

Integrated Day Charter School  
Governing Board Minutes  
September 14, 2011

Absent: John Levangie

Public Comment: None

Highlights from the presentation by Attys. Ann Littlefield and Leander Dolphin:

Board member Roles and Responsibilities

The Board's authority is only as a group. It is charged with insuring that educational services are provided in compliance with all federal/state laws and IDCS policies.

The director is responsible for insuring the policies and laws are implemented. It is rare to have a student or personnel matter before you.

Confidentiality - Need to Know

The Board does not need to know specific issues for a child, except in the case of expulsion. The Board would learn about areas of instruction that need improvement, not individual students. Personnel matters, of a disciplinary or performance nature, are the director's responsibility.

Collective Bargaining – hear grievance

The Board would vote about firing a teacher. The day to day management is the director's responsibility. The Board's role is to supervise the director.

Policies

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Role of Board & Members

Code of Conduct/code of Ethics – see handout

Atty. Littlefield suggested a session to determine "What are our shared values?"

--what do we expect from each other

--what if a Board member is not keeping confidentiality, or is sharing information inappropriately?

Executive Session

This is called to discuss an appointment, perform an evaluation, discharge a staff member, discuss strategies of contract negotiations or discuss a pending litigation claim. Executive Session is also called to discuss matters of security, a lease or the purchase of real estate. A personnel or student issue may also be discussed. Only Board members and individuals giving testimony or an opinion can attend. All discussion must be confined to the Executive Session topic. No voting takes place; all votes are taken in public session. Votes taken following Executive Session should be recorded with who voted and how they voted. For example: "The motion passed. Mr. Smith dissented and Ms. Jones abstained." A motion and vote is needed to go into Executive Session but not to return to regular session.

Executive Session should include who is at the meeting, the time it began and ended and the reason for it. If a personnel issue is discussed, the employee is entitled to notice and can request to have the discussion in public session. The employee can be invited to Executive Session if information is needed. Former employees cannot attend Executive Session. Non-voting Board members can attend Executive Session.

Conflict of interest – see handout. Board members should complete a conflict of interest form annually.

Collective bargaining and personnel search committee meetings are considered non-meetings. Executive Session has to be posted; collective bargaining does not. Governing Boards can have subcommittees, such as an Expulsion Hearing Committee (not parent members) or a Contract Negotiations Committee (not teacher members). Teachers should recuse themselves when a vote is taken on teacher salaries, contracts or grievances. Anyone having a direct interest in a matter being voted upon should recuse themselves.

Regarding Freedom of Information, the Board can only share information about a student when there is a legitimate educational interest and should only include the facts. A Board member should recuse himself if the relationship is too close.

Letters directed to the Board by parents – The Board can inform the parent they will not address the letter because it falls under the director’s responsibility and the matter will be directed to the director.

Some of the areas with changes to legislation that Board members should be aware of:

- Employee reference checks
- DCF reporting
- Gender discrimination
- Graduation requirements
- Bullying

See additional information in handouts provided.

### **Director’s Report**

Professional Development – June Morrone gave an overview of IDCS math and how we support the state guidelines. Teachers who attended the HOTS Summer Institute shared what they learned. Ann Theriault reported on a Developmental Designs workshop she attended which included discussion about school climate. Corrine McOmber, Peter Keifer and Deb Weingart shared how to work with students who are 2<sup>nd</sup> language learners by presenting information in a different way.

We currently have three student teachers, two social work interns and three Sacred Heart interns.

Legislation was passed recognizing that charter schools have difficulty having certified teachers in every area. The law allows 30% of charter school teachers to teach without certification, but a waiver is required.

## **Committee Reports**

**Finance Committee**—The committee did not meet this month. A time and date were established for regular meetings. Carl Davis reported that the Dime Bank mortgage has been paid off. Cheryl Abbiati and Carl Davis met with a tech service company account manager to determine what we are looking for in a technology upgrade project; the proposal will be in next Wednesday. They will meet with Jason Jones to review the proposal and then put it out to bid.

The Finance Committee will meet the first Wednesday of the month at 3:30 p.m. (Carl Davis, June Morrone, Paul Rak, Ron Ward, Deb Griffith).

Michele Devine mentioned an entity that purchases buildings for non-profits with a lease to own arrangement. We may want to look into this to finish the blue building.

**Governance**—The committee met on September 13 and discussed policy updates for this year. A current list of policies is needed. The Bullying Policy needs updating.

IDEA needs to set a protocol for appointments to the School Council.

Conflicts of interest on the Governing Board were discussed..

A welcome letter to families from the Board chair was discussed. It could mention work coming up for the Board this year, volunteer opportunities, participation on committees, and funding cuts.

**Planning** – Michele Devine consolidated the concepts and ideas from the Board retreat and the teacher's retreat. See Action Planning handout. The Board needs to identify which are short term and which are long term goals. Frank Maletz will get the state's rubric for results-based accountability.

**Curriculum** – did not meet; will meet bi-monthly. The next meeting is on Monday, November 14.

●A motion was made by Michael Seroussi and seconded by Paul Rak to approve the August 17 Governing Board Minutes, with the following changes:

Correct spelling of Stephanie Jones to Stephani Jones.

Director's Report: delete Brianne Temple from attending HOT's; add Diane Holtzworth.

The motion passed, with Mary Osten abstaining.

●A motion was made by Stephani Jones and seconded by Brianne Temple to adjourn at 7:18 p.m. It passed unanimously.

**Integrated Day Charter School  
Director's Agenda Items  
September 14 2011**

**I Professional Development**

Our first two days of professional development were conducted by our own resident experts. Ms. Morrone gave an excellent presentation of the mathematical expectations for IDCS students. She presented the IDCS Mathematics Curriculum overview followed by a discussion of grade level expectations. The importance of daily math instruction was emphasized.

A team of teachers who attended the Summer Hot Institute then shared some of the highlights of their experience followed by a Flash Mob experience conducted by Deb Conn.

Ann Theriault presented information about Developmental Designs which is the 5 – 8 focus of Responsive Classroom. Teachers were involved in identifying common expectations for students and were engaged in discussions with their colleagues.

Most recently, Corinne McOmber, Peter Kiefer and Deb Weingart gave a presentation on working with English Language Learners ELL students. This is a growing population of students in our school.

**II Student Teachers and Interns from Connecticut College, Mitchell College and UCONN**

This year we are incredibly fortunate because we have a number of college interns and student teachers. This will certainly help us to enhance instruction.

**Connecticut College Student Teachers**

Becca Dolfi with Ms. McOmber  
Ruby Fairchild with Ms. Temple  
Lisa DonDiego with Ms. Morrone

**Mitchell College Student Teachers**

Brittany Boucher with Ms. Devens  
Walter Schaller with Ms. Spangle

**Connecticut College Social Worker Intern**

Sara Weiss with Ms. Sheppard

**UCONN Masters of Social Work Intern**

Elizabeth Dill with Ms. Sheppard

**Sacred Heart Interns**

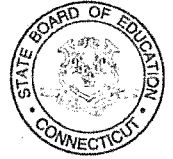
Maria Flynn  
Marianne Martin  
Andrew Burnett

**III Correspondence from the Connecticut State Department of Education  
See Attachment**



# STATE OF CONNECTICUT

STATE BOARD OF EDUCATION



TO: Charter School Executive Directors and Directors

FROM: Nancy E. Pugliese, Chief, Bureau of Educator Standards and Certification

DATE: September 1, 2011

RE: Charter School Educator Permit

As a result of the enactment of Substitute Senate Bill No. 1160, Public Act No. 11-234, during the past legislative session, beginning July 1, 2011, the Commissioner of Education may waive the requirements for certification for any administrator or person providing instruction or pupil services employed by a state charter school. Under this legislation, such educators must meet requirements as identified in the statute for the Charter School Educator Permit (CSEP), provided that no more than 30 percent of the total number of administrators and persons providing instruction or pupil services employed in the charter school hold the CSEP for the school year. The intent of this letter is to provide basic information regarding this permit to assist you in planning for the upcoming school year.

The Bureau of Educator Standards and Certification is charged with the implementation of the statute pertaining to the issuance of the CSEP. Due to the requirements of the statute, it is necessary for the bureau to develop specific criteria in order to fully implement the issuance of the permits. The statute clearly identifies two of the three prerequisites governing the issuance of the CSEP. The third prerequisite requires the individual to "demonstrate evidence of effectiveness." The bureau is currently discussing the development of criteria to be used to satisfy this requirement. Until this is determined and can be fully implemented, the CSEP cannot be issued. We are working to have this in place as soon as possible. We will notify you once this issue has been finalized.

It is important to note that the CSEP does not replace state certification, nor does it carry any of the benefits associated with state certification. This is a permit available only to state charter schools and should be utilized sparingly and only when absolutely necessary. Our hope is that the charter schools will continue to utilize the already existing certificates, permits and authorizations available to them under the current regulations.

The enclosed attachment will provide you with an outline of the process developed to date. Once we finalize all the necessary criteria, we will provide you with further information.

NLP/hje

cc: Marion H. Martinez, Ed.D., Associate Commissioner, Division of Teaching, Learning and Instructional Leadership

Enclosure: (1)

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
 Bureau of Educator Standards and Certification

**Charter School Educator Permit (CSEP)**  
**Draft 8/5/2011**

Under legislation recently enacted (Bill No. 1160, Public Act 11-234), beginning July 1, 2011, the Commissioner of Education may waive the requirements for certification for any administrator or person providing instruction or pupil services employed by a charter school who holds a charter school educator permit (CSEP), issued according to the requirements of the statute, provided not more than 30 percent of the total number of administrators and persons providing instruction or pupil services employed by the charter school hold the charter school educator permit for the school year. See Public Act 11-234 at: <http://www.cga.ct.gov/2011/ACT/PA/2011PA-00234-R00SB-01160-PA.htm>.

**GUIDELINES FOR ISSUING THE CSEP**

The following is an outline of the guidelines for obtaining and renewing the CSEP:

1. Complete and submit ED 170 *General Application for Certificate* form available online at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321402>. Until a new application is developed specifically for the purpose of requesting a CSEP, the general application form will be used. Across the top of the application write: **“Charter School Educator Permit-No Fee Required.”** It is imperative this be written across the top of the application. If this is not included, the application will be returned due to a lack of payment which is normally required with the ED 170.
2. A letter from the chairperson of the governing council of the state charter school requesting issuance of the CSEP. The letter should include the name(s) and assignment of each educator within the school for whom the CSEP is being requested.
3. Official transcripts. All transcripts for any college coursework should be submitted. Minimally, a bachelor’s degree is required. In the case of those educated outside the United States, a course-by-course evaluation completed by a Connecticut-approved foreign credentialing agency must be submitted. See information about foreign credential evaluation at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321296>.
4. Test scores must be reported to the Connecticut State Department of Education (CSDE) from the appropriate testing agency. The following tests are required:

<b>For Teachers</b>	<b>For Administrators</b>
<b>Praxis I-PPST or waiver</b>	<b>Praxis I-PPST or waiver</b>
Subject Area Assessment(s) applicable to the endorsement area for which the CSEP is requested, which may include Praxis II, CT Foundations of Reading Test for elementary and early childhood endorsements, or ACTFL (for foreign language endorsements)	The Connecticut Administrator Test (CAT)

For information about the specific test requirements and test administration companies, see the *Guide to Assessments for Educator Certification*:

[http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/guides/assess\\_for\\_cert.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/guides/assess_for_cert.pdf).

5. Evidence of “demonstrated effectiveness.” The CSDE is currently reviewing options for methods that will be accepted to meet these criteria for the CSEP. Until this is determined, we are unable to issue CSEPs. Several options are under consideration. Minimally, it will take a few months to formalize this requirement for both teachers and administrators with the goal of establishing the methods for meeting this criteria by February 2012.
6. Once an application is received, the CSEP will be issued effective the date that all above requirements are met. The validity period of a CSEP is aligned with the validity dates of the state charter granted to the school by the State Board of Education. The expiration date will be the expiration date of the state charter school approval granted by the State Board of Education.
7. Each CSEP may be renewed by the Commissioner of Education for good cause upon the request of the chairperson of the charter school governing council employing such person at the time the charter for the school is renewed.
8. Any requests for the CSEP for special service staff (school social workers, school counselors, etc.) will be subject to review by the Bureau of Special Education in accordance with federal and state law.

### **CLARIFICATIONS ABOUT CSEP**

It is important to note that the CSEP is not a certificate. The CSEP is a permit issued to no more than 30 percent of a charter school staff who are noncertified and who are granted a waiver by the Commissioner of Education.

The CSEP holders:

- Are not considered Highly Qualified (HQ) under No Child Left Behind (NCLB);
- CSEP holders are not eligible to participate in the Teacher Retirement System;
- CSEP holders are not eligible to participate in the Teacher Education And Mentoring (TEAM) Program; and
- Experience under the CSEP cannot be accepted by CSDE for the purpose of:
  - advancing a Connecticut educator certificate to a different level: initial to provisional, provisional to professional;
  - meeting experiential requirements for any advanced endorsement such as remedial reading and remedial language arts (#102), reading consultant (#097), intermediate administration or supervision (#092), superintendent of schools (#093), department chair (#105); or
  - waiving a college recommendation for planned program.

**IDCS, Inc  
Governing Board  
Business Report  
September 14, 2011**



**Facilities:**

- **Condo Association:**
  - Nothing new

**Finance:**

- Finance Committee did not meet in September. Revised meeting time needs to be determined.
- SDE has released the facility grant funds. Construction loan will be paid off.

**Food Service: N/A**

**Personnel: N/A**

**Other:** Have experienced continual problems with our server since late June. Cheryl Abbiati and I met today with a technology company rep and should have a proposal for infrastructure and server upgrades by next Wednesday. Meeting planned with Jason Jones regarding tech improvements and tech plan update. Will have him review proposal and then put it out to bid.

**Committee chairs can provide their minutes to the Business Manager for posting. Minutes/reports will be posted with monthly Board minutes.**

## Governance Meeting Minutes 9/13/11

Present: Jen Spangle, Michael Seroussi, Laura McMahon, Anna James

Start time: 3:45PM

End Time: 4:33PM

Discussed policy updates for this year. Anna will ask Sandy for list of currently updated policies and we will update as needed.

We need to update the current bullying policy and we discussed the required "School Climate Committee".

Jen Spangle brought up that we have a bullying policy for students. What about teachers, volunteers, community members, and parents? Michael Seroussi suggested that IDCS have a position in line with our mission and vision. More discussion is needed.

Michael Seroussi brought up nepotism in IDEA / School Council. Discussed that IDEA needs to set protocol for elections and appointments like School Council did last year. Anna will talk to IDEA.

Discussed situations with people in more than one leadership position on more than one school committee. Also discussed conflicts of interest on the Governing Board. Will resume this topic in Governance next month.

Michael Seroussi suggested a welcome letter to families from the Board Chair. It is in the works.

## Integrated Day Charter School Action Planning

### Common Overarching Need

Develop stronger mission/vision and philosophy that meets everyone's needs, goals and expectations. (Students, teachers and staff, administrators, parents)

### Mission/philosophy

**Comments:** Some staff members do not understand mission and parents do not know about the mission/vision. Communicate to community about mission and vision.

**Goal:** Develop a mission/vision that meets everyone's needs and can be easily understood by staff and parents. Communicate mission to parents and staff.

### Communication

**Comments:** Lack of open honest communication with staff and no sense of community. Some people feel left out of the loop. Expectations and rules are often not followed. Better communication with stakeholders.

**Goal:** Develop communication between teachers, staff, board and parents.

**Goal:** Develop trust and lines of communication between staff members.

### Curriculum

**Comments:** Need to work on sharing strategies and teaching practices. Implement a curriculum that is integrated across all disciplines and grade levels. Ensure high academic standards. Make decisions in the best interest of all students.

**Goal:** Implement a curriculum that is integrated across all disciplines and grade levels.

### Financial/Sustainability

**Comments:** Time and duty scheduling. Develop long term facilities plan and introduce new technology. Create a 5 year plan of where we are going.

**Goal:** Develop strategic plan.