

Meeting Agenda

Group/Team:	BOE Policy & Legislation Committee		
Location: Virtual Meeting via ZOOM 1-646-876-9923 Meeting ID: 86794149943	Date of Meeting: Tuesday November 16, 2021	Start Time: 5:30 p.m.	Finish Time:

Team Norms:
<ol style="list-style-type: none"> 1. All meetings will start on time 2. All issues will be approached with a positive attitude 3. A specific agenda will be set for all meetings 4. All teams members will agree to stay on specific agenda topics 5. Decisions regarding future directions will be based upon actual data

Purpose of Meeting – Instructional Focus:

Agenda Items – (Items should reflect next steps from previous meeting.)			
	Agenda Item	Time Allotted	Person Responsible
1.	Revised Policy 6159 – Individualized Education Program/Special Education Program, as required by P.A. 21-46.	10 minutes	M. Pabon
2.	Revised Policy 5112 – Ages of Attendance, as required by P.A. 21-86.	5 minutes	D. Schwartz
3.	Revised Policy 5113 – Attendance Requirements for Course Credit or Promotion, as required by P.A. 21-46.	5 minutes	D. Schwartz
4.	Revised Policy 5113.2 – Attendance Requirements for Students under 18 years of Age with Respect to Truancy, as required by P.A. 21-46.	5 minutes	D. Schwartz
5.	Revised Policy 6146.1 – High School Grading/QPR, as require by P.A. 21-199.	10 minutes	D. Schwartz
6.	Continued discussion: Proposed Rules & Regulations Appendix		A. Sweeney
7.	Continued discussion: Proposed Board Member Handbook		A. Sweeney
8.	Scheduling of next meeting		A. Sweeney

Individualized Education Program/Special Education Program

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 22 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22nd birthday or until they graduate from high school with a regular high school diploma, whichever comes first. The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) until they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.

A parent/guardian of a child, the State Department of Education, other state agencies available to District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations using a variety of assessment tools and measures to gather relevant functional, developmental, and academic information, must be completed within 60 calendar days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45 school day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The timeline for implementation of an IEP must occur within 60 school days of the PPT referral in those situations in which a student's IEP requires an out-of-district or private placement (not including the time it takes to obtain written parental consent).

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

Planning and Placement Team or Individualized Education Program Team

The term "individualized education program team" or "IEP Team" means a group of individuals composed of –

- (i) the parents/guardians of a child with a disability;
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);

Individualized Education Program/Special Education Program, continued

- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency.
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent/guardian or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents/guardians and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents/guardians and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent/guardian and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

Individualized Education Program/Special Education Program, continued

The parent/guardian or surrogate parent shall be given at least five (5) school days' prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

- (1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;

Individualized Education Program/Special Education Program, continued

- (ii) Meeting each of the child's other educational needs that result from the child's disability; and
- (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

- (iii) A statement of “benchmarks or short-term objectives” is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;
- (4) A school must offer an IEP that is “reasonable calculated to enable a child to make progress appropriate in light of the child's circumstances.” The child's educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child's:
 - Previous rate or academic growth,
 - Progress towards achieving or exceeding grade-level proficiency,
 - Behaviors, if any, interfering with the child's progress, and
 - Parent's/Guardian's input and any additional information provided by such parents.

Individualized Education Program/Special Education Program, continued

The U.S. Supreme Court, in the *Endrew F* decision stated, "any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
- (8) A statement of -
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents/guardians will be regularly informed (through such means as periodic report cards), at least as often as parents/guardians are informed of their non-disabled children's progress, of -
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
- (9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents/guardians and the District. Reevaluation must occur at least once every three years unless the parent/guardian and District agree that it is unnecessary.

Note: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and make progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")

(b) Transition services.

- (1) The IEP must include –

Individualized Education Program/Special Education Program, continued

- (i) For each student beginning not later than the first IEP to be in effect when the child is ~~sixteen~~, ~~fourteen~~ and younger if ~~the PPT determines it~~ appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and ~~the transition services, including courses of study, needed to assist the student in reaching those goals.~~
 - ~~(ii) For each student beginning not later than the first IEP to be in effect when the child is sixteen, (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the student, including courses of study, needed to assist the child in reaching these goals:~~
 - ~~(iii) For each student, who is at least fourteen years of age, and diagnosed with autism spectrum disorder, beginning not later than the date on which the first IEP takes effect, a statement of transition service needs which shall include appropriate transition assessments related to training, education, employment and where appropriate, independent living skills. In addition, the statement of transition needs shall include the transition services, including courses of study, needed to assist a child in reaching those goals. Such IEP shall be updated annually.~~
 - (iv) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
- (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.
- (c) **Transfer of rights.** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)
- (d) **Students with disabilities convicted as adults and incarcerated in adult prisons.** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.
- (e) **Students with disabilities identified as deaf or hearing impaired.** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;
 - (i) the child's primary language or mode of communication;

Individualized Education Program/Special Education Program, continued

- (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
- (iii) educational options available to the child;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
- (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
- (vi) Assistive devices and services for the child;
- (vii) Communication and physical environment accommodations for the child; and
- (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services “comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP,” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

Individualized Education Program/Special Education Program, continued

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference:

Connecticut General Statutes:

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173).

10-76d Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Section 277 and PA 19-49 and PA 21-46 and PA 21-144)

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

10-76q Special education at technical education and career schools (as amended by PA 21-144)

PA 06-18 An Act Concerning Special Education

PA 12-173 An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

Other Issues Relating to Special Education

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

State Board of Education Regulations:

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845 F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

Ages of Attendance

District schools shall be open to all children five years of age and over who reside in the district and reach the age of five by December 31st of any school year. Each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the program and activities of the school system without discrimination on account of race, color, sex, religion, national origin sexual orientation, or gender identity or expression.

Parents and those who have the care of children age five to eighteen years of age inclusive are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. Students under age eighteen are subject to mandatory attendance laws unless they are at least seventeen and their parent/guardian, or other person having guardianship of the child, consents to such child's removal from school. The parent or person shall exercise this option by personally appearing at the school to sign a withdrawal form. Such withdrawal form shall include an attestation from a school counselor or school administrator of the school that the district has provided the parent or person with information on the educational options available in the school system and in the community. If a child is eighteen years of age or older, he/she is not required to attend school.

The enrollment process shall be focused on obtaining only the information deemed necessary to establish residency and age. The District shall not request other information as a condition of enrollment or state in its policies or on its websites or otherwise, that other information is required to enroll children. The District shall immediately enroll a homeless child and allow such student to attend school even if the student is unable to produced records normally required for enrollment. Additional data collection may occur, but it must be complete in such a manner that does not interfere with the enrollment of a child in school.

The District, when determining residency, shall not request documentation of citizenship or immigration status of a child or the child's parents/guardians. The Board believes such documentation is not relevant to establishing residency.

In the establishment of residency, the Board will accept such documentation as, but not limited to, a lease agreement, mortgage document, property tax record rent receipt, home owners insurance, rental insurance, current utility bill, current proof of government benefits, CT driver's license, automobile registration or insurance. An Affidavit of Residence, properly executed, shall also be acceptable.

For purposes of establishing the residency of a child whose legal guardian is a member of the armed forces, as defined in C.G.S. 27-103, and who is seeking enrollment in a district school, in which such child is not yet a resident, the Board shall accept the military orders directing such member to Connecticut or any other documents from the armed forces indicating the transfer of such member to Connecticut as proof of residency in the district.

The parent or person having legal guardianship of a child five years of age shall have the option of not sending the child to school until the child is six years of age by December 31st of any school year. The parent or person having legal guardianship of a child six years of age shall have the option of not sending the child to school until the child is seven years of age by December 31st of

any school year. The parent or person having legal guardianship shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person having legal guardianship with information on the educational opportunities available in the school system.

Students

5112(b)

Ages of Attendance, continued

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. Proof of domicile will also be requested.

The above requirements are not to serve as barriers to immediate enrollment of students, designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by the ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation. The District shall immediately enroll a homeless student and allow such student to attend school even if the student is unable to produce records normally required for enrollment.

The parent/guardian of any child who is denied admission to school, or an emancipated minor, a student eighteen years of age or older, a homeless child or youth, or an unaccompanied youth who is denied schooling, or an agent or officer charged with the enforcement of attendance laws may request, in writing, a hearing by the Board of Education. Such hearing may be conducted by the entire Board of Education, or by a subcommittee of three Board members, or by a local impartial hearing Board of one or more persons not members of the Board of Education.

Children who have attained the age of seventeen and who have voluntarily terminated enrollment in the district's schools and subsequently seek readmission may be denied readmission for up to ninety school days from the date of such termination, unless such child seeks readmission to the District not later than ten (10) school days after such termination in which case the Board shall provide school accommodations to such child not later than three school days after such child seeks readmission.

Early Admission

Parents/guardians must make a formal request for early admission no later than June 1 of the calendar year in which the child would be admitted to the school. Since research on early admission to kindergarten has demonstrated that it is a "high risk" decision, only those children who have attained their fourth birthday between January 1st and June 30th will be considered for early admission. The student being considered for early admission must exhibit evidence of advanced (typically two standard deviations above the mean) intelligence and adaptive behavior from a standardized assessment administered in the district.

Such testing shall guide the Superintendent or his/her designee in the acceptance or rejection of the request. The programmatic decision of the Superintendent or his/her designee in such instances shall be final.

Provisions for Special Education

According to Connecticut General Statute 1-76d(b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

Students

5112(c)

Ages of Attendance, continued

Alternative School Placement

Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age twenty-one.

(cf. 5111 – Admission Placement)
(cf. 5118.3 – Children in Foster Care)
(cf. 6146 – Graduation Requirements)

(cf. 5118.1 – Homeless Students)
(cf. 5112 – Ages of Attendance)

Legal Reference:

Connecticut General Statutes
4-176e to 4-180a Agency hearings.
4-181a Contested cases. Reconsideration. Modifications.
10-15 Towns to maintain schools.
10-15c Discrimination in public schools prohibited. School attendance by five-year-olds.
10-76a - 10-76g re special education.
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA 98-243, PA 00-157, PA 09-6 (September Special Session) and PA 18-15.
10-186 Duties of local and regional boards of education re school attendance. Hearings. (Amended by PA 19-179 An Act Concerning
Appeals to State Board. Establishment of hearing board.
[21-86 An act Concerning the Enrollment of Children of Members of the Armed Forces in Public Schools and the Establishment of a Purple Star School Program](#)
10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils.
10-233c Suspension of pupils.
10-233d Expulsion of pupils.
10-261 Definitions.
State Board of Education Regulations
10-76a-1 General definitions (c) (d) (q) (t)
10-76d-7 Admission of student requiring special education (referral)

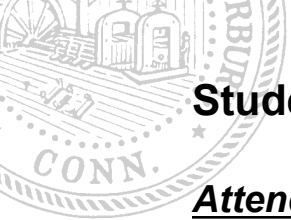
10-204a Required immunizations (as amended by PA 98-243)

McKinney-Vento Homeless Assistance Act (PL 107-110 Sec. 1032) 42
U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95

Federal Register: McKinney-Vento Education for Homeless Children &
Youths Program, Vol. 81 No. 52, 3/17/2016.

Policy adopted by the Waterbury Board of Education on September 6, 2012,
revised on March 26, 2020, and revised on November 19, 2020 **DRAFT**



**Attendance Requirements for Course Credit or Promotion****Attendance**

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

A student’s engagement in remote classes, remote meetings, activities on time-logged in electronic systems, and completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning is in attendance and the remote learning is authorized.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

1. Definitions (related to chronic absenteeism)

Chronically absent child: An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

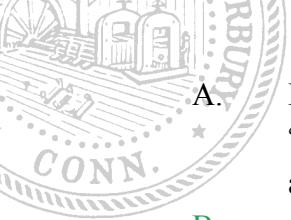
Absence: An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

District chronic absenteeism rate: The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

School chronic absenteeism rate: The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Excuses: A student’s absence from school shall be considered “excused” if written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

Note: *The use of the state approved definitions of “excused” and “unexcused” absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.*



- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.
- B. Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to emotional and psychological well-being in lieu of attending school.

A student cannot take these mental health days during consecutive school days.

Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

Students

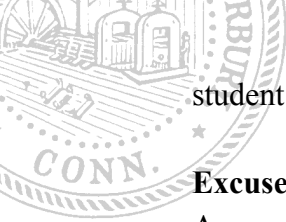
5113(b)

Attendance Requirements for Course Credit or Promotion, continued

- C. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 - 1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
 - 2. Student's observance of a religious holiday;
 - 3. Death in the student's family or other emergency beyond the control of the student's family;
 - 4. Mandated court appearances (documentation required);
 - 5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
 - 6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.
- D. A student's absence from school shall be considered unexcused unless:
 - 1. The absence meets the definition of an excused absence and meets the documentation requirements; or
 - 2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be completed within five days after the



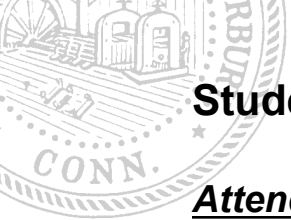
student returns to school.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

**Attendance Requirements for Course Credit or Promotion, continued**

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is not English, and students with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

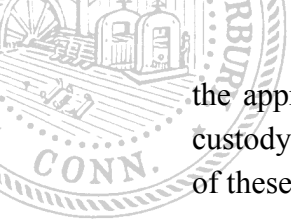
The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. *(An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)*

Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without



the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

The classroom or homeroom teacher or administrative assistant or administrative designee determines the legitimacy of an excused absence, and final determination will be made by building principal.

Attendance Requirements for Course Credit or Promotion, continued

2. **TWENTY ABSENCE LIMIT for any student enrolled in the Waterbury School System in grades K – 12:** No student may receive course credit for a full-year course after having been absent from that course more than twenty (20) class periods during the school year. These absences will be pro-rated for other than full-year courses and for courses meeting other than five (5) periods per week. All absences in a class will be counted except those incurred while a student participates in school-sponsored activities and/or essential administrative business and/or for an absence that meets the definition of a disciplinary action.

3. **TARDINESS/EARLY DISMISSAL:** For the purpose of tardiness and early dismissal, “excused” is defined the same as “excused” absence. A pupil who is tardy or dismissed early must report to the office before reporting to his/her classroom. Regardless whether the tardy or early dismissal is excused or unexcused, the student must be present in school for at least half of the regular school day in order to receive attendance credit for the day.

For High School and Middle School: Pupils are considered tardy or dismissed early if not in class when the bell rings. For every three unexcused tardies to school or for every three unexcused early dismissals from school, one unexcused day of absence will be assessed to the student’s academic record for that class period specifically affected by the tardy or early dismissal

At the high school level, the unexcused tardy or unexcused absence applies to each individual class the student is late for or absent from. This may apply to more than one class. In addition, when homeroom is dissolved, the student’s previous unexcused absences and unexcused tardies will be reflected in the student’s first period class.

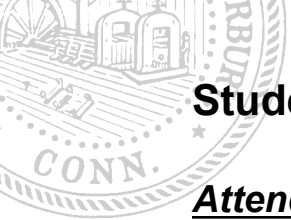
For Elementary Schools: Total unexcused tardy and unexcused early dismissal time accumulated throughout the year will be assessed to the student’s academic record as determined by the school administrator.

4. The Board of Education’s policy “Attendance Requirements for Students under 18 Years of Age with Respect to Truancy, #5113.2, will be strictly enforced.
5. The school administrator or administrative designee will be responsible for administering policy.
6. **WAIVER POLICY:** A student who has accumulated more absences than allowed by the policy, but who feels that the situation warrants special consideration, may appeal to the administration for a waiver increasing the number of allowable absences for that particular student. At the discretion of the administration, the parent may be requested to appear at the hearing to verify the legitimacy of the appeal.

A. If extenuating circumstances exist, parents and students have the right to a waiver of the denial of credit and/or promotion. The waiver must be requested in writing within



five (5) days after notification of credit withdrawal and directed to the school principal.

**Attendance Requirements for Course Credit or Promotion, continued**

- B. Each school will set up an Appeals Board to consider the waiver, consisting of the principal and two teachers to informally hear all requests. Other pupil personnel faculty may be invited by the Appeals Board to participate when appropriate. All parties directly involved may attend the informal hearing. The Appeals Board will meet as soon as possible after individual students have exceeded their absences.
- C. The Appeals Board will consider:
 - 1. Presentation by parent/legal guardian
 - 2. Documentation from medical personnel
 - 3. The student's attendance record
 - 4. The student's request to earn back lost credit
 - 5. Other information deemed appropriate by the administration
- D. A student may be allowed an attendance appeal hearing on a yearly basis. However, a successful waiver for promotion or restoration of credit may only be granted twice in grades K-5, once in grades 6-8, and once in grades 9-12.
- E. Decisions of the Appeals Board are final. Waivers granted or denied must become a part of student's permanent cumulative file and recorded into the computer data base.

Legal Reference Connecticut General Statutes:

10-220(c) Duties of boards of education (as amended by PA 15-225)

10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)

10-185 Penalty

10-198a Policies and procedures concerning truants (as amended by PA 11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee)

10-198b State Board of Education to define "excused absence," "unexcused absence," and "disciplinary absence"

10-198c Attendance review teams.

10-198d Chronic absenteeism (as amended by PA 17-14 and PA 18-182)

45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)

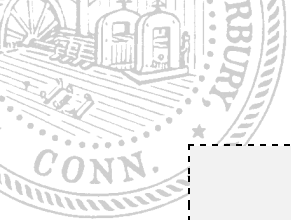
10-199 through 10-202 Attendance, truancy - in general

Action taken by State Board of Education on January 2, 2008, to define "attendance."

Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

PA 17-14 An Act Implementing the Recommendations of the Department of Education

PA 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children



Policy adopted by the Waterbury Board of Education on September 5, 2013.
Revised on September 8, 2017 and September 20, 2018

Policy suspended for the 2020/2021 SY on May 6, 2021

Students

5113.2(a)

Attendance Requirements for Students under 18 years of Age with Respect to Truancy

Introduction and Definitions

The District's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," "unexcused," and "disciplinary" absences. (Note: Also see Policy entitled "Attendance Requirements for Course Credit or Promotion")

"Truant" shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

"In attendance" shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

"Chronically absent child" is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

"Absence" means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

"Mental health wellness day" means a school day during which a student attends to his/her emotional and psychological well-being in lieu of attending school. Such days must be nonconsecutive.

"District chronic absenteeism rate" means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

"School chronic absenteeism rate" means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district's truancy policy.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child

does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*

Students

5113.2(b)

Attendance Requirements for Students under 18 years of Age with Respect to Truancy, continued

5. Identify a student as “truant” when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as “chronically absent” when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- (a) retention in the same grade to acquire necessary skills for promotion or retention.
 - (b) a requirement to complete a summer school program successfully before being promoted to the next grade.
8. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
 9. Provide coordination of services and refer “truants” to community agencies which provide child and family services.
 10. If in existence, refer the child to the children’s probate court truancy clinic.
 11. Until such time as the State Department of Education provides a truancy model, the Waterbury Public Schools will follow its current truancy procedures.

The Board, on or before 8/15/18, shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. Parents or other persons having control of each child shall be notified of such truancy model. (Note: The SDE is required to identify these effective truancy intervention models by 8/15/17.)

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District’s chronic absenteeism rate is 10

percent or higher.

2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.



Attendance Requirements for Students under 18 years of Age with Respect to Truancy, continued

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is not English, and students with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

(Cf. 5113 - Attendance)

¶

Legal Reference: Connecticut General Statutes

10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)

10-198a Policies and procedures concerning truants (as amended by PA 00-157, PA 11-136 and PA 16-147)

10-198b State Board of Education to define "excused absence", "unexcused absence", and "disciplinary absences" (as amended by PA 21-46)

10-198c Attendance review teams (as amended by PA 17-14)

10-198d Chronic absenteeism (as amended by PA 18-182)

10-198e-Identification of truancy identification models (as amended by PA 18-182)

10-199 through 10202 Attendance, truancy in general. (Revised, 1995, PA 95-304)

45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)

10-220(c) Duties of boards of education (as amended by PA 15-225)

10-202e-f Policy on dropout prevention and grant program.

10-221(b) Board of education to prescribe rules.

Campbell v New Milford, 193 Conn 93 (1984).

Action taken by the State Board of Education on January 2, 2008, to define "attendance."

Action taken by the State Board of Education on June 27, 2012, to define "excused and "unexcused" absences.

PA 15-225 An Act Concerning Chronic Absenteeism.

Policy adopted by the Waterbury Board of Education on September 5, 2013. Revised on
November 6, 2014, September 7, 2017, and September 20, 2018.



Instruction**6146.1(a)****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.

Instruction

6146.1(b)

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. 37	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:

$$\text{Total Quality Points} \div \text{Total Number of Courses Taken} = \text{Quality Point Ratio (QPR)}$$

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% Classwork 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: The Board of Education promotes weighted

grading for more rigorous coursework. •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.

Parents/guardians and students shall be advised as to whether or not a grade from a course is weighted in the Program of Studies.



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

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



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 ten (10) or more consecutive school days, and with the approval of the Board of Education, 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 formulas and grading policies. These procedures will remain in effect, by decision of the Superintendent and the Board of Education, until a time deemed 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:
Statutes

Connecticut General

10-220g. Policy on weighted grading for honors and advanced placement classes.
[21-199 Section 4, An Act Concerning Various Revisions to the Education Statutes](#)

**Policy adopted by the Waterbury Board of Education on March 7, 2013. Revised on May 7, 2015,
October 1, 2015, May 5, 2016, December 20, 2018, and May 21, 2020**



CLERK'S NOTES:

Reference to “cf. 9320 – Meetings” – Waterbury does not have a separate policy regarding this, it’s incorporated into 9010. I believe it’s been carried over as a reference to some CABA policy over the years. This reference should be removed.

Reference to “cf 1331 – Smoking in School Buildings” – Waterbury does not have this policy. In early years a memo was sent out by the Superintendent. This since has become a state law therefore the district did not have a set policy. I put a hyperlink to the state law regarding smoking. This reference should be removed.

A P P E N D I X – Policy 9010

- A Policy 5001 – Student Representation to the Board of Education and Legal Opinion regarding.
- B. Section 1-210 of the Connecticut General Statutes regarding disclosure of public records.
- C. Policy 9005 – Electronic Participation.

Student Representation to the Board of Education - 5001

The Waterbury Board of Education recognizes the importance of maintaining open communication with the student body. In an effort to improve this communication, the Board supports the appointment of students to serve in a non-voting capacity to the Waterbury Board of Education. These student representatives to the Board of Education will give students, as the clients within the educational corporation, a more effective voice in and at the decision-making level of the school system. The experience will also provide an insight to the roles and responsibilities of the Board of Education as well as student civic responsibility.

On a rotating monthly basis, two student representatives will be seated at the Board table at each public Board of Education workshop and regular meeting. Student opinion will be solicited to give an added dimension to the Board's decision-making process. The student representatives will not attend executive sessions of the Board of Education nor will they have access to associated backup material. The following procedures will be observed for the seating of the student representatives beginning in April 2019:

1. Student representatives – one (1) junior and one (1) senior will be chosen from the student council from each city high school, a total of six (6) juniors and six (6) seniors. Adjustments may be made if a junior and a senior are not available to ensure two (2) representatives from each high school.
2. Student council members who wish to serve as student representatives will interview with the Superintendent and the Board President, who will advise the Board of their choices.
3. After the students have been chosen, they will attend an orientation session prepared and delivered by the Superintendent of Schools and the Board President. Student representatives will commit to a schedule of meeting attendance at the orientation session.
4. If it is not possible for a student representative to attend his/her scheduled meeting, it is the students responsibility to contact other student representatives to arrange coverage and to notify the Clerk of the Board of the name of the representative who will attend in his/her place.
5. Student representatives will serve for one (1) school year. Students serving in their junior year may apply to serve again in their senior year.
6. Student representatives to the Board may be removed/replaced at the discretion of the Superintendent and the Board President.

Student Representatives shall:

1. Provide their own transportation to and from Board meetings.

2. Be able to speak on any issue on the agenda or motion before the Board unless deemed inappropriate by the Board.
3. Receive copies of all regular meeting agendas, minutes and other pertinent publications, excluding executive session documents and associated materials, when made available to the Board members.
4. Meet amongst themselves monthly so that students attending the monthly Board meetings can share information from the meetings.
5. Report information to their student councils to be shared with the student body.

A student representative shall not:

1. Be able to cast an official vote on any motion or resolution.
2. Be allowed to attend executive sessions, negotiation sessions or personnel portions of the regular meetings of the Board of Education.

Office of the Corporation Counsel

THE CITY OF WATERBURY
CONNECTICUT

LINDA T. WHIBEY+
CORPORATION COUNSEL

DANIEL J. FOSTER
ASSISTANT CORPORATION COUNSEL, *Interim*

ANGELA R. JULLIANI
DAWN E. DESANTIS
LYNN M. MICHALE*
KEVIN J. DALY
RICHARD J. SCAPPINO
PAUL M. PIESZAK
CHAD L. EDGAR

JOSEPH A. MENGACCI
SPECIAL COUNSEL



235 GRAND STREET
THIRD FLOOR
WATERBURY, CT 06702
TELEPHONE: (203) 574-6731
FAX: (203) 574-8340

*Also admitted in Massachusetts
*Also admitted in Florida

December 31, 2018

Elizabeth C. Brown
President, Board of Education
236 Grand Street
Waterbury, CT 06702

Re: Student Representatives to the Board of Education. (Our file CC18-521).

Dear President Brown,

You have requested an opinion on whether having Student Representatives on the Board of Education would create a conflict with the City's Charter or Code of Ordinances. Included with your request dated November 29, 2018, were excerpts from the bylaws of other Connecticut Boards of Education, as examples of the type of policy being suggested.

The phrasing, Student Representatives *on* the Board of Education, implies that the students would be members of the Board of Education, which would constitute a conflict with City of Waterbury Charter. The Charter requires members of the Board of Education to be elected by City residents. Therefore, students cannot become members of the Board through any policy implemented by the Board. However, students could serve as Representatives *to* the Board of Education, whereby students would not be members of the Board, but would be advisory to the Board.

Again, Student Representatives to the Board of Education would not be members of the Board of Education and should be limited in their involvement with Board duties. These limitations should include, but may not be limited to: voting on any matter, attending executive sessions of the Board, participating in any contract negotiations, any personnel matters, and any other matter at the discretion of the Board. The Student Representatives may be used to solicit student opinions, and act as liaisons to their school's student body.



To: Elizabeth C. Brown
Re: Student Representatives on the Board of Education
File No: CC18-521
Page 2

Implementing a Student Representative to the Board of Education policy may be done by creating or amending a Board policy, and would not implicate the Charter or Ordinances.

Should you require assistance in drafting such a policy, this Office would be happy to assist.

Very truly yours,

Linda T. Whibbey

LTW/cl

Sec. 1-210. (Formerly Sec. 1-19). Access to public records. Exempt records. (a)

Except as otherwise provided by any federal law or state statute, all records maintained or kept on file by any public agency, whether or not such records are required by any law or by any rule or regulation, shall be public records and every person shall have the right to (1) inspect such records promptly during regular office or business hours, (2) copy such records in accordance with subsection (g) of section 1-212, or (3) receive a copy of such records in accordance with section 1-212. Any agency rule or regulation, or part thereof, that conflicts with the provisions of this subsection or diminishes or curtails in any way the rights granted by this subsection shall be void. Each such agency shall keep and maintain all public records in its custody at its regular office or place of business in an accessible place and, if there is no such office or place of business, the public records pertaining to such agency shall be kept in the office of the clerk of the political subdivision in which such public agency is located or of the Secretary of the State, as the case may be. Any certified record hereunder attested as a true copy by the clerk, chief or deputy of such agency or by such other person designated or empowered by law to so act, shall be competent evidence in any court of this state of the facts contained therein.

(b) Nothing in the Freedom of Information Act shall be construed to require disclosure of:

(1) Preliminary drafts or notes provided the public agency has determined that the public interest in withholding such documents clearly outweighs the public interest in disclosure;

(2) Personnel or medical files and similar files the disclosure of which would constitute an invasion of personal privacy;

(3) Records of law enforcement agencies not otherwise available to the public which records were compiled in connection with the detection or investigation of crime, if the disclosure of such records would not be in the public interest because it would result in the disclosure of (A) the identity of informants not otherwise known or the identity of witnesses not otherwise known whose safety would be endangered or who would be subject to threat or intimidation if their identity was made known, (B) the identity of minor witnesses, (C) signed statements of witnesses, (D) information to be used in a prospective law enforcement action if prejudicial to such action, (E) investigatory techniques not otherwise known to the general public, (F) arrest records of a juvenile, which shall also include any investigatory files, concerning the arrest of such juvenile, compiled for law enforcement purposes, (G) the name and address of the victim of a sexual assault under section 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a, voyeurism under section 53a-189a, injury or risk of injury, or impairing of morals under section 53-21 or family violence, as defined in section 46b-38a, or of an attempt thereof, or (H) uncorroborated allegations subject to destruction pursuant to section 1-216;

(4) Records pertaining to strategy and negotiations with respect to pending claims or pending litigation to which the public agency is a party until such litigation or claim has been finally adjudicated or otherwise settled;

(5) (A) Trade secrets, which for purposes of the Freedom of Information Act, are defined as information, including formulas, patterns, compilations, programs, devices, methods, techniques, processes, drawings, cost data, customer lists, film or television scripts or detailed production budgets that (i) derive independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from their disclosure or

use, and (ii) are the subject of efforts that are reasonable under the circumstances to maintain secrecy; and

(B) Commercial or financial information given in confidence, not required by statute;

(6) Test questions, scoring keys and other examination data used to administer a licensing examination, examination for employment or academic examinations;

(7) The contents of real estate appraisals, engineering or feasibility estimates and evaluations made for or by an agency relative to the acquisition of property or to prospective public supply and construction contracts, until such time as all of the property has been acquired or all proceedings or transactions have been terminated or abandoned, provided the law of eminent domain shall not be affected by this provision;

(8) Statements of personal worth or personal financial data required by a licensing agency and filed by an applicant with such licensing agency to establish the applicant's personal qualification for the license, certificate or permit applied for;

(9) Records, reports and statements of strategy or negotiations with respect to collective bargaining;

(10) Records, tax returns, reports and statements exempted by federal law or the general statutes or communications privileged by the attorney-client relationship, marital relationship, clergy-penitent relationship, doctor-patient relationship, therapist-patient relationship or any other privilege established by the common law or the general statutes, including any such records, tax returns, reports or communications that were created or made prior to the establishment of the applicable privilege under the common law or the general statutes;

(11) Names or addresses of students enrolled in any public school or college without the consent of each student whose name or address is to be disclosed who is eighteen years of age or older and a parent or guardian of each such student who is younger than eighteen years of age, provided this subdivision shall not be construed as prohibiting the disclosure of the names or addresses of students enrolled in any public school in a regional school district to the board of selectmen or town board of finance, as the case may be, of the town wherein the student resides for the purpose of verifying tuition payments made to such school;

(12) Any information obtained by the use of illegal means;

(13) Records of an investigation or the name of an employee providing information under the provisions of section 4-61dd or sections 4-276 to 4-280, inclusive;

(14) Adoption records and information provided for in sections 45a-746, 45a-750 and 45a-751;

(15) Any page of a primary petition, nominating petition, referendum petition or petition for a town meeting submitted under any provision of the general statutes or of any special act, municipal charter or ordinance, until the required processing and certification of such page has been completed by the official or officials charged with such duty after which time disclosure of such page shall be required;

(16) Records of complaints, including information compiled in the investigation thereof, brought to a municipal health authority pursuant to chapter 368e or a district department of health pursuant to chapter 368f, until such time as the investigation is concluded or thirty days from the date of receipt of the complaint, whichever occurs first;

(17) Educational records which are not subject to disclosure under the Family Educational Rights and Privacy Act, 20 USC 1232g;

(18) Records, the disclosure of which the Commissioner of Correction, or as it applies to Whiting Forensic Hospital, the Commissioner of Mental Health and Addiction Services, has reasonable grounds to believe may result in a safety risk, including the risk of harm to any person or the risk of an escape from, or a disorder in, a correctional institution or

facility under the supervision of the Department of Correction or Whiting Forensic Hospital. Such records shall include, but are not limited to:

(A) Security manuals, including emergency plans contained or referred to in such security manuals;

(B) Engineering and architectural drawings of correctional institutions or facilities or Whiting Forensic Hospital facilities;

(C) Operational specifications of security systems utilized by the Department of Correction at any correctional institution or facility or Whiting Forensic Hospital facilities, except that a general description of any such security system and the cost and quality of such system may be disclosed;

(D) Training manuals prepared for correctional institutions and facilities or Whiting Forensic Hospital facilities that describe, in any manner, security procedures, emergency plans or security equipment;

(E) Internal security audits of correctional institutions and facilities or Whiting Forensic Hospital facilities;

(F) Minutes or recordings of staff meetings of the Department of Correction or Whiting Forensic Hospital facilities, or portions of such minutes or recordings, that contain or reveal information relating to security or other records otherwise exempt from disclosure under this subdivision;

(G) Logs or other documents that contain information on the movement or assignment of inmates or staff at correctional institutions or facilities; and

(H) Records that contain information on contacts between inmates, as defined in section 18-84, and law enforcement officers;

(19) Records when there are reasonable grounds to believe disclosure may result in a safety risk, including the risk of harm to any person, any government-owned or leased institution or facility or any fixture or appurtenance and equipment attached to, or contained in, such institution or facility, except that such records shall be disclosed to a law enforcement agency upon the request of the law enforcement agency. Such reasonable grounds shall be determined (A) (i) by the Commissioner of Administrative Services, after consultation with the chief executive officer of an executive branch state agency, with respect to records concerning such agency; and (ii) by the Commissioner of Emergency Services and Public Protection, after consultation with the chief executive officer of a municipal, district or regional agency, with respect to records concerning such agency; (B) by the Chief Court Administrator with respect to records concerning the Judicial Department; and (C) by the executive director of the Joint Committee on Legislative Management, with respect to records concerning the Legislative Department. As used in this section, "government-owned or leased institution or facility" includes, but is not limited to, an institution or facility owned or leased by a public service company, as defined in section 16-1, other than a water company, as defined in section 25-32a, a certified telecommunications provider, as defined in section 16-1, or a municipal utility that furnishes electric or gas service, but does not include an institution or facility owned or leased by the federal government, and "chief executive officer" includes, but is not limited to, an agency head, department head, executive director or chief executive officer. Such records include, but are not limited to:

(i) Security manuals or reports;

(ii) Engineering and architectural drawings of government-owned or leased institutions or facilities;

(iii) Operational specifications of security systems utilized at any government-owned or leased institution or facility, except that a general description of any such security system and the cost and quality of such system may be disclosed;

(iv) Training manuals prepared for government-owned or leased institutions or facilities that describe, in any manner, security procedures, emergency plans or security equipment;

(v) Internal security audits of government-owned or leased institutions or facilities;

(vi) Minutes or records of meetings, or portions of such minutes or records, that contain or reveal information relating to security or other records otherwise exempt from disclosure under this subdivision;

(vii) Logs or other documents that contain information on the movement or assignment of security personnel; and

(viii) Emergency plans and emergency preparedness, response, recovery and mitigation plans, including plans provided by a person to a state agency or a local emergency management agency or official;

(20) Records of standards, procedures, processes, software and codes, not otherwise available to the public, the disclosure of which would compromise the security or integrity of an information technology system;

(21) The residential, work or school address of any participant in the address confidentiality program established pursuant to sections 54-240 to 54-240o, inclusive;

(22) The electronic mail address of any person that is obtained by the Department of Transportation in connection with the implementation or administration of any plan to inform individuals about significant highway or railway incidents;

(23) The name or address of any minor enrolled in any parks and recreation program administered or sponsored by any public agency;

(24) Responses to any request for proposals or bid solicitation issued by a public agency, responses by a public agency to any request for proposals or bid solicitation issued by a private entity or any record or file made by a public agency in connection with the contract award process, until such contract is executed or negotiations for the award of such contract have ended, whichever occurs earlier, provided the chief executive officer of such public agency certifies that the public interest in the disclosure of such responses, record or file is outweighed by the public interest in the confidentiality of such responses, record or file;

(25) The name, address, telephone number or electronic mail address of any person enrolled in any senior center program or any member of a senior center administered or sponsored by any public agency;

(26) All records obtained during the course of inspection, investigation, examination and audit activities of an institution, as defined in section 19a-490, that are confidential pursuant to a contract between the Department of Public Health and the United States Department of Health and Human Services relating to the Medicare and Medicaid programs;

(27) Any record created by a law enforcement agency or other federal, state, or municipal governmental agency consisting of a photograph, film, video or digital or other visual image depicting the victim of a homicide, to the extent that such record could reasonably be expected to constitute an unwarranted invasion of the personal privacy of the victim or the victim's surviving family members;

(28) Any documentation provided to or obtained by an executive branch agency, including documentation provided or obtained prior to May 25, 2016, relating to claims of faulty or failing concrete foundations in residential buildings by the owners of such residential buildings, and documents prepared by an executive branch agency relating to such documentation, for seven years after the date of receipt of the documentation or seven years after May 25, 2016, whichever is later.

(c) Whenever a public agency receives a request from any person confined in a correctional institution or facility or a Whiting Forensic Hospital facility, for disclosure of

any public record under the Freedom of Information Act, the public agency shall promptly notify the Commissioner of Correction or the Commissioner of Mental Health and Addiction Services in the case of a person confined in a Whiting Forensic Hospital facility of such request, in the manner prescribed by the commissioner, before complying with the request as required by the Freedom of Information Act. If the commissioner believes the requested record is exempt from disclosure pursuant to subdivision (18) of subsection (b) of this section, the commissioner may withhold such record from such person when the record is delivered to the person's correctional institution or facility or Whiting Forensic Hospital facility.

(d) Whenever a public agency, except the Judicial Department or Legislative Department, receives a request from any person for disclosure of any records described in subdivision (19) of subsection (b) of this section under the Freedom of Information Act, the public agency shall promptly notify the Commissioner of Administrative Services or the Commissioner of Emergency Services and Public Protection, as applicable, of such request, in the manner prescribed by such commissioner, before complying with the request as required by the Freedom of Information Act. If the commissioner, after consultation with the chief executive officer of the applicable agency, believes the requested record is exempt from disclosure pursuant to subdivision (19) of subsection (b) of this section, the commissioner may direct the agency to withhold such record from such person. In any appeal brought under the provisions of section 1-206 of the Freedom of Information Act for denial of access to records for any of the reasons described in subdivision (19) of subsection (b) of this section, such appeal shall be against the chief executive officer of the executive branch state agency or the municipal, district or regional agency that issued the directive to withhold such record pursuant to subdivision (19) of subsection (b) of this section, exclusively, or, in the case of records concerning Judicial Department facilities, the Chief Court Administrator or, in the case of records concerning the Legislative Department, the executive director of the Joint Committee on Legislative Management.

(e) Notwithstanding the provisions of subdivisions (1) and (16) of subsection (b) of this section, disclosure shall be required of:

(1) Interagency or intra-agency memoranda or letters, advisory opinions, recommendations or any report comprising part of the process by which governmental decisions and policies are formulated, except disclosure shall not be required of a preliminary draft of a memorandum, prepared by a member of the staff of a public agency, which is subject to revision prior to submission to or discussion among the members of such agency;

(2) All records of investigation conducted with respect to any tenement house, lodging house or boarding house as defined in section 19a-355, or any nursing home, residential care home or rest home, as defined in section 19a-490, by any municipal building department or housing code inspection department, any local or district health department, or any other department charged with the enforcement of ordinances or laws regulating the erection, construction, alteration, maintenance, sanitation, ventilation or occupancy of such buildings; and

(3) The names of firms obtaining bid documents from any state agency.

Electronic Participation – 9005

The Board will allow Committee members to participate in meetings of Standing or Ad Hoc Committees, except Grievance Committee, by video conferencing, utilizing Board issued devices, at the discretion of the Committee Chair. Meetings in which board members participate electronically are subject to the requirements of the Freedom of Information Act.

When a Committee member participates electronically, the member will be considered present for purposes of a quorum. The meeting minutes will document when members participate electronically.

Whenever possible, committee members wishing to participate in a meeting electronically will notify the Committee Chair and the Clerk of the Board at least one (1) business day prior to the meeting date.

The meeting will be visible and audible to the public at the location specified in the notice for the meeting. The identification of each party to the video conference shall be clearly noted.

Waterbury Board of Education

#7

MEMBER HANDBOOK

The Mission of Waterbury Public Schools is to inspire and prepare every student to be successful in and beyond school.



District Goals

1. The Waterbury Public Schools will attain high academic achievement for all students in literacy.
2. The Waterbury Public Schools will attain high academic achievement for all students in numeracy.
3. The Waterbury Public Schools will provide a safe and secure teaching and learning environment.
4. The Waterbury Public Schools will ensure that parents are actively engaged in the educational process.
5. To have all students graduate college and/or career ready.

Vison Statement

ALL Waterbury Public Schools students will graduate ready to transform their world.

Board Authority and Responsibility

The Board of Education is ultimately responsible for ensuring that Waterbury residents have access to a free, quality public education through high school. Connecticut law charges the Board with specific and often broad authority over the administration of Waterbury Public Schools. For example, the Board of Education exercises control over school buildings and property, employs and supervises the Superintendent of schools, accepts a budget for transmission to the mayor per Waterbury Charter (<https://www.waterburyct.org/filestorage/103431/106697/106738/Approved-City-Charter.05-10-2011.pdf>) and approves curriculum. A lengthier and more specific listing of the board's authority can be found in Chapter 10 of the Connecticut General Statutes(https://www.cga.ct.gov/current/pub/title_10.htm).

While the Board has broad authority over Waterbury Public schools, much of this authority is delegated to the superintendent of schools and other district employees. The Board of Education functions, not as management responsible for the administration of the school district, but as a board of directors responsible for establishing a vision for Waterbury Public Schools, and monitoring its progress in reaching that vision.

Reference: BOE Policy [9012](#); BOE Policy [2000.1](#)

Authority of Individual Board Members

Individual Board members have no authority except when they are meeting as a Board of Education. The Board of Education is a collective body and, by statute, can only act when a quorum is assembled in a legally constituted meeting. The statements or actions of individual board members do not bind the Board of Education, except when that statement or action has been authorized by an official act of the Board. Board members should be careful not to act or speak in a manner that suggests they are speaking or acting on behalf of the board of education or the school district when they have not been so authorized by the board.

Reference:

Board Member Attendance

Board members are expected to attend meetings of the board, including meetings of their assigned committee. While it is almost inevitable that, on occasion, an individual member will have a personal or professional conflict that prevents him/her from attending a meeting, ideally this is a rare and unavoidable circumstance. Service on the Board of Education is a public trust on behalf of the community and children of Waterbury and it is expected that board members will make their service a priority. The

Board functions best when all ten members devote the time, energy, preparation and seriousness of purpose necessary to accomplish exceptional work and that is called for by public service.

Meeting Norms

It is the expectation that the Board of Education is a professional organization whose meetings model appropriate behavior for the school district. Members will be prepared for meetings and arrive on time, with those individuals who cannot timely attend giving notice to the Board President and the Clerk of the Board. Board members will be dressed professionally for all public meetings. Board meetings will be conducted via understood and established procedures as set forth in Board policy and bylaws.

In order to ensure that meetings of the Board are as effective and useful as possible, members will avoid surprises by articulating specific concerns in advance. The Board believes that informed, respectful discussion and debate is the best means of arriving at good decisions for the school district. Accordingly, during discussions Board members will listen attentively, consider all points of view, support their positions with facts when possible, be prepared to answer questions from other board members, focus on the issue at hand, avoid negative and personal comments, and be prepared to compromise, understanding that the goal of debate among board members is not to prevail but to arrive at the best possible decision for the school district.

Electronic Mail Communications

Board member assigned E-mail addresses are intended to facilitate the expeditious distribution of information. Communication among Board members via E-mail should conform to the same standards as other forms of communication. (i.e., committee meetings, etc.) as directed by the Freedom of Information Act.

Guidelines for Board E-mail Usage

The Freedom of Information Act (the “Act”) (https://portal.ct.gov/-/media/FOI/The_FOI_ACT/2021-FOIA-including-2021-amendments-as-of-July-2-2021.pdf) mandates that all meetings of public bodies such as school boards be open to the public. It is the policy of the Board of Education that E-mail* shall not be used in such a manner as to deprive the public of the rights given to it under the Act. To that end, this bylaw sets forth guidelines for E-mail use by Board members when communicating with other Board members.

1. E-mail, like other written forms of communication relating to the conduct of public business is subject to the Freedom of Information Act and subject to disclosure unless otherwise privileged or exempt under the Act.

2. Board members shall not use E-mail as a substitute for deliberations at public Board meetings, and/or shall not discuss policy matters or vote informally on any issues.
3. E-mail should be used to pass along factual information.
4. Discussion of personnel issues and other sensitive subjects should be avoided in E-mail communications. The confidentiality of employee data, student data, and other sensitive subjects must always be maintained.

**other forms of electronic communication utilized by members should similarly comport with the guidelines set forth herein.*

Legal Reference: Connecticut General Statutes.
The Freedom of Information Act.
1-200 Definitions.
1-210 Access to public records. Exempt records.
1-211 Disclosure of computer-stored public records.

Reference BOE Policy [9325](#)

Board Committees

The Board understands that not all of its work can be accomplished at regularly scheduled meetings of the entire Board, and that in order to dedicate the necessary time, expertise and focus on individual issues it is necessary to utilize committees of the Board.

Board Committees

- The Committee on Policy and Legislation
- The Committee on Curriculum
- The Committee on School Personnel
- The Committee on Building and School Facilities
- The Committee on Finance
- The Committee on Grievances

Reference BOE Policy [9010\(c\)](#)

Board Meetings

Board Workshops

The board meets as a Committee of the Whole on the 1st Thursday of the month at 5:30 pm at a location to be announced, usually at one of the district schools. The purpose of the meeting is to allow for free and open discussion of agenda items for the regular

meeting of the BOE. Presentations by the Superintendent and/or district may take place related to district goals, issues, etc. Items necessitating a vote will appear on the consent calendar of the regular meeting, unless a board member requests it be off consent.

Workshops are opportunities to gather information, ask questions and request more information. They may run several hours. The agenda for workshop is posted on the district website on the Tuesday preceding the meeting. Commissioners may request the addition of agenda items to the Superintendent for approval. Deadline for requests is 48 hours prior to the legally required posting of the agenda.

Board Regular Meetings

The Board meets for regular business meetings on the 3rd Thursday of the month at 6:30 pm in the atrium of the Waterbury Arts Magnet School (WAMS). An agenda agreed to by the Board President and the Superintendent is posted on the district web site on the Tuesday preceding the meeting. The agenda mirrors the agenda of the previous workshop, with possible additional items as deemed appropriate and necessary by the Board President and the Superintendent. Commissioners may request the addition of agenda items to the Superintendent for approval. Deadline for requests is 48 hours prior to the legally required posting of the agenda.

Requests to add to the agenda may also made by a written request signed by three board members and submitted to the Board President, or by using “I motion to add to the agenda” prior to the start of the agenda.

There are several motions that are necessary to complete the order of business. A sample agenda with motions is noted below to assist Commissioners in making the proper I motion at the appropriate point in the agenda.

Reference BOE Policy [9010 \(b\)](#); Roberts Rules of Order Newly revised

A G E N D A

Silent Prayer

Pledge of Allegiance to the Flag

Roll Call

Communications

I motion to receive and place on file communications as listed.

Approval of Minutes:

I motion to approve minutes as listed.

Public Addresses the Board:

I motion to suspend the regular order of business to hear from the public.

I motion to return to the regular order of business.

Superintendent's Report

President's Comments

Consent Calendar

President: Does anyone wish to remove an item from the Consent Calendar?

When items are removed:

I motion to approve the Consent Calendar items ### through ### and items ### through ####, skipping item numbers removed.

When no items are removed:

I motion to approve Consent Calendar, items ### through ###, as read.

Items removed from consent calendar:

Committee chair reads the motion;

On the recommendation of the committee on _____, I motion to approve XYZ.....

Superintendent's Notification to the Board

I motion to receive and place on file the Superintendent's Notification to the Board items ### through ###, as listed.

Executive Session

**I motion to convene into Executive Session for _____.
Second**

I motion to return from executive session to the regular order of business with the record reflecting no votes were taken.

Adjournment

I motion to adjourn



Provided as a service of:

Connecticut Association of Boards of Education
 81 Wolcott Hill Road, Wethersfield, CT 06109-1242
 Telephone: 800-317-0033 or 860-571-7446 • Fax 860-571-7452

Simplified Chart of Parliamentary Motions

Motion	Debatable	Amendable	Vote Required
8. Adjourn	No	No	Majority
7. Recess	No	Yes	Majority
6. Close Debate	No	No	2/3
5. Postpone Definitely	Yes	Yes	Majority
4. Refer to Committee	Yes	Yes	Majority
3. Amend the Amendment	Yes	No	Majority
2. Amend or Substitute	Yes	Yes	Majority
1. Main Motion (Resolution)	Yes	Yes	Majority
Reconsider	Yes	No	Majority
Rescind	Yes	Yes	Majority (with notice)

Motions Dealing with General Conduct of Meeting No Order of Precedence

Point of Order	No	No	None
Parliamentary Inquiry	No	No	None
Appeal from the Decision of the Chair	Yes	No	Majority
Division of the Assembly	No	No	No
Suspend the Rules	No	No	2/3
Divide a Motion	No	Yes	Majority
Withdraw or Modify a Motion	No	No	Majority

From Notes and Comments on Robert's Rules, by Jon Ericson,
 Southern Illinois University Press, 1991.

Chart of Parliamentary Motions

Motion	Requires		Vote	
	Second	Debatable	Amendable	Required
Privileged Motions				
14. Fix the Time to Which to Adjourn	Yes	No	Yes	Majority
13. Adjourn	Yes	No	No	Majority
12. Recess	Yes	No	Yes	Majority
11. Raise a Question of Privilege	No	No	No	None
10. Call for the Orders of the Day	No	No	No	None
Subsidiary Motions				
9. Lay on the Table	Yes	No	No	Majority
8. Call for the Previous Question	Yes	No	No	2/3
7. Limit or Extend Limits of Debate	Yes	No	Yes	2/3
6. Postpone Definitely	Yes	Yes	Yes	Majority
5. Refer to Committee	Yes	Yes	Yes	Majority
4. Amend the Amendment	Yes	Yes	No	Majority
3. Amend or Substitute	Yes	Yes	Yes	Majority
2. Postpone Indefinitely	Yes	Yes	No	Majority
Main Motions				
1. Original				
Main Motion (Resolution)	Yes	Yes	Yes	Majority
Bring a Question Again				
Reconsider	Yes	Yes	No	Majority
Rescind	Yes	Yes	Yes	Majority (with notice)
Incidental Motions				
<i>No order or precedence</i>				
Parliamentary Inquiry	No	No	No	None
Point of Order	No	No	No	None
Appeal from Decision of the Chair	Yes	Yes	No	Majority
Division of an Assembly	No	No	No	None
Suspend the Rules	Yes	No	No	2/3
Modify or Withdraw a Motion	No	No	No	Majority
Divide a Motion	Yes	No	Yes	Majority
Point of Information	No	No	No	None
Create a Blank	Yes	No	No	Majority
Object to Consideration	No	No	No	2/3

GLOSSARY OF EDUCATION ACRONYMS AND TERMS

504: The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

ABA: Applied Behavior Analysis.

ACEs: Adverse Childhood Experiences

ACES (Area Cooperative Education Services): The Regional Educational Service Center (RESC) for the twenty-five school districts in South Central Connecticut.

ADOS: Autism Diagnostic Observation Schedule.

APP: Annual Performance Report.

BCBA: Board Certified Behavior Analyst.

BDLC (Behavior Disorder Learning Center): special classroom for students in need of extra assistance due to a behavior disorder.

BOY: Beginning of Year.

CREC (Capitol Region Education Council): cooperative organization which advocates for public education. Information on programs, job bank, message board and links to sites of interest.

CAT: Chronic Absenteeism Team.

CCSC: Connecticut Center for School Change.

CCT: CT Common Core of Teaching.

CEL: Center for Educational Leadership.

CK3LI: CT K-3 Literacy Initiative.

Connecticut Accountability for Learning Initiative (CALI): a state-wide model of continuous school and district improvement with the goal of closing Connecticut's achievement gaps.

Common Core State Standards (CCSS): set of academic standards that provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

Common Formative Assessments (CFA): assessments that are the same across a grade level and/or content area, are used to inform and adjust instruction, and are not used to evaluate student progress for a grade.

Crisis Prevention Intervention (CPI): program utilizing strategies to prevent and de-escalate student behavior that may otherwise lead to confrontational or negative behavior.

Curriculum: guaranteed course of study and learning objectives that integrates standards, instructional strategies, materials, and assessments to ensure that all students are able to achieve standards.

Curriculum-based Measures (CBMs): measures for ongoing monitoring of students' progress through a curriculum.

Curriculum Framework: the Connecticut framework for a content area or developmental level (i.e. early childhood) provides the guidelines for PK–12 student learning.

Data-Driven Decision Making (DDDM): a process by which district leaders, school leaders, teachers and parents review cause and effect data to determine strengths and prioritize areas in need of improvement to inform instruction, curriculum and policy decisions to positively impact student achievement.

Data Teams: teams of educators that participate in collaborative, structured, scheduled meetings which focus on the effectiveness of teaching as determined by student

achievement. Data Teams adhere to continuous improvement cycles, analyze trends, and determine strategies to facilitate analysis that results in action.

Developmental Reading Assessment (DRA): standardized test that assesses reading comprehension and fluency based on the developmental stage of student.

Degrees of Reading Power (DRP): an assessment of reading comprehension.

DESSA-Devereux Student Strengths Assessment

Differentiated Instruction (DI): an approach to teaching that emphasizes ways to meet the differing needs and learning styles of students within the general education setting, for example, through the use of flexible small groups, different instructional materials, or different ways of presenting the same content.

District Data Team (DDT): team of central office educators, with teacher, administrator and support staff representation, who meet monthly to monitor the implementation and efficacy of district improvement plans, and analyze disaggregated benchmark data from all schools in the district to make curriculum and policy decisions .

DORF – DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Oral Reading Fluency.

EIP - Early Intervention Project: purpose is to empower educators to meet the needs of students in the classroom.

Effective Teaching Strategies (ETS): nine categories of research-based instructional strategies that were identified to be most effective in a meta-analysis conducted by Marzano, Pickering & Pollock (2001). They include: identifying similarities and difference, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues questions and advance organizers. Connecticut has added a tenth strategy, non-fiction writing, based on the research of Douglas Reeves.

EOY: End of Year.

ESL: English as a Second Language.

ESOL: English for Speakers of Other Language.

Extended School Hours (ESH): an after school program.

FAPE: Free and Appropriate Education

Fidelity of Implementation: use and delivery of curricula, instructional strategies, behavioral systems, and interventions in the manner they were designed and intended to be used (e.g., adhering to the treatment time and key features required for a particular intervention).

Formative Assessment: process used by teachers to determine how to adjust instruction in response to student needs, and by students to adjust learning strategies. Formative assessments are used to inform and adjust instruction, and are not used to evaluate student progress for a grade.

Grade Level Expectations (GLE): a description of what students should know and be able to do at the end of a grade level.

IAGD: Indicators of Academic Growth and Development.

IDEA: Individuals with Disabilities Education Act-The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

Instructional Data Team: team of educators that are responsible for data analysis and instructional/curricular decision-making for a particular grade level (horizontal team) or content area across grade levels (vertical team); they include school leaders, specialists, and behavioral/mental health personnel. Common formative assessment data and samples of

student work are analyzed to identify strengths and weaknesses in student learning and determine what adult actions and instructional strategies will best address students and learning objectives. The team reconvenes to analyze the effectiveness of the selected strategies as determined by common summative assessments.

Individualized Education Plan (IEP): a plan developed to address the special education needs of a specific student, including the education services that specific student is to receive.

i-Ready – specific assessment related to Common Core.

Least Restrictive Environment (LRE): removing a special needs student from the general education environment as little as possible by providing specially designed instruction and supplementary aids and services in the general education classroom.

Looking at Student Work (LASW): the collaborative analysis of student work by educators, using a structured protocol, to inform instruction; it is an integral component of the Data Team process.

Local Norms: average patterns of performance defined in relation to a local population, such as that of a school or district.

mClass – a specific assessment that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments.

National Norms: average patterns of performance defined in relation to a national population.

Naviance: particular brand of college and career readiness software.

NEASC - New England Association of Schools and Colleges: the New England area school accreditation organization.

NAEYC – National Association for the Education of Young People: organization that provides accreditation process for preschools.

OCR: Office of Civil Rights.

Performance-based Assessment (PBA): an assessment of student learning that calls for a demonstration and/or application of learned content that is integrated into lessons.

Positive Behavior Intervention Support (PBIS): program that seeks to modify student behavior in a positive way by providing rewards to students who exhibit good behavior, thereby encouraging other students to behave in more positive ways.

PPT: Planning and Placement Team Meeting – meeting where staff and family discuss and agree upon appropriate services for a student with disabilities.

PSF – Phoneme Segmentation Fluency.

Priority Standard: learning standard that a school district has determined to be of particular importance for the students based on what has been collaboratively determined based on data and professional judgment to be important in life, school and on the state assessment. Priority standards are standards that endure over time, give students leverage in other content areas and prepare them for the next grade. Priority standards are revisited on an annual basis so that revisions can be made as new data are available.

Professional Learning Community (PLC): collegial group of educators who are united in their commitment to continuous adult and student learning, work and learn collaboratively to realize a common mission, visit and review other classrooms, and participate in decision making.

Progress Monitoring: regularly using data to track students' progress toward a goal, or a school or district's progress toward a goal for increased student achievement.

Response to Intervention (RtI or RTI): please see *Scientific Research-Based Interventions*.

Results Indicators: describes the specific behaviors (both student and adult) that the Data Team expects to see as a result of implementing agreed-upon strategies. Results indicators help

Data Teams to determine whether or not the strategies, if implemented with fidelity, are working prior to a summative assessment so that mid-course corrections can be made.

Rubric: scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product, or project.

School Climate: The nature of the interrelationships among the people in the school community physically, emotionally and intellectually; how the people within the school community treat one another (adult to adult interactions, adult and student interactions and student to students interactions) through their actions, verbal and non-verbal exchanges, tone of voice and the use/abuse of inherent power advantages.

School Improvement Plan (SIP): school strategic plan that spells out the strategies and goals the school staff will use to improve student achievement.

School Performance Index (SPI): an average of student performance in all tested grades and subjects for a given school – part of the state's new school accountability system. The SPI allows for an evaluation of school performance across all tested grades, subjects, and performance levels.

SDE: State Department of Education

SEL-Social Emotional Learning

SLO: Student Learning Objective.

SPED: Special Education

SPP: School Performance Plan.

Scientific Research-Based Interventions (SRBI): the use of educational practices, which have been validated through research as effective, for improved student outcomes. Educational practices that are implemented in a school or district which, through data analysis, demonstrate effectiveness (also known as Response to Intervention).

SMART Goal: a goal that is specific, measurable, achievable, relevant/realistic, time-bound (e.g., The percentage of sixth grade students that are proficient in estimation will increase from 57% to 75% as measured by the Spring 2010 Connecticut Mastery Test).

SEDAC: Special Education Department Application and Collection – data collection application for special education departments.

Smarter Balance Assessments: assessments that go beyond multiple choice questions to include extended responses and technology enhanced items, as well as performance tasks that allow students to demonstrate critical thinking and problem-solving skills.

Student Success Plan (SSP): The Student Success Plan is an individualized student-centered plan that engages every student based on their unique interests and strengths helping them to understand the relevancy of education to achieve postsecondary educational and career goals. The SSP will begin in Grade 6 and continue through high school. It will provide the student support and assistance in setting goals for academic, career, social, emotional, and physical development that meet rigorous high school and postsecondary expectations. The SSP and supporting activities, such as student portfolios, experiences outside the classroom, dual concurrent credit, along with academic/personal records should be electronic and portable following the student from school to school and district to district.

System for Educator Evaluation and Development (SEED): a model evaluation and support system that is aligned to the [Connecticut Guidelines for Educator Evaluation](#) (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) and inform implementation of model teacher and administrator evaluation and support systems being piloted in district throughout the state during the 2012-13 school year.

Summative Assessment: assessments that are employed mainly to assess cumulative student learning at a particular point in time.

Teacher Support/Intervention Teams: teams of educators that are responsible for data analysis and decision-making in Tier II and Tier III and that may overlap with data teams; they include certain core members (e.g., the school principal, the school psychologist) as well as other members that may rotate on and off the team depending on the needs of the student under consideration (e.g., special educators, reading/language arts consultants or coaches).

Tier I in Scientific Research-Based Intervention: the general education core curriculum, instruction, and social/behavioral supports for all students, with adequate differentiation of instruction.

Tier II in Scientific Research-Based Intervention: short-term interventions for struggling students who have not responded adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system.

Tier III in Scientific Research-Based Intervention: more intensive or individualized short-term interventions for students who fail to respond adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system.

Trendline: the single line of best fit when the student's successive scores during intervention are plotted on a graph; the slope of the trendline shows the student's rate of improvement.

Vertical Data Team: team of teachers who teach the same content in different grade levels who are responsible for data analysis and instructional/curricular decision-making with regards to a specific content area.

www.ctreports.com: this website is designed to provide quick and easy access to student performance results on Connecticut's statewide testing programs. On this site, you will find a wealth of information at your fingertips in a highly interactive and flexible format.



P.A. 21-46 AN ACT CONCERNING SOCIAL EQUITY AND THE HEALTH, SAFETY AND EDUCATION OF CHILDREN

PAGE 1

UPDATE MAILING NO. 4

JULY 30, 2021

This lengthy Act makes various changes to laws affecting children and pupils and related entities, such as the Departments of Children and Families (DCF), Education (SDE), Public Health (DPH); the Office of Early Childhood (OEC); and local and regional boards of education.

This Act:

1. establishes a youth suicide prevention training program,
2. requires certain licensed health care professionals to complete mental health and suicide screening and prevention training,
3. permits minors to receive more than six outpatient mental health treatment sessions without the consent of a parent or guardian,
4. requires local and regional boards of education to integrate the principles and practices of social-emotional learning into programs of professional development and statements of educational goals,
5. permits parents to attend parent-teacher conferences remotely,
6. requires additional parent-teacher conferences during periods when a school district conducts school sessions remotely,
7. requires the provision of information by teachers concerning safety, mental health and food insecurity during such conferences,
8. permits local and regional boards of education to provide instruction to high school students remotely and prohibit such boards from deeming absent a student who attends school remotely,
9. requires local and regional boards of education to permit students to take up to two mental health wellness days per school year,
10. requires the collection of adverse childhood experiences data by local and regional boards of education and the Department of Education,
11. requires the Commissioner of Children and Families to provide children in the care and custody of the commissioner remote visitation opportunities in lieu of in-person visitation, in the event of a pandemic or outbreak of communicable disease,
12. requires the Commissioner of Children and Families to develop a policy requiring the cessation of in-person visitation on a case-by-case basis in the event that such visitation could result in the contraction of a communicable disease by one or more participants,
13. expands the operation of the Department of Children and Families telephone Careline to accommodate the receipt and provision of information concerning child abuse and neglect by text message,
14. requires the Commissioner of Children and Families to provide certain notice to parents and guardians in the event that the commissioner is considering removal of a child from the home, and the services of a translator, if necessary, during any meeting to discuss such removal,
15. requires the Commissioner of Early Childhood to develop and implement a plan to expand the birth-to-three program to provide early intervention services to children five years of age and under and eliminate parent fees for such services,



P.A. 21-46 AN ACT CONCERNING SOCIAL EQUITY AND THE HEALTH, SAFETY AND EDUCATION OF CHILDREN

PAGE 2

16. requires the Commissioner of Education to establish an Internet access grant program for local and regional boards of education to provide students, educators and staff with Internet access during school sessions that are conducted remotely, and
17. establishes a task force to study the comprehensive needs of children in the state.

Listed below is a summary of the portions of the Act which relate to education and have implications for policy.

§§11-13 – Social-Emotional Learning

The Act requires, starting with the 2021-2022 school year and every school year after that, boards of education to integrate the principles and practices of social-emotional learning throughout the components of its district's professional development programs.

The Act also requires boards of education, in its statement of goals, to include goals for integrating principles and practices of social-emotional learning in the district's professional development programs' professional development plan for certified district employees (CGS §10-220a). The Act requires each board's professional development and evaluation committee to consider student priorities and needs related to student social-emotional learning and student academic outcomes when developing, evaluating, and annually updating a district's professional development program.

These sections, which amends existing statutes 10-148a(a) and 10-220a(b) and 10-220(b), become effective July 1, 2021.

§14 – Remote Parent-Teacher Conferences

The Act requires school districts, beginning with the 2021-2022 school year and every school year after that, in their policies and procedures encouraging parent-teacher cooperation, to: (1) offer parents the option of attending any parent-teacher conference by telephone, video conference, or other conferencing platform (i.e., remotely); (2) conduct (a) one parent-teacher conference, in addition to the two per year required under current law, during a period when the district provides remote learning for more than three consecutive weeks, and (b) one additional parent-teacher conference every six months after that if sessions continue to be provided virtually; and (3) request from each student's parent the name and contact information of an emergency contact person who may be contacted if the parent cannot be reached to schedule a parent teacher conference required if the district is providing virtual learning.

Under the Act, if, after three attempts, a teacher is unable to contact a student's parent in order to schedule a parent-teacher conference, he or she must report this inability to the school principal, school counselor, or other school administrator designated by the board of education. The principal, counselor, or administrator must contact the student's emergency contact to determine the student and family's health and safety.

This section, which amends existing statute 10-221, becomes effective July 1, 2021.





P.A. 21-46 AN ACT CONCERNING SOCIAL EQUITY AND THE HEALTH, SAFETY AND EDUCATION OF CHILDREN

PAGE 3

§15 – Community Resources

The Act requires SDE, by December 1, 2021, to develop and annually update a document for boards of education that provides information on educational, safety, mental health, and food insecurity resources and programs available for students and their families. The document must include: (1) providers of such resources and programs, including DCF, the Department of Mental Health and Addiction Services, the United Way of Connecticut, and local food banks; (2) descriptions of relevant resources and programs each provider offers, including any program that provides laptop computers, public Internet access, or home Internet service to students; (3) each provider's, resource's, and program's contact information; and (4) relevant websites. SDE must annually electronically distribute the document to each board of education.

This section became effective upon passage of the legislation.

§§16-18 – Remote Learning

Remote Learning Standards and Policy (§§16 & 17): The Act requires the Commissioner of Education to develop, and update as necessary, standards for remote learning (i.e., instruction by means of one or more Internet-based software platforms as part of a remote learning model). It specifies that the standards must not be deemed regulations. It also allows school boards, starting with the 2021-2022 school year and each school year after that, to authorize remote learning to students in grades nine to 12, inclusive, if the boards: (1) provide instruction in compliance with the standards developed by SDE under the Act, and (2) adopt a policy on student attendance requirements during remote learning, which must (a) comply with SDE guidance and (b) count attendance of any student who spends

at least one-half of the day during remote instruction engaged in remote classes, remote meetings, activities on time-logged electronic systems, and turning in assignments.

Under the Act, remote learning must be considered an actual school session, provided remote learning is conducted in compliance with the standards SDE must develop under the Act.

Sections 16 and 18, which amend existing statute 10-198b, became effective upon passage of the legislation. Section 17 becomes effective July 1, 2021.

Excused and Unexcused School Absences (§18): The Act requires the State Board of Education (SBE) to change its definition of the terms “excused absence” and “unexcused absence” to exclude a student's (1) (a) engagement in remote classes, (b) remote meetings, (c) activities on time-logged electronic systems, and (d) completion and submission of assignments, if the engagement accounts for at least one-half of the school day in which remote learning is authorized.

This section became effective upon passage of the legislation.

§19 – Mental Health Wellness Days

The Act requires, for the 2021-2022 school year and every school year after that, boards of education allow any student enrolled in grades kindergarten through 12, to take two mental health wellness days during the school year, on which a student is not required to attend school. However, a student cannot take these mental health wellness days during consecutive school days.

This section becomes effective July 1, 2021.



P.A. 21-46 AN ACT CONCERNING SOCIAL EQUITY AND THE HEALTH, SAFETY AND EDUCATION OF CHILDREN

PAGE 4

§20 – School Lunch Debt

The Act requires boards of education, starting with the 2021-2022 school year, and each school year after that, to include the following in policies or procedures for collecting unpaid school meal charges applicable to employees and third-party vendors who provide school meals:

1. a prohibition on publicly identifying or shaming a child for any unpaid meal charges, by (a) delaying or refusing to serve a meal to the child, (b) designating a specific meal for the child, or (c) taking any disciplinary action against the child;
2. a declaration of a child's right to purchase one meal (which may exclude a la carte items) for any school breakfast, lunch, or other feeding; and
3. a procedure for communicating with parents or guardians about collecting a child's unpaid meal charges, including (a) information on local food pantries, (b) applications for free or reduced-price meals and the Department of Social Services' supplemental nutrition assistance program, and (c) a link to the school district's website that lists any community services available to town residents.

If a child's unpaid meal charges equal or exceed the cost of 30 meals, the Act requires the school board to refer the child's parent or guardian to the board's local homeless education liaison. The Act also allows local or regional boards of education to accept gifts, donations, or grants from any public or private source to pay off unpaid meal charges.

This section, which amends existing statute 10-215, becomes effective July 1, 2021.

Section §25 – Planning and Placement Team Meetings

Expansion of Parental Notification Requirements

By law, a board of education responsible for providing special education and related services to a child or student generally must provide written notice to the child's parent/guardian or to a student who is an emancipated minor before (1) proposing to, or refusing to, initiate or change the child's or student's identification, evaluation, or educational placement or (2) providing free appropriate public education to the child or student. The law also gives the parent, guardian, or pupil, upon request, the right to meet with a member of the planning and placement team (PPT) before the referral team meeting.

Under current law, the parent/guardian, student, or surrogate parent must (1) be given at least five-days' notice before any PPT meeting; (2) have the right to be present at and participate in all portions of a meeting at which an educational program for the child or pupil is developed, reviewed, or revised; and (3) have the right to have certain professionals present and participate.

The Act expands this by requiring that during any meeting at which an educational program for the child or student is developed, the parent, guardian, student, or surrogate parent must also have the right to have each recommendation made in the child or student's Birth-to-Three individualized transition plan, addressed by the PPT.

July 1, 2021



P.A. 21-46 AN ACT CONCERNING SOCIAL EQUITY AND THE HEALTH, SAFETY AND EDUCATION OF CHILDREN

PAGE 5

Birth-to-Three Service Coordinator PPT Participation

Additionally, the Act gives the parent, guardian, student, or surrogate parent the right to have the child or student's Birth-to-Three Service Coordinator, if any, attend and participate in any part of the meeting at which an educational program is developed, reviewed, or revised. The Act maintains the right under current law to have advisors and school paraprofessionals attend and participate in these meetings, but no longer requires them to be present.

Additional Notification Requirements

The Act expands the information that the responsible board of education must give the parent, guardian, surrogate parent, or student at each initial PPT meeting. Existing law mandates information about physical restraint and seclusion laws and regulations. Under the Act, during the meeting at which an educational program for the child is developed, the board of education must also inform them of their right to have:

1. the child or pupil's Birth-to-Three service coordinator attend and participate in all portions of the meeting and
2. each recommendation made in the transition plan by the service coordinator addressed by the PPT.

Monitoring Developmental Delay

Required Monitoring

The Act requires boards of education to monitor the development of each child who has been (1) referred for a registration on a mobile application designated by the OEC Commissioner in partnership with the

child's parent, guardian, or surrogate parent, or (2) provided a form for the child's parent, guardian, or surrogate parent to complete and submit to the board of education that screens for developmental and social emotional delays using a validated screening tool, such as the Ages and Stages Questionnaire and the Ages and Stages Social-Emotional Questionnaire, or its equivalent.

PPT Meeting

If, based on this monitoring, a child is suspected of having a developmental delay, the board must schedule a PPT meeting with the parent, guardian, or surrogate parent to identify services for which the child may be eligible, including a preschool program under Part B of the Individuals with Disabilities Act.

§26 – Birth to Three Coordinator Disciplinary Protections

Existing law prohibits boards of education from disciplining, suspending, terminating, or otherwise punishing any PPT member employed by the board who discusses or makes recommendations about providing special education and related services for a child during a PPT meeting. The Act extends this protection to Birth-to-Three Service Coordinators or qualified personnel concerning PPT meetings or transition plans.

Developmental and Social-Emotional Delay Screenings

Existing law generally requires each eligible child and his/her family to receive (1) a multidisciplinary assessment, (2) a written individualized family service plan, and (3) a review of the individualized family service plan within set time frames.



P.A. 21-46 AN ACT CONCERNING SOCIAL EQUITY AND THE HEALTH, SAFETY AND EDUCATION OF CHILDREN

PAGE 6

The Act expands this by requiring that within two months after a child is determined to be ineligible for participation in preschool programs under Part B of the Individuals with Disabilities Act, the child and his/her family receive a referral to register for a mobile application designated by the OEC Commissioner to continue screening for developmental and social-emotional delays in partnership with the board of education for the school district where the child lives. Under the Act, a screening form using a validated screening tool, such as the Ages and Stages Questionnaire and the Ages and Stages Social-Emotional Questionnaire, or its equivalent, must be provided to any family upon request for the purpose of completing and submitting the form to the applicable board of education.

Eligible Child

An “eligible child” is a child up to age 36 months, who is not eligible for special education and related services and who needs early intervention services because he or she is (1) experiencing a significant developmental delay as measured by standardized diagnostic instruments and procedures or (2) diagnosed as having a physical or mental condition that has a high probability of resulting in developmental delay (CGS §17a-248(4)).

Policy Implications

Many policies are impacted by this legislation. In many situations there are multiple versions of a sample policy. However, due to space considerations of this document and the number of individual topics covered by this legislation, only one version of each policy topic is provided to provide a sampling of the new language required. However, all versions in CABE’s policy resource bank will be updated as necessary.

The policies impacted include the following:

- #0200 Goals for the Public Schools
- #1110.1 Parent Involvement
- #3542.43 Food Service Charging Policy
- #4131 Staff Development
- #5113 Attendance
- #5113.2 Truancy
- #6112 School Day
- #6159 Individualized Education Program/Special Education Program
- #6171.2 Preschool Special Education
- #6172.6 Virtual/Online Courses





P.A. 21-86 AN ACT CONCERNING THE ENROLLMENT OF CHILDREN OF MEMBERS OF THE ARMED FORCES IN PUBLIC SCHOOLS AND THE ESTABLISHMENT OF A PURPLE STAR SCHOOL PROGRAM

PAGE 1

UPDATE MAILING NO. 4

JULY 30, 2021

This Act requires boards of education to accept, as proof of residency for any child of an armed forces member who is seeking enrollment in a public school, the military orders directing the member to the state or any other armed forces' documents indicating the member's transfer to the state.

By law and under the Act, "armed forces" means the U.S. Army, Navy, Marine Corps, Coast Guard, and Air Force and any of their reserve components, including the Connecticut National Guard when under federal service. The Act also requires the State Board of Education (SBE), within

available appropriations, to establish a Purple Star School Program to designate schools that provide specific support services, assistance, and initiatives for military-connected students and their families. Under the Act, a "military-connected student" is a public school student who (1) is a dependent of a current or former armed forces member or (2) was a dependent of a member killed in the line of duty.

This effective date of this legislation is July 1, 2021.

Policy Implications

Policy #5112 "Ages of Attendance," pertains to this topic. It has been revised to reflect this legislation and follows. This is a recommended policy for inclusion in a district's manual.



July 2021



P.A. 21-199 AN ACT CONCERNING VARIOUS REVISIONS TO THE EDUCATION STATUTES

PAGE 1

UPDATE MAILING NO. 4

JULY 30, 2021

This Act makes the following revisions in the education statutes:

1. creates a new reporting requirement for boards of education with schools or districts that decline to implement the Community Eligibility Provision of the National School Lunch Program (§1);
2. requires local and regional boards of education to develop a policy by July 1, 2022, for equitable identification of gifted and talented students that uses multiple identification methods that comply with State Department of Education (SDE) guidelines (§2);
3. requires boards of education to create or revise a policy for student placement in advanced academic courses or programs that is not based exclusively on academic performance (§3);
4. creates a new content requirement for grades 6-12 student success plans and generally requires the plans to be created in collaboration with students and their parents or guardians (§4);
5. requires boards of education to adopt a new challenging curriculum policy (§5);
6. requires boards of education to adopt a policy to improve the completion rates for the Free Application for Federal Student Aid (FAFSA) among grade 12 students or students in adult education programs (§6);
7. adds to the list of goals that a board of education may include in its application to the Education Commissioner for alliance district funds (§7);
8. requires SDE to publish and make available on its website the annual FAFSA student completion rate for the graduating class of each high school and each school district (§8);
9. requires the Education Commissioner to establish a working group to develop ways to improve student FAFSA completion rates (§9);
10. raises, from age 17 to 18, the age when a student may withdraw from high school beginning in the 2023-24 school year, but also allows a parent or guardian of a 17-year-old student to withdraw the student if he or she simultaneously enrolls in an adult education program (§10);
11. generally raises, from age 17 to 18, the minimum age at which a student can get permission from the Education Commissioner to take the GED or another SDE-approved high school equivalency test (§11);
12. allows the Education Commissioner to make recommendations to the Office of Policy and Management (OPM) and the Education Committee about policies to make higher education more affordable (§12); and
13. requires boards of education to update their written weighted grading policy to address additional courses and programs (§13).

Many of the above sections of this legislation impact board of education policy. They include the following:





P.A. 21-199 AN ACT CONCERNING VARIOUS REVISIONS TO THE EDUCATION STATUTES

PAGE 2

Section 2 – Gifted and Talented Identification

Not later than July 1, 2022, boards must adopt a policy for the equitable identification of gifted and talented students. Such policy shall require the use of multiple methods of identification of gifted and



talented students that are in compliance with guidance provided by the Department of Education. This will impact policy #6172.1, “Gifted and Talented Programs,” and makes it a mandated policy beginning with the 2022-2023 school year.

Section 3 – Advanced Course Enrollment Policy

Boards must adopt or revise a policy on student eligibility to enroll in advanced courses or programs by July 1, 2022. The Act defines these courses and programs as honors or advanced placement classes, the International Baccalaureate or Cambridge International programs, dual enrollment, dual credit, early college, or any other advanced or accelerated course or program offered by the board in grades 9-12. This policy cannot be based solely on students’ previous academic performance (i.e., course grades and grade point averages). Any policy that uses prior academic performance must rely on evidence-based indicators of how a student will perform in the advanced course or program. Additionally, the policy must (1) offer multiple ways for students to

become eligible, including recommendations from teachers, administrators, school counselors, or other school personnel and (2) align with SDE guidance. This will impact policy #6141.5, “Advanced College Placement” and makes it a mandated policy beginning with the 2022-2023 school year.

Section 4 – Student Success Plans

By law, boards must create a student success plan for each student beginning in grade 6. The plan must include their career and academic choices in grades 6 to 12. Beginning July 1, 2021, the bill requires student success plans to be created in collaboration with each student and his or her parent or guardian, if possible.

Beginning July 1, 2022, the plans must include an academic plan that complies with the respective school district’s challenging curriculum policy (see §5 below), to the extent that it does not conflict with the career choices in the plan. Such plans are covered in policy #6146, “Graduation Requirements.”

Section 5 – Challenging Curriculum Policy

Boards must adopt a challenging curriculum policy by July 1, 2022 that includes at least the following: 1) criteria for identifying grade 8 and 9 students who may enroll in an advanced course or program and 2) the requirement that these students have an academic plan that allows them to enroll in one or more advanced courses and earn college credit or gain career readiness skills. The challenging curriculum policy must be aligned with SDE guidance. Additionally, boards are required to create an academic plan for each student identified in grade 8 or 9 as eligible to enroll in an advanced course or program.



P.A. 21-199 AN ACT CONCERNING VARIOUS REVISIONS TO THE EDUCATION STATUTES

PAGE 3



The plan must be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness. Furthermore, the academic plan must be aligned with the following: 1) the courses or programs currently offered by the board of education, 2) the student's student success plan (see §4 above), 3) the high school graduation requirements established in state law, 4) any other board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs, and 5) SDE guidance. This will result in a new mandated policy beginning with the 2022-2023 school year.

Section 6 – FAFSA Completion Rates (Free Application for Federal Student Aid)

Boards are required to adopt a policy by July 1, 2022, to improve the completion rates for FAFSA among grade 12 students or students in adult education programs. It allows boards to accept gifts, grants, and donations, including in-kind donations, to implement the adopted policy provisions. This will result in a new mandated policy beginning with the 2022-2023 school year.

Section 10 – Age of Withdrawal from High School

The Act raises, from age 17 to 18, the age when a student may withdraw from high school, beginning in the 2023-24 school year. The student must appear in person at the school in order to withdraw. The Act also allows a parent or guardian of a 17-year-old student to withdraw the student, but

simultaneously requires his or her enrollment in an adult education program.

Additionally, the adult education withdrawal and enrollment form must include the following: 1) an attestation from a school counselor or administrator that the school district has provided the parent or guardian information about the educational options available in the school system and community and 2) an attestation from the parent or guardian that the student will be enrolled in an adult education program upon withdrawing from school.

Section 13 – Weighted Grading Policy

Boards are required to update as necessary the written weighted grading policy for honors and advanced placement classes that they must have under existing law. It specifies that this policy must address the manner in which students' grade point averages are calculated. Under the Act the board must update the policy to address whether the following courses or programs are also given added weight for GPA and class rank calculation, in addition to honors and advanced placement classes under current law: International Baccalaureate, Cambridge International, dual enrollment, dual credit, or early college. This impacts mandated policy #6146.11, "Weighted Grades."





P.A. 21-199 AN ACT CONCERNING VARIOUS REVISIONS TO THE EDUCATION STATUTES

PAGE 4

Policy Implications

The legislation indicates that five of the sections listed above with policy implications (Sections 2, 3, 4, 5, and 6) are to either have new policy developed or existing policies revised by July 1, 2022. These do not impact schools in the new 2021-2022 school year. Further, the Act indicates several times that the policies must be in accordance with guidance provided by the Department of Education. Therefore, CAFE's Policy Department will develop new or revise the policies impacted after seeing the SDE guidance during the new school year to meet the July 1, 2022 timeline.

Section 10 changes the age of withdrawal from school from 17 to 18 years of age, beginning July 1, 2023. Therefore the policy addressing ages of attendance need not be changed at this time due to the fact that there is no change in the age for the next two school years.

Policy #6146.11 "Weighted Grades," has been revised and follows for your consideration.



July 2021
