

DANBURY BOARD OF EDUCATION MEETING

WEDNESDAY, MARCH 9, 2011- 7:00 PM
Administrative Center - 63 Beaver Brook Road

A G E N D A

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. RECOGNITIONS

- DHS Robotics Team won the Team Excellence Trophy at Vex Competition and invited to Vex World Championship in Orlando, Florida.
- DHS Film & Video Production students finalists in the Connecticut DMV Teen Safe Driving Video Contest.
- DHS teacher, Sterling Miller, selected to participate in first Google Teacher Academy (50 selected worldwide)

IV. 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.

EXHIBIT

V. CONSENT CALENDAR

MOTION - that the Board of Education approve the items on the Consent Calendar, as recommended:

A. MINUTES

Special Board Meeting Minutes (Exp), 2-21-11 11-55(pg.4)
Board of Education Meeting Minutes, 2-23-11 11-56(pg.5)

B. PERSONNEL 11-57(pg.13)

Accept Leave of Absence: Christine Miller, Lisa Capone,
Pamela McGlynn, Susana Enriquez

Accept Resignations: Laura Ansel, Maria Melo, Luis Fernandes,
Almerinda Palhete-Fernandes

Authorize the Superintendent to send notices of non-renewal to faculty identified on list provided to Board Members.

VI. EMPLOYEE REPRESENTATIVE

VII. STUDENT REPRESENTATIVES

Danbury High School: Nadine Edwards, Sebastian Ramirez, Shaquilla Taylor,
Rebecca Leonard
Alternative Center: Cassandra Urban and Vanessa Grant

VIII. PRESENTATION

VIX. SUPERINTENDENT’S REPORT

- A. School Governance Council 11-58(pg.14)
- B. Update Pembroke School Roof Repair
- C. Middle School Attire
- D. Legislative Meeting
- E. City/School IT Collaboration

X. ACTION ITEMS

XI. DISCUSSIONS

- A. TDEC Update

XII. INFORMATION

- A. STEM Applications due by March 21, 2011 11-59(pg.18)
- B. Kindergarten Registration Schedule 11-60(pg.22)

XIII. BOARD CHAIRPERSON’S REPORT

- A. April 6th Board Workshop – Building Utilization

XIV. BOARD REPORTS, COMMUNICATIONS AND COMMENTS

<u>Committee Reports</u>	<u>CHAIR</u>	<u>MEMBERS</u>
Sites and Facilities	J. Scozzafava	E. Alberts, K. Molinaro
Community Relations	R. Jannelli	R. Austin-James, K. Gailliard
Finance	M. Fazio, R.Jannelli	S. Leroy, J. Scozzafava, R. Taborsak
Operations/Policy	R. Taborsak	E. Alberts, G. Cooper, K. Gailliard, K. Molinaro
Superintendent Evaluation	K. Molinaro	R. Jannelli, S. Leroy
<u>District Committees</u>	<u>MEMBERS</u>	
City-Wide PTO	K. Molinaro	
District Development	E. Alberts, R. Taborsak	
TDEC	E. Alberts, R. Taborsak, R. Jannelli	
DSABC	R. Jannelli	
Education Connection	R. Jannelli	

Magnet School Trustees	G. Cooper, K. Molinaro, R. Taborsak
Oral Health Initiative	E. Alberts
School Based Health	E. Alberts

Other Committees

City-Board Building	K. Molinaro, E. Alberts
Negotiations – Administrators	K. Molinaro (Chair), G. Cooper, R. Taborsak
Negotiations - Non Teaching	K. Molinaro (Chair), G. Cooper, R. Taborsak
Negotiations – Teachers	G. Cooper (Chair), K. Molinaro, R. Taborsak

Mayor’s 2020 Task Force	E. Alberts, K. Molinaro – Board William Glass, Administrative Rep Cindy Mirochine, Union Teacher (new) TBD - DHS Student Rosty Slabicky, Community Member TBD, City Council Member Frederick Visconti, Jr. City Council Member Antonio Iadarola, Dir. of Public Works TBD, City-wide PTO Member
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XV. GRIEVANCE HEARING

XVI. EXECUTIVE SESSION

MOTION: that the Board of Education convene in Executive Session for the purpose of discussing confidential personnel and collective bargaining matters.

XVII. PUBLIC SESSION

XVIII. ADJOURNMENT

FUTURE MEETINGS AND DATES TO REMEMBER

March 7	City-Wide PTO Meeting, 7:00 p.m., BBAC
March 9	Board of Education Meeting, 7:00 p.m., BBAC
March 16	Policy Committee Meeting, 7:00 p.m., BBAC
March 22	DHS/ACE Professional Development, Early Dismissal
March 23	Board of Education Meeting, 7:00 p.m., BBAC
March 29	Combination PD/Staff Meeting, Early Dismissal
April 6	Board Workshop, Building Utilization, 7:00 p.m., BBAC
April 12	DHS/ACE Professional Development, Early Dismissal
April 15	Professional Development, Early Dismissal All Schools
April 18-22	Spring Recess – All Schools Closed
April 22	Good Friday, All Offices Closed

DANBURY BOARD OF EDUCATION
63 Beaver Brook Road

SPECIAL MEETING MINUTES

February 21, 2011

The Chair of the Meeting, Irving Fox, called the special meeting to order at 4:00 p.m. Other board members attending were Eileen Alberts and Robert Taborsak.

E. Alberts moved, seconded by R. Taborsak, to convene in Executive Session to discuss a confidential student matter and invite others as appropriate. **The motion carried unanimously.**

PRESENT: Joyce Emmett, Expulsion Officer; and Linda Schreiner, Principal at the Alternative Center.

ALSO PRESENT: Student A, Student A's Parents, Interpreter

The Board of Education commenced Part 1 of the expulsion hearing. After all testimony was heard, invitees were excused and the Board of Education deliberated on the charges. Upon return of the invitees, E. Alberts moved, seconded by R. Taborsak, that the Board enter into Public Session. **The motion carried unanimously.**

E. Alberts moved, seconded by R. Taborsak, that the Danbury Board of Education finds that the student who is the subject of this hearing did on February 10, 2011, engage in conduct which is a violation of school policy, and/or dangerous to persons or property, and seriously disrupted the educational process, further, that such conduct is an expellable offense. **The motion carried unanimously.**

R. Taborsak moved, seconded by E. Alberts, to return to executive session for Part 2 of the hearing and invite others as appropriate. **The motion carried unanimously.** The Board of Education commenced with Part 2 of the hearing and listened to testimony and reviewed evidence. After testimony, invitees were excused and the Board of Education deliberated on the penalty. Upon return of the invitees, E. Alberts moved, seconded by R. Taborsak, to enter into Public Session. **The motion carried unanimously.**

E. Alberts moved, seconded by R. Taborsak, that the Board of Education expel the student who is the subject of this hearing from the Alternative Center until the beginning of the second semester 2012 and that an alternative educational placement and program be determined by the Administration of the Danbury Public School System. During this period of expulsion, the student will not be allowed on any Danbury Public School property or attend events (such as: dances, graduation ceremonies, athletic competitions, etc.) except for the alternative educational opportunity.

R. Taborskak moved, seconded by E. Alberts, to adjourn the Special Meeting of the Board of Education, the motion carried unanimously and the meeting adjourned at 4:43 p.m.

Eileen Alberts, Secretary of the Meeting

Exhibit # II-55

The motion carried at 7:03 p.m.

EMPLOYEE REPRESENTATIVE – Cindy Mirochine

Ms. Mirochine passed around a handout about NEA-Danbury's Reading Celebration Read Across America on March 2. She wants to thank Kim Thompson and Human Resources for their hard work with the elimination of the February break.

STUDENT REPRESENTATIVES

Danbury High School, Nadine Edwards, reports that the ROTC Military Ball will be on February 25 from 6 p.m. to 10 p.m. at the Amber Room and an ROTC drill meet on February 26. The Perry Awards will be presented on February 28 in the DHS Auditorium at 7 p.m., and there will be a fundraising dance called "A Night at the Matrix" held at the Matrix Center from 7 p.m. to 11 p.m. All proceeds will go to Dorothy Day House, and it will be held at the end of March.

Alternative Center - No representative

PRESENTATION

Superintendent Goal Update – Achievement Gap

Dr. Pascarella reports that since the date of presentation, there have been some questions about the gap, and he will turn this over to Dr. Glass to entertain any questions the Board might have. R. Taborsak is concerned that we are holding grades steady on the tests with maybe a 3% increase. He feels we are making no progress on closing the achievement gap. Dr. Glass refers to a document that he will copy and pass around to the Board members. He feels we have closed the gap over time in many of the sub-group populations, and if you look each year discreetly and then look over the trend data for a certain number of years, it shows that we made substantial progress in closing the gap in many identified areas. The concern that we want to raise to the Board tonight is that we are starting to go in the wrong direction, and that is the real issue. In looking at the staff cuts, this presents a daunting challenge. We have taken a dramatic cut and faculty members are working diligently to close the gaps. Another point is that the student mobility rate is almost 40%. Compounding that, is when we started in the 2002 – 2004 year bracket for NCLB, our CMT reading requirement was 57%. This year it is 89%. We have not changed anything to mitigate that huge jump; instead, we have actually gone back by cutting 17 reading specialists, and the mobility rate has increased, and compounding this, our poverty rate went from the low to mid 30s up to 46% this year. To answer R. Taborsak's question, Dr. Glass reports that research indicates that students from low income families come to kindergarten with 3,000 word vocabularies, moderate income with 5,000, and high income with 7,000 to 10,000 word vocabularies. The first day of the first year of the child's academic career, there is a huge achievement gap. There is an increase in gap that is coming in because of poverty, the mobility rate, the fact that we have cut staff, and the AYP numbers have gone up. Dr. Glass feels that is why we have been recognized for our work in closing the achievement gap over time because it goes contrary to common sense. R. Jannelli said that much to the credit of the teachers and personnel, he thinks we are going to see the effects of our cuts in coming years. We are asking our teachers to do more with less. Dr. Glass agrees. R. Taborsak asks what the reaction was from the State Committee. There will be a full TDEC committee meeting on February 24. The State indicates that they are going to ask us to do less. Dr. Glass shared that three hours was spent paring it down, and we will be sharing this with Administrative Council tomorrow morning and TDEC in the afternoon. R. Taborsak will attend the TDEC meeting tomorrow afternoon. K. Molinaro asks a

question on mobility. One school had very low mobility and yet they are the lowest performing. This does not correlate. She is assuming that there are BEST practices in place, and she agrees that we should pare back and get back to basics first and start over. Dr. Glass responded that the mobility rate is a challenging factor but it is not the only thing. Dr. Glass makes a comparison of other schools. He reports there are instructional challenges in that school: (1) They are going to have to undergo the Governor's Council legislation because of the previous year's performance, and (2) we have brought in a specially trained team with an instrument that was created based on that school's outcome achievement plan. What was revealed after visiting every classroom teacher in that building and spending time observing was that there are some fundamental instructional deficits that are so substantial that they require some long term interventions. We do not think the school is in a position where we cannot salvage it. We have some strong educators there and some strong instructional problems as well. R. Jannelli asks about the data that is collected by measuring the statistics as it seems to have a lot of variables, and the students are not given the same from year to year. What do you arrive at as a conclusion from putting this together? What assessments do you get from these tests? Is there a value in these tests? Dr. Glass feels there is a value to them. We use this information to form our planning, delivery, and our assessment strategies. I. Fox understands the hard work and effort that is going on with everyone in the district to make sure we can do as much as we can given the resources we have. I. Fox feels the big picture is that the targets on the page are not going to change any time soon. Dr. Pascarella feels we need to spend the time in the school. He is concerned that whatever we said we are going to do, we should do. He would like to find ways to extend the teachers' time to see whether that impacts the students' success rate. I. Fox said we still have to answer to the State, the public, the parents and to ourselves. He asks how we can address their concerns when we have numbers, for various reasons, that are not attainable. Dr. Glass said the focus is the concept of growth. If you look at our English language learners, it is the most challenging one. If you look at cities like us, we not only scored at the top of the chart, but we outscored every school system in our group dramatically. The second thing is that if you look at the kids who are with us from beginning to end, the kids score much higher. Lastly, Dr. Glass reiterated Dr. Pascarella by saying it was statistically proven to be impossible to attain the NCLB benchmarks by 2013/14. R. Jannelli responds to I. Fox's question on how we answer to the public with regard to scores; he feels we should talk about how the tests are made up, how difficult they are, how many variables are considered, so they can see the validity of both test scores and come to their own conclusion. It is more of an educational understanding to know what goes into making up these numbers so they can be evaluated. I. Fox said we cannot underestimate what the administrators are doing and what the professionals do during the day, but it is one-third of the students' experience, and if they do not have the support the other two-thirds of the time, you can have the best program on the planet, and you are not going to reach all kids or a significant number of them. I. Fox appreciates the efforts that everyone is making.

SUPERINTENDENT'S REPORT

A. AIS Magnet School Lottery Update

The lottery was delayed but it has been completed. Handouts were given. We received 710 applications from Danbury, Brookfield, New Fairfield, Newtown, Redding and New Milford, the participating districts. Three years ago, a law became into effect that allows other towns to apply, and we received a total of 32 from non-participating districts. We filled 68 positions from our partner districts and 16 from non-participating districts for a total of 84 new students. That will keep us within the 60/40 split we have to stay in for our funding. From the sending districts, we are reimbursed

\$6,700 per child, and we receive \$3,000 per child for Danbury students. Mr. Longo reports that the original design called for an enrollment of approximately 388 students, and we are at 412. We are closer to a 55/45 split. As we look at our final number for the new school year budget, we will gain approximately \$130,000 of additional credit stemming from the AIS Magnet School as an offset to the burden of the General Fund. The STEM lottery will take place on March 25. I. Fox asks if we maintain the same teacher to student ratio at AIS as we do in our other elementary schools. Mr. Longo said we are closely aligned with our other schools. Dr. Pascarella reports that the original design that was submitted to the State before Danbury became involved as the supervising district was 1 to 19.

B. DHS Developmental Assets Survey

Dr. Pascarella reports this has been done in a number of communities. They look at the assets and make judgments based on those assets. Towns and schools look at the data and use it to see how they can capitalize on those assets. Ms. Emmett said we have a city-wide committee including school representation. It is called, Stand Together and Make a Difference. They are funded by the Housatonic Valley Coalition Against Substance Abuse. The Board was given an executive summary as part of their Board packet. In May of 2010, approximately 2,000 of our students participated in the voluntary survey. It gathers information and speaks to youngsters' internal and external assets, which are labeled developmental assets. They identified 40 assets, 20 of which are external and 20 being internal. Ms. Emmett explained the summary in detail. At a forum on February 15, where the community was invited to hear the results, they spoke a little about Danbury, and our data was very comparable to the national average and strikingly similar to Brookfield who underwent this survey one year before Danbury. Ms. Emmett gave the results of the survey and also spoke about some things we need to work on as a community: (1) The youngsters' perception that the community values youth; (2) Creative activities that are provided for our youngsters; and (3) positive role models. The community got the results and the next step is the Housatonic Valley will sponsor a series of workshops to provide training to interested adults on how to build assets in the community. R. Jannelli said that on Table II, Item 7, Danbury received the lowest score of 16%. Ms. Emmett said the national data is 22%, Brookfield's was 15%. We are in keeping with other communities. I. Fox asks what is done with this data. If this is a launching point of awareness, what happens next to improve the situation. Ms. Emmett attended one of Brookfield's meetings to see what they did, and one thing they did was commission a follow-up study to see if the data changed. They have monthly meetings, share the results with the public, and they participate in training sessions that Housatonic Valley Coalition does sponsor, and that would be the next step for Danbury, which is to bring together concerned people from the community and train adults on how to build assets in youngsters. I. Fox asked if these follow up committees have students on them, and Ms. Emmett said the committee meets at DHS once per month led by Stan Watkins, Crisis Counselor at DHS. There are students from DHS on the committee, also students from WCSU, as well as parents and agency representation.

C. State Budget

Dr. Pascarella wants to bring to the attention of the Board that one of the concerns was the ECS money. At this point, the city is planning that the money is not being reallocated from our own dollars but from the State. That will move our budget up 3%. Part of the Governor's budget is to shift a number of agencies. In that shift is reorganization of various departments. One of the things they talked about is the idea of wherever the local school district or regional district is located, if there is a technical school like Henry Abbott Technical School, would that transfer over to one of those entities. It looks like sometime next January we need to make a decision.

D. Meeting with Non-Public Principals

Dr. Pascarella states we are trying to do some cost avoidance and also more efficiency with our transportation. We are trying to increase the dismissal time between schools. We need time in the afternoon and suggested a timetable to the non-public schools that would help with that. Dr. Pascarella is unsure if we will be able to accomplish it. The law is clear. Everyone is participating, but we cannot make them change their bell times. Right now, we have asked them to submit times to us that would work for them and asked them to have the information to us by March 17. One of the solutions we have to make us more efficient is to add equipment. That is not an option for us, so we need to find other means or continue to be late. We are trying to move from a twenty-minute window to a thirty-minute window between dismissal times, if possible.

E. Facilities Update

Dr. Pascarella reports one of the biggest challenges is Pembroke School. The roof was installed in 1992, with a 20 -year warranty. As of last week, we started getting leaks. The City has been very active. The contractor was there. They think they discovered where the leak is and might have found it on the south side. They are going to be putting a process down so they could hopefully seal it. Mr. Iadarola has been doing all he can. Air quality samplings were taken, and we anticipate results as early as February 24. If air quality samples come back badly, Mr. Longo reports we would have to relocate students. Dr. Pascarella said that if we feel it is unsafe, we have to figure out what we are going to do. Dr. Pascarella said that the people that have been there do not feel it is an issue, but until we get the report, we will not know. Mr. Longo said that he has not received any communication with regard to the integrity of the roof. Ms. Molinaro asks if it is only on the south side. Dr. Pascarella said the focus of the work is on the south side, but that is not the only area that is leaking. The City and the inspectors have been there every day. The DHS problem has been resolved in the automotive area. A pipe kept backing up because some construction had fallen in the sewer pipe and it was damaged. The City repaired the pipe and put in a new boiler. Broadview and DHS have some leaks as well which the City was informed of and will have a crew out to assess the repairs that are required to make it water tight once again. The City has taken the lead on all of the water projects.

F. 2020 Task Force

Dr. Pascarella received a notice from the Mayor that the task force will reconvene. Board Workshop Building Utilization meeting will be April 6.

ACTION ITEMS

A. January 2011 Operating Results Analysis (General Fund)

MOTION - R. Jannelli moved, seconded by S. LeRoy that the Board of Education accept the January 2011 Operating Results Analysis (General Fund).

Mr. Longo told the Board that for the month of January, 2011, the District expended \$12,436,803, resulting in a fiscal year-to-date expenditure value of \$55,232,069. The fiscal year-to-date expenditure represents 48.5% of the General Fund total budget. As of January 31, 2010, encumbrances totaled \$7,600,637 with combined expenditures for a YTD value of 55.2% as compared to the theoretical expenditure rate of 58%.

The motion carried at 8:13 p.m.

B. January 2011 Operating Results Analysis (Grants/Projects)

MOTION - R. Jannelli moved, seconded by S. LeRoy that the Board of Education accept the January 2011 Operating Results Analysis (Grants/Projects).

Mr. Longo told the Board that for the month of January, 2011, the District expended \$1,598,089, resulting in a fiscal year-to-date expenditure value of \$10,317,367. The fiscal year-to-date expenditure represents 39.5% of the reported federal and state grants/projects awards as compared to the theoretical expenditure rate of 58%.

I. Fox asks when the grant runs out on the Parent Literacy Center. Dr. Pascarella stated it would be the end of July. I. Fox asks if Dr. Heller is going to try to secure funding when the grant runs out. Dr. Pascarella said the effort is there but the funds are not. We are not getting money to pay for salaries. At this point, the expectation is that the job will not be there in August. Dr. Glass said that when a grant goes away, staff goes away, unless we have made accommodations. The team is looking aggressively. I. Fox asked what happened to the donation of books from Scholastic. Dr. Pascarella said it will remain with the operation but there will not be an administrator. He further stated we do not want to lose the momentum that we have, but we are trying to figure out what we could do. Congressman Murphy made it clear that this grant will not be repeated. Scholastic came to us and they want to continue to support us.

The motion carried at 8:17 p.m.

C. February 23, 2011 Transfers

MOTION- R. Jannelli moved, seconded by S. LeRoy by that the Board of Education approve the February 23, 2011 Transfer Request.

Mr. Longo went over the Items that were questioned by the Board members and explained the reasoning behind each transfer.

The motion carried at 8:29 p.m.

DISCUSSIONS

A. DHS Mid-Year Grading

Chairman Fox said at the last meeting there were questions raised by parents. Dr. Pascarella refers to an Exhibit in the Board's packet pertaining to DHS Mid-Year grading. He said the policy for the grading was followed, and there was no breach of policy. Dr. Pascarella said the question comes in as to what was done, why it was done, time issues, issues of validity, etc. For the Board's knowledge, we are under the supervision of the Commissioner of Education. Through Dr. Michael Wasta, the gentleman supervising the district, DHS is on that list for monitoring. Dr. Pascarella sent the information to the Commissioner and also sent it to Dr. Wasta for input and review. From their feedback, they saw no issues with what was done. The State does not get involved in local issues;

however, because we had the TDEC plan, he felt he would make a comment. There is some background information that Dr. Glass shared with the Board. Dr. Glass discusses how disruptive the winter has been. One issue that merits further discussion is what is the lowest score we gave, 0% or 50%. We communicated with the Commissioner of Education asking him for his statewide perspective. Danbury has a diverse population, and the criteria for moving students forward is to do the right thing for each student. In speaking with Dr. George Coleman, his conversation was around the concept of opportunities for recovery, to make sure that we give students as many opportunities to recover as possible. He stated that our job as educators is to teach the skills of independence. The vast majority of our students are not independently self-directed learners. The other piece that tends to be very controversial is that grading is subjective. Dr. Glass explained that grades given by teachers are not all the same because teachers' criteria are different. We want to do the right thing by our kids. The argument that Dr. Rossi and Dr. Glass has made is to advocate that a 50 should be the lowest grade we give, and the rationale behind it is that we need to give our students multiple opportunities even if they do not deserve them, because our job as educators is to help students get back on track and get it right. Dr. Glass turned the dialogue over to Dr. Pascarella to discuss the controversy over the weight of the exam. Dr. Pascarella said two things happened. Prior to the two days of the storm: (1) There was an announcement that they would have the finals, and they would be valued at 20%. The decision was made with the department head to give a final. After the two days of the storm, there was real trepidation of what the exams would cover. There is a management system there to turn in those grades, verify them, and get them out because there are youngsters looking at scholarships, etc. There was a discussion whether or not they should have exams at all or perhaps give exams in classrooms, etc. Because of certain items on the TDEC plan, the feeling was to give the exams, and then to not injure students, there was a long discussion about grading on a curve that would take in all the variables. After deliberation with math and science people, it would be difficult to collect all the grades, give the exam grade, bring them back and create a curve for every department, and get this done in a timely fashion. The decision was then made to have the exams count for 20 percent only if they would lift a student's grade, and if not, the average of the first two quarters would be reported as the midterm exam grade. Dr. Pascarella did not find there to be any unethical or unprofessional activities. Administration decided that it would be the least harm to the students. Ms. Emmett reported that Dr. Rossi involved a number of individuals of what the impact would have on students with disabilities. S. LeRoy said that grading is subjective and latitude is given and she is sorry that so many parents got upset. She thanked everyone at DHS especially Dr. Rossi. R. Austin-James does not support the decision made. R. Taborsak supports the decision that was made and feels the student needs to be given a chance to pass. He feels even with a grade of 50, if a student improved, it would not be easy to get the average up to a 67. R. Taborsak asks if we reported the 20% to the State. Dr. Pascarella sent all the letters, newspaper articles, and the criticisms. Dr. Pascarella said students will fall behind if there is no way to succeed, and they will drop out. S. Molinaro commends DHS. She feels they did the best they could do under the circumstances. She feels the communication piece was handled very poorly. One mass communication going out would have been enough. She feels there was too much communication. I. Fox said that the communication was inconsistent, and it is important that everyone have a reasonable expectation of what was happening. He felt it is important that Dr. Pascarella reached out to get an independent observation of what actually took place and he is confident with that. S. LeRoy said that students are not put in remedial college classes because of a 50, it's because they lack a basic skill set. G. Cooper stated that we should make sure that we are being fair to all students.

INFORMATION

CT Coalition for Justice in Education Funding

Dr. Pascarella said the coalition wanted to have a presentation here. It looks as though Governor Malloy and Mayor Boughton co-chaired a committee. There is an interest to bring in a coalition from Yale to have a conversation with them. There may be an opportunity to get some other funding. There is a series of meetings that are happening. Dr. Pascarella wants to be sure the Board is kept in the loop and refers to a handout given to the Board.

BOARD CHAIRPERSON'S REPORT

Board Workshop, Building Utilization, April 6, 2011, 7:00 p.m.

G. Cooper wants to be sure there is ample time at the meeting and the committee come to the meeting with all the information necessary to discuss the purpose of its meeting. Dr. Pascarella would like to have information in the Board's hands no later than March 23. I. Fox said we need to have the information in sufficient time to read it and have intelligent questions to ask.

I. Fox advised the Board about a meeting at Rogers Park Middle School on Thursday, February 24, at 7:30 p.m. Several state legislators will be there and he encourages everyone to attend.

BOARD REPORTS, COMMUNICATIONS AND COMMENTS

Operations/Policy: R. Taborsak would like to call attention to the recent CABE journal about electronic participation. We were asked as a committee to work on electronic communication among Board members and R. Taborsak did secure sample copies from CABE and asked if CABE had any samples with regard to advertising. His feeling is that having read it, the Board should have a meeting and make suggestions. A meeting was set for March 16 at 7 p.m. He will try to get the information to the committee members.

Dr. Pascarella said the next big thing we have is advertising. The State said we cannot advertise on buses. There are other ways to do some advertising at schools. Dr. Pascarella does not want to entertain it if the Board is not advocating it. The committee will put that on their agenda for the meeting.

City-Wide PTO: K. Molinaro reports a meeting scheduled for March 7.

ADJOURNMENT

MOTION: K. Molinaro moved, seconded R. Taborsak that the Board of Education adjourn its February 23, 2011 meeting.

The motion carried at 9:22 p.m.

Kathleen M. Molinaro, Secretary

DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

PERSONNEL
March 9, 2011

ACTION ITEMS:

LEAVE OF ABSENCE

<u>Name</u>	<u>Assignment</u>	<u>Time in Danbury</u>	<u>Eff. Date</u>	<u>Reason</u>
Christine Miller	Social Skills Counselor BVMS	10 years 4 months	2/28/11 - 4/8/11	Child Rearing
Lisa Capone	Elementary Great Plain	8 years 6 months	2011-2012 School Year	Child Rearing
Pamela Mc Glynn	English DHS	7 years 6 months	2011-2012 School Year	Child Rearing
Susana Enriquez	PARA RPMS	11 years 6 months	3/24/11 - 6/30/11	Personal

RESIGNATIONS

<u>Name</u>	<u>Assignment</u>	<u>Time in Danbury</u>	<u>Eff. Date</u>	<u>Reason</u>
Laura Ansel	Tutor MRP	4 years 11 months	2/28/11	Personal
Maria Melo	.6 PARA MRP	6 years 11 months	4/1/11	Personal
Luis Fernandes	Spanish DHS	9 years 6 months	6/30/10	Personal
Almerinda Palhete-Fernandes	Grade 4 Ellsworth	9 years 6 months	6/30/10	Personal

RETIREMENTS

<u>Name</u>	<u>Assignment</u>	<u>Time in Danbury</u>	<u>Eff. Date</u>	<u>Reason</u>
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Exhibit # 11-57



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



Series 2010-11
Circular Letter: C-3

TO: Superintendents of Schools
Executive Directors of Regional Educational Service Centers
Directors of Magnet and Charter Schools

FROM: Mark K. McQuillan, Commissioner of Education *Mark K. McQuillan*

DATE: October 4, 2010

SUBJECT: Overview of New School Governance Council Requirements

The state education reform law (Public Act 10-111) recently passed by the legislature and signed by the Governor includes provisions for School Governance Councils (councils) in Section 21(g). This letter provides a brief overview of the statute for all superintendents. The full text of Public Act 10-111 is available at <http://www.cga.ct.gov/2010/ACT/Pa/pdf/2010PA-00111-R00SB-00438-PA.pdf>. Additional guidance will be provided to those schools and districts most immediately impacted by this new legislation.

Purpose of Councils: School Governance Councils provide an unprecedented opportunity for stakeholders in Connecticut schools to craft a productive collaboration to support student success. The intent of councils is to enable parents, school staff, students (where appropriate) and community leaders to work together to improve student achievement in the state's lowest performing schools.

Impacted Schools and Timeline: The statute requires the following schools to establish School Governance Councils within the following timelines:

- schools that are among the lowest five percent of the state's schools based on student achievement and failing to make adequate yearly progress in mathematics and reading at the whole school level prior to July 1, 2010, must establish councils no later than January 15, 2011 (see attached list of schools); and
- schools that have been identified as not making adequate yearly progress in mathematics and reading at the whole school level and are not among the lowest five percent of schools prior to July 1, 2010, must establish councils by November 1, 2011 (see attached list of schools).

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Exhibit # 11-58

Early Implementation:

- In order to even out the rate of implementation statewide, districts required to establish councils by January 15, 2011 (i.e., Bridgeport, Hartford, New Britain, New Haven and Windham), are **strongly encouraged** to examine the list of schools slated for November 2011 implementation and establish as many councils as possible in the district by the January deadline.
- Districts not impacted by the January deadline, but must meet the November 1, 2011, deadline, are also urged to start a year ahead of schedule by establishing as many councils as possible now.
- Finally, any school board *may* voluntarily establish a council for *any* school this year and may choose to use the model described in the statute or an alternate model.

Districts choosing the Early Implementation option should direct questions to Judy Carson at 860-807-2122 or via e-mail at judy.carson@ct.gov.

Membership in a Council: School Governance Councils are intended to represent the diverse interests of the families and staff that make up the school community. To that end, every effort must be made to engage broad participation in the council election process.

The councils consist of 14 voting members plus up to three nonvoting members depending on the type of school involved. The following tables describe the members, the number of members and how members are selected.

SCHOOL GOVERNANCE COUNCIL MEMBERSHIP AND SELECTION PROCESS

<i>Member</i>	<i>Number</i>	<i>Selection/Election Process</i>
Parents or guardians of students at the school	7	elected by the parents or guardians of students attending the school, each household with a student attending the school will have one vote
Teachers at the school	5	elected by the teachers of the school
Community leaders within the school district	2	elected by the parent or guardian members and teacher members of the council
School principal or designee (nonvoting)	1	principal may participate directly or name a designee

ADDITIONAL MEMBERS AND SELECTION PROCESS IN HIGH SCHOOLS

<i>Member</i>	<i>Number</i>	<i>Selection/Election Process</i>
Student members, high school councils only (nonvoting)	2	elected by the school's student body

Voting members have two-year terms, and no member can serve more than two terms on a council. The nonvoting student members serve a one-year term, and no student member can serve more than two terms.

Council Responsibilities: School Governance Councils serve in an *advisory* capacity and shall assist the school administration in the areas listed below:

- analyze school achievement data and school needs as they relate to the school's improvement plan;
- review the fiscal objectives of the school's draft budget and advise the principal before the budget is submitted to the superintendent;
- participate in the hiring process of the school principal or other administrators of the school by conducting interviews of candidates and reporting on such interviews to the superintendent of schools for the school district and the local and regional board of education;
- assist the principal in making programmatic and operational changes to improve the school's achievement;
- develop and approve a written school parent involvement policy that outlines the role of parents and guardians (Note: Schools that receive federal Title 1 funds are required to have a parent involvement policy developed jointly with, approved by, and distributed to parents. A school's Title 1 parent involvement policy can serve the purpose of the policy required under this section.); and
- work with school administrators in developing and approving a school compact for parents, legal guardians, and students that outlines the school's goals and academic focus identifying ways that parents and school personnel can build a partnership to improve student learning. (Note: Schools that receive federal Title 1 funds are required to have a school-parent compact, developed with parents. A school's Title 1 compact can serve the purpose of the compact required under this section.)

In addition to its required responsibilities, a council may:

- assist in developing and reviewing the school improvement plan and advise the principal before the report is submitted to the superintendent of schools;
- work with the principal to develop, conduct, and report the results of an annual survey of parents, guardians, and teachers on issues related to the school climate and conditions; and
- provide advice to the principal on any other major policy matters affecting the school, except on matters relating to collective bargaining agreements between the teachers and the board of education.

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

- managing the school;
- supervising staff;
- entering into contracts or purchase agreements;
- discussing individual issues between teachers and students and/or parents;
- determining student eligibility for school admission; or
- determining class allocations or student assignments.

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After being in place for three years, a council may vote to recommend that a school be reconstituted using one of the following models for reconstitution: (1) turnaround; (2) restart; (3) transformation; (4) CommPact school; (5) innovation school; and (6) any other model developed under federal law. However, a council cannot vote to reconstitute a school if it was already reconstituted for another purpose. The statute provides a process whereby the council's recommendation for reconstitution must be heard by the local board of education which must accept, modify or reject the proposal. In a case where the council and the local board of education cannot agree on reconstitution, the Commissioner of Education must decide. The State Board of Education cannot allow more than 25 schools per year to be reconstituted under this law.

Training: The statute requires local boards of education to provide appropriate training and instruction to members of the School Governance Councils to aid them in executing their duties. Districts should consider using their Title 1 parent involvement funding, where applicable, to support the work of the councils.

State Department of Education Responsibilities: This significant legislation requires the Connecticut State Department of Education (CSDE) to oversee and report periodically about schools with councils to the Connecticut General Assembly on matters such as: the number of councils; the schools that have been reconstituted; the level of parent involvement; and school progress related to student attendance, achievement and discipline.

Throughout the 2010-11 school year, the CSDE will support the work of developing and implementing councils by issuing guidance on topics such as: conducting the election and nomination processes, training and support for effective governance; considering school reconstitution; and implementing effective school-parent compacts.

The CSDE is currently working to provide guidance and support for implementation of this new legislation. Meetings are being convened with stakeholder groups and a series of community forums are planned for October and November in collaboration with the Connecticut Parent Information and Resource Center (CT PIRC). In addition, the CSDE will establish a council web page on the agency's Web site to provide updated information and resources, and to continue to communicate with school and district leaders, parents and community members to promote effective and collaborative councils.

The CSDE views School Governance Councils as a unique opportunity for Connecticut schools to engage with families and community members in the essential dialogue about student achievement and preparing all students for success.

Any questions regarding this issue may be directed to Judy Carson at 860-807-2122 or via e-mail at judy.carson@ct.gov.

MKM:jhc

The STEM Exploration Academy

APPLICATION FOR SEPTEMBER 2011

1. Provide all requested information.
2. The form must be signed by a parent or legal guardian.
3. Parent or legal guardian's name must be clearly printed.
4. Return application to:

OFFICIAL USE ONLY
Application Arrival Date

Deborah Stanton, Deputy Superintendents' Office
Danbury Public Schools, 63 Beaver Brook Road, Danbury, CT 06810, by:

APPLICATION DUE DATE: March 21, 2011

Please print the following information:

1. Name of Student: _____
Last Name First Name MI
2. Address: _____
No. Street Apt. # Zip Code
3. Student's Date of Birth: _____ Gender (circle one) Female Male
4. Print Parent/Legal Guardian's Name: _____
5. Parent/Legal Guardian's Home Telephone Number: _____
Parent/Legal Guardian's Work Telephone Number: _____
Parent/Legal Guardian's Cell Telephone Number: _____
6. Student's current school: _____ Grade: _____
7. Grade applying to for next school year (September 2011): _____
8. Race/Ethnic Group (circle one) American Indian Asian Black White Hispanic
(For information purposes only, data collected has no bearing on lottery)

Signature of Parent or Legal Guardian

Date

Timeframe:

- Application process begins March 1, 2011
- Deadline for Applications, March 21, 2011
- Lottery held March 25, 2011 if necessary
- Notification of selection by April 1, 2011
- Parent's confirmation of acceptance by April 13, 2011.

Exhibit # 11-59

The Exploration Academy - a STEM initiative: FAQ

What is the vision of The Exploration Academy?

The Exploration Academy will provide a dynamic program of instruction that will develop an enhanced interest and appreciation for the STEM areas (Science, technology, engineering and mathematics) through the implementation of exciting and stimulating instructional strategies, and through active partnerships with area corporations; higher education and other STEM related organizations.

What are the Core Beliefs of The Exploration Academy?

All activities of The Exploration Academy are based on five core beliefs. They are:

- Strong mathematics and science content knowledge, technology skills and the skills of inquiry and problem solving are essential 21st century skills.
- Equity of opportunity for students of all backgrounds, race and ethnicity to participate in The Exploration Academy is essential.
- Data-informed planning and decision making skills need to be mastered by our students if they are to compete in a global environment and need to be continuously modeled by our faculty.
- High quality research-based instructional practices supported by rich professional development opportunities needed to be provided by the faculty on an ongoing basis.
- Rigorous alignment with state and national standards is critical to the implementation and maintenance of a high quality instructional program.

Is The Exploration Academy a program for students who demonstrate exceptional academic performance in science and/or mathematics or a gifted program for highly selective students?

No. The Exploration Academy is designed to increase interest and proficiency in the STEM areas for middle school students while also attempting to address the concern that female and minority students are underrepresented in the STEM areas.

What is the primary goal of The Exploration Academy?

The program offered by The Exploration Academy will develop and sustain hands-on project-based learning experiences that will develop student's interest and ability to perform at the high levels focusing on the areas of science, mathematics, technology and engineering.

How will The Exploration Academy develop my child?

The Exploration Academy will develop students by training and supporting teachers with thematic hands-on project-based learning approaches to teach the STEM curriculum areas

as well as the areas of English and Social Studies. Children will develop STEM skills that they can apply to real-life. The STEM experiences will be designed to excite children about learning through discovery and inquiry. Children will use a team approach to learning, develop leadership skills, learn how to problem solve and think outside the box.

How will the program directly impact my child?

The Exploration Academy will expose children to professionals that work in STEM fields, provides opportunities for students to travel to venues that allow them to demonstrate what they have learned, students will be given opportunities to demonstrate and improve upon communication skills, students will experience cutting edge technology, students will be given an opportunity to express their individuality through their projects, they will be provided with opportunities to visit a local university and they will be provided with visits to area corporations specializing in STEM fields.

What will the child learn from participation in The Exploration Academy?

Children will learn how to use various forms of multimedia/technology tools, research skills, scientific journal writing skills, learn about engineering fields, learn how to use math and science to develop a quality project to solve a problem, and learn how to integrate technology into the final design of their project.

Where will The Exploration Academy be located?

The Academy will be located at Rogers Park Middle School. Students who are selected to participate will become registered as full-time Rogers Park students, which will then be their home school.

What grade levels will be offered in The Exploration Academy for the 2011-2012 school years?

The Exploration Academy program will service students in grades six through eight for the 2011-2012 school year.

How will students be selected ?

A lottery will be held.

Will transportation be provided for students who reside in the Broadview area?

Yes. Arrangements are being made to ensure that busing is provided to all participating Broadview students regardless of where they reside.

Will my child be able to participate in all of the other services and programs offered to Rogers Park students such as art, music, world language, band, etc?

Yes. Academy students will be provided with the same opportunities as all other students at Rogers Park.

What will be the structure of the academic day? How does this program differ from the program of studies available for the rest of the Rogers Park students?

The daily schedule is still under development but it will not be much different from the existing schedule and structure for the rest of the school. The significant difference is the emphasis on integrated science and mathematics opportunities, project-based experiences and thematic learning activities. Each day, students will engage in reading, language arts and social studies activities with an emphasis on the integration of mathematics, science integrated and technology.

FOR IMMEDIATE RELEASE**KINDERGARTEN REGISTRATION****February 2011**

Kindergarten registration will be during the first week of April 2011 in the Danbury Public Schools. Registration will be held on the following days and hours.

<u>SCHOOL</u>	<u>DATE</u>	<u>TIME</u>	
Ellsworth Ave.	4/5/11	9:00a.m.-3:00 p.m.	
Great Plain	4/6/11	9:00 a.m.-3:00 p.m.	
Hayestown	4/4/11	9:00 a.m.-2:00 p.m. 5:00 p.m.-7:00 p.m.	
K.S.P.	4/6/11	9:00 a.m.-11:00a.m. 12:30 p.m.-2:30p.m.	A-L M-Z
Morris	4/8/11	9:00 a.m.-3:00 p.m.	
M.R.P.	4/5/11	9:00 a.m.-11:30a.m. 12:00 p.m.- 2:00 p.m	
MRP	4/12/11	5:00p.m.-7:00 p.m.	
Park	4/11/11	9:00 a.m.-12:00p.m. 5:00 p.m.-7:00 p.m.	
Pembroke	4/5/11	6:15 p.m.-8:30 p.m.	
Shelter Rock	4/7/11	9:00 a.m.-12:00p.m. 1:00 p.m.-3:00 p.m.	
South St.	4/6/11	4:00 p.m.-8:00 p.m.	
Stadley Rough	4/6/11	9:00 a.m.-12:00p.m. 3:30 p.m.-6:30 p.m.	
Magnet School	4/6/11	9:30 a.m.-11:30a.m. 1:00 p.m.-2:30 p.m. 5:30 p.m.-7:30 p.m.	

Children entering Kindergarten must be five (5) years of age **on or before** January 1, 2012. This means that a child born in **2006** is eligible. Parents must bring the child's birth certificate, proof of completed immunizations, with specific dates for polio, measles and German measles (rubella), mumps, Varicella, HIB, Hepatitis B and D.P.T. (Diphtheria, Pertussis and Tetanus), In addition to the previously required immunizations, children entering Kindergarten will need a 2nd dose of Varicella and a 2nd dose of Mumps vaccine. Please bring any other pertinent health records. **THE CONNECTICUT STATE DEPARTMENT OF HEALTH REQUIRES THAT PROOF OF IMMUNIZATION AND A COMPLETE PHYSICAL EXAMINATION BE FURNISHED BEFORE ENTRANCE INTO SCHOOL. In addition, at the time of registration, parents must bring two (2) proofs of Danbury residency (one *MUST BE* a current property tax bill, mortgage deed, or a notarized current rental lease. A current gas/electric/cable bill can be used as the second proof.**

Please do **NOT** bring children to Registration. When you register your child, an appointment will be made for a screening procedure to be administered to your child(ren). School officials would appreciate parents keeping to the above schedule if at all possible. **Kindergarten Orientation** will be scheduled by each school.

Ongoing registration for non-English speaking children will take place at the ESL Reception Center on 49 Osborne St. Please call 790-2849 for an appointment.

CT General Statute 10-184 has changed the mandatory school age from **seven to five**. However, parents can sign a waiver at age five and then again at age six at their home school. At age seven, the child must be enrolled in an educational program without further delay. Any parent who wishes to **Home-School** their child must notify the District Office at 63 Beaver Brook Road at 797-4723.

For additional information, contact: Dr. William Glass, Deputy Superintendent, 797-4710.

Exhibit # 11-60