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 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

REVISED AGENDA

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. ROLL CALL
Rachel Chaleski, Kate Conetta, Gladys Cooper, Richard Jannelli, Patrick Johnston, Frederick Karrat, David Metrena, Emanuela Palmares, Ralph Pietrafesa, Farley Santos, Amy Spallino

IV. RECOGNITIONS

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 19-24 through 19-25, as recommended:

MINUTES
1/23/19 Special Board Meeting..................................................19-24(pg.3)
1/23/19 Board Meeting...............................................................19-25(pg.4)

VII. EMPLOYEE REPRESENTATIVE
Spotlight Your School – Rogers Park Middle School

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

IX. PRESENTATION
X. ACTION ITEMS

A. 2018-2019 Budget
   MOTION: that the Board of Education adopt the Superintendent’s Fiscal Year 2019-2020 budget in the amount of $139,967,101 (a 5.85% increase) for submission to the Mayor as required by City Charter. 19-26(pg.12)

B. Educational Specifications for oil tanks
   MOTION: that the Board of Education approve the educational specifications for oil tanks. 19-27/pg.13

XI. SUPERINTENDENT’S REPORT
A. TDEC Update
B. Nellie Mae Workshop
C. Superintendent Goals/Student Achievement Workshop, March 6th
D. Public Forum on Budget, March 20th, 6:00 p.m. at RPMS
E. Veterans’ Day Update

XII. DISCUSSION
Enrollment Update

XIII. INFORMATION

XIV. BOARD CHAIRPERSON’S REPORT
A. Updated Committee & PTO Lists 19-28/pg.16
B. Superintendent Evaluation Process 19-29/pg.18

XV. BOARD REPORTS, COMMUNICATIONS AND COMMENTS

XVI. EXECUTIVE SESSION
   MOTION: that the Board of Education convene in Executive Session for the purpose of discussing the Superintendent’s performance.

XVII. PUBLIC SESSION

XVIII. ADJOURNMENT

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<th>FUTURE MEETINGS AND DATES TO REMEMBER</th>
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DANBURY BOARD OF EDUCATION
SPECIAL MEETING MINUTES
Wednesday, January 23, 2019 – 6:15 p.m.
Administrative Center, 63 Beaver Brook Road

Present: Rachel Chaleski, Gladys Cooper, Frederick Karrat, David Metrena, Emanuela Palmares, Ralph Pietrafesa, Farley Santos

Absent: Richard Jannelli, Patrick Johnston, Amy Spallino

CALL TO ORDER

Rachel Chaleski, Vice Chairperson, called the meeting to order at 6:11 p.m.

BOARD OF EDUCATION APPLICANT INTERVIEWS

There is one applicant for the seat on the Board of Education due to the resignation of Kathleen Molinaro. The candidate, Kate Conetta, was interviewed at 6:15 pm.

EXECUTIVE SESSION

MOTION: R. Pietrafesa moved, seconded by D. Metrena, that the Board of Education convene in Executive Session for the purpose of discussing Board Candidate and act on appointment in Public Session. The motion passed at 6:25 pm.

PUBLIC SESSION

MOTION: F. Santos moved, seconded by F. Karrat, that the Board of Education return to Public Session for the purpose of voting on the candidate to be appointed to the Danbury Board of Education. The motion passed at 6:25 pm.

APPOINTMENT OF NEW BOARD MEMBER

MOTION: F. Santos moved, seconded by E. Palmares, to appoint Kate Conetta to fill the vacancy due to the resignation of Kathleen Molinaro. The term of office will be until the next regular election in November 2019. The motion passed at 6:26 pm.

ADJOURNMENT

MOTION: F. Karrat moved, seconded by F. Santos, to adjourn the January 23, 2019 Special Board Meeting. The motion passed at 6:27 pm.

Gladys Cooper, Secretary

Exhibit # 19-24
PLEDGE OF ALLEGIANCE
The Vice Chairperson, R. Chaleski, called the meeting to order at 6:59 pm and those assembled recited the Pledge of Allegiance led by the Danbury High School ROTC Cadets.

ROLL CALL
Present: Rachel Chaleski, Gladys Cooper, Frederick Karrat, David Metrena, Emanuela Palmares, Ralph Pietrafesa, Farley Santos, Kate Conetta
Absent: Richard Jannelli, Patrick Johnston, Amy Spallino, Kevin Walston, Kara Casimiro
Also Present: Dr. Pascarella, Joe Martino, Kelly Truchsess, Kim Thompson

PUBLIC PARTICIPATION
• Curtis Darragh - School Counselor from Westside Middle School Academy spoke about the need for an additional School Counselor at WSMSA. Mr. Darragh has been part of the Danbury Public Schools since August 2015. He has seen a lot of changes at WSMSA, which currently hosts 643 students in both the STEM and Global Studies Academies and plans to enroll a total of 750 students by 2021, due to the expansion of the building. As of right now he and the other School Counselor both have caseloads of 320 students each. With the increase of enrollment in the next two years, without additional help, their caseloads will go up to 375 students each. The American School Counseling Association suggests that School Counselors should have 250 students to one School Counselor. School Counselors have the power to teach social/emotional lessons, curriculums of college/career readiness and academic-organizational skills. They can host group-counseling on topics such as grief, anger, divorce, executive functioning, and create that safe space where students have a trusted adult to go to. They create memories with their students and build bonds with family in and outside of the community. The biggest words that is going on in mental health right now is social and emotional learning in the years of 11-14 years of age in the 6th, 7th and 8th grade. Mr. Darragh’s worry is that with an increased caseload, his time with students will become limited. From having 250 students to 300 and now to 325, he can already feel the difference. School Counselors shouldn’t have to tell a student to hold on, or to be able to get to them three hours later.

• Michael Hennessy - Mr. Hennessy is the parent of a student at Westside Middle School Academy and spoke about the need for an additional School Counselor at WSMSA. Mr. Hennessy is concerned of the increased demands that are likely to be placed on the school counselors if they remain at the current level. The recommendations from the American School Counselors Association are not just a feel-good mantra, it is a necessity if our community is serious about improving graduation rates, promoting college and career readiness while simultaneously reducing discipline referrals and combating effects of poverty in our classrooms. The formula is simple, it’s about relationships. School Counselors are uniquely qualified and motivated to provide the academic and emotional support that our students demand. They share in the responsibility to tackle the insidious effects of poverty on learning; the social and emotional wellbeing of students with special needs; the evolving challenges of a ubiquitous cyber cultural and the adverse effects stress has on the developing brain. Our counselors want nothing more than to empower and support students but fear nothing more than being unavailable to the cry of one student because it is muffled by the sounds of many more.

• Genene Morehouse - Ms. Morehouse is the parent of a student at Westside Middle School Academy and spoke about the need for an additional School Counselor at WSMSA. Ms. Morehouse has witnessed firsthand how the connection between School Counselors and students can create a sense

Exhibit # 19-25
of self confidence and empowerment on a path toward self-awareness and self-advocacy for students. She has a freshman at DHS and a 7th grader at WSM-SA. In middle school the counselors act as a bridge, aiding the students in their navigation of these sometimes-difficult times. There have been many times where her own children have sought out Mr. Darragh as a resource to work through their emotions, issues or situations before they could potentially become problematic. They foster a safe yet functional environment where sharing and expressing emotions and feelings is encouraged and problem solving is a main goal. Her children have also participated in enrichment activities both inside and outside of school that have been spearheaded by the WSM-SA School Counselors. With the increase in student demands and sheer volume, these moments to engage with students one on one or in small groups will become less frequent. If our students are not able to emotionally present at school, then all the other learning cannot take place.

- Christina Sweeney - Ms. Sweeney is a parent of student at Westside Middle School Academy and spoke about the need for an additional School Counselor at WSM-SA. She has also been a middle-level educator for the past 18 years and understands the integral role School Counselors play in a middle school. School Counselors do everything from working with anxious students to addressing potential concerns to figuring out scheduling snafus. They are pulled in a million directions. That’s on a good day. On a bad day it can be compared to triage in an emergency room. Ms. Sweeney mentioned that Mr. Darragh regularly shows up at town sporting events to cheer his students on. She is worried though because at this pace and the sheer number of students with whom they work with is staggering. It is not sustainable to maintain a program without additional staffing.

- William Sweeney - Mr. Sweeney is a 7th grader at Westside Middle School Academy and spoke about the need for an additional School Counselor at WSM-SA. Mr. Sweeney stated that the counselors help the students plan for the future and how to manage their academics so they can be up to speed. They also help them cope in difficult times and help them see the light in a world flooded with darkness. They don’t only help students, they help parents, administrators and teachers to create a strong, healthy school environments free of bullies, violence and despair.

**CONSENT CALENDAR**

**MOTION -** G. Cooper moved, seconded by F. Santos that the Board of Education approves the items on the Consent Calendar, Exhibits 19-16 through 19-17, as recommended:

**MINUTES**
1/9/19 Finance Committee Meeting
1/9/19 Board Meeting

*Motion passed at 7:15 pm*

**STUDENT REPRESENTATIVES**

DHS Executive Board of Governors: Joanna Wenchee

- Before the break, there was a lot of activity in the Music Department.
- There was a holiday concert in which the bands, orchestra and choirs participated in.
- There was also a jazz band concert January 14, 2019.
- The Board of Governor started a fundraiser at the high school through Krispy Kreme for Toys for Tots. On the Mentor Monday Flex time, flyers were handed out to each class to collect money for a week. Each class that collected at least $15 dollars would get two dozen boxes of donuts. The top three classes that raised the most amount of money would win a breakfast for their Flex provided by the Hatters Cafe students and cooks. It was a great success and $1300 was raised which has been donated to Toys for Tots. A Toys for Tots representative will come to the breakfast on February 5, 2019.
• Flex extensions started a couple weeks ago which is where students who are passing all of their classes and don't need extra help, or to make up work, can use their Flex time to learn life skills and participate in fun activities. An example would be "learn to change your tire" Tuesday in the auto shop. That was a success and the students seemed to enjoy that option.

• Winter sports are entering championship season. The wrestling team is number one in the state as of right now. Boys basketball is 2nd in the FCIAC division. Girls basketball is on a 10 game winning streak putting their head coach, Jackie DiNardo, only two wins away from 500 career wins. The boys and girls track teams have also had much success at the armory this winter.

PRESENTATION
Graduation Report: Dan Donovan and Meghan Martins presenters

• Danbury High School has outpaced the state in growth despite an increase in graduation requirements, expectations and shifts in demographics.

• Free and reduced lunch was 23% in 2009 and is now 58%.

• Graduation rates between 2013 - 2018 have increased 13% for Hispanic students, 9% for Black students, 7% for students eligible for free lunch and 16% for SPED students.

• Newcomer students (students who come in with limited schooling) has also increased.

• Students who complete all four years (defined as a cohort) at DHS went from 78.90% in 2013 to 83% in 2018.

• Student population went from 2878 in 2013 to 3077 in 2018.

• Free and reduced lunch students went up to from 44.5% in 2013 to 57.9% in 2018.

• SPED graduation rate has maintained with 13.3% in 2013 to 14.3% in 2018.

• SPED graduation rate has increased with 12.2% in 2013 to 13.7% in 2018.

• SPED and ELL students are a large portion of students who stay longer than four years so they can benefit from the services that the district provides.

• An "Other" category was discussed. Some of these students are considered traditional dropouts. It is any student who has come for their four years, but they don’t have enough credits to graduate. Continuing with the traditional day school schedule is not an option for them as many of these students must work to provide so they continue on with Adult Education. The high school does not get "credit" for any of these students.

• “Other” also includes students who transferred to another school district but never enrolled in that district or have an unknown status.

• If a student starts DHS in the middle of their Freshman year, they are already a semester behind. Mathematically, they can’t complete the four-year cohort.

• The Twilight Program (school after school) can help these students. It is an after-school program to make up credits they have missed from the previous semester. They can make up the seat time and learn the information they missed.

• An ESL summer school was also attempted this past year. It was free of charge. There was initially a large interest but not many students registered due to students working in the summer or traveling.

• The DHS message to the student body is “let us help you through the application process” for college.

• As of January 13, 2019, 70% of seniors have submitted a college application. 77% of SPED and ELL students have submitted a college application. 81% of the students have started an application and submitted it.

• 65% of seniors enrolled in college the fall immediately after graduation.

• 70% of seniors enrolled in college at any time during the first year after high school.

• 75% of seniors enrolled in college at any time during the first two years after high school.
• 87% of seniors completed the first year of college and returned for a second year (Freshman to Sophomore Persistence). This is 13% higher than the national average.
• Increased expectations, Newcomer Course, School Climate Specialist, SIOP Coaches, Twilight School, Expanded Twilight School for ESL, block schedule, Flex Program, Professional Development and Instructional Rounds all contribute to this data.
• Achievement gaps continue to concern administrators, will focus on that.
• Need to look at different kinds of programs for over-age and under credited students.
• Also looking at what interventions can be put in place prior to high school.
• CSDE just made an Early Warning Indicator Dashboard. Hopefully that will help us as a learning organization to be able to intervene earlier for students who need it.
• This data will not be comparable after 2023 with the increase of credits needed to graduate.
• E. Palmares asked what kind of ESL model is being used at DHS? Mr. Donovan said bilingual education for Hispanic and Portuguese students. Portuguese has not run due to lack of enrollment. They also double down, where student goes to a class everyday versus every other day like traditional students with block scheduling.
• E. Palmares would like to get a presentation from the state department and see if there are different ways to look at how we are delivering ELL education. Central University has a professor who has dedicated her life to ELL, and she would like to get a workshop together to look at the information.
• F. Santos asked if administrators are finding it a challenge in communicating with the parents/students due to language barrier and if there is a rate of minority teachers that are helpful with translations? Mr. Donovan said there are two very proactive ELL counselors. Ms. Martins stated that communications are always pushed out in Spanish, Portuguese and English. Next year they will try the Twilight Program for semester one as well as semester two.
• F. Santos asked if there was a solution on how to fit extra credits in Flex period? Mr. Donovan stated that Flex is not a credit bearing course. Block scheduling will allow students three more opportunities to gain those credits. Right now, there are three blocks a day. They will also be running a mock schedule with a fourth block to see how that runs. Mr. Donovan stated that 50% of seniors graduate with 25 or more credits. Only 80 students had 21 credits last year. The new graduation requirements will be a big challenge.
• F. Santos asked how many counselors are at DHS. Mr. Donovan stated that there are 10 counselors and one department head. The average caseload is 300 to one. SPED is 330. Freshman counselors are lower. Two ELL counselors are 300.
• R. Chaleski asked if they will reattempt the summer ELL program. Ms. Martins stated that a lot of energy was expended, and she is afraid the answer will be the same. They will again offer it and see how it goes. Ms. Martins stated they are open to suggestions to get more students to commit to the program.
• Current 8th grade class will be in the new 25 credit mandate.
• Ms. Martins stated that more students are inquiring about taking college classes al la carte. That is something DHS would accept as transfer credits. They are trying to be flexible with accepting of credits through universities.
• R. Pietrafesa asked for a brief overview on how the Flex program works. Mr. Donovan stated that every Monday students go in to Mentor Monday. That teacher sets the student’s schedule of Flex classes for the rest of the week. Teachers are not supposed to pull students more than twice a week. For instance, if a student has a low class, that teacher can pull the student for Flex. More teachers are starting to work with specific groups of kids. AP teachers are pulling AP students and working with them. There is also the option for students to enroll themselves in Flex. The idea of Flex is really good and if they are taking advantage of it, it’s very useful. If a grade falls below 75, Flex is pulled automatically. Flex is not supposed to be a study hall. Extension and enrichment classes are a little different. That is permitted but a form must be filled out.
• F. Karrat asked what is policy on recognizing college credit? M. Martins said that it's a largely silent policy. There is a policy existing on virtual learning, which will need to be revisited. They are treating it as an accredited university granted a credit so DHS will accept the credit. That does not count towards GPA or class rank. Dr. Pascarella stated that the policy is very good now. It's not restrictive, it's open so long as it's an accredited organization.

• Dr. Pascarella stated that the DECO Program, AP Program, collaboration with WCSU, all of that goes to the rigor of the school in terms of presentation in the classroom. There is an increased number of kids taking risks, taking college prep courses and that's why the college rate is so high. Students are performing and doing well because of the things the Board has permitted the district to work on. The students have thrived because they can and even with a deficit, they are up for the challenge. The greatest problem is not ethnicity, it's the poverty level.

ACTION ITEMS

December 2018 – Operating Results Analysis (General Fund/Grants/Projects)
MOTION: G. Cooper moved, seconded by D. Metrena that the Board of Education accept the December 2018 Operating Results Analysis (General Fund/Grant/Projects)

Motion passed at 7:59 pm

SUPERINTENDENT'S REPORT

A. DPS Public Policy Agenda 2019

Dr. Pascarella shared the DPS Public Policy agenda for the Legislative Session that included the following:

• Implementing the ECS Phase-In Formula, urging our legislative delegates to continue their strong advocacy for funding.

• To pay special attention to the maintenance of multiple grants that have a significant impact on programs that are currently offered at our schools (Alliance Grant, Priority School Grant, School Accountability - Summer School, Family Resource Center, Extended School Hours, 21st Century Grant)

• The Early College Opportunity was created to support collaboration between high schools, universities and industry. We request legislative language to financially support career pathway programs and fund Danbury’s ECO Program.

• That the legislatures pay careful attention to bills and language that include additional mandates and requirements for school districts. The most recent list of mandates composed by the CAPSS reflects 380 requirements. This presents a significant logistical, fiscal and operational challenge.

• The Disruptive Classroom Bill. Danbury strongly urges legislators to refuse to support any language that contradicts practice that promotes our current efforts regarding supporting our most challenged students. We are extremely concerned about the language which contradicts previous efforts to reduce suspension and reform the nature of school discipline to a more positive and proactive manner of working with children. PA 18-89 will increase the number of suspensions for many of our early primary students. These students should not be excluded from school, rather they need to develop social emotional skills that will increase their success in the school environment.

• Rescind the new Graduation Requirements. The graduation requirements have increased from 21 to 25 credits. These requirements will cost the district approximately $800,000 to $1,200,000 in staffing alone.

B. Update on CABE Legislative Session, January 15th

CABE is asking for the same things that we are.
C. CAUS Legislative Meeting, January 22nd

D. January 17th Incident Update

a. Ellsworth incident. No resolution to problem in terms with what happened, and individuals involved, the Danbury Police Department is still investigating. Dr. Pascarella stated that the staff handled it remarkably well as it happened right at dismissal time. Danbury police were present and escorted students’ home. Unfortunately, when these things happen, we discover something that we could change so personnel is debriefing. Regarding getting out information in time, we do the best we can. We want to make sure we send out the right information. With this incident, we didn’t know where the perpetrator was. First thing we focus on is the students and staff and that they are safe.

E. Dr. Pascarella stated that at the last Board meeting during public participation, an issue with band uniforms was brought up. J. Martino stated that some money was moved around, and they are assisting with the band uniforms.

DISCUSSION

2019-2020 Budget

- On January 22, 2019 at 2:30 pm sprinklers in the C building froze and two sprinkler heads burst. The water went from C-4 down to the cafeteria. JP McGuire was on scene by 3:30 pm and stayed until 2:00 am. Damage was done to ceiling tiles, floor tiles, furniture, computer lab, textbooks and a copier. The insurance company has been contacted and there is a $100,000 deductible on the claim. J. Martino feels we will reach $100,00 deductible. Some areas of the floor tiles have glue with asbestos so temporary carpeting will be put over them. We will need a whole week to do an abatement, so carpets are temporary. Dr. Pascarella stated that the environmental company was called in to test the air and make sure that it’s safe. The abatement is costly and not covered in insurance policy. Dr. Pascarella contacted Ryan Bingham to see if he can get legislature to help with paying for it because that is money that will come out of our budget. Should know more by next week. J Martino stated that it will be a room by room basis.

- F. Santos asked how this happened and if the room was not heated properly to prevent the pipe from freezing. J. Martino stated that there was an issue with the fresh air damper, so it pumped more cold into the room.

- F. Santos asked what the ballpark figure was on damage to which J. Martino replied probably around $250,000.

- K. Truchsess commended the staff at DHS on their efforts. Even though the school was on a three-hour delay, staff was still there in the morning going through their materials to prepare for the school day.

- R. Chaleski said she had emailed question on terminology on bilingual versus ELL. In new ECS formula there is a 15% weight for ELL and that should have happened this year. Dr. Pascarella stated that they didn’t use it in the calculation.

- R. Chaleski inquired if the Board will receive updates from Ryan Bingham like we did last year to which Dr. Pascarella and J. Martino said yes.

- R. Chaleski stated that there was a good conversation at the CABE breakfast regarding the Disruptive Classroom Bill and that the Board should be aware that it will come up again during this legislative session.

- The Disruptive Classroom Bill was vetoed last year. If it goes through as it is now, money is going to have to go to interventionists, counselors and behaviorists in another fashion. This bill puts too much burden on the school and district to react in a way for every student when there are a certain number of students to spend the money on. R. Chaleski stated that the bill also goes against the whole movement for proactive and positive discipline.

- K. Truchsess stated that it also violates the IDEA by giving one-person authority to make a unanimous decision.
Dr. Pascarella stated that if this goes through, we will see a high number of students expelled. This bill takes the authority away from the administrator.

J. Martino stated that there will be a meeting on January 30, 2019 with City Council members. The packet provided to the Board at tonight’s meeting is the current proposal.

A school counselor is proposed for DHS and WSMOA, as well as increased teaching staff, particularly at secondary level.

There is an increase in SPED staff from 3 FTEs to 4 FTEs. K. Truchsess stated that DHS needs three alone. They need two resource teachers to accommodate growing needs in 10th and 11th grades and one self-contained teacher as well as an additional elementary teacher. They are looking at some of the growth on incoming preschoolers as well.

Change in staff on contractual increases. 3.4% salary increase. $7.7 million overall total increase.

2.8 FTEs at WSMOA with growth. There will be growth at WSMOA in the next couple years, as well as DHS.

Dr. Pascarella stated that SPED is growing and bilingual is growing so we need to address that.

J. Martino stated that we did not have to add extra busing.

K. Truchsess stated that they are partnering up on SPED transportation with other districts which is helpful. The district is looking to do the same with partnership for transportation to the agricultural school.

The Board will vote on the budget on February 14, 2019 and it will then be handed over to the Mayor on February 15, 2019.

G. Cooper asked how we can get parents and community to support our budget? R. Pietrafesa brought up that they have tried to hold budget workshops for the community with a very low turnout. Dr. Pascarella stated that we can make a better effort at the PTO monthly meetings and inform them to spread the word back to their schools. Teachers have indicated an interest in helping out as well. F. Santos stated that this issue is something that can roll into the Community Relations Committee since it’s their job to get the community informed.

INFORMATION
A. Educational Specifications for oil tanks
   King Street Intermediate, King Street Primary and Rogers Park Middle School had oil tanks that failed their tightness test and need to be replaced.

B. Morris Street School’s PTO received a $6,000 grant for technology.
   R. Chaleski asked which grant was awarded. Dr. Pascarella stated that he would look into it.

BOARD CHAIRPERSON’S REPORT
A. Board Committees/PTO liaisons

B. PTO Liaisons:
   - DHS - K. Conetta will replace A. Spallino
   - RPMS - E. Palmares will replace K. Molinaro
   - Ellsworth - K. Conetta will replace K. Molinaro
   - Mill Ridge - A. Spallino will replace K. Molinaro
   - Morris - K. Conetta will replace E. Palmares
   - Shelter Rock - R. Pietrafesa will leave, F. Santos will remain
   - Stadley Rough - R. Pietrafesa will replace A. Spallino

C. Board Committees:
   - R. Chaleski will add TDEC/TEVAL and Ad Hoc interviews
   - G. Cooper will add Negotiations/Teachers and Ad Hoc interviews
   - R. Jannelli will add EdAdvance
   - F. Karrat will add Policy
K. Conetta will take Community Relations
E. Palmares will add Policy and Adhoc interviews
E. Palmares will leave Negotiations/Non-Teaching
R. Pietrafesa will add Operations and Superintendent Evaluation
R. Pietrafesa will leave Policy and Negotiations/Teachers
F. Santos will leave Community Relations
F. Santos will add Ad Hoc interviews

• K. Truchsess encouraged anyone who hasn’t yet gone to an expulsion hearing to attend one. It is not something done often so there isn’t a committee in place. If anyone is interested, the requirement is to observe three before you can participate.
• F. Karrat suggested having five people available that can rotate through.
• E. Palmares asked if it would be possible for D. Warner to include in expulsion emails the difference to participate and to observe this way Board is aware of the policy. K. Truchsess stated she will take care of that.
• Dr. Pascarella stated that we can hire a hearing officer if we have difficulty getting Board members to expulsion meetings.
• R. Pietrafesa asked if it can be done later because it’s difficult for working people. K. Truchsess said sometimes we are working with police officers and the time has to be convenient for them administrator dealing with explosions and the student’s family. K. Truchsess stated that she cautions making an actual committee. When the email goes out, it is best to “reply all” with your availability dates and times.
• G. Cooper asked if we can look at moving expulsion meetings back to a set time of 6:30 pm the way they used to be done. The majority of Board agreed with that time.

BOARD REPORTS, COMMUNICATIONS AND COMMENTS
• R. Chaleski stated that CABE’s A Day on the Hill will be held on March 20, 2019 at the Bushnell Autorino Great Hall. It will be another opportunity to talk to legislatures.
• Budget workshop on January 30, 2019 at 7 pm.
• Ad Hoc on January 30, 2019 at 6 pm.
• Enrollment Study on February 13, 2019 at 5:30 pm.
• Dr. Pascarella stated that Danbury Day has been rescheduled and he will keep the Board updated on new date.
• F. Santos informed the Board that the Danbury Schools and Business Collaborative (DSABC) will be holding a wine, beer and food tasting fundraiser at MAX Wine and Spirits on March 22, 2019 at 6 pm.

ADJOURNMENT
G. Cooper moved, seconded by D. Metrena that the Board of Education adjourns its Meeting of January 23, 2019 and the meeting adjourned at 8:59 pm.

Gladys Cooper, Secretary

(Meeting was videotaped)
# Danbury Public Schools
## Preliminary Budget Cost Drivers
### Budget Year 2019-2020

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<td>Elementary Schools:</td>
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<tr>
<td>$ 140,000</td>
<td>2.0 FTE Elementary Classroom Teachers</td>
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<td>2.0 FTE Elementary Art, PE and Music</td>
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<td>4.0 FTE Elementary Math Coaches</td>
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<td>.5 FTE Park Ave Asst Principal no longer in grant</td>
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<td>$ 35,000</td>
<td>0.5 FTE Middle School Math Interventionist</td>
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<td>2.8 FTE Westside M.S. Grade 7</td>
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<td>$ 70,000</td>
<td>1.0 FTE Social Worker/Counselor</td>
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<td>4.0 FTE K-12 Special Education</td>
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<td>$ 70,000</td>
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<td>1.0 FTE Special Education Reading Consultant</td>
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<td>2.0 FTE Speech and Language Pathologists</td>
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<td><strong>Danbury High School Expansion</strong></td>
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<td>$ 350,000</td>
<td>5.0 FTE High School Teachers</td>
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<td>$ 35,000</td>
<td>1.0 FTE Technical Support Analyst</td>
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<td>$ 70,000</td>
<td>1.0 FTE Dean of Freshman Academy</td>
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<td>$ 70,000</td>
<td>1.0 FTE Counselor</td>
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<td>$ 154,625</td>
<td>Contractual rate increases for substitutes</td>
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<td>Health, Dental and Life Insurance 4.8% increase</td>
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<td>Curriculum Development</td>
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<td>Special Education Outplacement Tuition</td>
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<td>$ 39,777</td>
<td>Fuel for Buildings and natural Gas</td>
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<td>$ 35,600</td>
<td>Propane Fuel for buses</td>
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<td>$ 79,021</td>
<td>Electric increase due to square footage increases</td>
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<td></td>
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<td>$ 175,000</td>
<td>Instructional Supplies for enrollment growth &amp; new programs</td>
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<td>Equipment and Program Improvement-700</td>
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<td>School Security state grant mandated match</td>
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<td>Dues and Fees, Adult Ed and Bilingual - 800</td>
<td>$ 432,046</td>
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<td><strong>Total</strong></td>
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| Total 2018-2019 Budget            | $ 132,236,000    | $ 5,974,101       | 4.52%                                              |
| Danbury High School Expansion     |                  | $ 490,000         | 0.37%                                              |
| Enrollment Growth / Program Restoration |                  | $ 1,267,000      | 0.96%                                              |
| **Total Increase**                |                  | $ 7,731,101       | 5.85%                                              |
| **Total 2019-2020 Budget**        |                  | $ 139,967,101     |                                                    |

Exhibit # 19-26
January 18, 2019
To: Board of Education
From: Joseph Martino, Director of Finance
Re: Educational Specifications Oil Tank Replacement

King Street Intermediate Oil Tank Replacement Educational Specifications

Purpose
The main 10,000 gallon oil tank at King Street Intermediate School has failed its tightness tests and must be replaced.

Scope of Work
This project will remove the 10,000 gallon steel underground oil storage tank. This will include the following:
- Removal of the current oil tank and related piping
- Soil testing and removal if needed.
- Installation of a new 10,000 gallon above ground oil tank.
- Reconnecting all piping, boiler hook ups, and electrical connections as required.

All work will take place in the summer and will not impact students or staff.
January 18, 2019
To: Board of Education
From: Joseph Martino, Director of Finance
Re: Educational Specifications Oil Tank Replacement

King Street Primary Oil Tank Replacement Educational Specifications

Purpose
The main 10,000 gallon oil tank at King Street Primary School has failed its tightness tests and must be replaced.

Scope of Work
This project will remove the 10,000 gallon steel underground oil storage tank. This will include the following:
- Removal of the current oil tank and related piping
- Soil testing and removal if needed.
- Installation of a new 10,000 gallon above ground oil tank.
- Reconnecting all piping, boiler hook ups, and electrical connections as required.

All work will take place in the summer and will not impact students or staff.
September 10, 2014  
To: Board of Education  
From: Joseph Martino, Director of Finance  
Re: Educational Specifications Oil Tank Replacement

Rogers Park Middle School Oil Tank Replacement Educational Specifications

Purpose
The main 10,000 gallon oil tank at Rogers Park Middle School has failed its tightness tests and must be replaced.

Scope of Work
This project will remove the 10,000 gallon steel underground oil storage tank. This will include the following:

- Removal of the current oil tank and related piping
- Soil testing and removal if needed.
- Installation of a new 10,000 gallon above ground oil tank.
- Reconnecting all piping, boiler hook ups, and electrical connections as required.

All work will take place in the summer and will not impact students or staff.
<table>
<thead>
<tr>
<th>BOE COMMITTEES</th>
<th>R.Chaleski</th>
<th>K. Conetta</th>
<th>G.Cooper</th>
<th>R.Jannelli</th>
<th>P.Johnston</th>
<th>F.Karrat</th>
<th>D.Metrena</th>
<th>E.Palmares</th>
<th>R.Pietrafesa</th>
<th>F.Santos</th>
<th>A.Spallino</th>
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<td>HA/EAS/MO</td>
<td>ACE/SO</td>
<td>MO/PA/PE</td>
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<td>GP/HA</td>
<td>AIS/KS</td>
<td>BMS/RPMS</td>
<td>GP/HA/Str</td>
<td>ShR</td>
<td>ACE/MRP/Str</td>
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Exhibit # 19-28
### Guidelines for Scheduling School Events:
- **Monday** – High School
- **First Monday** each month – Citywide PTO
- **Tuesday** – Elementary Schools
- **Wednesday (second & fourth)** – Board of Education Meetings
- **Thursday** – Middle Schools

<table>
<thead>
<tr>
<th>SCHOOL PTO</th>
<th>MEETING DATE &amp; TIME</th>
<th>CURRENT BOARD MEMBER ASSIGNED</th>
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<tr>
<td>Danbury High School PAC</td>
<td>Last Monday of each month, 7:00 p.m.</td>
<td>R. Chaleski</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K. Conetta</td>
</tr>
<tr>
<td>Alternative Center for Excellence</td>
<td></td>
<td>G. Cooper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Spallino</td>
</tr>
<tr>
<td>Broadview Middle</td>
<td>3rd Thursday of each month, 7:00 p.m.</td>
<td>E. Palmares</td>
</tr>
<tr>
<td>Rogers Park Middle</td>
<td>3rd Thursday of each month, 7:00 p.m.</td>
<td>E. Palmares</td>
</tr>
<tr>
<td>AIS Magnet School</td>
<td>2nd Tuesday of each month, alternate 7:00 p.m. or 9:00 am</td>
<td>D. Metreana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R. Chaleski</td>
</tr>
<tr>
<td>Ellsworth Avenue</td>
<td>3rd Wednesday of each month, 7:00 p.m.</td>
<td>K. Conetta</td>
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<tr>
<td>Great Plain</td>
<td>2nd Tuesday of each month, 6:00 p.m.</td>
<td>F. Karrat</td>
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<tr>
<td></td>
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<td>R. Pietrafesa</td>
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<tr>
<td>Hayestown Avenue</td>
<td>4th Tuesday every other month, 6:00 p.m.</td>
<td>F. Karrat</td>
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<td>R. Pietrafesa</td>
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<tr>
<td>King Street Primary &amp; Intermediate</td>
<td>3rd Tuesday of each month, 7:00 p.m.</td>
<td>D. Metreana</td>
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<td>Mill Ridge Primary</td>
<td>2nd Tuesday of each month, 7:00 p.m.</td>
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<td>Morris Street</td>
<td>2nd Tuesday of each month, 6:30 p.m.</td>
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<td>K. Conetta</td>
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<td>Park Avenue</td>
<td>4th Tuesday of each month, 7:00 p.m.</td>
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<td>Pembroke</td>
<td>4th Tuesday of each month, 7:00 p.m.</td>
<td>R. Jannelli</td>
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<tr>
<td>Shelter Rock</td>
<td>3rd Monday of each month, alternate afterschool and evening</td>
<td>F. Santos</td>
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<tr>
<td>South Street</td>
<td>1st Tuesday every month, 6:00 p.m.</td>
<td>G. Cooper</td>
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<td>Stadley Rough</td>
<td>1st Tuesday of every other month, 7:00 p.m.</td>
<td>R. Pietrafesa</td>
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<td></td>
<td></td>
<td>A. Spallino</td>
</tr>
<tr>
<td>Westside Middle School Academy</td>
<td>1st Thursday of each month, 7:00 p.m.</td>
<td>P. Johnston</td>
</tr>
</tbody>
</table>
Success Strategies for Leadership Team Evaluation:

Board of Education and Superintendent of Schools

Approved by C Abe and CAPSS - Spring 2016
CABE/CAPSS Evaluation Committee Members

CABE Representatives

Richard Murray, President
Donald Harris, Area 2 Director and Member of the Executive Committee
Robert Rader, Executive Director
Patrice McCarthy, Deputy Director and General Counsel

CAPSS Representatives

Frank Baran, President of CAPSS and Superintendent of Woodstock Public Schools
Alan Addley, CAPSS 1st Vice President and Superintendent Granby Public Schools
Judith Palmer, Superintendent, Region 7 Public Schools
Joseph Cirasuolo, Executive Director, CAPSS
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  Organizational Management ............................................................................................ 6
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Preface

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district’s Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community.

It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement, adopted March 2004 and revised in 2014, and the CABE Superintendent evaluation instrument and the Board self-assessment. THE Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education’s Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools’ job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district’s Chief Executive Officer is one of the most important responsibilities of every Board of Education.

CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement has to be a factor in the assessment of the Superintendent’s evaluations. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent’s job performance.

To increase the effectiveness of the school district’s Leadership Team and the overall performance of the Board of Education and its individual members, CABE and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year.
An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community’s legislative body that develops, evaluates and oversees education policy. CABE and CAPSS strongly recommend Board of Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district. It is important that the Board factor the Superintendent’s perspective into its self-assessment.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools and the Board of Education self-assessment. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily as necessary. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

**Legal Considerations: Executive Session and Freedom of Information Act (FOIA)**

The Connecticut Freedom of Information law allows for the discussion in executive session of “personnel matters,” which includes “the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting” (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent’s evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

**Note:** Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

**Recommended Evaluation Process**

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board of Education as needed.

**Beginning of New Evaluation Year Meeting – July/September**

**Step 1:** The Board conducts its self-evaluation and goal-setting.

**Step 2:** The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district’s Leadership Team for the upcoming school year.

**Step 3:** In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent’s performance. This discussion should also include the process and format by which the Superintendent’s performance will be evaluated.
Mid Year Evaluation Meeting – December / January

Step 1: The Board reviews its performance in light of previously established goals.

Step 2: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Step 3: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent’s midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation “surprises” at year’s end.

End of the Year Evaluation of the Superintendent – May / June

Step 1: The Superintendent shares a verbal “Year in Review” self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent’s job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Step 2: The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education’s Executive Session discussion regarding the Superintendent’s performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

Step 3: A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy and Superintendent’s contract. The purpose of this follow-up meeting is to share and discuss the Board of Education’s draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, also should be examined as it is intended to focus specifically on effective superintendent leadership. It is included at the end of this document.

Step 4: The formal performance evaluation is completed and presented either verbally or in writing to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent’s contract. It is important to note that if the Board of Education’s performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent’s performance evaluation must also be placed in the Superintendent’s official personnel file.
**Recommended Evaluation Process and Timeline Flowchart**

| **Beginning of New Evaluation Year Meeting** |
| July / September |
| *(Meeting to be conducted in executive session)* |

**Step 1:** Board Self-Evaluation and Goal Setting  
**Step 2:** Leadership Team Goal / Priority Setting.  
**Step 3:** Superintendent’s Professional Goals and Objectives.

| **Mid-Year Evaluation Meeting** |
| December / January |
| *(Conducted in executive session)* |

**Step 1:** Board Reviews Its Performance  
**Step 2:** Informal Leadership Team discussion regarding progress on goals and objectives.  
**Step 3:** Targeted informal feedback provided to Superintendent regarding his/her performance.

| **End of Year Evaluation of the Superintendent** |
| May / June |

**Step 1:** Superintendent presents “year in review” self-assessment to Board of Education regarding his/her performance.  
**Step 2:** Board of Education evaluates the Superintendent’s job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided.  
**Step 3:** Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation.  
**Step 4:** Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy.

*Note: Superintendent’s Evaluation is a public document subject to FOIA.*
I. Growth in Student Achievement

**Definition:** The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

**Areas of Responsibility:**

- Establishes a system whereby data is collected on a regular basis regarding student achievement in all curricular areas and whereby that data is used to identify areas of instruction in which focus and emphasis needs to occur.
- Establishes a structure whereby plans for growth in student achievement are set and then, regularly revised in accordance with the relevant data regarding student achievement.
- Establishes a structure whereby staff is held accountable for implementing the plans to enhance student achievement and for the intended growth in student achievement.
- Establishes assessable goals for determining whether achievement growth strategies are successful and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes reasonable assessable goals within the context of available resources and Board support for the Superintendent’s proposals for the superintendent’s own performance with respect to:
  - The extent to which the superintendent has provided the leadership required to enhance student achievement by meeting the areas of responsibility listed above.
  - The extent to which the school system has met the established system goals for student achievement.

II. Educational Leadership

**Definition:** Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.
Areas of Responsibility:

➤ Works with the Board of Education, staff and community to develop and implement a vision for the school system that inspires action and commitment and aligns with the values and ethics under which the district functions.
➤ Works with the board of education to develop and implement a plan of action and a strategic operating plan that aligns with a theory of action.*
➤ Promotes a school culture and climate of continuous improvement and accountability.
➤ Builds capacity by designing and implementing comprehensive professional development plans for staff.
➤ Establishes structures and processes that sustain a culture and climate of continuous improvement.
➤ Provides instructional leadership in the areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students.

*A theory of action identifies a specific set of actions that if taken will result in a specified outcome that is grounded in a vision of learning.

III. Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

Areas of Responsibility:

➤ Develops and manages a comprehensive approach to human capital that aligns to district vision, strategies and goals consistent with Board of Education policy, recruiting, hiring and retaining personnel for the district and includes a system of support, supervision and consistent evaluation.
➤ Develops and manages a comprehensive approach to fiscal resources that align to district vision, strategies and goals for consideration by the Board of Education (BOE).
➤ Reports regularly to the BOE on the status of the budget and any other fiscal concerns or issues.
➤ Develops and executes effective plans, procedures, routines and operational systems that support the day to day operations of the district.
➤ Assists the BOE in developing policies and establishes regulations to implement the policies.

IV. Community Relations

Definition: Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.
Areas of Responsibility:

➢ Continuously communicates and collaborates with families and community, regional and state stakeholders to support student learning and development at home, school and in the community.
➢ Addresses family and community concerns in an equitable, effective and efficient manner.
➢ Represents effectively the district to the local community.

V. Board of Education Relations

Definition: A strong relationship with the Board is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board and in turn, respect Board members.

➢ Builds trusting, collaborative and respectful relationships with Board members.
➢ Provides professional advice and keeps the BOE informed and updated on educational issues and the needs and operations of the school system.
➢ Keeps BOE members informed about significant operational issues in a timely manner.

VI. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

Demonstrates:

➢ A belief that every student can achieve at high levels.
➢ An urgency to improve student achievement.
➢ The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.
➢ The ability to explore how identity and life experiences shape assumptions and unconscious biases.
➢ The ability to work with diverse people and be sensitive to cultural differences.
➢ The ability to build trusting, respectful relationships to improve student learning.
The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.

The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.

Provides for a safe and orderly work environment.

Delegates authority appropriately.

Gives staff sufficient authority and support.

Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.

Communicates effectively with staff regarding district goals, objectives and issues.

Political savvy and respectful engagement across all stakeholder groups.

Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.

Builds trusting, respectful relationships to improve student learning.

Maintains high standards of ethics, honesty and integrity in all professional matters.

Maintains poise and exhibits diplomacy in the full range of his/her professional activities.

Is a strong advocate for public education and demonstrates the courage to support his/her convictions.
# Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

<table>
<thead>
<tr>
<th>Vision</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>1. The Board has a vision/mission for the school district with a primary focus on student achievement.</td>
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<td>2. The vision/mission and goals are developed collaboratively with staff and the community.</td>
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<td>3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.</td>
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<td>4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.</td>
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<td>5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.</td>
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<td>6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.</td>
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<td>7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.</td>
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### Total Vision

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<tr>
<th>Community Leadership</th>
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<td>8. The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into board actions.</td>
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<td>9. The Board works to promote the accomplishments of the district within the district and community at large.</td>
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<td>10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.</td>
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<td>11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.</td>
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<td>12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.</td>
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### Total Community Leadership
Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

<table>
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<tr>
<th>Board Operations</th>
<th>5</th>
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<td>13. The Board ensures the District policy manual is up-to-date and comprehensive.</td>
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<td>14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.</td>
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<td>15. The Board makes decisions based on analysis of relevant research and data.</td>
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<td>16. The Board adopts a fiscally responsible budget based on the district’s priorities and regularly monitors the fiscal health of the district.</td>
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<td>17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.</td>
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<td>18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.</td>
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<td>19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.</td>
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<td>20. The Board conducts an effective annual self-evaluation.</td>
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<td>21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.</td>
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<td>22. The Board belongs to, actively supports and participates in professional organizations.</td>
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Total - Board Operations

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<tr>
<th>Board Ethics</th>
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<tr>
<td>23. The Board establishes a <em>Code of Ethics</em> and conducts business in accordance with the code.</td>
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<td>24. The Board members maintain confidentiality regarding sensitive communications.</td>
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<td>25. The Board members honors board decisions even when the vote is not unanimous,</td>
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<td>26. The Board does not let politics interfere with district business.</td>
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<td>27. The Board deals with both internal and external conflicts openly, honestly and respectfully.</td>
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**Total Board Ethics**

-10-
Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

<table>
<thead>
<tr>
<th>Board Superintendent Team</th>
<th>5</th>
<th>4</th>
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<tr>
<td>28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.</td>
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<td>29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.</td>
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<td>30. The Board demonstrates support and respect for the Superintendent’s role as the chief executive officer of the district.</td>
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<td>31. The Board provides direction to the Superintendent as a whole, not from individual Board members.</td>
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<td>32. The Board follows the chain of command as identified by board policy.</td>
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**Total – Board Superintendent Team**

<table>
<thead>
<tr>
<th>Grand Total</th>
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<tbody>
<tr>
<td>Average</td>
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Please add any additional comments here (comments will be shared with participants):

**Vision:**

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

**Community Leadership:**

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**Board Operations:**

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**Board Ethics:**

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Board/Superintendent Relations:


General Comments:


-12-