

Please note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting on June 5, 2018 at 7:00 p.m. in the Municipal Office Building at 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	J. Evans Davila
D. Cruson, Secretary	R. Bienkowski
D. Leidlein(absent)	14 Staff
J. Vouros	60 Public
A. Clure (absent)	2 Press
D. Delia	
T. Hankin	
R. Edwards	

Mrs. Ku called the meeting to order at 7:00 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue recognized our retirees who have given so much to our students and their families. They represent 288 years teaching in Newtown and 400 years overall in education. The retirees at the meeting included Linda Arruda and Emily Smith from Hawley School, Patricia Kurz and Sara Washicko from Head O'Meadow School, Robin Walker from Sandy Hook School and Martha Parvis and Marty Swanhall from Newtown High School. Those also retiring but unable to attend the meeting include Sarito Chandler from Newtown Middle School, Kimberly Jones from Hawley School, and Barbara Gasparine, Principal at Head O'Meadow School. Dr. Rodrigue also recognized the teachers who retired mid-year which included Jeanne Bugay and Kristen Fazzino from Newtown Middle School and Mary Ellen Nasinka from Reed Intermediate School.

Dr. Rodrigue introduced students in the top 5% of the Newtown High School graduating class of 2018. These student have achieved the highest level of scholarship and achievement. The students attending included Madeleine Albee, Michael Arther, Amanda Berry, Erin Burns, Silas Decker, Rory Edwards, Danielle Gaiser, Mary Hufziger, Jadyne Ives, Cassidy Kortze, Olivia Mubarek, Hana Rosenthal, Megan Sonne, Greta Staubly, and Talia Hankin who is also the class valedictorian. Students unable to attend include Jackson Dooley, Connor Munroe, Robert Murray, Kevin Reiss, and Emily King who is the class salutatorian.

Two students were also recognized for receiving the CABA Student Leadership Award. Harrison Hoffert was in attendance but Rachel Tomasino was unable to attend.

The Board congratulated these outstanding students and a short reception followed.

Item 3 – Consent Agenda

MOTION: Mr. Cruson moved that the Board of Education approve the consent agenda which includes the donation of two additional basketball poles on the Hawley School playground and the correspondence report. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 4 – Public Participation

Item 5 – Reports

There was no Chair report.

Superintendent's Report: Dr. Rodrigue said there will be a new grant under VOCA as the existing one will end in December 2018. This will support some of our positions and shift some support to the middle school.

She had a breakfast for the PTA Presidents last Friday with existing and new members and thanked the Culinary Department for preparing the food. Next year she will look to coordinate a Superintendent's advisory council. They also had a conversation about the school calendar. Dr. Rodrigue attended the Sandy Hook faculty meeting where they discussed plans for summer reading called Summer Slide.

Committee Reports:

Mr. Vouros spoke about the Curriculum and Instruction meeting. Bret Nichols reported on the work being done for students transitioning from 8th to 9th grade. Enrollment for the engineering course is a little less this year. The new biomedical course enrolled 46 students. They support the 8th grade students spending a day at the high school. Jeremy O'Connell and Kim Longobucco reported on project adventure. Matt Childs will co-teach with Mr. O'Connell next year.

Mr. Cruson reported that the CIP/Finance Committee met yesterday and discussed the CIP plan for the next 10 years. Mr. Faiella presented what he thought would be on this and they also had an update on the Whitsons contract addendum for tonight's meeting.

Student Reports:

Dr. Rodrigue said these students did an outstanding job as Board of Education student representatives. They are articulate and shared important information and updates as well as their own thoughts about what has been going on in the district and high school. We will miss them greatly.

Mrs. Ku also thanked them and shared the Board's appreciation for all they contributed.

The students introduced their replacements for next year. Rory Edwards introduced Robby Morrill and Talia Hankin introduced Claire Dubois. These students will begin attending Board meetings in September.

Rory: This past Friday marked Gun Violence Awareness Day with a march in Fairfield Hills.

Talia: Students from Les Mis traveled to the Shubert Theater for the high school play awards ceremony. Teah Renzi won the best leading actress and will advance to the Jimmy Awards in New York.

Rory: The Powder Puff flag football game was held and our boys' volleyball team won their first SWC title.

Talia: The "Be Kind" mural behind the high school was completed last week.

Rory: This is senior spirit week with Friday as senior skip day.

Talia: June 18 is graduation. She thanked the entire Board for supporting them through this experience. Rory also thanked them for this opportunity.

Mrs. Ku welcomed Claire and Robby and thanked for being part of the Board next year.

Item 6 – Old Business

Whitsons Contract Renewal:

Mr. Delia mentioned that Sarah Houle won the State Championship in golf today.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the one-year renewal amendment to Whitsons agreement for food services dated July 1, 2016 with an effective date of July 1, 2018. Mr. Vouros seconded.

Mr. Bienkowski invited John Prunier, Becky O'Brien and Joe Stango to present their report.

Mr. Prunier gave an overview of the financials for the program. There will be no meal price increase for next year. They are projecting a profit of \$6,095 dollars.

Ms. O'Brien and Mr. Stango spoke about nutrition and the various offerings and promotions. Mr. Prunier said they are moving to a pre-order system for calling ahead. It would be an app and they expected it will be well received in the deli area at the high school. They also planned on conducting a student survey with four or five questions and will address any concerns.

Mr. Vouros suggested organizing a student advisory rather than get information through a survey to allow them to speak about their concerns.

Mr. Edwards agreed. He feels it's easy to give a survey to students but you would get the most truthful answers by speaking to them.

Ms. Hankin agreed. If you establish a group of students who care about the lunch program you will come up with options.

Mr. Bienkowski spoke about the contract amendment. We comply with the regulations of the National School Lunch Act which require that it be put out to bid every five years. This is amendment #2 which is the third year of their service. We have a guaranteed financial loss at elementary level but are guaranteed a profit at the high school so it ends up breaking even.

Motion passes unanimously.

Update on Safe School Climate Committee:

Mrs. Uberti provided some background information. This year the committee met with our contacts at Uconn and Dr. Rodrigue and spoke about the focus for this year. One was identifying our universal practices. Our tier one practices were lacking so we analyzed our current program.

Ms. Fuccillo spoke about the model that was created by an organization called Casel. They came up with five core competencies we feel important for our students. We are assessing our SEL needs in each school and we will establish school wide practices with continuous improvement. Representatives met with the building committees, agreed with the Casel model and discussed it at their faculty meetings. Next year we will introduce the model at parent meetings and reach out to the community groups.

Mrs. Uberti said they also did a blind survey through Panorama.

Mrs. Harriman-Stites thanked them and asked how they were gathering data.

Ms. Fuccillo said they were just looking at what we have now.

Mrs. Uberti stated that they started looking at teaming across the buildings.

Mr. Delia asked if there was a lot of training involved.

Ms. Fuccillo said there was a lot in place as they will do a lot outside of school.

Mrs. Harriman-Stites was concerned about students in grade six through eight and asked to see the sixth grade data.

Mrs. Ku felt that would be good to share with the community.

2018-2019 Calendar Discussion:

Mrs. Ku provided a list of possible changes to next year's calendar.

Dr. Rodrigue said this year forced us to look at the calendar in a different way. There was also misinformation about being able to ask for a waiver. We can go to the end of June per the State

of Connecticut. Another possibility is taking vacation time in February and April and looking at professional development days. She plans to discuss this with the A-Team on Friday. Board input would be helpful.

Mrs. Ku said the first item to discuss was how important it was to avoid classes the last week of June.

Mr. Delia was not opposed to the last week of June.

Mr. Cruson didn't want to see it on the calendar and preferred a calendar with as much flexibility as possible.

Mrs. Ku said another item would be to allow for make-up days in the middle of a week.

Mrs. Harriman-Stites said it might be easier for parents but there is no specific need for it to happen.

Mr. Delia felt it would be smart to follow the State law.

Mr. Vouros doesn't have a problem with that but the upper A-wing in the middle school gets up to 90 degrees. We need to have permission to make those days half days because of the heat. It's not fair to the staff and students and they aren't productive days.

Mr. Cruson feels people would be upset if they lost days for extended weekends but it does give us flexibility.

Mr. Edwards said a four-day weekend for Memorial Day is the week before finals week and the students would worry about that.

Mr. Delia said we could consider reducing 183 days to 180. We did that under emergency circumstances.

Mr. Cruson was strongly opposed. The 183 days are important.

Mr. Delia said we can add to the calendar that we can reduce the number of days unless we were going to the end of June.

Mrs. Ku was strongly opposed to making this a practice and was not sure if there were contractual issues.

Mr. Bienkowski said a lot of our contracts are developed around 183 days. There are budgetary issues.

Mrs. Harriman-Stites said hourly employees count on those days. She wanted to know how long other districts in our DRG go.

Mrs. Ku referred to another option of using April break for makeup days which the Board decided not to do.

Mr. Cruson was fine with those days being used and it would have helped us this year but we need to commit to it one way or the other.

Mrs. Harriman-Stites didn't agree with taking days from the April break because it's important for staff and students.

Mr. Vouros agreed there should be no days taken from the April break.

Dr. Rodrigue agreed and that it was important to put whatever we are going to do on the calendar.

Mr. Cruson said we have the February break and we can take away from the April break under extraordinary circumstances.

Mr. Delia is opposed to taking away the April break for students and teachers. He questioned if Southbury tried to do that.

Dr. Rodrigue thought it happened there more than once.

In talking about starting school in August or after Labor Day, Mr. Delia said the average temperature the end of August is hotter than the end of June.

Mrs. Ku said the final option was selecting the potential graduation date in advance to put on the calendar. Even if you have to move off of that day and it falls on the 179th day of school, you can still confer their diplomas that day. The date you set it has to be the 180th day.

Mrs. Harriman-Stites thought that was a great idea.

Ms. Hankin felt it was important to have the full week for the April break especially for taking AP exams. Teachers tend to lighten up a lot at that time. Regarding the graduation date, if you set it then it should remain for families to plan to which Mr. Edwards agreed.

Mr. Delia suggested bringing back the February break as a full week written in stone and the April break would allow days to be removed for snow days that need to be made up.

Mr. Vouros liked his thought.

Mr. Cruson said that week helps people who work in other districts.

Mrs. Ku also liked the idea.

Mr. Delia feels we should just add a day each time and not build in days on the calendar.

Item 7 – New Business

First read of policies:

Mrs. Harriman-Stites spoke about the following five policies for first read.

Policy 6146 added the additional credit for graduation for the Senior Year Experience course.

Policy 6163.2 refers to live animals in the classrooms. She thanked Abby Hill for guidance. Her service animals are in our buildings.

Policy 6172.3 refers to home schooling. It was adjusted based on current legislation.

Policy 6172.4 is specific to students at the middle school where there are title I students.

Policy 6172.6 pertains to virtual/online courses. Dr. Rodrigue worked with the high school administration on how students can be offered courses online.

Tuition for the 2018-2019 School Year:

Motion: Mr. Cruson moved that the Board of Education approve the increase in the tuition rate to \$18,900 for the 2018-2019 school year. Mrs. Harriman-Stites seconded.

Mr. Delia asked how it was set.

Mr. Bienkowski said it is based on the combination of the operating budget, the approved debt service and divided by the projected enrollment. This is the practice we follow and this amount is budgeted.

Mrs. Ku said we received a communication requesting that we look at the policy that sets that percentage.

Mrs. Harriman-Stites said the Policy Committee looked at the tuition rate for staff in the DRG and felt it was consistent and in the range of acceptability.

Mr. Vouros asked the number of staff members sending their children.

Mr. Bienkowski said there were seven families anticipated for next year.

Mr. Vouros asked if we could consider reducing the rate for those families.

Mr. Delia requested the Policy Committee look at that policy.

Mrs. Harriman-Stites said they didn't look at a reduction for those with more than one child. Mrs. Ku felt there was enough interest in looking at that.

Mr. Vouros asked if it could be done by the first of the year so they will get a break.

Mrs. Harriman-Stites would add it to the next meeting and bring it to the Board in July.

Mr. Delia asked to look at it to be sure we are consistent with other communities.

Motion passes unanimously.

Healthy Food Certification:

MOTION: Mr. Cruson moved that the Board of Education will not comply with the Connecticut Nutrition Standards during the period of July 1, 2018 through June 30, 2019. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeteria, and fundraising activities on school premises, whether or not school sponsored.

Mrs. Harriman-Stites seconded.

Mr. Bienkowski said we don't comply because it would restrict our ability to offer various foods at the Snack Shack at the high school and in fund raisers by students as well as items in school stores and activities in the elementary schools. All of those would be restricted.

Motion passes unanimously.

MOTION: Mr. Cruson moved that the Board of Education authorize the signatures change form to indicate that Dr. Lorrie Rodrigue is the authorized signer of the ED-099 Agreement for Child Nutrition Programs. Mrs. Harriman-Stites seconded. Motion passes unanimously.

MOTION: Mr. Cruson moved that the Board of Education approve the minutes of May 22, 2018. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 8 – Public Participation

Lisa St. Louis, 137 Currituck Road, is a behavior therapist in the county and was hired in 2015. She started in the preschool program and is in the PAL program at Middle Gate School. She started at \$15 per hour. The annual raise for all BTs was \$2.50 per hour instead of the \$5.00 they expected. She is advancing to level 3. She was not afforded the opportunity for discussion as she sent an email but did not get a response. She asked the Board to reconsider this decision and respond to her by email.

Janet Ziperstein, 5 Charter Ridge Drive, said the old calendars indicated you have until June 30 to be in school. We never used to go past June 25. Then they would take from April. If we take a week in February we have to build in the three days at the end. Just add on snow days as they arise.

Trent Harrison, 16 Turkey Hill Road, proposed to end school on June 14, but take the five "built in snow days" and make October 17, January 16, February 6, March 6 and 27 no school days. If we have a hurricane in September or early October and have to close school for a day we can then add October 17 back. Every time there is a school closing, we just convert one of the Wednesdays back to a regular day.

Tom Kuroski, high school teacher and president of the NFT. He spoke about the decisions regarding transportation and school start times. Changes were never communicated to teachers and union leaders. Dr. Erardi assured them the change would not affect teacher time. Many teachers contacted him and asked how this plan was approved. He had no knowledge of

the amended plan. Teachers felt he lied to them. Mr. Kuroski visited the schools to see what was happening. The Executive Committee decided to file a class action grievance. He and Dr. Erardi agreed to hold a meeting and resulted in organizing a transportation task force to solve the problems experienced by the teachers. The NFT pulled the grievance until the task force finished their work. The vote was postponed from April 3 to April 10 but the Board voted against the plan. He was at Marjory Stoneman High School at this time. Teachers were stunned by the decision that no solutions were offered. This decision sent an unintended message to K-6 teachers. An MOU was accepted by both parties which brought the grievance to a close. He publicly recognized all K- 6 staff members who are a wonderful group of teachers. It was alarming and discouraging that the work of the task force was not embraced by the Board. He thanked the Board for accepting the MOU which helped the K-6 teachers for the work done this year. They will build on the positive steps taken this year.

Julia Conlon, 11 Old Castle Drive, referred to possibly implementing February as a break and using the April the break as make up days if needed. Children get sick in February. Going from December to June with no break is not good.

MOTION: Mrs. Harriman-Stites moved that the Board of Education go into executive session to discuss non-union wages for 2018-2019 and invited Dr. Rodrigue and Mr. Bienkowski. Mr. Cruson seconded. Motion passes unanimously.

Item 9 – Executive Session

Executive session began at 10:35 p.m.

Item 10 – Possible Vote

MOTION: Mrs. Harriman-Stites moved that all non-union employees will receive a 2.25% increase for 2018-2019. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Harriman-Stites moved that the Board of Education extend the contract for the Director of Business as recommended by the Superintendent. Mr. Cruson seconded. Motion passes unanimously.

Executive session ended at 11:04 p.m.

MOTION: Mr. Cruson moved to adjourn. Mr. Vouros seconded. Motion passes unanimously.

Item 11 – Adjournment

The meeting adjourned at 11:06 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary



NEWTOWN PUBLIC SCHOOLS

June, Kathy <junek@newtown.k12.ct.us>

PTA Donation

2 messages

Moretti, Christopher <morettic@newtown.k12.ct.us>

Mon, May 21, 2018 at 12:06 PM

To: Lorrie Rodrigue <rodriguel@newtown.k12.ct.us>

Cc: Kathy June <junek@newtown.k12.ct.us>, Ron Bienkowski <bienkowskir@newtown.k12.ct.us>

Good Morning,

The Hawley PTA has voted to generously donate the funds needed to install two additional basketball poles on our playground. Please begin the process for this to receive Board consideration and approval. Also, let me know if anything is required on my end.

Thank you-

Best,

chris

Christopher Moretti, *Principal*

Hawley Elementary School

29 Church Hill Road

Newtown, CT 06470

203.426.7666



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Playground Maintenance Corp.

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Hawthorne, New York, 10532

(866)-332-3133

(914)-747-3965-FAX

e-mail: info@playgroundmedic.com

SERVICES AGREEMENT #18-149B

Date: April 26, 2018

Customer: Newtown Public School District
Attn: Kristen Bonnacci
12 Berkshire Road
Newtown, CT 06482

Phone: (203)-426-7615
Fax: (203)-270-0478
E-mail: mjb0327@aol.com

Scope of work: Playground Basketball Assemblies

Location: Hawley Elementary School, 29 Church Hill Road, Newtown, CT 06740

Job To Be Performed	Cost
Supply & Install (2) New inground Basketball Assemblies set at 7'H w/post pads	
TOTAL	\$ 7,885.00

CUSTOMER SIGNATURE _____ **DATE** _____

PRINT NAME _____ **TAX EXEMPT #** _____

TITLE _____ **PURCHASE ORDER#** _____

TERMS: NET 15 DAYS
PRICE QUOTED ARE EFFECTIVE FOR 30 DAYS
MASTERCARD AND VISA ACCEPTED

- Playground must be closed during repairs
- Customer is responsible for disposal of playground equipment & debris

The above quoted price is satisfactory and the following Terms and Limiting Conditions for Audits, Inspections and Repairs as follows are hereby agreed and accepted.

Correspondence Report
5/15/2018 – 6/4/2018

Date	Name	Subject
5/15/18	Suzanne Perry	Tonight's Meeting
5/15/18	Laura Roche	Last Day of School Consideration
5/21/18	Theresa Hartley	School Calendar
5/30/18	Po Murray	Jr NAA T-shirts for National Gun Violence Awareness Day
5/30/18	Po Murray	Jr NAA T-shirts for National Gun Violence Awareness Day
5/31/18	Kinga Walsh	Newtown Community Center and Senior Center Project Update Sessions: Please help spread the word!
6/1/18	Edward Carl Strait	Tuition for Staff Members' children to attend NPS



Head O' Meadow Elementary School

94 Boggs Hill Road
Newtown, CT 06470

Barbara Gasparine
Principal

Tel: 203-426-7670
Fax: 203-270-4559

May 29, 2018

Dear Dr. Rodrigue and Members of the Board of Education,

I am sorry that I could not be there this evening to participate in the celebration for the 2018 retirees. I had long ago committed to attend a retirement party for a long-time colleague and friend in North Branford. I would have been honored to stand before you and had circumstances been different, I would have been there.

My best wishes to all of my fellow retirees who are with you this evening.

Sincerely,

A handwritten signature in cursive script that reads "Barbara".

Barbara

Newtown Public Schools

Non-Resident Tuition Rate

2018-2019

	Calculated 2011-12	Calculated 2012-13	Calculated 2013-14	Calculated 2014-15	Calculated 2015-16	Calculated 2016-17	Calculated 2017-18	Recommended 2018-19
Board of Education Approved Operating Budget	\$67,971,427	\$68,355,794	\$71,045,304	\$71,345,305	\$71,587,946	\$73,665,065	\$72,995,957	\$76,054,231
Board of Education Approved Debt Service* Capital & Non-Recurring Fund	\$5,718,157	\$5,313,418 \$200,000	\$5,203,835	\$5,448,870	\$5,136,338	\$3,990,255 \$100,000	\$4,416,701	\$4,516,073
Total Approved Operations & Debt Service	\$73,689,584	\$73,869,212	\$76,249,139	\$76,794,175	\$76,724,284	\$77,755,320	\$77,412,658	\$80,570,304
Projected Enrollment for School Year	5,351	5,200	4,961	4,786	4,543	4,404	4,270	4,263
Tuition Charge = Operations & Debt divided by Enrollment	\$13,771	\$14,206	\$15,370	\$16,046	\$16,888	\$17,656	\$18,129	\$18,900
Calculated Tuition Rate (Rounded)	\$13,800	\$14,200	\$15,400	\$16,000	\$16,900	\$17,600	\$18,100	
Recommended Tuition Rate (Rounded)								\$18,900

Tuition Income Received	\$8,000	\$9,110	\$16,439	\$44,000	\$29,775	\$32,916	\$0	\$0
Tuition Income Estimated							\$32,822	\$31,675
Non-Employee Receipts	\$0	\$0	\$0	\$16,000	\$0	\$0	\$0	\$0

Employee Rate @ 25%	\$4,000	\$4,225	\$4,400	\$4,525	\$4,725
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1.0 7.0 7.5 7.3 6.7

*From End of Year ED001 Report, 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18 from the Town Finance Office.

Existing BOE Policy No. 7-106 - Pending change to Policy No. 5118
...tuition to be determined annually by the BOE...



Foodservice Overview 2017-2018

John Prunier – District Manager

Joe Stango – Interim Food Service Director

Becky O'Brien – Resident Dietician



Financial Overview

1

Projected Positive Position of \$13,743 for Current School Year

2

No Meal Price Increases included for the 2018-2019 School Year

3

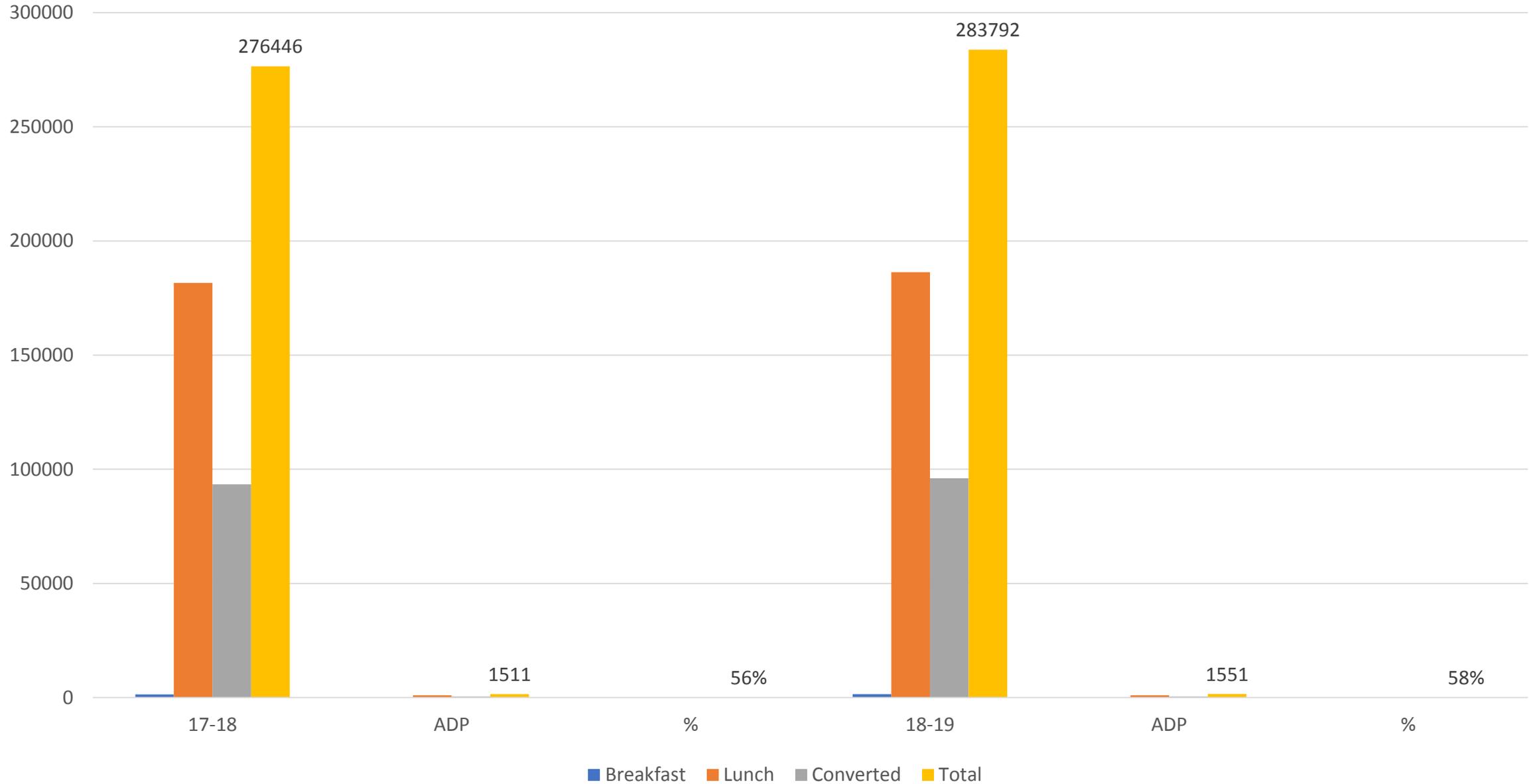
Increasing ADP meal counts and ala carte revenues

4

Projecting a \$6,061 Profit for 2018-2019.

- 3% Increase in wages
- Rising Health Care costs
- Marginal Increase in food, paper and cleaning costs
- Nominal Fixed Cost Increases
- 2.2% CPI Increase in Fees

MEALS COMPARATIVE ELEMENTARY



Newtown Elementary						
SY 2018 -2019 Cafeteria Budget						
	2017-2018	2018-219 Budget			Rationale	Meal Price Inc
	Projection	District	Catering	Combined		\$0.00
Type A Breakfast	\$1,963	\$1,921	\$0	\$1,921	Flat	\$1,921
Type A Lunch	\$451,249	\$479,153	\$0	\$479,153	1.5% Increase	\$479,153
Alacarte	\$303,622	\$312,149	\$0	\$312,149	Pricing Selected Items	\$312,149
Adult Sales	\$12,121	\$12,501	\$0	\$12,501	Minimal Increase	\$12,501
Federal /State Reimbursements	\$139,132	\$141,676	\$0	\$141,676	1.5% rate increase	\$141,676
Additional .06 Cent reimbursment	\$10,896	\$11,177	\$0	\$11,177	Increase on meals	\$11,177
Catering	\$104	\$0	\$499	\$499	Flat	\$499
Vending Commission	\$0	\$0	\$0	\$0		\$0
Total Sales	\$919,087	\$958,577	\$499	\$959,076		\$959,076
Total Food Cost	\$259,714	\$265,658	\$138	\$265,796	2% Increase	\$265,796
Paper/Cleaning Cost	\$24,237	\$26,308	\$13	\$26,321	Flat	\$26,321
Whitsons Payroll	\$513,725	\$551,753	\$0	\$551,753	3% Plus Director full year	\$551,753
District Payroll	\$28,960	\$26,096	\$0	\$26,096	60% of Total	\$26,096
Total Cost of Sales	\$826,636	\$869,815	\$151	\$869,966		\$869,966
Gross Profit	\$92,451	\$88,762	\$348	\$89,110		\$89,110
Other Expenses	\$64,160	\$59,233	\$5	\$59,238		\$59,238
Adm Exp	\$87,858	\$89,790	\$0	\$89,790	2.2%	\$89,790
Mgt Fee	\$21,963	\$22,448	\$0	\$22,448	2.2%	\$22,448
Total Other Expenses	\$173,981	\$171,471	\$5	\$171,476		\$171,476
Return To District	(\$81,530)	(\$82,709)	\$343	(\$82,366)		(\$82,366)

Newtown High School						
SY 2018 -2019 Cafeteria Budget						
	2017-2018	2018-219 Budget			Rationale	Meal Price Increase
	Projection	District	Catering	Combined		\$0.00
Type A Breakfast	\$0	\$0	\$0	\$0		\$0
Type A Lunch	\$0	\$0	\$0	\$0		\$0
Alacarte	\$675,005	\$718,290	\$0	\$718,290	2% Increase, Full Op days	\$718,290
Adult Sales	\$10,069	\$10,796	\$0	\$10,796	Flat	\$10,796
Federal /State Reimbursements	\$0	\$0	\$0	\$0		\$0
Additional .06 Cent reimbursment	\$0	\$0	\$0	\$0		\$0
Catering	\$15,872	\$0	\$16,090	\$16,090		\$16,090
Vending Commission	\$2,176	\$2,296	\$0	\$2,296		\$2,296
Total Sales	\$703,122	\$731,382	\$16,090	\$747,472		\$747,472
Total Food Cost	\$291,711	\$282,434	\$6,359	\$288,793	Flat	\$288,793
Paper/Cleaning Cost	\$16,407	\$16,502	\$363	\$16,865	Flat	\$16,865
Whitsons Payroll	\$236,309	\$275,836	\$0	\$275,836	3% increase, Full staffing	\$275,836
District Payroll	\$16,965	\$20,102	\$0	\$20,102	40% Allocation	\$20,102
Total Cost of Sales	\$561,392	\$594,874	\$6,722	\$601,596		\$601,596
Gross Profit	\$141,730	\$136,508	\$9,368	\$145,876		\$145,876
Other Expenses	\$28,155	\$38,585	\$161	\$38,746	Amortization adjustment	\$38,746
Adm Exp	\$14,642	\$14,964	\$0	\$14,964	2.2%	\$14,964
Mgt Fee	\$3,660	\$3,741	\$0	\$3,741	2.2%	\$3,741
Total Other Expenses	\$46,457	\$57,290	\$161	\$57,451		\$57,451
Return To District	\$95,273	\$79,218	\$9,207	\$88,425		\$88,425
5/8/2018						

ITS ALL ABOUT THE FOOD





NUTRITION SAFARI

- Nutrition Safari is our way to promote fruits and vegetables to the children at the elementary level.
- The produce of the month is incorporated to create a dish that can be sampled and talked about to the children at lunch that day. Our goal is to help encourage healthy choices and introduce children to fruits and vegetables in new ways.



We brought Sushi and everyone loved it!

RAMEN NOODLE BAR

- The Ramen Noodle Bar made it to every school this year and was well received by Children and adults.
- They were able to choose healthy toppings for their soups. Plenty of fresh raw vegetables and proteins like grilled chicken, hard boiled eggs, and roasted pork.
- Delicious low sodium vegetable broth is ladled over the top to warm it all up. We serve the soup in a “Take out” container and watch them smile as they leave the kitchen so excited.
- Many children came back to say “thank you” as they recited the new vegetables they had just tried and loved.



We now have Acai Berry Bowls

Acai Berries: What Are the Benefits?

- Promotes Heart Health**
- Stops Bad Cell Proliferation**
- Aids Weight Loss**
- Promotes Skin Health**
- Helps Digestion**
- Reduces Irritation**
- Improves Cellular Health**
- Immune System Booster**
- Has Anti-Aging Effects**
- Boosts Energy**
- Improves Mental Function**



We set up a table with information about the Acai berry with recipes and samples. Our goal was to introduce this trending super fruit.

To our surprise the students were more familiar than expected. Not only did they love the berry bowls but they asked when they would be available on the menu for lunch or breakfast.

- Whitsons is pleased to introduce Meatless Monday to your school cafeteria!

Meatless Monday is a science-based public health initiative associated with Johns Hopkins University Bloomberg School of Public Health. Its goal is to reduce chronic preventable diseases by encouraging less consumption of meat. This campaign will enable school staff and students to make even more nutritious choices, as well as help improve the health of the planet. By adopting Meatless Monday, we are helping to move towards a more sustainable food system and healthier eating habits that last a lifetime.

Meatless Monday will feature meal options made without meat each Monday. To be clear, dishes with meat will still be offered on Mondays; we are just providing new meatless options. We hope that students will enjoy our new meatless menu offering and will support the Meatless Monday campaign along with us





I pledge to promote, honor and adhere to the Whitsons' Meatless Monday campaign guidelines, and offer a meatless Monday every week here at _____ School District.

Our Meatless Monday program will feature dishes made without meat each Monday. Dishes with meat may still be served on Mondays as well as other days of the week, we're simply providing healthier, meatless options on Mondays, going forward.

I'm committed to this effort because I want to help enable our young customers to make healthier food choices —as well as improve the health of the planet. I also promise to take the Whitsons Meatless Monday Training Course during the month of May, 2018 so that I can implement this program to the best of my ability.

I understand that Meatless Monday is a science-based public health initiative associated with Johns Hopkins University Bloomberg School of Public Health and that the goal is to reduce chronic preventable diseases by encouraging less consumption of meat. This also supports Whitsons' Simply Rooted™ food philosophy, by offering more plant based options and ultimate supporting a more sustainable food program.

Sign Here



MAY BRINGS MEATLESS MONDAYS



WHITSONS IS PLEASED TO ANNOUNCE THAT STARTING MAY 1, 2018, WE WILL BE INTRODUCING "MEATLESS MONDAY" TO YOUR SCHOOL CAFETERIA!

Our recent customer surveys indicated that more than 50% of those that took the survey are interested in more meatless menu options and we are happy to announce that we are bringing Meatless Mondays to your cafeteria beginning this May!



Meatless Monday is a science-based public health initiative associated with Johns Hopkins University Bloomberg School of Public Health. Its goal is to reduce chronic preventable diseases by encouraging less consumption of meat. This campaign will enable school staff and students to make even more nutritious choices, as well as help improve the health of the planet. By adopting Meatless Monday, we are helping to move the U.S. towards a more sustainable food system and healthier eating habits that last a lifetime.



Meatless Monday will feature meal options made without meat each Monday. **To be clear, dishes with meat will still be offered on Mondays; we are just providing new meatless options.** Please help us embrace this effort to promote more mindful eating habits and share this information with others in your home.

In addition, We also recommend visiting "The Monday Campaigns" Meatless Monday website, www.meatlessmonday.com, for more information.

Sincerely yours,



Kelly Friend
Chief Operating Officer, Whitsons School Nutrition
CELL: 631-805-8226





NEWTOWN NUTRITION NEWS



Newsletter

May 2018

Dietitian Summary

It's been another great year working with the Newtown students and staff. My goal for the upcoming school year is to be more involved in the lunch room. I would like to offer monthly taste tests that highlight the produce of the month in efforts to increase student fruit and vegetable consumption. Additionally, I would like to expand my classroom nutrition education offerings, and help students along their journey of building healthy eating habits.

Sincerely,
Rebecca O'Brien, RD, CDN

End of Year Projects

1. Earth Day Promotions Waste Reduction and Recycling
2. National Dairy Month Promotions Smoothie Taste tests
3. Elementary Lessons:
Food Groups and My Plate
The Importance of Breakfast
How to Read Food Labels

Completed Nutrition Activities and Promotions 2017-2018

1. Allergy Education Presentations
2. Nutrition Newsletters
3. Elementary Lunch Room Visits
4. My Plate Day and National Nutrition Month Lunch Room Promotions
5. Wear Red Day: Encouraged heart healthy behaviors with Whitsons team members and students
6. Senior Project Mentor: Current Nutrition Trends and Fad Diets
7. Student Feedback Surveys on Menu Selections and new products
8. Elementary Advisory Committee Member
9. Wellness Committee Member
10. Allergy meetings with parents and 504 meetings
11. Head O Meadow Staff Wellness Presentation
Topic: Healthy Holiday Eating:
Recipe Sample: Baked apples with granola



SURVEY KIOSKS

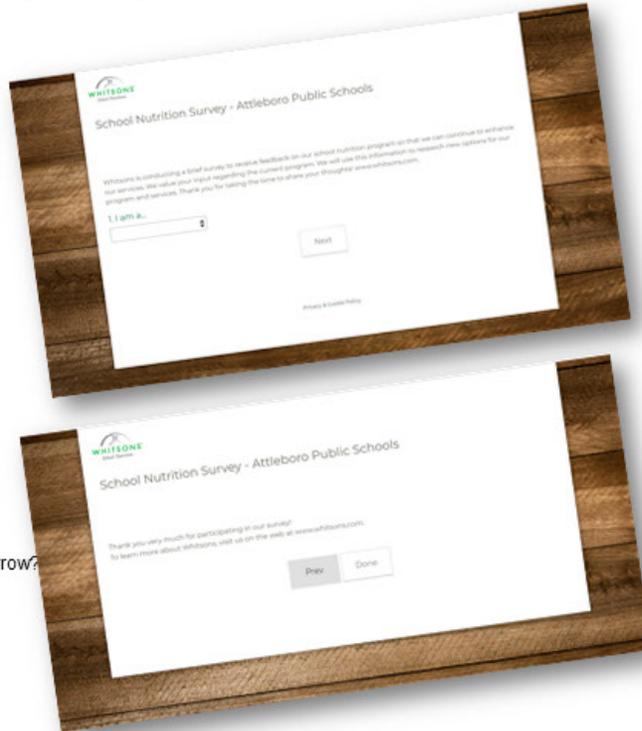
Daily Survey Kiosk

Survey Questions

1. I am a
 - o Student
 - o Faculty/Staff Member
2. Did you enjoy your lunch today?
 - o Yes, I enjoyed my lunch today
 - o My lunch today was ok
 - o No, I did not enjoy my lunch today
3. Which station did you choose for your meal today?
 - o Coyote Grill
 - o Frait Express
 - o Great American Sandwich Company
 - o Healthy Harvest
 - o Miss Ruby's Grill
 - o Shaky Joe's
 - o World Market

- Was the cafeteria staff helpful and courteous to you?
- o Yes
 - o No

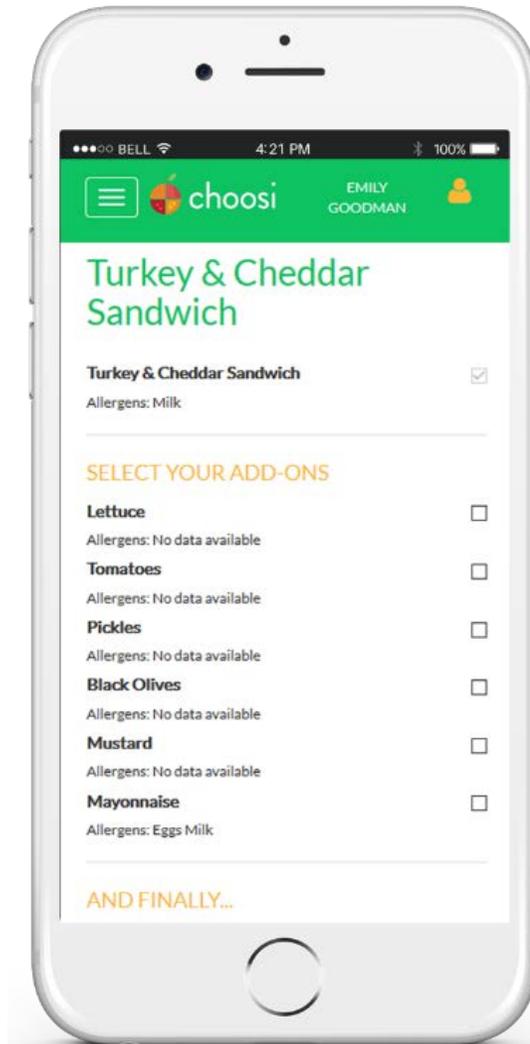
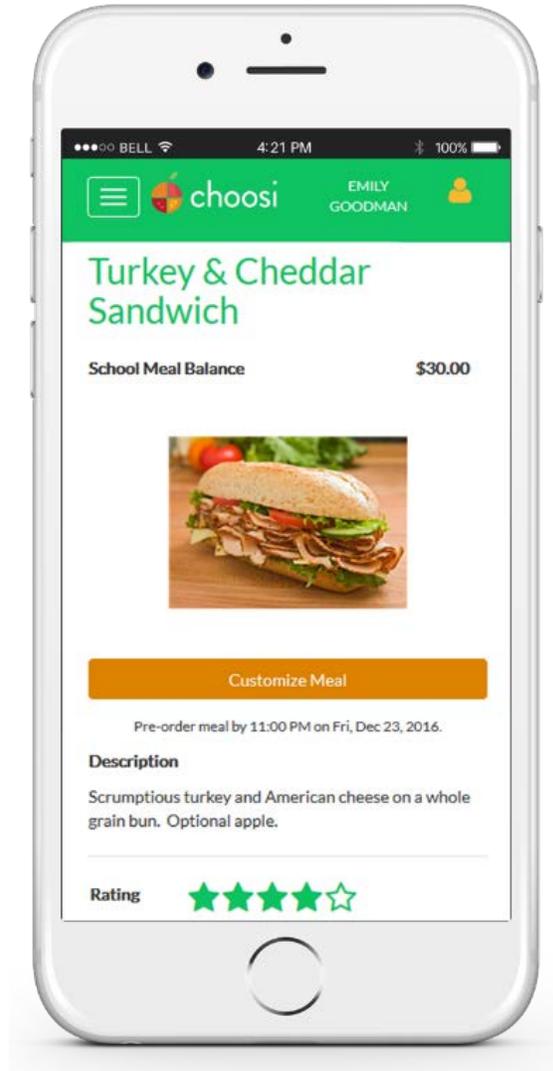
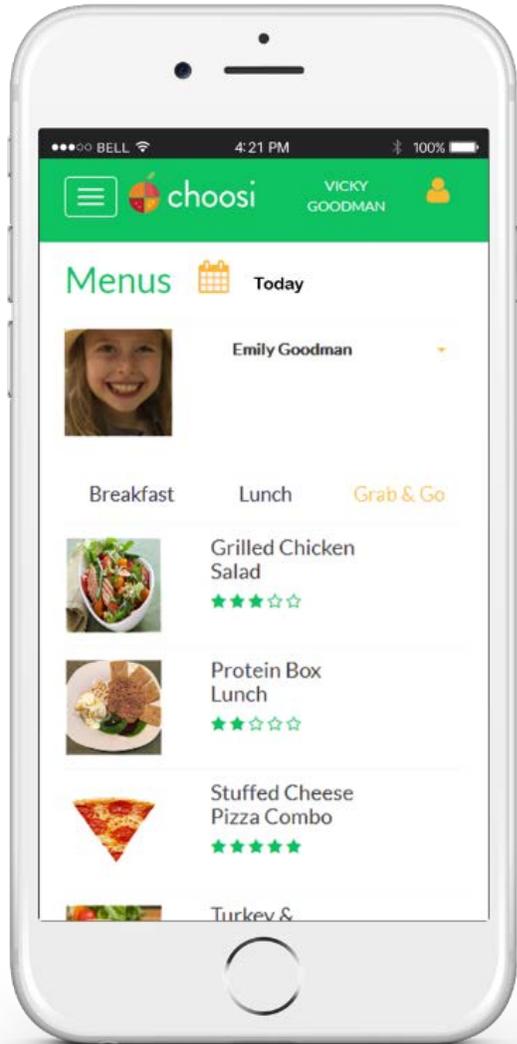
- How likely are you to eat lunch at school again tomorrow?
- o Very likely
 - o Likely
 - o Neither likely nor unlikely
 - o Unlikely
 - o Very unlikely



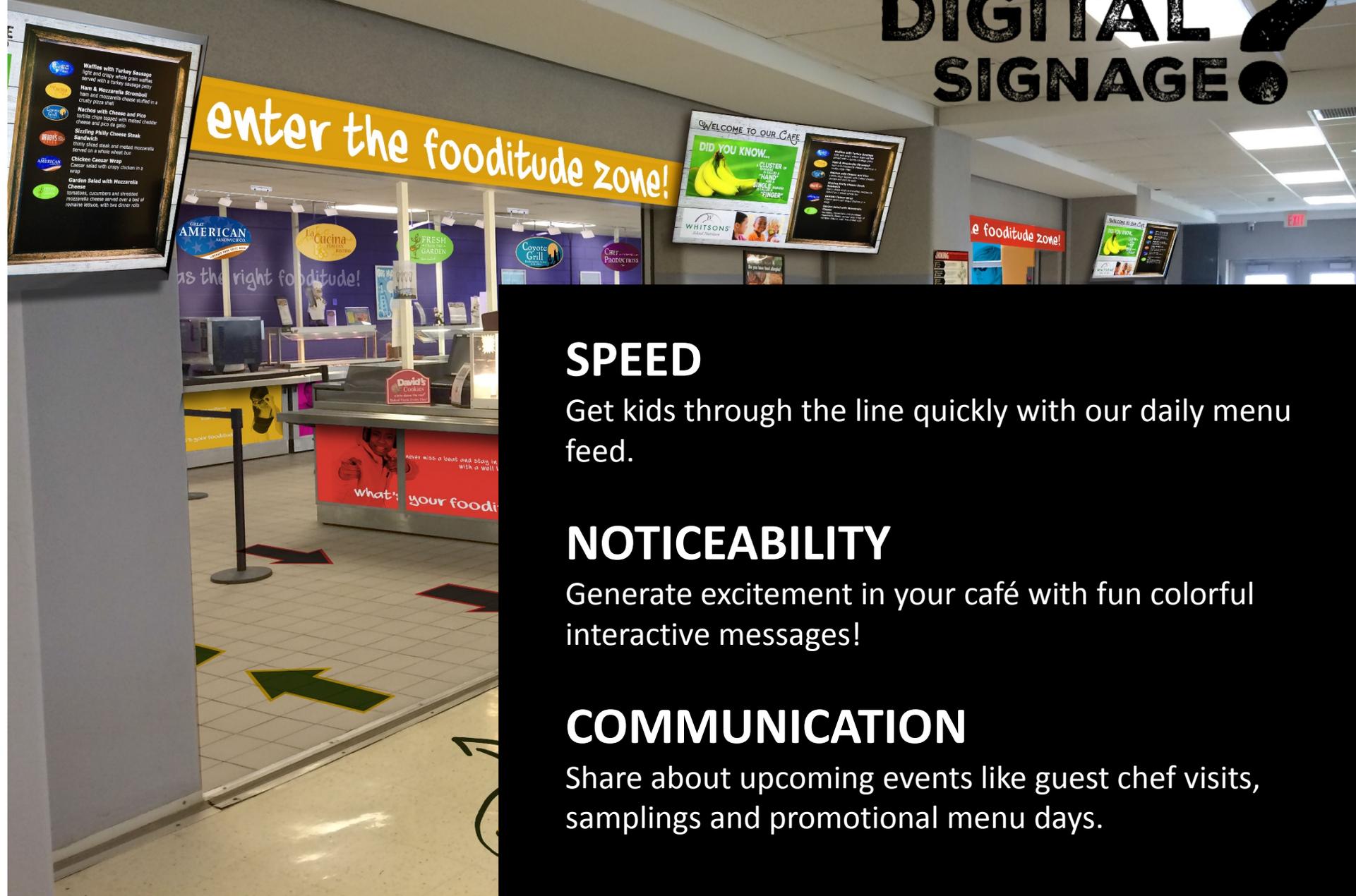


- Fully reimbursable meals or just a custom sandwich or salad entrée
- Students order meals before school or on the day before
- Students who ordered are reminded with a push notification in the morning so they don't forget
- Meals prepared in off-peak hours to optimize labor
- Choosi-branded carts and shelving available to merchandize to students
- Mobile app available on Android and iOS smartphones and tablets, and also online using popular internet browsers
- Practice placing an order by downloading the Choosi app or visiting www.getchoosi.com, select an item from the Grab & Go page → Customize → Sign in as Guest → Select items and place order

Pre-Order: Choosi



WHY DIGITAL? SIGNAGE



SPEED

Get kids through the line quickly with our daily menu feed.

NOTICEABILITY

Generate excitement in your café with fun colorful interactive messages!

COMMUNICATION

Share about upcoming events like guest chef visits, samplings and promotional menu days.

WHY DIGITAL? SIGNAGE

WELCOME TO OUR CAFE

DID YOU KNOW...




WHITSONS[®]
School Nutrition



Waffles with Turkey Sausage
light and crispy whole grain waffles served with a turkey sausage patty



Ham & Mozzarella Stromboli
ham and mozzarella cheese stuffed in a crusty pizza shell



Nachos with Cheese and Pico
tortilla chips topped with melted cheddar cheese and pico de gallo



Sizzling Philly Cheese Steak Sandwich
thinly sliced steak and melted mozzarella served on a whole wheat bun



Chicken Caesar Wrap
Caesar salad with crispy chicken in a wrap



Garden Salad with Mozzarella Cheese
tomatoes, cucumbers and shredded mozzarella cheese served over a bed of romaine lettuce, with two dinner rolls



THANK YOU



Whitson's Contracted Fees & Program Guarantees

<u>Year</u>	<u>2016-17</u>	<u>Annual</u>				<u>Monthly</u>		
<i>Initial Contract</i>		<u>NSLP</u>	<u>NHS</u>	<u>Total</u>		<u>NSLP</u>	<u>NHS</u>	<u>Total</u>
	Administrative fee	\$85,714	\$14,286	\$100,000		\$8,571.40	\$1,428.60	\$10,000.00
	Management fee	\$21,429	\$3,571	\$25,000		\$2,142.90	\$357.10	\$2,500.00
	Total Fees	\$107,143	\$17,857	\$125,000		\$10,714.30	\$1,785.70	\$12,500.00
CPI per State		2.50%						
<i>Amendment No. 1</i>	<u>2017-18</u>	<u>NSLP</u>	<u>NHS</u>	<u>Total</u>	<u>Increase</u>	<u>NSLP</u>	<u>NHS</u>	<u>Total</u>
	Administrative fee	\$87,857	\$14,643	\$102,500	\$2,500	\$8,785.69	\$1,464.32	\$10,250.00
	Management fee	\$21,965	\$3,660	\$25,625	\$625	\$2,196.47	\$366.03	\$2,562.50
	Total Fees	\$109,822	\$18,303	\$128,125	\$3,125	\$10,982.16	\$1,830.34	\$12,812.50
CPI per State		2.20%						
<i>Amendment No. 2</i>	<u>2018-19</u>	<u>NSLP</u>	<u>NHS</u>	<u>Total</u>	<u>Increase</u>	<u>NSLP</u>	<u>NHS</u>	<u>Total</u>
	Administrative fee	\$89,790	\$14,965	\$104,755	\$2,255	\$8,978.97	\$1,496.53	\$10,475.50
	Management fee	\$22,448	\$3,741	\$26,189	\$564	\$2,244.79	\$374.08	\$2,618.88
	Total Fees	\$112,238	\$18,706	\$130,944	\$2,819	\$11,223.76	\$1,870.61	\$13,094.38
Budgeted Results		NSLP	NHS	Total	Audited			
16-17 Financial Guarantee		-\$42,955	\$51,561	\$8,606	\$20,039			
17-18 Financial Guarantee		-\$69,169	\$72,517	\$3,348	<i>Estimated</i> \$13,742			
18-19 Financial Guarantee		-\$82,365	\$88,426	\$6,061				

The Lunch Program essentially operates at a break even position.

The RFP, referenced in the contract stated that meal prices would be held constant for two years. This will be the third year of level pricing.



Social Emotional Learning In Newtown

Anne Uberti & Leanne Fucillo
Co-Chairs
District Safe School Climate
Committee





Newtown Public Schools

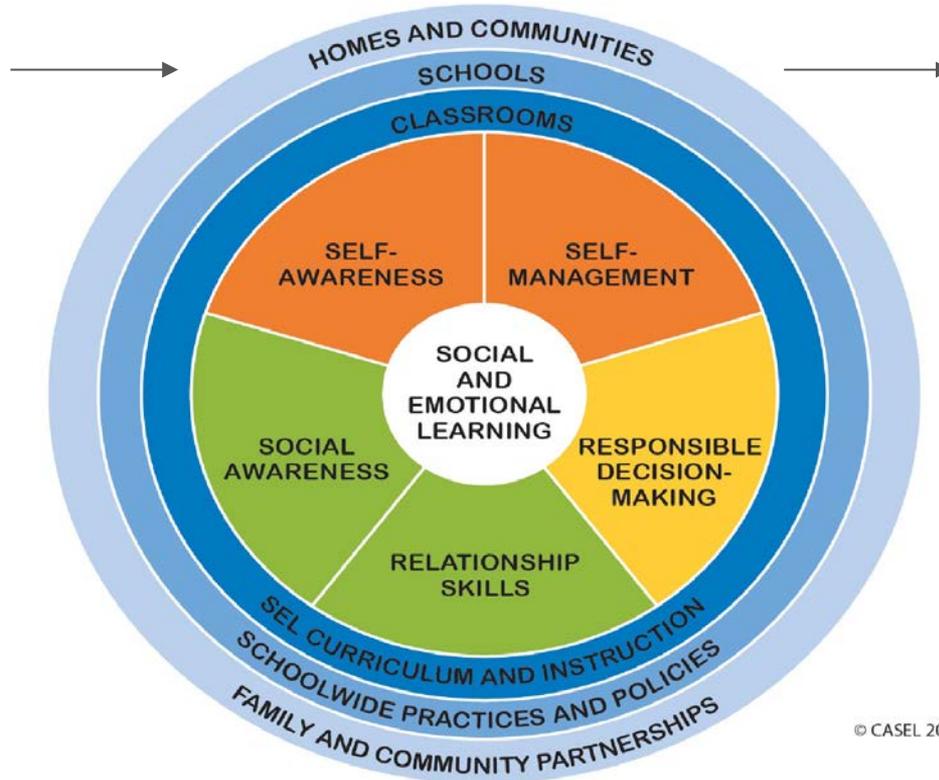
Vision for Social Emotional Learning

Newtown Public Schools are committed to the academic achievement of all students, as well as the development of effective social and emotional skills. We believe it is necessary to prepare students with essential social emotional learning (SEL) competencies requisite to be successful students in our schools and contributing citizens in our local and global communities.

Central to our belief is that students are continually progressing in their ability to effectively manage their emotions, resolve conflict, meet challenges and make responsible decisions. This progress is dependent upon comprehensive education, opportunities for experiential learning and use of common language both in our schools and in our community.

Framework for district and school systemic SEL

Districtwide Social and Emotional Learning
Cultivate Commitment & Support for SEL
Assess SEL Resources & Needs
Establish Classroom, Schoolwide & Community SEL Programming
Establish Systems for Continuous Improvement



© CASEL 2017

Short Term Outcomes

- ❖ Self Efficacy
- ❖ Connectedness
- ❖ Sense of Purpose
- ❖ Prosocial Behavior
- ❖ Reduced Conduct Problems, Risky Behaviors, and Emotional Distress
- ❖ Improved Academic Performance

Long Term Outcomes

- ❖ College Readiness
- ❖ Career Readiness
- ❖ Healthy Adult Relationships
- ❖ Positive Mental Health

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY





Currently in progress

- Inventory of existing SEL practices and programs in each building (i.e. Second Step, Counselor, Project Adventure, Freshman Advisory, etc.)
- Mapping to core competencies
- Evaluate areas of strengths, needs, gaps
- Work collaboratively between and among buildings to develop an SEL scope and sequence
- Determine professional development needs around SEL practices and programs to sustain implementation with fidelity
- Utilizing qualitative and quantitative data to measure SEL



Communication Plan

2017-2018

- District Safe School Climate representatives report back to their school's Building Safe School Climate Committee for discussion and adoption of CASEL Framework
- Building Committee Members communicated to all faculty during regular staff meetings

2018-2019

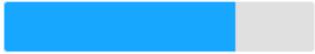
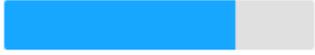
- Introduction of CASEL Framework to parents through common slides at each buildings fall open house
- Outreach to community groups
- Explore professional development opportunities



PanoramaSEL survey results

SEL Student Competencies: Grades 3-5

830 responses | [show breakdown](#)

Topic	Mean [?]	Compared to others nationally [?]
Self-Management	4.2 	 80th-99th percentile
Learning Strategies	4.0 	 80th-99th percentile
Social Awareness	4.0 	 80th-99th percentile
Growth Mindset	3.7 	 80th-99th percentile



Panorama SEL survey results

SEL Student Competencies: Grades 6-12

2,168 responses | [show breakdown](#)

 Save as PDF

Topic	Mean 	Compared to others nationally 
Self-Management	4.1 	 60th-79th percentile
Social Awareness	3.7 	 20th-39th percentile
Learning Strategies	3.6 	 20th-39th percentile
Growth Mindset	3.5 	 40th-59th percentile

Questions & Comments

Instruction

Requirements for Graduation

Beginning with the Class of 2021, in order to graduate from the Newtown Public Schools, students must earn a minimum of twenty-four (24) credits in (9) areas of the curriculum and demonstrate competency in spoken communication, written communication, critical thinking, and information literacy.

The Board of Education shall award a high school diploma to any World War II veteran, veteran of the Korean Hostilities, or a Vietnam-era veteran requesting such diploma who left high school for military service as defined in the statutes.

Credit Distribution Requirements

The following credits must be earned:

Area I	English – 4 credits including English I, English II, and a course that includes American literature
Area II	Social Studies – 3 credits including 1 in American Studies or American History, ½ in American Government, ½ in Economics, ½ in Western Studies and ½ in an Area Studies course
Area III	Math – 3 credits
Area IV	Science – 3 credits
Area V	Physical Education – 1 ½ credits
Area VI	Fine and Applied Arts – 1 ½ credits, including ½ credit in Personal Financial Literacy
Area VII	Electives – 6 credits
Area VIII	World Language – 1 credit
Area IX	Senior Year Experience ²¹ – <u>1 credit</u>

All courses to satisfy local and statutory requirements in Areas I-IX must be earned between the beginning of grade 9 and end of grade 12.

Students classified as ninth, tenth, and eleventh grade must enroll in a minimum of six courses each semester. Twelfth-grade students must enroll in a minimum of five courses each semester. Only students with a minimum of 15 credits will be designated as Seniors.

Students who earn high school credits in the middle school cannot apply them to required units in Areas I-IX.

Students must attend a minimum of six (6) semesters of high school (grades 9-12) to qualify for graduation.

Instruction

Requirements for Graduation (continued)

Exception for Transfer Students

If a student transfers into the Newtown Public Schools after completing at least three years in a high school out of state, he/she may be exempted from Newtown's twenty-four (24) credit requirement for graduation.

Legal Reference: Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)
10-16(l) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310.), PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut's Seal of Bilingualism)

10-233(a) Promotion and graduation policies. (as amended by P.A. 01-166)

P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247 An Act Implementing Provisions of the State Budget.

P.A. 15-237 An Act Concerning High School Graduation.

P.A. 17-42 An Act Concerning Revisions to the High School Graduation Requirements

Policy adopted: March 18, 2014

Policy revised: July 18, 2017

NEWTOWN PUBLIC SCHOOLS

Newtown, Connecticut

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs)

The Newtown Board of Education (the “Board”) complies with all applicable federal and state laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of a disability, subject to the conditions and limitations established by law. Accordingly, the Board shall make reasonable modifications to its policies, practices and procedures to permit an individual with a disability to use a service animal on school property and/or at school-sponsored programs or activities in accordance with Title II of the Americans with Disabilities Act (“ADA”), applicable state laws and this policy.

A. Definitions

1. “**Service animal**” means any dog regardless of breed or size (“service dog”) or miniature horse (“service horse”) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including but not limited to a physical; sensory; psychiatric; intellectual; or other mental disability. The work or tasks performed by a service animal must be directly related to the individual’s disability. In other words, the animal must be required for the individual with a disability, and must be individually trained to do work or a task for the individual with a disability. For purposes of this policy, 1) a service animal includes a *guide dog* or *assistance dog* for a blind, deaf or mobility impaired person as outlined in Conn. Gen. Stat. § 46a-44; 2) service animal is **not** a pet; 3) a service animal in-training is **not** a service animal except for a dog being trained to assist a blind, deaf or mobility impaired individual; 4) companionship, comfort, therapy or emotional support animals do **not** qualify as service animals and 5) other species of animals, whether wild or domestic, trained or untrained are **not** service animals.
2. “**Work or tasks**” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; alerting individuals to the onset of medical conditions; alerting individuals to the presence of allergens; assisting individuals with limited use of their limbs with tasks such as carrying items, opening doors, turning on lights, retrieving items and/or pulling a wheelchair; assisting individuals with intellectual or cognitive disabilities locate places or misplaced items; providing physical support and assistance with balance and stability to individuals with mobility disabilities; and/or performing tasks for individuals with psychiatric and neurological disabilities such as preventing or interrupting impulsive or destructive behaviors or reminding an individual to take prescribed medication. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do **not** constitute work or tasks for the purposes of this policy.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

Definitions (continued)

3. “**Handler**” is an individual with a disability who is accompanied by a service animal, or a third party who accompanies an individual with a disability to assist with his or her service animal. For purposes of this policy, a handler ~~includes~~ may, in limited circumstances, include a person training a *guide* or *assistance dog* for a blind, deaf or mobility impaired person provided the trainer is employed by and authorized to engage in designated training activities by a guide or assistance dog organization that complies with the criteria for membership in a professional association of guide dog or assistance dog schools and carries photographic identification indicating such employment and authorization, or a person who volunteers for a guide or assistance dog organization that authorizes such volunteers to raise dogs to become guide dogs or assistance dogs and causes the identification of such dog with (a) identification tags, (b) ear tattoos, (c) identifying bandanas on puppies, (d) identifying coats on adult dogs, or (e) leashes and collars, as outlined in Conn. Gen. Stat. § 46a-44.

B. Access to Board Property, Programs and/or Activities

Generally, a service animal shall be permitted to accompany a handler in all areas of Board property to the same extent that the handler has the right 1) to be present on school property or facilities; 2) to attend and/or participate in a Board-sponsored program or activity, including but not limited to, attending sporting events and student theatrical productions open to the general public; or 3) to be transported in a vehicle operated by or on behalf of the Board. Under no circumstances shall a handler be permitted to access a place where s/he would not otherwise be allowed access without the service animal.

The Board prohibits inquiries of a handler (or his/her parent(s)/guardian(s) in the case of a young child) about the nature of his/her disability. Additionally, Board personnel may not ask a handler (or his/her parent(s)/guardian(s) in the case of a young child) to pay an additional fee to comply with any condition not outlined in this policy and/or request documentation such as proof of licensure, certification or any other proof of the service animal’s training, including, but not limited to, demanding the animal perform a particular task. In instances where it is not readily apparent whether an animal qualifies as a *service animal*, Board personnel may **only** make the following **two** inquiries of a handler (or his/her parent(s)/guardian(s) in the case of a young child):

- *Is the dog (or miniature horse) a service animal required because of a disability?*
- *What work or task(s) has the dog (or miniature horse) been trained to perform?*

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

- C. Management of Service Animals; Responsibilities of Handlers and Liability
1. Service animals are working animals, **not** pets. Accordingly, service animals should not be petted, provoked or otherwise distracted, including, but not limited: talking to or saying the animal's name.
 2. A service animal must harnessed, leashed, or tethered while on school property or at a school-sponsored program or activity unless such devices interfere with the service animal's work or the handler's disability prevents use of such devices. In that case, the handler must use voice, signal, or other effective means to maintain control of the animal.
 3. A service animal must be housebroken.
 4. A service animal must be under the control of its handler at all times while on Board property or at a Board-sponsored program or activity. Where a service animal is out of control and the handler does not take effective action to control it, Board personnel may request that the animal be removed from the property or a Board-sponsored program or activity. In the event that the handler is unable or unwilling to remove a properly excluded animal, Board personnel are authorized to take appropriate action necessary to remove the animal and ensure the health and/or safety of individuals attending and/or participating in a Board-sponsored program or activity. In certain limited instances (e.g., younger children), the Board may provide reasonable accommodations to enable a handler to control his/her service animal. In such instances, the reasonable accommodations shall be determined on case-by-case basis at a meeting with school officials, parent(s)/ guardian(s) and the handler, where appropriate.
 5. Service animals are generally the sole responsibility of their handlers, who must take appropriate precautions to prevent damage or injury to persons or property from the actions of their service animals. The Board shall not be responsible for the care or supervision of service animals, including but not limited to the cost of veterinary care, supplies or equipment; provision of food and/or water; walking the service animal; responding to the service animal's toileting needs, including accidents; and/or grooming the service animal. Accordingly, handlers (or if a minor, their parent(s)/guardian(s)) are liable for any harm, damage, or injury caused by the service animal to students, staff, visitors, and/or property to the same extent other individuals who cause harm, damage or injury to persons or property are responsible for such harm, damage or injuries.
 6. Handlers shall ensure that service animals comply with all generally applicable state and local animal control and public health requirements, including, but not limited vaccinations registration and/or licensure requirements.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

Management of Service Animals; Responsibilities of Handlers and Liability (continued)

7. All service animals should be kept clean and groomed to avoid shedding and dander, where possible. All service animals should be treated for, and kept free of, fleas and ticks.

D. Students with Individualized Education Programs (“IEPs”) and/or Section 504 Plans

An inquiry by a planning and placement team (“PPT”) and/or Section 504 team concerning whether a service animal is necessary for a student with a disability to receive a free and appropriate public education (“FAPE”) under the Individuals with Disabilities Education Act or the Section 504 of the Rehabilitation Act is separate from the analysis and inquiry related to service animals under the ADA and applicable state laws. Any decisions with respect to whether a service animal is necessary in order to provide a student FAPE will be made by the student’s PPT or Section 504 team, as applicable. Where a service animal is not required for a student with a disability to receive a FAPE, the Board shall permit the use of a service animal in the Board’s programs or activities in accordance with the law and this policy.

E. Exclusion and/or Removal of a Service Animal

The Board shall not exclude a service animal based on assumptions or stereotypes or general fears about how a service animal or particular breed of dog might behave. However, a school official may ask a handler to remove a service animal from Board property, or a Board-sponsored program or activity in the event of one of the following:

1. The service animal is out of control and the service animal’s handler does not take effective action to control it;
2. The service animal is not housebroken;
3. The service animal’s presence would “fundamentally alter” the nature of the service, program, or activity; and/or
4. The service animal’s actual behavior poses a direct threat to the health and/or safety of others that cannot be eliminated by reasonable modifications to policies, practices or procedures; or has a history of such behavior.

Where a service animal is properly excluded, the Board shall permit the handler to remain on Board property and/or participate in the Board-sponsored program or activity without the service animal unless such handler otherwise violated a Board policy or state or federal law which warrants the removal of the individual. In the event that the handler is unable or unwilling to remove a properly excluded animal, Board personnel are authorized to take appropriate action necessary to remove the animal and ensure the health and/or safety of individuals attending and/or participating in a Board-sponsored program or activity.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

F. Special Provisions Applicable to Service Horses

The Board shall modify its policies, practices or procedures to permit a handler to use miniature horses, where reasonable. In determining whether reasonable modifications can be made to allow a service horse into a specific facility, the Board shall consider:

1. Whether the facility can accommodate the miniature horse's type, size, and weight;
2. Whether the handler has control of the miniature horse;
3. Whether the miniature horse is housebroken; and
4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

The Board shall promptly notify a handler (or his/her parent(s)/guardian(s)) in writing whether reasonable modifications may be made to permit a service horse into a specific facility.

G. Conflicting Disabilities

In instances where an individual has an allergy significant to qualify as a disability, or have another disability that conflicts with the disability requiring the use of a service animal, the individual shall immediately notify a building administrator or the school official in charge of Board-sponsored program or activity. The Board, through its administration, shall consider the needs of each individual and balance the rights of the individuals involved. The Board shall work to resolve the conflict as efficiently and expeditiously as possible in order to meet its obligations to reasonably accommodate individuals with disabilities.

H. Grievances

Any person who believes s/he has been discriminated against because of his/her disability by a Board personnel or student, or has been aggrieved by a decision concerning a service animal may file a complaint or appeal to:

[Ms. Deborah Mailloux-Petersen](#)
[Director of Pupil Personnel](#)
[Newtown Public Schools](#)
[3 Primrose Street](#)
[Newtown, CT 06470](#)
[E-mail: petersend@newtown.k12.ct.us](mailto:petersend@newtown.k12.ct.us)

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

Grievances (continued)

You may also file a complaint with the following agencies, via mail, telephone, fax and/or online:

US Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section – 1425 NYAV
Washington, D.C. 20530
Fax: (202) 307-1197
<https://www.ada.gov/complaint/>

Boston Office
Office for Civil Rights
US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: (617) 289-0111
Fax: (617) 289-0150
TDD: (800) 877-8339
Email: OCR.Boston@ed.gov
<https://ocrcas.ed.gov/>

U.S. Equal Employment Opportunity Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Telephone: (800) 669-4000
Fax: (617) 565-3196
TTY: (800) 669-6820
ASL Video Phone: (844) 234-5122
<https://publicportal.eeoc.gov/portal/>

Legal References:

State Law: Conn. Gen. Stat. §22-339b
Conn. Gen. Stat. § 46a-44
Conn. Gen. Stat. § 46a-64
Federal law: Americans with Disabilities Act of 1990, as amended
28 C.F.R. § 35.104
28 C.F.R. § 35.136
28 C.F.R. § 36.302(c)

Policy adopted:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs)

What are Assistance Dogs?

Therapy Dogs	Comfort Dogs	Emotional Support Animals	Service Dogs
Handler encourages the dog to visit others.	Are deployed during natural disasters or community tragedies.	Are personal pets that help to comfort or offer emotional support to their owners.	Dog needs to ignore others and concentrate on their handler's disability.
Loves to comfort people in hospitals, nursing homes, schools, etc	Handler encourages the dog to visit others and bring comfort after trauma.	They are not required to have any obedience or specialized training.	Has at least one trained task that mitigates their handler's disability.
Is not protected by the ADA.	Is not protected by the ADA.	Is not protected by the ADA.	Is protected by the ADA.
Does not have public access rights unless they are invited in for therapy visits or the establishments are open to all pets.	Does not have public access rights and must be invited into all non pet friendly establishments. Usually Red Cross, evacuation centers, or designated safe zones.	Does not have any public access rights and are not protected under the ADA. They do have housing rights under the Fair Housing Act and are able to fly in accordance with the Federal Aviation Administration.	Has the right to accompany their handler anywhere the general public is allowed including restaurants, government buildings, hospitals, planes, hotels, etc.
Should be insured by their certifying agency.	Should be insured by their certifying agency.	Are not required to carry additional insurance.	May not be asked to carry insurance.

A sample regulation to consider.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs)

Background

Service animals are animals trained to assist people with disabilities in the activities of normal living. The Board of Education, in compliance with state and federal laws allows service animals to accompanying persons with disabilities to be on the District campus. This regulation differentiates “service animals” from “pets”, describes types of service dogs, denotes campus locations that are off-limits to service animals, and sets behavioral guidelines for service animals.

Definitions

Partner/Handler: A person with a service animal. A person with a disability is called a partner; a person without a disability is called a handler.

Pet: A domestic animal kept for pleasure or companionship. Pets are not permitted in District facilities. Permission may be granted by an administrator for a pet to be in a District facility for a specific reason at a specific time (e.g., a pet dog is used for a demonstration tool in a class).

Service Animal: Any animal individually trained to do work or perform tasks for the benefit of a person with a disability. Service animals are usually dogs. Federal regulations also include miniature horses as service animals. A service animal is sometimes called an assistance animal.

A “service animal” per 28 C.F.R. 35.104, is any dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, a physical, sensory, psychiatric, intellectual or other mental disability. The work or tasks performed by a service animal must be directly related to the individual’s disability or necessary to mitigate a disability. Service animals do not include any other species of animal, whether wild or domestic, trained or untrained, except that a miniature horse will be permitted for use as a service animal if reasonable modifications can be made after assessing the specific factors listed in 28 C.F.R. 35.136(i). Animals whose sole function is to provide emotional support, well-being, comfort, companionship, or therapeutic benefits, or to act as a crime deterrent, are not service animals for the purpose of this policy and regulation.

Team: A person with a disability, or a handler, and his or her service animal. The twosome works as a cohesive team in accomplishing the tasks of everyday living.

Trainee: An animal undergoing training to become a service animal. A trainee will be housebroken and fully socialized. To be fully socialized means the animal will not, except under rare occasions, bark, yip, growl or make disruptive noises; will have a good temperament and disposition; will not show fear; will not be upset or agitated when it sees another animal; and will not be aggressive. A trainee will be under the control of the handler, who may or may not have a disability. If the trainee begins to show improper behavior, the handler will act immediately to correct the animal or will remove the animal from the premises.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

Types of Service Dogs

A **Guide Dog or Seeing Eye Dog** is a carefully trained dog that serves as a travel tool to persons with severe visual impairment or who are blind.

A **Hearing or Signal Dog** is a dog who has been trained to alert a person with significant hearing loss or who is deaf when a sound, e.g., knock on the door, occurs.

A **Psychiatric Service Dog** is a dog that has been trained to perform tasks that assist individuals with disabilities to detect the onset of psychiatric episodes and lessen their effects. Tasks performed by psychiatric service animals may include reminding the handler to take medicine; providing safety checks or room searches, or turning on lights for persons with Post Traumatic Stress Disorder; interrupting self-mutilation by persons with dissociative identity disorders; and keeping disoriented individuals from danger.

A **Service Dog** is a dog that has been trained to assist a person who has a mobility or health impairment. Types of duties the dog may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, helping a person up after a fall, etc. Service dogs are sometimes called assistance dogs.

A **Ssig Dog (sensory signal dogs or social signal dog)** is a dog trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, allowing the person to stop the movement (e.g., hand flapping). A person with autism may have problems with sensory input and need the same support services from a dog that a dog might give to a person who is blind or deaf.

A **Seizure Response Dog** is a dog trained to assist a person with a seizure disorder; how the dog serves depends on the person's needs. The dog may stand guard over the person during a seizure, or the dog may go for help. A few dogs have somehow learned to predict a seizure and warn the person in advance to sit down or to move to a safe place.

Under the Title II and III of the ADA, service animals are limited to dogs. However, the district must also make reasonable modifications to allow individuals with disabilities to use miniature horses if they have been individually trained to do work or perform tasks for individuals with disabilities.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

Emotional Support Animals or Comfort Animals

While emotional support animals or comfort animals are often used as part of a medical treatment plan as therapy animals, they are not considered service animals under the ADA. These support animals provide companionship, relieve loneliness, and sometimes help with depression, anxiety, and certain phobias, but do not have special training to perform tasks that assist people with disabilities.

Requirements for Faculty, Staff, and Students

Allow a service animal to accompany the partner at all times and everywhere on campus except, where service animals are specifically prohibited.

Do not pet a service animal; petting a service animal when the animal is working distracts the animal from the task at hand.

Do not feed a service animal. The service animal may have specific dietary requirements. Unusual food or food at an unexpected time may cause the animal to become ill.

Do not deliberately startle a service animal.

Do not separate or attempt to separate a partner/handler from his or her service animal.

Requirements of Service Animals and Their Partners/Handlers

Vaccination: The animal must be immunized against diseases common to that type of animal. Dogs must have had the general maintenance vaccine series, which includes vaccinations against rabies, distemper, and parvovirus. All vaccinations must be current.

Licensing: Dogs are to wear an owner identification tag at all times. The dog must also wear a current rabies tag and dog license tag. Connecticut law requires dogs to wear a harness or an orange-colored leash and collar which makes it readily identifiable as a licensed guide dog.

Health: The animal must be in good health.

Under Control of Partner/Handler: The partner/handler must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of its partner/handler. A service animal must have a harness, leash, or other tether, unless the handler is unable because of a disability to use a harness, leash, or other tether, or the use of such devices would interfere with the service animal's safe, effective performance of work or tasks. In such cases the service animal must be otherwise under the handler's control using voice control, signals or other effective means.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

When a Service Animal Can Be Asked to Leave

Disruption: The partner of an animal that is unruly or disruptive (e.g., barking, running around, bringing attention to itself) may be asked to remove the animal from District facilities. If the improper behavior happens repeatedly, the partner may be told not to bring the animal into any District facility until the partner takes significant steps to mitigate the behavior. Mitigation can include muzzling a barking animal or refresher training for both the animal and the partner. If the animal materially disrupts or interferes with the instructional program, school activities or student learning, or the animal's presence would result in a fundamental alteration of any school program, it may be excluded from school or school property. However, annoyance on the part of others is not considered an unreasonable risk to property or others to justify the removal of a service animal.

Health: Service animals that are ill should not be taken into public areas. A partner with an ill animal may be asked to leave District facilities. A service animal that poses a direct threat to the health and/or safety of any person may also be excluded from school or school property. A service animal that is not housebroken shall not be permitted on school premises.

~~**Uncleanliness:** Partners with animals that are unclean and/or bedraggled may be asked to leave District facilities. An animal that becomes wet from walking in the rain or mud or from being splashed by a passing automobile, but is otherwise clean, should be considered a clean animal. Animals that shed in the spring sometimes look bedraggled. If the animal in question usually is well groomed, consider the animal tidy even though its spring coat is uneven and messy appearing or it has become wet from weather or weather-related incidents. A service animal that is not housebroken shall not be permitted on school premises.~~

~~If a service animal is excluded from District premises based upon the above reasons, the individual with a disability shall be given the opportunity to participate in the service, program, or activity without having the service animal on the premises.~~

Service Animals at District-Sponsored Events

Individuals with disabilities may be accompanied by their service animals to events or activities open to the public that are held in schools or on District property.

A building or District administrator may revoke or exclude such a service animal for the reasons set forth above.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

Areas Off Limits to Service Animals

- A. **Mechanical Rooms/Custodial Closets:** Mechanical rooms, such as boiler rooms, facility equipment rooms, electric closets, elevator control rooms and custodial closets, are off-limits to service animals. The machinery and/or chemicals in these rooms may be harmful to animals.
- B. **Areas where protective clothing is necessary:** Any room where protective clothing is worn is off-limits to service animals. Examples impacting students include chemical laboratories, wood shops, metal/machine shops and photography dark rooms.
- C. **Areas where there is danger to the service animal:** Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there are hot materials on the floor; where there is a high level of dust; or where there is moving machinery is off-limits to service animals.

Exceptions:

~~A laboratory instructor may open his or her laboratory to all service animals.~~

~~A laboratory instructor in a classroom or teaching laboratory with moving equipment may grant permission to an individual animal/partner team to enter the laboratory or classroom with moving machinery. Admission for each team will be granted or denied on a case by case basis. The final decision shall be made based on the nature of the machinery or class and the best interest of the animal. Example: The machinery in a classroom may have moving parts at a height such that the tail of a large dog could easily be caught in it; this is a valid reason for keeping large dogs out. However, a very small hearing dog may be shorter than any moving part and, therefore, considered for admission to the classroom.~~

~~Access to other designated off limits areas may be granted on a case by cases basis.~~

~~**To be granted an exception:** A student who wants his or her animal to be granted admission to an off limits area should contact the Supervisor of Special Education.~~

In the event of an emergency, the Emergency Response Team (ERT) should be trained to recognize service animals and to be aware that the animal may be trying to communicate the need for help. The animal may become disoriented from the smell of smoke from a fire or laboratory emergency, from sirens or wind noise, or from shaking and moving ground. The partner and/or animal may be confused by the stressful situation. The ERT should be aware that the animal is trying to be protective and, in its confusion, is not to be considered harmful. The ERT should make every effort to keep the animal with its partner. However, the ERT's first effort should be toward the partner; this may necessitate leaving an animal behind in certain emergency evacuation situations.

Instruction

Live Animals in the Classroom

Service Animals (Guide or Assistance Dogs) (continued)

Emergency Situations

To help ensure appropriate ERT response, this policy and administrative regulation shall be disseminated to local law enforcement and fire departments.

~~Considerations when a Student has a Service Animal~~

~~When the District approves the use of a service animal by a student at school, the Building Principal or designee will take the following steps:~~

- ~~• Notify appropriate staff that a service animal will be on campus.~~
- ~~• Provide a process for staff, students and parents to inform administrators of animal allergies that may require accommodation.~~
- ~~• Educate students and staff on proper behavior around a service animal.~~
- ~~• Plan for transportation of the service animal, including on the bus and field trips.~~
- ~~• Develop an emergency evacuation plan to include the service animal.~~

Protocols

“The presence of dogs in our schools may be necessary at various times to provide emotional support and service for students and/or staff members. While this is permitted under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is important that protocols are clear and appropriately communicated to parents and staff.

As administrators and supervisors, the following will be included as part of the procedures for service animals:

1. Once a student or staff member has requested the need for a service dog (either for training or support), a Request for a Service Animal form must be completed, which includes the name of the student or staff who is requesting a dog, address and contact information, as well as information about the dog (e.g., current vaccination tag).
2. Forms must be signed either by a student’s parent/guardian or the animal’s owner.
3. Signed forms will be returned to the Principal or his/her designee for review and approval.
4. District letters will be sent to parents and staff outlining the presence of dogs in schools (either for training or service) and related information pertaining to the law supporting such dogs in schools.
5. District letters will be styled to include appropriate contact information for staff members who may be contacted for further information or questions.
6. All protocols (forms and letters) should be reviewed regularly with school administrators and secretarial support staff in all schools so that proper procedures are followed consistently.

**[District Letterhead]
MEMORANDUM**

To: [Relevant staff]

From: Dr. Lorrie Rodrigue, Superintendent of Schools

Date: [Insert date]

Re: Presence of Dogs in Schools

As you know, the Newtown Public Schools have participated in therapy dog programs in our schools, and some our schools continue to host therapy dogs at various times throughout the school year. Students who choose to participate in these opportunities are able to interact with trained therapy dogs, under the supervision of the dog’s handler and school staff, and many students find such interaction both comforting and fun.

For various reasons, there may be circumstances where other dogs are permitted on school property. Both the Americans with Disabilities Act (“ADA”) and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability in the public schools and those laws protect students, members of the public, and employees from such discrimination. Connecticut law similarly prohibits such discrimination. Specifically with respect to dogs, the ADA requires entities such as school districts to permit service dogs on school property if they are required because of an individual’s disability and the dog is trained to perform work or a task for the individual, or if such a service animal is a reasonable accommodation for an employee with a disability. The Newtown Public Schools is committed to permitting service dogs in accordance with the law. Please also understand that the law limits the type of inquires that one may make to an individual who is requesting, or already accompanied by, a service dog. Therefore, staff should direct questions about service dogs to the building administration, and the building administration should contact central office administration as needed.

Importantly, in contrast to therapy dogs, who—under the control of their handler—interact with others to provide comfort, the purpose of service dogs is to perform work or tasks for their handler. Therefore, employees, students, and visitors should not play with, pet, or otherwise interact with service dogs so that those dogs can perform work to tasks for their individual handler. Service dogs may not be identified in any particular manner, and the status of an individual as having a disability is private information. Therefore, unless you are specifically informed that a dog is therapy dog available for petting and interaction, you should assume that any dog in the school is working or otherwise not available for such interaction. Employees working with children should also model and teach students these expectations related to appropriate interaction with dogs in the schools.

Employees who have any health concerns related to the presence of dogs in the schools, of which you would like us to be aware, should contact _____.

I am also sending the attached letter to parents/guardians, which contains similar information about the presence of dogs in schools. Thank you for your cooperation with, and attention to, these matters. Please contact _____ if you have any questions. Thank you.

Attachment

[District Letterhead]

Dear Parents/Guardians:

As you may know, the Newtown Public Schools have participated in therapy dog programs in our schools, and some our schools continue to host therapy dogs at various times throughout the school year. Students who choose to participate in these opportunities are able to interact with trained therapy dogs, under the supervision of the dog's handler and school staff, and many students find such interaction both comforting and fun.

There may also be times where dogs are present in schools for other purposes. Under the Americans with Disabilities Act, service dogs may be permitted in schools if they are required because of an individual's disability and the dog is trained to perform work or a task for the individual, or if such a service animal is a reasonable accommodation for an employee with a disability. The Newtown Public Schools is committed to permitting service dogs in accordance with the law.

Importantly, in contrast to therapy dogs, who—under the control of their handler—interact with others to provide comfort, the purpose of service dogs is to perform work or tasks for their handler. Therefore, students, parents/guardians, and other members of the community should not play with, pet, or otherwise interact with service dogs so that those dogs can do their important jobs. Service dogs may not be identified in any particular manner, and the status of an individual as having a disability is private information. Therefore, unless members of the school community are specifically informed that a dog is therapy dog available for petting and interaction, members of the school community should assume that any dog in the school is working or otherwise not available for such interaction.

As needed, our teachers and school staff will teach and remind students of the expectations as they relate to any dogs permitted in our schools, and we appreciate your cooperation as we teach our students how to respect the different roles of dogs in the schools. If your child has any health concerns related to the presence of dogs in the schools, of which you would like us to be aware, please contact _____. As always, please feel free to contact me with any questions.

Sincerely,

Request for a Service Animal to Accompany a Student in School Facilities

This form identifies criteria to help the District minimize risks that a service animal poses to students, staff, and the educational environment. It is not based on speculation, stereotypes, or generalizations about students with disabilities. Each criterion includes guidelines and explanations with resources. A service animal that meets the criteria may accompany a student to all school functions in or outside the classroom.

Parent/guardian *Complete this form and return it to the Building Principal. It will be used during the PPT/Individual Education Plan or Section 504 plan meeting.*

Student name (please print)	Date of birth
School attending	Grade
Parent/Guardian name (please print)	Contact number
Animal owner's name (if other than parent/guardian; please print)	Contact number
Animal handler's name (if other than owner's name; please print)	Contact number

Please initial before each of the following statements if the statement is true.

_____ **The animal has completed a professional service animal training program.**
(Initials)

Guidelines	Explanation
Trained service animals generally include: <ul style="list-style-type: none"> • Hearing dog • Guide dog • Assistance dogs • Seizure alert dog • Mobility dog • Psychiatric service dog • Autism service dog (could be same as therapy dog) • Miniature horse 	To minimize risks, a service animal should be professionally trained. This training is different from and in addition to the individualized training to perform tasks for the benefit of the student. Assistance Dogs International, Inc. (ADI) is a coalition of not-for-profit organizations. Its purpose is to improve the areas of training, placement, and utilization of service dogs. See its website for service animal training programs at: www.assistedogsinternational.org/Standards?serviceDogStandards.php

Guidelines	Explanation
<p>Trained service animals generally do not include:</p> <ul style="list-style-type: none"> • Skilled Companion Animal • Social Dog • Facility Dog • Trained Agility Dog • Police Dog • Search and Rescue Dog • Helping Dog 	<p>To minimize risks, a service animal should be professionally trained. This training is different from and in addition to the individualized training to perform tasks for the benefit of the student.</p> <p>Assistance Dogs International, Inc. (ADI) is a coalition of not-for-profit organizations. Its purpose is to improve the areas of training, placement, and utilization of service dogs. See its website for service animal training programs at: www.assistancedogsinternational.org/Standards?serviceDogStandards.php</p>

_____ **The animal meets minimum standards for a service animal in public**
(Initials)

Guidelines	Explanation
<p>Public appropriateness standards:</p> <ul style="list-style-type: none"> • Clean, well-groomed with no offensive odor. • Does not urinate or defecate in inappropriate locations. <p>Behavior standards:</p> <ul style="list-style-type: none"> • Does not disrupt the normal course of school business; solicit attention, visit or annoy, solicit or steal food or other items from any member of the staff or student population; or vocalize unnecessarily, i.e., barking, growling or whining, etc. • Shows no aggression towards people or other animals, i.e., showing teeth, barking, growling, jumping on individuals, etc. 	<p>Requiring “minimum standards for a service animal in public” ensures that the school provides reasonable accommodations without fundamentally altering the nature of the school environment. No State laws or agency rules address specific minimum standards for a service animal. This list follows the ADI’s “minimum standards for a service animal in public,” available at: www.assistancedogsinternational.org/Standards/ServiceDogStandards.php</p> <p>Additional standards may be appropriate to meet a school building’s and its students’ needs. The ADI’s sample public access test ensures that an animal has appropriate behavior for a public setting. Available at: www.assistancedogsinternational.org/publicaccesstest.php</p>

Guidelines	Explanation
<p>General training standards:</p> <ul style="list-style-type: none"> • Works calmly and quietly on harness, leash, or other tether. • Performs tasks in the school setting and lies quietly beside the student or adult handler without blocking aisles, doorways, etc. • Trained to urinate and defecate on command. • Stays within 24 inches of the student or adult handler at all times unless the nature of a trained task requires it to be working at a greater distance. 	<p>Requiring “minimum standards for a service animal in public” ensures that the school provides reasonable accommodations without fundamentally altering the nature of the school environment. No State laws or agency rules address specific minimum standards for a service animal. This list follows the ADI’s “minimum standards for a service animal in public,” available at: www.assistancedogsinternational.org/Standards/ServiceDogStandards.php</p> <p>Additional standards may be appropriate to meet a school building’s and its students’ needs. The ADI’s sample public access test ensures that an animal has appropriate behavior for a public setting. Available at: www.assistancedogsinternational.org/publicaccesstest.php.com</p>

_____ **The animal is individually trained to perform tasks for the benefit of a student (*Initials*) with a disability.**

Guidelines	Explanation
<p>A service animal must perform individualized tasks to mitigate aspects of the student’s disability.</p> <p>Identify individualized tasks:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>This verification of training helps the school identify necessary IEP related services or 504 plan reasonable accommodations.</p> <p>Tasks may include, but are not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. (28 C.F.R. §36.104)</p>

_____ **The animal has a current vaccination tag.**
(*Initials*)

Guidelines	Explanation
<p>A service animal’s vaccinations must be current and filed in the student’s temporary record.</p>	<p>The animal must be immunized against diseases common to that type of animal. Dogs must have had the general maintenance vaccine series, which includes vaccinations against rabies, distemper, and parvovirus. All vaccinations must be current.</p>

Acknowledgement

- I. I understand that the presence of a service animal may present competing educational rights between my student and other students at school. These issues may present at any time, and I understand that the Building Principal must manage them immediately. I will:
 - a. Participate in any meetings requested of me by the Building Principal;
 - b. Participate in drafting a joint communication to notify other students and their parents/guardians about the placement of the service animal; and
 - c. Authorize the school to disclose information as necessary to balance competing educational interests and integrate the animal into the classroom and the school environment.

- II. I understand that for the safety and protection of students and staff, which is necessary for the safe operation of the school, the school may revoke access because:
 - a. One of the criteria above is not present.
 - b. The service animal displays aggression or appears to be an imminent threat to the safety or health of any person in the school. If this occurs, the Building Principal will immediately contact me to remove the animal from school property and summon Animal Control.
 - c. The adult handler fails to follow the Building Principal's instructions.

- III. I understand that a service animal's owner is solely liable for any damage to persons, premises, or facilities that were caused by the service animal. I will hold the District, its employee, agents, and assigns harmless for any injury to, including death of, the service animal. I understand that staff members are protected from liability arising from actions consistent with Board policies and administrative procedures.

Parent/guardian signature Date

Animal owner's signature Date

The Building Principal and, if applicable, the PPT/IEP or 504 team, based this decision on the information provided in this request. *(Note to Building Principal: return a copy of this form to the individual(s) making the request, file the original in the student's temporary record, and send a copy to the District's main office.)*

Approved Denied

Building Principal or designee Date

Regulation adopted:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Instruction

Home Schooling

The Newtown Board of Education recognizes the right of parents to educate their children at home. Parents must follow state regulations regarding home school instruction. Parents must file with the Superintendent of Schools, a Notice of Intent form which provides basic information about the program to be provided for their child. A Notice of Intent must be filed annually.

The Newtown Board of Education believes that formal education in public schools is highly beneficial both for the child and for society.

Children educated at home are considered to be non-public school students and are not part of the system's educational responsibility and are not part of the school system.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents

10-184a Special education programs not required for children in home or private schools

10-220 Duties of boards of education

Policy Adopted:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Instruction

Home Schooling

Compliance with the following procedures will satisfy the statutory requirements for home instruction:

1. Parents shall file with the Superintendent of Schools a “Notice of Intent, Instruction of Student at Home” form. A Notice of Intent will be effective for up to one school year.
2. Filing a Notice of Intent must occur within 10 days of the start of the home instructional program.
3. The school district will receive the Notice of Intent, check it for completeness and keep it as part of the school’s permanent record. A complete form will be one which provides basic program information including the name(s) of teacher(s), the subjects to be taught, the days of instruction, and the teacher’s method of assessment.
4. A parent, by filing a Notice of Intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of a Notice of Intent in no way constitutes approval by the school district of the content or effectiveness of a program of home instruction.
5. Newtown Public Schools has no obligation under the law to provide materials or services to children who are being home schooled. No special education or related services shall be proved to a child who is home schooled.
6. At the time of re-entry in grades 1-8, the school will assess for current level of academic functioning and the school will notify the parent of the current level of performance. Placement will remain at the discretion of the parent provided they have complied with Section 10-184 of the education law.
7. Newtown Public Schools will not promote or place a home schooled student in their high school without an official transcript from an accredited home school program, i.e., they will not place a student above ninth grade without documentation.
- ~~8. Newtown Public Schools will adhere to the Connecticut Association of Schools and the CIAC (Connecticut Interscholastic Athletic Conference, Inc) rules and regulations for all extracurricular activities.~~
8. Home Schooled Students Participation on a CIAC school’s interscholastic team is extended only to student-athletes whose program is under the direct supervision of a CIAC member school. Home schooled students are not eligible to participate on CIAC schools’ interscholastic teams.

Regulation Adopted:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

**NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut**

**NOTICE OF INTENT
INSTRUCTION OF STUDENT AT HOME**

Name of Student: _____

Date of Birth: _____

Address: _____

Telephone Number: _____

The subjects to be taught are:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Total number of days scheduled for instruction: _____

Teacher's methods of assessment of student progress: _____

~~An annual portfolio review will be held on or about:~~ _____

I acknowledge and accept full responsibility for the education of my child in accordance with the requirements of State law.

Parent Signature

Date

I only acknowledge receipt of this form and render no opinion as to the appropriateness of the planned program.

Superintendent

Date

Schools receiving federal ESEA funds are required to have a parent and family engagement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This sample policy cannot be the district's policy without some parental involvement in its development at the local level. In short the policy must be developed jointly with, and agreed upon by parents and family members of students participating in Title I Programs.

Instruction

Parent and Family Engagement Policy for Title I Students

The Board of Education (Board) endorses the parent involvement goals of Title I and encourages the regular participation by parents and family members of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schooling. Therefore, complying with Section 1010 of The Every Student Succeeds Act, P.L. 114-95, the Board will provide parents and family members of students participating in District Title I programs meaningful opportunities to participate in the education of their children within these programs.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents and family members of children participating in the Title I program a written parent involvement and family engagement policy. This policy shall be distributed in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, this policy shall be made available to the public and updated periodically, as necessary to fulfill the requirements of the parent and family engagement portion of ESSA (Section 1010).

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement and family engagement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with **the following**: (note: The ESSA speaks to offering a flexible number of meetings)

1. The ability to be involved in an organized, ongoing, and timely way in the planning, review and improvement of Title I programs;
2. The opportunity to be involved in an annual evaluation of the content and effectiveness of this policy in improving in those schools receiving Title I funds the academic quality; (Evidence based strategies shall be used by the Board, based on this evaluation, by design more effective parental involvement)
3. Information about programs provided under Title I;
4. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
5. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and

Instruction

~~Title I Parent Involvement~~ Parent and Family Engagement Policy for Title I Students (continued)

6. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

The required annual evaluation of the District's Title I program shall include identifying:

1. Barriers to greater participation by parents in program activities, with particular attention given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
2. The needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies which can support successful school and family interaction.

Each school in the District receiving Title I funds and involved in Title I programs shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's challenging academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Instruction

~~Title I Parent Involvement~~ Parent and Family Engagement Policy for Title I Students (continued)

4. Ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language understandable to family members.

~~Note: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district wide parent advisory council.~~

Information about parental involvement and actions taken to improve parental involvement shall be included, as required, in the strategic school profile submitted annually by the Superintendent to the Board of Education and the Commissioner of Education. Such actions to improve parental involvement may include methods used to engage parents in the planning and improvement of school programs and to increase support to parent's efforts at home to assist their children on learning activities.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in District Title I programs.

(cf. 1110.1 – Parent Involvement)
(cf. 6161.3 – Comparability of Services)

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 14-95 §1010 (2015)

20 U.S.C. §7801 - Definitions

Policy adopted:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

SAMPLE LETTER FOR PARENTS

[Insert School Letterhead]

[Date]

[Parents' Name]

[Parents' Address]

Re: Meeting for Parents of Students Participating in Title I Programs

Dear **[insert parent name]**:

Each year, **[insert name of school]** must conduct a meeting to involve parents of students participating in programs conducted under Title I of the Every Student Succeeds Act of 2015 in the planning, review and improvement of programs funded by Title I. This year, the meeting will be held on **[insert date, time]** at **[insert location of meeting]**.

At this meeting, parents will be provided with a description and explanation of the Title I programs available in the district, the curriculum in use at the school, the forms of academic assessment used, the challenging State academic standards, and information regarding the importance of parental involvement. We welcome this opportunity to speak with parents of participating students and to inform you of the important work being done within our school. All parents of students participating in Title I programs are encouraged to attend and participate in the discussion.

Enclosed with this letter is a copy of the District's/Board of Education's "Parent and Family Engagement Policy for Title I Students."

We look forward to seeing you on **[insert date and time]**

Sincerely,

School Principal

Enclosure

pc: Superintendent of Schools

Instruction

Title I Parent Involvement Parent and Family Engagement Policy for Title I Students

School-Parent Compact

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement parent and family engagement policy developed jointly by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will have the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework but if they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with student, are encouraged to include other relevant and agreed upon activities and action as well that will support effective parental involvement and family engagement and strengthen student academic achievement.

The *name of school* and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's **challenging high** standards.

This school-parent compact is in effect during school year _____.

Required School-Parent Compact Provisions

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The *name of school* will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the **challenging** State's student academic achievement standards as follows:

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. Communicate with parents regarding their child's progress and provide timely information about Title I programs and assessment tools;
3. Encourage ongoing communication between teachers and parents;
4. Educate staff about the importance of parental involvement;
5. Hold parent-teacher conferences (at least annually ~~in elementary schools~~) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
[Describe when the parent-teacher conferences will be held.]
6. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
[Describe when and how the school will provide reports to parents.]
7. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
[Describe when, where, and how staff will be available for consultation with parents.]
8. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
[Describe when and how parents may volunteer, participate, and observe classroom activities.]
9. Ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

Teacher Responsibilities

Teachers participating in the Title I programs will:

- Communicate with parents on an ongoing basis;
- Participate in parent-teacher conferences, at least annually, during which the school-parent compact will be discussed as it relates to the individual child's achievement;
- Provide frequent reports to parents to volunteer, participate and observe their child's classroom activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

- Providing a positive and healthy learning environment at home and a proper place to do homework;
- Communicating with teachers on an ongoing basis;
- Participating in parent-teacher conferences during which the school-parent compact will be discussed as it relates to their child's achievement;

Parent Responsibilities (continued)

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- ~~Promoting~~ Encouraging positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

~~OPTIONAL ADDITIONAL PROVISIONS~~

~~Student Responsibilities (revise as appropriate to grade level)~~

~~We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:~~

~~Describe the ways in which students will support their academic achievement, such as~~

- ~~• Do my homework every day and ask for help when I need to.~~
- ~~• Read at least 30 minutes every day outside of school time.~~
- ~~• Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.~~

~~Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)~~

~~The *name of school* will:~~

- ~~1. Involve parents in the planning, review, and improvement of the school's parental involvement and family engagement policy, in an organized, ongoing, and timely way.~~
- ~~2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.~~
- ~~3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.~~

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the _____ *name of school* _____ will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the State Department of Education's (SDE) written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

A revised optional sample policy to consider.

Instruction

Distance Education

Virtual/Online Courses

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to INSPIRE EACH STUDENT TO EXCEL in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by:

High expectations
Quality instruction
Continuous improvement
Civic responsibility

The Board of Education believes that education through virtual/online courses or through university or college courses is an alternative (effective) means of instruction for students. A virtual school is hereby defined as an educational organization that offers courses at various grade levels through Internet or Web-based methods. These schools can offer courses to enhance, supplement or enrich the existing curriculum and can also provide an alternative means of instruction. Interactive distance learning does not require the student to be physically present in the same location as the instructor or other students.

Virtual/on-line courses will be part of this District's educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students in the District may earn credit through distance education provided by virtual/online courses.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221a (17) shall ensure, at a minimum, that (a) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional District classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (d) ~~the program of instruction for such on-line coursework is planned, ongoing and systematic,~~ the online course does not replicate a course already offered at the high school and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (2) offered by institutions of higher education that are accredited by the Department of Higher Education or regionally accredited.; ~~(3) toward meeting the high school graduation requirement upon the successful completion of the board examination series permitting students in grades 9 through 12 to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for meeting credit requirements for graduation.~~

Instruction

Distance Education

Virtual/Online Courses (continued)

The Board of Education recognizes students may benefit from on-line courses or post-secondary courses to assist students in obtaining credits necessary to earn a diploma, to maintain academic standings or to provide enrichment for those who might require special courses.

~~If the drop-out rate of the District is determined to be 8-5% or higher in the previous school year,~~
 The Board of Education shall establish an on-line credit recovery program for those students who are identified as being in danger of failing to graduate. These students, once identified by certified personnel, ~~must~~ **may** be allowed to complete on-line District-approved coursework toward meeting high school graduation requirements. ~~Each~~ **The** high school ~~within the District~~ shall designate, from among existing staff, an online learning coordinator to administer and coordinate the online credit recovery program.

~~Insert additional district information as to how virtual/online courses links to district mission/goals/strategies focusing on student achievement and accountability.~~

~~The Board of Education recognizes students may benefit from on line courses or post secondary courses to assist students in obtaining credits necessary to earn a diploma, to maintain academic standings or to provide enrichment for those who might require special courses.~~

The District will not use on-line courses as the sole medium for instruction in any required subject area for students in grades K-8.

The District will integrate on-line courses as part of the regular instruction provided by a certified teacher for grades K-12.

High school students may also earn **academic credits** a maximum of _____ units of academic credit ~~[number of credits to be decided at the local district level]~~ to be applied toward graduation requirements by completing online courses through agencies approved by the Board. ~~unless the Principal waives that provision in writing stating the reasons why, citing whatever circumstances that has caused this waiver. [Option: insert approved agencies here such as the Virtual High School, the Michigan Virtual High School, or the Kentucky Virtual High School.]~~

Credit from an **accredited** online or virtual course or a university/college course may be earned only in the following circumstances:

1. The course is not offered at the District's high school.
2. The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
3. The course will serve as an alternative or a supplement to extended homebound instruction.
4. The District has expelled the student from the regular school setting, and the student has been offered an alternative educational opportunity.

Instruction

Distance Education

Virtual/Online Courses (continued)

5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.
6. Students taking such courses must be enrolled in the District and take the courses during the regular school day at the school site.
7. A student has failed a course and wishes to recover credits in that course area.
8. The student's PPT or Section 504 Team has determined it to be an appropriate means of instruction.
9. ~~Add additional circumstances here.~~

As determined by Board/school policy, students applying for permission to take a virtual/online course will do the following:

- Complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online/college learning environment.
- Obtain the written approval of the Principal or his/her designee before a student enrolls in a virtual course or the university/college course.
- Adhere to the District code of conduct to include rules of behavior and consequences for violations.
- Adhere to attendance requirements of the District.

The school must receive an official record of the final grade before awarding credit toward graduation. Only approved courses shall be posted on student transcripts.

~~The tuition fee for a virtual course shall be borne by the District for students enrolled full time.~~
(Alternative: Any and all fees imposed on the learner are the sole responsibility of the learner and not the Board of Education or its designee. The Board shall pay the fee for expelled students who are permitted to take virtual courses in alternative settings.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

Students will have access to sufficient library media resources such as a "virtual library" available through the World Wide Web, laboratory facilities, technical assistance, and hands-on training and information.

~~District Review Committee~~

~~The Superintendent shall establish a committee to review all distance education courses prior to use by the District. This committee will be comprised of (insert District choices here; for example, the director of instruction, district curriculum coordinator, library media specialist, district technology coordinator, department heads, classroom teachers, student representatives, etc.)~~

Instruction

Distance Education

Evaluation

The District will evaluate the educational effectiveness of the distance education courses and the teaching/learning process to include assessments based on state curriculum standards as well as student satisfaction. The District will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the distance education course.

Additional language to consider:

- Approval of any course shall be based upon its compliance with Connecticut's academic standards and requirements, including but not limited to the course content and rigor, its length and scope, its method of assessing knowledge acquired by the student, the qualifications of the instructor and other appropriate factors.
- ~~Enrollment in an online course will be allowed only if an appropriately certified teacher is available and willing to supervise the student's participation in the course.~~
- ~~No more than one credit may be earned toward the required credits in each of the core content areas.~~
- On line course delivery must be from institutions accredited by the New England Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges or Western Association of Schools and Colleges or **if the program is** , if the institution is foreign, recognized by the Connecticut State Department of Education as having appropriate academic standards.

(cf. 6141.321 - Computers: Acceptable Use of the Internet)

(cf. 6141.1 - Independent Study)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses, Other Subject Areas) and P.A. 10-111, An Act Concerning Education Reform in Connecticut.

Policy adopted:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut