

## Meeting Agenda

|   |   |                                 |                     |
|---|---|---------------------------------|---------------------|
| <b>Group/Team:</b>  | <b>BOE Policy &amp; Legislation Committee</b>           |                                 |                     |
| <b>Location:</b><br>Virtual Meeting via ZOOM<br>1-646-876-9923<br>Meeting ID: 895 3626 7431 | <b>Date of Meeting:</b><br>Thursday<br>October 28, 2021 | <b>Start Time:</b><br>5:30 p.m. | <b>Finish Time:</b> |

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

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| <b>Purpose of Meeting – Instructional Focus:</b> |
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| <b>Agenda Items – (Items should reflect next steps from previous meeting.)</b> |   |                      |                           |
|--|---|----------------------|---------------------------|
|  | <b>Agenda Item</b>  | <b>Time Allotted</b> | <b>Person Responsible</b> |
| 1.   | New policy Preschool Special Education – 6172.2   |                      | M. Pabón                  |
| 2.   | Continued discussion: Model Policy for Transgender and Gender Non-Conforming Youth – 5145.53# & 4<br><a href="https://portal.ct.gov/-/media/SDE/Title-IX/transgender_guidance_faq.pdf">https://portal.ct.gov/-/media/SDE/Title-IX/transgender_guidance_faq.pdf</a><br><a href="https://portal.ct.gov/-/media/SDE/Title-IX/transgender_guidance.pdf?la=en">https://portal.ct.gov/-/media/SDE/Title-IX/transgender_guidance.pdf?la=en</a> |                      | T. Shaw                   |
| 3.   | Continued discussion: Proposed Rules & Regulations Appendix   |                      | A. Sweeney                |
| 4.   | Continued discussion: Proposed Board Member Handbook  |                      | A. Sweeney                |
| 5.   | Scheduling of next meeting  |                      | A. Sweeney                |
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|  |   |                      |                           |
|  |   |                      |                           |

## Instruction

6171.2(a)

### **Preschool Special Education**

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and access the general education curriculum to the same extent as students that are not identified with special needs. The Board shall maintain a transition process for preschool-aged children referred from the CT Birth to Three system under regulations imposed by the Individuals with Disabilities Education Act (IDEA Part B) which identifies children with special education needs or developmental delays.

The District's Special Education Preschool programs include a co-taught classroom model, self-contained model, and itinerant service provider model. The "co-taught classroom model" maintains general education students who have not been identified as needing special education to serve as role models for students with identified special needs. The self-contained pre-k classrooms are available as needed for students with identified special needs. Integration with general education peer role models is available as appropriate. Itinerant special education service delivery is available to students within preschool programs as appropriate. The District also provides Early Intervening Services to students suspected of having a disability.

The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Education Act (IDEA Part B). The register of children eligible to receive preschool special education services to be maintained and revised annually by the Director/ Supervisor of Special Education.
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child
3. Developing an Individualized education plan (IEP) for each preschool age child with a disability requiring services.
4. Appointing and training appropriately qualified personnel
5. Providing transportation to students enrolled in the program
- 6.. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State of CT Department of Education
- 8 Planning a smooth transition from CT Birth-to-Three programs to Preschool Programs

The Planning and Placement team's responsibilities will include the reviewing of referrals, conducting evaluations and making recommendations for placement and provision of appropriate special education services in approved programs for each child with a disability. Children recommended for an educational program may enter throughout the school year as eligibility is determined.

It is ultimately the responsibility of the Board of Education to provide the appropriate approved preschool program and services for students within the district. Should the PPT's determination and recommendations differ for parent or guardian preference, placement may be appealed by a parent or guardian through procedures that are outlined in IDEA Part B.

If the PPT determines that a child is ineligible for participation in a preschool special education program, a list of School Readiness sites will be provided to parents and they will have the choice to enroll their child in a general education setting. The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Upon entry to the Waterbury Public Schools Early Childhood Education Program, students are administered a developmental screening using validated assessment tools. These assessments are administered to students within 30 days of enrollment to the Waterbury Public Schools Early Childhood Program. The assessment tools administered identify developmental strengths and weaknesses in the areas of Social Emotional, Communication, Language, Adaptive, Motor and Cognitive Skills.

### **Tuition**

Identified students or students who qualify for free or reduced lunch will not be charged for tuition.

Legal Reference: Connecticut General Statutes

[10 76a](#) Definitions.

[10 76b](#) State supervision of special education programs and services.

[10 76c](#) Receipt and use of money and personal property.

[10 76d](#) Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)

[10 76e](#) School construction grant for cooperative regional special education facilities.

[10 76f](#) Definition of terms used in formula for state aid for special education.

[10 76g](#) State aid for special education.

[10 76h](#) Special education hearing and review procedure. Mediation of disputes.

[10 76i](#) Advisory council for special education.

[10 76j](#) Five-year plan for special education.

[10 76k](#) Development of experimental educational programs.

State Board of Education Regulations.

[10 76m](#) Auditing claims for special education assistance.

[10 76a 1 et seq.](#) Definitions.

[10 76b 1 through 10 76b 4](#) Supervision and administration.

[10 76d 1 through 10 76d 19](#) Conditions of instruction.

[10 76h 1 through 10 76h 2](#) Due process.

[10 76l 1](#) Program Evaluation.

[10 145a 24 through 10 145a 31](#) Special Education (re teacher certification).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted by the Waterbury Board of Education on **DRAFT**



## Students

### Transgender and Gender Non-Conforming Youth

#### Purpose

Federal and state law and District policy require that all programs, activities, ~~and employment practices~~ be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

#### Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

**"Gender identity"** is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

**"Transgender"** describes people whose gender identity, expression or behavior is different from those typically associated with an assigned sex at birth.

**"Gender expression"** refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

**"Gender non-conforming"** describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

**"Cisgender"** refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

**"Gender Fluid"** may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

**"Gender Minority"** is an umbrella term referring to individuals not identifying as cisgender.

**"Gender Transition"** is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver's license, Social Security record) to reflect one's gender identity.

~~**"Bullying"** means an act that is direct or indirect and severe, persistent or pervasive which:~~

- ~~a. causes physical or emotional harm to an individual;~~
- ~~b. places an individual in reasonable fear of physical or emotional harm, or~~
- ~~c. infringes on the rights and opportunities of an individual at school.~~

~~Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.~~

~~"Harassment" means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.~~

## **Privacy**

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

## **Official Records**

The District is required to maintain a mandatory permanent student record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. ~~The District will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.~~

~~**Note:** A review of Connecticut statutes and regulations and other legal resources has not provided a legal basis requiring a court order prior to changing a student's official record to reflect a change in legal name or legal gender. It is a common practice to require documentation to change a student's legal name or gender pursuant to a court order or through amendment of state or federally-issued identification. However, under FERPA\*, a school must consider the request of a minor student's education records that is inaccurate, misleading, or in violation of the student's privacy rights. Consider, therefore, the following language as an alternative to the above. —\*(Family Educational Rights and Privacy Act)~~

The District recognizes, under FERPA, that a student has the right to request the school to change his/her name and gender on such student's school records if the student or parent/guardian, if such a student is under 18 years of age, believe the records are incorrect, misleading, or violate a student's privacy. (In general, a school should treat requests to change student records based on transgender status no differently than it would treat any other request for a change to student records.) Upon such a request, schools should correct student education records to accurately reflect the student's chosen name and gender identity, regardless of whether the student has completed a legal name change.

## **Names/Pronouns**

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this



policy.

## **Gender-Segregated Activities**

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

## **Student Information Systems**

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

## **Restroom Accessibility**

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student, [transgender or not](#), who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

## **Locker Room Accessibility**

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).

Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

## **Physical Education Classes & Intramural Sports**

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

## **Interscholastic Competitive Sports Teams**

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

## **Dress Codes**

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

## **Discrimination/Harassment/[Bullying](#)**

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment, [including access to facilities, activities and programming free from discrimination, harassment and/or bullying.](#) ~~This includes ensuring that a~~ Any incident of discrimination, harassment, [bullying and/or violence](#) ~~is~~ **must be** given immediate attention, including investigation ~~of~~ [the](#) incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination, ~~or~~ harassment [and/or bullying](#) based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination, ~~or~~

harassment [and/or bullying](#) complaints.

### **Transferring a Student to Another School (Opportunity Transfers)**

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

### **[Professional Development](#)**

~~The Board of Education directs the Superintendent to provide for the training of District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age appropriate training shall also be provided for students.~~

- (cf. [0521](#) - Nondiscrimination)
- (cf. [4131](#) - Staff Development)
- (cf. [5114](#) - Suspension and Expulsion/Due Process)
- (cf. [5131](#) - Conduct)
- (cf. [5131.21](#) - Violent and Aggressive Behavior)
- (cf. [5131.8](#) - Out-of-School Misconduct)

#### **[\(cf 5131.911 – Bullying/Cyberbullying\)](#)**

- (cf. 5131.912 - Aggressive Behavior)
- (cf. 5131.913 - Cyberbullying)
- (cf. [5131.91](#) - Hazing)
- (cf. 5144 - Discipline/Punishment)
- (cf. 5145.4 - Nondiscrimination)

#### **[\(cf 5145.44 – Title](#)**

- (cf. [5145.5](#) - Sexual Harassment)
- (cf. [5145.51](#) - Peer Sexual Harassment)
- (cf. 5145.52 - Harassment)
- (cf. [5145.6](#) - Student Grievance Procedure)
- (cf. [6121](#) - Nondiscrimination)
- (cf. [6121.1](#) - Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

[1-1n](#) "Gender identity or expression" defined.

[10-15c](#) Discrimination in public school prohibited. (Amended by P.A. 97-247 to include "sexual orientation" and PA 11-55 to include "gender identity or expression")

[10-222g](#) Prevention and intervention strategy re bullying and teen dating violence as amended by PA 19-166.

[46a-51](#) Definitions.

[46a-58\(a\)](#) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty.

[46a-60](#) Discriminatory employment practices prohibited Federal Law.

[46a-64\(a\)\(1\)\(2\)](#) Discriminatory public accommodations practices prohibited. Penalty.

[10-209](#) Records not to be public.

[46a-60](#) Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

Public Act 11-55 An Act Concerning Discrimination.

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681(a).



Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986).

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998).

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998).

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998).

Davis v. Monroe County Board of Education, No. 97-843 (U.S. Supreme Court, May 24, 1999).

Federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g

"Guidance on Civil Rights Protections and Supports for Transgender Students," Connecticut State Department of Education, June 2017

Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)

**Policy adopted:**

DRAFT

Preamble  
Mission Statement  
Board Goals  
Core Values  
Key Work of School Boards

### **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](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](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 don 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

Ref: BOE Policy 9010(c)

## Board Meetings

### *Board Workshops*

The board meets as a Committee of the Whole on the 1<sup>st</sup> 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 3<sup>rd</sup> 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 "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 motion at the appropriate point in the agenda.

Ref: 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***

**Motion to receive and place on file communications as read**

***Approval of Minutes:***

**Motion to approve minutes as listed**

***Public Addresses the Board:***

**Motion to suspend the regular order of business to hear from the public.**

**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:**

**Motion to approve the Consent Calendar items ### through ### and items ### through ####, skipping item numbers removed.**

**When no items are removed:**

**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***

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

***Executive Session***

**Motion to convene into Executive Session for \_\_\_\_\_. Second**

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

***Adjournment***

**Motion to adjourn**

### 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<br>(Resolution)  | Yes       | Yes       | Majority                  |
| Reconsider  | Yes       | No        | Majority                  |
| Rescind   | Yes       | Yes       | Majority<br>(with notice) |
| <b>Motions Dealing with General Conduct of Meeting<br/>No Order of Precedence</b> |           |           |                           |
| 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                  |

### Chart of Parliamentary Motions

| Motion                                  | Requires<br>Second | Debatable | Amendable | Vote<br>Required          |
|---|--------------------|-----------|-----------|---------------------------|
| <b>Privileged Motions</b>               |                    |           |           |                           |
| 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                      |
| <b>Subsidiary Motions</b>               |                    |           |           |                           |
| 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                  |
| <b>Main Motions</b>                     |                    |           |           |                           |
| 1. Original<br>Main Motion (Resolution) | Yes                | Yes       | Yes       | Majority                  |
| Bring a Question Again                  |                    |           |           |                           |
| Reconsider                              | Yes                | Yes       | No        | Majority                  |
| Rescind                                 | Yes                | Yes       | Yes       | Majority<br>(with notice) |
| <b>Incidental Motions</b>               |                    |           |           |                           |
| <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                       |



