DANBURY BOARD OF EDUCATION MEETING  
WEDNESDAY, NOVEMBER 14, 2018- 7:00 PM  
Administrative Center, 63 Beaver Brook Road

MISSION STATEMENT
Our mission is to develop in all children the knowledge, skills, attitudes and values which will enable them to live a productive and self-fulfilling life and engage in responsible citizenship in a global society.

2018-2019 Danbury Board of Education 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
Rachel Chaleski, Gladys Cooper, Richard Jannelli, Patrick Johnston, Frederick Karrat, David Metrena, Kathleen Molinaro, Emanuela Palmares, Farley Santos, Amy Spallino

IV. RECOGNITIONS
Sterling Miller, 2019 CT Technology & Engineering Education Association High School Teacher of the Year.....................................................18-128(pg.3)

EXHIBIT

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 18-129 through 18-131, as recommended:

MINUTES
10/24/18 Policy Committee Meeting.....................................................18-129(pg.4)
10/24/18 Sites & Facilities Committee Meeting.....................................18-130(pg.5)
10/24/18 Board Meeting........................................................................18-131(pg.6)

VII. EMPLOYEE REPRESENTATIVE (SPOTLIGHT YOUR SCHOOL)
Broadview Middle School

VIII. STUDENT REPRESENTATIVES (4th Wednesday Board Meeting each month)
DHS Executive Board of Governors: Alisha Nagarseth, Gabrielle D’Ostilio, Joanna Wenchell
ACE: Tamara Souza

IX. PRESENTATION
Summer Learning, Anne Mead
X. ACTION ITEMS
A. Seclusion/Restraint/Exclusionary Time Out Policy
   MOTION: that the Board of Education accept for first reading the
   Seclusion/Restraint/Exclusionary Time Out Policy (new),
   in accordance with ..................................................18-132(pg.14)

B. Student Records; Confidentiality Policy
   MOTION: that the Board of Education accept for first reading the
   Student Records; Confidentiality Policy (replaces current
   policy in its entirety), in accordance with .........................18-133(pg.21)

XI. SUPERINTENDENT’S REPORT
A. Legislative Meeting
B. CAUS Editorial ..........................................................18-134(pg.27)
C. Facility Update: DHS Elevators; WSMS Modulars
D. 2019-2020 Budget

XII. DISCUSSION
A. Strategic Plan Process ..................................................18-135(pg.28)

XIII. INFORMATION

XIV. BOARD CHAIRPERSON’S REPORT
Annual Board of Education Meeting, December 5th, 5:30 pm at Westside Middle School Media Center

XV. BOARD REPORTS, COMMUNICATIONS AND COMMENTS

XVI. EXECUTIVE SESSION
   MOTION: that the Board of Education convene in Executive Session for the purpose
   of discussing outstanding litigation.

XVII. PUBLIC SESSION

XVIII. ADJOURNMENT

FUTURE MEETINGS AND DATES TO REMEMBER
November 12 Veterans’ Day, Schools & Offices Closed
November 13 One-hour early release for students/PD
November 14 Board of Education Special Meeting, 5:00 pm
November 14 Board of Education Policy Committee Meeting, 6:00 pm
November 14 Board of Education Meeting, 7:00 pm
November 19 Citywide PTO Meeting, 6:30 pm
November 21 Early Dismissal
November 22,23 Thanksgiving Recess, Schools & Offices Closed
November 27 One-hour early release for students/PD
November 28 Board Workshop, 5:00 pm
November 28 Board of Education Meeting, 7:00 pm
December 3 Citywide PTO Meeting, 6:30 pm
December 5 Board of Education Annual Meeting, 5:30 pm
December 11 One-hour early release for students/PD
December 18 One-hour early release for students/PD
December 21 Early Dismissal
December 24-31 Holiday Recess, Schools Closed
Mr Sterling Miller  
Danbury High School  
43 Clapboard Ridge  
Danbury, Connecticut  
06811

Dear Mr. Miller;

On behalf of the Connecticut Technology and Engineering Education Association it is my pleasure to inform you that you have been selected as the 2019 Connecticut CTEEA/ITEEA High School Teacher of the Year.

With this honor, you will be recognized at the 2019 CTEEA State Conference, November 6th at Portland High School and again at the 2019 International Technology and Engineering Education Association International Conference in Kansas City Missouri in late March of 2019. It is a remarkable honor for Connecticut to see one of our teachers walk across the stage at the ITEEA conference to receive a plaque in front of thousands of fellow educational professionals from around the world.

Based on the description, commitment and program you provide to your students, we know this recognition is well deserved.

At a later date, a banner will also be presented to your school announcing this recognition.

I look forward to seeing you next week at our State Conference and applauding you as you walk across the stage in Kansas City in March.

Respectfully yours,

[Signature]

Gregory C. Kane  
CTEEA Awards Coordinator

Cc. William McDonough, President CTEEA
DANBURY BOARD OF EDUCATION
POLICY COMMITTEE MEETING MINUTES
OCTOBER 24, 2018

Present: Rachel Chaleski, Kathleen Molinaro, Amy Spallino
Absent: David Metrena
Also Present: Richard Jannelli, Frederick Karrat, Emanuela Palmares, Farley Santos, Dr. Sal Pascarella, Kevin Walston, Joe Martino, Kim Thompson, Kelly Truchsess, Dr. Kara Casimiro

The Chair of the Policy Committee, K. Molinaro, called the meeting to order at 5:00 p.m.

K. Truchsess reviewed a new policy on Physical Restraint/Seclusion/Exclusionary Time Out to be adopted as required by the state by January 1, 2019. K. Walston explained revisions to Policy No. 7-125 on Student Records; Confidentiality and will provide a strikeout version.

Code of Ethics By-law 1-6 and Policy 2-510 will be reviewed at the next committee meeting. There was some interest from the last Board Workshop to have members sign the Code of Ethics.

CABE will complete a review of the entire policy manual and provide an audit report in April.

The committee agreed to meet on November 14 at 6:00 p.m to review policy on Truancy, DCF Mandated Reporting and Student Data Privacy.

K. Molinaro asked for a motion to present the new and revised policies to the full board at the next regular board meeting. A. Spallino moved, seconded by R. Chaleski. The motion carried at 5:32 p.m.

A. Spallino moved, seconded by R. Chaleski, to adjourn the October 24 Policy Committee Meeting. The motion passed and the meeting adjourned at 5:32 p.m.

Rachel Chaleski, Secretary

Exhibit # 18-129
Present: Rachel Chaleski, Gladys Cooper, Fred Karrat, Kathleen Molinaro, Farley Santos

Also Present: Richard Jannelli, Emanuela Palmares, Amy Spallino, Dr. Sal Pascarella, Kevin Walston, Joe Martino, Kim Thompson, Kelly Truchsness, Dr. Kara Casimiro, Dr. Anne Mead, Richard Jalbert

The Chair of the Sites & Facilities Committee, K. Molinaro, called the meeting to order at 5:50 p.m. and turned it over to J. Martino who reviewed the Space Utilization Analysis completed by Savin Engineers in June 2007. Friar and Associates has been engaged to work to provide a new space utilization study.

G. Cooper moved, seconded by R. Chaleski, to enter into Executive Session, to which all board and cabinet members were invited. Motion carried at 5:56 p.m.

G. Cooper moved, seconded by F. Santos, to return to Public Session. Motion carried at 6:01 p.m.

R. Jalbert updated members on work that was done over the summer through the Small Improvement Grant. At ACE, a secure vestibule was installed in the front entrance and stair treads were replaced. At DHS, a SPED classroom was built and tennis courts were replaced. The projection system in the auditorium was replaced through the Rental Fund. The gym and exterior of the Early Education Center on 17 Cottage Street was painted. Great Plain received new sinks, cabinets were repaired and painted. Roller blinds were installed at Great Plain and KSI. Roof replacement was done at MRP. New vinyl tile was installed at the Morris Street School Media Center, as well as painted parking lot lines. The front doors were replaced at Pembroke and four cell towers were installed. Some floors were abated and replaced at Shelter Rock. At SSS, walls were removed to increase classroom size; a desk for the Security Advocate was placed in the front entrance. F. Santos inquired about the fence at SSS and asked if the administration could confirm that the fence at South Street School has been repaired. Some countertop and flooring were replaced at Stadley Rough. An update on the modular buildings at WMSA was provided. LED lighting was installed at several schools. Security film and camera upgrades were installed at schools.

J. Martino updated members on the School Lunch and Rental Fund. Both funds are profitable and allow for facility upgrades and kitchen equipment replacements. The School Lunch Account is currently undergoing a state audit as required by state statute.

Members reviewed the AIS budget, inquired about the number of seats of outer-district students and asked that the Superintendent move forward to investigate the possibility of increasing enrollment for Danbury students.

K. Molinaro thanked all in attendance.

A. Spallino moved, seconded by R. Chaleski, to adjourn the October 24 Sites and Facilities Committee Meeting. The motion passed and the meeting adjourned at 7:00 p.m.

Rachel Chaleski, Secretary

Exhibit #18-130
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: Rachel Chaleski, Gladys Cooper, Richard Jannelli, Patrick Johnston, Frederick Karrat, Kathleen Molinaro, Emanuela Palmares, Farley Santos, Amy Spallino

Absent: Richard Hawley and David Metrena

Also Present: Drs. Sal Pascarella, Kara Casimiro, and Kevin Walston, Kim Thompson, Kelly Truchsess and Joe Martino

RECOGNITIONS

PUBLIC PARTICIPATION
Robert Pote thanked the Board on behalf of Western Connecticut State University’s, Pre-Collegiate and Access Program. He said he wants to recognize Mr. Walston who visited WCSU this summer to see the Minority and Bilingual Teaching Pipeline Program. He said we have three students here tonight who participated in the program, and they are going to tell you about where they are today and where they are going. They will give you an invitation to what is going on later.

Good Evening, my name is Rohiny Perez, I was born in Bolivia. I’m a senior and I’m enrolled in the ESL program at Danbury High School. Also, I’m part of the minority bilingual teaching pipeline program. It would be an honor for us to have you at our poster session, observing the work that we have been doing during this program. Our poster session will take place on Thursday, December 6, from 6 to 7:30 pm. At Westcon University in the Midtown Campus. It's important for us have your presence there, due to your support and commitment to our program. Thank you for your time and support. We hope to see you on December 6. Enjoy the rest of the evening.

Good evening, my name is Gloria Dickson; I was born in Nigeria, I am a junior at Danbury High School and I am also a part of the Minority and Bilingual Teaching Pipeline. At the end of our program we have an annual poster session, in this session we present the work we have completed in both our summer and fall semesters. During the summer we taught students at Ellsworth Avenue Elementary school and completed lesson plans. Currently we now observe teachers at Danbury High School, where we learn the importance of classroom management, teaching strategies, differentiation and assessments.

Good evening ladies and gentlemen, my name is Jasmely Rodriguez and I am currently a senior at Danbury High School. I was born here in Danbury, but my family, with whom I learned Spanish as my first language, is originally from the Dominican Republic. Like my fellow peers, I
am a part of the Minority and Bilingual Teaching Pipeline. This program is a partnership between Western Connecticut State University and Danbury Public Schools. It provides students with the opportunity to get first-hand experience teaching. This program has two parts: a summer semester and a fall semester. When completing the course, students receive 3 free college credits as well as elective credits.

Melinda Scott, teacher at Stadley Rough, told the Board that she just wanted to follow up with her comments from the last meeting. She said I was very excited to hear after I spoke in public participation that Mr. Walston reported that the district is moving forward with plans for LGBTQ training. I was very saddened to read the extremely horrible and negative online comments to the article that Zach Murdock wrote in the paper. These comments were so hurtful and awful, but they were also a clear sign of just why we need this training for our students, our teachers, and our parents. I also mentioned that at Stadley Rough, Shannon Henggeler does the morning announcements with students and has started doing shout outs. My students were very excited to hear their names over the loudspeaker, everyone likes to hear themselves mentioned so I wanted to give a shout out to Mr. Jannelli and Mr. Metrena for responding to emails I sent during the last meeting when I wanted to respond to comments they made, but since I was unable, I sent them email. Both responded the next day. I know that they too are super busy, so I appreciated the time they took to do so. I also thanked Ms. Spallino for attending our PTO meeting. It is great to see the Board members come to our school.

Tricia Robinson’s daughter Kiran Suri, told the Board that she goes to AIS. In the Bridges of Peace and Hope Program, they help people in Africa and around the world. They sent seeds to Puerto Rico after the hurricane. They are working to spread the club to other parts of the world. Ms. Robinson, a parent whose children attend the AIS, told the Board that she is here today to talk about Spanish. She learned Spanish when she was in Indiana from Kindergarten through Junior High School, where we had level 11 and 12. She said she talked with several parents whose kids have finished AIS and have some strong concerns about what will happen once my child graduates AIS. She has been told middle school has eliminated all of the advanced Spanish teachings, and she is not sure if what she heard was right about what most colleges require. She has heard from a parent that their child who was accepted in a major college needed to complete three levels become accepted. It has been spreading around not to bother taking Spanish until you are in high school and you can take 1, 2, and 3, there because advanced work doesn’t help you. Once you get to high school, there are not enough Spanish classes. It would be really helpful to know what is right because I think there is a lot of misinformation out there. I am really impressed with the teachers that are here tonight. My daughter is in second grade and my older daughter in fifth grade. Languages are very important in our community that has 50 percent Hispanic. Everyone should at least speak two languages. I would appreciate any information on that.

CONSENT CALENDAR

MOTION - R. Chaleski moved, seconded by K. Molinaro that the Board of Education approves the items on the Consent Calendar, Exhibits 18-120 through 18-122, as recommended:

MINUTES
9/26/18 Revised Board Minutes
10/10/18 Board Minutes
10/13/18 Board Workshop

Motion carried at 7:22 pm
EMPLOYEE REPRESENTATIVE (SPOTLIGHT YOUR SCHOOL)

Academy for International Studies Elementary Magnet School

Mr. Roche thanked the Board for hosting AIS tonight. He also extended his thanks to Kim Thompson for the substitute teachers. He then introduced three special students at AIS: Sydney Borst, Emma Pires, and Joah Gertenfeld, who are representatives of the Student Leadership Team.

Sydney Borst said to the Board, I want to tell you a story about a little girl crying on the bus. The first day I saw her crying on the bus I thought I should help and the second day I decided I should sit with her. I came home with a note that said I was very kind to this little girl and maybe I should get on the bus at her stop. So my Mom drove me to her stop and I got on with her and she had never gotten the bus yet so it was a big accomplishment for her to get on the bus. I was very proud of her at that moment and then she came and she got on that stop. Within a week, she was racing with my sister and me to the bus, which was a huge accomplishment. I think this helps because we want to help everybody feel like they’re welcome and that they should never feel like they’re down or that they’re feeling bad.

Emma Pires told the Board why we have a Leadership Club. It helps kids and makes them feel like they have a voice in our community and that our voices matter. It is not about being the boss or a leader, it’s about doing the right thing.

Joah Gerstenfeld told the Board that this is his second year in Student Leadership. He said he is the co-editor of the school newspaper, AIS TIMES. The school newspaper is a good addition to our school. It gives all students a voice. It showcases the many talented and creative writing we have at AIS. It promotes a sense of community and finally, it is fun. We feature trivia questions and review interesting facts. I’m proud to be a part of it. Students handed out copies of the first edition of the newspaper to the Board. Mr. Roche mentioned that the students wrote and edited it themselves.

Mr. Farley said he wanted Sydney to know the importance of what she did for that kindergartener and how that helped her. But just to give you a little perspective on what was happening in her mind, I was that little kid that cried on my first day of school, on the second day and the third day. Yes, I had someone like you who also did the same thing and that changed my world. It was a major thing for me at that age. So, congratulations.

Marc Poliquin, who is the AIS Math Specialist and was referred to by Mr. Roche as the ‘Math Coach’, talked about school climate. He said he has been a teacher for 10 years and this is his first year as coach. He went on to tell the Board that it was with trepidation that he went into a new transition and a new school. He was impressed with what happens in that building. Every single thing they do in their classroom is in the best interest of kids. It was a blessed invitation when Mr. Roche gave me the opportunity to work here. It feels like its home already. Teachers in the audience stood up and applauded.

Matthew Calvanese - AIS 4th Grade Math Team Teacher, talked about departmentalization. After eight years in first grade, I joined the 4th grade. I know that you don’t always get to hear good things. Being focused on one subject gives me the opportunity to get to know all 67 math students instead of only 22. I am able to work closely with them. One thing the students say is
they can now do science for 70 minutes a week. They like to have the experience with different teachers instead of one teacher in one room.

Mr. Roche then started the video presentation. The opening showed an “International Day of Peace” Assembly. Students introduced “May Peace Prevail on Earth” speaking 13 different languages in their native tongue. The presentation showed students working in math and other classes. It also showed student chorus with Mr. John Farrell; also students working in the garden program. Mr. Roche thanked the Board for allowing them to speak this evening.

Mr. Roche thanked Ms. Chaleski for being our kindergarten interventionist last year helping students get on grade level. It helped because we were down a number of staff last year. We had the highest math performance you’ve ever had at the school and that’s because of the people back here (as he pointed to the audience) and the wonderful staff we have. We work very hard as you know and will persevere until we are 100%. We have some amazing achievements in math and you may have heard that Math Olympiads is coming to AIS. 25 students will be performing in our Math Olympiads Club. We thank you for your continued support. Mr. Roche thanked Mr. Jannelli for coming during Start With Hello week and thanked Mary Levasseur for coordinating it. He thanked parents, students and staff for coming tonight.

Dr. Pascalella asked that Mr. Roche to tell the Board about the trip to Washington, DC. Mr. Roche said we were invited to Washington because we were awarded the Green Ribbon. There were several presentations on sustainability at the American University. We met a lot of people from all over the country, a lot of initiatives. There is a lot of science to be taught so it’s good we are bringing science back in terms of the garden that you saw in the video. It was an exciting trip. We had parents and teachers with us and it was an honor to be there. We are the only school in Connecticut to receive this Green National Award for Environmental Science.

Mr. Jannelli said AIS had “Start with Hello” luncheon, which he and Ms. Chaleski attended. Community members were invited for lunch. They had tables set up for the Fire Department, Police Department the Board of Education. Students wrote letters and put them on each table. I will give these letters to Debbie Warner to circulate to the Board. For example, one letter said, “I would like to have more recess; fifty recesses; my own iPad; have parents have lunch with us 4 days a week; a week off. The conversations with the grades were most interesting. I was asked if I could make a wish come true – I didn’t have an answer to that question. It was an enlightening experience.

Ms. Lori Woodruff, a teacher at AIS told the Board to mark their calendars for April 4-5, 2019. Our Theater Magnets are about to embark on our 6th show since the school first opened and it will be a musical. We will let you know more information when it closer to the time date.

**STUDENT REPRESENTATIVES (4th Wednesday Board Meeting each month)**
DHS Student, Joanna Wenchell, told the Board that on Thursday, October 18th Girls XC won their first FCIAC championship in school history. Boys came in second. Club fair at the school Thursday where the students and especially freshmen have the chance to check out the different clubs the school has to offer and get involved. Boys’ soccer qualified for #1 FCIAC spot last night by defeating Trumbull. First quarter closes November 9th Flex is continuing, and it seems to be successful hopes of it working - Mr. Donovan meets with group of teachers he meets with to discuss flaws and how to improve them Herf Jones of Danbury held our first event in the Black Box with group of students from surrounding districts who were all part of their yearbook
staffs. That was the first main event. Dr. Pascarella also used it yesterday to meet with superintendents and legislators!

PRESENTATION - None

ACTION ITEMS

Small Improvement Grant

MOTION: R. Chaleski moved, seconded by F. Santos that the Board of Education approve the submission of the Small Improvement Grant to the State Department of Administrative Services (DAS)

Motion carried at 7:45 pm.

2018-2019 Board of Education Goals

MOTION: R. Chaleski moved, seconded by G. Cooper that the Board of Education remove from the table the 2018-2019 Board of Education Goals

Motion carried at 7:46 pm.

2018-2019 Board of Education Goals

MOTION: R. Chaleski moved, seconded by K. Molinaro that the Board of Education approve the 2018-2019 Board of Education Goals

Motion carried at 7:47 pm.

September 2018 –Operating Results Analysis (General Fund/Grants/Projects)

MOTION: R. Chaleski moved, seconded by F. Santos that the Board of Education accept the September 2018 Operating Results Analysis (General Fund/Grant/Projects)

Motion carried at 7:48 pm.

Mr. Martino told the Board that during the month of September 2018, the District expended $10,442,276 resulting in a fiscal year-to-date expenditure value of $22,651,219, which represents an expenditure of 17.1% of the General Fund budget.

SUPERINTENDENT'S REPORT

WCSA Regional Efficiency Meeting with Legislators, October 23

Dr. Pascarella said that he and other Superintendents from the area met with several Legislators on October 23 in the Black Box at AIS. The discussions were about ways of working together and the challenges that we face in our districts; one being the state’s student data privacy laws. It was suggested to have another meeting after the election sometime in the first week in December to go over priorities for the legislative session with the incoming group of elected lawmakers because we don’t know what’s going to happen with a new governor and that could pose new challenges.

Dr. Pascarella said the meeting went very well. Mr. Martino agreed. A major topic was the student data privacy. He said we have over 100 applications that contain information. Every district has to comply at the state level. It would be easier to have one large blanket document sent to every district over these agreements. It’s a complicated process and we all use the same power school and busing software.
Revised Spotlight Your School Schedule
R. Chaleski said with the consensus of our Workshop to have schools present at every other meeting, there is a revised schedule in the packet just to take a look. So we wouldn’t see AIS again until two years from now. G. Cooper asked if this list could be turned around if we wanted some information about a school could we bring them in. Dr. Pascarella answered, yes.

Say Something App
Dr. Pascarella said we do have an APP for this, but we are continuing to study this internally. We are looking at a more formal system. Our kids are very well versed on it. We do have a system of reporting incidences. We had the Police Chief here last week and talked about the options. We are trying to find some districts of our size to look at the operational challenges.

Veterans’ Day Update
Mr. Walston said for a formal recognition at the schools we are extending invitations to the community. We spoke to leaders in our community and they are looking to continue to investigate on our behalf to see what Veteran’s day would look like in 2019-20 and beyond.

Dr. Casimiro said we are still in the process of soliciting various stakeholder groups with the idea of having a hybrid day of school work and celebrational commemoration. She mentioned some ideas of the events and assembly activities. She also mentioned that we have parents and grandparents in our district that are veterans who we could call on to come into the schools. Local veterans, such as Medal of Honor Recipients, local heroes, or other distinguished guests, would be invited to the speak to the student body; Patriotic themed musical performances given by school chorus and band groups; Patriotic themed readings and recitations of Presidential addresses or military heroes led by students; School-wide National Anthem and flag raising ceremony; Moment of Silence & Taps; Participation of local veteran groups, such as Fife and Drum Corps to attend and perform in period uniformed dress. Excited about the possibilities and opportunities, academics would also be infused with a variety of essays, contests, photo gallery walks and opportunities to share stories. Ideas are continue to be solicited and then work will begin to formulate a plan. Mr. Walston said that the draft hybrid-day model was also shared with Mr. Saadi, who will continue to share and gather feedback from leaders and Veterans in the community.

DISCUSSION

District Strategic Planning
Dr. Pascarella said one of the things as I listen to the Board talking about goals, was a good idea of a Strategic Plan and how we operationalize the things that we do. Years ago we had an enhancement plan. We need to get a representative group and start crafting a vision. This August we decided to look at all the plans. We have had Coherent, Vision and Mission plans in the past. There are documents that need to be updated, which would then give you an opportunity to set your goals for the year. The Superintendent then asked Mr. Walston to speak on Strategic Planning.

Mr. Walston told the Board in order for our Strategic Plan to be successful, we need to identify ways to effectively engage and communicate the plan. Throughout this process, in a very fundamental level, we need to apply the five W’s approach to determining some of our objectives. One of the first things we want to do is identify community stakeholders who would
be appropriate to be at the table to develop the new Mission of our district so that the team of stakeholders will determine if it is representative of Danbury and the Danbury Public Schools. Before the Plan is disseminated, we will meet with the Connecticut Center for School Change in December to help facilitate this effort. Tentatively we’re looking at December 11\textsuperscript{th} for an all-day meeting starting at 8:00 am with community stakeholders. In the next couple of days, we will be firming up that date. We anticipate inviting 25-30 people to participate. We have 30 different names of community members who are stakeholders who should be invited to the meeting. Our hope is that they would help in the development of a revised Mission Statement and will lead to subsequent work identifying the goals and strategies to help operationalize our Mission. Mr. Walston said the timing could not be more perfect.

The Superintendent asked for three Board members to participate. He said they will be talking about several different categories; our facilities, making them knowledgeable of our issues; resources in the building, etc. We will invite the Town Council and municipal workers. It will be a good opportunity to communicate in an organized way. By springtime, we will have something for the Board. We are not going to accomplish this in one day. He said when we have the list of people being invited, we will share it with you.

R. Jannelli asked if they are going to be looking at the Mission statement. Mr. Walston replied they would. He then suggested it may be a good idea to forward that information ahead of time for them to look it over, so they are aware of what we have so far and then they can adjust it. Mr. Walston said his colleagues already have talked about that.

Ms. Chaleski asked if this meeting was going to be open to the public. Mr. Walston said he didn’t know. Dr. Pascarella said we can talk about that. We can think about that. He said the more people who know what our issues are, it can’t hurt. We have to find a venue. It was recommended that they use the Black Box, Dr. Pascarella said the parking is terrible there.

The Chairperson asked who would like to be on this Strategic Planning Committee: it was confirmed that G. Cooper and E. Palamares would be on the committee with R. Jannelli being the alternate. All Board members are invited.

Ms. Palamares said in regard to revising the Spotlight schedule, there are times when we have a dense data-driven presentation and we would like to have more time to study our due diligence and to do more Board work.

**INFORMATION**

**BOARD CHAIRPERSON’S REPORT**

The Superintendent said we have to set up a date to interview the two applicants that we presently have for the Board vacancy. Tomorrow is the last day to apply. It was agreed that the interview would be held on November 14\textsuperscript{th} from 5:00-6:00 pm. The question was is more time needed, no one replied.

Ms. Molinaro said they need to have a Policy Committee meeting. A Policy meeting following the applicant interviews was scheduled for November 14\textsuperscript{th} from 6:00-7:00.
Mr. Johnston asked if anyone has signed up for this convention. No one said that they had. Mr. Karrat said that he did attend last year but is unable to attend this year. He said it would be nice to have a representative there.

**BOARD REPORTS, COMMUNICATIONS AND COMMENTS**

Ms. Molinaro said that they had a Policy and Sites and Facilities meeting, and most members were there. Policy changes will be on the next agenda for the first reading. CABE is going to review our entire policy manual for us. On Sites and Facilities, we dredged up our space utilization analysis, I believe it was done in 2007. We’ve looked at that the update on summer projects, the school lunch, and rental activities. Rich Jalbert gave us the updates on the summer projects. We asked that the Superintendent look at the Magnet School and give us a report.

Mr. Jannelli said when we met on Saturday, I thought when we left there we were saying that we would have a follow-up Workshop meeting.

Ms. Cooper said she doesn’t think we should have 3 meetings back to back on the same day on November 14th. The Chairperson asked if they wanted to postpone one of those meetings. A discuss ensued about changing the Board vacancy interview date. It was then decided to keep the three meetings on November 14th.

Ms. Chaleski said we need another Workshop to continue our conversation and set Board goals. It was decided that another Board Workshop would be for two hours 5:00-7:00 pm before the Board Meeting on November 28th. The question was if Bob Rader is not available, can we have the workshop without him. Ms. Cooper said we need to have a facilitator. Dr. Pascarella said he will see if Mr. Rader is available. If he is not, it will be someone else.

Ms. Palmares told the Board that WCSU Office of Diversity and Equity will host a workshop, “Working with Diverse Student Populations: Understanding Social and Cultural Differences” on November 16th at 10:00 am. Room 212/214 at the University’s Westside campus on 43 Lake Avenue. The workshop is free, and the public is invited.

**EXECUTIVE SESSION** - None

**PUBLIC SESSION** - None

**ADJOURNMENT**

G. Cooper moved, seconded by K. Molinaro, that the Board of Education adjourn its October 24, 2018 Board meeting and the meeting adjourned at 8:21 pm.

Rachel Chaleski, Secretary

(the meeting was videotaped)
# Use of Physical Force

**Physical Restraint/Seclusion/Exclusionary Time Out**

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## Students

### Use of Physical Force

**Physical Restraint/Seclusion/Exclusionary Time Out**

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm. (Alternative language: "to use reasonable restraint or place a student in seclusion to provide a safe environment for students.")

### Definitions

**Life-threatening physical restraint** means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

**Psychopharmacologic agent** means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

**Physical restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; helmets, mitts and similar...
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devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury or an exclusionary timeout.

**School employee** means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the board of education.

**Seclusion** means the involuntary confinement of a student in a room, from which the student is physically prevented from leaving. Seclusion does not include an exclusionary time out.

**Student** means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

**Exclusionary time out** means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

**Conditions Pertaining to the Use of Physical Restraint and/or Seclusion**

A. School employees shall not use a life-threatening physical restraint on a student under any circumstance.

B. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and
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Use of Physical Force
Physical Restraint/Seclusion/Exclusionary
Time Out

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seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

C. No student shall be placed in seclusion unless:

a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.

b. Such student is continually monitored by a school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation.

c. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.

d. Seclusion shall not be utilized as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time.

D. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with Section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

E. In the event that physical restraint or seclusion is used on a student four or more times within
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twenty school days:

a. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:

i. Conducting or revising a behavioral assessment of the student;

ii. Creating or revising any applicable behavioral intervention plan; and

iii. Determining whether such student may require special education.

b. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.

F. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.

G. Within reason, school employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.

H. The Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:

a. Record each instance of the use of physical restraint or seclusion on a student;

b. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and

c. Include such information in an annual compilation on its use of such restraint and seclusion
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on students,

I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.

J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
   a. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
   b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.

K. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

Required Training and Prevention Training Plan

Training shall be provided by the Board to the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school professional or other school employee, designated by the school principal and who has direct contact with students regarding physical restraint and seclusion of students. Such training shall be provided during the school year commencing July 1, 2017 and each school year thereafter, and shall include, but not be limited to:

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. (Such overview is to be provided by the Department of Education commencing July 1, 2017 and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.)

2. The creation of a plan by which the Board will provide training regarding the prevention of
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incidents requiring physical restraint or seclusion of students.

Such plan is to be implemented not later than July 1, 2018.

3. The Board will create a plan, to be implemented not later than July 1, 2018, requiring training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:

   a. Verbal defusing and de-escalation;
   
   b. Prevention strategies;
   
   c. Various types of physical restraint and seclusion;
   
   d. The differences between life-threatening physical restraint and other varying levels of physical restraint;
   
   e. The differences between permissible physical restraint and pain compliance techniques; and
   
   f. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.
   
   g. Recording and reporting procedures on the use of physical restraint and seclusion.

### Crisis Intervention Teams

For the school year commencing July 1, 2017 and each school year thereafter, the Board requires each school in the District to identify a crisis intervention team. Such team shall consist of any teacher, administrator, school professional or other school employee designated by the school principal and who has direct contact with student and trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to
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others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis. The Board shall maintain a list of the members of the crisis intervention team for each school.

Not later than January 1, 2019, the Board establishes this portion of this policy regarding the use of an exclusionary time out, as defined in this policy. This policy regarding exclusionary time outs includes, but need not be limited to, the following requirements:

1. exclusionary time outs are not to be used as a form of discipline;

2. at least one school employee remains with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out;

3. the space used for an exclusionary time out is clean, safe, sanitary and appropriate for the purpose of calming such student or de-escalating such student's behavior;

4. the exclusionary time out period shall terminate as soon as possible; and

5. if such student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies.
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Educational records, defined as records directly related to a student, will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.

The Board of Education recognizes the need to comply with the legal state and federal requirements regarding the confidentiality, access to and amendment of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing and revised regulations and the Connecticut General Statutes.

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Access to inspect or review a student's educational record or any part thereof may include the right to receive copies under limited circumstances.

For the purposes of this policy:

"Parent" means a natural parent, an adopted, or a legal guardian or an individual acting as a parent in the absence of a parent or guardian. If parents are divorced or legally separated the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, or other health records of the child, unless a court order prohibits access. Whenever a student has attained the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the student shall thereafter only be required of, and accorded to, the student. A parent who is incarcerated is also entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any minor student of such incarcerated parent except in situations (1) where such information is considered privileged as defined in C.G.S. 10-154a, (2) such incarcerated parent has been convicted of sexual assault, or aggravated sexual assault, or (3) such incarcerated parent is prohibited pursuant to a court order.

"Student" means an individual who is or has been "in attendance" in person at an educational agency or institution for whom education records are maintained. It also includes those situations in which students "attend" classes but are not physically present, including attendance by
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videoconference, satellite, Internet, or other electronic information and telecommunication technologies.

"Student record" means any item of information directly related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his/her duties whether recorded in handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

Student records include information relative to an individual student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained. Any information maintained for the purpose of review by a second party is considered a student record. Records that pertain to an individual's previous attendance as a student are "education records" under FERPA regardless of when they were created or received within the school system. Student records shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute. Records of the law enforcement unit of the District or school are not considered student records.

"Law Enforcement Unit" means an individual office, department, division, or other component of an education agency or institution that is officially authorized or designated by that agency or institution to (1) enforce laws or refer matters of law enforcement to appropriate authorities, or (2) maintain the physical security and safety of the agency or institution.

"Substitute" means a person who performs the duties of the individual who made the notes on a temporary basis and does not refer to a person who permanently succeeds the maker of the notes in his or her position.

"School Official" means a person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel, a person serving on the Board of Education, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

"Authorized Representative" means any entity or individual designated by a state or local
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educational authority or an agency headed by an official listed in §99.31(a)(3) to conduct with respect to Federal or State-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

"Education Program" means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education and adult education, and any program that is administered by an educational agency or institution.

"Early Childhood Education Program" means a Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children's cognitive, social, emotional and physical development and is a (i) state prekindergarten program; (ii) a program authorized under the Individuals with Disabilities Education Act; or (iii) is a program operated by a local educational agency.

"Directory Information" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, one or more of the following items: parent's name and/or e-mail address, student's name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

A student's social security number or student ID number is prohibited from designation as directory information. However, student ID numbers and other electronic personal identifiers used to access or communicate in electronic systems may be disclosed only if the identifier is not used by itself to authenticate identity and cannot be used to gain access to education records.

A student's ID number or other unique personal identifier that is displayed on a student ID badge is considered directory information, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
The Superintendent shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the district. He/She will develop procedures (administrative regulations) providing for the following:

1. Annually informing parents of their rights.

2. Permitting parents to inspect and review educational records, including, at least, a statement of the procedure to be followed by a parent or eligible student who requests to inspect and review the educational records, with an understanding that the procedure may not deny access to educational records; a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.

3. Not disclosing personally identifiable information from a student's education records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the criteria for determining which parties are "school officials" and what the school considers to be a "legitimate educational interest"; and a specification of the personally identifiable information to be designated as directory information.

4. Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent to inspect that record.

5. Providing a parent/guardian with an opportunity to seek the correction of the student's education records through a request to amend the records. If the District decides that an amendment if the records as requested is not warranted, to inform the parent/guardian or eligible student and advise him/her if the right to a hearing and permitting the parent/guardian or an eligible student to place a statement in the education records of the student.

6. Guaranteeing access to student records to authorized persons within five days following the date of request.
7. Assuring security of student records.

8. Enumerating and describing the student records maintained by the school system.

9. Annually informing parents under what conditions that their prior consent is not required to disclose information.

10. Ensuring the orderly retention and disposition, per applicable state statutes, of the district's student records.

11. Notifying parents of secondary school students that it is required to release the student's name, address and telephone listing to military recruiters and institutions of higher learning upon request. Parents or eligible students may request that the District not release this information, and the District will comply with the request.

12. Notifying parents annually of the District's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use.

Legal Reference: Connecticut General Statutes

- 7-109 Destruction of documents.
- 10-15b Access of parent or guardians to student's records. (as amended by PA 17-68, Section 4)
- 10-154a Professional communications between teacher or nurse & student.
- 10-209 Records not to be public.
- 10-221b Boards of education to establish written uniform policy re: treatment of recruiters.
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Danbury, Connecticut

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11-8a Retention, destruction and transfer of documents

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

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


Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008)


PL 112-278 "The Uninterrupted Scholars Act"

Urban Schools Face Unique Challenges

The Connecticut Association of Urban Schools is a coalition of public school superintendents from the state's neediest districts. While we represent only 20 communities, we educate nearly half of the state's population of students.

Our districts are responsible for educating Connecticut's most diverse communities. We educate larger numbers of students in poverty than other districts in the state. We often have higher percentages of special needs students- our kids deal not only with the challenges of educational attainment, but also must deal with issues like hunger, homelessness, trauma, and more. Educating these populations of kids takes more resources and specialized interventions.

We've worked tirelessly to make our schools a safe haven for these students, and to make sure that we can meet more than just their educational needs. Unfortunately, the way Connecticut schools are funded is the biggest obstacle to our success.

We struggle with unpredictability. We have a state budget and city budgets that are often determined months past deadline, resulting in us planning for our school year while blind to what resources will actually be available. Could you plan your family budget without knowing how much money will come into your household each month? It's virtually impossible to do this and creates fear and uncertainty among school and district staff.

We struggle with fairness. Increasing legislative requirement without resources, therefore eroding CORE instruction and increasing equity and access for urban students undermines their access to a fundamentally basic education. Our cities do not have the luxury of levying local taxes, and so when cuts are made by the state, our students feel the impact directly, in terms of cuts to services and teaching staff.

We struggle with regulatory burdens. Legislative initiatives are often well intentioned, but our districts are disproportionately burdened by the impact of unfunded mandates. As the state passes more and more laws that dictate what we must do, rarely does it come with funding attached. We cannot afford to be saddled by these burdensome requirements that take away from instructional resources.

With new governing administrations comes fear that we will reinvent the wheel, and that progress will be disrupted due to change for change's sake. Specifically, our urban school districts have seen success as a direct result of a program initiated recently by state leaders: the Alliance District program. This was created specifically to target high-need school districts like ours, and to ensure additional resources are appropriated and tied to specific interventions. Furthermore, these funds are now embedded in our districts' core functions and any elimination would result in painful cuts to services and programs that would mean layoffs and direct impacts on students. The Alliance District program demonstrated a recognition that urban school districts have challenges that require special intervention, and we are hopeful that our incoming state leaders keep these programs going into the next biennium.

We know that times are tough in Connecticut. As urban superintendents it's our job to demand that even during tough times, we put students first. We hope that the state leaders who emerge victorious on November 6th share our commitment to ensuring that our state's most vulnerable children are uniquely cared for and prioritized in the state budget. They are depending on all of us to stand up for them.

Co-Chairmen of the Connecticut Association of Urban Superintendents

Dr. Sal Pascarella- Superintendent of Danbury Public Schools
Dr. Mark Benigni- Superintendent of Meriden Public Schools

DANBURY PUBLIC SCHOOLS
Administrative Center
63 Beaver Brook Road
Danbury, Connecticut 06810-6211
(203) 797-4701
Fax: (203) 830-6562
Email: pascas@danbury.k12.ct.us

DRAFT INVITATION LETTER

Danbury Public Schools are seeking your participation in an initiative that will have a lasting impact on the children of this community. We are set to begin an ambitious strategic planning process that will require significant contributions from a broad cross-section of stakeholders. The committee is asking stakeholders to think big, to be bold, and to share their greatest hopes and aspirations for our schools. The plan in development will differ greatly from previous goal setting initiatives, both in content and structure. Rather than a tactical guide with step-by-step instructions, the plan serves as a strategic compass for the next five years and beyond. Its design will be actionable, inspirational, and accessible to all members of our school community.

Collaboration, innovation and celebration will be consistent themes throughout the plan and characterize the community’s work in developing this document. Our plan embraces a collective, intentional, positive approach to change. It is driven by our belief in continuous improvement and an unyielding passion for high-quality public education. It will represent the district and community commitment to the children of the city of Danbury.

Below you will find a link to a survey that gives you an opportunity to participate in the plan formation. Data collected from these anonymous surveys will be utilized to inform the planning process. Please take a few minutes to share your feedback, ideas and suggestions. Your participation is greatly appreciated!

Additionally, to continue with stakeholder feedback and input, I invite you to a day-long strategic planning session on Tues. Dec. 11 from 8:00-3:00 at Hatters Hall, 7 East Hayestown Road in Danbury. Breakfast and lunch will be included. Please R.S.V.P. to 203-830-6508.

Thank you for your support. We welcome your feedback and partnership as we design the strategic plan for Danbury Public Schools.

Sincerely,

Sal V. Pascarella, Ed.D.
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<th>Affiliation</th>
<th>High School Admin.</th>
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<td>Hispanic Center</td>
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<td>Ecuadorian Center</td>
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<td>NAACP</td>
<td>Middle School Admin</td>
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<td>Non Certified Staff/Union Rep</td>
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<td>Leads Danbury special needs group</td>
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<td>Parent reps Indian population</td>
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<td>Dominican Center</td>
<td>DFLC Parent Hispanic</td>
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<td>High school SGC African American</td>
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<td>Citywide PTO (1)</td>
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<td>City Council</td>
<td>CONNCAP</td>
</tr>
<tr>
<td>BOE</td>
<td>DHS Student</td>
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<tr>
<td>BOE</td>
<td>ACE student</td>
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<tr>
<td>BOE</td>
<td>Superintendent</td>
</tr>
<tr>
<td>DECO Liaison /New Oak</td>
<td>Director of C &amp; I</td>
</tr>
<tr>
<td>DSABC</td>
<td>Supervisor of ESL</td>
</tr>
<tr>
<td>Saving Bank of Danbury</td>
<td>Curriculum Administrator</td>
</tr>
<tr>
<td>Chamber of Commerce</td>
<td>Director of Finance</td>
</tr>
<tr>
<td>DPS Spec. ed teacher</td>
<td>Director of HR</td>
</tr>
<tr>
<td>Teachers Union Rep</td>
<td>Director of SPED</td>
</tr>
<tr>
<td>Early Childhood Teacher</td>
<td>Director of Assessment</td>
</tr>
<tr>
<td>ES Teacher</td>
<td>Director of Family &amp; Community Engagement</td>
</tr>
<tr>
<td>MS Teacher</td>
<td>Assistant Superintendent</td>
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<tr>
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<td>STEM</td>
</tr>
<tr>
<td>Alternative School Teacher</td>
<td>Humanities</td>
</tr>
<tr>
<td>ESL/Bilingual Teacher</td>
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