REVISED AGENDA
DANBURY BOARD OF EDUCATION MEETING
WEDNESDAY, JANUARY 8, 2020- 7:00 PM
Administrative Center, 63 Beaver Brook Road

MISSION STATEMENT
Danbury Public Schools, in partnership with families and the community, provides transformational learning experiences designed to nurture thoughtful and prepared graduates.

2019-2020 District Goals
Goal 1: Growth in Student Learning and Achievement and College and Career Readiness for All Students
Goal 2: Family and Community Engagement
Goal 3: Fiscal Responsibility and Planning for Growth
Goal 4: Professionalism, Accountability, and Organizational Learning

AGENDA

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. ROLL CALL
Joseph Britton, Rachel Chaleski, Kate Conetta, Gladys Cooper, Loren Daly, Joseph DaSilva, Kathryn Hodgdon, Richard Jannelli, Kathleen Molinaro, Albert Russo, Amy Spallino

IV. RECOGNITIONS
• Jackie DiNardo, Administrator, REACH and Endeavor Programs,
  Induction into the Connecticut High School Coaches Hall of Fame

V. PUBLIC PARTICIPATION
The Board Welcomes Public Participation and asks that speakers please limit their comments to 3 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, or against any person connected with the Danbury Public School System.

VI. CONSENT CALENDAR
MOTION - that the Board of Education approves the items on the Consent Calendar, Exhibits 20-01 through 20-04, as recommended:

MINUTES
11/26/19 Board Meeting .................................................. 20-01 (pg. 3)
12/4/19 Annual Board Meeting ........................................ 20-02 (pg.16)
12/5/19 Adhoc SubCommittee ........................................ 20-03 (pg.19)

DONATION
Ladies Philoptochos of Assumption Greek Orthodox Church, “Operation Classroom Initiative” donation for literacy resources to Mill Ridge Primary, King Street Primary and Stadley Rough .................................................. 20-04 (pg.35)

EXHIBIT
VII. EMPLOYEE REPRESENTATIVE
   • Recognition: Chelsea Phaire, Chelsea’s Charity Brings Art to the Youth........20-05 (pg.36)
   • “Spotlight Your School – Pembroke Elementary School

VIII. STUDENT REPRESENTATIVES
DHS Representatives: Larissa Costa, Claire Moreira, Jake Goodwin, Rebecca D’Ostilio
ACE Representative: Tamara Souza

IX. PRESENTATION
School Improvement Strategies/Reviews

X. ACTION ITEMS
A. CABE Series 1000 Community Relations
   MOTION: that the Board of Education accept for first reading the
   CABE Series 1000 Community Relations
   in accordance with.................................................................20-06 (pg. 39)

B. 2020-2021 School Calendar
   MOTION: that the Board of Education approve the 2020-2021
   School Calendar, in accordance with.................................20-07 (pg. 91)

XI. SUPERINTENDENT’S REPORT
A. Erika Haynes, Director of Community Engagement, Connecticut School
   Finance Project/January 22nd BOE Meeting
B. Lotteries Update
C. BOE Workshop for Strategic Plan
D. Superintendent’s Goals - Information........................................20-08 (pg.92)

XII. DISCUSSION
Facility Utilization – Short Term/Long Term Options

XIII. INFORMATION

XIV. BOARD CHAIRPERSON’S REPORT

XV. BOARD REPORTS, COMMUNICATIONS AND COMMENTS

XVI. EXECUTIVE SESSION
   MOTION: that the Board of Education convene in Executive Session for the
   purpose of discussing pending litigation against the District and
   legal strategy.

XVII. PUBLIC SESSION

XVIII. ADJOURNMENT

FUTURE MEETINGS AND DATES TO REMEMBER
January 15    Board Workshop 5:30 pm
January 20    Martin Luther King Day – Schools Closed
January 22    Board of Education Meeting 7:00 pm
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<tr>
<th>Date</th>
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<tr>
<td>January 28</td>
<td>One Hour Early Release for Students/PD</td>
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<td>February 11</td>
<td>One Hour Early Release for Students/PD</td>
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<td>February 12</td>
<td>Board of Education Meeting – 7:00 pm</td>
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<td>February 17</td>
<td>Presidents' Day- Schools Closed</td>
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<td>February 25</td>
<td>One Hour Early Release for Students/PD</td>
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<td>February 26</td>
<td>Board of Education Meeting – 7:00 pm</td>
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CALL TO ORDER

The Chairperson, Patrick Johnston, called the meeting to order at 7:00 pm and those assembled recited the Pledge of Allegiance.

ROLL CALL

Present: Joseph Britton, Kate Conetta, Gladys Cooper, Patrick Johnston, Frederick Karrat, David Metrena, Emanuela Palmares, and Amy Spallino

Absent: Ralph Pietrafesa, Rachel Chaleski and Richard Jannelli

Also Present: Dr. Pascarella, Kelly Truchsess, Kevin Walston and Kara Casimiro

PUBLIC PARTICIPATION

Mayor Mark Boughton, Police Chief Patrick Ridenhour, and Dan Donovan addressed the Board concerning the incidents that have been reported at Danbury High School over the last two weeks. The Mayor acknowledged two other Police Department staff that was in the audience; Deputy Chief Shaun McColgan and Detective Captain Mitchell Weston. The Mayor said the Chief and I wanted to stop by to review a little bit about some of the discussions that went through the community over the last week. There are students sharing stuff and pictures on social media regarding incidents of violence at DHS. And there is a lot of stuff out there that is not true, and I’ll give you a couple of examples. I’ve seen posted on Facebook people saying that there were fifteen fights in the last week; there has been seven in less than two weeks. There was one text today from a student to a parent that was posted that there were five weapons involved. That is not true there were no weapons involved. I’m here tonight to say that we have faith in our administration and Board that they are united in reinforcing the zero-tolerance policy as it relates to any acts of violence within any of our buildings. There have been several arrests and we can’t share the names as some are minors and protected under the law. There have been suspensions and movements for expulsion for those individuals. There is a responsibility that those students have to be educated, but it does not have to be at Danbury High School. We need to protect the rest of the students there. There are roughly two small groups of students that are trying to disrupt the educational process of 3,000 students and, we are not going to let that happen. I was in the building on Monday and I will be there again tomorrow. The Police Department is trying to work out the issues and disagreements, but I just want to assure people that we believe that the school is safe. The Mayor invited the Board to ask questions.

Chief Ridenhour thanked the Board for the opportunity to speak tonight. He said there is not much to add to what the Mayor just said. We reassure you that we are working closely with the Mayor and other school administrators. We have doubled the number of officers at the school to ten. He said there is always going to be a little pocket of problems in a high school environment. I think probably in the last couple of weeks there’s been a little bit of an increase. Danbury Police have an additional presence inside the high school and the school’s security staff is also on heightened alert. The students understand that we take their issues seriously. We have already taken action.
Kate Conetta asked about the exits and entrances to the school. The Mayor responded that post Sandy Hook we did an assessment in all our schools. Mr. Donovan said when the upgrades were done at DHS we took a look into consideration the single entrances and exits. Shatter glass was installed and the area near the cafeteria was fenced in which previously you were able to drive right up to. He said our staff is extra vigilant. The Mayor said the studies that were done on securing our school business are on file and we can review them.

Mayor Boughton said that Dr. Pascarella is leading a Task Force Committee comprised of Chief Ridenhour, parents, clergy and me to foster communications back and forth so that lines are always open to parents. The Mayor added if you ‘see something, say something.’ If you are out there and not saying something, that can be an issue.

Emanuela Palmares asked Dan Donovan his perspective on the incidents. He said it has been a tough week. The Mayor hit the highlights. A lot of students caused a lot of turmoil. Seven of the fights started in the community between some students last summer and they were still carrying them on. They are not the norm for Danbury High School. There is a lot that administrators have to figure out. We have to track a lot of stuff, snapchat and other media postings and what the students are saying when they type things. We have put a lot of students out of school; there have been arrests and expulsions. I can’t share with you the kids’ names. With our size, we can’t have disruption from those students.

Dr. Pascarella said that last week was very unusual. The NEASC visit was from November 17-20. These are strangers who were walking DHS halls and the feedback of their visit was how respectful the students were. I heard none of the incidents. Breaking up these fights is not only between the kids, but it is also the families. There are other issues. Rumors were that guns were found - that was not true. I welcome parents to make an appointment at DHS and walked around the building. It is not a school problem.

Dan Donovan said we left DHS on Wednesday afternoon after NEASC’s visit and were confident that their visit was very successful and that the process at DHS works well for the students. Then these fights happened and it just brought us down. I think the Mayor and the Chief were able to track the snapchat. It was a team effort. As far as notifying the parents, I did not want to put out false information, therefore the information the parents got was at 3:00-4:00 pm on Saturday.

Patrick Johnston thanked Mayor Boughton, Chief Ridenhour and Mr. Donovan for coming this evening and sharing their information.

Kara Casimiro said in regard to the NEASC visit, which Dr. Pascarella alluded to, we will discuss later. I briefly want to say that I also sat in during the discussion phase. As far as the report goes, I listened to the debriefing of the leader of that group. Some of the attributes fell in the lines of positive school climate, safe and secure home for students, creating a model for a widely diverse community. Then after a year, self-study interviewing work with teachers and students. So, these were their words and feelings about the school. I just wanted to make sure that this information doesn’t get lost in some of the conversations.

Erin Daly, NEA Danbury spoke about the calendar. She said she spoke to the TDEC Committee about this yesterday. She has an area of concern on the draft calendar, it is the September 22 date scheduled for a 90 minute after school teacher evaluation. We consider this the most important professional development day. The concern is that we have an hour early release for the same type of work that needs to be done. Last year we had a half-day and years prior to that we had a half-day for teacher evaluation and professional development. We consider this a professional development day and the teachers consider this their most important professional development day because the teacher's work is the day we put our
goal plans together. And for those of you who don’t know, our goal plans impact our evaluation, but it also impacts what we do for students for the whole year. It is when we are setting our plans in motion on how we are going to implement instructions and we have a SMOS and IAGES terms to use our student learning outcomes and our indicators of academic growth for our students. What we need to do is set these goals. We spend countless hours working with our colleagues from that data which is given to us when we are conducting an assessment in early September. When all of our students are pouring over prior data from years past and looking at the students in front of us saying what goals can we achieve for the year ahead. That takes collaborative work in schools where we have to meet with our colleagues, meet as departments, and our groups of teachers. It is not something you can do independently. It takes an inordinate amount of time for more than a half-day, but we are requesting that instead of what is currently on the calendar as a 90-minute school meeting we go back to what we had years ago and have a half-day. I understand the Board has been working the past couple of years to make sure we have continuous instruction days and make sure we have the most instructions in a month. I appreciate that and the teachers are completely for that on the calendar, but what we are concerned about is if we don’t get this work done properly it will impact our instruction. We have to be able to have that time to critically look at the data and that is why we are requesting that to be a half-day. I don’t know if any of you have any questions about that, but you can certainly send them to us if you have any ideas or concerns about how we could address this in a different way, and we would be able to continue a discussion. I know you are reviewing the calendar and Kara is counting days to see how we could arrange things.

Melinda Scott, a teacher at Stadley Rough School, told the Board that she would like to Kara Wanzer for coming to work with the 4th-grade teachers at Stadley Rough today. She is such a huge asset to this district as her depth of data knowledge is really unmatched. She helped us see very clearly today!

Next, I would like to address a few things that came up at the last board meeting, the first of which is the PD Day feedback. While I was happy to hear Mr. Walston report that overall the feedback on the October and November days was positive, antidotally, this is not the case. In many cases at the elementary level, this positive feeling was not so universal. Additionally, the way the evaluation forms have been rewritten now, it is difficult to accurately reflect on the day and give meaningful feedback. Also, because the evaluations are not anonymous, as they once were when they were paper and pencil, many people are less than honest.

Another topic that was addressed in the last meeting was the draft calendar, specifically the reduction in conference days. After hearing the discussion, I went back to my school for a little “data dive” of my own and found my calendars going back to the 2011-2012 school year. In each year, conferences were held over four days, not three as they were this year. The loss of a day reduced the options for parents to attend conferences as well as made for some pretty challenging days for the middle school staff trying to manage up to 100 conferences in just three days’ time. My hope would be that you would consider reinstating the fourth day for next year.

My last point has to do with communication - a topic I have addressed in the past and is something I think we could all do a little better in. I appreciated Ms. Palmare’s question on restorative practice. It is true that some elementary principals have been leading some different kinds of PD experiences, but... the rollout, ... if there is really one, it has been varied and a bit unclear. My hope is that a clearer message can be shared with all staff as to how practices are changing around this.

German Sanchez, is resident of Danbury and parent of two children in the school district, one at South Street School and one at Danbury High School. He said he is an advocate for a charter school. He told the Board that his neighbors, who are in the school system, are open to a charter school. The overcrowding has affected our middle school as well. Our children and their education classroom sizes stretch the
teacher’s time and they cannot help those students who need support. Teaching has been like an assembly line. Not enough desks, and faculty are not able to control students. I know the Mayor and Chief, due to the ratio to faculty, help to make the schools safe. In regard to bullying and vaping issues, how are they able to contain it? We have great teachers here and they don’t have the tools to carry out their work. We feel the solution is a Danbury charter school. A charter school is cost-effective. I went to Brooklyn to visit a school and to talk to teachers. They have the type of schools we need here.

Stephany Fanning, parent of a Danbury High School junior told the Board that she doesn’t panic easily. When her son got home from school she asked him how school went and he said “great”. Then he said there were 11 fights. I dismissed it. I have great faith in the administration at Danbury High School. He felt safe to go back to school. I don’t know if there is something in the school that brought this on. I know some time ago there was a tragedy. I actually called Level One Office and said they needed to get a message out to the parents. I got the community message but it said what went on at the mall on Saturday. All the parents began talking to each other. I was happy that Mr. Donovan was addressing it. As far as I’m concerned it is done. Please communicate with us. Even if you can only say we are on it and we need more time. That is all I ask.

The Mayor acknowledged Mr. Albert Russo, a newly elected Board of Education member who was in the audience. Mr. Russo just wanted to say hello.

RECOGNITIONS

Erik Savoyski, Danbury High School technology teacher, was awarded the Harrison Baker Award by the Connecticut Technology Education Association. Mr. Donovan told the Board that Erik has been with the Danbury district for 27 years. He has taught every class there is. But we are here tonight to recognize him for the highest award anyone can earn from the Connecticut Technology Engineering Education Association. He is known for his dedicated service to students. He has been in a robot competition with 61 different teams around the state, and always comes back with an update. To date, we have 7 robots. In addition to his role as technology education teacher, Erik is the advisor to Team 5150, the school’s robotics team. The team has consistently earned awards and has several times earned a spot at the international level of competition. This is the second time a Danbury High School teacher was recognized. Last year Sterling Miller, another technology educator, was named teacher of the Year by this Association. (Standing ovation and applause)

CONSENT CALENDAR

MOTION - David Metrena moved, seconded by Kate Conetta, that the Board of Education approves the items on the Consent Calendar, Exhibits 19-149 through 19-151, as recommended:

MINUTES
11/6/19 Policy Committee Meeting
11/13/19 Board Meeting

DONATION

The Kiwanis Club of Greater Danbury made two donations of dozens of instruments to Danbury Public Schools. In October as part of its new initiative: “Kiwanis is INSTRUMENTAL in Children’s Lives”. The DPS Music Department will distribute these instruments among eight district schools.
Motion passed at 7:45 pm.

EMPLOYEE REPRESENTATIVE - None

STUDENT REPRESENTATIVES

Tamara Souza, ACE Representative, told the Board that she would like to thank them for allowing me to represent the Alternative Center for Excellence and share what is going on with our family.

- On Wednesday, November 27th, our ACE community service volunteers will sort and bag coats, hats, socks, backpacks, toiletries, and sleeping bags for our Thanksgiving Coat Drive, which will service those in need of support on Thanksgiving morning at 6 a.m. on the corner of Main Street and Elm Street. Food for the event is being donated by Nicos and clothing, backpacks, and toiletries have been donated by Marnie Durkin at Ellsworth, Carol Glitenkamp and the Key Club, Dallas Moore’s 6th-grade students at Broadview Middle School, as well as many Danbury citizens.

- On December 4th Joanne Tolles and Daniela Esposito will be taking 21 students to view the performance of Les Miserables (Ley Miz).

- Lastly, ACE would like to conclude our day of Thanksgiving by saying thank you to Board Members, Central Administration, Danbury Public Schools staff, and the community members who support what we are doing at 26 Locust Avenue. Today we served 327 plates of Thanksgiving dinner as a gesture of thanks for all the love and support we receive.

May America always be above everything and God above everyone. Thank you all and have a wonderful holiday weekend.

Jake Goodwin, DHS Representative read Rebecca D’Ostilio message to the Board:

“I am sorry I could not join you today, but I am taking care of my brother tonight. First off, we would like to thank you all for your efforts last week at the high school, and all the proper steps that were taken in ensuring our safety. Last week was a tough one for DHS, and we would be lying if we said it was a painless week. My fellow officers and I were approached by multiple parents and students with concerns of their safety last week. As you can imagine, this was tough on us. As student representatives, we know a lot about our school, but we don’t always have the answers. Students and teachers feel the tension of the halls as we walk them, not the administrators. The entire week, the student body seemed on edge or joking about what was happening. I did not find anything about this amusing. On Friday, I decided to take my brother home, he’s a freshman with special needs. He told me he had seen three fights on Thursday and was scared there would be another. I couldn’t help but feel scared for him as a big sister, and I still stand by my choice. It seemed to ease parents once a message was sent out, but some parents didn’t know why it took so long, and why the school didn’t go on lockdown until we figured out what was going on. There were a total of 10-14 fights that took place on school grounds last week, and as a student I would not like to see this again. Next time, we must do better. It is my/our responsibility to tell you how the students feel, and many were genuinely scared last week. There were rumors of a shooting threat (that were deemed false), but who can blame us for being scared of that, especially with the climate of our country right now. I stress to the Board
that we MUST take our student’s fears seriously next time before something like this escalates again. We are glad the students that participated have been reprimanded, and hope they find solace. Thank you to the Board for listening to our concerns and we wish you a lovely Thanksgiving”.

**PRESENTATION**
Career Clusters, Career Pathways, Sample Occupations, and Programs of Study
(Kara Casimiro/Melissa Nadeau)

Kara Casimiro said tonight there are two documents, one is “Today’s Skills, Tomorrow’s Careers” and the other is a document from the State of Connecticut describing some flexibilities pertaining to teacher certification. She started with “Strengthening Career and Technical Education for the 21 Century. The new Connecticut State Department of Education’s (CSDE) vision demands that all Connecticut’s students’ have access today to flexible CTE pathways that will position them to graduate tomorrow as innovators equipped with adaptable, transferable skills that will continue to the growth of Connecticut’s high-knowledge economy. In November we received the test packet that described the new career clusters that pathways have for the State of Connecticut. Basically, certified as having a high degree of potential and high degrees of demand and use a lot of regional economic settings to come up with these particular career clusters. I’m going to let Melissa talk to you about the difference between the career clusters of pathways and the programs of study.

Melissa Nadeau told the Board if you were excited about STEM last year, there are 16 national career clusters from various bureaus nationally. Connecticut has adopted 12 of them which fit into our labor markets. They worked with over 25 different organizations in Connecticut to identify where the labor market will focus on for our students for next 10 years. The 12 career clusters have a variety of career pathways in which eligible secondary and postsecondary recipients can create programs of study for students, leading to numerous related occupations:

- Agriculture, Food and National Resources
- Architecture and Construction
- Business Management and administration
- Education and Training
- Finance
- Health Science
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Marketing
- Science, Technology, Engineering, and Math (STEM)
- Transportation, Distribution and Logistics

We currently have a program at DHS, Certified Nursing Assistant, that we are very proud of. Each year we graduate approximately 60 students in that program who receive a high school diploma and will also have their CNA certification. This program is in such high demand we get over 200 students that apply but we can’t accommodate 200 in our present course of study. What this allows us to do is to look, not only at what we do for nursing, but to expand it to any of the other 12 career clusters. Kara said in the back of the packet that was sent to you, you can see that there are a variety of industry-recognized credentials in a variety of the areas that correlate to the identified clusters. So, what we plan on doing is to put the organization momentum behind it right now because there is a sense of priority and after visiting some classes; CNA, computer-aided drafting, culinary art and some of the more technology processes at
DHS and seeing the engagement level of these classes, this is what we want for all our students. We feel we can start to move in this direction. She also mentioned that there are new graduation requirements for the class of 2022 and 2023. She told the Board that in the fall, the State Department of Education issued Updated Assignment Codes for Educator Data System (EDS) for the 2019-2020 school years, in an effort to provide districts with greater flexibility around teacher certification, and to support the implementation of the updated graduation requirements that are outlined in Connecticut General Statutes 10-221a. Melissa mentioned that coming up on January 16, 2020 there is a National Career for Colleges and Career Transitions Conference, “Designing College and Career Pathways” in Hartford. Kara showed a slide on the earning for the various job markets with a high school diploma and what salaries can be achieved with a bachelor’s degree. The last part of the presentation was “The Academics in Nashville, Tennessee.” She said if we can design something and make it look like this it would be a dream. Administration from Nashville spoke about the advanced course work and industry certification and the students spoke about the various certification programs they have at their school. Kara said we are hoping to visit Nashville. In closing she said that transforming learning environments for kids starts somewhere with willingness and leadership and we are passionate to bring that forward to this community. We need to start something different for the kids in terms of having a vision behind learning and, this is one of them. We wanted to present this tonight publicly to the Board because there are industry partners out there are who are willing to help and back this vision. It may be the ultimate dream, but we want to focus and start to move in this direction. It could probably really be with some baby steps and some things already in-house. We just want to plant that thought and vision.

Dr. Pascarella said in relation to the presentation that was just viewed, “If you can’t dream, you can’t succeed.” He went on to tell the Board that when we sat at the NEASC meeting and they were asking you about curriculum, the point I am trying to make is at the Board level, you have a general idea. I’m going to ask the Board, this year, to look at a funding system that is going to help us do this. We’re going to drive the goal here. So, as I’m talking to folks to do their research, I’m doing mine. We figure out honestly what we can afford to do, and we have to stop doing what is not succeeding for our kids. To continue the way we are going, and unless we do it each year, we should really look to see if it’s paying off in terms of accountabilities. Are our kids really succeeding? We want this for all kids, not just a small group. Kara said there are 60 kids experiencing this. We want all the kids to do it. If we can step up, we have an equity policy and I said it last year. If you want to go down that road, you’ve got work. We have an action plan, an equity plan and there is an access plan. Are you really going to stand up and do something? Because, if you are, you are going to have to make some hard decisions with me. Everybody can’t have the same thing. We can’t get here on the resources we have. Kara said we don’t have the money; I say we have $12.5 million dollars. What are we going to stop doing? What are we going to do to get there? We’ve got to do this for our kids, all our kids. I think we can do that with the right leadership, and I think we have that. We have the motivation and we also have sources to get more funds into the school system, if they are all lined up to the right purposes. There is a group that will go to Nashville both town folks and some Board members. Kara said she would like to get PJ from the Chamber of Commerce and she’d love to take the Mayor.

Patrick Johnston thanked Kara and Melissa for their very informative presentation.

Emanuela Palmares said she is very excited about this program and called out to the businesses in the area to help support the Nashville research trip.

The Superintendent said since we are on TV if there are any businesses out there who would like to contribute to our trip, just get in touch with me.
ACTION ITEMS

October 2019 Operating Results Analysis (General Fund & Grants)

MOTION: David Metrena moved, seconded by Joseph Britton that the Board of Education accept the October 2019 Operating Results Analysis (General Fund & Grants)

For the month of October, the district expended $3,663,860 resulting in a fiscal year-to-date expenditure value of $30,430,340 which represents 22.5% of the budget.

Motion passed at 8:19 pm.

SUPERINTENDENT'S REPORT

NEASC VISIT (November 17th-20th) Feedback

Kara Casimiro told the Board that the report from NEASC, with our accreditation status, will be sent in April. Below are NEASC Preliminary Findings, as presented by Scott Leslie to the faculty:

- Positive climate
- Safe and secure “home” for students… creating a model for a widely diverse community
- Leadership team is effective and dedicated
- Teachers like students, and students like teachers
- Instructional practices informed by formative assessments
- Teachers are clear with students regarding what they need to do to be successful and utilize school-wide rubrics
- Differentiation is informed by data, regardless of large sizes and multiple learning needs
- Staff cares deeply and are committed
- Teachers get supplies creatively (own purchase, Donors Choose)

NEEDS:
Need adequate instructional supplies, lower caseloads for counselors, smaller class sizes, the wireless network that works, access to more technology, facilities with working heating/cooling and restrooms.

City Council Special Appropriation

Dr. Pascarella distributed an Enrollment Increased Costs for 2019-2020, which listed the Completed Items included buses, two FTE for Ell at Park Avenue and 1 FTE Bilingual at Rogers Park and 7 sections/overloads at DHS and 100 desks. The Anticipated portion which would be for the second semester included FTE’s bilingual and bilingual/TESOL. In Special Education, the increased costs were listed at $1,340,000 and requested from the City (special allocation on November 14th) $1,250,000. With possible use of title funds in the amount of $90,000. At the Council Meeting the question was, are we going to add counselors and social workers? We really need to, but we can’t in the allocation. We just don’t have the resources. This is not part of your allocation this is over and above the money you received from the City. As we move forward, this has to be the starting point. The Superintendent said he is going to send a copy of this to the Mayor tomorrow.
New Student Registration Process

Kevin Walston said there is good news for everyone. This summer we had hundreds and hundreds of new students entering our district to register for the Danbury Public Schools. For a couple of years, we have been considering school registration on-line. PowerSchool does have an on-line registration program. Our neighboring districts already have on-line registration. We are going to find this way to register to be more efficient as an organization. We are looking towards starting this in February and we are working with PowerSchool for that date.

Strategic Planning Update

Kevin Walston said last month, on October 24th we had a community strategic update. He said the initial community members that informed a portion of the mission statement, we circled back with that group and presented the strategic plan for last-minute feedback. We had multiple stakeholders in the room, many of the same representatives that were part of that initial day. In addition, we’ve also had students. A number of those students were here this evening. We had what we called expert groups. We had a table of five or six students, parents and five or six community members. Teachers and administrators and everyone were charged with responding to questions specific to the strategic plan and see if we landed on the right strategies and action steps to realize the vision. Frankly, it was a really powerful day. Students were really passionate. The feedback for us is to help move the district forward. Give the change and makeup of the Board we would like to ask this evening if it is okay to revisit the strategic plan after the new Board has been established.

2020-2021 Draft School Calendar

Kara Casimiro said nothing has changed. It is the same as at the last Board meeting. Haven’t been any changes yet, still a work in progress. We have surveyed and talked to TDEC and to Erin about it and there are some things she would like to see. There is a fourth day in this version. We still have the 3 days for conferences for middle school and when I spoke with the Union, the President said she thought the 3 days were adequate, but a fourth is what is needed. But it is still a work in progress. The other things we want to do are the placement of conferences both in the fall and identify the district-wide conference week in the spring. So, parents are aware there is an option for spring. For the most part, the calendar will stay the same.

Emanuela Palmares asked, what is the challenge of transforming the 22nd into a half-day? Ms. Casimiro said we tried to reduce the early release days to less than last year. We had some complaints about the number of early release days and the impact on parents. So we tried to reduce the number to the greatest extent as possible, down to 6 from 11. We tried to stay away from the beginning of the school year. We want to get the students on a schedule to make sure there is no disruption in the first 5 or 6 weeks of school. There are really a lot of different opinions on how to minimize disruption.

Pilot Program Regarding Military Families

Kelly Truchsess said she and Kevin Walston have been working with Commissioner Thomas J. Saadi regarding registration information concerning our military families. He is interested in our proposal on getting additional training resources for children of military families. What we agreed to is a Pilot Program. He has offered to come in and train all of our people services staff to better educate them and give them some of the supports that are available to military families. So, if a family is in need they will have a greater bank of resources to help connect families. We’re looking to do that for part of our main professional development. He will come in with some of his staff to do further training. In addition, we
want to put a military family identifier on the school registration forms. This will assist the delivery of their supportive services of students to military families who experience unique circumstances. We want to make sure the information is complete and that they are completing those information fields. Indicating ‘yes’ or ‘no’, will allow us to identify families in the district who could benefit from these resources and then strategize on how we will get information for our currently enrolled students that were enrolled maybe ten years ago. This question wasn’t on our paperwork. Mr. Saadi said about five to ten percent of our families potentially will benefit from his resources.

Mr. Walston said it is not going to cost us any money. It’s certainly going to cost Kelley’s PPS time. I just want to thank Kelly ahead of time because her department is going to do the heavy lifting. Our takeaway immediately at the meeting with Mr. Saadi was it just makes sense since the resources are available from the State.

**DISCUSSION**

Proposed Legislation Agenda, Ryan Bingham, Senior Government Affairs Manager/Lobbyist

Ryan Bingham told the Board that this is a short session starting the first Wednesday in February. During the short sessions, there are all the committee bills so it is a little bit easier to track the massive bills that are going through. So when you see our report maybe it will be a little easier to follow the process along. Committee bills go through much quicker in the session and have much greater communication and go a little more rapidly so that’s kind of the really broad brushstroke. On what we’re getting into 2020, you’ve seen the legislative agenda draft. We’re going to use this kind of as a guidepost, not necessarily something that is set in stone, but all-encompassing. But these are very important issues. On Danbury’s priority issues, we are going to use it to inform how we look at bills that are coming through in conversations with your delegation chairs, the education appropriations communities, to the extent they open up conversations on budget items. We also concurrently have a conversation on space which might be less of a legislative issue and more of an administrative issue with the Department of Education and the governor’s office as it relates to school use. I know there is a new group of Board members coming in so I can come back closer to the start of the session to educate those folks on the process. That would be a good time to talk about “Danbury Day”, which I don’t have the date for yet. This day is really important for the Board and community partners to talk to legislators to have them understand the unique needs of the Danbury Education system. I will be happy to answer any questions or any suggestions or additions you might have. He mentioned that it would be more of an impact if parents, teachers and Board members come up and testify when the issues come up.

The Chairperson, Patrick Johnston, thanked Brian for the update on the Legislative Agenda this evening.

**INFORMATION** - None

**BOARD CHAIRPERSON’S REPORT**

The Chairperson, Patrick Johnston reminded the Board that the Annual Meeting will be on December 4, 2019, at Beaver Brook Administration Center at 5:30 p.m.

Mr. Johnston said on a personal note, I just want everybody to know that it has been truly an honor working with all of you. This is my last meeting sitting here. I’ll be sitting over there in the audience. I wish all of you the best going forward for those people who were re-elected and the rest of us who are moving on to other stuff. Thank you so much. It was wonderful working with administration, the staff, teachers and PTO’s. It has been a great four years and I so appreciate all the advice I received along the way. It’s the
hardest job I never got paid for. It is a difficult job, but it is a rewarding job and a wonderful experience. It’s nice to see how the other side of it works. The teachers, staff, and administration work so hard here. It’s a great school district overcoming tremendous adversity along the way. I just wanted to say thank you to everybody – thanks so much.

BOARD REPORTS, COMMUNICATIONS AND COMMENTS

Emanuela Palmares read the following letter:

“Dear Board Members, Dr. Pascarella, Cabinet Members, Administrators, Teachers, Staff, Parents, and Students,

There are a few parting thoughts I would like to share with you today, my last meeting as a seated member.

About two years ago, (after running for this Board in 2015 and 2017 unsuccessfully) I came on by appointment, under extremely political circumstances.

I sat on the other side of this table and listened as leaders in our community, some elected officials today, others of the past, shared during the public comment section their disapproval of my appointment to the board of education.

I listened knowing full well that even some members of the board, Democrats and Republicans alike agreed.

I hope that my contributions have proved them wrong, that my personal experiences as a former free and reduced lunch ESL student in our district, as a special needs parent, as the editor of the only trilingual publication in our community, vice president of a foundation aimed to help immigrant students, and as a business owner have provided a different perspective on some of the issues discussed, raised different questions for all of us to ponder.

I hope I was able to shine a light on our district’s “high needs students” (as they are not a “pet cause” for combined, they make up the majority of our student population), the importance of our early childhood education programs (where with early intervention our student’s possibilities are endless), and the importance of our continuing adult education program (where dreams of a better life through education are possible regardless of your past). I believe all three need to be a much bigger part of OUR focus.

During my tenure on the board, I was told repeatedly that the board is not political - that it was a temporary period around November in odd years. I disagree.

It is political, very much so. But not necessarily as a constant force coming from individual board members, but through the very structure that the board comes to be. Parties choose candidates based on how they want to fill the ballot, or their plans for a political future, rather than a candidate with interest on our educational system or with valuable expertise.

Those who successfully get elected and happen to have a natural desire to serve our school district, cannot always easily or completely wash away the stains of the election process. Winning feels good and losing does not, believe me - I know. Both sides spend months pointing out every flaw on each other, and that is not easily forgotten – we are human.

It’s a cycle. A period without elections, followed by elections – in other words, a period of tension, misguided and misunderstood actions...and then with time, another period of calm where it is indeed all about the children, followed by a period of tension.
So my hope, my parting wish for each of my colleagues that remain on the board is: Although you were elected, think as if you were appointed, for in fact, you were by the highest authority in our city - its voters.

Appointed boards of education, like in Philadelphia, for example, ensures representation that reflects our student population giving a voice to minority communities that are yet to carve out their place in the political structure, expertise from the business community to create a curriculum that will generate students ready to fulfill the job needs in our community and world, that there will be wisdom from retired teachers to give us insight into curriculum implementation, help break down data, that parents will have a voice throughout the process and a permanent seat at the table, and that students can be part of decisions that impact them the most (Just like our current State Board of Education is structured).

But if in our current local structure, ensuring that representation is not possible, it does not mean you can’t seek it – as you research deeper into the issues before you, you can bring in that representation embedded in your decisions.

What began for me as a curse due to the negative reaction to my appointment, became a blessing. I am grateful to have been appointed and all that came with it, for it allowed me to serve this board free from political agendas, guided only by the desire to give back to a district that had literally given me a voice, and taught me to speak this language.

And to those who have kindly said that my leaving the board would be a loss... Firsthand life experiences are not required to care for and understand the rights and needs of our students and families that are MOST in need.

Each of you has the power to fill that role. Continue to raise questions, and see how your decisions affect them, dig deep during data presentations, and go be with them in their community events – they might return the favor, and come to a board meeting or two.

Remember, you are charged with the responsibility to hire and evaluate the superintendent, approve budgets, set spending priorities, approve textbooks and other curriculum materials, adopt the annual school calendar, make decisions regarding opening and closing schools, work closely with school and district leaders on school schedules, supplies, safety, discipline, classroom resources, facilities, and other issues.

Let our revised mission statement and our new equity policy be your guide, a compass as you navigate the challenges you will face in the future.

I thank all of you for the honor to serve with you, Dr. Sal for your service, the cabinet for your dedication, our administrators, teachers and support staff who I have the utmost respect for, and most importantly our parents and our students - you are this district.

I look forward to continuing my work in the community and have an impact on education, children, and families. I will always be available to anyone in our district."

Respectfully,
Emanuela Palmares
emanuelapalmare@gmail.com

Joseph Britton said he just wants to thank Chairperson Johnston, Emanuela, Fred, David and Ralph, who is not here tonight, for their service to the Board. Maybe you know something I don’t know and I should get off now. I have four more years on the Board, but I just wanted to say thank you.
Gladys Cooper said she is the veteran on the Board and she just wanted to say that it has been a pleasure working with each and every one of you. I know we didn’t always agree, but we always came to the conclusion that we were here for all the children of the City. No matter what you are doing, it will be in the best interest of the children. We know that you will come back and visit us sometime. So, I say, come back and if we are doing wrong, please tell us and we’ll move forward. It’s been a pleasure. I don’t see it as a loss, but sometimes we have to lose to slow down and move on to something else and then come back.

Frederick said thank you, everybody. It’s been a pleasure, teachers, administrators, parents, and everyone. Thank you for the honor of serving on this Board.

**EXECUTIVE SESSION** - None

**PUBLIC SESSION**

**ADJOURNMENT**

Gladys Cooper moved, seconded by Frederick Karrat that the Board of Education adjourn its November 26, 2019 and the meeting adjourned at 8:55 pm.

Gladys Cooper, Secretary

(meeting was videotaped)
MINUTES OF THE 2019 ANNUAL MEETING OF
THE DANBURY BOARD OF EDUCATION
Beaver Brook Administrative Center
December 4, 2019

Present: Joseph Britton, Rachel Chaleski, Kate Conetta, Gladys Cooper,
Loren Daly, Joe DaSilva, Kathryn Hodgdon, Richard Jannelli,
Kathleen Molinaro, Albert Russo, Amy Spallino

Also Present: Sal Pascarella, Kevin Walston, Kim Thompson, Kelly Truchsess,
Kara Casimiro, Courtney LeBorious

CALL TO ORDER

The Superintendent, Dr. Pascarella, called the Annual Meeting to order at 5:45 pm and those assembled recited the Pledge of Allegiance.

APPOINTMENT OF RECORDING CLERK

Kathleen Molinaro moved, seconded by Albert Russo that Kara Pompano be appointed Recording Clerk for the Board of Education. All members present voted in favor. The motion carried unanimously at 5:46 pm.

ELECTION OF OFFICERS

CHAIRPERSON

The Superintendent, Dr. Pascarella, asked for nominations from the floor for the Office of Chairperson.

Kate Conetta nominated Gladys Cooper, seconded by Kathleen Molinaro

Amy Spallino nominated Rachel Chaleski, seconded by Kathryn Hodgdon

The Superintendent, Dr. Pascarella, asked if there were any other nominations from the floor. Being no other nominations, the nominations were closed.

In favor of Gladys Cooper: Joseph Britton, Kate Conetta, Gladys Cooper
Joseph DaSilva, Richard Jannelli, Kathleen Molinaro

In favor of Rachel Chaleski: Rachel Chaleski, Loren Daly, Kathryn Hodgdon,
Albert Russo, Amy Spallino

With 6 votes Gladys Cooper was elected Chairperson at 5:56 pm.
VICE CHAIRPERSON

The Chairperson Elect, Gladys Cooper asked for nominations from the floor for the Office of Vice Chairperson.

Joseph Britton nominated Kate Conetta, seconded by Joseph DaSilva

Rachel Chaleski nominated Amy Spallino, seconded by Albert Russo

The Chairperson Elect, Gladys Cooper asked if there were any other nominations from the floor. Being no other nominations, the nominations were closed.

In favor of Kate Conetta: Joseph Britton, Kate Conetta, Gladys Cooper
Joseph DaSilva, Richard Jannelli, Kathleen Molinaro

In favor of Amy Spallino: Rachel Chaleski, Loren Daly, Kathryn Hodgdon,
Albert Russo, Amy Spallino

With 6 votes Kate Conetta was elected Vice Chairperson at 6:00 pm.

SECRETARY

The Chairperson Elect, Gladys Cooper asked for nominations from the floor for the Office of Secretary.

Joseph DaSilva nominated Kathleen Molinaro, seconded by Kate Conetta

Rachel Chaleski nominated Kathryn Hodgdon, seconded by Albert Russo

The Chairperson, Gladys Cooper asked if there were any other nominations from the floor. Being no other nominations, the nominations were closed.

In favor of Kathleen Molinaro: Joseph Britton, Kate Conetta, Gladys Cooper
Joseph DaSilva, Richard Jannelli, Kathleen Molinaro

In favor of Kathryn Hodgdon: Rachel Chaleski, Loren Daly, Kathryn Hodgdon,
Albert Russo, Amy Spallino

With 6 votes Kathleen Molinaro was elected Secretary at 6:02 pm.
ADJOURNMENT

Kathleen Molinaro moved, seconded by Joseph DaSilva, to adjourn the December 4, 2019 meeting. The motion carried unanimously, and the meeting was adjourned at 6:05 pm.

Kathleen Molinaro, Secretary
DANBURY BOARD OF EDUCATION
ADHOC SUB-COMMITTEE MEETING MINUTES
DECEMBER 5, 2019

Present: Rachel Chaleski, Amy Spallino
Also Present: Joseph Britton, Kate Conetta, Gladys Cooper, Loren Daly, Joseph DaSilva, Kathryn Hodgdon, Richard Jannelli, Kathleen Molinaro, Albert Russo, Frederick Karrat (former member)

The Adhoc Sub-committee Chair, A. Spallino, called the meeting to order at 6:04 p.m. Introductions were made at this time. The CABE New Board Member Packets were distributed to new members. Drafts of the Danbury Public Schools Board of Education Member Handbook (attached) were distributed to all members.

The meeting was turned over to R. Chaleski who reviewed the Member Handbook. The Handbook references Board Policy and Bylaws. Discussion ensued. Topics included: basic board function, proper chain of command, committee meeting structure, contract negotiations process, interview and hiring process, expulsion hearings, school visits, school calendar, etc.

R. Jannelli gave a brief overview of each of the Board Committees.

R. Chaleski explained that the Board PTO Liaisons are to attend PTO meetings and report back to the full board. They are not to represent the schools. A. Spallino suggested rotating members among the various PTO’s.

G. Cooper will send the list of Committees through the Superintendent’s Admin. She asked that members indicate on which committee they would like to serve and if they would like to chair a committee by December 17. She will meet with each Committee Chair at the beginning of the year.

A. Spallino has invited Nick Caruso of CABE to hold a workshop on Board Roles and Responsibilities on Wednesday, January 15.

The floor was opened for questions. Discussion ensued.

The December 5, 2019 Adhoc Sub-Committee Meeting adjourned at 7:15 p.m.
Preamble

Students deserve a respectful learning environment in which their cultural, racial and ethnic diversity is valued and contributes to successful academic outcomes. Danbury Public Schools is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all of its students the opportunity to succeed. This commitment means that student success will not be predicted nor predetermined by characteristics such as, but not limited to, race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies, or religion. In addition, the District will actively seek and analyze relevant disaggregated data through an equity lens and use that data to explicitly identify and address disparities in educational outcomes for the purpose of decision making, and targeting areas for action, intervention and investment.

We acknowledge that equity is both a process and an outcome, which demands a relentless commitment to make changes to our systems, which is necessary to achieve our vision that ALL learners advance to their highest potential. Educational equity goes beyond formal equality, where all students are treated the same, to fostering a barrier-free environment where all students have access to opportunity to benefit equally.

Mission Statement

Danbury Public Schools, in partnership with families and the community, provides transformational learning experiences, designed to nurture thoughtful and prepared graduates.

Guiding Principles

We are committed to ensuring ALL students are at the center of every action and decision by developing systems of support that focus on six critical components:

1.) provide equitable learning environments and experiences that are rigorous, inclusive, and culturally responsive that prepare learners for post secondary success;
2.) Enhance the skills of our educators, and competencies of all school staff, through a lens of cultural competency, to reach the needs of our diverse learners;
3.) Recruit, employ, and retain a culturally competent workforce that embraces diversity and best supports the educational needs of our students;
4.) Build a system wide culture where all students, staff, and families, know that they matter, that they add value and are valued;
5.) Partner with families, communities, and the public and private sectors to foster vested interest in schools and collectively create opportunities for deeper engagement for student learning and success; and
6.) Establish a transparent, coherent, and efficient budget that ensures equitable distribution of resources, allocated to support and sustain the District's vision and mission.
Board Authority and Responsibility

The Board of Education is ultimately responsible for ensuring that Danbury residents have access to a free, quality education through high school. Connecticut law imbues the Board with specific and often broad authority over the administration of Danbury schools. For example, the Board of Education exercises control over school buildings and property, employs and supervises the superintendent of schools, adopts a budget. A lengthier and more specific listing of the Board’s authority can be found in Chapter 10 of the Connecticut General Statutes. While the Board has broad authority over the Danbury schools, much of this authority is delegated to the superintendent of schools and other district employees. The Board of Education functions, not as management responsible for the administration of the school district, but as a board of directors responsible for establishing a vision for Danbury’s schools, and monitoring its progress in reaching that vision.
Reference: BOE Policy 9000/BL 3-1

Authority of Individual Board Members

Individual Board members have no authority except when they are meeting as a Board of Education. The Board of Education is a collective body and, by statute, can only act when a quorum is assembled in a legally constituted meeting. The statements or actions of individual Board members do not bind the Board of Education, except when that statement or action has been authorized by an official act of the Board. Board members should be careful not to act or speak in a manner that suggests they are speaking or acting on behalf of the board of education or the school district when they have not been so authorized by the Board.
Reference: BOE Policy 9075/BL 4-1

Board Committees

The Board understands that not all of its work can be accomplished at regularly scheduled meetings of the entire Board, and that in order to dedicate the necessary time, expertise and focus on individual issues it is necessary to utilize committees of the Board. The Board’s committee structure was developed so that it is aligned with the Board’s goals to better focus Board activity and action on its stated priorities.
The Board of Education has eight standing committees. These committees are: Finance and Facilities; Policy; and the Superintendent Evaluation Committee. Other committees include Community Relations, Negotiations for Administrators, Teachers, and Non Teaching. Each committee is composed of three Board members appointed by the Board president, with each member serving on one committee.
The Board will also rely on ad hoc committees, appointed by the Board president, for those tasks that require a committee of the Board and do not fall within the parameters of the standing committees (i.e. disciplinary and residency hearings).
Reference: BOE Policy 9130/BL 4-10
Board Member Qualifications

Individuals must be registered voters in Danbury in order to serve on the Board of Education. Employees of the Board of Education may not serve on the Board. Beyond the minimum statutory requirements for Board service, it is expected that Board of Education members will share a commitment to providing an exceptional educational experience for each student, a willingness to work and study to become well-versed in public education and Danbury schools, and a sincere desire to be part of a high-functioning governing body that takes the responsibilities of public service seriously.

Resignation of Board Members

Board members who wish to resign from the Board of Education must submit a letter of resignation to the town clerk, with a copy to the Board president. A member’s resignation is not effective until it is filed with the town clerk. The Board of Education does not have the authority to either accept or reject a member’s resignation. Reference: BOE Policy 9222/BL 1-2

Filling a Vacancy on the Board

A vacancy may be filled by a vote of the majority of the members of the Board. If the Board intends to fill a vacancy on the Board, it will publicize the vacancy and interview candidates. New members are appointed by a majority vote of the Board members present. The appointment by the Board of an individual to fill a Board vacancy will only be until the next general election, when the appointed member’s seat will be on the ballot. Reference: BOE Policy 9221/BL 1-1

Conflict of Interest

A Board member has a conflict of interest when he/she has an interest which is in substantial conflict with the proper discharge of his/her duties or employment in the public interest and of his/her responsibilities as prescribed in the Connecticut General Statutes and the laws of the City of Danbury, if he/she has reason to believe or expect that he/she will derive a direct monetary gain or suffer a direct monetary loss, as the case may be, by reason of his/her official activity. He/she does not have an interest which is in substantial conflict with the proper discharge of his/her duties in the public interest and of his/her responsibilities as prescribed by the Connecticut General Statutes and the laws of the City of Danbury if any benefit or detriment accrues to him/her as a member of a business, profession, occupation or group to no greater extent than any other member of such business, profession, occupation or group.
Board members are expected to identify whenever they have a personal or professional interest in an issue that might compromise or call their judgment into question. In all of their actions and statements, Board members are asked to be beyond reproach.
Reference: BOE Policy 9270/BL 1-5

Board Member Use of Social Networks

Board member use of social networking sites may be susceptible to violations of the FOIA due to the ease with which Board members can discuss school business in a manner that may determine the Board's course of action. An online discussion by Board members can result in agreement, tacitly or explicitly to act in a certain manner in number sufficient to reach a quorum.
Reference: BOE policy 9327.1

Board Member Orientation

As part of its commitment to having highly-trained individuals as part of a professional governing board, the Board will provide orientation opportunities for new members and candidates. Once the list of candidates is finalized, the Board president (or other Board member if the president is a candidate) and the superintendent of schools will offer candidates an opportunity to learn about service on the Board of Education by providing a candidate orientation. As part of the orientation, candidates will be provided a package of materials including the Board member handbook, the Board of Education budget document, a copy of the most recent Board self-evaluation, and other appropriate materials.
Upon their election to the Board, newly elected Board members will be provided an additional orientation opportunity, including the opportunity to attend professional development opportunities such as the CABE/CAPSS Convention.

Board Member Professional Development

The Board is committed, both individually and as an organization, to the principles of continuous improvement and ongoing education, and understands that in order to perform as a high-functioning professional organization its members must be well educated about the Danbury schools, board governance and educational best practices. The Board will look to identify and provide professional development opportunities for Board members, and Board members will be encouraged to participate in these learning opportunities. The Board will reimburse members for reasonable, pre-approved expenses for professional development. Examples of these professional development opportunities, but by no means the only opportunities, are the CABE/CAPSS Annual Convention, as well as seminars conducted by the Connecticut Association of Boards of Education.
Board members are also expected to read the same professional articles that are utilized by school administrators, as well as share and exchange professional articles among themselves.
Board Officers

The Board of Education has three officers, Chairperson, Vice-Chairperson, and secretary. The Board shall annually, not later than one month after the date on which newly elected members take office. Officers are elected by a majority vote of those members present and voting. The Chairperson presides at all meetings and serves as the Board spokesperson. He/she is responsible for appointing Board members to committees, and signs documents, contracts and checks on behalf of the Board. The Chairperson works closely with the superintendent of schools to plan meeting agendas and may call special meetings of the Board. The Vice-Chairperson shall perform the duties of the Chairperson in case of his/her absence, resignation, or removal. The Board secretary is responsible to supervise and be responsible for the keeping of the records of all proceedings of Board meetings.
Reference: BL 2.1, BL 2.2, BL 2-3

Board Policies

One of the primary responsibilities of the Board is to develop policies to govern the school district and the Board, which will serve as guideposts and guidelines for the effective and efficient operation of a school district committed to providing an exceptional educational experience for each student. Board policies are developed according to the requirements set forth in Connecticut Statutes, State Department of Education recommendations, and the Board’s own bylaws, policies and mission statement. In order for Board policies to effectively perform their stated purpose, it is important that they are regularly reviewed and updated. In order to ensure that Board policies are current and in compliance with statutory requirements, the Board may utilize attorneys or other outside consultants. While the Board may be advised concerning its policies by the superintendent of schools, its attorney or other consultants, the adoption of new policies, or the revision or repeal of existing policies is the sole responsibility of the Board. The adoption of Board policies is governed by Board Policy this 9311. Board policies require an initial public reading at a Board meeting, followed by a subsequent second reading and vote at a subsequent meeting before they can be adopted by the Board. Board policies and bylaws may be suspended for a specific purpose and limited time by a majority vote of Board members in attendance when there is prior written notice; absent such written notice, suspension of Board policies requires a majority vote of the entire Board. The suspension of Board bylaws requires a two-thirds vote of the entire Board absent prior written notice.
Reference: BOE Policy 9311/BL 3-2
Board Hearings

One of the responsibilities of the Board of Education is to conduct hearings. For many of these hearings, such as student expulsion hearings, school accommodation hearings, and teacher termination hearings, the Board serves as an impartial hearing board. In these instances, Board members who serve on the panel must make their decision based only on the evidence and information presented at the hearing. Regardless of whether the Board is serving as an impartial panel, or in grievance hearing, Board members have an obligation to treat those before them respectfully and fairly, adhering to the highest standards of professional conduct.

Search, Selection and Appointment of Superintendent

The Board of Education is responsible for the appointment of the superintendent of schools. When conducting a search for a superintendent, the Board may vote itself as the personnel search committee. If so, it may meet as the personnel search committee without public notice of its meetings or a requirement to allow the public to attend. The search for, and selection of, a superintendent of schools is one of the most important decisions that a board of education can make. Accordingly, this process should be thoughtful and informed, made with a clear understanding of the needs of the school district and the corresponding characteristics of an ideal superintendent, as well as an awareness of the availability of potential candidates. Although each search process is unique, generally the Board would be well advised to consult with the public and other informed individuals, both in and outside the district, when conducting a superintendent search.

BL 3.1

Board Role in Hiring Process

Generally speaking, the Board does not have a primary role in the hiring process, except for the superintendent of schools. It is Board policy to authorize the superintendent of schools to hire teachers and other personnel without direct involvement on the part of Board members. When hiring school administrators, the Board has a more direct role. A Board member(s) selected by the Board president can participate in the interview process. The board’s policy and regulations established the role of board members in the two panel interview process.
Budget Process

The Board is responsible for the adoption of a budget for the school district. The superintendent of schools presents a proposed budget to the Board in January. The Board will hold a series of meetings in which it will consider presentations from school district administrators, prior to adoption of its budget. The Board is then submitted to the City of Danbury. The Board is statutorily prohibited from expending more on its operating expenses than the amount allocated by the City. When making its budget decisions, the Board should be guided by its stated goals and educational priorities.

BL 3.1

Superintendent Evaluation

As the superintendent of schools is the only school district employee directly supervised by the Board of Education, the Board is responsible for evaluating the superintendent’s performance, as well as making decisions concerning his/her contract of employment, such as compensation and extending the term of the contract. Following the conclusion of the school year, the Board shall conduct an evaluation of the superintendent’s performance, utilizing a process and standards of performance that has been agreed upon in advance with the superintendent of schools.

Board Self-Evaluation

Following the conclusion of the school year, the Board shall meet to conduct a self-evaluation of its own performance. The self-evaluation shall be based, in large part, on the Board’s success in making progress towards meeting its stated goals. As part of the self-evaluation process, the Board will solicit input from the district administrators as to the Board’s performance over the past year.

An essential part of the self-evaluation process is a focus on board governance. It is expected that the Board will look carefully at its conduct at board meetings, its adherence to policy, its treatment of the public, staff and one another, the Board’s focus on student achievement, and the Board’s ability to distinguish between governance and management.

Reference: BOE Policy 9400/BL 3-6

Board Retreat

The Board recognizes that in order to properly develop a long range and in-depth plan for school improvement, it will be necessary to regularly meet in a retreat setting to allow for a more focused discussion of school district performance and initiatives. Although they are considered special meetings of the Board of Education, retreats are generally held at times and/or locations that are different from regularly scheduled meetings. In addition to the attendance of all Board members, the Board may invite the superintendent of schools, school administrators or other individuals to participate in its retreat.
Board Members Visiting Schools

Board members are encouraged to be informed about Danbury schools, and visits to our schools can be part of that process. If a Board member wishes to visit one or more of our schools, he/she should first inform the superintendent of schools of his/her desire to visit a school(s) and the superintendent of schools will then work with the school principal to schedule a school visit for the Board member. When visiting any of our schools, Board members must be mindful that they do not serve in an administrative function and should not attempt to direct, criticize or discipline staff members.
Reference: BOE Policy 9030

Board Meetings

Time, Place, and Notice of Meetings

Regular Meetings

Regular meetings of the Board of Education are those meetings listed on its annual schedule of meetings voted on at the annual meeting. Board meetings start at 7:00 p.m. and are generally held at the Board of Education Meeting Room. At regular meetings, the Board can add items to the meeting agenda.

Special Meetings

Meetings of the entire Board that are not on the annual schedule of meetings are special meetings. At a special meeting, the Board cannot add items to the meeting agenda for discussion or action.
Reference: BOE Policy 9046

Meeting Agendas

The superintendent of schools, in conjunction with the Board president, develops an agenda for each Board meeting. Meeting agendas, along with necessary documents and materials are distributed to Board members prior to the meeting. Board agendas are designed to minimize votes and discussion on matters that are unnecessary, trivial, or are best addressed at the non-board level. Ideally, Board agendas are designed so that meeting time is dedicated to a focused, informed discussion on student achievement and educational priorities.
Reference: BOE Policy 9323/BL 4-2
Robert's Rules of Order

The Board conducts its meetings utilizing the Robert's Rules of Order, 11th Edition, for the conduct of its meetings, except when these rules are in conflict with Board policy or Connecticut law. The Board president serves as the Board parliamentarian, unless another board member is chosen as parliamentarian by a majority of the Board.
Reference: BOE Policy 9035

Board Quorum

Five members of the Board shall constitute a quorum. Unless otherwise specified by Board policy, a majority of board members voting on a particular item is sufficient for approval.
Reference: BOE Policy 9065/BL 4-9

Meeting Minutes

Pursuant to the Freedom of Information Act (FOIA), minutes must be taken at all meetings of the Board of Education. These minutes must be available within seven days of the meeting, but all votes of the Board must be reduced to writing and available within forty-eight hours. The FOIA requires that minutes must contain the recording of votes and the names of those members in attendance. These requirements apply to meetings of Board committees as well. In order to appropriately apprise the public of the Board's work, Board minutes should contain the time of the meeting; members in attendance; a brief description of any business transacted by the Board, along with any Board action; the recording of Board member votes; and a description of any executive session held, along with the names of all individuals present for the executive session.
Reference: BOE Policy 9326/BL 5-1

Open Meeting Requirements

As a public agency, the Freedom of Information Act (FOIA) requires that all meetings of the Board be posted at least twenty-four hours in advance and that members of the public are allowed to be present. Additionally, the FOIA requires that all Board documents be made available to the public promptly upon request, with limited provisions for the redaction of confidential information.
Reference: BOE Policy 9330/BL 5-2
Public Comment at Meetings

The Board may designate a meeting agenda item to allow for public comment, permitting any individual or group to address the Board concerning any subject that lies within its jurisdiction. Three minutes may be allotted to each speaker and a maximum of three (3) minutes per topic, although the Board president may extend this time, as appropriate. The Board may modify these limitations at the beginning of a meeting if the number of persons wishing to speak makes it advisable to do so. No inappropriate or disrespectful conduct shall be permitted at any Board of Education meeting. Persistence in such conduct shall be grounds for summary termination, by the president, of that individual's privilege of address and, if disruptive behavior continues, removal from the meeting. All speakers must identify themselves by name and address.

The public comment, or Audience of Citizens, portion of a meeting is an opportunity for Board members to hear from the public. It is not an opportunity for Board members to engage in discussion or debate with members of the public. Accordingly, Board members will not comment on or respond to public comments during Audience of Citizens.

Reference: BOE Policy 9325/BL 4-7

Meeting Norms

It is the expectation that the Board of Education is a professional organization whose meetings model appropriate behavior for the school district. Members will be prepared for meetings and arrive on time, with those individuals who cannot timely attend giving prior notice to the Board president. Board members will be dressed professionally for all public meetings. Board meetings will be conducted via understood and established procedures as set forth in Board policy and bylaws.

In order to ensure that meetings of the Board are as effective and useful as possible, members will avoid surprises by articulating specific concerns in advance. The Board believes that informed, respectful discussion and debate is the best means of arriving at good decisions for the school district. Accordingly, during discussion Board members will listen attentively, consider all points of view, support their positions with facts when possible, be prepared to answer questions from other Board members, focus on the issue at hand, avoid negative and personal comments, and be prepared to compromise, understanding that the goal of debate among Board members is not to prevail but to arrive at the best possible decision for the school district. Board meetings, following the Pledge of Allegiance and a brief moment of silence, begin with the introductions of Board members and school administrators present at the meeting, followed by a restatement of the Board's mission statement. Copies of materials and handouts will be made available to the public so that they can better follow the proceedings.
Annual Meeting

The Board shall annually, but no later than one month after the date on which newly elected members sit with the Board for the first time and the Board will elect officers.
Reference: BOE Policy 9120/BL 2-1

Glossary

Connecticut Association of Boards of Education

The Connecticut Association of Boards of Education serves local and regional boards of education. It is a membership organization made up of Connecticut boards of education, including 151 school districts representing 90% of the state's public school population.

Connecticut Association of Public School Superintendents

The Connecticut Association of Public School Superintendents is a statewide, nonprofit, educational administration organization whose membership includes Connecticut public school superintendents, assistant superintendents, central office administrative personnel, state department of education officials, and college and university professors.

Data Driven Decision Making

Data-driven decision making uses student assessment data and relevant background information to make informed decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels.

District Reference Groups

To assist in reporting and analyzing school district data, the State Department of Education developed District Reference Groups, which are designed to compare groups of districts that have similar characteristics. The state's 166 school districts and three academies have been divided into nine groups, based on socioeconomic status, indicators of need and enrollment.

Freedom of Information Act

The Freedom of Information Commission was created by the General Assembly in 1975 with the passage of the Freedom of Information Act. The Act provides the public with rights of access to records and meetings of public agencies.
Net Current Expenditure Per Pupil

Net current expenditures are calculated as defined in Connecticut General Statutes Section 10-261(a)(3). Net Current Expenditure includes all current public elementary and secondary expenditures from all sources, excluding reimbursable regular education transportation, tuition revenue, capital expenditures for land, buildings and equipment, and debt service. The information for determining Net Current Expenditure is provided from the End of Year School Report (ED001).

Next Generation Science Standards

Next Generation Science Standards (NGSS) is the standardized assessment administered to students in Grades 5, 8, and 11. Students are assessed in the content area of science.

Regional Educational Service Centers

Connecticut is divided into six independent Regional Educational Service Centers (RESCs). These centers are composed of towns from within the service center’s region. A town’s choice to join the Regional Educational Service Center is voluntary. Each service center tries to provide a variety of special services that address the educational needs of their cooperating towns. Each Regional Educational Service Center is maintained by state and federal funds and through membership dues.

Robert’s Rules of Order

Robert’s Rules of Order is designed as a parliamentary guide and it is the most commonly adopted parliamentary authority among societies in the United States. It is a codification of the present-day, general parliamentary law.

Scholastic Aptitude Test

Scholastic Aptitude Test (SAT) is the standardized assessment administered to students in Grade 11. Students are assessed in the content areas of mathematics, reading, writing and language arts.

Smarter Balanced Assessment

Smarter Balanced Assessment (SBA) is the standardized assessment administered to students in Grades 3-8. Students are assessed in the content areas of English, language arts, literacy and mathematics.
School Profile and Performance Report

The Connecticut General Assembly passed Section 10-220(c) of the Connecticut General Statutes, an act concerning the reporting of school and district strategic profile reports, in May 1990. The law provides that: "...each local and regional board of education shall submit to the commissioner of education a strategic school profile report for each school under its jurisdiction and for the school district as a whole. Each profile report will contain information on measures of student needs, school resources, and student and school performance." Reports will be available annually on November 1st.

Acronyms

CABE – Connecticut Association of Boards of Education
CAPSS – Connecticut Association of Public School Superintendents
CAS – Connecticut Association of Schools
CEA – Connecticut Education Association
CHRO – Commission on Human Rights and Opportunities
CIAC – Connecticut Interscholastic Athletic Conference
DRG – District Reference Group
DSAP – Durational Shortage Area Permit
ECS – Educational Cost Sharing
ELL – English Language Learners
ESL – English as a Second Language
ESOL – English for Speakers of Other Languages
FERPA – Family Educational Rights and Privacy Act
FOIA – Freedom of Information Act
FOIC – Freedom of Information Commission
GED – General Educational Development
IDEA – Individuals with Disabilities Education Act
IDT – Interdisciplinary Team
IEP – Individualized Education Program
MER – Minimum Expenditure Requirement
MERA – Municipal Employee Relations Act
NCEP – Net Current Expenditures per Pupil
NCLB – No Child Left Behind Act
NEASC – New England Association of Schools and Colleges
NESDEC – New England School Development Council
NGSS – Next Generation Science Standards
NSBA – National School Board Association
OCR – Office of Civil Rights
PPT – Planning and Placement Team
RESC – Regional Educational Service Center
RTI – Response to Intervention
SAT – Scholastic Aptitude Test
Resources

- See You in Court – the Annals of the Nutmeg Board of Education, Thomas B. Mooney
  “CABE/CAPSS Governance Statement,” February 2004
- “School Boards and Student Achievement,” Iowa Association of School Boards
- “The Lighthouse Inquiry,” Iowa Association of School Boards
- Becoming a Better Board Member, National Association of School Boards
December 15, 2019

Dear Mr. Walston, Dr. Rocco, Dr. Cronin, and Mr. Cerlich,

A recent fundraiser by the Ladies Philoptochos of the Assumption Greek Orthodox Church in Danbury was a big success. Through our fundraiser’s “Operation Classroom Initiative” we were able to “adopt” three Danbury elementary schools. We have adopted Mill Ridge Primary, King Street Primary and Stadley Rough. At these schools we have a liaison/classroom teacher who is a member of our church (myself at MRP, Maria Kallianiotis at KSP, and Jennifer Flannery at Stadley Rough).

The focus for our monetary donation was providing literacy resources. Based on discussions among all involved at the schools it was determined to pay for the annual on-line subscription to RAZ Kids. Each school will order licenses for the classroom teachers at their discretion. We are donating $1,500 to each school for a total of $4,500. As a matter of our protocol, we typically pay direct for a bill; therefore, checks will be distributed through the liaisons, payable to RAZ Kids. Additionally, each liaison also has new and gently used books that were donated during our event. Our liaisons will share the books with students in their respective grades this week.

We are so pleased we have this opportunity and hope we are able to provide more support throughout the year with volunteer readers and more book donations.

Sincerely and with kind regards,
Caryn Flannery
President
Ladies Philoptochos of Assumption Greek Orthodox Church
(and MRP 1st Grade Teacher)

cc:
Pam Dalton, LA
Jennifer Flannery, STR 2nd Grade Teacher/Liaison
Maria Kallianiotis, KSP 2nd Grade Teacher/Liaison
Michelle Wittko, LA KSP/MRP
Sarah Dos Santos, LA STR
Father Nikolas Karloutsos

Exhibit # 20-04
Connecticut Girl's Charity Brings Art to the Youth

Connecticut girl starts charity to bring art to youth.

By Associated Press, Wire Service Content   Dec. 2, 2019

BY JULIA PERKINS, Danbury News-Times

DANBURY, Conn. (AP) — When 10-year-old Chelsea Phaire feels stressed or upset, she turns to her sketch pad.

She has filled hundreds of pages with drawings of her favorite characters and over the past two years has created 90 graphic novels.

"It's kind of like therapy," she said.

Now, she uses art to bring that same peace to children who need it the most.

Chelsea has started her own charity where she collects art supplies and creates kits for children, often in homeless shelters, who have gone through a traumatic experience. She provides art lessons to the kids, too.

Called Chelsea's Charity, the Pembroke Elementary School student and her family have compiled and donated hundreds art kits to children in Connecticut and New York homeless shelters, as well as a school in El Paso, Texas, where the community is recovering from a recent mass shooting at a Walmart.

Soon, she plans to send 300 kits to children in Haiti, while an adult version is going to local veterans. Teens in Atlanta plan to work with her to create their own kits, and Chelsea is considering creating a healing coloring book.

"Art is a start," Chelsea said. "Art is my super power. If you're kind to someone, it can turn their life around. One small act of kindness could really impact something in someone's life."

The kids Chelsea teaches have been instilled with a sense that they can make a difference, too, said her mother, Candace Barriteau Phaire.
"I have cried several times doing this with her," she said. "It's really moving to see little people be inspired by someone who is little like them."

The idea developed after Chelsea received an expensive art kit from a family friend and realized most children were not fortunate enough to have something similar.

For her 10th birthday, she asked for art supplies in lieu of gifts and received 200 items — enough for 10 kits. The family then created an Amazon Wishlist and PayPal account, where people could donate supplies and money. Sketch books, markers, crayons, colored pencils and more are requested in Chelsea's favorite brands.

"We wanted to give the best to others," Barritteau Phaire said.

Thanks to social media, Chelsea's mission has spread, with people across the country contributing to her cause and sending her messages of support.

Last month, Chelsea and her mom flew to El Paso to give kits to children at MacArthur Elementary/Intermediate School, where families were told to reunite after the August shooting at the nearby Cielo Vista Walmart. The shooting had been about a week before Chelsea's birthday.

The mother and daughter shipped 15 boxes of supplies to their hotel and compiled 130 kits there before Chelsea delivered the items and taught the students an art lesson.

School officials noted how much the experience meant to the students.

"The kids here are ecstatic and very appreciative," counselor Julie Pedregon said to the El Paso Herald-Post at the time. "Words are so minimal to describe what she's doing. It means
a lot coming from someone her age who is putting aside her wants and asking for gifts for others."

Barritteau Phaire, an early childhood professor at Central Connecticut State University, said the children have connected their emotions to their artwork.

"This is really what kids do need more of nowadays, so they can channel this energy into something more positive, a way to communicate when you can't," she said.

Chelsea has stayed in touch with at least one friend she made in El Paso and savorsthe drawing gifted to her by another girl.

"It's my favorite drawing in this book," she said as she gazed at the sketch of a character the girl created.

One child thanked Chelsea profusely for the kit.

"It really makes me want to cry so badly," she said. "They were so kind in their artwork and their thank-you letters. It warms my heart."

After the lesson, kids' skills improve, Chelsea said. But drawing well is not the point, she said.

"Even if you're not good at it, it just feels good," she said. "You can just escape to the arts whenever you need."

Online: https://bit.ly/2ReF8r0

### COMMUNITY RELATIONS

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#### 1. Communications with the Public

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#### 2. Participation by the Public

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#### 3. Public Activities Involving Staff, Students or School Facilities

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*Bolded line indicates policies which boards of education must have due to federal or state law

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4. Relations between other Governmental Agencies and the Schools
   
   A. Local Units
      (1) Law Enforcement Agencies ........................................1411 P
      (2) Fire Department .....................................................1412 P
   
   B. State Government Funding ...........................................1430 P
   
   C. Federal Government Funding ..........................................1440 P

5. Relations Between Non-Public and other Educational Organizations and the Schools ........................................1600 P
   
   A. Parochial Schools .....................................................1610 P
   
   B. Private Schools .......................................................1620 P
   
   C. School/Business Partnerships
      (1) Cooperative Arrangements with Business and Industry.........1661 P

6. Otherwise Lawful Possession of Firearms on School Property ..........1700 P
Community Relations

Concept, Goals and Roles

The Board of Education and all school personnel recognize the prime importance of keeping the community informed about the purpose, the achievements, the value, the needs and the conditions of the Danbury Public Schools, and of the means by which a continuous improvement of educational opportunities may be achieved.

All appropriate media should be used to keep the public informed of school activities. Therefore, the Board of Education encourages the participation of the media including the press, radio and television to inform the community about the schools. School staff is encouraged to work with the media in this regard.

Information of a factual nature, concerning the regular activities of a school, may be released at the discretion of each principal. Information about system-wide programs or activities, which may be new to the community, should be made through a district spokesperson.

Any news release concerning activities or policies of the Board of Education, or interpretive of Board policies, should be released by the Office of the Superintendent of Schools.

Copies of all printed releases shall be filed with the Office of the Superintendent.

The Superintendent shall provide guidelines to the staff to implement this policy.

It is the obligation of district personnel not to expend public funds to advocate a referendum result.

Policy adopted: 

DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Existing policy, presently numbered 9-000 adopted 6/14/00, appropriate as renumbered and with addition of legal reference.

Community Relations

Communications with the Public

The Board of Education recognizes that good public relations are essential to the development of public understanding and support of education. The Board of Education encourages coverage of Board meetings by local media.

The Board of Education shall inform itself, through the best and most effective means of public reaction, of school programs and of the continuing educational needs of the community.

School/community relations are part of a public enterprise in which community members and school personnel play their respective roles in the best interest of the school district:

1. To increase public understanding of the school system;
2. To increase community confidence and interest in the school system;
3. To promote effective dissemination of information concerning school activities;
4. To solicit community opinions about the school system;
5. To encourage the sharing of resources among civic and community organizations for the benefit of the school system.

A school system communications program would:

1. Encourage informal and formal methods of communications;
2. Include the use of a variety of media, including meetings, seminars, bulletin board, publications and personal contracts;
3. Provide channels for resolving grievances and/or misunderstandings for students, staff and community members;
4. Inform concerned persons as to their rights, privileges and responsibilities;
5. Supplement and support the general communications programs of the school system.

Residents of the community shall be encouraged to take an active part in school affairs.

The Board of Education approves of communicating with the public concerning school activities. It encourages public relations efforts on a continuous basis. The Board of Education or the Superintendent of Schools must approve all school-sponsored media, such as publications, radio and television programs. The Board accepts responsibility for contents of any publication that contains its specific endorsement.
Community Relations

Communications with the Public

Legal Reference: Connecticut General Statutes
1-13 Making of reproductions
1-14 “Certified copy” defined. Evidence.
1-16 Reproductions
1-17 Reproductions to serve purposes of originals
1-212 Copies of public records, fees.
1-225 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions.
10-220 Duties of boards of education.

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

Media of Communication

Distribution of Printed Material

The Board of Education believes it is important to inform the public about school curriculum, programs, and activities so citizens can participate in these programs. Concurrently, the school staff administration, and Board of Education should be aware of the community’s goals and concerns for its children so they may be given consideration in curriculum, program, and activity revisions.

The Board encourages public input into the decision making process. To this end, the Board supports and encourages various means such as publications, press releases, open houses, websites and public events to disseminate school district information and to hear from the community.

Community members are encouraged to visit the District’s website for information about the district including Board of Education and staff e-mail addresses. This will also provide an opportunity for citizens to offer input into District activities or plans.

The community relations program shall be a concurrent responsibility of the Board of Education and the Superintendent of Schools. The Superintendent of Schools shall work with members of the Board of Education to conduct an active and comprehensive informational program throughout the school district.

Staff members shall be kept informed of community relations efforts, and their support and participation in such efforts shall be sought.

The Board of Education believes in the widest possible dissemination of news concerning the schools and shall cooperate fully with the press, radio, and television to assure that news coverage is complete, balanced, and accurate.

The Board of Education will place on its agenda any properly signed written communication from a citizen or organization. Appropriate action will then be taken.

Board minutes shall be available in unapproved form, within 7 days of a Board meeting excluding Saturdays, Sundays, and legal holidays; a written record of Board votes shall be available for public inspection in the Superintendent office within 48 hours of a Board meeting excluding Saturdays, Sundays, and legal holidays. (In determining the time herein, any day on which the Board office is closed shall also be excluded.)
Community Relations

Media of Communication

Distribution of Printed Material (continued)

It should be made clear to anyone wishing to review minutes that they are unofficial until approved by the Board of Education.

Legal Reference: Connecticut General Statutes

1-200 – 1-241 Public records and meeting

10-220 Duties of boards of education

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
A new policy to consider. (State statute requires boards of education to adopt and implement policies and procedures to encourage parent-teacher communication.)

Community Relations

Communications with the Public

Parent Involvement

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.

The Superintendent will report annually to the Board of Education on parent involvement activities.

Legal Reference: Connecticut General Statutes

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A. 10-111, An Act Concerning Education Reform in Connecticut.

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

Communications with the Public

School Governance Council

It is the policy of the Danbury Board of Education (Board) to endorse and support parent, staff, student and community involvement in school governance. It is the intent of the Board that every school will have a School Governance Council (Council) that enables parents, school staff, students (when appropriate), and community to work together in facilitating quality educational plans that engender continuous improvement of student achievement. It is the responsibility of the Principal to develop and maintain effective organizational structures and processes for advisement in the school in conjunction with the School Governance Council.

A school that has been identified as “in need of improvement” by the State Department of Education may establish a school governance council.

A school that has been designated as a “low achieving school” by the State Department of Education, due to such school failing to make adequate yearly progress in mathematics and reading at the whole school level shall establish a school governance council.

Schools that have been classified by the State Department of Education as a category four school, or a category five school, pursuant to Connecticut General Statutes 10-223e, as amended, shall establish a school governance council for each such school.

In addition to the schools mandated to establish Councils, each school within the District shall establish a Council and use the model described in the statute or an alternate model. The Board recognizes that a Council is considered a component of parental involvement for purposes of federal funding under ESSA.

Exceptions

Schools consisting of a single grade level are excused from the requirements (C.G.S. 10-233e) pertaining to school governance councils.

Schools that have adopted a similar school governance council model on or before July 1, 2011, that consists of parents, teachers from each grade level or subject area, administrators and paraprofessionals and such school governance council is being administered at the time such school is so identified as in need of improvement or so designated as a low achieving school are excused from the requirements pertaining to school governance councils (C.G.S. 10-233e).
Community Relations

Communications with the Public

School Governance Council (continued)

Composition of School Governance Council

1. The School Governance Council for high schools shall consist of (a) seven members who shall be any parent or guardian of a student attending the school, regardless of such parent or guardian's status as a public official, (b) two members who shall be community leaders within the school District, (c) five members who shall be teachers at the school, (d) one nonvoting member who is the Principal of the school, or his or her designee, and (e) two nonvoting student members who shall be students at the school. The parent or guardian members shall be elected by the parents or guardians of students attending the school, provided, for purposes of the election, each household with a student attending the school shall have one vote. The community leader members shall be elected by the parent/guardian members and teacher members of the Council. The teacher members shall be elected by the teachers of the school. The nonvoting student members shall be elected by the student body of the school.

2. The School Governance Council for elementary and middle schools shall consist of (a) seven members who shall be any parent or guardian of a student attending the school, regardless of such parent or guardian's status as a public official, (b) two members who shall be community leaders within the school District, (c) five members who shall be teachers at the school, and (d) one nonvoting member who is the principal of the school, or his or her designee. The parent or guardian members shall be elected by the parents/guardians of students attending the school, provided, for purposes of the election, each household with a student attending the school shall have one vote. The community leader members shall be elected by the parent or guardian members and teacher members of the Council. The teacher members shall be elected by the teachers of the school.

3. Terms of voting members shall be for two years and no members shall serve more than two terms on the Council. The nonvoting student members shall serve one year and no student member shall serve more than two terms on the Council.

Responsibilities of School Governance Council

The School Governance Council serves in an advisory capacity and shall assist the school administration in the areas listed below:

- Analyze school achievement data and school needs relative to the improvement plan for the school;
- Review the fiscal objectives of the draft budget for the school and advise the Principal before the budget is submitted to the Superintendent of Schools;
Community Relations

Communications with the Public

School Governance Council

Responsibilities of School Governance Council (continued)

- Participate in the hiring process of the school Principal or other administrators of the school by conducting interviews of candidates and reporting on such interviews to the Superintendent of Schools and Board of Education;

- Assist the Principal in making programmatic and operational changes to improve the school’s achievement;

- Develop and approve written school parent involvement policy that outlines the role of parents and guardians. (Note: A school’s Title I parent involvement policy can serve the purpose of the policy required under this section.); and

- Work with school administrators in developing and approving a school compact for parents, legal guardians and students that outlines the school’s goals and academic focus identifying ways that parents and school personnel can build a partnership to improve student learning. (Note: A school’s Title I compact can serve the purpose of the compact required under this section.)

In addition to its required responsibilities, a Council may:

- Assist in developing and reviewing the school improvement plan and advise the Principal before the report is submitted to the Superintendent of Schools.

- Work with the Principal to develop, conduct and report the results of an annual survey of parents, guardians, and teachers on issues related to the school climate and conditions.

- Provide advice to the Principal on any other major policy matters affecting the school, except on matters relating to collective bargaining agreements between the teachers and the Board of Education.

- Utilize records relating to information about parents and guardians of students maintained by the Board of Education for the sole purpose of the election to the Council. Such information shall be confidential and shall only be disclosed as provided in the statute and shall not be further disclosed.

The Council, after being in place for three years, may vote to recommend that a school be reconstituted, in accordance with the provisions of law. The Council may not vote to reconstitute if the school was already reconstituted. Such reconstitution, determined by an affirmative vote, shall be to one of the following models: (a) Turnaround model, (b) Restart model, (c) Transformation model, (d) CommPACT School, (e) Innovation School, or (f) any other model that may be developed under federal law.
Community Relations

Communications with the Public

School Governance Council

Responsibilities of School Governance Council (continued)

Note: Within 10 days of receiving a recommendation for reconstitution the Board must hold a public hearing to discuss the vote and at the next regularly scheduled Board meeting or ten days after the public hearing, whichever is later, conduct a vote to accept the model recommended by the Governing Council, select an alternate model or maintain the current school status. Other timelines are established in the statute regarding an alternative model chosen by the Board and required discussions and role of the Commissioner of Education.

The Board of Education recognizes its statutory responsibility and will provide appropriate training and instruction to members of the School Governance Council to aid them in the execution of their duties. (Districts should consider using Title I parent involvement funding, where applicable, to support the work of the Councils.)

In addition to School Governance Councils’ responsibilities, the Board believes it is also important to recognize the limits of their advisory function. The duties of School Governance Councils do not entail activities including, but not limited to:

- Managing the school;
- Supervising staff;
- Entering into contracts or purchase agreements;
- Discussing individual issues between teachers and students and/or parents;
- Determining student eligibility for school admission; or
- Determining class allocations or student assignments.

The Board recognizes that School Governance Councils shall be subject to an evaluation by the Commissioner of Education. In addition, a School Governance Council shall be considered a component of parental involvement for purposes of federal funding pursuant to the Every Student Succeeds Act, P.L. 114-95.

Legal Reference: Connecticut General Statutes
10-14n Mastery examination
Community Relations

Communications with the Public

School Governance Council

Legal References: Connecticut General Statutes (continued)

10-223j School governance councils (as amended by PA 18-42)

10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans. (as amended by PA 01-173)

10-265l Requirements for additional instruction for poor performing students in priority school districts; exemption. Summer school required; exemption (as amended by PA 99-288, PA 01-173, and PA 03-174)

PA 10-111 An Act Concerning Education Reform in Connecticut.

PA 12-116 An Act Concerning Educational Reform

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

( Reviewed and approved by Policy Review Committee)
A new policy to consider.

Community Relations

Media of Communication

Automated Calls/Text Messages (Auto-Notification System/Robocalls)

The Board of Education (Board) shall utilize an automated notification system/service, commonly referred to as “robocalls,” to facilitate the sending of important and informative information to families, staff and students through telephone calls and/or text messages. The Board believes robocalls allows the District and its schools to communicate with parents/guardians, staff and students in an extremely effective, efficient and timely manner. Such communication can be used for many different situations involving students.

The District and/or its schools will make robocalls or send automated text messages to family wireless telephones regarding issues pertaining to the health and safety of students and faculty, including unexcused absences, weather closures, incidents of threats or imminent danger to the school or individuals. Such messages, the Board realizes, can be communicated pursuant to the “emergency purpose” exception to the Telephone Consumer Protection Act’s (TCPA) consent requirement. Autodialed calls and automated texts can be made to student family wireless telephones without consent required for emergencies, which can include weather closures, fire, health risks, threats and unexcused absences. Such calls are made necessary by the situation affecting the health and safety of students and faculty.

Further, the Board permits the District and its schools to make robocalls with prior express consent when a parent/guardian or student provides his or her wireless number as a contact and the call to be made closely relates to the educational mission of the school or to official school activities. Examples of this include notification of upcoming teacher conferences, notification of a school activity or surveys to seek input on school-related issues.

The Board expects the administration to take the necessary steps, or to work with the vendor providing this automated notification service, to regularly update the emergency calling lists in order to ensure that emergency-type calls reach the intended parent/guardian of the affected student and not individuals with no contact to the schools.

The Board permits the making of non-emergency calls utilizing the auto notification system to parents/guardians or students only when they have provided a wireless number as a contact to the school or district. The scope of this consent, is recognized by the Board, to permit communication from the District or school which are closely related to the educational mission of the school or to official school activities, absent instruction to the contrary from the party providing the telephone number. In compliance with the FCC’s viewpoint, the Board recognizes that a parent/guardian or student who provides their wireless number to the District/school as a contact has given permission to be contacted at that number for school purposes.
Community Relations

Media of Communication

Automated Calls/Text Messages (Auto-Notification System/Robocalls) (continued)

Notifications, using the auto notification system, pertaining to non-school or community events which lack any educational purpose or connection to school activities are considered by the Board to be outside the scope on the consent which the parents/guardians has only provided a number to the school authorities without disclosure that they may receive these types of notifications.

(cf. 1110 - Media of Communication)
(cf. 1110.2 - Parent Portal Acceptable Use and Safety)
(cf. 1110.3 - School Governance Council)

Legal Reference: Connecticut General Statutes
1-200 – 1-241 Public records and meeting.
10-220 Duties of boards of education.
10-15b Access of parent or guardians to student’s records.
11-8a Retention, destruction and transfer of documents.

Federal Statutes
Dept. of Education 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Policy adopted:

DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

News Media Relationships

Schools are public institutions serving the educational needs of the community. Therefore, it is important that information be disseminated concerning programs, activities, and significant school events. The Board recognizes the important role the media serves in reporting information about the District’s program, services and activities. Therefore, the District will make reasonable efforts to provide media access to students.

To ensure that publicity is coordinated with a common effort and purpose, the following shall be followed with news media:

1. Media representatives shall be required to report to the administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public.

2. School administrators are authorized to grant permission and set parameters for media access to students in their respective schools.

3. The media may interview and photograph students involved in instructional programs and school activities including athletic events if authorized by the Principal provided that their presence will not be unduly disruptive.

4. If, in the judgment of the administration, the presence of any photographer, broadcaster, or news journalist causes such disruption that orderly conduct of the activity becomes unfeasible, access by these individuals may be limited to the extent necessary to remove disruption.

5. News media personnel who intend to photograph, broadcast, or record for broadcast student activities shall provide appropriate identification to the school administrator, if requested, prior to access.

6. Only news media personnel employed by a newspaper, radio or television broadcasting company, or personnel of a recognized student news medium assigned to cover the activity shall be permitted to photograph, broadcast, or record for broadcast, such activity.

7. Media representatives wishing to photograph or identify particular students, must obtain parental or guardian approval as well as school administrator permission.

8. In the case of photographs, videotapes, and/or articles referring to students involved in athletic events parental or guardian permission may be provided on an annual basis.
Community Relations

News Media Relationships (continued)

9. Parents who do not want their student interviewed, photographed or videotaped by the media shall inform the school Principal accordingly. Parents who do not want their student interviewed, photographed or videotaped by the media shall inform the school Principal accordingly. Parents who do not want their student interviewed or photographed by the media should direct their child accordingly.

Legal Reference: Connecticut General Statutes

1-226 Recording, broadcasting or photographing meetings

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Existing policy, presently numbered 9-112.2 adopted 6/14/00, appropriate as renumbered, except for addition of legal reference.

Community Relations

Interviews – Media

The Board of Education encourages communication with the public concerning programs, which are noteworthy. Staff members and/or students may be asked to make special appearances, performances or become the subjects of interviews by local media. The Board approves of such publicity provided that it is in harmony with the purposes and policies of the Danbury Public Schools.

If the interview is for an agency or group not affiliated with the Danbury Public Schools, the responsible teacher or administrator shall assure that appropriate release forms are executed by parents or guardians permitting publication of such interviews.

Legal Reference: Connecticut General Statutes
1-213 Access to public records. Exempt records.
10-209 Records not to be public.
Title I - Amendments to the Individuals with Disabilities Act. (PL 105-17)

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
A new policy to consider.

Community Relations

Videotaping of Staff/Students by Non-District Parties

Videotaping and filming of school district employees shall have the prior written consent of the building Principal and the participating employees.

Videotaping or other recording shall be limited to the videotaping of assemblies, plays, award ceremonies, and other events to which the public is invited. If any student is to be filmed or videotaped and will be identified as a primary subject of the filming or videotaping, prior written consent/release/waiver shall be obtained from the student’s lawful custodian.

Videotaping of Staff/Students by School District Personnel

School district personnel have the authority to videotape assemblies, plays, award ceremonies, sports activities and other events.

Videotaping of teacher instruction in the classroom, as required by the State Department of Education for certification purposes, where the focus of the videotaping is primarily on the teacher conduct, parental consent is not required. General notice to parents that such videotaping occurs on an ongoing basis as part of teacher certification for non-tenured teachers shall be provided to all parents.

Videotaping when conducted as part of security purposes or as part of investigation for suspected illegal or prohibitive activity does not require parental consent.

Any videotaping which constitutes an educational record as delineated by Family Educational Rights and Privacy Act of 1974 (FERPA) requires prior parental or student consent.

Policy adopted:

DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

District-Sponsored Social Media

The Board of Education (Board) recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official District social media platform shall be to further the District’s vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.

The Superintendent or designee shall develop content guidelines and protocols for official District social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.

Guidelines for Content

Official District social media platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual’s right to free speech.

The Superintendent or designee shall ensure that the limited purpose of the official District social media platforms is clearly communicated to users. Each site shall contain a statement that specifies the site’s purposes along with a statement that users are expected to use the site only for those purposes. Each site shall also contain a statement that users are personally responsible for the content of their posts.

Official District social media platforms may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school’s orderly operation.

Staff or students who post prohibited content shall be subject to discipline in accordance with District policies and administrative regulations.

Users of official District social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Freedom of Information Act. The Board expects users to conduct themselves in a respectful, courteous, and professional manner.

Privacy

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official District social media platforms.
Community Relations

District-Sponsored Social Media

Privacy (continued)

Board policy pertaining to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, as specified in other applicable Board policies shall also apply to official District social media platforms.

Social media and networking sites and other online platforms shall not be used by District employees to transmit confidential information about students, employees, or District operations.

All employees participating in the use of efficient District social media platforms and District endorsed social media shall follow the Connecticut Code of Professional Responsibility for Educators as stated in the Regulations of Connecticut State Agencies, Section 10-145d-400a.

(cf. 1100 – Communications with the Public)
(cf. 1110.1 – Parent Involvement)
(cf. 1112 – News Media Relationships)
(cf. 4118.5/4218.5 – Staff Acceptable Computer Use)
(cf. 4118.51/4218.51 – Social Networking)
(cf. 5114 – Suspension/Expulsion; Due Process)
(cf. 5125 – Student Records)
(cf. 5131 – Conduct)
(cf. 5131.911 – Bullying)
(cf. 5131.913 – Cyberbullying)
(cf. 5142.2 – Freedom of Expression)
(cf. 5144 – Discipline)
(cf. 6141.321 – Acceptable Computer Use)
(cf. 6141.323 – Filtering Access to Electronic Networks)
(cf. 6141.324 – Posting of Student Work/Photographs)
(cf. 6141.326 – Online Social Networking)
(cf. 6145.5 – Student Organization and Equal Access)
(cf. 9327 – Electronic Mail Communications)

Legal Reference: Connecticut General Statutes


10-15b Access of parent or guardians to student’s records.

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents.
Community Relations

District-Sponsored Social Media

Legal Reference: Connecticut General Statutes (continued)

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56(e) Access to Records of Minors.

Regulations of Connecticut State Agencies, Section 10-145d-400a, (Professional Responsibility for Educators)


Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Children’s Internet Protection Act of 2000 (HR 4577, P.L.106-554)

Communications Act of 1934, as amended (47 U.S.C. 254[h],[I])

Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)


Reno v. ACLU, 521 U.S. 844 (1997)

Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)


Policy adopted: DANBURY PUBLIC SCHOOLS

Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Existing policy, presently numbered 9-120 adopted 6/14/00, renumbered and modified and with addition of legal reference.

Community Relations

Public Participation at Board Meetings

For the Board of Education to achieve effective communication with the public, it encourages their attendance at its meetings. Public participation at Board meetings shall be governed by Board of Education By-Law. Section IV-9.

"The Board welcomes public participation and asks that speakers please limit their comments to three (3) minutes. Speakers may offer objective comments of school operations and programs that concern them but the Board encourages members of the public to address complaints concerning individual district personnel through the proper chain of command." The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Danbury Public School System."

(cf. 9325 – Meeting Conduct)

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies to be public.
1-226 Broadcasting or photographing meetings.
19a-342 Smoking in public meetings in rooms of public building prohibited.
1-227 Mailing of notice of meetings to persons filing written request. Fees.
1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
1-232 Conduct of meetings.
1-206 Denial of access to public records or meetings.
10-238 Petition for hearing by board of education.

Policy adopted: 

DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
A new policy to consider.

Community Relations

Distribution of Materials by Students (Use of Students)

The building administrator has the responsibility to review and approve or disapprove printed and electronic material proposed for distribution to students to take home or to be e-mailed or posted on a school website or similar method of electronic communication if the material pertains only to that single site. The Superintendent shall designate a district-level staff member to review and approve or disapprove printed and electronic material proposed for distribution to students to take home if the material is intended for more than one (1) site.

Printed and electronic or to be e-mailed or posted material distributed to students to take home or to be e-mailed or posted shall involve only activities or opportunities provided or sponsored by a non-profit/not-for-profit entity, organization, or governmental agency. The name of the non-profit/not-for-profit organization or governmental agency must be specifically defined and clearly printed on the material for distribution along with the organization’s or agency’s telephone number for inquiries. In addition, the words “Not for Profit” must be clearly stated on the material for distribution. All material to be taken home by students or e-mailed or posted shall extend the curriculum of the Danbury Public Schools or broaden the cultural life of students.

The reproduction of approved material(s) is the responsibility of the sponsoring group.

Commercial material, advertisements, or material generated by an individual that is not sponsored by a non-profit/not-for-profit entity, organization, or governmental agency shall not be distributed via the students or e-mail or websites.

Legal Reference:  Connecticut General Statutes
9-369b Explanatory text relating to local questions

Policy adopted:  DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Existing policy, presently numbered 9-332 adopted 6/14/00, appropriate as renumbered.

Community Relations

Memorials, Trees

It shall be the general policy of the Board of Education to authorize the planting of trees or the placement of a permanent marker on public school property to serve as a memorial or a recognition of an individual or event.

This policy will not consider proposals to name school facilities.

Policy adopted: 

DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

School-Community Associations

The Board of Education recognizes school-community groups such as Parent-Teacher Associations or Parent-Teacher Organizations as integral parts of the school community which can promote better educational programs.

The Board of Education encourages active support of and cooperation with school-community organizations.

Among the many services which such associations can offer, the Board of Education especially endorses support for parent/citizen volunteer programs in our schools.

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

School Volunteers

The Board of Education recognizes that volunteers can make many valuable contributions to our schools. The Board endorses a program encouraging community residents to take an active role in improving schools and to become school volunteers in schools subject to suitable regulations and safeguards. Appropriate recognition of volunteer services shall be made by the Board and school district administration.

The Board of Education encourages the use of volunteers to: (1) increase students' educational attainment (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. No person who is a "sex offender," as defined by Public Act 98-111, An Act Concerning the Registration of Sexual Offenders shall be used.

The Danbury Public Schools follows a two tiered volunteer system.

Legal Reference: Connecticut General Statutes

10-4g Programs to encourage participation in the educational process

10-235 Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation.

P.A. 97-290 An Act Enhancing Educational Choices and Opportunities

P.A. 98-111 An Act Concerning The Registration of Sexual Offenders

Policy adopted:

DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Existing policy, presently numbered 9-212.1 adopted 6/25/03, appropriate as renumbered, and with addition of legal reference.

Community Relations

Booster Club Organizations

The Danbury Board of Education recognizes the importance and necessity of supporting athletic activities with donations from individuals and corporations. The Board therefore directs the establishment of booster clubs to do community-wide fundraising to support excellence in athletics.

At the same time the Board recognizes the passion of families to raise funds for individual teams. This energy that has supported teams is valued and has been necessary to operate the Danbury interscholastic athletic program. Therefore, team specific booster clubs are also supported.

The Superintendent will establish guidelines for the creation and ongoing operation of athletic booster clubs. All team specific booster organizations will be supported providing they have bylaws setting forth the purpose of a booster organization, and the rules and procedures by which they operate. All booster club activities must adhere to Board of Education policies governing school fundraisers, school activities and field trips.

Funds for all booster clubs must be maintained in the school’s Student Activity Account. Disbursements are requested through the school Principal or Director of Athletics. The Director of Athletics shall provide an annual financial report to the Director of Finance.

All Board policies must be followed in disbursements of booster club funds.

The Superintendent will establish a system to ensure that the disbursements of individual booster club funds provide equivalent benefits and services to members of both sexes. The Director of Athletics is responsible to monitor requests for disbursements of funds. If there are requests for disbursements that create a condition of imbalance between sexes the requested disbursement shall be denied until the balance can be attained. The Superintendent will establish an All-School Booster Club Equitable Fund to correct imbalances.

Booster clubs shall not create a situation that funds must be transferred from educational priorities to athletics.


Policy adopted: 

DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

Visits to the Schools

The Board of Education encourages visits by citizens, residents, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board of Education requires all visitors to receive prior approval from the school Principal or his/her designee before being permitted to visit any school building. The Board of Education, through the administration, reserves the right to limit visits in accordance with administrative regulations.

Upon arrival, all visitors must comply with any applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors’ reception area of the school office, prominently displaying visitors’ badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.

Legal Reference: Connecticut General Statutes
53a-185 Loitering in or about school grounds: Class C misdemeanor

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Existing policy, presently numbered 9-510 adopted 6/14/00, appropriate as renumbered, and with addition of legal reference.

Community Relations

Loitering or Causing Disturbance

The Board has responsibility for property used for school purposes. Acting through the Superintendent, the Board delegates to building principals the authority to grant permission to enter and remain on school property. Persons who wish to enter school property shall follow such procedures as the Principal may reasonably adopt, including a requirement that such persons report to the office. Persons who do not have such permission to be on school property shall be subject to applicable laws, including those concerning loitering and/or trespass on school property.

Legal Reference: Connecticut General Statutes

53a-185 Loitering in or about school grounds; Class C misdemeanor.

Policy adopted: 

DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

Staff Participation in Community Activities

The Board of Education encourages staff members to become active participants in the activities of the community in which they live so long as these activities do not interfere with their responsibilities as school district employees. This involvement provides a community with better understanding of educational programs and gains support of better education for every student. Such activity, however, is not required for initial or continued employment or advancement.

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

Complaint Resolution

The Board of Education recognizes its responsibility to provide for the orderly resolution of any complaint arising out of a purported violation, interpretation or inappropriate application of school district policies, administrative rules and regulations or the requirements of State or Federal statutes.

To implement this policy statement, as well as Policy No. 9-312 Complaints Concerning School Personnel, and Policy No. 9-312.1 Complaints Concerning Instructional Materials, the following procedures are established:

Definitions

Complaint – a complaint shall mean a charge which has been filed by a student’s parent or guardian, on behalf of the student, by a resident of the City of Danbury, or by a recognized community group dealing specifically with alleged violations, interpretation or application of school district policies, administrative rules and regulations, or the failure to comply with State or Federal statutes.

Days – Days as used in this procedure shall mean days when school is in session.

Procedure

All complaints shall be addressed in writing to the Assistant Superintendent of Schools, who shall be responsible for investigating the charge(s). Upon investigation, the Assistant Superintendent shall, in consultation with the Superintendent, where appropriate, effectuate those changes and/or take such action necessary to resolve the issue and shall inform the complainant in writing of the action taken within twenty (20) days of receipt of such complaint.

Since it is important that complaints be resolved as rapidly as possible, the number of days indicated should be considered as maximum and every effort should be made to expedite the process.

Appeals

The Board will consider hearing citizen complaints when they cannot be resolved by the administration. Matters referred to the Board must be in writing and should be specific in terms of the action desired.
Community Relations

Complaint Resolution

Appeals (continued)

In the event that the complainant is not satisfied with the administrative decision, the Superintendent shall inform the Board of Education of the complaint and the request for appeal. If a majority of the Board members present and voting so vote, the Board shall hear the appeal, in accordance with the procedures in the following paragraphs. The time limits set out below are guidelines and may be extended by the Board.

- Such a hearing shall be conducted as soon as possible, but in no event later than twenty (20) days following the receipt of the request for such review.
- The complainant shall be given the opportunity to be present and to be heard at the hearing.
- The complainant shall be notified in writing within ten (10) days of the decision of the Board.

Disclaimer

This complaint procedure is not applicable to situations for which other appeal and adjudication procedures are provided, i.e., general statutes, Title IX grievance procedures, etc.

The Board of Education will be notified within five (5) days of the written complaint filed under this policy or under existing State or Federal due process procedures. The notification will contain a summary of the complaint and will be distributed by the designated administrator responsible for investigating the complaint.

Legal Reference:  
Keyishian v. Board of Regents 385 U.S. 589, 603 (1967)  
Connecticut General Statutes  
10-238 Petition for hearing by board of education.

Policy adopted: DANBURY PUBLIC SCHOOLS  
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Existing policy, presently numbered 9-313 adopted 6/14/00, appropriate as renumbered, except for addition of legal reference.

Community Relations

Gifts to School Personnel

Students and their parents will be discouraged from the routine presentation of gifts to district employees. If a student does present a gift to a staff member, the gift should not be elaborate or unduly expensive. The Board shall consider as always welcome and in most circumstances more appropriate the writing of letters to staff members expressing gratitude or appreciation.

The provisions herein shall not be interpreted as intending to discourage acts of generosity in unusual situations.

Legal Reference: Connecticut General Statutes

7-479 Conflicts of interest.

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
A new policy to consider.

Community Relations

Fund-Raising and Solicitation

Fund-raising shall be authorized under conditions that do not conflict with instructional programs. Fund-raising refers to the raising of non-appropriated funds for the educational benefit of students and their school funds.

Fund-raising shall be permitted by students attending middle and high school, provided such activities are approved in writing and carefully monitored and regulated by the school Principal or a designee. Elementary schools may not conduct any sales campaign, project, or other process which requires, encourages, or otherwise promotes the utilization of students in door-to-door solicitation.

Each Principal shall develop and maintain a list of all approved fund-raising activities and report all activities to the Superintendent pursuant to procedures issued by the Superintendent.

No organization or individual shall solicit funds, sell memberships, articles or in any other way collect or seek to collect money from the employees of the school system except with the approval of the Board of Education.

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

Advertising in District Facilities

The Board of Education recognizes that business and cultural organizations make available for public use information which is of value in advancing student education. This information may not be available through other sources.

The facilities, the staff or the students of the District shall not be used in any manner to advertise or promote commercial, cultural, organizational or other non-school interests except that the District may:

1. Utilize films and other instructional aids furnished by private sources when the advertising content is reasonable in the judgment of the principal of the school involved;

2. Cooperate through announcements and distribution of program material with nonprofit community organizations that supplement the school program when such cooperation will not interfere with the school program;

3. Permit participation on a student option basis in essay, art, science and similar contests sponsored by outside interests when such activities parallel the curriculum and contribute to the educational program;

4. Release promotional material for non-school athletic and cultural events only through appropriate school departments;

5. Accept, but not actively solicit, limited advertising on extracurricular activity schedules and programs at the discretion of the principal of the school involved;

6. Permit other exceptions when, in the judgment of the Superintendent, students of the District will benefit. The Superintendent may, at his/her option, refer specific cases to the Board for decision.

(cf. 1260 - Educational Foundations)
(cf. 1314 - Soliciting Funds from and by School Personnel)
(cf. 1324 - Soliciting Funds from and by Students)
(cf. 1660 - School-Business Partnerships)
(cf. 3280 - Gifts, Grants and Bequests)
(cf. 3281.1 - Business/Industry/Corporate Involvement in Education)
(cf. 7551 - Naming of Facilities)

Legal Reference: Connecticut General Statutes
7-194 Powers.
10-9 Bequests for educational purposes
10-21a Accredited courses offered by employers
10-21b Programs offered jointly by boards of education and business firms; neighborhood assistance
Title IX of the Educational Amendments of 1972

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut
(Reviewed and approved by Policy Review Committee)
Community Relations

Solicitations by Staff Members

The Board of Education, recognizing its responsibility in the matter of solicitations, shall strive to safeguard from exploitation the students, parents, staff members, school system and community.

Therefore, no staff member shall use professional relationships with students for private advantage; nor shall any staff member use his/her position to influence parents or students of the school system to purchase instructional supplies, equipment or books, or sell to any student or parent any instructional supplies, equipment or books except those expressly approved for classroom or school-related use by the office of the Superintendent.

No staff member shall furnish lists of students or parents’ names, addresses and telephone numbers, or any other information, to anyone for solicitations unless prior approval is granted by the Office of the Superintendent.

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

Use of School Facilities

Since school buildings and grounds are public property, the Board of Education may make them available for purposes other than education when they are not in use for school purposes.

The Board of Education shall grant the use of school facilities for activities of an educational, cultural, civic, social, recreational, governmental or general political nature and other non-commercial uses consistent with the public interest when such use does not interfere with school program or school sponsored activities.

In order to maximize student learning and community use of facilities, the Superintendent shall on a regular basis conduct an instructional time and facility usage assessment.

Consistent with this policy the Superintendent shall approve and schedule the use of school facilities by an individual or group and shall develop guidelines for community use of the schools. Fees shall be set annually by the Board of Education for the use of the facilities. Groups desiring continuing use of facilities must reapply annually. The Superintendent will maintain a list of school facilities usage by non-district groups or individuals.

The Boy Scouts of America, Big Sisters of America, Boys and Girls Clubs of America, Future Farmers of America, Girl Scouts of America, Little League Baseball, Inc. and any other group intended to serve youth under the age of 21 listed in Title 36 of the U.S. Code may use school property upon payment of suitable fees and costs according to the Board approved fee schedule.

Types of Activities Which Will Not Be Permitted

1. Any purpose in conflict with the mission or goals of the school district.
2. Fund-raising campaigns except as permitted by the Superintendent.
3. Activities which are unlawful in nature.

(cf. 0000 - Mission and Function)
(cf. 0200 - Goals and Objectives)
(cf. 1314 - Soliciting Funds from and by School Personnel)
(cf. 1324 - Soliciting Funds from and by Students)
(cf. 3515 - Facilities Use)
(cf. 6145 - Extra-Class Activities: Limited Open Forum)
Community Relations

Use of School Facilities

Legal Reference: Connecticut General Statutes

10-239 Use of school facilities for other purposes

PA 97-290 An Act Enhancing Educational Choices and Opportunities

Equal Access Act, 20 U.S.C. ss 4071-4074

*Good News Club v. Milford Central School*, Sup.Ct., 6-11-01

Section 8525, ESEA amended by the Every Student Succeeds Act

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
A new policy to consider.

Community Relations

Use of School Facilities

Smoke Free Environment

The possession, use, sale or distribution of alcoholic beverages by any person at any time within the buildings or on the grounds of the public schools is prohibited.

In accordance with law and to promote the health and safety of all students and staff, the District prohibits all employees, students and patrons from smoking using tobacco or tobacco products, electronic nicotine delivery systems, and vapor products in all school facilities, buildings and buses or other District transportation at all times, including athletic events and meetings. This prohibition extends to all facilities the district owns/operates, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children, as well as facilities in which services are not provided to children.

Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine delivering devices, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

(cf. 1120 - Board of Education Meetings)
(cf. 1330 - Use of School Facilities)
(cf. 5131.6 - Drugs and Alcohol)

Legal Reference:  Connecticut General Statutes
10-233a(h) Definitions, “School-sponsored activity”
19a-342 Smoking prohibited in certain places. Signs required. Penalties.
21a-242 Schedules of controlled substances
PL 107-110, Section 4303, “Nonsmoking Policy for Children’s Services”
P.A. 14-76 An Act Concerning the Governor’s Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.
P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products

Policy adopted:  DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Existing policy, presently numbered 9-326 adopted 6/14/00, appropriate as renumbered, and with addition of legal reference.

Community Relations

Student Production of Goods and Services

Students may produce services and materials for community organizations or groups only to the extent that such production furthers such students’ educational development. Care must be exercised by the administration in interpreting this policy to avoid student exploitation.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Existing policy, presently numbered 9-221 adopted 6/14/00, appropriate as renumbered, and with addition of legal reference.

Community Relations

Senior Citizens – Admission to Activities

In recognition of the district’s commitment to promote the involvement of community members in school activities, persons sixty-five years of age or older may be provided a senior citizen guest pass for all in-house school activities, including athletic events.

This is being done in appreciation for all that the district’s senior citizens have done for the schools and community over the years.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

Policy adopted: DANBURY PUBLIC SCHOOLS

Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

Relations with Law Enforcement Agencies

The Board recognizes that district-wide cooperation with law enforcement agencies is essential for the protection of staff and students, for maintaining a safe environment in district schools, for safeguarding district property, and in the development and implementation of school security procedures and crisis management plans. Local law enforcement shall be involved with selected district and school personnel in threat assessment and planning of appropriate interventions and security strategies.

Programs and activities designed to enrich district curriculum and to develop and promote good citizenship and a healthy attitude toward law enforcement agencies and officials will be encouraged by the district. Law enforcement participation in such programs and activities is encouraged.

Law enforcement officials may enter school facilities if a crime has been committed on district property or to investigate matters concerning staff and students upon request initiated by either agency officials or by district administrators. Law enforcement officials may also enter school facilities as part of continuing efforts to enhance school security. Administrators have the responsibility and the authority to determine when the presence and assistance of law enforcement officers is necessary within their respective jurisdictions.

The Superintendent will develop administrative regulations to implement this policy, including procedures for handling investigations, administrator requests for assistance and required referrals to law enforcement agencies. The District administrators shall at all times act in a manner which protects and guarantees the rights of students and parents/guardians and shall cooperate with law enforcement officials as provided in administrative regulations.

Legal Reference:

Connecticut General Statutes

10-221 Boards of education to prescribe rules.

10-233a through 10-233s re student suspension, expulsion.

10-233g(b) Boards to report school violence.

10-233h Arrested students. Reports by police to the superintendent, disclosure, confidentiality.

17a-101 Protection of children from abuse.

17a-102 Report of danger of abuse.
Community Relations

Relations with Law Enforcement Agencies

Legal Reference:  Connecticut General Statutes (continued)

46b-124 Confidentiality of records of juvenile matters. Exception.

53-206c Sale, carrying and brandishing of facsimile firearms prohibited. Class B misdemeanor.

53a-185 Loitering in or about school grounds: Class C Misdemeanor.

Reports of principals to police authority.


54-76j Disposition upon adjudication as youthful offender.

Policy adopted:  DANBURY PUBLIC SCHOOLS
               Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

Fire Department

Members of the Volunteer/Town/City Fire Department and the Town/City Fire Marshal play a vital role in the school safety and security program. The Superintendent of Schools and administrative staff shall have the following responsibilities:

1. Establish and maintain relationships with the local Fire Marshal and Fire Departments.

2. Work with the faculty in determining the nature and timing of the Department's participation in the school program.

3. Coordinate and supervise planned activities.

4. Involve the fire department in crisis response drills and other related activities designed to practice and test the effectiveness of district and school response plans.

As necessary or appropriate administrators shall seek the advice and cooperation of the Fire Marshal and Fire Department in:

1. Planning and conduct of fire drills and crisis response drills.

2. Fire prevention education.

3. First aid, especially in fire related incidents.

4. Conforming to state and local fire codes.

(cf. 6114 - Emergencies and Disaster Preparedness)

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Existing policy, presently numbered 9-440 adopted 6/14/00, appropriate as renumbered.

Community Relations

Federal Government Funds

Funds for educational purposes made available by the Federal government will be accepted by the school district so long as the conditions of their availability are in harmony with the purposes and policies of the Danbury Public Schools and of the State of Connecticut Statutes.

Policy adopted:

DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Existing policy, presently numbered 9-600 adopted 6/14/00, appropriate as renumbered.

Community Relations

Relations Between Other Educational Organizations

The Board of Education recognizes the need and the worth of cooperative relationships with other schools, school districts, colleges and educational organizations. It encourages members of the school staff to work with their counterparts in such organizations on educational matters within the framework established by the statutes, State regulations and Board policy.
Community Relations

Relations with Parochial and Private Schools

In recognition of the educational, cultural, and economic values which parochial and private schools provide to the parents, citizens, and taxpayers of the community, the Board of Education shall make available, within the limits of applicable federal and state restrictions, the full range of public school services to resident students of the community who attend parochial or private schools.

Legal Reference:

Connecticut General Statutes

10-15b Access of parent or guardian to student's records

10-76d-18 Regulations concerning children requiring special education

19a-581 through 585 46b-56(e)

20 U.S.C Section 1232g Family Educational Rights and Privacy Act

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Existing policy, presently numbered 9-601 adopted 4/11/01, appropriate as renumbered, and with addition of legal reference.

Community Relations

Textbook Loans to Non-Public Students

The Board of Education, at the written request of any non-public elementary or secondary school student, including a kindergarten student, residing in and attending a non-public school in Danbury, or at the request of a parent, guardian, or authorized representative of such student, parent or guardian, shall make available for loan non-consumable textbooks currently in use in the public schools of Danbury to such student, free of charge, provided the loan of such textbook shall be requested for not less than one semester's use and copies are available in excess of current inventory.

The Superintendent of Schools, or designee, shall make arrangement for such loans of textbooks, and any other condition relative thereto.

It is the responsibility of the non-public school to return all loaned materials at the conclusion of the school year. It shall not be the responsibility of the individual students, but rather the responsibility of the non-public school to insure that 100 percent of the loan materials are returned.

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records

10-76d-18 Regulations concerning children requiring special education

19a-581 through 585 46b-56(e)

20 U.S.C Section 1232g Family Educational Rights and Privacy Act

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

Relations with Business Organizations

It is the policy of the Danbury Board of Education (Board) to maintain a positive and mutually helpful relationship with members of the local business community and with all businesses, which seek to assist the Danbury Public Schools. The Board realizes, however, that many businesses wish to have their contribution to the school system recognized publicly. Accordingly, the Board authorizes the administration to accept assistance from businesses if it is the administration's judgment that the assistance that would be rendered is a substantial enhancement for the educational program.

The following rules shall govern the acceptance of assistance from businesses.

1. **Recognition of Businesses Providing Assistance** - The Board grants the administration this discretion with the understanding that acceptance of assistance from businesses may require the school system to allow businesses to identify themselves as the providers of the assistance. No offers of assistance may be accepted, however, if they are accompanied by an overt attempt to persuade students to purchase specified products.

2. **Advertising in School Publications** - However, the Board does authorize advertising in student publications (e.g., newspapers and yearbooks) and programs for athletic events and other student activities provided that such advertising is consistent with the guidelines for the content of student publications.

3. **Endorsement of Commercial Products** - It is also the policy of the Board not to endorse any commercial product. Acceptance of assistance from businesses, therefore, should not in any way be construed as an endorsement by the school system of the products sold and/or manufactured by that business.

4. **Book Clubs** - Nevertheless, the Board authorizes teachers to offer students the opportunity of participating in book purchasing clubs as long as such participation is voluntary for the students and provided that the teacher receives the permission of the building principal to offer such participation to the students. Parents must be notified in writing that participation is voluntary.

Policy adopted:  
DANBURY PUBLIC SCHOOLS  
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
Community Relations

Otherwise Lawful Possession of Firearms on School Property

Notwithstanding the otherwise lawful possession of firearms defined in Section 53a-3, ("any sawed off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded from which a shot may be discharged") in or on the real property comprising school district property by persons who hold a valid state or local permit to carry a firearm and would otherwise legally traverse school property with an unloaded firearm for the purpose of gaining access to public or private lands open to hunting or for other lawful purposes, such entry onto school property by these persons is prohibited by the Board of Education.

The issuance of a permit to carry a pistol, revolver or other firearms does not authorize the possession or carrying of a pistol, revolver or other firearms on school district property. The Board of Education prohibits such possession on school district property.

The Board of Education may employ or enter into an agreement for public school security services with a firearm, as defined in state law, only with a sworn member of a local police department, a retired state or local police officer, or retired federal law enforcement agents and retired police officers from an out-of-state police department.

A peace officer engaged in the performance of his/her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any District school or administrative office building or to a school-sponsored activity.

A motor vehicle inspector, designated under section C.G.S. 14-8 and certified pursuant to C.G.S 7-294d, while engaged in the performance of such motor vehicle inspector’s official duties may carry weapons on school grounds, effective October 1, 2016.

Students are prohibited by the Board of Education from possessing firearms for any reason, whether otherwise lawful or not, in or on the real property comprising the public or private elementary or secondary school or at a school sponsored activity as defined in Subsection (h) of Section 10-233a.

(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)

Legal Reference:

Connecticut General Statutes

29-28 Permit for sale at retail of pistol or revolver. Permit to carry a pistol or revolver. Confidentiality of name and address of permit holder.

29-33 Sale, delivery or transfer of pistol and revolvers. Documentation requirements. Waiting period. Exempted transactions. Penalty.
Community Relations

Otherwise Lawful Possession of Firearms on School Property

Legal Reference: Connecticut General Statutes (continued)

52a-3 Definitions.

53a-217b Possession of a weapon on school grounds: Class D felony. (as amended by P.A. 16-55)

P.A. 13-188 An Act Concerning School Safety

P.A. 14-217 Section 254 of “Budget Implementer Bill”

P.A. 14-212 An Act Concerning the State Education Resource Center


Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by Policy Review Committee)
# DANBURY PUBLIC SCHOOLS
## 2020-2021 CALENDAR (DRAFT 12/16/2019)

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**Full PD Day**
- School Closed
- Early Dismissal

This is a 185 day calendar including 5 emergency closing days. If these days are not used they will be deducted in June. Any additional days lost by emergency closing will be added after June 15th. After June 30th days will be deducted from the end of April recess. Graduation will take place no later than June 15th. The final graduation date will be determined at the first BOE Meeting in April.

### August

- All School Buildings Open
- 18, 19, 20: New Teacher Orientation
- 21: New Teacher Classroom Set-up (optional)
- 24: Department PD
- 25: Building PD
- 26: Preopening Day: All Staff to Report
- 27: First Day of class

### September

- 7: Labor Day—Schools Closed
- 18: No After School Activities-Rosh Hashanah
- 20: Early Dismissal—Prof Development
- 28: Yom Kippur—Schools Closed

### October

- 12: Columbus Day—Schools Closed
- 20: Early Dismissal—Prof Development

### November

- 3: Election Day—Prof Development
- 9, 10, 12, 13: Parent/Teacher Conferences
- 11: Early Dismissal—Elementary
- 18, 19, 20: Middle School Conferences—Early Dismissal
- 23, 24: High School Conferences—Early Dismissal
- 25: Early Dismissal—Holiday
- 26, 27: Thanksgiving Recess—Schools Closed

### December

- 8: Early Dismissal—Prof Development
- 23: Early Dismissal—Holiday
- 24-31: Holiday Recess—Schools Closed

### January

- 1: New Year's Day—Schools Closed
- 18: Martin Luther King Day—Schools Closed
- 26: Early Dismissal—Prof Development

### February

- 15: Presidents' Day—Schools Closed
- 23: Early Dismissal—Prof Development

### March

- 1-5: Spring Conferences—No early release
- 16: Early Dismissal—Prof Development

### April

- 2: Good Friday—Schools Closed
- 12-16: Spring Recess—Schools Closed

### May

- 28: Memorial Day—Schools Closed
- 31: Early Dismissal—Prof Development

### June

- 8: Early Dismissal—Prof Development
- 15: *Tentative School Closing—Early Dismissal
- All Schools—High School Graduation
- 16: Post-Closing Day—All Staff to Report

**Goals:**
- To increase student learning by instruction
- To avoid students falling two instructional days each week, i.e. following a holiday.
2019-2020 SUPERINTENDENT GOALS

Goal 1: Growth in Student Learning and Achievement and College and Career Readiness for All Students
Objective: Increase equity and access to rigorous curriculum and programming, while reducing the academic achievement gap in literacy and mathematics for our high needs students.
1. Redesign services for English Language Learners and support for core classroom instruction.
   • Explore high quality English Language Development programs.
   • Select an ELD program and develop an implementation plan (PD, Budget, Roll out).
   • Evaluate the effectiveness of the current Newcomers program and make recommendations for improvements
   • Examine the distribution of staffing to meet the ESL service demands.
   • Review and recommend supports for EL students within current core curriculum and expand the implementation of Sheltered Instruction Observation Protocol (SIOP).


2. Develop a process to ensure increased access of grade level standards through universal design of curriculum and use of culturally relevant resources.
   • Revise curriculum template/rubric and unit assessments to include embedded language supports and learning activities in order to increase student engagement and access to grade level content.
   • Review the current collections of texts used in curriculum for cultural relevance using NYU’s Steinhardt culturally relevant curriculum resources as a guide.
   • Special Education staff will partner with curriculum development teams to ensure equal access to curricula.

   Evidence: Revised Curriculum Template/Rubric, Increased Multicultural Texts in Class Libraries.

3. Develop a multi-year plan to assure implementation of mandated curriculum.
   • Identify prioritized areas of curriculum development need in the district.
   • Develop a multi-year core curriculum and resource budget plan.

   Evidence: School and Department Allocation Recommendations reflected in the overall district budget.

Progress on academic achievement and growth as a district will be monitored on a yearly basis using the Accountability Index and ESSA (Every Student Succeeds Act) targets when released by the CT State Department of Education. Additionally, the data below will be monitored throughout the year.

<table>
<thead>
<tr>
<th>Data Report 1</th>
<th>Testing Report: SBAC Achievement, SBAC Growth Scores, SAT Achievement, NGSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (Oct 23)</td>
<td></td>
</tr>
<tr>
<td>Data Report 2</td>
<td>College &amp; Career Readiness Report: Graduation Rates, Early College Opportunities, Dual Enrollment, AP Enrollment &amp; Outcomes</td>
</tr>
<tr>
<td>Winter (Feb 26)</td>
<td></td>
</tr>
<tr>
<td>Data Report 3</td>
<td>Next Generation Accountability Index: ELA, Math Science, Performance &amp; Growth, CCR, Physical Fitness, Arts Access</td>
</tr>
<tr>
<td>Spring (TBD)</td>
<td></td>
</tr>
</tbody>
</table>

Goal 2: Family, School and Community Partnerships
Objective: Develop a safe and welcoming school culture for families, students, educators, staff and the community that enables partnerships to foster a vested interest in the schools that collectively creates opportunities for deeper engagement for student success and learning.
1. Develop a family school partnership framework to fully engage all students, their families, educators and the community through survey, increased outreach efforts, and community conversations resulting in family school partnerships.


2. Promote and enhance programs that create safe schools by strengthening safety protocols and procedures at all schools.

   Evidence: District Audit of Safety Plan and Protocols.

Goal 3: Fiscal Responsibility, Planning for Growth & Talent Acquisition
Objective: Establish a transparent, coherent, and efficient budget that ensures equitable distribution of resources, allocated to support and sustain the District's vision and mission.
1. Refine, monitor and update multi-year budget plan.
2. Continue to evaluate the facility needs of the district in collaboration with the City of Danbury.
3. Refine recruitment and retention efforts with the goal of more accurately reflecting the diversity of our student population, with attention to the hiring of culturally competent candidates in all positions.
4. Continue to develop relationships with community partners, corporations and foundations to bring funds into the district.

   Evidence 1-4: City-District Task Force Meeting Minutes & Agendas & the inclusion of the multi-year budget development process, including funds from outside sources, recruitment outreach efforts and outcomes documentation

Goal 4: Professionalism, Accountability, and Organizational Learning
Objective: Using data to drive student achievement, we will develop and enhance the skills of our educators, through a lens of cultural competency, to reach the needs of our diverse learners.
1. Develop a professional learning plan for teachers, school leaders, central office and staff that builds the capacity of the district to carry out the vision and sustain improvement.

   Evidence: School Reviews (Aggregate District Documentation of Visits & Professional Development Priorities)

2. Increase opportunities for self-directed professional learning.

   Evidence: Development of a plan to increase Professional Self Directed Learning opportunities

Exhibit # 20-08