

Board of Education

REGULAR MEETING

Thursday, June 1, 2017 – 6:30 p.m.

Waterbury Arts Magnet School, 16 South Elm Street, Waterbury, CT

A G E N D A

- 1. *Silent Prayer***
- 2. *Pledge of Allegiance to the Flag***
- 3. *Roll Call***
- 4. *Communications***
- 5. *Public Addresses the Board***: 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.
- 6. *Superintendent's Announcements***
- 7. *President's Comments***
- 8. *Consent Calendar***
 - 8.1 *Committee on Finance*: Request approval of the FY 2018 School Readiness Grant Application.
 - 8.2 *Committee on Finance*: Request approval to apply for the 2017-2019 School Readiness Grant – Local Application.
 - 8.3 *Committee on Finance*: Request approval of a Construction Contract with Silktown Roofing, Incorporated for West Side Middle School Roof Replacement.
 - 8.4 *Committee on Curriculum*: Request permission be granted to Dino Pantoni, KHS, and 7 chaperones to take 80 students to Agawam, MA on June 3, 2017. (previously approved for 5/27/17) to visit Six Flags.
 - 8.5 *Committee on School Facilities & Grounds*: Use of school facilities by school organizations and/or City departments.
 - 8.6 *Committee on School Facilities & Grounds*: Use of school facilities by outside organizations and/or waiver requests.
- 9. *Items Removed from Consent Calendar***

10. Committee on Finance – Commissioner Pagano

10.1 Request approval of Lease Agreement with Police Activity League of Waterbury, Inc. for the property located at 58 Griggs Street.

11. Committee on Grievances – Vice President Rodriguez

11.1 WTA Grievance 16-17-28.

11.2 WTA Grievance 16-17-30.

12. Superintendent's Notification to the Board

12.1 Appointments:

Irrera, Ray – Summer School Secondary Coordinator.

Tomasella, Diurica – SOAR to Success Summer School Site Coordinator, Reed School.

Blakeslee, Marissa – SOAR to Success Summer School Site Coordinator, Bucks Hill School.

DiGiovanni, Melissa – SOAR to Success Summer School Site Coordinator, Duggan School.

Rosser, Jennifer SOAR to Success Summer School Site Coordinator, Gilmartin School.

12.2 Retirements:

Hill, Lina – Hopeville Grade 2, effective 06/30/17.

12.3 Resignations

Medeiros, Victoria – Reed Music, effective 06/30/17.

Merriman, Caitlin – WMS Social Worker, effective 06/30/17.

Morse, Nicole – WSMS Social Worker, effective 06/30/17.

Swanson, Kimberly – Bunker Hill Art, effective 06/30/17.

Wall, Kaitlyn – WMS School Counselor, effective 06/30/17.

13. Unfinished Business of Preceding Meeting Only

14. Other Unfinished, New, and Miscellaneous Business

15. Executive Session

16. Adjournment

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON FINANCE

Item #8.1

June 1, 2017

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

With the approval of the Committee on Finance, the Superintendent of Schools recommends approval of the submission of the FY 2018 School Readiness application to the Connecticut Office of Early Childhood.

Respectfully submitted,

Dr. Kathleen M. Ouellette
Superintendent of Schools

Approved:

Charles E. Pagano

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON FINANCE

Item #8.2

June 1, 2017

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

With the approval of the Committee on Finance, the Superintendent of Schools recommends approval to apply for the 2017-2019 School Readiness Grant- Local Application.

Respectfully submitted,

Dr. Kathleen M. Ouellette
Superintendent of Schools

Approved:

Charles E. Pagano

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON FINANCE

Item #8.3

June 1, 2017

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

With the approval of the Committee on Finance, the Superintendent of Schools recommends approval of a Construction Contract with Silktown Roofing, Incorporated for West Side Middle School Roof Replacement.

Respectfully submitted,

Dr. Kathleen M. Ouellette
Superintendent of Schools

Approved:

Charles E. Pagano

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON CURRICULUM

Item #8.4

June 1, 2017

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

With the approval of the Committee on Curriculum, the Superintendent of Schools recommends permission be granted to Dino Pantoni, KHS, and 7 chaperones to take 80 students to Agawam, MA on June 3, 2017 (previously approved for 5/27/17) to visit Six Flags.

Respectfully submitted,

Dr. Kathleen M. Ouellette
Superintendent of Schools

Approved:

Thomas Van Stone, Sr.

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON SCHOOL FACILITIES & GROUNDS

Item #8.5

June 1, 2017

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

With the approval of the Committee on School Facilities and Grounds, the Superintendent of Schools recommends approval of the use of school facilities, at no charge, by the following school organizations and/or City departments:

GROUP	FACILITIES AND DATES/TIMES
PTSO	WAMS café: Tuesday, May 30, 6:30 - 8:00 pm (senior grad night parents informational meeting)
T. King-Johnson	WAMS apron stage: Monday, June 12 (Spanish Honor Society Induction)
L. Minervini	Chase gym: Wednesday, June 21, 2:00 - 5:15 pm (Pre-school graduation for Chase/Wilson FRC)
A. Edwards	Tinker gym/café: Thursday, June 1, 5:00 - 8:00 pm (Reading Night)

Approved:

John E. Theriault

Respectfully submitted,

Dr. Kathleen M. Ouellette
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON SCHOOL FACILITIES & GROUNDS

Item #8.6

June 1, 2017

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

With the approval of the Committee on School Facilities and Grounds, the Superintendent of Schools recommends approval of the use of school facilities by outside organizations and/or waiver requests subject to fees and insurance as required:

<u>GROUP</u>	<u>FACILITIES AND DATES/TIMES</u>
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REQUESTING WAIVERS:

Hispanic Coalition	WAMS atrium: Wednesday, May 31, 5:00 - 8:00 pm	
Sonia Cruz	(CNA graduation)	(\$556.)

GROUPS NOT SUBJECT TO FEES OR WAIVER DUE TO TIME OF USE OR PREVIOUS WAIVER:

Neighborhood Housing	
Services of Waterbury	Reed café: Wednesday, June 28, 6:00 - 8:00 pm
Erika Cooper	(meeting/catered food)

Approved:

John E. Theriault

Respectfully submitted,

Dr. Kathleen M. Ouellette
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON FINANCE

Item #10.1

June 1, 2017

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

With the approval of the Committee on Finance, the Superintendent of Schools recommends approval of a Lease Agreement with Police Activity League of Waterbury, Inc., for a five-year period with an optional five-year period, for property located at 58 Griggs Street, Waterbury, CT.

Respectfully submitted,

Dr. Kathleen M. Ouellette
Superintendent of Schools

Approved:

Charles E. Pagano

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON GRIEVANCES

Item #11.1

June 1, 2017

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on Grievances recommends WTA Grievance 16-17-28, heard by the Committee on May 23, 2017, be denied.

Approved:

Felix M. Rodriguez

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON GRIEVANCES

Item #11.2

June 1, 2017

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on Grievances recommends WTA Grievance 16-17-30, heard by the Committee on May 23, 2017, be denied.

Approved:

Felix M. Rodriguez

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #12.1

June 1, 2017

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

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

Irrera, Ray – Summer School Secondary Coordinator.
Tomasella, Diurica – SOAR to Success Summer School Site Coordinator, Reed School.
Blakeslee, Marissa – SOAR to Success Summer School Site Coordinator, Bucks Hill School.
DiGiovanni, Melissa – SOAR to Success Summer School Site Coordinator, Duggan School.
Rosser, Jennifer SOAR to Success Summer School Site Coordinator, Gilmartin School.

Respectfully submitted,

Dr. Kathleen M. Ouellette
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #12.2

June 1, 2017

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

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

Hill, Lina – Hopeville Grade 2, effective 06/30/17.

Respectfully submitted,

Dr. Kathleen M. Ouellette
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #12.3

June 1, 2017

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

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

Medeiros, Victoria – Reed Music, effective 06/30/17.
Merriman, Caitlin – WMS Social Worker, effective 06/30/17.
Morse, Nicole – WSMS Social Worker, effective 06/30/17.
Swanson, Kimberly – Bunker Hill Art, effective 06/30/17.
Wall, Kaitlyn – WMS School Counselor, effective 06/30/17.

Respectfully submitted,

Dr. Kathleen M. Ouellette
Superintendent of Schools

Communications



Packet week ending 5/30/17

Carrie Swain

From: Theresa DeMars <CABE@embrams-mail.com>
Sent: Friday, May 26, 2017 7:01 AM
To: Carrie Swain
Subject: CABE Policy Highlights 5-26-2017
Attachments: May 26 2017.pdf



Hello,

Attached you will find *CABE's Policy Highlights Publication* for **May 26, 2017**. Policy Highlights are designed to contain informative topics of interest for your district.

Please feel free to contact the Policy Department at 860-571-7446 with any questions or concerns.

The publication is attached as a PDF file. You will need Adobe Acrobat Reader which is available by [clicking here](#).

To unsubscribe to this publication, please email Terry DeMars at tdemars@cabe.org and state that you would like to unsubscribe from Policy Highlights.

Connecticut Association of Boards of Education
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Connecticut Association of Boards of Education

Vincent A. Mustaro, Senior Staff Associate for Policy Services

PRESENTS

POLICY HIGHLIGHTS

May 26, 2017

Volume 16 - Issue #24

Data Indicating Use of Restraints and Seclusion in Schools: According to an analysis by the Education Week Research Center of data collected by the U.S. Department of Education's Office for Civil Rights, "one out of every 100 special education students was restrained by school personnel or secluded in school from his or her peers in the 2013-14 school year, presumably to quell behavior that teachers considered disruptive or dangerous." This is the most recent school year for which data is available. Most students were impacted more than once. However, though the data indicate that some 70,000 students were restrained or secluded in this matter, the statistics "are also, almost surely, dramatically understated" because "many large districts, including New York City and Chicago, were among the nearly 80 percent of districts that reported no special education students being restrained or secluded."

Most students had these practices used more than once. More than 200,000 such incidents were reported by states, indicating that on average a special education student was restrained or secluded about three times. One out of five districts reported the use of these practices.

The Department of Education's Civil Rights Data Collection offers the only information available on the use of restraint and seclusion nationwide. The data reveals that students with disabilities and boys are most often subject to restraint and seclusion.

In addition to state efforts to reduce the use of these practices, the issue has made it into federal policy. Under the state plans that are required by the Every Student Succeeds Act (ESSA) states must explain how they plan to reduce "aversive behavioral interventions." In addition, there have been attempts over the years by Congress to enact federal law restricting the practices. While these attempts have not been successful, the U.S. Department of Education in 2012 released a document outlining 15 principles that states could use as a starting point for their own efforts aimed at reducing the use of these practices. Further, the Obama administration sent out a guidance to districts regarding this issue.

Source: "70,000 Students with Disabilities Secluded, Restrained in School." by Christina A. Samuels, *Education Week*, May 16, 2017.

Policy Implications: Connecticut has passed legislation pertaining to this issue. P.A. 15-141, "An Act Concerning Seclusion and Restraint in Schools," which extended laws on restraint and seclusion to most public school students in grades K through 12, in addition to previous laws that applied predominantly to students receiving special education services.

The legislation prohibits teachers, administrators, and other public school employees from using life-threatening physical restraints on any student, limits how long students can be kept in allowable restraints or seclusion, and specifies the types of locations in which a student may be secluded.

School employees are prohibited from using physical restraints on students or placing students in seclusion, unless the employees have been properly trained, and requires school boards to develop policies and procedures to (1) provide this training and (2) establish monitoring and internal reporting of the use of physical restraints and seclusion. (Coaches, substitute teachers and superintendents are excluded from this training.)

School boards are required to notify parents and guardians no later than 24 hours after a child has been placed in physical restraint or in seclusion, and to make a reasonable effort to notify them immediately after beginning the physical restraint or seclusion.

The legislation requires school boards to take certain steps for students placed in physical restraint or seclusion four or more times in 20 school days. Further, as under previous law, it limits when school employees may administer certain medication to students.

In addition, the Act also required school boards to identify crisis intervention teams to respond to incidents of physical restraint or seclusion; adds reporting requirements; and requires the State Board of Education (SBE) to adopt or revise regulations on the use of physical restraint and seclusion.

The legislation does not limit the justified use of physical force by local, state, or federal law enforcement officials performing their duties.

The Act applies to children in in public schools enrolled in kindergarten through 12th grade; children receiving special education and related services in an institution or facility operating under contract with a school board; students enrolled in a program or school administered by a regional education service center; or those receiving special education and related services from an approved private special education program.

This comprehensive legislation contained, as previously indicated, a prohibition on the use of life-threatening physical restraints, as defined in the Act; permits a limited use of allowed physical restraint only in emergencies to prevent immediate or imminent injury to a student or others. Physical restraint may not be used to discipline a student, because it is convenient or instead of a less restrictive alternative. The employee conducting the evaluation must enter the evaluation in the student's educational record.

The conditions under which seclusion may be used are detailed in the legislation and appear in the CABE sample policy and administrative regulations. School employees may not place a student in seclusion except to prevent immediate or imminent injury to the student or others. An employee may not use seclusion to discipline a student, because it is convenient, or instead of a less restrictive alternative. The inclusion of seclusion in a student's individualized education program is prohibited.

Time limits on the use of these procedures have also been established. Also, any use of physical restraint or seclusion must be documented in the student's educational record. The documentation must include, in the case of emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were signs that such an emergency might occur. It also must include a detailed description of the nature of the restraint or seclusion, how long it lasted, and its effect on the student's established educational plan.

Policy #5144.1, "Physical Restraints/Seclusion," and its accompanying administrative regulation pertain to this topic. CAFE's sample material reflects the detailed legislation. Boards of education are required to develop policies and procedures (administrative regulations) that establish monitoring and internal reporting of the use of physical restraint and seclusion. Such policies and procedures, by law, are to be posted on the District's website and in the procedures manual of the board.

Changing of Student's Grades: The changing of a grade, whether it be upon the request of a parent, a coach or an administrator raises some thorny issues, especially when it is related to athletic eligibility purposes. Very little guidance is available in Connecticut statutes. School districts are required to have a written policy concerning weighted grading for honors and advanced placement classes (C.G.S. 10-220g).

Other than this one statute, there are no Connecticut laws on the subject of grading. Other states, such as California, have passed laws on the topic of grading. The California statute indicates that the grade a teacher assigns is final and can only be changed for limited reasons, such as clerical error or teacher bad faith. In Connecticut, the assignment of grades is a teacher responsibility. There is no statutory process for review and/or appeal.

Questions at times arise regarding the right of a school administrator to change a teacher issued grade. The grading process is clearly part of the teacher's professional responsibilities and the teacher may be held accountable, and subject to discipline, for inappropriate or unfair grading practices. However, there is no case law that the courts would intercede on behalf of a student, even when there is a problem with a grade.

An administrator, in responding to a student or parental complaint about a grade, needs to investigate to determine if the grade was arrived at unfairly. A board policy on the subject would be helpful in such a case. It is important to have policy language developed pertaining to this topic at a time when no live, "hot-button" issue is facing the school or school district, which has happened in the past in some Connecticut school districts resulting in much notoriety.

It is recommended to have a structure in place which gives guidance when "pressure" comes to bear upon school authorities or staff to alter a student's grade.

Policy Implications: Policy #6146.111, "Uniform System for Assignment and Changing of Student Grades, (Grade Adjustment)," pertains to this issue and is available upon request. This is considered a "good practice" recommended policy for inclusion in a district's policy manual.

Food for Thought: Remember, when young adults do not receive consequences, they do receive something else – messages. Depending on the statement or action, students can think:

- What I've said or done is acceptable.
- What I've done is unacceptable, but I got away with it.
- The expectation I have violated isn't important.
- The responsible adult involved doesn't care enough to address or challenge me.

Receiving such messages and allowing them to take root during formative years increases the likelihood that troubling behaviors and beliefs will continue.”

Source: Karen Smith in “Truth or Consequences: A Road Map to Success” in *Principal Leadership*, May 2017 (Vol. 17, #9, p. 48-51)