### **Sexual Harassment**

1<sup>st</sup> and Subsequent Offenses:

- 1 to 5 days in-school suspension and/or 1 to 5 days out of school suspension or if the administration determines that the student being suspended poses a danger to persons or

property or a disruption of the educational process the student shall be excluded from school during the entire period of suspension

- parent or guardian notification
- may be recommended to Board of Education for expulsion
- potential police referral

### **Fighting / Physical Altercation / Physical**

#### **Aggression**

1<sup>st</sup> Offense:

- 5 days out-of-school suspension under the supervision of his / her parent or guardian
- parent or guardian notification
- potential police referral

2<sup>nd</sup> and Subsequent Offenses:

- 10 days out-of-school suspension under the supervision of his / her parent or guardian
- parent or guardian notification
- may be recommended to Board of Education for expulsion
- potential police referral

#### **Assault**

- 10 days out-of-school suspension under the supervision of his / her parent or guardian
- parent or guardian notification
- may be recommended to Board of Education for expulsion
- police referral

### **Use or Possession of Drugs, Drug**

#### **Paraphernalia, Alcohol, Inhalants,**

#### **Performance Enhancing Substances**

Note: CIAC will impose sanctions beyond those applied by the District for student use, sale, or distribution of performance-enhancing substances including exclusion from athletic programs for one calendar year until the documented anniversary date of the offense.

1<sup>st</sup> Offense:

- up to 10 days out-of-school suspension under the supervision of his / her parent or guardian.
- parent or guardian notification
- superintendent notification
- possible recommendation to Board of Education for expulsion
- police referral

### **Sale or Distribution of Drugs: (Drugs, Alcohol, Inhalants, Performance Enhancing Substances)**

Note: CIAC will impose sanctions beyond those applied by the District for student use, sale, or distribution of performance-enhancing substances including exclusion from athletic programs for one calendar year until the documented anniversary date of the offense.

1<sup>st</sup> and Subsequent Offenses:

- 10 days out-of-school suspension
- parent or guardian notification
- superintendent notification
- recommendation to the Board of Education for expulsion
- police referral

**Arson**

1<sup>st</sup> and Subsequent Offenses:

- 10 days out-of-school suspension under the supervision of his / her parent or guardian
- parent or guardian notification
- recommendation to Board of Education for expulsion
- police referral

**Possession of Weapon, Deadly Weapon, Dangerous Instrument, Firearm or Facsimile or Replica of Firearm**

1<sup>st</sup> and Subsequent Offenses:

- 10 days out-of-school suspension under the supervision of his / her parent or guardian, pending expulsion hearing.
- parent or guardian notification
- administrative recommendation for expulsion
- police referral

**Tampering with fire alarm or burglar alarm systems or equipment**

1<sup>st</sup> and subsequent offense: 5 days in school suspension

Police and Fire referral

**Leaving school grounds without parent and office permission**

1<sup>st</sup> Offense:

- 1 day in-school suspension per occurrence.
- Parent/Guardian notification

Subsequent Offenses:

- May result in multiple days of ISS
- Parent/Guardian Notification

**Other Serious Misconduct as Determined by the School Administration**

- Vandalism
- Truancy
- Insubordination
- Flagrant public use of obscenities or disrespect to a staff member
- Serious or persistent misbehavior
- Theft
- Gambling
- Falsification of school records
- Use of cell phones and paging devices. MP3 players such as IPODS may be used before and after school and during lunches and study halls
- Pornographic material including pictures, printed items, magazines, recordings, etc.
- Possession or use of frisbees, squirt guns, skateboards, unauthorized electronic devices, laser pointers, lighters or other fire producing equipment, nitrous oxide canisters or any other propellant used for substance abuse.
- Other serious misconduct as determined by the building administrator or designee

This list is not all inclusive. Other instances of student misbehavior or prohibited items which violate Board of Education policy not listed may result in disciplinary action. Prohibited items may be confiscated by staff members and will be given to the office. The administration will return the item to the student at the end of the day or to the parent depending on the circumstance and frequency of offense.

1<sup>st</sup> and Subsequent Offenses:

- consequences to be determined on case by case basis and may lead to in-school suspension or if the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the period of suspension

- consequences to be determined on a case by case basis and my lead to out-of-school suspension and expulsion
- 10 days out-of-school suspension under the supervision of his / her parent or guardian, pending expulsion hearing
- parent or guardian notification
- superintendent notification
- excluded from all co-curricular and extracurricular activities concurrent with suspension expulsion decision
- police referral per Board policy and the expulsion requirement
- excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be *further* excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education
- police referral

## **BULLYING**

The Lyme-Old Lyme Public Schools strive to produce a safe, secure and happy school climate, conducive to teaching and learning, that is free from any types of bullying behavior. As such, bullying by students or staff members is strictly prohibited on school grounds; at school-sponsored or school-related activities, functions or programs, whether on or off school grounds; at school bus stops; on school buses or other owned or leased school vehicles; or through the use of electronic devices owned, leased, or used by the school district.

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

Definition of Bullying (Public Act 11-232):

“Bullying” means:

- A) The repeated use or gesture by one or more students of a written, oral or electronic communication. Such as cyber bullying, directed at or referring to another student attending in the same district, or
- B) A physical act or gesture by one or more students repeatedly directed at another student attending school in the same district, that,
- C) i) Causes physical or emotional harm to such student or damage to such student’s property.
- D) ii) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property
- E) iii)Creates a hostile environments at school for such student,
- F) iv)Infringes on the rights of such student at school, or
- G) v)Substantially disrupts the education process or the orderly operation of a school

Any person who believes he or she has been the victim of bullying should report such conduct immediately to a Lyme-Old Lyme Public Schools’ staff member. Students may choose to anonymously report such conduct; however, students are encouraged to provide their names for the purpose of interventions. All such reports should be forwarded to the school administrator.

Parents or guardians of students may also choose to file written reports of suspected bullying. Such reports should be submitted to the school administrator.

For more information, refer to the District website ([www.region18.org](http://www.region18.org)) for the District’s bullying policy (#2205), Safe School Climate Plan, and Bullying Prevention Plan. Questions and/or concerns related to bullying or the District’s Safe School Climate Plane, can be address by the Safe School Climate Specialist

at each building ( the building principal) and/or the Districts Safe School Climate Coordinator (the director of Special Services.)

### **HARASSMENT**

It is the policy of Regional School District #18 (Lyme Old Lyme Public Schools) to maintain a learning and working environment which is free of any form of harassment. All harassing behaviors are strongly prohibited including, but not limited to, those based on race, color, national origin, ethnicity, ancestry, sex/gender, physical attributes or disabilities, parental or marital status, sexual orientation, age, religion/creed, or other applicable unlawful standard. This includes use of electronic media, internet, and social media such as Facebook.

Regional School District #18, through the Superintendent, the Administration, the Board of Education or it designees, will act to investigate and resolve all complaints, either formal or informal, verbal or written, of such harassment or perceived harassment and will discipline or take appropriate action against any student staff member, volunteer, or other persons identified above as subject to this policy, who is found to be in violation of this policy.

To assist in the investigation of such complaints, the Superintendent shall appoint a Compliance/Equity Officer for the school district. The Superintendent shall also design and implement a formal grievance procedure and reporting forms.

### **IN-SCHOOL SUSPENSION ROOM**

In-School Suspension is an alternative to Out-of-School Suspension which allows students to remain in the school building but separated from the student body. Students assigned to I.S.S. will work under the direction of the aide or teacher to complete assignments for their courses. Students are given computer access to complete assignment for part of their ISS time whenever possible. Students should report with all textbooks, notebooks, assignments and class materials. The I.S.S. plan provides the administration, parents and students increased flexibility regarding consequence assignments for disciplinary infractions. Students may receive full-day, half-day, and even period-by-period I.S.S. assignments dependent upon the type of infractions and situations. I.S.S. assignments are made only by the school administration. **Students who receive full-day or half-day I.S.S. may not participate in after school activities on the day of the suspension.**

### **I.S.S. STUDENT RULES**

1. No student visitors.
2. Students may not leave I.S.S. room for any reason unless released by school administrator.
3. Lunch is arranged so that students in I.S.S. will eat separate from the student body.
4. Students are allowed lavatory breaks as scheduled by I.S.S. personnel.
5. All school rules regarding student conduct are strictly enforced.
6. A student removed from I.S.S. for disciplinary reasons will be sent home and will be subject to further disciplinary action.

### **SPECIAL EDUCATION STUDENTS**

1. Prior to administrative decision on suspension exceeding 10 days in a school year or expulsion, a Planning and Placement Team Meeting should be held to determine whether the behavior or student actions that violate the standards set forth in the Lyme Old Lyme Board of Education policy governing suspension and expulsion are the result of the student's disability. Under "emergency" situations, which for special education students shall be defined as a situation under which continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process, a student placement team meeting will be held as soon after the exclusion of such student as possible instead of prior to such exclusion.
2. If a PPT determines that the special education student's inappropriate behavior or actions are deemed not to be the result of the student's disability, suspension, or expulsion procedures shall be conducted in accordance with provisions of this policy for non-special education students. If the

special education student is expelled, he/she must be offered an alternative educational opportunity consistent with his/her needs during the period of expulsion.

3. If such behavior, including possession of a weapon or dangerous instrument or distribution of illegal drugs, is actions deemed to be caused by the student's disability, no suspension or expulsion shall ensue. Instead, the PPT will attempt to modify the student's individual educational program (IEP) to prevent the recurrence of the undesirable behavior or actions for the protections of other students or the special education student.
4. However, if a situation exists in the judgment of the Director of Special Services, the Principal and the Superintendent of Schools under which the continued presence of the student in the school imposes such a danger to persons or property that a temporary suspension is necessary, for the safety of other district students or the special education student, to allow the district adequate time for developing an alternative program and/or placement for the special education student, such special education student may be excluded until such alternative program or placement is determined . Homebound instruction shall be offered for the student until an alternative program and/or placement is established. In these circumstances, the Superintendent of Schools shall immediately notify the School District's Legal Counsel and review the situation with him or her

### **LEAVING SCHOOL GROUNDS**

Students may not leave school grounds without authorization from the school administration and a parent or guardian. Students who violate this policy will be subject to disciplinary action.

### **BUS TRANSPORTATION**

School bus transportation is provided for the student who lives one mile or more from the school. Proper bus conduct is a matter of safety to all. Riding the bus is a privilege and can be taken away from a student for misbehavior. Students who misbehave on the bus are subject to disciplinary action.

Late buses run on Monday, Tuesday, Wednesday, and Thursday afternoons at 3:45-4:00 for students who wish to participate in co-curricular and curricular activities beyond the normal school day. Smoking is not permitted on school buses by any student or adult.

Students are permitted to ride their assigned bus only. Exceptions may be authorized in writing by a school administrator.

Middle school students are not permitted to board buses at the high school nor are they permitted to be on the grounds of the high school and vice versa, without LOLHS office permission.

### **CAFETERIA**

Students are expected to follow the three school rules in all areas of the building. The cafeteria is no exception. Students must report to and remain in the cafeteria for lunch. Food is not to be taken from the cafeteria and eaten in any other area. Federal Law prohibits student consumption or possession of commercially provided food in competition with the federally subsidized school lunch program. Students are prohibited from ordering take-out food or buying food and bringing it into school during the school day.

### **DELIVERIES TO STUDENTS**

Students are not allowed to take delivery of take-out food, flowers, balloons, gifts, mail-order items, etc. Delivery of such items is a distraction to the educational process and should be made to a student's home.

### **DETENTION**

Teachers may detain a student after school for disciplinary reasons or to make up work. Students are entitled to a twenty-four hour notice of such action. Teachers will contact a student's parent/guardian prior to the detention to discuss the situation.

Detention for violation of school rules will be conducted from 2:30 - 3:30 Mon, Tues, Wednesday & Thursday. This is to be a silent study environment. If a student cuts an assigned detention, detention must

be served the following two days. Continued failure to serve detention will result in further administrative action including suspension from school.

### **DRESS CODE**

We take great pride in the appearance of our students and staff and believe that student dress reflects upon the quality of our school. In order to help create a positive learning environment the following expectations have been established:

- Head coverings, including but not limited to hats, bandannas, hoods, etc. may not be worn inside school buildings, except for medical reasons.
- Clothing must not be inappropriately revealing, oversized, or immodestly undersized. Some examples of inappropriate clothing include halter-tops, off the shoulder or low-cut tops revealing cleavage, spaghetti straps, tube tops, bare midriffs, short shorts, beachwear, or extremely short skirts. Clothing shall be sufficient to conceal undergarments at all times and see through items are not allowed. Articles of clothing that advertise or condone tobacco, alcohol, drugs, obscene language, slogans, images, or promote violence, or which advertise or condone racism, harassment, discrimination, or bigotry will not be permitted in school or at school functions.
- Skirts and shorts must be at least fingertip length; a slit may not be open above fingertip length, and spandex may be worn if appropriately covered to fingertip length.
- The wearing of apparel or accessories signifying gang or group affiliation is not permitted.
- Any articles of clothing or accessory, such as jewelry with spikes, dog collars, and chains worn as belts, or other ornamental apparel that may cause injury to another student or mar the building may not be worn at school or school functions.
- No sunglasses shall be worn in school except for medical reasons with a doctor's letter.
- Footwear must be worn at all times. Slippers are not permitted and footwear requirements of a particular class must be followed. (i.e. Physical Education)

Students are expected to come to school or school related functions well groomed and dressed in an appropriate manner. Exceptions may be granted for religion, health, or special events as approved by the administration. This policy not only applies to articles of clothing and jewelry worn on the person, but also to other articles brought onto school property or to a school function, such as book bags, backpacks and other articles.

Students are expected to comply when asked by a staff member to adjust any clothing or to remove inappropriate items if possible. Students not conforming to the aforementioned standards will be referred to the administration for possible disciplinary action and parent/guardian notification. Failure to comply with administrative directives as well as subsequent violations will result in parent notification and disciplinary action. Persons maintain the right to appeal administrative decisions to the Superintendent of Schools.

### **FIELD TRIPS/ATHLETIC TRIPS**

The school encourages faculty-sponsored field trip activities for the educational and social enrichment of the student body. A field trip is open to students in good academic and disciplinary standing at the time a trip is held. Students are required to adhere to all school rules and directives issued by teachers in charge of the field trip and to remain with the group at all times. No student is permitted to travel separately. All students must travel under school jurisdiction (including athletic trips). If an emergency arises, exceptions may be handled in writing to an administrator who may then give permission for other travel arrangements. Under no circumstances will students be permitted to drive other students. Please see the attendance policy regarding field trip days.

Students whose behavior jeopardizes the integrity of school field trips or the reputation of the school will be subject to severe disciplinary action and to loss of field trip privileges.

### **HALL PASSES**

Students are not permitted in the hall during the class period without a pass issued by the teacher. Teachers are expected to issue hall passes only for very important reasons. Blue hall passes must be used.

## **LOCKERS**

A locker is assigned to each freshman for his/her use during his/her high school years. The locker, however, remains the property of the school. As such, it is important that the student recognize that his/her locker may be searched by the administration without prior notice to the student. Students are not to share lockers or locker combinations with other students since the student assigned to the locker is held accountable for all its contents. Lockers should be locked at all times. Broken locks should be reported in writing to the main office. P.E. lockers are included in this regulation.

## **PARKING**

Driving and parking privileges are reserved for seniors and juniors. Freshmen and sophomores are not permitted to park on school grounds during the school day under any circumstances. Driving and parking privileges may be revoked at any time by the administration for the failure to comply with the rules and regulations listed on the application form for parking privileges, for providing transportation for leaving school grounds without permission, or for violation of school rules. **All outstanding obligations must be rectified by students before they can apply for a parking permit. Students will be notified if obligations are outstanding.**

Each student will be required to register his/her motor vehicle and obtain a parking permit.

**The rules and regulations for parking on school grounds are as follows:**

1. The motor vehicle to be parked in the designated student parking area must be registered with the school.
2. The parking permit is to be placed on the rear-view mirror of the vehicle.
3. Students are to park only in the designated student parking area. Students parking in unauthorized areas, e.g. fire lanes, may have their cars towed. Students risk losing their parking privileges for failure to adhere to the guidelines.
4. Students may not park in the Middle School or Center School parking lots.
5. State and local motor vehicle and traffic laws are necessarily part of the high school motor vehicle regulations governing the use and parking of cars on the school grounds (speeding, reckless driving). Note: According to State law, mopeds may legally be driven only by a person 16 or older who has a valid driver's license. No vehicle may be brought onto school grounds by an unlicensed driver. No parking permit will be assigned to an unlicensed driver.
6. Drivers who use their cars to leave school without permission (or to help others to do so) will lose their parking privileges. A second offense will result in permanent loss of parking privileges.
7. Students are not to loiter in the parking lot.
8. Students park at their own risk.

**School administrators may suspend and/or revoke vehicle driving and parking privileges of any student who refuses to cooperate with safe driving and school parking rules.**

## **SKATEBOARDING**

Skateboarding, roller blading, and in-line skating are prohibited on campus due to concerns of safety and liability. The only exception is permission to indulge in this activity under teacher supervision in a designated area free of vehicular and pedestrian traffic (i.e. Skateboard/Roller Blade Club).

## **SNOWBALLS/ICE/PROJECTILES**

Students caught throwing snowballs, ice, or other projectiles risk disciplinary action for endangering the safety of other students.

## **STUDENT USE OF SCHOOL PROPERTY**

Students are expected to make responsible use of school property assigned to them and are expected to return property in good condition. This shows due respect for the resources provided by the taxpaying community which supports the schools. The school will temporarily withhold transcripts and diplomas when necessary to recover money for lost or damaged property owed to the school.

## **STUDY HALLS**

Grades 9 - 12 are assigned to study hall for all periods when not in class. Study hall teachers shall maintain proper decorum in study halls so that students can read, work, and study without interference or unnecessary distraction. Students may work alone or in small groups at the discretion of the teacher.

However, students are to be seated in chairs at all times, not sitting on tables, desks, or on the floor. Food and beverages are not permitted in the classroom. MP3 Players such as IPODS are permitted in study halls.

The teacher may dictate a silent study hall for the entire area should any or several students prove uncooperative. The teacher possesses full professional prerogatives to maintain an educational atmosphere. Administrators will respond promptly and firmly to behavioral problems which undermine teacher authority. Study hall teachers are not authorized to initiate student passes except in emergencies.

#### **TELEPHONE AND ELECTRONIC MEDIA USE**

Students may use cell phones prior to 7:40am and after 2:24pm. Our motto is “From Bell to Bell – Don’t Use Your Cell”. With permission from office personnel, students may use the office phone. Please remember to limit the number of calls, be respectful and brief. IPods/MP3 players may be used before 7:40am, in study halls and Learning Center, during lunch, and after 2:24pm. Teachers may use their discretion regarding appropriate use of these devices within their respective classrooms. These devices cannot be used in the hallways and earbuds should be removed.

#### **UNAUTHORIZED VISITS TO PARKING LOT AND OTHER AREAS**

Students are not permitted in the school parking lot during school hours unless they have administrative permission to be there. Failure to comply with this regulation will result in disciplinary action. Students found in the wooded areas or other areas designated as off limits to students will face disciplinary action.

#### **VALUABLES**

LOLHS Administration strongly discourages students from bringing valuables to school, e.g. electronic devices, musical instruments, expensive jewelry, large amounts of cash, etc. All thefts should be reported in writing to the main office immediately. Students are required to keep their school and P.E. lockers locked at all times to avoid problems with theft. Combination locks are available through the Physical Education department.

#### **VISITORS**

All visitors must report directly to the reception area upon entering the building. No exceptions will be made to this rule. Students are not allowed to bring visitors.

#### **WORKING PAPERS**

Students who desire employment and who have not yet reached their eighteenth birthday but are over sixteen may require working papers to gain employment. Usually, jobs in business and industry for this age group require working papers. Labor regulations specify the kind of jobs that students underage may hold. Students who are 14 or 15 years old may obtain working papers for permitted occupations. When a student who is under eighteen obtains working papers, the employer stipulates that hazards do not exist and he/she is eligible for employment. Students seeking working papers should obtain from their employer a letter describing the job description. The letter should be on business stationery.

### **ATTENDANCE**

Lyme –Old Lyme High School recognizes the important correlation between attendance and learning. Students need to be in school in order to receive the maximum educational benefit. The school must receive a phone call or a note from the parent/guardian when a student will not be attending school. Parents are requested to use the Attendance Hotline which is available 24 hours per day at 860-434-4444 ext. 1098.

In accordance with Board of Education Policy # 2130 any absence from class will be counted toward the attendance limit except those incurred while a student is absent due to illness or injury verified by a doctor, a death in the immediate family, religious obligations or an emergency, as defined and interpreted by the administration. Students will be allowed up to 16 absences in a course that meets for the full year, and up to 8 absences for semester courses. More than the allowable number can result in loss of course credit. Students should consider this before planning vacations, college visits, unless an interview is required, and

class field trips. Class cuts are not allowed and will result in disciplinary action. Should a student cut class, two cuts will result in loss of course credit.

Each student has the responsibility to immediately meet with each classroom teacher upon returning to school to arrange make-up work resulting from an absence. Students involved in a school activity (field trip, sporting event, etc.) must take the initiative to meet with teacher(s) before missing class(es) in order to keep current in course work. Students are expected to prepare themselves to participate in the next day's class. Students who miss a class because of a guidance appointment, office appointment, visit to the nurse, etc., are responsible for showing the teacher their pass and for that day's work and assignment. These attendance rules are subject to modification when involving specialized, unique, or non-traditional courses such as compacted courses with a shortened number of classes such as Alternate PE. In such cases, students and parents will be advised in advance of the attendance requirements applicable to the course.

**Early Dismissal** - Students are expected to make appointments after school hours. When this is not possible, the following rules will pertain.

1. Students will be dismissed from school only by the request of a parent or guardian.
2. Requests for early dismissal are to be made prior to 9:30 a.m. Any requests made after 9:30 a.m. must be approved by an administrator.
3. While the parent may ask that a student be dismissed from school, the administration determines whether the dismissal is excused or unexcused. Students dismissed after 11:00 a.m. may not return to school unless they provide a medical excuse or the reason is approved by an administrator.
4. Dismissals for reasons other than medical will be excused only by an administrator.
5. Students may not leave the building until they have received office permission for their early dismissal and until they have signed out in the office. Students who do leave without following the necessary process will be suspended for leaving school grounds without permission.
6. Be aware that too many early dismissals could result in failure to meet attendance requirements and loss of credit. An early dismissal is marked as an absence in each class the student misses.
7. According to the State Department of Education, a student is considered to be "in attendance" if present at school or a school sponsored activity for at least half of the regular school day. As a result, a student must be in attendance for at least half the school day in order to be eligible to participate in after school activities unless prior permission has been granted by the school administration.

#### **Unauthorized Class Absence (Cutting)**

1. First cut - The student will be referred to the administration. If the student did not leave school ground during the cut, the student will be assigned an office detention. If the student left school grounds during the cut, the student will receive an in-school suspension. A letter will also be sent home notifying parents of a first cut in a class. The letter will be placed in the student's file. No academic credit will be given for work missed for the period.
2. Second cut - The student will be referred to the administration. The administration will assign an office detention. Parents will be advised by letter that credit will be withheld for that course.
3. Third and subsequent cuts will result in suspension from school.

**Truancy** – Truancy is defined as absence from the school day without advance knowledge and approval of parent and administration: never officially reporting to school.

1. First offense - 3 detentions, parental contact by telephone. 1<sup>st</sup> cut in each academic class missed
2. Second offense - Parental conference necessary before student is re-admitted to school. Administration will assign In-School Suspension or Saturday detention. Credit withheld in each academic class with two cuts.
3. Third offense - A Student Assistance Team meeting will be held to determine whether the student in question requires referral to school or community resources that may begin further punitive action up to and including suspension.
4. If measures recommended by an intervention team fail, a student under eighteen years of age who continues to be truant will be referred to juvenile court. Court referrals may result from four unexcused absences in a month or 10 unexcused absences during the school year. Problems involving truancy, tardiness, and other attendance issues will if possible be worked out between the school and the parent/guardian. Referral to legal authorities will be made only when local resources have been exhausted.

5. No credit will be given for work missed during truancy. The administration may also apply the “CW” penalty as students will earn a cut in each class he/she misses on the day of truancy.

### **Tardiness**

1. If a student arrives late to school and is late for the first period class, she/he must report to the office to receive a pass to enter into the classroom. A teacher will not allow a student to enter class without this pass. The teacher will be required to mark the student tardy to class. After three such tardies, a student will receive an administrative detention and be charged with a cut for the class. Progressive discipline will increase after subsequent tardies. If the student is more than 29 minutes late to class (half the class), he/she will earn a cut in the class but will still be issued a pass to enter class.
2. If a student arrives late to school with a note from home, the student will still be marked tardy/absence or cut, but the note will be kept on file and be considered at attendance appeal time.

**Tardiness to Class** – If a student is late for a class other than first period of the day, the teacher will take appropriate action which will include the following

- 1<sup>st</sup> offense – teacher will contact home to inform the parent and mark the student tardy
- 2<sup>nd</sup> offense – student receives a teacher detention
- 3<sup>rd</sup> offense -- report the tardiness to the office for an administrative detention. Every four tardies is equal to one cut of the class.

### **Implementation of Credit Withheld**

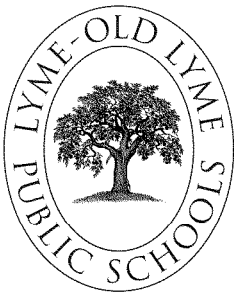
1. Students will receive a warning letter before they reach the extent of their allowable absences.
2. When students have exceeded the number of absences permitted in a class, they will receive a letter stating that they have had their credit withheld in that particular course. Students who receive a CW letter are required to continue attending class and will receive a grade in the course.
3. Students may appeal the “CW” decision to the credit appeals committee within ten days of notification. A student’s intention to appeal a loss of credit must be made in writing to the assistant principal. The letter should include explanations of absences and documentation concerning the excessive absenteeism.
4. The purpose of the attendance appeals board is to give students the opportunity to explain unusual or extenuating circumstances or provide documentation to explain absences (doctor’s note, etc....).
5. The appeals committee consists of the assistant principal, two teachers and a counselor. The committee may ask that the student and/or his/her parents attend the hearing. Students should bring explanatory documentation and a letter of appeal to the meeting.
6. The Principal has the authority to overturn a decision of the credit withheld committee.
7. Credit withheld procedures are subject to modification when involving specialized, unique, or non-traditional courses such as compacted courses with a shortened number of classes such as Alternate PE. In such cases, students and parents will be advised in advance of the attendance requirements applicable to the course.

### **EMERGENCY RESPONSE PLANS**

The school provides the faculty and staff with emergency response plans to secure the building in a number of different situations. These plans are kept in each classroom. Faculty and staff are familiar with these plans and they are practiced throughout the school year.

### **BOARD OF EDUCATION POLICIES –**

Board policies are available in their entirety on the District 18 website ([www.region18.org](http://www.region18.org)) as well as Lyme Old Lyme High School Main Office.



# LYME - OLD LYME PUBLIC SCHOOLS

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## MEETING MINUTES

### **Building Committee Meeting**

Location: High School Media Center

Date: May 29, 2013

*Committee Members Present:* Russell Gomes, Chairman, James Witkins, Vice-Chairman; Peter Cable; Jeffrey Flower; James McFarland; Dennis Melluzzo; Timothy O'Neill; Bernard Szreders; Alan Todd

*Absent:* Nina Peck

*Administration Present:* Ian Neviasser, Superintendent of Schools; John Rhodes, Director of Facilities & Technology

*Others Present:* Robert Martinotti, O&G Industries

#### I. Call to Order:

The meeting was called to order by Chairman Gomes at 7:06 p.m.

#### II. New Business:

##### 1. Approve NCA Invoice:

Upon motion by Mr. Cable, second by Mr. Szreders, the Building Committee approved NCA's Invoice #53 dated 6/1/13 in the amount of \$19,807.00 and to be paid no sooner than June 1, 2013. The motion passed unanimously.

##### 2. Approve O&G Invoice:

Upon motion by Mr. McFarland, second by Mr. O'Neill, the Building Committee approved O&G invoice dated May 30, 2013 application for payment #33 for C.M. project #0288 (period to date: 04/30/13), in the amount of \$285,568.02. The motion passed unanimously.

##### 3. Approve Pending Change Orders:

John Rhodes described the project to pave the parking lot to the north of the academic wing. The bidding process yielded a low bidder, Anton Paving. Mr. O'Neill inquired into the quality of the soils below the parking lot, reminding the committee of the problems encountered to the west of this area paving the roadway and lots near the tennis courts. Mr. Rhodes believed that the borings made for the sonotubes supporting the portables provided adequate evidence of a suitable base.

*53 Lyme Street, Old Lyme, Connecticut 06371*

*T: 860-434-7238 F: 860-434-9959 [www.region18.org](http://www.region18.org)*

Upon a motion made by Mr. O'Neill, second by Mr. Flower, the Committee approved recommending to the Board of Education awarding Anton Paving, LLC the contract to pave the HS parking lots in the amount of \$144,400.00 being funded by the high school project. The motion passed unanimously.

4. Change Orders:

Mr. Rhodes and Mr. Martinotti described the circumstances resulting in the failure to provide for frost protection for the outdoors drinking fountains due to a lack of blow-off valves in the original specifications. The committee weighted the issue and agreed to correct the error. Upon motion by Mr. Todd, second by Mr. Melluzzo, the Committee approved PCO 00825 to authorize Richards Corporation to provide and install blow-off valves on water fountains located adjacent to the sports fields on a time and materials basis but not to exceed \$16,545.00. The motion passed unanimously.

5. Approve Field Repair Proposal:

Mr. Rhodes presented the alternative approaches and bids to rework the soccer/lacrosse field and the softball outfield. While the three bids differed in price, they were mostly consistent in concept and recommended process. The committee reviewed a list of costs prepared by Mr. Rhodes which captured expected maintenance costs over time for the five fields now in use at the High School. The committee considered whether it would be appropriate to recommend to the Board of Education to install an artificial turf field instead of reworking the current soccer/lacrosse field. Views and opinions varied on the issue, with general agreement to rework the fields now and suggest to the Administration and Board to consider the matter as new business.

Upon motion by Mr. Cable, second by Mr. Melluzzo, the Committee approved authorizing O&G Industries to conclude arrangements with Richards Corporation and Aqua Turf for site rework to the soccer/lacrosse field and the softball outfield for a net cost of \$19,875.00. The motion passed with all in favor with Mr. Flower opposing (8 to 1).

III. Old Business:

1. The Committee reviewed the project financial report reflecting energy grants received to date of \$366,772 and State of CT reimbursement of \$8,909,961 received as of December 2012. The projected budget result as of 5/29/2013 indicates a net budget benefit of \$4,376,034. The project stands at 98% completion at May 30, 2013.
2. Mr. Rhodes reviewed for the committee the anticipated summer work to include floor polishing and repair, commons repairs, installation of electronic music ceiling cloud, installation of acoustic panels in the band and choral rooms and all punch list items.
3. Mr. Rhodes promised to review with the Committee the Commissioning Report at the August meeting.

4. The next meeting was scheduled for June 17, 2013 at the High School.

IV. Approval of Building Committee Minutes:

1. April 22, 2013

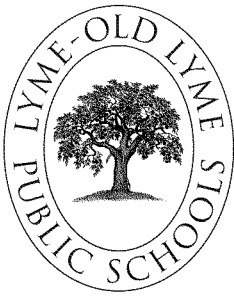
Upon motion by Mr. Cable, second by Mr. Melluzzo, the minutes of the Committee meeting of April 22, 2013 were proposed for approval. The motion carried unanimously with the exception of Mr. McFarland who abstained.

V. Adjournment:

Chairman Gomes adjourned the meeting at 9:41 p.m.

Respectfully submitted,

James Witkins.



# LYME - OLD LYME PUBLIC SCHOOLS

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## MEETING MINUTES

### **Communications Committee Meeting**

May 30, 2013

*Committee Members Present:* Michelle Roche, Chair; Ian Neviasser, Superintendent of Schools, Olwen Logan, Trudy Burgess

Communications Chair, Mimi Roche, called the meeting to order at 9:00 a.m. The purpose of the meeting was to discuss the next edition of the *FOCUS on Education* newsletter and to discuss the grand opening of the high school in the fall.

The committee reviewed what items should be included in the FOCUS. Ian will write a discussion of the new security measures that have been and will be adopted at Region 18. The article will include the fact that the state is committing \$5MM in grant money to school districts that are upgrading systems. Olwen will write an update on the high school renovation to include a description of a bowl that was created from a tree taken down at the high school. Trudy will write an article about the valedictorian/salutatorian and honor essayist and will include a list of the colleges that this year's seniors will be attending. Ian will write an article detailing the new teacher and administrator evaluation plans, and an article highlighting recent honors to the district, including the science Olympiad team, the crew team, and the honor bestowed on Lyme School. Mimi will write the opening letter to include information about the budget passing.

The committee discussed details regarding a grand opening ceremony for the newly renovated high school, probably to be held in early September. Members thought a weekday morning would work best and to try to include the students somehow. We will invite state and local dignitaries once a date has been set. A follow-up meeting will be held by the committee in July to plan the event in further detail.

The deadline to get all articles written and to Ian/Jeanne is June 17.

The meeting adjourned at 10:30 a.m.

Respectfully submitted,

Mimi Roche, Chair

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