

Board of Education

REGULAR MEETING

Thursday, May 21, 2020 – 6:30 p.m.
Virtual Meeting via ZOOM

In an effort to adhere to social distancing guidelines, this meeting will be held without normal in-person public access. However, the meeting will be broadcasted live on the City of Waterbury's Government Access Channel (Comcast Channel 96, Frontier Channel 6096) or listened to via teleconference by calling 1-712-451-0739 with access code 391507.

For additional information regarding agenda items please visit www.waterbury.k12.ct.us/board and refer to the May 21, 2020 Meeting Agenda AND May 7, 2020 Workshop Agenda which will provide additional backup materials for agenda items.

If you wish to address the Board during the public portion of the meeting please call 1-712-451-0739 with access code 391507 between 6:00 and 6:15 p.m. and provide your name, address, and phone number. You will then need to participate via the above teleconference call information at 6:30 p.m. The Board President will call upon you to address the Board during the public speaking portion of the meeting.

A G E N D A

- 1. Silent Prayer**
- 2. Pledge of Allegiance to the Flag**
- 3. Roll Call**
- 4. Communications**
 - a. Copy of communication dated March 24, 2020 from Civil Service certifying Rochdi Maghfour for the position of School Business Office Accounting Manager.
 - b. Copy of communication dated March 31, 2020 from Civil Service to Angela Rossi regarding acceptance of employment as Lunchroom Aide.
 - c. Copy of communications dated April 2, 2020 from Civil Service certifying JoVan Thigpen for the position of Maintainer I and Michael Szantyr for the position of Maintainer II.
 - d. Email dated May 1, 2020 from CABA regarding Policy Highlights.
 - e. Email dated May 15, 2020 from CABA regarding Policy Highlights.
- 5. Approval of Minutes** – Special Meeting of April 9, 2020 and Workshop Meeting of May 7, 2020.
- 6. Public Addresses the Board:** (See instructions above.) All speakers are encouraged to submit prepared written statements to the Commissioners. Comments shall be limited to a maximum of five minutes. There will be no responses this evening to any questions or concerns raised; they will be referred to the Administration for review and response.
- 7. Superintendent's Announcements**
- 8. President's Comments**
- 9. Student Representatives' Comments**

10. Consent Calendar

- 10.1 *Committee on Finance:* Request approval of a Professional Services Agreement with Stanley Convergent Security Solutions, Inc., to provide monitoring and servicing of school security systems.
- 10.2. *Committee on Finance:* Request approval of a Professional Services Agreement with Facility Support Services, LLC, to provide on-call environmental services and AHERA inspections.
- 10.3 *Committee on Building & School Facilities:* Request approval of Educational Specifications for the proposed Generali School Roof Project.

11. Items removed from Consent Calendar

12. Committee of the Whole – Vice President Harvey

- 12.1 Request of Mayor Neil O’Leary to name Crosby High School’s Gymnasium in honor of Nicholas (Nick) Augelli.

13. Committee on Policy & Legislation - Commissioner Sweeney

- 13.1 Request approval of the addition of language to policy 6146.1, High School Grading/QPR; 6146.11, Elementary School Uniform Grading; and policy 6146.111, Middle School Uniform Grading.

14. Superintendent’s Notification to the Board

- 14.1 Teacher new hires:

<u>Name</u>		<u>Assignment</u>		<u>Effective</u>
Moro	Jeffrey	WAMS	Music	03/04/2020

- 14.2 Resignations:

Bradley, Billie-Jo – Tinker Grade 5, effective 06/30/2020.
DiMaio, Dante – KHS Technology Education, effective 11/06/2020.
Doyle, Tara – WCA ELA, effective 06/30/2020.
Faucher, Richard – W. Cross/Annex Art, effective 06/30/2020.
Guasp, Henry – Academic Academy Math, effective 06/30/2020.
Mirles-Vasquez, Charito – Hopeville Grade 1, effective 06/30/2020.
Rotatori, Kayla – WAMS PE/Health, effective 06/30/2020.
Ruotolo, Richard – WHS Music, effective 06/30/2020.
Selmanaj, Fabian – Duggan Math, effective 06/30/2020.
Violette, Wayne – Wilby ROTC, effective 06/30/2020.
Yuiza, Gladynell – Wilson Special Education, effective 06/30/2020.

14.3 Retirements:

D'Angelo, Joann – WAMS Visual Arts, effective 04/01/2020.

DiPaola, Nancy – WHS Allied Health, effective 6/30/2020.

Giskin, Miriam – Chase Reading, effective 06/30/2020.

Lepper, Mary – W. Cross Literacy Facilitator, effective 6/30/2020.

McGrath, Mark – Walsh ES Grades K – 3, effective 06/30/2020.

Palleria, Lynne – WHS Business, effective 6/30/2020.

Skurkis, Teresa – Maloney Gr 4-5 Special Ed, effective 7/14/2020.

Spinella, Patricia – Walsh Pre-k, effective 06/30/2020.

Williams, Joyce – WHS Allied Health, effective 6/30/2020.

15. *Unfinished Business of Preceding Meeting Only*

16. *Other Unfinished, New, and Miscellaneous Business*

17. *Adjournment*

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON FINANCE

Item #10.1

May 21, 2020

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance recommends the Waterbury Board of Education approve a Professional Services Agreement with Stanley Convergent Security Solutions, Inc., for a three year period and in the not to exceed amount of \$267,444.88, to provide monitoring and services of school security systems.

Approved:

Rocco F. Orso

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON FINANCE

Item #10.2

May 21, 2020

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance recommends the Waterbury Board of Education approve a Professional Services Agreement with Facility Support Services, LLC, for a three year period and in the amount not to exceed \$46,425.00, to provide on-call environmental services and AHERA (Asbestos Hazardous Emergency Response Act) inspections.

Approved:

Rocco F. Orso

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON BUILDING & SCHOOL FACILITIES

Item #10.3

May 21, 2020

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on Building & School Facilities recommends the Waterbury Board of Education approve the Educational Specifications, as attached, for the proposed Generali School Roof Project.

Approved:

Jason Van Stone



HIBBARD & ROSA ARCHITECTS, L.L.C.

100 RIVERVIEW CENTER - SUITE 272 – MAIN STREET - TEL. (860) 346-1809
MIDDLETOWN, CT 06457

PROJECT RATIONALE

The long range plan for the Margaret M. Generali Elementary School calls for provision of a safe and appropriate learning environment. The current school roof areas designated to be replaced were installed in 1991 and 1997, all roof sections are now approaching a minimum of twenty-three years in age. These roof sections have suffered from numerous leaks in recent years. While repairs have consistently been made to the roof in recent years, the roof continues to leak. Many of these leaks have resulted in damage to the facility and school equipment, furniture and supplies.

LONG RANGE PLANS

The current long range plan for the Margaret M. Generali Elementary School calls for the current facility to be utilized in its current capacity as a school for in excess of 20 years. In order to comply with this aspect of the plan, and to provide a safe and healthy leaning environment it is necessary to replace the existing Margaret M. Generali Elementary School roof. The new roof system which will meet all the requirements of the State Department of Education, including the minimum $\frac{1}{4}$ " per foot slope/pitch requirement.

THE PROJECT

The existing roof areas to be replaced will have the existing modified built-up roof system removed down to the metal roof, concrete or wood deck (varies by roof area). A new modified built-up roof system of approximately 32,200 sq. ft. will be installed on either:

- 5.2" on flat stock polyisocyanurate insulation (with cover board) on the sloped tectum, metal or wood roof deck or:
- $\frac{1}{4}$ " per ft. tapered polyisocyanurate insulation system (with cover board) on a flat concrete or metal roof deck.

Existing roof drains will be replaced and scuppers will be added as required to meet all current applicable codes.

Other work includes the following:

1. Installtion of extrude aluminum metal fascia
2. Installation of metal edge flashings
3. Installation of new gutters and rainwater leaders
4. Installation of a new roof access door (new door required due to increase in insulation depth)



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The new roof system will have a minimum 20 year edge to edge, non-pro rated, labor and material, no dollar limit warranty to meet Connecticut Office of School Construction Grants and Review requirements.

BUILDING SYSTEMS

Security: Not applicable
Public Address: Not applicable
Technology: Not applicable
Phone System: Not applicable
Clocks: Not applicable
Security camera: Not applicable

INTERIOR BUILDING ENVIRONMENT

Acoustics: Not applicable
Lighting: Not applicable
HVAC: Not applicable
Plumbing: Not applicable
Windows/Doors

SITE DEVELOPMENT

Site Acquisition: Not applicable.
Parking: Not applicable.
Drives: Not applicable.
Walkways: Not applicable
Outdoor Athletic Facilities: Not applicable.
Landscaping: Not applicable.
Site Improvements: Not applicable.



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CONSTRUCTION BONUS REQUEST

Margaret M. Generali Elementary School does not house any of the special programs eligible for a school construction bonus which can be designated for this project.

School Readiness:	C.G.S. 10-285a(e) – Not applicable
Lighthouse Schools;	C.G.S. 10-285a(f) – Not applicable
CHOICE:	C.G.S. 10-285a(g), as amended – Not applicable
Full-day Kindergarten:	C.G.S. 10-285a(h) – Not applicable
Reduced Class Size:	C.G.S. 10-285a(h) – Not applicable
Regional Vo-Ag Center:	C.G.S. 10-65 – Not applicable
Interdistrict Magnet School:	C.G.S. 10-264h – Not applicable
Interdistrict Cooperative School:	C.G.S. 10-158a – Not applicable
Regional Special Education Center:	C.G.S. 10-76e – Not applicable

FACILITY USES

The Margaret M. Generali Elementary School will be designated to facilitate activities during school hours, before and after school hours, and throughout the entire calendar year.

Occasionally various Town Departments and local community organizations will utilize facilities at the Margaret M. Generali Elementary School for activities when it is not being used by the students, in accordance with Board of Education Policy.

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE OF THE WHOLE

Item #12.1

May 21, 2020

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee of the Whole recommends the request of Mayor Neil M. O'Leary to name the Crosby High School gymnasium in honor of Nicholas (Nick) Augelli be approved.

Approved:

Karen E. Harvey

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON POLICY & LEGISLATION

Item #13.1

May 21, 2020

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on Policy & Legislation recommends the Waterbury Board of Education approve the addition of the following paragraph to policy 6146.1, High School Grading/QPR; 6146.11, Elementary School Uniform Grading; and policy 6146.111, Middle School Uniform Grading:

In the event that schools are unexpectedly closed under a municipal, state or federal mandate for ten (10) or more consecutive school days, the Superintendent will provide equitable grading procedures in the best interest of all students that account for such a closure and communicate the changes in procedures. In the event of such a closure, the Superintendent's grading procedures will supersede the following formulas and grading policies. These procedures will remain in effect, by decision of the Superintendent, until such time the Superintendent deems appropriate.

Approved:

Ann M. Sweeney

High School Grading/QPR

GRADUATING CLASSES OF 2016 THROUGH 2018:

FORMULA:

The formula to be used for grading students’ performance in the area of knowledge acquisition will be 100% as defined below:

Calculating Student Grades	
60% Assessments:	i.e. meets expectations through standards based assessments, meets expectations through summative assessments, meets expectations through teacher made test, quizzes, text driven assessment, projects curriculum based and completed with accuracy.
20% Class work:	i.e. Daily assignments completed, with accuracy, extended assignments completed on time and with accuracy, formative assessments curriculum based.
10% Disposition toward learning:	i.e. actively engages in class, participates in group, displays perseverance, integrity and social and civic expectations.
10% Homework:	i.e. assignments independently completed outside of the classroom.

GRADING: All teachers shall develop and maintain a numerical grade for all students. This is becoming increasingly necessary when students transfer from one school to another in the middle of a semester and don’t have grades to accompany their registration. Upon the District updating of classroom student rosters into Progress Book, teachers will upload all student assignment, quiz and test grades into Progress Book on a regular basis, but at a minimum of at least every three weeks. Student grades will be uploaded on a weighted average basis, whereby the teacher will assign a weight to particular types of assignments (e.g. homework, quizzes, and tests) by following the applicable Board of Education grading policy. A numerical grade indicating student performance at the time of exit from a school must be made available for the receiving high school. Teachers shall make two or more comments per student per subject for each marking period. Report cards shall be expeditiously processed and returned to the teacher as soon as practicable after submission to Central Office.

INTERIM REPORTS: Reports shall be sent home half-way through each marking period. These reports are issued to students whose academic achievement is below expected level. A copy shall be submitted to the building principal.

MAKE- UP WORK: Work missed due to absences will be completed within five (5) school days upon return to school. Exceptions may be made with administrative approval.

High School Grading/QPR, continued

GRADING SENSITIVITY: Teachers are reminded to be sensitive to students who receive poor grades and feel there is no way to improve their grade or pass the course. Teachers shall dialogue with students, guidance counselors, department heads, and administrators to seek an alternative route to improve student performance.

HOMEBOUND INSTRUCTION: All long term homebound instructors will contact the classroom teacher for material to be covered and administer quizzes and tests developed by the classroom teacher. The homebound instructor will return the test to the classroom instructor for grading. Regular reports on the status of the student's performance will be sent to the building principal at the high school the student attends.

EXTRA-CURRICULAR ACTIVITIES: Students who have not earned the required Carnegie Units for the designated rank will be ineligible to participate in extra-curricular activities. As soon as students exceed unexcused absences, in accordance with the Board of Education attendance policy, they will be immediately ineligible to participate in extra-curricular activities (all after school programs). Students who have not maintained a 1.67 GPA or higher during the marking period preceding AND during the student's participation will be ineligible to participate in extra-curricular activities. (See Student –Athlete Eligibility Checklist-High School also).

PASSING GRADE: The passing numerical grade is 65.

District-wide curriculum offerings at the high schools will consist of core academics and electives. Selected district-wide core and elective courses at the Accelerated Level will be modified to incorporate extended requirements for students to earn additional quality points.

To achieve a passing grade for the class for the year a student must have an average credit value of 1.0 for the entire year as calculated for a final grade.

Final grades will be calculated with the each Quarter worth 20% of a students' grade and the midterm exam and final exam each worth 10% of the final grade. (In half-year courses, the final exam for the course will count as 20% of the course grade).

To qualify for Summer School students need to earn a numerical grade of at least 40 for the academic year as a sum of the four quarter credit values (exam grades are not included).

A grade of "E" is given to any student that is denied credit for excessive absences.

A grade of "I" is given if the teacher determines that the student's work is incomplete. Grades of "I" can be changed by a teacher at any point during the year. Any grade of "I" that remains at the conclusion of September of the next school year will be changed to an "F".

High School Grading/QPR, continued

WEIGHTING:

1. Four Levels of Academics:

- **Level 4-Advanced** – Advanced Placement (AP) courses approved by the College Board and courses through the University of Connecticut Early College Experience (ECE) Program
- **Level 3-Accelerated-** ACE/ATOMS/ SOAR
- **Level 2-Honors-** Honors courses
- **Level 1-Academic Core** – All other courses in the core subject and elective areas

2. Quality Points:

Total Quality Points ÷ Total Number of Courses Taken = Quality Point Ratio (QPR)

Grade Range	Academic Core	Honors	ACE/ ATOMS/ SOAR	Advanced
98-100	4.33	4.68	4.87	5.05
94-97	4.00	4.32	4.49	4.66
90-93	3.67	3.96	4.12	4.27
87-89	3.33	3.60	3.75	3.89
83-86	3.00	3.24		3.50
80-82	2.67	2.88	3.00	3.11
77-79	2.33	2.52	2.62	2.72
73-76	2.00	2.16	2.25	2.33
70-72	1.67	1.80	1.87	1.94
67-69	1.33	1.44	1.50	1.55
65-66	1.00	1.08	1.13	1.17
Below 65	0.00	0.00	0.00	0.00

3. Quality Points Ratio (QPR): This chart has been revised using a standard multiplier (8%) to create the Accelerated and Advanced Levels. This will allow for a multiplier of 4% to be used for any Accelerated Course with extended requirements. The 4% multiplier will meet the needs of all students who are in the ACE, ATOMS, and SOAR programs as well as those students who take Accelerated Level Courses with extended requirements.

- **EXAMPLE:** An ACE, ATOMS, or SOAR student in Honors Algebra I who meets the extra course requirements would receive more quality points using the 4% multiplier.

Course Level	Student Grade	QPR	With the 4% Multiplier
Accelerated	96	4.32	4.49

To determine the rank in class, the following formula is to be used to calculate QPR:

Total Quality Points ÷ Total Number of Courses Taken = Quality Point Ratio (QPR)

High School Grading/QPR, continued

4. Carnegie Units	Meeting Times	C.U.'s Earned
Extended courses	15 periods/per week	3.0 c.u.
Extended courses	10 periods/per week	2.0 c.u.
Lab Sciences courses	6 periods/per week	1.2 c.u.
Regular courses	5 periods/per week	1.0 c.u.
Elective courses	4 periods/per week	.8 c.u.
½ year courses	5 periods/per week	.5 c.u.
½ year courses	4 periods/per week	.4 c.u.

5. Class Ranking:

A student must be in attendance in the Waterbury School System for at least 3 continuous semesters (1½ years) to be considered for all academic recognition related to class rank.

6. Honor Roll:

The designation of High Honors, First Honors, and Second Honors will be determined by the student's QPR each marking period.

Highest Honors	4.0 – 5.05 QPR.
First Honors	3.5 – 3.99 QPR.
Second Honors	3.0 – 3.49 QPR.

7. Promotion and Graduation Requirements:

A student must earn five (5) Carnegie units to be promoted to the 10th grade.

A student must earn ten (10) Carnegie units and have completed the 10th grade to be promoted to the 11th grade.

A student must earn fifteen (15) Carnegie units and have completed three (3) years of high school to be promoted to the 12th grade.

Twenty-two (22) Carnegie Units and completion of four (4) years of high school are required for graduation. All students must follow the core curriculum as outlined by the Board of Education. Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.

(Note: Graduating Class is defined as a group of students who started ninth grade for the first time and are expected to graduate in four years. For example, if a student started as a freshman in 2015 then their expected graduating class would be 2019.)

High School Grading/QPR, continued

GRADUATING CLASSES OF 2019 AND BEYOND:

FORMULA:

The formula to be used for grading students’ performance in the area of knowledge acquisition will be 100% as defined below:

Calculating Student Grades	
60% Assessments:	i.e. meets expectations through standards based assessments, meets expectations through summative assessments, meets expectations through teacher made test, quizzes, text driven assessment, projects curriculum based and completed with accuracy.
20% Class work:	i.e. Daily assignments completed, with accuracy, extended assignments completed on time and with accuracy, formative assessments curriculum based.
10% Disposition toward learning:	i.e. actively engages in class, participates in group, displays perseverance, integrity and social and civic expectations.
10% Homework:	i.e. assignments independently completed outside of the classroom.

GRADING: All teachers shall develop and maintain a numerical grade for all students. This is becoming increasingly necessary when students transfer from one school to another in the middle of a semester and don’t have grades to accompany their registration. Upon the District updating of classroom student rosters into Progress Book, teachers will upload all student assignment, quiz and test grades into Progress Book on a regular basis, but at a minimum of at least every three weeks. Student grades will be uploaded on a weighted average basis, whereby the teacher will assign a weight to particular types of assignments (e.g. homework, quizzes, and tests) by following the applicable Board of Education grading policy. A numerical grade indicating student performance at the time of exit from a school must be made available for the receiving high school. Teachers shall make two or more comments per student per subject for each marking period. Report cards shall be expeditiously processed and returned to the teacher as soon as practicable after submission to Central Office.

INTERIM REPORTS: Reports shall be sent home half-way through each marking period. These reports are issued to students whose academic achievement is below expected level. A copy shall be submitted to the building principal.

MAKE- UP WORK: Work missed due to absences will be completed within five (5) school days upon return to school. Exceptions may be made with administrative approval.

High School Grading/QPR, continued

GRADING SENSITIVITY: Teachers are reminded to be sensitive to students who receive poor grades and feel there is no way to improve their grade or pass the course. Teachers shall dialogue with students, guidance counselors, department heads, and administrators to seek an alternative route to improve student performance.

HOMEBOUND INSTRUCTION: All long term homebound instructors will contact the classroom teacher for material to be covered and administer quizzes and tests developed by the classroom teacher. The homebound instructor will return the test to the classroom instructor for grading. Regular reports on the status of the student's performance will be sent to the building principal at the high school the student attends.

EXTRA-CURRICULAR ACTIVITIES: Students who have not earned the required Carnegie Units for the designated rank will be ineligible to participate in extra-curricular activities. As soon as students exceed unexcused absences, in accordance with the Board of Education attendance policy, they will be immediately ineligible to participate in extra-curricular activities (all after school programs). Students who have not maintained a 1.67 GPA or higher during the marking period preceding AND during the student's participation will be ineligible to participate in extra-curricular activities. (See Student –Athlete Eligibility Checklist-High School also).

PASSING GRADE: The passing numerical grade is 65.

District-wide curriculum offerings at the high schools will consist of core academics and electives. Selected district-wide core and elective courses at the Accelerated Level will be modified to incorporate extended requirements for students to earn additional quality points.

To achieve a passing grade for the class for the year a student must have an average credit value of 1.0 for the entire year as calculated for a final grade.

Final grades will be calculated with the each Quarter worth 20% of a students' grade and the midterm exam and final exam each worth 10% of the final grade. (In half-year courses, the final exam for the course will count as 20% of the course grade).

To qualify for Summer School students need to earn a numerical grade of 40 for the academic year as a sum of the four quarter credit values (exam grades are not included).

A grade of "E" is given to any student that is denied credit for excessive absences

A grade of "I" is given if the teacher determines that the student's work is incomplete. Grades of "I" can be changed by a teacher at any point during the year. Any grade of "I" that remains at the conclusion of September of the next school year will be changed to an "F".

GRADE WEIGHTING & CLASS RANKING: Students are provided with a non-weighted Grade Point Average and a weighted Quality Point Ranking (QPR) at the end of each academic year, excluding senior year. Final senior GPAs and QPRs will be determined after seven semesters. GPA (non-weighted) ranges from 4.33 to 0 and is an indicator of academic success; QPR (weighted) ranges from 15.5 to 0 and is an indicator of average academic rigor. In each case, the higher the numeric value, the more successful the academic performance.

High School Grading/QPR, continued

OVERALL GRADE POINT AVERAGE: An overall GPA will be calculated based on the un-weighted arithmetic average of grades in all courses, using numerical grade values as follows:

A+ = 4.33	B+ = 3.33	C+ = 2.33	D+ = 1.33
A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.67	B- = 2.67	C- = 1.67	F = 0.00

$$\text{Overall GPA} = \frac{\sum(\text{Course Credit}) * (\text{Course GPA})}{\sum \text{Course Credits}}$$

QUALITY POINT RANKING (QPR)/CLASS RANK: The Waterbury Public School System believes it is necessary and important to provide differentiated quality points for the purpose of weighting its academic course offerings at the high school. The current curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. Grade weighting encourages and reward students for selecting courses at more challenging levels of difficulty.

Quality points are the weights that are assigned to courses in order to communicate their differing academic challenge. Weights assigned to academic courses communicate the level of academic challenge inherent in each course to students and their parents; therefore, the weights assigned help students to make more appropriate course selections. Additional weights assigned to college preparatory courses recognize that more challenging courses require advanced levels of work; therefore, advanced courses have higher course weights.

A grade weighting/class ranking system shall be implemented for the high schools as follows:

Min	Max		AP/UCONN	ACE/ATOMS/SOAR		
97	100	A+	15.5	14	13	11
93	96	A	14.5	13	12	10
90	92	A-	13.5	12	11	9
87	89	B+	12.5	11	10	8
83	86	B	11.5	10	9	7
80	82	B-	10	9	8	6
77	79	C+	9	8	7	5
73	76	C	8	7	6	4
70	72	C-	7	6	5	3
67	69	D+	6	5	4	2
65	66	D	5	4	3	1
Below 65		F	0	0	0	0

All grades shall be rounded to the nearest whole number

$$\text{Overall QPR} = \frac{\sum(\text{Course Credit}) * (\text{Course QPR})}{\sum \text{Course Credits}}$$

Instruction

6146.1(h)

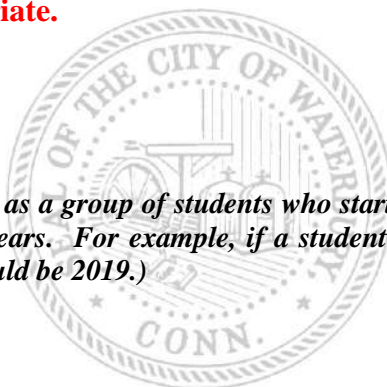
High School Grading/QPR, continued

HONOR ROLL: The designation of High Honors and Honors will be based on GPA each marking period.

High Honor Roll: Average of 90 or above and no individual grade below 80
Honor Roll: Average of 80-89 and no individual grade below 70

In the event that schools are unexpectedly closed under a municipal, state or federal mandate for 10 or more consecutive school days, the Superintendent will provide equitable grading procedures in the best interest of all students that account for such a closure and communicate the changes in procedures. In the event of such a closure, the Superintendent's grading procedures will supersede the following formulas and grading policies. These procedures will remain in effect, by decision of the Superintendent, until such time the Superintendent deems appropriate.

(Note: Graduating Class is defined as a group of students who started ninth grade for the first time and are expected to graduate in four years. For example, if a student started as a freshman in 2015 then their expected graduating class would be 2019.)



(cf. 6146 - High School Graduation Exit Criteria)

Legal Reference: Connecticut General Statutes
10-220g. Policy on weighted grading for honors and advanced placement classes.

Elementary School Uniform Grading Policy

FORMULA: The formula to be used for grading students' performance in the area of knowledge acquisition will be 100% based evenly for every subject as defined below:

- 10% *Class work/Participation:*
- 1) Actively engaged in class.
 - 2) Communicates learning in class.
 - 3) Participates in groups.
- 5% *Homework/Projects:*
- 1) Completes all assigned homework with accuracy.
- 85% *Content Knowledge:*
- 1) Meets expectations of curriculum through standards based assessments: DCMT, quarterly math assessment, quarterly writing prompts; and reports, projects, experiments.
 - 2) Meets expectations of curriculum through summative assessments: teacher made tests, quizzes; text driven assessment; and application of spelling.
 - 3) Meets expectations of curriculum through standardized tests: core tests (Trophies, Signatures, Saxon, etc.) and Navigator.

WEEKLY/BI-WEEKLY GRADING: All teachers shall develop and maintain a numerical grade for all students on a weekly or bi-weekly basis. A numerical grade indicating student performance at the time of exit from school must be made available to the receiving elementary school.

REPORT CARD TRANSFER: Waterbury School District plans to adopt a multiple copy report card. For those students who transfer, their report card will follow them to the receiving school.

USE OF REPORT CARD: The report card is a flexible document and can be used in the regular program, special education and bilingual programs. Teachers will check the area designated "modified curriculum" for students in Special Education and Bilingual Program. It will be the responsibility of the teacher to explain how the program was modified to meet the needs of the student. Teachers shall make two or more comments per student per subject for each marking period. Report cards shall be expeditiously processed and returned to the teacher as soon as practicable after submission to Central Office.

MAKE-UP WORK: Work missed due to absences will be completed within five (5) school days upon return to school. Exceptions may be made with administrative approval.

Elementary School Uniform Grading Policy, continued

GRADING SENSITIVITY: Teachers are reminded to be sensitive to students who receive poor grades and feel there is no way to improve their grade or pass the course. Teachers shall dialogue with parents, principal and Central Office to seek an alternative route to improve student performance prior to the end of the marking period.

HOMEBOUND INSTRUCTION: All long term homebound instructors will contact the classroom teacher for material to be covered. The homebound instructor will provide a student portfolio to the classroom instructor for review and instructional placement. Regular reports on the status of the student's performance will be sent to the principal at the school the student attends.

SPECIAL EDUCATION: The decision to promote students in these grades will be made at the building level, including the planning and placement team for identified special education students.

INCOMPLETE GRADE: An incomplete grade must be changed to a numerical grade and submitted to the office by the end of the following marking period.

PASSING GRADE: Passing grade is 60. Beginning with the 2000/2001 school year, passing grade shall be 65.

RETENTION: Students retained shall be placed with a different teacher, if available, during their retention year.

POLICY REVIEW: Policy shall be reviewed in May, 2000 to include off level CMT scores.

In the event that schools are unexpectedly closed under a municipal, state or federal mandate for 10 or more consecutive school days, the Superintendent will provide equitable grading procedures in the best interest of all students that account for such a closure and communicate the changes in procedures. In the event of such a closure, the Superintendent's grading procedures will supersede the following formulas and grading policies. These procedures will remain in effect, by decision of the Superintendent, until such time the Superintendent deems appropriate.

Middle School Uniform Grading Policy

CURRICULUM: Districtwide curriculum offering at the middle schools will consist of core academics and unified arts.

WEIGHTING: All academic and unified arts subjects will be weighted based upon the formula set by the Board of Education in developing Quality Point Ratio (QPR) at the end of each school year.

FORMULA: The formula to be used for grading students' performance in the area of knowledge acquisition will be 100% based evenly for every subject as defined below:

- 10% *Class work/Participation:*
- 1) Actively engaged in class.
 - 2) Communicates learning in class.
 - 3) Participates in groups.
 - 4) Graded notebook.
- 5% *Homework/Projects:*
- 1) Completes all assigned homework with accuracy.
- 85% *Content Knowledge:*
- 1) Meets expectations of curriculum through standards based assessments: DCMT, quarterly math assessment, quarterly writing prompts; and reports, projects, experiments.
 - 2) Meets expectations of curriculum through summative assessments: teacher made tests, quizzes; text driven assessment; and application of spelling.
 - 3) Meets expectations of curriculum through standardized tests: core tests (Trophies, Signatures, Saxon, etc.) and Navigator.

WEEKLY GRADING: All teachers shall develop and maintain a numerical grade for all students on a weekly or bi-weekly basis. A numerical grade indicating student performance at the time of exit from a school must be made available for the receiving middle school. Teachers shall make two or more comments per student per subject for each marking period. Report cards shall be expeditiously processed and returned to the teacher as soon as practicable after submission to Central Office.

INTERIM REPORT: Interim Reports shall be sent home half-way through each marking period. The reports are to be issued to all students. A copy shall be submitted to the respective house principals

MAKE-UP WORK: Work missed due to absences will be completed within five (5) school days upon return to school. Exceptions may be made with administrative approval.

Middle School Uniform Grading Policy, continued

GRADING SENSITIVITY: Teachers are reminded to be sensitive to students who receive poor grades and feel there is no way to improve their grade or pass the course. Teachers shall dialogue with students, guidance counselors, department heads and administrators to seek an alternative route to improve student performance prior to the end of the marking period.

HOMEBOUND INSTRUCTION: All long-term homebound instructors will contact the classroom teacher for material to be covered. The homebound instructor will provide a student portfolio to the classroom instructor for review and instructional placement. Regular reports on the status of the student's performance will be sent to the house principal at the middle school the student attends.

SPECIAL EDUCATION: The decision to promote students in these grades will be made at the building level, including the planning and placement team for identified special education students.

INCOMPLETE GRADE: An incomplete must be changed to a numerical grade and submitted to the office by the end of the following marking period.

EXAMS: Mid-term and final exams will be given for all core subject courses beginning with the 1999-2000 school year. Mid-term and final examinations will count as 25% of the grade for the year.

PASSING GRADE: Passing grade is 65.

RETENTION: Students retained shall be placed on a different team, if available, during their retention year.

EXTRA-CURRICULAR ACTIVITIES: Beginning with the 2007/08 school year, students who are not passing in at least four core academic courses will be ineligible to participate in extra-curricular activities. As soon as students exceed unexcused absences, in accordance with the Board of Education attendance policy, they will be immediately ineligible to participate in extra-curricular activities (all after school programs). Additionally, students who have not maintained a numerical average of 70.0 or higher OR a 2.0 GPA during the marking period preceding and during the student's participation will be ineligible to participate in extra-curricular activities. (See Student – Athlete Eligibility Checklist-Middle School also)

POLICY REVIEW: Policy shall be reviewed in May, 2000 to include off level CMT scores.

In the event that schools are unexpectedly closed under a municipal, state or federal mandate for 10 or more consecutive school days, the Superintendent will provide equitable grading procedures in the best interest of all students that account for such a closure and communicate the changes in procedures. In the event of such a closure, the Superintendent's grading procedures will supersede the following formulas and grading policies. These procedures will remain in effect, by decision of the Superintendent, until such time the Superintendent deems appropriate.

Policy adopted by the Waterbury Board of Education on March 7, 2013, revised on December 20, 2018,
and revised on **D R A F T**



BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.1

May 21, 2020

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following teacher new hires:

<u>Name</u>		<u>Assignment</u>		<u>Effective</u>
Moro	Jeffrey	WAMS	Music	03/04/2020

Respectfully submitted,

Dr. Verna D. Ruffin
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.2

May 21, 2020

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following resignations:

Bradley, Billie-Jo – Tinker Grade 5, effective 06/30/2020.
DiMaio, Dante – KHS Technology Education, effective 11/06/2020.
Doyle, Tara – WCA ELA, effective 06/30/2020.
Faucher, Richard – W. Cross/Annex Art, effective 06/30/2020.
Guasp, Henry – Academic Academy Math, effective 06/30/2020.
Mirles-Vasquez, Charito – Hopeville Grade 1, effective 06/30/2020.
Rotatori, Kayla – WAMS PE/Health, effective 06/30/2020.
Ruotolo, Richard – WHS Music, effective 06/30/2020.
Selmanaj, Fabian – Duggan Math, effective 06/30/2020.
Violette, Wayne – Wilby ROTC, effective 06/30/2020.
Yuiza, Gladynell – Wilson Special Education, effective 06/30/2020.

Respectfully submitted,

Dr. Verna D. Ruffin
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.3

May 21, 2020

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following retirements:

D'Angelo, Joann – WAMS Visual Arts, effective 04/01/2020.
DiPaola, Nancy – WHS Allied Health, effective 6/30/2020.
Giskin, Miriam – Chase Reading, effective 06/30/2020.
Lepper, Mary – W. Cross Literacy Facilitator, effective 6/30/2020.
McGrath, Mark – Walsh ES Grades K – 3, effective 06/30/2020.
Palleria, Lynne – WHS Business, effective 6/30/2020.
Skurkis, Teresa – Maloney Gr 4-5 Special Ed, effective 7/14/2020.
Spinella, Patricia – Walsh Pre-k, effective 06/30/2020.
Williams, Joyce – WHS Allied Health, effective 6/30/2020.

Respectfully submitted,

Dr. Verna D. Ruffin
Superintendent of Schools

Communications



Packet week ending 5/19/2020



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut
Department of Human Resources
Office of the Civil Service Commission

March 24, 2020

Rochdi Maghfour
7 Clyde Ave.
Waterbury, CT 06708

Dear Mr. Maghfour:

Your name is being certified to the Department of Education – School Business Office for the position of School Business Office Accounting Manager (Req. #2020714) at \$95,000.00 per year. Please call Doreen Biolo, CFO, to discuss the details of the position. The telephone number is (203) 574-8031.

We have scheduled your orientation for Thursday, April 2, 2020 at 9:00 a.m. at the Department of Human Resources, 236 Grand Street, 2nd Floor, Room 202 in Waterbury. You must attend the orientation session in order to be certified to this position. Your first day reporting to your new department/supervisor will be April 2, 2020 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

Please call us prior to the orientation session if you should have any questions regarding the process.

Your new probationary period in accordance with your applicable contract will be 6 months in duration. The department head will be responsible for executing your probationary evaluation no later than 6 months from your first day in your new position.

Sincerely,

Jennifer Palazzo
Human Resources Generalist
JP/sd

cc: Board of Education
Dr. Ruffin, Supt. of Schools
Doreen Biolo, CFO Educ Dept
file



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut
Department of Human Resources
Office of the Civil Service Commission

March 31, 2020

Angela Rossi
185 Long Swamp Rd.
Wolcott, CT 06716

Dear Ms. Rossi:

We are pleased to receive your acceptance of our offer of employment for the position of Lunchroom Aide @ West Side Middle School for the Department of Education – Food Service (Requisition #2020348) at \$11.00 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at www.waterburyct.org.

We have scheduled your orientation for Thursday, April 16, 2020 at 9:00 a.m. at the Department of Human Resources, 236 Grand Street, 2nd Floor, Room 202 in Waterbury. You must attend this orientation session in order to work for the City. Park in the Buckingham parking garage and bring the ticket with you to orientation for validation. The parking garage can be accessed via Bank Street, Cottage Place or Field Street. We do not recommend that you park on the street as we will not be able to validate or allow departure from the orientation to feed the meter.

Your first day reporting to your new department/supervisor will be April 1, 2020 at your regular scheduled time

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

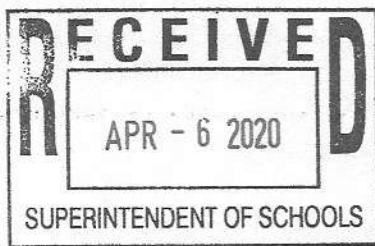
Please call us prior to the orientation session if you should have any questions regarding the process.

We look forward to working with you.
Again, welcome to the City of Waterbury.

Sincerely,

Jennifer Palazzo
Human Resources Generalist
JP/sd

cc: Board of Education
Dr. Ruffin, Supt. of Schools
Linda Franzese, Food Serv. Director
File



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut
Department of Human Resources
Office of the Civil Service Commission

April 2, 2020

JoVan Thigpen
32 Farragut St., Apt. 17
Waterbury, CT 06705

Dear Mr. Gordon:

Welcome to employment with the City of Waterbury. Your name is being certified to the Education Department for the position of Maintainer I @ Bunker Hill Elementary School (Req. #2020137) at \$15.21 per hour. Please contact Chris Harmon, School Inspector at (203) 574-8013 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, April 16, 2020 at 9:00 a.m. at the Department of Human Resources, 236 Grand Street, 2nd Floor, Room 202 in Waterbury. You must attend this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be April 17, 2020 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

Park in the Buckingham parking garage and bring the ticket with you to orientation for validation. The parking garage can be accessed via Bank Street, Cottage Place or Field Street. We do not recommend that you park on the street as we will not be able to validate or allow departure from the orientation to feed the meter.

Please call us prior to the orientation session if you should have any questions regarding the process.

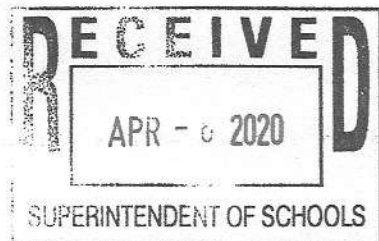
Your new probationary period in accordance with your applicable contract will be 9 months in duration. The department head will be responsible for executing your probationary evaluation no later than 9 months from your first day in your new position.

Again, welcome to the City of Waterbury.

Sincerely,

Jennifer Palazzo
Human Resources Generalist
JP/sd

cc Board of Education
Dr. Ruffin, Supt. of Schools
Chris Harmon, School Inspector



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut
Department of Human Resources
Office of the Civil Service Commission

April 2, 2020

Michael Szantyr
85 Brookfield Rd.
Waterbury, CT 06704

Dear Mr. Szantyr:

Your name is being certified to the Department of Education for the position of Maintainer II (REQ#2020179) at \$16.39 per hour.

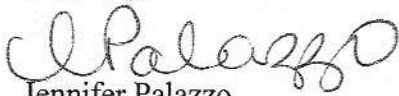
Your official start date is April 9, 2020. Please call Chris Harmon, School Inspector to discuss the details of the position. The telephone number is (203) 574-8013.

Failure to call the above named individual by April 9, 2020 will result in your name being removed from the eligibility list.

Under the Civil Service Rules, your name will be removed from the eligibility list if you refuse this offer of appointment unless, within seven days from today, you furnish satisfactory evidence acceptable to me justifying such refusal. Please call the Civil Service Office at (203) 574-6761 if you are not interested in the position so that another candidate can be certified. If you have any questions, please do not hesitate to contact us.

Your new probationary period in accordance with your applicable contract will be 9 months in duration. The department head will be responsible for executing your probationary evaluation no later than 9 months from your first day in your new position.

Sincerely,


Jennifer Palazzo
Human Resources Generalist

JP/sd

cc: Board of Education
Dr. Ruffin, Supt. of Schools
Chris Harmon, School Inspector
file



Connecticut Association of Boards of Education

Vincent A. Mustaro, Senior Staff Associate for Policy Services

PRESENTS POLICY HIGHLIGHTS

May 1, 2020

Volume 19 – Issue #23

Online Learning Resources Policy Considerations: Online learning is governed by the same board policies as regular instruction and programs (such as, but not limited to, policies on curriculum, planned instruction, assessment, etc.). School districts can address exceptions or special situations for delivery of instruction and learning via online platforms through implementation of the policy, and develop internal procedures as necessary to encourage communication and consistency for staff and students.

The following policies address some areas of consideration for online learning and video conferencing for students. Consult with your school district's attorney, as necessary, as you implement online learning activities.

- **Policy #6141.321, “Acceptable Use of the Internet”** - “Acceptable Use” and safety and security provisions will apply to students and staff using school-owned devices, and students should continue to be educated on and encouraged to follow good networking etiquette and safety measures.
- **Policy #6162.6, “Copyright”** - Students and staff should continue to follow requirements for adhering to copyright laws in a virtual environment, and citing resources appropriately.
- **Policy #4118.24/4218.24, “Staff-Student Relationships”** - When teachers and staff reach out and connect with students to ensure everyone is included and can access online learning, staff should be reminded about professional boundaries and which electronic platforms the school district has designated for use to ensure staff maintain appropriate, professional relationships with students.
- **Policy #3520.13, “Student Data Protection and Privacy/Cloud-Based Issues”** - It is important to maintain the privacy and security of student information in a virtual environment; ensure as much privacy as possible in your environment when connecting with students and use data platforms and processes that properly safeguard students' personally identifiable information.
- **Policy #6159, “Special Education Programs,” and Policy #6171, “Special Education”** - Develop a continuity of instruction plan that accounts for students with disabilities who have IEPs and Section 504 plans and provides a free appropriate public education (FAPE), to the greatest extent possible. Use resources to create accessible options for online learning.

Connect with PPT/IEP teams and Section 504 Plan teams to discuss modifications and consider what compensatory services or possible extended school year or summer school services may be needed once social distancing restrictions are lifted. Consult the information provided by the Connecticut Bureau of special Education, especially as it relates to PPT meetings, annual reviews, triennial reviews, initial evaluations, and extended school year decisions.

- **Policy #6141.311, “English as a Second Language,”** - Consider how English Learner students will be addressed in the continuity of instruction plan, both with modifications to core content areas through staff assistance or technical tools, as well as continued English language development instruction.
- **Policy #6172.1, “Gifted Children Program,”** - Consider how gifted education students and their learning plans will be addressed in the continuity of instruction plan. Who will monitor and implement activities for these students?
- **Policy #5131.911, “Bullying/Safe School Climate Plan,” Policy #5131.913, “Cyberbullying,” Policy #5145.52, “Harassment,” Policy #0521, ‘Nondiscrimination,’ and Policy #5141.4 Reporting of Child Abuse & Neglect** - Consider reporting and investigation responsibilities for nondiscrimination, discriminatory harassment, hazing, and bullying/cyberbullying, and how those will be monitored and implemented in a virtual environment. How will reporting be different for students and staff, and what resources may be needed? How will investigations be handled? Remind staff of their continued mandated reporter responsibilities pertaining to students of suspected child abuse, neglect or placed in imminent harm.
- **Policy #6146, “Graduation Requirements,”** – Determine how students in the virtual environment can fulfill the needed graduation requirements. Utilize guidance provided by the Connecticut State Department of Education.
- **Policy #6172.6, “Distance Education/On-Line Courses,”** – Determine the eligibility of on-line distance learning courses toward meeting high school graduation credit requirements.
- **Policy #5123.3, “Graduation Ceremonies,”** – Determine the timing and the manner in which graduation exercises can be held in light of current social distancing requirements.
- **Policy #6146.1, ‘Assessment Systems,’ and Policy #6146.11, “Weighting of Grades/Class Ranking,”** - Determine how will online learning be assessed, measured and graded, and how will information be communicated to students, parents and families.
- **Policy #6142, “Basic Instructional Program,” Policy #6144.1, “Exemption from Instruction,” Policy #6150, “Instructional Arrangements,” Policy #6160, “Instructional Resources,” and Policy #1110.1, “Parental Involvement,”** - Communicate with parents and families regarding planned instruction and learning, and consider processes for parents/guardians to review instructional materials and exempt their students in accordance with policy provisions.

- **Policy #0523, “Equity and Diversity,”** - Consider equity in resources, instructional materials and equipment needed for implementing continuity of instruction. If devices are not provided by the school district and/or Internet connectivity is unavailable, provide other learning opportunities and tools for students to access and apply learning activities.
- **Policy #5113, “Attendance and Excuses,”** - Determine how student “attendance” will be measured in an online learning environment. Also, determine how the school district will communicate with parents and families if students are not meeting participation and assignment requirements. Utilize information provided by the CSDE.
- **Policy #5118.1, “Homeless Students,”** - Coordinate activities to determine how instruction and services may need to be modified for homeless students to access continuity of instruction in their current location.
- **Policy #4152.6/4252.6, “Family and Medical Leave,” and Bargaining Unit Agreements** - Consider how sick/personal leave and FMLA leave policies may need to be implemented differently based on current and emergency state and federal laws and regulations. Utilize guidance provided by the U.S. Department of Labor and interpretations of such guidance by school law attorneys.
- **Policy #6141.322, “Websites,” and Policy #1110.4, “Robocalls (Automatic Calling)”** - Use virtual tools to connect with parents and families to keep them informed and provide resources and information.
- **Policy #6141.3291, “One-to-One Tablet Program,” and policy #6156.2, “Off-Site Computer Use,”** – Determine the aspects of this originally developed in-classroom program that are applicable to the home setting. Consider the applicability of the requirements for students using district provided hardware.
- **Tips and Considerations**
 - Establish technology requirements and learning platforms that provide consistency across district schools.
 - Consider parents with multiple children in different schools, ease of connectivity, training needs for staff and students, and management for IT staff.
 - Insurance coverage – Consult insurance provider to determine any coverage limits on equipment outside of schools, privacy protection for data, system security, etc.
 - Develop channels for staff to submit concerns regarding students who have not connected to online learning platforms or communicated with teachers, or who may be in need of basic resources such as food and supplies.
 - Provide virtual access to guidance counseling staff and resources. Connect with student assistance program resources and community health agencies to consider how services may be continued virtually and provide information to students and families.
- **Resources for Online Learning**

Students at the Center and iNACOL resources for online learning (use the Tags tool on the left to select categories to pull up applicable subject resources such as Curriculum & Instruction, Deeper Learning, Equity, English Learners, etc.):
<https://studentsatthecenterhub.org/resources/>

CT District Moves from 1 to 1 Program to Online Learning: Every student at Glastonbury Public Schools, a 1 to 1 school district, has been completing coursework using school iPads since March 16 after Governor Lamont announced the statewide closures of schools.

The district was able to adopt distance learning quickly and seamlessly because of an earlier iPad program that *District Administration's* Districts of Distinction program honored in 2016. Before COVID-19, students in grades 7 through 12 already took their school iPads home with them while K-6 students stored their devices in charging carts when not in use.

“We had been planning all along to launch the next phase of our iPad education program where students in grades 4 through 6 could begin taking home their devices, but we accelerated that timeline and sent these devices home with everyone because of the coronavirus situation,” says Cheri Burke, Assistant Superintendent of Curriculum and Instruction.

When school closures became imminent, Glastonbury expanded its 1 to 1 school initiative by allowing K-6 students to take home their school iPads. “The iPads that K-6 students could now bring home didn’t need any new installations because we had already been using a cloud-based web filter on all school iPads, so it doesn’t matter if the device is at school, home, or Starbucks. The content will still get filtered,” says Chris Macca, Director of Information Technology. Administrators had also already approved or denied content that students could access on these iPads.

Parents of K-6 students were reminded of and told where to find their preexisting school iPad responsible use agreement that applies to home use as well as school use. Meanwhile, a team of IT officials, tech coaches and community specialists created a document on how to log in to accounts, access school emails and use different Google apps that was uploaded to the [district e-learning page](#).

Before the coronavirus, the iPad program initiative incorporated professional learning based on voice and choice where district leaders taught sessions, ranging from Google Basics to iBook development.

When schools were closed statewide, administrators created video tutorials and documents on how to use certain programs based on teacher surveys. Educators who want additional professional learning opportunities are matched with so-called lead teachers who collaborate on the Google Meet platform. “iPad education has become a fabric of our teaching and learning model,” says Macca. “Since switching to distance learning, we are observing that teachers and students are getting more comfortable with these devices with each day.”

Glastonbury Public Schools received student and parent feedback from a March 30 survey about the district’s distance learning program. The online learning program was rated as excellent or good by 80% of the parents and 74% of the students. The quality of the instructions was rated as excellent or good by 83% of the parents and students. In addition, the amount of communication from the administration and teachers was rated very high.

Source: “How a 1 to 1 district program streamlined the switch to online learning during COVID-19,” by Steven Blackburn, District Administration, April 22, 2020.

Policy Implications: Policy #6141.3291, “One-to-One Tablet Program,” and policy #6156.2, “Off-Site Computer Use,” pertain to this topic,

Food for Thought:

“Imagine you just got your driver’s license. You’re starting to date. Your team finally clinched the playoffs. Prom is right around the corner. But now you’re stuck all day at home, within 100 feet of your parents, for conceivably months on end... Although adolescents are not considered high risk from a medical perspective, they are still facing very real social and emotional challenges... It is essential that we all look out for adolescents, be sympathetic to their frustrations, and make sure that they have the resources and supports in place for optimal development.”

Source: Leah Lessard and Hannah Schacter in “Why the Coronavirus Crisis Hits Teenagers Particularly Hard: Developmental Scientists Explain” in *Education Week*, April 15, 2020.



Connecticut Association of Boards of Education

Vincent A. Mustaro, Senior Staff Associate for Policy Services

PRESENTS POLICY HIGHLIGHTS

May 15, 2020

Volume 19 – Issue #24

New Title IX Regulations Issued: The U.S. Education Department (ED Department) issued final regulations on May 6 creating legal obligations for school districts to promptly respond to reports of sexual harassment.

The new regulations have implications for students with disabilities, who can seek monetary damages under Title IX against school districts they allege failed to protect them from such harassment or assault. The Department indicated the new rule, which becomes effective Aug. 14, emphasizes prompt response to allegations; clarity on how schools must respond; supports for those alleging harassment or assault; due process rights for those accused; and school officials' responsibility to be impartial during a transparent and predictable investigation.

The new regulation, which is approximately 2,100 pages in length, for purposes of enforcement under Title IX, defines sexual harassment, including sexual assault, as unlawful sex discrimination. Sexual harassment is defined as "unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity," according to the rule." This is a stricter definition than is used in employment law. Schools will be found in violation of Title IX if they are "deliberately indifferent" to such conduct.

Instances of sexual harassment include sexual assault, dating violence, domestic violence, and stalking, as unlawful discrimination on the basis of sex.

The regulation is applicable to both higher education institutions and K-12 school systems. However, different components are provided to recognize the unique environments of the campuses and the age difference in the students at the center of the alleged instances.

For example, one provision that elementary and secondary school administrators should take note of is that the ED Department expects schools to respond promptly when any school employee has notice of sexual harassment. The interpretation of past guidance was that "actual knowledge" of allegations had to reach the administrative level or a designated employee before a response was initiated.

Another important provision relevant to K-12 schools includes the right of parents to file a formal complaint on behalf of their child. In those cases, the child remains the complainant. In addition, the new regulation specifies that a school's "education program or activity" includes situations over which the school exercised substantial control, which may include off-campus field trips, academic conferences, and preemployment activities.

The new regulation says that when investigating and adjudicating formal complaints of sexual harassment, schools can use either the preponderance of the evidence standard or the clear and convincing evidence standard. This is among the biggest changes. Schools can now shift the threshold that officials use to decide if an assault claim requires a response, from the “preponderance of evidence” standard to a “clear and convincing evidence” standard, which is a higher bar to prove claims of misconduct.

In regard to deliberate indifference, the regulation specifies that a school’s response to an allegation must be prompt; consist of offering supportive measures to the person making an allegation; consider the complainant’s wishes regarding supportive measures; inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and explain to the complainant the process for filing a formal complaint.

“This mandatory, proactive, and interactive process helps ensure that complainants receive the response that will most effectively address [their] needs in each circumstance,” the regulation states.

The ED Department indicated that 9,700 incidents of sexual assault, rape, or attempted rape occurred in public elementary and secondary schools in the 2015-2016 school year.

Earlier this year the ED Department announced it was enhancing enforcement of student civil rights protections under Title IX. That initiative includes compliance reviews; public awareness and support; data quality reviews; and detailed data collection.

The initiative also emphasized enforcement of the “Pass the Trash” provision from the Every Student Succeeds Act (ESSA), which prohibits states and districts from hiring new employees who have engaged in sexual misconduct with a student or minor. (This is also covered in Connecticut statute.)

In summary, the key provisions for K-12 schools include the following:

- Schools are required to respond when they have “actual knowledge” of a complaint of sexual harassment, which can include a report to any employee of an elementary or secondary school. That’s compared to the previous Title IX guidance, which held schools responsible for incidents they “reasonably should” have been aware of. The recent draft rule had more narrowly limited that reporting responsibility to Title IX coordinators. Survivors’ advocacy groups say students are often unaware of their rights, and many schools don’t sufficiently publicize who coordinate their Title IX response.
- Schools must respond when harassment occurs “in the school’s education program or activity.” After the draft rule, survivors’ advocates raised alarms that off-campus conduct can disrupt education for students. The final rule expands the definition of “program or activity” to include “locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sexual harassment occurs.” But advocates said that definition still left some gray areas: like online harassment.
- The final rule allows parents or guardians of K-12 students to file complaints on their behalf, and requires parental notification of complaints against their children.

- Unlike colleges and universities, elementary and secondary schools are not required to hold hearings on student complaints.
- The rule requires schools to provide “supportive measures” to students, with or without a formal complaint. That might include providing counseling or changing class schedules to avoid sharing a classroom with the accused.

Education Secretary DeVos had been under pressure to delay the final Title IX regulation due to the COVID-19 pandemic. Some school administration groups and several state attorney generals and U.S. senators said the new regulation would burden school systems by diverting their attention to new policies and training at the same time they are responding to the public health crisis.

Chairman of the House Education and Labor Committee Bobby Scott, D-Va., criticized the timing and the substance of the rule. “The Department’s final Title IX rule creates new barriers to justice for survivors of sexual misconduct,” Scott said in a statement with House Judiciary Committee Chairman Jerrold Nadler, D-NY. “It imposes a higher burden of proof for survivors – which is more challenging than the standard used in other civil rights laws and will be particularly difficult to meet given the nature of many sexual misconduct cases.”

Sen. Lamar Alexander, R-Tenn., the chairman of the Senate education committee, praised the changes.” This final rule respects and supports victims and preserves due process rights for both the victim and the accused,” Alexander said in a statement. “For example, the rule ensures victims get the support they need to change classes or dorms if they allege they have been sexually assaulted or sexually harassed and the rule ensures the victim and the accused get a fair hearing to resolve such allegations.”

Others also questioned the timing of the new directive. A coalition of 209 education and advocacy groups wrote to secretary DeVos in March, urging her to pause the rulemaking process as schools, colleges, and universities confront unprecedented challenges related to the coronavirus pandemic.

“Moving forward now with a new Title IX rule would only exacerbate these challenges by diverting schools’ already sharply limited resources toward creating complex new policies and training employees on implementation, at a time when schools are already working to radically shift their programs and meet student needs, even while staff operate remotely,” that letter said.

Secretary DeVos defended the timing of the release of the rule saying that the ED Department took more than two years to develop the rule, reviewed more than 124,000 public comments, and met with a variety of individuals and organizations ahead of issuing the final rule. “Civil rights cannot wait,” DeVos said.

Advocacy groups, who say elementary and secondary schools already struggle to adequately and consistently respond to students’ reports of sexual assault and harassment, have long anticipated the changes. Groups like the American Psychological Association said they feared the new evidentiary standard in the final rule would make it more difficult for students to prove their claims. The National Women’s Law Center threatened to sue to block the regulations.

Source: “Title IX: Ed department rule ‘holds schools accountable,’” by Kara Arundel, *District Administration*, | May 7, 2020

Policy Implications: The recently issued final regulations made some important changes from the initial proposed regulations as a result of considerable input during the comment period.

Specifically:

- Unlike the initial proposal, the final regulations allow students in elementary and secondary schools to report a Title IX claim to any employee at their school.
- It requires schools to ignore all reports of in-school sexual harassment where the student has not yet been "effectively denied" equal access to a school program or activity.
- In the K-12 context, the final regulations reconsider the position that districts' Title IX obligations are triggered whenever employees "should have known" about the "pervasiveness" of a sexual harassment event. Thus, if the sexual harassment is "so pervasive" that some employee "should have known" about it (e.g., sexualized graffiti scrawled across lockers that meets the definition of sexual harassment), schools can be charged with failing to meet their Title IX responsibilities.
- Under the final regulations, the district can now investigate Title IX incidents that occur off-campus as long as "the school exercises substantial control over both the respondent and the context in which the sexual harassment occurs."
- Schools will be required to start an investigation with the presumption that no sexual harassment occurred.
- Districts must notify all students, parents, or legal guardians of elementary and secondary school students and employees the name and contact information of the employee or employees designated as the Title IX Coordinator.
- Districts must offer both parties the right to appeal the decision.
- Districts may not require the parties to participate in informal resolution and may not offer informal resolution unless a formal complaint is filed.
- Overall, there are a few positive changes that do make it easier for students to report and districts to have flexibility in managing a Title IX complaint when compared to the proposed regulations.

The American Association of School Administrators (AASA) stated, "The Title IX regulations could potentially alter some district policies and practices from the 2001 Title IX guidance, which has been implemented by district personnel for nearly two decades. The new regulations will require significant new training of districts, create new processes and requirements for managing Title IX complaints, bind the hands of education officials in addressing sexual assault that occurs off school grounds or online, and increase the likelihood that students will instead pursue formal litigation against districts because their claims are not taken seriously or because they do not meet the standard required to have their complaint investigated by the district."

The following polices appear to be impacted by these new federal regulations:

- #0521 – Nondiscrimination
- #0521.1 – Grievance Procedure

- #4000.1 – Title IX (Personnel)
- #4118.11/4218.11 – Nondiscrimination (Personnel)
- #4118.111/4218.111 – Grievance Procedure – Title IX
- #4118.112/4218.112 – Sex Discrimination & Sexual Harassment in the Workplace
- #5145.5 – Sexual Harassment (Students)
- #5145.51 – Peer Sexual Harassment (Students)

The regulations are set to become effective on August 14, 2020, right as we'll be reopening (maybe) schools for the 20-21 school year. They will require changes to policies and handbooks and training for staff. The CAFE Policy Department, albeit remotely, has started the review and ultimately revision process of the above at this difficult time.

It is recommended that you stop and take a deep breath, at least 6 feet away from others. You currently have significant complex issues to address.

We will need to see if these regulations actually become effective on August 14, 2020. Currently there are many attorneys, advocacy groups and legislators preparing lawsuits and/or political strategies to stop the August implementation of these regulations. During this current pandemic situation, the possibility exists (hopefully) that the effective date can be put on hold by a federal court injunction or Congressional action. The revision process CAFE has started will also include tracking these possible events closely.