

Brooklyn Board of Education  
Regular Meeting  
November 15, 2016

1. Attendance, Establishment of a Quorum, Call to Order
2. Public Comments
3. Approval of Minutes – Regular Meeting October 26, 2016, Special Meeting November 2, 2016
4. Correspondence and Communications
5. Educational Presentation – none planned
6. Consent Agenda Items – Policies
  - a) 3010 Goals & Objectives – Replace with CABE; adopt
  - b) 3110 Budget Planning – replace with CABE as revised; adopt
  - c) AR3152 Spending Public Funds for Advocacy – add CABE language #12 and legal references
  - d) 3231 Medical Reimbursement and AR –replace with CABE as revised
  - e) 3260 Sales & Disposition of Books, Equipment, and Supplies – replace with CABE; adopt
  - f) AR3312-2 State Contract/Cooperative Purchasing; adopt
  - g) 3313.1 Local Purchasing; adopt
  - h) 3280-1 Educational Technology Donation Guidelines – rescind
  - i) 3320 Purchasing Procedures; adopt
  - j) AR3321 Requesting Goods and Services – rescind; no policy; covered in 3320
  - k) 3323 Soliciting Prices – rescind; no policy; Town has procedures
  - l) 3430 Periodic Financial Reports; adopt
  - m) 3434 Periodic Audit – replace with CABE as revised; adopt
  - n) 3511 Facilities Development Goals – change # to 3510; replace with CABE as revised; adopt
  - o) 3513.2 Waste Reduction and Recycling; adopt
  - p) AR3513.2 Recycling – rescind; not current
  - q) 3514 Equipment – replace with CABE; adopt
  - r) AR3515.1 Telephone – rescind; a regulation – no policy
  - s) 3516.11 Hazardous Materials – rescind; belongs in All Hazards Plan
  - t) 3516.31 Bloodborne Pathogens – rescind; not a policy
  - u) 3532 Insurance – rescind (or adopt); no CABE policy
  - v) 3541.33 Transportation of Special Education Students – rescind; law applies to all students
  - w) 3541.35 School Bus Safety Program – rescind; a regulation
  - x) 3541.45 Bus Video Cameras – rescind; notice on buses; no CABE policy
  - y) 3543.11 Printing and Duplication of Copyrighted Materials - adopt
7. Administrative Reports
8. Public Comments
9. Board of Education Committee Reports
10. Board Representatives to Other Committees
11. Old Business
12. New Business
  - a) 2017 BOE Meeting Schedule
  - b) BOE Goals
  - c) Superintendent Goals
  - d) New Policies – First Reading
13. Other
14. Public Comments
15. Adjournment



# The Board of Education Town of Brooklyn

116 Gorman Road  
Brooklyn, CT 06234

Aimee Genna, Chair  
Kelly Coddling, Vice Chair  
Keith Atchinson, Secretary

Eric Anderson  
Mae Lyons  
Joan Trivella

October 26, 2016

The Brooklyn Board of Education held its regular monthly meeting on October 26, 2016 in the middle school library. In attendance were: Mrs. Genna, Mrs. Coddling, Mr. Atchinson, Mrs. Lyons, Mr. Anderson, and Mrs. Trivella, Dr. Conway, Superintendent, Mr. Yanku, Middle School Principal and Mrs. Holmes, Business Manager. Mr. Otto, Board of Finance was also in attendance. Members of the teaching staff and public were in the audience.

Mrs. Coddling arrived at 7:10 pm.

Mrs. Trivella left at 8:53 pm.

1. Attendance, Establishment of a Quorum, Call to Order

Mrs. Genna called the to meeting to order at 7:01 pm.

2. Public Comments

None

3. Approval of Minutes

Motion to approve the Board of Education meeting minutes of September 28, 2016, Transportation Hearing minutes of October 12, 2016, and the meeting minutes of October 12, 2016.

(Trivella / Lyons)

Unanimous vote to approve

4. Correspondence and Communications

- a) Board Member Recognition

Mrs. Genna presented a letter and a pin from CABA recognizing and thanking Mrs. Lyons for her ten plus years of service as a member of the Brooklyn Board of Education.

5. Educational Presentation

a) School Improvement Plans

Mr. Yanku gave an overview of how the middle school is meeting goals to ensure student success. There are flex blocks built into student schedules, STAR assessments, an after school enrichment program, a math committee and data committee working on math curriculum, and an after school help club sponsored by the National Junior Honor Society. He is working on adding more information to the school website, and improving teacher communication with parents.

6. Consent Agenda Items - Policies

Consent Agenda approval of the following policies:

0100  
0210  
0300  
0521  
0522  
1100  
1221  
1240  
1315  
1325  
1413  
2111  
2131  
2141  
4111 / 4211  
4112.51 / 4212.51  
5141.4  
5131.6  
5144

Mrs. Genna removed the following policies from the Consent Agenda:

0210  
1100

1324  
4111  
4211  
5141.4  
5131.6  
2131

Motion to approve the Consent Agenda.  
(Trivella / Anderson)  
Unanimous vote to approve

Policy:

210 – fix typo *Nutmeg School*  
1100 – clarify 3<sup>rd</sup> paragraph regarding email correspondence  
1324 – clarify language regarding fundraising and solicitation of funds will  
be discussed at agenda item #11  
2131 – fix typo *form* to *from*  
4111 – insert language  
5141.4 – insert language  
5131.6 – insert language

Motion to approve the following policies:

210  
1100  
2131  
4111  
4211  
5141.4  
5131.6

(Coddling / Anderson)  
Unanimous vote to approve

7. Administrative Reports

The report was included in the Board of Education members' packets.

8. Public Comments

None

9. Board of Education Committee Reports

Mrs. Genna congratulated Mr. Otto on his recent appointment as Chairman of the Board of Finance.

Mr. Otto suggested that the Board of Education members keep a close eye on their costs, and ways to reduce their budget due to potential budget reductions required by the state.

#### 10. Board Representatives to Other Committees

Mrs. Trivella informed that the Woodstock Academy has purchased the Hyde School. She stated that some Woodstock Academy students from Brooklyn have been recognized for both athletics and academics.

Mr. Atchinson and Dr. Conway attended a presentation at Killingly High School. The presentation was for the current 8<sup>th</sup> grade students to inform them of the academic and extracurricular opportunities offered at Killingly High School.

Mr. Atchinson stated that the school website is almost finished. It should launch within the next two weeks. There will be a link to the Brooklyn Board of Education YouTube page.

Mrs. Trivella informed that EastConn recently purchased new buildings and will be partnering with the State of Connecticut in the Windham building.

#### 11. Old Business

Policy 1324, concerning the distribution of fundraising information, was discussed.

Motion to table Policy 1324.

(Trivella / Atchinson)

Unanimous vote to approve

Motion to un-approve Policy 1325

(Coddling)

no second – Motion Failed

#### 12. New Business

a) School Roof Briefing

Mr. Tusia, Property Services Manager, gave an overview of the roofs at both the elementary school and middle school buildings. The town has approved funding for an architect. The Board of Education members will have to decide how many roofs they will repair or replace, the type of material that will be used to repair or replace, and the consideration of solar panels now or in the future.

The middle school roof, which is made of asphalt, is 20 years old, but is in good shape. The insulation and pitch meets code. There is an estimate to replace the roof (\$2.1 – \$2.4 million), or repair the roof (\$5,000 - \$10,000) extending its life by 5-10 years. The current state reimbursement rate is 72.8%

The elementary roof is over 20 years old, and it is made of a PVC material. It is currently very brittle and is in danger of shattering. The cost to replace the roof using a three-ply asphalt material, with a 25-year warranty, is approximately \$1.5 million with the town being responsible for 27.14% (\$413,000). Another material option is a standing seam metal, which comes with a 40-year warranty. Solar panels can be clipped to it without penetrations. This would come at a cost of approximately \$2,031,000, with a cost to the town of approximately \$551,000.

The Board of Education needs to decide whether they are going to repair or replace roofs, they type of roofing materials that will be used, and whether or not solar panels will be utilized.

Motion for the Brooklyn Board of Education to approve that the administration post a Request for Qualifications and Proposals for Project Management Services for School Roof Replacement at Brooklyn Middle School and Brooklyn Elementary School.  
(Lyons / Trivella)

Unanimous vote to approve

b) Appoint Search Committee

Motion for the Search Committee to consist of Mrs. Genna, Mrs. Coddling, Mr. Atchinson, Mrs. Trivella, Mrs. Lyons, Mr. Anderson, and Mr. Otto. Dr. Conway will serve as an advisor.  
(Coddling / Atchinson)

Unanimous vote to approve

Mrs. Trivella provided a comparison of the five search firms and their costs and services offered. Discussion regarding the same ensued.

Motion for the Brooklyn Board of Education to engage NESDEC for executive search consulting services for a new superintendent of schools.

(Trivella / Anderson)

Unanimous vote to approve

c) Review Mission Statement

Dr. Conway reviewed the mission statement for the Brooklyn Schools. She stated that the mission statement should include reaching goals, improving programs, and quality education. Quality education should consist of 3 goals: up-to-date curriculum, good instruction and assessments.

Mr. Otto stated that he would like to see increased focus on preparation and success of students in the external world, outside the classroom settings.

d) Finance Report

Mrs. Holmes presented the Finance Report for September and handed out the check register for invoices paid in October.

e) Discussion of Food Services

Dr. Conway informed that Mrs. Marquis, Food Services Director, is retiring at the end of November and suggested that the Board of Education members take the opportunity to look into outside food service vendors.

Motion that the Brooklyn Board of Education direct administration to initiate the exploration of utilizing an outside food service vendor for the school nutrition services.

(Anderson / Coddling)

Unanimous vote to approve

13. Other

Dr. Conway handed out the 3000's policies for review.

14. Public Comments

Mr. Otto suggested that the Board of Education members review the academic achievements of Brooklyn students in high school.

15. Adjournment



Motion to adjourn at 9:16 pm  
(Coddington / Anderson)  
Unanimous vote to approve

Respectfully submitted

Joann M. Engel  
Recording Secretary

# **The Board of Education Town of Brooklyn**

116 Gorman Road  
Brooklyn, CT 06234

Aimee Genna, Chair  
Kelly Coddling, Vice Chair  
Keith Atchinson, Secretary

Eric Anderson  
Mae Lyons  
Joan Trivella

November 2, 2016

## **DRAFT MINUTES BOARD OF EDUCATION MEETING**

A special meeting of the Brooklyn Board of Education was held in the middle school on Wednesday, November 2, 2016.

Chairperson Genna called the meeting to order at 4:08 p.m.

Present when the meeting was called to order were Mrs. Coddling, Mr. Atchison, and Mrs. Trivella. Mr. Anderson and Mrs. Lyons were absent.

Also present was Attorney Anne Littlefield and Superintendent Conway.

**MOTION:** Mrs. Coddling moved to go into executive session at 4:09 p.m. to discuss communication which is protected by attorney-client privilege and invited Attorney Anne Littlefield into the executive session.

**SECOND:** Mr. Atchinson

**VOTE:** Unanimous

The board came out of executive session at 4:33 p.m.

The board recessed the meeting at 4:40 p.m.

The Board reconvened at 4:51 p.m.

The Board heard a statement read by teacher Linda Congdon-Marr.

**MOTION:** Mr. Atchison moved to go into executive session at 5:07 p.m. to discuss a confidential student record and invited Attorney Anne Littlefield, Superintendent Conway,

Connecticut Education Association UniServ Representative Stefan Ozga, Attorney Michael Satti, and teacher Linda Congdon-Marr into the executive session.

SECOND: Mrs. Joan Trivella

VOTE: Unanimous

The Board came out of executive session at 5:41 p.m.

MOTION: Mrs. Coddington moved to revise the Superintendent's prior disciplinary action related to Ms. Congdon-Marr, redacting the reference to the prior discipline, and further to reduce the period of suspension to one day and to reimburse Ms. Congdon-Marr for nine days of pay, and further that Aimee Genna, working with Attorney Littlefield, be authorized to revise the suspension letter and issue the Board's written decision in the appeal.

SECOND: Mr. Atchison

VOTE: Unanimous

MOTION: Mrs. Coddington moved to adjourn at 6:21 p.m.

SECOND: Mrs. Trivella

VOTE: Unanimous

Respectfully Submitted,

Keith Atchison, Secretary

1) Are there any items the Board would like to remove from the consent agenda

2) Is there a motion to approve the consent agenda items: \_\_\_\_\_  
\_\_\_\_\_

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_

(no discussion)

- a) 3010 Goals & Objectives – Replace with CAGE; adopt
- b) 3110 Budget Planning – replace with CAGE as revised; adopt
- c) AR3152 Spending Public Funds for Advocacy – add CAGE language #12 and legal references
- d) 3231 Medical Reimbursement and AR –replace with CAGE as revised
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- f) AR3312-2 State Contract/Cooperative Purchasing; adopt
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- h) 3280-1 Educational Technology Donation Guidelines – rescind
- i) 3320 Purchasing Procedures; adopt
- j) AR3321 Requesting Goods and Services – rescind; no policy; covered in 3320
- k) 3323 Soliciting Prices – rescind; no policy; Town has procedures
- l) 3430 Periodic Financial Reports; adopt
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- w) 3541.35 School Bus Safety Program – rescind; a regulation
- x) 3541.45 Bus Video Cameras – rescind; notice on buses; no CAGE policy
- y) 3543.11 Printing and Duplication of Copyrighted Materials - adopt

## BROOKLYN PUBLIC SCHOOLS

Information Only

## Agenda Item

12 a

### Decision Requested

**X**

November 15, 2016

Date \_\_\_\_\_

## AGENDA REPORTING FORM

**Subject:**

## 2017 Board of Education Meeting Schedule

**Background:**

The Board will review and take action on the proposed regular meeting schedule of the Brooklyn Board of Education for calendar year 2017. Note that the meetings in November and December are suggested for the third Tuesday in order to avoid holidays and the Board of Finance regular meetings. attached you will find a copy of the request for meeting schedule made by the Town clerk's office.

**Recommendation:**

Possible Motion: That the Board approve the 2016 - 017 Board of Education Goals as presented/revised/discussed

W. Conway  
Signature of Person(s) Submitting Report

Marie Conway  
Superintendent of Schools

# 2017

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	29	30	31	1	2	3	4	26	27	28	1	2	3	4	26	27	28	29	30	31	1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31	1	2	3	4	26	27	28	1	2	3	4	26	27	28	29	30	31	1	23	24	25	26	27	28	29
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8	30	1	2	3	4	5	6

MAY							JUNE							JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
30	1	2	3	4	5	6	28	29	30	31	1	2	3	25	26	27	28	29	30	1	30	31	1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31	1	2	3	25	26	27	28	29	30	1	23	24	25	26	27	28	29	27	28	29	30	31	1	2
4	5	6	7	8	9	10	2	3	4	5	6	7	8	30	31	1	2	3	4	5	3	4	5	6	7	8	9

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
27	28	29	30	31	1	2	1	2	3	4	5	6	7	29	30	31	1	2	3	4	26	27	28	29	30	1	2
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	27	28	29	30	29	30	31	1	2	3	4	26	27	28	29	30	1	2	24	25	26	27	28	29	30
1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9	31	1	2	3	4	5	6

DATE: October 19, 2016

TO: All Boards and Commission Chairmen

FROM: Leona A. Mainville, MMC

RE: Electronic Filing and Website

By January 31 2017, the Chairman or Secretary must file the schedule of regular meetings for the 2017-year with the Town Clerk. If this is not done, the law requires that no meetings be held until thirty (30) days after the schedule of regular meetings has been filed. Therefore, we urge you to set up your meeting schedule as soon as possible. Please include dates, time and place of each regular meeting.

As a reminder, a schedule will be kept at the Town Hall by Melissa Bradley to avoid booking conflicts. If you have scheduled a special meeting or sub-committee meeting that was not posted with the Town Clerk by January 31<sup>st</sup>, then you must notify Melissa Bradley at 860-779-3411 x16 or [m.bradley@brooklynct.org](mailto:m.bradley@brooklynct.org). Please do not assume if you send the Town Clerk your agenda you will be booked for that evening. The available meeting places are:

- Clifford B. Green Memorial Center
- Community Center on Tiffany Street
- Town Hall Conference Room

All boards and commissions were given the option to email agendas and minutes to the Town Clerk for posting assuming the following:

- The documents are emailed as an attachment in Microsoft Word or PDF format
- The documents are emailed to BOTH [l.mainville@brooklynct.org](mailto:l.mainville@brooklynct.org) AND [k.bisson@brooklynct.org](mailto:k.bisson@brooklynct.org).
- An original signed copy is filed with the Town Clerk in a timely manner for the permanent file. This is a **requirement** by Freedom of Information Commission.
- Emails are accepted during Town Hall hours, Monday-Wednesday 8am-5pm and Thursday 8am-6pm. We will make every effort to post notices the same day the email is received, but will not be responsible for any late postings. Please plan ahead.



- Once it is printed, posted and/or filed, you will receive an email reply from Leona or Kate. If a reply is not received, please call the Town Hall directly to avoid a late posting.
- Agendas must be posted with the Town Clerk and on the website twenty-four hours prior to the meeting
- Regular meeting minutes must be posted with the Town Clerk and on the website seven calendar days after the meeting.

The chairman, secretary or designated member of each commission is responsible for posting on the website. If your commission currently does not have a designated person, please contact Melissa Bradley at 860-779-3411 x16 to make arrangements for training.

## BROOKLYN PUBLIC SCHOOLS

Information Only

## Agenda Item

12 b

### Decision Requested

**X**

November 15, 2016

Date \_\_\_\_\_

## AGENDA REPORTING FORM

**Subject:**

## 2016 - 2017 Board of Education Goals

Background:

The Board will review and take action on the proposed goals developed by the superintendent based on the Board's approved mission. Action steps (objectives) and indicators of success will follow from administration. Board suggestions are encouraged.

**Recommendation:**

**Possible Motion:** That the Board approve the 2016 - 017 Board of Education Goals as presented/ revised/ discussed

Mr. Conway  
Signature of Person(s) Submitting Report

  
Superintendent of Schools

# The Board of Education Town of Brooklyn

116 Gorman Road  
Brooklyn, CT 06234

Aimee Genna, Chair  
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Eric Anderson  
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Joan Trivella

November 15, 2016

## Mission

The Brooklyn School will foster a drive for learning within each student that will allow that student to reach his/her greatest potential. To achieve this mission, the school will continually improve its educational programs and services to meet the needs of all students and to meet this community's expectations for a quality education for all.

## 2016/17 Goals

1. Provide opportunities for Brooklyn students to reach their greatest educational, social, emotional, and physical potential
2. Continuously improve educational programs and services to meet the needs of all students
3. Provide a quality education for all through high quality curriculum, instruction, and assessment

## BROOKLYN PUBLIC SCHOOLS

Information Only

## Agenda Item

12 c

Decision Requested

**X**

November 15, 2016

Date \_\_\_\_\_

## AGENDA REPORTING FORM

Subject:

## 2016 - 2017 Superintendent's Goals

**Background:**

The Board will review and take action on the proposed goals developed by the superintendent based on the needs of the district. Many of these goals are operational in nature and will prepare the district for new leadership on July 1, 2017.

**Recommendation:**

Possible Motion: That the Board approve the 2016 - 017 Superintendent's Goals as presented/revised/discussed

Wf Coward

Signature of Person(s) Submitting Report

Wm. P. Connor

Superintendent of Schools

Superintendent Goals/Objectives  
September 6, 2016 - June 30, 2017

1. Establish and initiate teacher and administrator evaluation for all staff
2. Establish and initiate annual written evaluations for all non-certified staff
3. Review, revise, and update the Board's Policy Manual
4. Establish policies and procedures for all annual notifications to staff, students, parents, community
5. Establish positive two-way relationships with receiving high schools
6. Increase the transparency of the budget document and the participation of staff in its development
7. Establish a functioning district-wide leadership team
8. Support the Board in its growth and development and the search for a new superintendent
9. Develop the district emergency operations plan
10. Develop a professional development plan with the district Professional Development and Evaluation Committee that supports the development and revision of curriculum, good instructional practice, and the use of assessments to inform instruction

BROOKLYN PUBLIC SCHOOLS

Information Only	X	Agenda Item	12 d
Decision Requested	_____	November 15, 2016	_____
	_____	Date	_____

AGENDA REPORTING FORM

Subject: New Policies - First Reading

Background: The Board will review three proposed new policies as a first reading. The Board will take actions on these policies at the next regular meeting. Board By-law 9311 indicates that new policies will be adopted after consideration at two regular meetings. If there are questions or suggested revisions, board members should send them to the superintendent between the two meetings or bring them up at either of the two regular meetings.

The proposed new policies are:

3541 Transportation

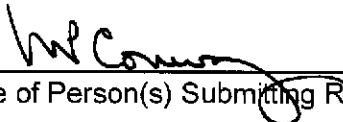
with Administrative Regulation 3541

4118.14/4218.14 Nondiscrimination on the Basis of Disabilities

with Administrative Regulation 4118.14/4218.14

4212 Appointment

Recommendation: No action requested

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

## **Business and Non-Instructional Operations**

### **Transportation**

#### **General**

The Board of Education shall provide for the public schools an appropriate transportation system, within guidelines set forth in this policy, which will enable all qualified children of school age to be transported to schools as required. School bus transportation is for students only. The Superintendent of Schools shall be responsible for the school transportation system and shall develop and administer it to:

- A. Provide maximum safety of students.
- B. Supplement and reinforce desirable student behavior patterns.
- C. Assist handicapped students appropriately.
- D. Enrich the instructional program through carefully planned field trips recommended by the staff.

The transportation system shall be planned and operated in compliance with the General Statutes of the State of Connecticut and all regulations of the State Department of Education and the State Department of Motor Vehicles regarding the operation of school buses and motor vehicles.

Transportation by private carrier or through district owned buses shall be provided at the discretion of the Board of Education. Parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient.

#### **Federal Compliance**

Transportation will be provided for homeless students to and from the school of origin as required by the No Child Left Behind Act. These services shall be provided throughout the regularly scheduled school year and day as determined by the Board.

Transportation will be provided for an eligible student who attends a district school out of the student's attendance area because his/her home school has been identified as in need of improvement, or the student is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

Transportation may be provided to eligible students who transfer from a district school to an out-of-district school under a cooperative agreement because their home school has been identified as in need of improvement under the No Child Left Behind Act.

#### **Duties of the Superintendent**

It shall be the responsibility of the Superintendent of Schools or designee to manage and supervise the school transportation service and, in connection therewith, to do the following:

- A. Determine eligibility for school transportation in accordance with these guidelines and Section 10-186 of the General Statutes and in compliance with applicable portions of the No Child Left Behind Act pertaining to homeless students and school choice.
- B. Establish school transportation routes and designate locations for pick-up points (bus stops). The Superintendent shall direct the establishment of bus routes to provide the safest, shortest routes as

economically as possible. Routes shall equalize, as nearly as possible, the length of routes and bus loads as close to bus capacity as possible and shall provide student transportation to and from schools within prescribed time limits. Generally, bus routes shall begin no earlier than 45 minutes before school opens and students shall not be in transit from school more than 45 minutes.

C. Develop, circulate and enforce codes of behavior for those children who are transported to and from school via school transportation.

D. Develop procedures for responding to requests pertaining to matters of school transportation or other school accommodations.

E. Give due consideration to requests for extension of school transportation service.

F. Perform all other duties and responsibilities related to the furnishing of school accommodations by school transportation or otherwise in a manner consistent with Section 10-186 of the Connecticut General Statutes or these guidelines.

(cf. [3541.3](#) Routes and Services)

(cf. 3541.35 Safety Complaints Records and Reports)

Legal Reference: Connecticut General Statutes

[10-76d](#) Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs. Relationship of insurance to special education costs.

[10-97](#) Transportation to vocational schools.

[10-186](#) Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board.

Connecticut General Statutes

[10-187](#) Appeal from finding of hearing board.

[10-220](#) Duties of boards of education.

[10-221](#) Development of policy for reporting complaints re school transportation safety. Reporting of accidents at school bus stops.

[10-220c](#) Transportation of children over private roads. Immunity from liability.

[10-273a et seq.](#) Reimbursement for transportation to and from elementary and secondary schools.

[10-280a](#) Transportation for students in non-profit private schools outside school district.

[10-281](#) Transportation for students in non-profit private schools within school district.

Chapter 248 Vehicle Highway Use

20 U.S.C. NCLB Act of 2001, P.L. 107-110, Title I, Section 1116

McKinney-Vento Homeless Education Assistance Act of 2001, P.L. 107-110, 42 U.S.C., Sections 11431-11435



Policy adopted:

3541

## Business and Non-Instructional Operations

### Transportation

The Board of Education will, in a manner not inconsistent with Section 10-186 of the Connecticut General Statutes, furnish by transportation or otherwise, school accommodations so that each child over five and under twenty-one years of age who resides within the jurisdiction of the Board and is not a graduate of high school or vocational school (or who is not otherwise legally excluded from school) may attend the public schools maintained by the Board pursuant to Section 10-220 of the Connecticut General Statutes.

#### 1. Definitions

- A. "School transportation"** means the procedure, program or fully effective and implemented plan by which a student is conveyed, at public expense, whether by use of publicly owned equipment or by contract to or from his/her residence to or from the school in which he/she is enrolled by the Board.
- B. "Walking distance"** means the linear measure of a prescribed or authorized pedestrian route between the student's residence and his/her school from a point at the curb or edge of a public road or highway nearest the student's residence to the nearest allowable access of the school, or the bus pickup area; or the route from the point on the public thoroughfare nearest the residence to the school bus (or vehicle) embarkation point (bus stop) established by the Board.
- C. "One mile walking distance"** means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet.
- D. "Grade K"** means kindergarten, or a school program appropriate to a beginning student under age six.
- E. "Raised walk area"** means (1) a sidewalk or (2) a portion of the right of way at least three feet wide, usually parallel to the traffic lanes, which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area, and fencing, apart from and independent of any white line safety markings along the street pavement.
- F. "Walking route"** means the most direct route which the child would normally be expected to travel between his/her residence and the school to which he/she is assigned by the Board.
- G. "Hazard"** means (1) exposure to molestation considered morally degrading or physically harmful, or (2) an unsafe thing or condition or a possible source of peril, danger, duress, or difficulty presenting a problem, the solution of which is beyond the ordinary capability of a child of a given age or attainment or including specifically the following:
- (1) A walking route along a street or road having an adjacent or paralleled raised walk area is a hazard where any of the following conditions exist along said walking route:
    - (a) Speed limits for motor vehicles are in excess of forty miles per hour and there are no pedestrian crossing lights or crossing guards or other safety provisions at points where students must cross said street or road in going to and from school;
    - (b) The usual or frequent presence of any nuisance, such as open manholes or construction; snow plowed or piled on the raised walk area making such areas unusable; loading zones where delivery trucks are permitted to park in alleys; commercial entrances and exits where cars are crossing raised

walk areas at speeds in excess of five (5) miles per hour, and the like, including such nuisance which is dangerous or attractive to normal children;

(c) For students under age ten, or enrolled in grade K through 3, absence of pedestrian crossing light, or crossing guard where three or more streets intersect, and at a street crossing where there are no stop signs or crossing guards; and,

(d) For students over age ten, or enrolled in grades 4 through 12, absence of a traffic light, or stop sign, or crossing guard at street crossings where three or more streets intersect, and have an average traffic count which exceeds 120 vehicles per hour during the time that children are walking to and from school.

(2) Any street, road, or highway which has no sidewalks or raised walk areas shall be deemed unduly hazardous for students enrolled in grades K through 8, unless all of the following conditions are met:

(a) There exists no line-of-site obstruction caused by a hill, curve, structure, out-cropping, land form, planting, snowbank, or other obscuring object or structure which may be safely negotiated by vehicles only at speeds under fifteen miles per hour.

(b) The line-of-sight visibility together with posted speed limits permit vehicular braking/stopping distances in accordance with the Connecticut Drivers Manual.

(c) Man-made hazards including attractive nuisances are absent.

(d) The roadway available to vehicles, when plowed free of snow accumulation, has a minimum width of twenty (20) feet.

(3) Any walkway or path in an area adjacent to, and paralleled to railroad tracks shall be considered a hazard, unless suitable physical barriers along the walking routes are present and fixed between the tracks and the walking route (such as guard railings). Tracks that carry moving trains during hours that students are walking to or from school will be deemed hazardous unless the following conditions exist:

(a) A crossing guard is present; or,

(b) An automatic control bar is present at crossings used by children under age ten, or a bar, or red flashing signal light is operational when the crossing is used for students over ten years of age.

(4) A lake, stream, culvert or waterway will be deemed a hazard in the absence of a fence or other suitable barrier fixed between the walking route and the water.

(5) Any street, road, walkway or path designed as a walking route for school students which passes through an area which has a history of aggressive acts or molestation resulting in actual or threatened physical harm, or moral degradation, during the hours when students ordinarily walk to and from school.

(6) A situation shall be considered hazardous wherein students under the age of twelve, or enrolled in a grade kindergarten through grade six, are required to walk to or from school or to or from a bus stop at any time prior to one-half hour before sunrise or after one-half hour after sunset.

## 2. Duties of the Superintendent

It shall be the responsibility of the Superintendent of Schools or designee to manage and supervise the school transportation service and, in connection therewith, to do the following:

A. Determine eligibility for school transportation in accordance with these guidelines and Section 10-186 of the General Statutes and in compliance with applicable portions of the No Child Left Behind Act

pertaining to homeless students and school choice.

B. Establish school transportation routes and designate locations for pick-up points (bus stops).

C. Develop, circulate and enforce codes of behavior for those children who are transported to and from school via school transportation.

D. Develop procedures for responding to requests pertaining to matters of school transportation or other school accommodations.

E. Give due consideration to requests for extension of school transportation service.

F. Perform all other duties and responsibilities related to the furnishing of school accommodations by school transportation or otherwise in a manner not inconsistent with Section 10-186 of the Connecticut General Statutes or these guidelines.

### 3. Eligibility for School Transportation

Students will be eligible for school transportation if one or more of the following criteria is present:

A. The walking distance for the student is in excess of the guidelines established by the Board which shall not exceed the following maximum distances:

(1) For students enrolled in grades K through 3, up to one (1) mile;

(2) For students enrolled in the equivalent of grades 4 through 8, at middle schools or junior high school, up to one and one-half (1½) miles; and,

(3) For students enrolled in grades 9 through 12, up to two (2) miles.

B. The walking route does not exceed the limits set forth in paragraph (1), but presents a hazard; and the hazard is not eliminated by and abated by the Board.

C. The student is physically handicapped, or mentally retarded, or a preschool student.

D. The student, per the provisions of the No Child Left Behind Act, is classified as a homeless student, attends a school identified as in need of improvement, is a victim of a violent criminal offense, or attends a school identified as persistently dangerous.

Reasonable transportation or prescribed walking routes or the sum of both shall not exceed one hour each way from home to school or returning.

### 4. Eligibility for Out-of-Town Transportation

A. Any resident of the school district under twenty-one years of age who is not a high school or vocational school graduate and who is attending a state vocational school shall be eligible for transportation.

B. A student who is placed by a Planning and Placement Team for special education reasons in either a public or private educational institution out-of-town shall be provided the necessary transportation.

C. A student who transfers to an out-of-district school under a cooperative arrangement because their District home school has been identified as in need of improvement under the No Child Left Behind Act.

### 5. Appeals

Any parent, guardian, student at majority, or any agent or officer whose duty it is to compel the observance of the laws concerning attendance at school may appeal any administrative decision concerning school transportation in the following manner:

- A. Discuss the matter with the Principal of the school to which the student is assigned.
- B. If no resolution is reached under (1) above, discuss the matter with the Coordinator of Transportation or designee.
- C. If no resolution is reached under (2) above, discuss the matter with the Superintendent of Schools.

Any parent, guardian, student at majority, or officer whose duty it is to compel the observance of the laws concerning attendance at school, who believes that the Superintendent, or his/her designee, is not furnishing school accommodations, by transportation or otherwise, to himself or herself or to his/her child in a manner consistent with the laws of the State of Connecticut or these regulations may, in writing, request a hearing before the Board to show the Board the manner in which the Superintendent has so failed to furnish such accommodations.

The Board shall hold a hearing within ten (10) days following receipt of such request.

The hearing before the Board will be in compliance with the provisions of Section 4-177 to 4-180 inclusive of the Connecticut General Statutes.

A stenographic record or tape recording shall be made of such hearing.

## 6. Routes and Services

Regard for the safety of students is a basic element of these regulations.

Consistent with the foregoing, all students shall walk to school with the following exceptions:

- A. Grades kindergarten through 3 students living more than 1 mile from school.
- B. Grades 4 through 8 students living more than 1.5 miles from school.
- C. Grades 9 through 12 students living more than 2 miles from school.

Students shall walk to the nearest bus stop up to the following maximum distances:

- A. Kindergarten through 3     1 mile
- B. Grades 4 through 8         1.5 miles
- C. Grades 9 through 12       2 miles

Bus stops may be located at more frequent intervals to reduce student congestion at the stops, or for other reasons of safety as determined by the Board.

School transportation services are provided exclusively for the benefit and safety of the student population, and are to be used only in support of programs authorized by and under the auspices of the School Board.

Children may ride buses other than their own only at the convenience of the school district in accordance with bus safety regulations. A written request must be submitted by the parent to the Principal of the school for his/her official approval each time a child is to take a bus other than his/her regular one.

Legal Reference: Connecticut General Statutes

[10-76d](#) re transportation for special education program services.

[10-97](#) Transportation to vocational schools.

[10-186](#) Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board.

[10-220](#) Duties of boards of education.

[10-220c](#) Transportation of children over private roads. Immunity from liability.

[10-273a](#) Reimbursement for transportation to and from elementary and secondary schools.

[10-280a](#) Transportation for students in non-profit private schools outside school district.

[10-281](#) Transportation for students in non-profit private schools within school district.

[14-275a](#) Use of standard school bus required, when.

[14-275b](#) Transportation of handicapped students.

[14-275c](#) Regulations re school buses and motor vehicles used to transport special education students.

[14-280](#) Letters and signals to be concealed when not used in transporting children. Signs on other vehicles.

20 U.S.C. NCLB Act of 2001, P.L. 107-110, Title I, Section 1116

McKinney-Vento Homeless Education Assistance Act of 2001, P.L. 107-110, 42 U.S.C., Sections 11431-11435

Regulation approved:



## Personnel — Certified and Non-Certified

### Nondiscrimination on the Basis of Disabilities

The Board of Education prohibits discrimination against any individual with a disability with regard to recruitment, advertisement and job application procedures; hiring, upgrading, promotion, awarding of tenure, demotion, transfer, layoff, termination, right of return from layoff, employee compensation, job assignments, job classifications, organizational structures, position descriptions, lines of progression and seniority lists, leaves of absence, sick leave or other leaves, fringe benefits or job training.

Federal law defines a person with a disability as one who (1) has a mental or physical impairment which substantially limits one or more major life activities such as, but not limited to, caring for one's self; performing manual tasks walking, seeing, hearing, eating, sleeping, standing, sitting, reaching, lifting, bending, reading, concentrating, thinking, communicating, interacting with others, speaking, breathing, learning or working; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. The Board will afford qualified disabled individuals reasonable accommodations. The Supreme Court of the United States has recognized that individuals with a communicable disease may be considered disabled.

The Board of Education recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school-sponsored programs. No discrimination against any person with a disability will be knowingly permitted in any of the programs and practices in the school system.

With regard to its employees, the Board specifically prohibits discrimination against any individual with a qualified disability with regard to recruitment, hiring, promotion or advancement, compensation, evaluation, training, or any other aspect of employment within the school system. The Board will afford qualified disabled individuals reasonable accommodations in accordance with state and federal law.

Disabled employees who can no longer perform essential job functions are encouraged to advise their supervisors or administrators of the nature of their disability and which functions cannot be performed. The Board will consider any reasonable suggestions of accommodation that would enable performance of those functions so long as the accommodation will not impose an undue hardship on the operation of the school system. The determination of whether an individual has a disability should not demand extensive analysis.

A person is not qualified to perform his/her duties if his/her medical condition or disability poses a threat to health or safety of individuals in the workplace.

Persons, including employees of the district, that feel they may have been discriminated against on the basis of a disability should contact the Director of Pupil Personnel Services.

~~**Note:** The district needs to name a person who will coordinate the system's efforts to comply with the Americans with Disabilities Act. It can be the same person named to coordinate the district's efforts to comply with Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments of 1972.~~

Employees seeking accommodations for a disability in order to perform essential job functions are encouraged to contact their supervisors or administrators and/or the Director of Pupil Personnel Services.

(cf. [0521](#) - Nondiscrimination)

(cf. [4112.4/4212.4](#) - Health Examinations)

Legal Reference: Connecticut General Statutes



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

[19](#)-581 AIDS testing and medical information.

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

Federal Law

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

American Disability Act of 1989, 42 U.S.C. 12101 et. seq., as amended by the ADA Amendments Act of 2008

29 CFR, Part 1630, Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act, as amended, published in the Federal Register, Vo. 76, No. 58, 3/25/11

Chalk v. The United States District Court of Central California.

Policy adopted:

**4118.14/4218.14**

## **Personnel — Certified and Non-Certified**

### **Nondiscrimination on the Basis of Disabilities**

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990, the Board of Education (Board) does not discriminate against qualified individuals with disabilities in the District's services, programs or activities.

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990, the Board does not discriminate on the basis of disability in its hiring or employment practices and complies with all regulations promulgated by the Equal Employment Opportunity Commission under Title I of the Americans with Disabilities Act.

### **Definitions**

**Person with a Disability:** An individual who (1) has a mental or physical impairment which substantially limits one or more major life activities such as, but not limited to, caring for one's self; performing manual tasks walking, seeing, hearing, eating, sleeping, standing, sitting, reaching, lifting, bending, reading, concentrating, thinking, communicating, interacting with others, speaking, breathing, learning or working; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

**Mental or Physical Impairments:** Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin and endocrine. They also cover any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or physical illness, and specific learning disabilities.

**Major Life Activities:** Major life activities include, but are not limited to, (1) caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communication, interacting with others, and working; (whether an activity is a "major life activity" is not determined by reference to whether it is of "central importance to daily life.") and (ii) the operation of a major bodily function, including functions of the immune

system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

**Substantially Limits:** This term shall be construed broadly in favor of expansive coverage to the maximum extent permitted by the ADA. It is not meant to be a demanding standard. Consistent with the Amendments to the ADA (ADAAA), “rules of construction” are to be used when determining if an individual is substantially limited in performing a major life activity.

**Has a Record of Such an Impairment:** In general, this term means if an individual has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities. This shall be construed broadly and not demand extensive analysis. An individual with a record of a substantially limiting impairment may be entitled, absent undue hardship to the district, to a reasonable accommodation if needed and related to the past disability.

### **Determination of Disability Requiring Accommodation**

“Rules of construction” are to be used when determining if an individual is substantially limited in performing a major life activity. These rules include the following:

1. The impairment substantially limits the ability of an individual to perform a major life activity, as compared to most people in the general population. It need not prevent or severely or significantly limit a major life activity. Not every impairment will constitute a disability.
2. The term “substantially limits” should be construed broadly in favor of expansive coverage to the maximum extent permitted by the terms of the ADA.
3. The determination of whether an impairment substantially limits a major life activity requires an individual assessment, but should not demand/require extensive analysis.
4. Although determination of whether an impairment substantially limits a major life activity as compared to most people will not usually require scientific, medical or statistical evidence, such evidence may be used if appropriate.
5. An individual need not be substantially limited or have a record of a substantial limitation, in one major life activity to be covered under the first or second prong of the definition of “disability.”
6. An impairment that is episodic or in remission meets the definition of “disability” if it would substantially limit a major life activity when active. (Impairments that may be episodic include epilepsy, hypertension, asthma, diabetes, major depression disorder, bipolar disorder, and schizophrenia. Cancer that is in remission but that may possibly return in a substantially limiting form is also considered a disability.)
7. Mitigating measures, including but not limited to, medications, medical equipment and devices, prosthetic limbs, low vision devices, hearing aids, mobility devices, oxygen therapy equipment, use of assistive technology, reasonable accommodations, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, and physical therapy, shall not be used in the determination of whether an impairment substantially limits a major life activity. (Eyeglasses and contact lenses shall, however, be considered.) The determination of disability must focus on whether the individual would be substantially limited in performing a major life activity without the mitigating standard.
8. An impairment that substantially limits one major life activity need not substantially limit other major life activities to be considered a substantially limiting impairment.



9. Impairments that last fewer than six months do not apply to the definition of “disability.” The effects of an impairment lasting or expected to last fewer than six months can be substantially limiting.

## **Medical Examinations**

The school Board may make pre-employment inquiries into the ability of an applicant to perform job-related functions. Medical examinations may be required after an offer of employment has been extended to an applicant and before commencement of employment duties. Any information obtained from such medical examinations will be collected and maintained on separate forms and in separate medical files and will be treated with confidentiality.

An employee, who is not qualified to perform their duties or whose medical condition or disability poses a direct threat to the health or safety of individuals in the workplace, once properly established by medical evidence and after proper due process procedures, may be relieved of their duties or reassigned.

The Board of Education may lawfully refuse to assign a person having a communicable disease, which is transmittable through the handling of food, to such duty or position as specified in the Federal Register Food and Drug Administration Regulations of May, 1991.

## **Privacy**

The confidentiality of medical records of applicants or employees shall be strictly observed in accordance with the state and federal laws. Medical records shall be maintained separately from an applicant or employee personnel file. Such information may be released in limited circumstances:

- A. Upon signed release by the individual;
- B. To inform supervisor or administrator about any restriction or accommodation to accomplish work or duties of the employee;
- C. Emergency medical treatment;
- D. In compliance with state or federal law.

Connecticut General Statutes Section 19a-581 through 585, “Aids Testing and Medical Information,” provides that no person shall request HIV-related testing or disclose HIV-related information without written or oral informed consent of such individual.

## **Alternative Accommodations**

The Supreme Court has recognized that individuals with contagious diseases will be considered as having a disability. Disabled employees who can no longer perform essential job functions are encouraged to advise their administrators of the nature of their disability, indicating which functions cannot be performed and suggest accommodations that would enable them to perform those functions. Accommodations will be considered if such accommodation does not impose an undue hardship on the operation of the school system.

An employee is not qualified to perform his/her duties, whose medical condition or disability poses a direct threat to health or safety of individuals in the workplace, if it has been properly established by medical evidence and the employee has been afforded proper procedural due process safeguards.

## **Grievance Procedure**

- A. In the event an employee believes that there has been discrimination on the basis of his/her disability, he or she shall mail or deliver to the ADA Coordinator/Superintendent of Schools a written statement setting out the alleged violations in specific terms, describing the incident or activity involved, the individuals involved and the dates, times, and locations involved.

B. If the individual who files the written statement so requests, the ADA Coordinator/Superintendent of Schools shall provide that person with an opportunity to discuss the matter personally.

C. The ADA Coordinator/Superintendent shall investigate the complaint and render a decision in writing within thirty (30) days.

D. If the complainant is not satisfied with the decision of the ADA Coordinator/Superintendent of Schools, the complainant may appeal to the Board of Education within ten (10) days of receipt of the decision of the Superintendent.

E. Such an appeal shall be filed in writing with the Superintendent of Schools in his capacity as the executive agent of the Board of Education.

F. The Board of Education shall cause the complaint to be investigated and, if it deems necessary, conduct a hearing to gather additional information.

G. The Board of Education shall render a decision on any such appeal, in writing, within twenty (20) days of its being filed, or if a hearing should be held, within twenty (20) days of the conclusion of such hearing.

(cf. [0521](#) – Nondiscrimination)

(cf. [4112.4/4212.4](#) - Health Examinations)

Legal Reference: Connecticut General Statutes

[19-581](#) through [585](#) AIDS testing and medical information.

[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).

American Disability Act of 1989, as amended by the ADA Amendments Act of 2008.

29 CFR, Part 1630, Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act, as amended, published in the Federal Register, Vo. 76, No. 58, 3/25/11.

*Chalk v. The United States District Court of Central California*, 840F.2d701 (9th Cir. 1988).

Regulation approved:

## **Personnel — Non-Certified**

### **Appointment**

The Superintendent of Schools is authorized to hire non-certified staff for positions authorized by the Board of Education and report such hires to the Board.

The Superintendent shall insure that all personnel employed or recommended to the Board meet district requirements for the position and state requirements for fingerprinting and other criminal records checks.

(cf. [4211](#) Staff Planning/Creation of Positions/Recruitment, Screening, and Selection)

(cf. [4218.11](#) Non-Discrimination)

Policy adopted:

info

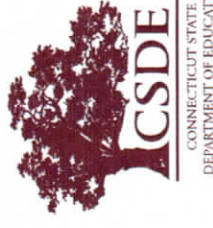
# At the Connecticut State Department of Education, students are at the **core** of everything we do.



## OUR PROMISE TO OUR STUDENTS

- Ensuring their non-academic needs are met so they are healthy, happy, and ready to learn.  
(Mental health, nutrition, after-school programs)
- Supporting their school and district in staying on target with learning goals.  
(Education Cost Sharing - ECS, Alliance Districts, Commissioner's Network, School Choice)
- Giving them access to great teachers and school leaders.
- Making sure they learn what they need to know to succeed in college, career, and life.

Read *Ensuring Equity and Excellence  
for All Connecticut Students:*  
*The Connecticut State Board of Education's  
Five-year Comprehensive Plan, 2016–21*  
at [www.ct.gov/sde](http://www.ct.gov/sde).





# Ensuring Equity and Excellence for All Connecticut Students

The Connecticut State Board of Education's Five-year Comprehensive Plan, 2016–21

**T**he promise of an excellent public education is to equip every child, regardless of gender, race, ethnicity, family wealth, zip code, or disability status with the knowledge and skills needed to succeed in college, careers, and civic life. To deliver on this promise to Connecticut's schoolchildren, the state will provide guidance and leadership to districts so they can support great schools where great teachers and leaders hold high expectations for all Connecticut students. More specifically, that means:

- Every student deserves to benefit from the promise of **high expectations** and standards for what he or she can learn and be able to do.
- High expectations for all means that every student is expected to meet high standards and is supported by a system that believes in his or her ability to master challenging academic curriculum.
- High expectations are met by students when they receive personalized supports that meet their individual needs.
- **Great teachers and leaders** are supported throughout their careers with quality professional learning that continues to grow and refine educator practice.
- Great teachers enter the classroom learner-ready on day one.
- Great leaders are strong instructional leaders prepared to manage the complexities of a school on day one.
- Great teachers and leaders collectively reflect the rich cultural diversity in Connecticut and are culturally responsive instructors.

- **Great schools** are safe, diverse, welcoming environments where students thrive and receive exceptional teaching and learning.
- Great schools build strong community partnerships and authentically engage parents.
- Great schools develop well-rounded students and focus on student growth as much as on mastery.
- Great schools support the academic, social, emotional, and physical health needs of students so they can thrive.
- Great schools are not burdened or distracted by outdated or irrelevant mandates.

The 2016–21 plan identifies high expectations, great schools, and great teachers and leaders as three strategic priority areas and presents the rationale, actions, and anticipated outcomes for each.

If the State Board of Education, in partnership with the State Department of Education, is successful in developing and supporting the structures and conditions that create a culture of high expectations for all students, develop great teachers and leaders, and support great schools, then the results will be threefold: we will improve outcomes for all students, close achievement gaps, and prepare well-rounded, engaged students who graduate ready to succeed in college, careers, and civic life.

**Read the complete *Ensuring Equity and Excellence for All Connecticut Students: The Connecticut State Board of Education's Five-year Comprehensive Plan, 2016–21* at [www.ct.gov/sde](http://www.ct.gov/sde).**

# CSDE ESSA Fact Sheet

The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act (ESEA) to create a long-term federal policy that gives states additional flexibility and encourages innovation, while at the same time holding states accountable for ensuring students learn what they need to know to succeed in college, career, and civic life.

ESSA, which replaces No Child Left Behind (NCLB), is the main federal law governing Pre-kindergarten through 12<sup>th</sup> grade public education in the United States. The law is designed to ensure all students have equal access to high-quality education that prepares them for life.

In 2016, Connecticut completed a year-long collaborative process to develop a Next Generation Accountability System and Five-Year Comprehensive Plan that set a solid foundation from which to build an ESSA implementation plan.

## ESSA ensures educational opportunity for all students by:

- Holding all students to high academic standards
- Preparing all students for success in college and career
- Providing more kids access to high-quality preschool
- Ensuring steps are taken to help students – and their schools – improve
- Reducing the burden of testing while maintaining annual information for parents and students
- Encouraging local innovation and investing in programs and strategies that work

## Highlights of ESSA

- Maintains annual assessments for grades 3-8 and high school and requires a 95% participation rate for all students and subgroups
- Increases state flexibility to design accountability systems, interventions, and student supports
- Increases state and local flexibility in the use of federal funds
- Requires states to engage with stakeholders to develop an ESSA implementation plan

## Academic Standards and Assessment

- The Every Student Succeeds Act requires states to adopt challenging academic standards
- The law reinforces state authority over standards, accountability, and other key education policies
- The law does require that state standards are aligned with college and career skills, but defers to states on how to define such alignment.
- Each state is required to have implemented a set of high-quality student academic assessments in math, reading or language arts, and science for grades 3-8 and high school

## Accountability

- Based on extensive feedback from diverse stakeholders, Connecticut implemented a multiple measures Next Generation Accountability System in March 2016.
- This system aligns well with ESSA, which requires a multiple measures accountability system that incorporates:
  - academic achievement
  - graduation rates
  - school quality/success indicators, such as student engagement, access to advanced coursework, post-secondary readiness

- ESSA discontinues the Title III EL accountability system and requires that progress toward English proficiency be added to the Title I accountability system (i.e., Next Generation Accountability System)
- Connecticut will maintain its focus on all subgroups as required by ESSA while also continuing to incorporate the High Needs subgroup as it includes thousands of more students into accountability calculations.

### **School Improvement**

*Comprehensive Support and Improvement Plans Required for:*

- Lowest-performing 5% of Title I schools on state accountability index
- High schools with <67% graduation rates
- Schools with underperforming subgroups that do not improve after a state-determined number of years

*School Improvement Plans must include:*

- Evidence-based interventions (school models no longer required)
- School-level needs assessment
- Identification of resource inequities
- Monitoring and periodic review

### **Teacher and Leader Quality**

- Title I state plans must describe how the state will ensure that “low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field and inexperienced” educators
- Title II authorizes funds that may be used for state evaluation systems
- Title II also authorizes the Teacher and School Leader Incentive Program, a competitive grant to support innovative educator evaluation systems

### **Next Steps for Connecticut**

- The CSDE will launch a comprehensive stakeholder engagement effort to gather feedback and ideas to develop an ESSA implementation plan.
- The ESSA engagement plan will build off of extensive engagement efforts that informed the development of the Comprehensive Plan.
- The CSDE will work through the Regional Education Service Centers (RESCs) to formally seek comment and ideas and to design an online survey that will be widely distributed to a diverse range of stakeholders, with the goal of increasing representation of black and Hispanic voices.
- The Commissioner will engage in educational conversations in schools across the state to discuss the goals and priorities outlined in the Comprehensive Plan, and to set the foundation for development of an ESSA engagement strategy and plan.
- The CSDE will use stakeholder feedback and ideas to develop an ESSA implementation plan
- The plan will go out for public review and comment
- The plan must be approved by the State Board of Education and then will be submitted to the U.S. Department of Education in time to launch for the 2017-18 school year

*Sources: U.S. Department of Education and the Council of Chief State School Officers  
For more information, go to [www.sde.ct.gov/sde/ESSA](http://www.sde.ct.gov/sde/ESSA)*



THE BROOKLYN SCHOOL  
ENROLLMENT REPORT  
2016 - 2017

GRADE	June 17, 2016	July 22, 2016	August 17, 2016	September 23, 2016	October 20, 2016	November 8, 2016	
Preschool - 3/4 yr. olds	119	99	104	103	101	102	
Kindergarten	88	86	86	87	88	85	
Grade 1	66	85	86	87	92	91	
Grade 2	96	64	67	68	69	69	
Grade 3	67	95	94	93	96	97	
Grade 4	80	65	66	67	66	67	
<b>Total Elementary</b>	<b>516</b>	<b>494</b>	<b>503</b>	<b>505</b>	<b>512</b>	<b>511</b>	
Grade 5	105	81	80	85	85	85	
Grade 6	79	105	103	112	111	110	
Grade 7	80	83	79	80	80	80	
Grade 8	109	77	77	77	77	77	
<b>Total M.S.</b>	<b>373</b>	<b>346</b>	<b>339</b>	<b>350</b>	<b>353</b>	<b>352</b>	
<b>High School</b>	<b>KHS</b>	<b>O/P</b>	<b>WA</b>	<b>KHS</b>	<b>O/P</b>	<b>WA</b>	<b>O/P</b>
Grade 9	32	4	54	22	4	25	4
Grade 10	28	3	38	32	5	33	5
Grade 11	27	5	40	28	11	26	4
Grade 12	28	2	36	27	4	28	5
<b>Total Reg. Tuition Students</b>	<b>297</b>	<b>317</b>	<b>325</b>	<b>335</b>	<b>326</b>	<b>321</b>	<b>0</b>
QMC	14	12	12	12	16	16	
ACT	4	3	3	3	3	3	
Ellis Tech	57	64	67	65	65	65	
Norwich Tech	2	1	2	1	1	1	
Windham Tech	1	1	1	1	1	1	
KHS Vo-Ag	9	11	11	11	12	12	
KHS ALPS	9	6	6	6	5	5	
WAE-CONN	2	1	2	1	1	1	

\* O/P = Other Public (NFA, Plainfield, Putnam and Parish Hill)