

March 2021

Derby Public Schools

Monthly Board Report

Technology Department

Brad Langridge, Director of Technology

Carmine D'Onofrio, Lead Technician

Lorenzo Maltes, Level 1 Technician

TBD , Helpdesk



Achievements



Technology Department

- Major Server Migration was completed
- Approval from T-mobile for Hotspots as part of there program.
- Mobile solution to stream on youtube
- Pixellot \$1500 base install cost in DHS Gym waived.
- Exchange Zero Day patch completed on same day.
- Several projectors installed throughout the district where needed per building principals.
- Rapidly deploying / repairing technology to students/ staff who need them.
- General progress in projects.

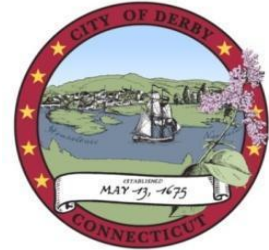
Projects



Technology Department

- Move Email to M365
- Erate work
- Working with PowerSchool and the Schools to do paperless.
- Working with Clever and Go Guardian to enroll rest of staff.
- Repairing and recovering Laptops
- Camera audit part 2
- Continuous - Reviewing servers & updating website.

Equipment numbers



Technology Department

- Chromebooks & Laptops deployed total: 1245
 - DHS/Raise 362
 - DMS/Raise 331
 - IRV 283
 - BRD 239
 - LRU 30
- Repairs Total 116
(Broken screens / Power issues /Missing Keys)
 - IRV: 19
 - BRD: 12
 - DMS: 58
 - DHS: 27
- Hot spots Deployed:
 - To 1 new (Total: 137)

Current Team Responsibilities

Carmine & Lorenzo	Carmine , Lorenzo, Brad	Brad (Carmine and Lorenzo Limited, will increase with newhire)	Brad	New position
Basic Troubleshooting	2nd tier troubleshooting	3rd tier troubleshooting	Contracts	Basic Troubleshooting
in person interactions	1 to 1 program	Internet	Purchases	in person interactions
Ticket system management	Staff PC's	Firewall & web filter	Meetings	Ticket system management
Email queue management	Classroom Equipment	Phones system management	Vendor management	Email queue management
Record Keeping management	Printers	Wireless system management	Project planning	Record Keeping management
Phone calls	Hotspots	switches	Review of current systems	Phone calls
	Setup up new equipment	servers	Ticket system updates	
	Inventory	Ticket system updates	Email queue/ follow ups	Inventory - assist
	Badge system	Email queue/ follow ups	in person / follow ups	Setup up new equipment - assist
	user accounts (new/Term)	in person / follow ups	Phone call / follow ups	Hotspots - assist
	Ticket system updates	Phone call / follow ups		
	Email queue/ follow ups			
	in person / follow ups			
	Phone call / follow ups			

DERBY SCHOOLS

Facilities Report March 2021

Derby High School

- Hung sports banners in gym.
- Restored heat to main office.
- Repaired heat in room 105.
- Repairs made to front exterior door.
- Filters installed in gym and auditorium units.
- Began seasonal maintenance on exhaust fans and exterior HVAC equipment.



Derby Middle School

- Began seasonal maintenance on exterior HVAC equipment.
- Repaired tables in art room.
- Replaced faulty door closer in B9.
- Repaired toilet in boys restroom.
- Repaired sink in A10.
- Installed new motion sensor in stairwell.



Bradley Elementary

- Replaced circulator pump for gym units.
- Replaced gym heat unit bearings.
- Repaired toilet in girl's restroom
- Repaired partition in girl's restroom.



Irving Elementary

- Replaced faulty outlets in Room 103.
- New alarm panel controller installed.
- Repairs made to loading dock doors.
- Elevator repairs made to control panel.
- Repaired faulty exterior door closer.
- Plumbing repairs in boys restroom.



General

- Advertised Invitation to Bid for DHS gym floor refinishing.
- Met with architect to work on finalizing bids for summer projects.



Board of Education Meeting - Revised
February 18, 2021 6:30 PM
Join Zoom Meeting
<https://us02web.zoom.us/j/84478973012>
Meeting ID: 844 7897 3012
One tap mobile
+13126266799,,84478973012# US (Chicago)
+16465588656,,84478973012# US (New York)
Dial by your location
+1 312 626 6799 US (Chicago)
+1 646 558 8656 US (New York)
+1 301 715 8592 US (Washington DC)
+1 346 248 7799 US (Houston)
+1 669 900 9128 US (San Jose)
+1 253 215 8782 US (Tacoma)
Meeting ID: 844 7897 3012
local number: <https://us02web.z>

I. Call to Order

Mr. Gildea: It's 6:33, we will call this meeting to order.

a. Opening Ceremonies



Pledge of Allegiance.

b. Roll Call



Welcome to the Family Cade Joseph Carbone!!



Mr. Gildea: We appreciate everyone being here tonight. We have 24 people here on meetings.

Ms. Netto: Mr. Jim Gildea; Laura Harris; Rebecca O'Hara; Tara Hyder; George Kurtyka; Dan Foley; Melissa Cannata; Ken Marcucio and Janine Netto.

Mr. Gildea: All right.

c. Additions/Deletions to the Agenda

Mr. Gildea: Are there any additions, deletions or corrections to the agenda. Seeing none, we will move to public portion.

II. Public Portion

PUBLIC PARTICIPATION

* Prior to the commencement of any public meeting of any board of the city, the agenda for said meeting shall be posted in the meeting room and the first order of business of said meeting shall be the entertainment of public discussion on any item on said agenda and the conduct, length, and method of terminating said public discussion shall be determined by majority vote of the members of said board of commission.

Mr. Gildea: Does anyone from the public wish to speak before the Derby Board of Education this evening. Seeing no one from the public portion.

Ms. Netto: We need a Happy Birthday to Sal.

Mr. Gildea: So Sal does certainly do a great job for us. Amazing amount of work behind running a surplus, feeding 1,500 kids, replacing the equipment, managing the staff. So Sal, happy birthday sir. We hope you have a great day. Happy Birthday.

Dr. Conway: Welcome Justin Carbone to his first Board of Education meeting.

Mr. Gildea: Very nice, Doc. Thank you.

III. Executive Session

Motion Passed: The Board of Education enter into Executive Session to review the appointment list of new hires, letters of resignation, and the Superintendent of Schools is invited to attend. passed with a motion by Mrs. Janine Netto and a second by Mr. George Kurtyka.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Netto: Making motion.

Dr. Conway: Jack is on with us. Dellapiano.

Mr. Kurtyka: Second.

IV. Business Manager

Motion Passed: The Board of Education approve the appointment of John Passarelli to the position of

Business Manager for the Derby Public Schools, effective February 22, 2021, as recommended by the Superintendent of Schools. passed with a motion by Mrs. Janine Netto and a second by Mr. Kenneth Marcucio.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Netto: Making motion.

Mr. Marcucio: Second.

Dr. Conway: John joins our family after years in the corporate financial world in various roles. A few of his colleagues have shared their experiences with John over the years that I would like to share with you tonight. From John Cirillo, Production Resource Group, positive attitude towards work and workforce. Strong financial background. Not a bad bone in his body, great guy. Even greater employee. Recommended highly. Tara Bruno from IBM, great worker and employee. Worked successfully with all Departments and position levels. Great fit for IBM. And I am certain he will be a great fit for the Business Manager position. Recommend without reservation. Celine, consulting work. He was invaluable. Wished I could have hired John. A very honest, very hard working and talented individual who will make a very good Business Manager and works so well with others, high recommendation.

John received his Bachelor's in Business Education and Finance and accounting from Pace University and his MBA from Mt. St. Mary College and is currently pursuing his certification as a Certified Management Accountant. Please join me and Mr. Izzo in welcoming John to the family.

John: Thank you.

Mr. Gildea: On behalf of the Derby Board of Education like Doc said, we welcome you to the family. It sounds like you come well recommended. Welcome to the family John. Congratulations.

John: Thank you everyone. It's a pleasure to meet everyone virtually. I look forward to meeting everyone in person. Thank you to the Board for the approval. Thank you to Dr. Conway, Mark and Jim for their support.

Mr. Izzo: See you in October. Welcome aboard John.

John: Thank you guys. Thank you everyone.

Dr. Conway: If I could, Mr. Chairman, one second.

Mr. Gildea: Sure.

Dr. Conway: And I know we're going to have a chance to reserve ties in the future to honor this man. I want to take a moment now to thank Mark for hanging in there with us so long, but he's going to be there to support John on his path for success before he walks off into retirement. I want to thank this man for everything he's done.

Mr. Gildea: Doc, I appreciate you do and I'm sure the whole Board does. I certainly we hope we have an opportunity to say a little different goodbye in a few months. Certainly, Mark deserves this. Mark certainly did a great job for us. Truthfully and sincerely was part of the family. We didn't have a building manager, he stepped in. He did whatever was asked. Mark, we are going to miss you. We are going to have an opportunity to say goodbye.

Mr. Izzo: I was going to say this, you know, as I step aside and John takes over. I think he's the right candidate for the job. I think John and I are a lot similar backgrounds. Corporate background. Lot of similarities. I'd like to thank the Board. Almost 6 and 1/2 years ago to the day. October 13th, 2013 was my first day. And I will truthfully say, I did 40 years of experience. But to do what we do every single day, it's great. I think I worked hard for the most outstanding, educator and a student, and I certainly hope that in some small way that I was able to help.

So the energy of this Board, you put many many hours in this. All the meetings that go on here. I had the opportunity to work with two great Board Chairs. It's a great group of people. I think I have a top notch staff. Just a great group of people, but I can never my love for Dr. Conway. I never ever worked with a more inspirational leader. I thank you all for your support to welcome me. And now I know you'll welcome John. I'll hang around.

Mr. Gildea: Thank you, Mark.

Mr. Izzo: Thank you.

V. Special Education Teacher, Derby Middle School

Mr. Gildea: Item five is off.

VI. Resignations

Mr. Gildea: Madam Secretary, Item number VIa.

a. Paraeducator, Derby Middle School

Motion Passed: The Board of Education accept the letter of resignation from Jordyn DiMartino, Paraeducator at Derby Middle School, with regret and best wishes. passed with a motion by Mrs. Janine Netto and a second by Mrs. Laura Harris.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Netto: Motion.

Ms. Harris: Second.

b. Special Education Teacher, Derby Middle School

Motion Passed: The Board of Education accept the letter of resignation from Katelyn Epifano, Special

Education teacher at Derby Middle School, with regret and best wishes. passed with a motion by Mrs. Janine Netto and a second by Mr. Dan Foley.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Netto: Making motion.

Mr. Foley: Second.

c. Varsity Boy's Baseball Coach, Derby High School

Motion Passed: The Board of Education accept the letter of resignation from Steve Bainer, Varsity Head Coach, Boy's Baseball at Derby High School, with regret and best wishes. passed with a motion by Mrs. Janine Netto and a second by Mr. Kenneth Marcucio.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Netto: Making motion.

Mr. Marcucio: Second, Ken.

d. J.V. Boy's Baseball Coach, Derby High School

Motion Passed: The Board of Education accept the letter of resignation from Adam Baker, J.V. Boy's Baseball Coach at Derby High School, with regret and best wishes. passed with a motion by Mrs. Janine Netto and a second by Mr. Dan Foley.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes

Mrs. Janine Netto Yes

Ms. Netto: Making motion.

Mr. Foley: Second, Dan.

e. Assistant Coach, Outdoor Track

Motion Passed: The Board of Education accept the letter of resignation from Lucia Hanock, Assistant Coach, Outdoor Track, with regret and best wishes. passed with a motion by Mrs. Janine Netto and a second by Ms. Melissa Cannata.

Mr. Dan Foley Yes

Mrs. Laura Harris Yes

Mrs. Tara Hyder Yes

Mrs. Rebecca O'Hara Yes

Ms. Melissa Cannata Yes

Mr. Jim Gildea Yes

Mr. George Kurtyka Yes

Mr. Kenneth Marcucio Yes

Mrs. Janine Netto Yes

Ms. Netto: Making motion.

Ms. Cannata: Second.

VII. Appointment of New Hires

Motion Passed: The Board of Education approve the appointment of new hires, as recommended by the Superintendent of Schools. passed with a motion by Mrs. Janine Netto and a second by Mr. Kenneth Marcucio.

Mr. Dan Foley Yes

Mrs. Laura Harris Yes

Mrs. Tara Hyder Yes

Mrs. Rebecca O'Hara Yes

Ms. Melissa Cannata Yes

Mr. Jim Gildea Yes

Mr. George Kurtyka Yes

Mr. Kenneth Marcucio Yes

Mrs. Janine Netto Yes

Ms. Netto: Making motion.

Mr. Marcucio: Second, Ken.

VIII. Subcommittee Reports

Finance Committee

Mrs. O'Hara

Negotiations and Personnel Committee Mr. Kurtyka

School/Community Relations and Policy Mrs. Harris

Plant and Facilities Committee Mr. Gildea

Academic & Curriculum Mrs. Hyder

Regionalization Mr. Gildea

Athletic Committee Mr. Marcucio

Student Health and Safety Committee Mrs. Netto

Mr. Gildea: Finance Committee. Ms. O'Hara: Mark will be presenting the budget tonight that will be presented to the City.

Mr. Gildea: Negotiations and Personnel, Mr. Kurtyka: We met two weeks ago and for your approval, I think it's on the agenda tonight. We agreed to give a stipend to the charge nurse. We agreed at a percentage.

Mr. Gildea: School Committee. Ms Harris: We met February 9th. Our next meeting is March 9th at 6:30. I want to thank Stacey and James for their input on the two policies coming forth tonight on the 6,000 series, on the special ed. They worked really hard helping us with the verbiage. So, thank you Stacey and James.

Mr. Gildea: Plant and Facilities: I don't think we have anything new since the grant. Only 30 more days until spring. We'll probably get the others shortly.

Mr. Gildea: Academic and Curriculum. Ms. Hyder: We had rescheduled for next Wednesday at 6 for our Strategic Planning meeting.

Mr. Gildea: Regionalization: We have a meeting on Monday where we will attempt to finalize the governance act of the plan. Truthfully it was a really lengthy discussion at our last meeting. Had a little bit of a path to go to cover ground here. At our meeting Monday we'll talk about that. We'll talk about the regionalization school system. And we'll talk about a governance model that came in.

Ms. Hyder: It's going to be an interesting conversation moving forward.

Mr. Gildea: Athletic Committee. Mr. Marcucio: The dual committee talk about the football field and Payden Park. Whether kids are going to wear metal spikes on the baseball field. It was a combined committee. After a bit of discussion, it will allow the high school teams to wear spikes. The visiting teams coming into Payden Park would have two sets of cleats one for playing in Derby if we said they couldn't use spikes and one for their own. So it was decided by the Committee, both Committees to allow that only for the high school teams and see how it works out. The biggest concern is the damage to the fields by the metal spikes. It's going to be a experimental year. That's all I have.

Mr. Gildea: Student Health and Safety, Ms. Netto: Nothing at this time. I will follow-up with Mr. Chairman.

Ms. Harris: Laura has a couple things quickly. On our February 9th meeting, I want to thank Ms. Olson, Mr. Coplin and Ms. Isabelle to attend our policy meeting. And we had a really good conversation on our Electronic Policy and it was a continuation of the Committee of the Whole meeting they were here. So I just wanted to give a shout out to them for attending. And also with our student health and safety committee, Mrs.

Netto, the Policy Committee would like your Committee to review the 51441.12 I believe. We wanted you to go over that policy. I don't know when your next meeting is.

Ms. Netto: We will schedule one.

Ms. Harris: Thank you very much.

Mr. Kurtyka: We haven't received the paperwork back for the MOU from our attorney, so it won't be on the agenda tonight.

Mr. Gildea: Okay, sir. Thank you.

IX. Superintendent's Report

Mr. Gildea: Superintendent's Report.

Dr. Conway: Thank you, sir. To continue planning for the healthcare pathway that will hopefully continue in September at the high school as well as the Advanced Manufacturing Program that will open up to the adults in the evening. The status of that as of yesterday is the workplace has touched base with all 55 applicants from Derby. Had given them the applications to submit. As of yesterday, two of those applicants have submitted their completed applications. We'll provide an update as the others come in.

Attended a meeting for webinars put on by the Center for Change in preparation for our strategic planning. We're developing a timeline to present to the Board. Held our weekly Special Education check in meetings. Participated in our opportunity District Superintendent Meetings. Conducted interviews for all new hires. Conducted a selection advisory committee interviews for the business manager position, we appointed tonight. Participated in our Commissioner's Network Planning meetings as well as our Superintendent Network meetings.

Held our counsel meetings, participated in our one to one that Team hosted with the number of community partners to build relationships. Participated in our Negotiation and Personnel Committee meetings. Under operations, attended our meetings to review ESS R2 funding, attending our Capital Planning Committee meetings. And under our cultural climate, I had attended an executive board as well as area chair meetings, weekly phone calls, the Governor's Office. As well as the City and Naugatuck Valley Health Department. Attended our Board of Alderman Meetings as well as our sub-Committee meetings. Hosted our Sczasa meetings. Held my February Legislative Committee meetings. Hosted our Cabe Legislative breakfast. Thank you, Director Kurtyka for helping coordinate that. Met with Governor's staff to discuss new ECS funding proposal. We continue to meet with his staff as well as other stakeholders. Participated in Unity in the Community Panel. And attended Griffin Health Services Corporation 2020 meeting, long but exciting event. And held meetings with our unions. Attended the Governing Board meeting this week as well.

Mr. Gildea: Well, Doc, a remote day. He does an awful lot.

X. Administrator's Reports

Mr. Gildea: Brad, you're up, sir.

a. Technology Report

Mr. Langridge: A lot of projects. Keep everything going forward.

Mr. Gildea: You had talked about where we last met, you wanted to have the Help Desk to kind of filter out some of the requests that come in and to kind of help that load. I'm really interested in the workload. I just feel like we need to talk about that more.

Mr. Langridge: The first step too is we have to get this person in and actually take away the everyday stuff and actually start splitting it out. We're a jack of all trades. That would be a step in the right direction to kind of carve it out.

Mr. Gildea: It would be great to say, here's what we have now and here's where you think we need to be. Any questions for Brad.

b. Facilities Report

Mr. Gildea: Mr. Cunningham.

Mr. Cunningham: Okay. Most of the work we're doing snow removal. Everything is typical this time of year. The bulk of the work that we're doing like I said is snow removing. Talking about the work they have been doing at Derby High School. Work on a connection problem with one of the transmitters. Other than that, we are process a lot of work orders and I think we're off running fairly well.

Mr. Gildea: The fieldhouse and a little bit about the stairs. The access to the stairs. I'm under the impression as far as access to the fieldhouse for our student athletes after storms because the City is not adjusting the stairs. Is that an accurate statement?

Mr. Cunningham: Yes, that is correct. They have not done the stairs this year.

Mr. Gildea: The City is concerned with the liability that's why they don't shovel the stairs. Let's talk a little bit about what we can do as a Board, the Maintenance Department, anything to address the stairs. We have a greater interest in the kids using that field than the City does. So is there anything we feel we can do as a Board or as a body Matt if we were asked to do the stairs?

Mr. Cunningham: Dr. Conway and I attended both last year and were under the impression that it was being absorbed by the Public Works Department. They said it was going to be an item in their budget. They were going to look to get additional personnel. They would take care of the stairs and sidewalks at Payden Park. So really that was not on our plate. Do we have the ability to do it, yes. That would be the last thing we do but we can bring it into the fold.

Even if we're doing the stairs, we have to be clear on where we draw that line, do we continue to do the mezzanine, continue the sidewalks and all the way down to the weight room, which is the bottom of the stairs. So it's not really a problem where we won't do it. As of last year, it would be public works.

Mr. Izzo: Jim, let me just jump in here because this really torks me. Doc and I and a lot of people spent four years building that fieldhouse. For those stairs not to get shoveled. For our kids not to use that field house, for that \$21 and a half million gift that was given to the City, just torks me. So the bottom line is I guess, they're not going to do it and our kids are suffering that you know, that Matt agrees and Doc and I met with Matt yesterday and I think we agree that our guys will step up to the plate as our guys always do and we'll take care of the stairs. I think we go to the City with this. That is not part of our four buildings. It is not part of what we do. So I would expect that just like the City reimburses us for insurance waivers, just like the City reimburses us for employment, they will reimburse us for that Overtime. So we will track that Overtime. The City will have to make us whole. So we should not be assuming that budget that overtime with our current

budget. Given those conditions, I think we're agreeable to go forth with that. And we can talk as part of the Plant and Facilities, Jim.

Ms. Netto: When our head of Public Works comes to a meeting and says, no I'm not shoveling, who is Ed Armeno governed by? Is it the Board of Alderman or is the Mayor of the City of Derby?

Dr. Conway: He was appointed by the Mayor.

Ms. Netto: I find this an absolute disgrace that the Mayor of Derby is not to use steps to get these stairs cleared. Not only is it a liability, there's kids that walk to school that cut through there that are walking up that staircase daily, I've seen it with my own eyes climbing through the snow. And Ed Armeno said that they cannot very easily go around anything. I just need to say that it saddens me that this is the position that we are putting the children of the City of Derby in that are trying to get to school, number one and number two, to mirror what Mark said, the time and effort that was put in, the gift that was given to us. The fact that anyone would say publicly, which they did at a Board of Alderman meeting, that the kids should use the old weight room is a disgrace. Just putting that out there.

Mr. Izzo: Here. Here.

Ms. Hyder: Yeah, I agree with everything that's been said so far. And what concerns me is the fact that it's been stated over and over it's a liability if we allow people on the stairs. But to me it's a liability to leave snow on the stairs because people are trying to use the stairs anyway. So it's irresponsible and it's a liability if we don't take care of our stairs. And it's just negligence. And a sign of no gratitude, quite honestly, in my opinion. So I would love to have a solution to this so that we have access so our kids can have access for our kids to travel up and down those stairs to and from school and to and from their fieldhouse as needed.

Mr. Gildea: If they were really concerned about liability, the gate would have been up, A. People are going to walk on the stairs. The City has a liability regardless whether there is a gate there. If somebody is walking up the stairs and they are unshoveled, somebody is going to get hurt, there is going to be a liability there. This is nothing more than politics run amuck at its worst. I certainly am all for the Board of Education doing the responsible thing that the City refuses to do to try and to come away with a plan to get them shoveled. So Doc, I think it would be great if we can work with Matt and come up with a reasonable way and be responsible here with this issue.

Ms. Netto: Jim, I agree with you wholeheartedly. I feel as though we're setting a precedent that the City can slack and we'll pick it up for them. I just find it appalling and sad this is what it comes to.

Mr. Gildea: I do like Mark's idea though. I don't know what the answer to that is.

Dr. Conway: As long as the Board of Alderman is agreeable. Just like we do with the partnership with the city and then we send them an invoice at the end of the year for the services. Mark brought this up as an idea, as a way that we are compensated and we're not losing money. We always know we have this as a set aside. We simply invoice the City, like we do other things, like unemployment compensation and so forth that overtime, the City has paid for, give them an invoice to make sure we get those dollars in our account. So I think a similar process can work with something like this where Matt just totals up the hours and we submit an invoice at the end of the year. It's easy to track for accounting purposes for the City as well as for our guys time. And it gets the job done. Those stairs will not only be clear but every day after when we have to worry about ice or slush and everything else that comes along at night, we'll get someone dedicated to clear, to make sure the kids go up and down.

Mr. Kurtyka: I think a letter from the Board of Education to the Board of Alderman should be composed listing our concerns with the kids coming up there. And our concerns that we're going to be sending them a bill. We'll give them advanced notice that we're going to do this and see what happens.

Dr. Conway: We can do that. I think there's a way to work it out with them.

Mr. Kurtyka: I know you go to all the meetings. I think the letter from the members from the Board of Education, should be sent to them.

Mr. Gildea: You, Janine and I are on the Plant Facilities Committee. I do think for the remainder of the year, I do agree with what Janine said, once we do it, maybe we invite Ed to our subcommittee meeting.

Mr. Kurtyka: I don't know if Mr. Marcucio still has a video of the kid climbing the stairs with the snow.

Mr. Marcucio: When I was Chairman, they were not plowing the sidewalk. I see these kids walking up in the road and they're going to get hit, from the cemetery down to Emmett Avenue. That's not plowed. People are walking in the street. If they get hit, the City is going to get sued. The City shovels normally past the room and fieldhouse and then they stop. Do from the stairs all the way over to the meeting room. That whole area is not shoveled either. So you're to have to start at the meeting room and then go all the way up to the top of the stairs.

Mr. Gildea: Tara.

Ms. Hyder: I'm not sure how this would be accounted for, but I assume we would need salt and sand in some situations for the stairs. So I'm not sure how to prepare for that financially or material-wise, but whatever communication we had with public works, I assume that would be part of the conversation as well.

Mr. Izzo: There's a lot of logistics here. Our guys shoveling, working overtime. There's things to be discussed with the City and very clear as to what our expectations and we will do. So that's a good point.

Mr. Gildea: Doc will reach out to the City to address it in a responsible fashion. As Laura's suggested, a subcommittee meeting as well and invite Ed to the meeting as well.

Ms. Netto: Could we invite the Mayor as well please.

Mr. Gildea: Yes, ma'am. Any other questions.

XI. Approval of Minutes

Motion Passed: The Board of Education approve the minutes from the following meeting: a. January 21, 2021 - Board meeting b. February 2, 2021 - Committee of the Whole passed with a motion by Mrs. Janine Netto and a second by Mr. Dan Foley.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Netto: Making motion.

Mr. Foley: Second.

XII. Financial Report

Motion Passed: The Board of Education approve the financial report for the period through January 31, 2020, as recommended by the Superintendent of Schools. passed with a motion by Mrs. Janine Netto and a second by Mr. Kenneth Marcucio.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Netto: Making motion.

Mr. Marcucio: Second, Ken.

Mr. Izzo: We're good this time of the year. We still have a lot more expenses to do. But I feel confident Matt and Brad will spend all theirs. As we enter into the next month here, we're in pretty decent shape. We're halfway through the year. I continue to compliment the work of Stacey and James. The oversight on the special education kids, not just the out of district kids, teachers, paras. Rapid turnover this year. A lot of holes have been filled quickly. Purchase services include special education transportation, tuition. That's right up to date.

Let's talk about the grants a little bit. The Perkins grant application, Jenn is still working on that to try to get new teachers for Business. The Alliance Building grant. Matt's starting to get that together with an architect. We'll probably be a good time to get together with the Plant and Facilities Team. Jennifer did a super job planning out the extra 77,000 for school improvement grants. We're awaiting the official opening of the application for Essers II. We already have a skeleton of what our application will look like. That will open up on the 22nd next week. It's been a hell of a grant year.

Food service, Sal can't be with us tonight. He apologizes. We're in really decent shape in food services. We're in the black. This will be my grand finale. I'm going to leave it to John. He starts on Monday.

Mr. Gildea: Thanks, Mark. Any questions for Mark.

XIII. FY22 Budget Presentation

Motion Passed: The Board of Education approve the FY 22 Budget to be sent to the Board of Apportionment and Taxation, as recommended by the Finance Committee and Superintendent of Schools. passed with a motion by Mrs. Janine Netto and a second by Mr. George Kurtyka.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes

Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Netto: Making motion.

Mr. Kurtyka: Second.

Mr. Izzo: Okay. So you can see my screen. There's a couple things that will change. The biggest change probably to the tune is the 30 or 40,000, I added back in that .4 social studies teacher that we took out. I added that back in. We'll talk about that on the back end.

This is the budget book that goes to the City. So I was glad enough to share it with you ahead of time. This letter, page three, if you can just go through this and make sure you're okay with it. I just used your signature from last year, but I want to make sure that you and Dr. Conway, but just make sure if you wanted to change anything, you just let me know, okay.

Mr. Gildea: I will.

Mr. Izzo: Thank you, sir. Make sure it says what you want it to say. Normally we present this at the end of March. Right now, we are going to present this to the City, I'll work with John next week. We'll get the budget books together. I'll get them to the City. Mayor Dziekan already has our rough number. We'll present this to the Board. Then we have an appointment with the Board of Apportionment and Taxation I believe it's March 9th.

Dr. Conway: March 9th at 7 p.m.

Mr. Izzo: It's going to be a Zoom virtual. That makes it easier for us than going to that dungeon downstairs. We're going to have a Zoom meeting and Dina will put that out. Keep that on your calendar.

Budget summary, going up exactly 3.3 percent, 629,000. It hasn't changed that much. The pie chart shows you how the money is split up amongst the schools, the offices. The net increase is 3.3 percent. And again, the salaries make up the biggest piece of 400,000. Year over year, it just shows you where we are.

This is an operating budget. We rely on our grants. Add in the stuff we had to give to Matt, to run the schools, custodial supplies, maintenance supplies, money goes to that, so 19 million goes quick. Large increase in the budget again about 415 of the certified salaries went up.

Mr. Gildea: I know our budget is going up 629,000. The 400,000 here and about 200,000 special ed. The new positions, they're in the certified salary.

Mr. Izzo: Yes, Jim. Student transportation, that's the regular transportation. I did put a retirement payout with one teacher.

Special ends on the buses, that's down for this year. Private institutes we put the kids in. Brad did ad super job. Transportation fuel, a very favorable contract we're working on this year and electricity, again favorable contract as we work with the City.

As far as this goes, we're showing that enrollment is down, I use October 1st, numbers go up and down, we use October 1st. If you go to next year, what we're basing it on, the population is down on 50 inside the schools. In the classrooms, non-special ed, down about 50.

Go from kindergarten to first grade, it kind of goes down. Jenn's already doing a couple things over there. Even some simple things like adding the Consumer Ed in. Right now, we're thinking about 1,200. This is the estimated population for next year.

Mr. Gildea: I realize it's not a big number, but our kindergartner numbers are higher than any other class size in the last five or six years, right.

Mr. Izzo: That is, Jim, you're right. Good, thank you. Out of district, down one. Operation again, budget, we went through this the last meeting. We talked about the total, certified salaries are 460. We added back in that .4. The rest of the stuff, everything is what we talked about last time. People services is up because of the OT. We talked about the favorable electricity rate. We also talked about special education goes up a little bit next year. Add in special education transportation. We're asking for a reasonable 3.3 percent. Special education area, we can talk about that a little bit.

Mr. Marcucio: On page 26, you have three teaching positions in that letter. Is that how many teacher positions we're going up?

Mr. Izzo: No, I have to change that. I have to change that. That will be made before it goes to the City. Yeah, so page 26 is the staffing. If you remember, we had the speech teacher and we had the special education teacher. We made those changes. We transferred the budget. If you remember, we had the out of district student coming back in. So we transferred money out of district over to the high school teacher. We also transferred money over to Irving, we took out speech. When you look at the staff analysis. We have a really good teacher there, make her a 1.0.

We're going to cover that by one of our teachers that's dual certified. It's not a true savings. Any savings partially offset by adding 6th period. So it does help.

Mr. Marcucio: You made the change in that one.

Mr. Izzo: I did. You're right. Increase of 1 1/2 and down a 1/2.

Mr. Marcucio: So one total.

Mr. Izzo: One total, right.

Mr. Gildea has asked me to put this back in. This is an eye chart. Here's what we want. I think this is helpful for you too. I think a couple of takeaways here on that. Go to this curve. I will tell you is that this year we had 34 or 35. A couple of kids left the district. We were successful in bringing one or two back in.

Next year we have a couple of new ones coming in. The key takeaways here in this chart, we've seen a decline in the out of district students. Learning centers, we're training our own staff. We meet twice a week to make sure we all know what's going on and where they are. There are some students that we can keep an eye on those students. We do get 40,000 back for Medicare for the services we provide. That Medicare training was a piece that we weren't doing real well.

Contact with ACES for out of district transportation. We were all over the place. We work with ACES to come up with a service. We're paying a fixed price, but they're transporting multiple kids now. The group

collectively had, again you have to invest some money to save some money. Bottom line here is that we've seen a decrease in our special education cost.

Mr. Gildea: Go from 30 to 34 kids. Students who require services. Certainly, hats off to the great work you've done, but at the same time, it's important that we provide these outstanding services. Hopefully, this year we won't have to hear the offensive comments that we heard last year. These are students.

Mr. Izzo: There's a credit to Doc. Stacey and James keeps it going. The letter is correct. This letter has been revised.

Mr. Marcucio: I think we talked about this at the finance meeting, the 6,419 in 2021. Page 27. 6,419 in 2021. 6,485 in 2022. It's only gone up a small amount there.

Mr. Izzo: It's going up a small amount but basically, you're seeing a drop in tuition and a little bit of a tweak in transportation. Talking a decrease in 150 here. Special ed has gone down 80,000 this year. ACES has helped out. If anybody comes to you be very careful with this number.

Mr. Marcucio: That was going to be my next question.

Mr. Izzo: Be careful with that. The students and special education students were all getting para educators. They're remote, 177 days, but the transportation stopped. I negotiated each and every contract. We were obligated to help these companies stay in business. To help these schools stay in business. We only transported kids up until March 13th, I don't want you guys getting caught up in this number here.

Mr. Marcucio: Shouldn't we put an asterisk there?

Mr. Izzo: I can put a footnote. We were very successful in tune about \$380,000, 400,000 negotiating Allstar plus the Special Ed.

Mr. Marcucio: I don't admit this too often, but you're right and I was wrong.

Mr. Izzo: That's because you have the wrong hat on.

Mr. Gildea: Mark, on page 27, a motion has been made and seconded. Any other questions or discussions, folks?

Ms. Hyder: I know it's hard for anybody to anticipate where we will all be with this pandemic the next school year. I know the pandemic has been a financial burden on a lot of school districts. And I'm wondering if you've accounted for anything in regards to sanitation or sanitizer, masks or anything pandemic related in your budget in anticipation of anything hanging over the next school year?

Mr. Izzo: I have not. A lot of credit here goes to Matt Cunningham. That's staff. Those guys were here every day. March 13th, right. They were there March 14th cleaning those schools. We've also been very fortunate. I know we've been fortunate, we got CRF money, 280,000. We got Essers money. We have a good supply of PPE on hand. We've been fortunate on how we spent our money. Essers II, more money coming. I think we should be fine, knock on wood. I hope September looks better than we look now. So there's nothing in here that specifically pandemic related than using our grant funds. I think we have adequate money to be prepared for next year.

Ms. Hyder: Thank you.

Mr. Gildea: Any other questions.

Dr. Conway: There may be a report in the news about the Governor's proposed budget. You may read in that release that 66 districts across the State are scheduled to lose up to 125 million dollars total between the 66 districts. An average of about 1.9 million a district. Some districts up to 19 million. It's simply based on the Governor's proposed budget to flat fund ECS and municipalities across the board for every community. What this article won't discuss likely is a separate allocation in '22 for 25 municipalities. Derby being one of them to receive an additional 1.1 million. But that will not be included in the article about the reduction in ECS dollars because we don't believe that the Governor should be using funds to balance our ECS budget. We should still get what was expected to becoming in '22, '23, which for us is about 1.2 million in operating dollars, not in CRF funds, which will have a cliff. So I think at the end of the day when the budget finally passes we'll be okay. But we're at the beginning stages and it is a response to the Governor's flat funding for every single district across the State.

Mr. Gildea: Thank you.

XIV. Memorandum of Understanding with PCRC and BHcare

Motion Passed: The Board of Education approve the Memorandum of Understanding between BHcare and the Derby Public Schools relating to the Youth and Family Tree Project (YFT) for prevention of alcohol and drug use among youth aged 12-18 allowing an in school screening program and follow up servies, as recommended by the Superintendent of Schools. passed with a motion by Mrs. Janine Netto and a second by Mrs. Rebecca O'Hara.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Mr. Gildea: Item number 14.

Ms. Netto: Making motion.

Ms. O'Hara: Second.

Dr. Conway: I know John is on here as well. I can speak to it. Survey of our students in terms of alcohol and drug use. This program takes it one step further to BH Care, will not only will be surveying the students with parent permission and approval, but also follow-up with treatment for those students that acknowledge they would like to receive treatment. So I think it's a phenomenal partnership that will extend services to our kids from BH Care, it may be of great need to not only our kids but our families. So I think it's a good opportunity. Again, it's all with parent approval. They don't have to participate in the survey and certainly they don't have to participate in the treatment.

Mr. Gildea: Motion carries.

XV. Policy 6159 - Individualized Education/Special Education Programming - First Read

Motion Passed: The Board of Education review Policy 6159 - Individualized Education/Special Education

Programming as a First Read, as recommended by the Policy Committee and Superintendent of Schools. passed with a motion by Mrs. Janine Netto and a second by Mr. Dan Foley.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Netto: Making motion.

Mr. Foley: Second.

XVI. Policy 6171.1 - Special Education Inclusion, First Read

Motion Passed: The Board of Education review Policy 6171.1 - Special Education Inclusion as a First Read as recommended by the Policy Committee and Superintendent of Schools. passed with a motion by Mrs. Janine Netto and a second by Mr. George Kurtyka.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Dr. Conway: I would like to thank James and Stacey for their assistance and this being one of them to bring to the policy committee. To get a nice draft of changes to these documents.

Mr. Gildea: Thank you very much sir.

Ms. Netto: Making motion.

Mr. Kurtyka: Second.

XVII. Adjourn

Motion Passed: The Board of Education adjourn its meeting. passed with a motion by Mrs. Janine Netto and a second by Ms. Melissa Cannata.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes

Mrs. Janine Netto Yes

Ms. Netto: Making motion.

Ms. Cannata: Second.

Adjourned at 8:18.

Marianne Samokar, Recording Secretary

Committee of the Whole

March 02, 2021 6:30 PM

Zoom:

<https://us02web.zoom.us/j/81128957262>

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. Call to Order

Mr. Gildea: We're going to get started at 6:34. Welcome everybody to tonight's Derby Board of Education meeting. Thirty-eight people, a nice little crowd. So, I appreciate you being here. We'll officially call the meeting to order.

a. Opening Ceremonies



Pledge of Allegiance

b. Roll Call

Ms. Netto: Mr. Jim Gildea; present; Tara Hyder, here; Laura Harris, here; Rebecca O'Hara, here; Dan Foley, present; Melissa Cannata, here; Ken Marcucio, present. George Kurtyka has not joined us yet. Janine Netto is present.

Mr. Gildea: Let the record reflect we have eight of nine Board of Education members.

c. Additions/Deletions to the agenda

Mr. Gildea: Any additions, deletions or corrections to the agenda. I see no one offering any.

II. Public Participation

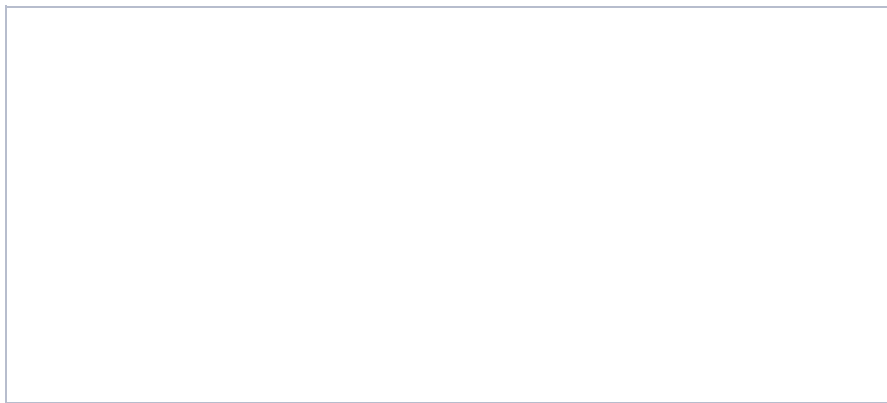
PUBLIC PARTICIPATION

* Prior to the commencement of any public meeting of any board of the city, the agenda for said meeting shall be posted in the meeting room and the first order of business of said meeting shall be the entertainment of public discussion on any item on said agenda and the conduct, length, and method of terminating said public discussion shall be determined by majority vote of the members of said board of commission.

Mr. Gildea: Item number two, does anyone from the public wish to speak before the Derby Board of Education meeting. John Netto.

John Netto, 141 Park Avenue, Derby, CT. I do want to say I am very surprised we are hiring a full-time coach rather than opting for an interim coach due to the time constraints. I do not know much about the head coach. I wish him luck. I extend any help that I can offer.

I do have to take this time to thank the assistant coach, Sal Frosceno. I knew the offers he has been made and turned down and come here to his hometown and give back to the community. I



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needed to take this moment to recognize his accomplishments and baseball resume because I am sure the Committee knows they are very quite impressive. I'm not surprised Frosceno return to derby. And we'll be fortunate to have him as long as he decides to stay. Frosceno has been coaching these kids for years. He returned to Derby to give back before he was raised and played baseball himself. Any players on his team have been looking up to him since they were five years old. Over the past three summers, he has already been assisting our high school team. He played for a top-notch college program at US Boston. I asked his former coach two years ago for a reference when my summer program of looking for a coach US Boston Mass Coach said, you'll be lucky to have him, amazing player. Great kid. He'll be a great addition to your program. The Derby kid will return home, eager to share what he learned and as already helped many Derby players over the past seven, eight years, to get a good start for a successful baseball career here. It is great to see the Derby kid now a young man in place. He knows the players and has been there for them since he was playing little league and helping Derby Police Union Clinics. Frosceno is a two-time Allstate player when he played Center Field

for the Red Raiders and the State Championship Game. His college career is just as impressive with two LEC championships, three regional appearances, a New England Championship and a baseball field. Sal, best of luck and I hope you're in Derby for the next few years. Thank you.

Mr. Gildea: Very nice, John. Thank you very much for the words. Anyone else from the public who wish to speak before the Board of Education. Twice, three times.

Public portion is closed.

III. Board of Education Birthday



Mr. Gildea: That's awesome.

Dr. Conway: Wish our Chairman Jim officially a Happy Birthday to Jim Gildea.

IV. Student Representative to the Board of Education

Mr. Gildea: Ms. Chevarella you are up.

Ms. Chevarella: This past month is Black History Month. Working and celebrating Black History Month. We even have some teachers. Also we're having our first ever fashion show. That's in the works with student council. We are also have our talent show. We also have International pie coming up. That should be fun.

Mr. Gildea: Can I ask a question. So how do you feel seniors and we'll start to see more students coming back.

Ms. Chevarella: I've been back like two weeks now. More people are coming back. I think people 100 percent will come back.

Mr. Gildea: I think it is important, coming on the last three months of the 12 years together. Hope you'll see your classmates come back. Prom, senior night, topics started to discuss and think about.

Ms. Chevarella: Thursday night we have a prom committee meeting. It's open to juniors and seniors.

Mr. Gildea: Thursday will be your first meeting. Very nice thank you. Any questions. Thank you
V. Student Recognition



Ruben Gonzalez



Jessica Rudnick



Tairique McFarlane



Zara Rivera



Kevin McBroom

The Aquarion Water Company's Black History Month Committee announced that two Derby High School students were selected as winners for the 20th Annual Black History Month Quiz and Writing/Essay Contest! **Congratulations to Mrs. Kingsbury's students, Ruben Gonzalez (Grand Prize for 12th Grade) and Jessica Rudnick (Runner Up for 12th Grade!)** We would also like to recognize the following students

for their thoughtful submissions: **Tairique McFarlane, Kevin McBroom and Zara Rivera!** Derby High School was well-represented

Mr. Gildea: Item number five, student recognition.

Dr. Conway: I'm going to hand it over to Principal Olson.

Ms. Olson: We are very excited to be able to recognize some students this evening has succeeded in the Black History Month quiz and essay contest. Ms. Kingsbury put this writing out to her 12th grade English class. And this group of students stepped up. Stating names of students. Two of our students in this contest were recognized as part of the regional winners, Ruben and Jessica. We are very proud of them.

Mr. Gildea: Are any of those students on today. Thank you, Mr. Logan.

Senator Logan: This is more than just a regional contest. This is a Statewide contest. And we had folks participate and students participate as far away as Groton and Stamford and Bridgeport and Fairfield and Trumbull. And for Derby to have two winners in the 12th grade, that is pretty impressive. All of the participants will be getting certificates from Aquarion. But our two winners as far as the grand prize winner, Ruben Gonzalez. Read certificate. Receiving a \$50 gift card. Jessica will receive a \$25 gift card. Congratulations in representing Derby well. Good role models for our community.

Mr. Gildea: Thank you very much, Mr. Logan, I appreciate that. All five of those students, your work is impressive.

Ruben and Jessica, thank you very much for the work that you do.

VI. Executive Session

Motion Passed: The Board of Education enter into Executive Session to discuss the appointment list of new hires, and the Superintendent of Schools is invited to attend. passed with a motion by Mrs. Laura Harris and a second by Mr. Dan Foley.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Mr. Gildea: Go ahead, Laura, you go.

Ms. Harris: Making motion to enter into Executive Session.

Mr. Foley: Second.

VII. District Team Facilitator Position

Motion Passed: The Board of Education appoint Jackie Nathman as a District TEAM Facilitator, as recommended by the Superintendent of Schools. passed with a motion by Mrs. Laura Harris and a second by Mr. Kenneth Marcucio.

Mr. Dan Foley	Yes
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Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Harris: Making motion.

Mr. Marcucio: Second.

VIII. District TEAM Facilitator Position

Motion Passed: The Board of Education appoint Tracy Landolfi as a District TEAM Facilitator, as recommended by the Superintendent of Schools, passed with a motion by Mrs. Laura Harris and a second by Mr. Kenneth Marcucio.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Harris: Making motion.

Mr. Marcucio: Second.

IX. District TEAM Facilitator

Motion Passed: The Board of Education appoint Jennifer Andrews as a District TEAM Facilitator, as recommended by the Superintendent of Schools, passed with a motion by Mrs. Laura Harris and a second by Mrs. Tara Hyder.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Harris: Making motion.

Ms. Hyder: Second.

Mr. Gildea: Doc, are they all here. They are part of the family already. I think we're super excited to have them on board for certain.

Ms. Olson: We've made a recommendation to appoint three people as a shared District Team Facilitator this year really in an effort to really strengthen and expand the induction and support services that we give not only to our beginning teachers, but also in supporting our mentors in an ongoing way and are team paper reviewers. So the district, we have a lot of people who support our beginning teachers. And we just thought that it really is in order to provide some really great services ongoing for teachers throughout the entire two-year induction period. That it would be best to be able to have people having a small part of that role and focusing in on that area of strength. So in the model that we propose right now, we have each taken on a singular responsibility, somebody supporting each one of those areas and then helping to develop a strong kind of prints documents that they will be able to use for teachers if they got hired in the mid-school year and weren't with us. So we're very excited about this. Jen, Tracy and Jackie are phenomenal team and we're looking forward for them starting the works. So congratulations to all of you and thank you for the appointment of them.

Mr. Gildea: Awesome. And on behalf of the Board, certainly you already are family for certain. We're very fortunate that we have pre-seasoned teachers stepping into the role.

Great job. Thank you.

X. ESL Teacher, 6th period assignment

Motion Passed: The Board of Education appoint Cristina DiNallo-DiMartino as the 6th period ESL teacher at Derby High School, as recommended by the Superintendent of Schools. passed with a motion by Mrs. Laura Harris and a second by Ms. Melissa Cannata.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Harris: Making motion.

Ms. Cannata: Second.

Ms. Olson: I did just want to note that Cristina had been working at the high school since the beginning of the year and has been supporting our Italian Program. We've been very happy to have her over here at the high school. We're lucky that she holds dual certification and she's a great addition to help support our students here at the high school.

Mr. Gildea: Thank you very much.

XI. Part-Time Student Mentor - DHS

Motion Passed: The Board of Education appoint Jamie Bartone as a part-time grant funded Student Mentor at Derby High School, as recommended by the Superintendent of Schools. passed with a motion by Mrs. Laura Harris and a second by Mr. Kenneth Marcucio.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Abstain
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Harris: Making motion.

Mr. Marcucio: Second.

Ms. O'Hara: Abstained.

Mr. Gildea: Motion carries.

Ms. Olson: This is a position here up at the high school. Ms. Bartone is coaching for clients today, so I haven't seen her yet online tonight. We are very excited to have her here. This is a grant-funded position through our school improvement grant. It is intended to support our students who are at risk and we are specifically going to be focused on Ninth Grade. It's a very relationship driven position. She's got tremendous experience working with students in a variety of capacities, not only as a softball coach but also as a residential instructor with a special needs program for non-profit. Also with Parks and Recs Summer Programming and YMCA. She's also a Derby High School Alum and we are very excited for her to go ahead and get started with us in this position.

Mr. Gildea: Thanks, Ms. Olson. And again, the Board certainly looks forward to Jamie's contributions as well.

XII. Paraeducator - Irving School

Motion Passed: The Board of Education appoint Jamie Bartone as a part-time grant funded Student Mentor at Derby High School, as recommended by the Superintendent of Schools. passed with a motion by Mrs. Laura Harris and a second by Mr. Kenneth Marcucio.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Abstain
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Motion Passed: The Board of Education appoint David Grenon as a Paraeducator at Irving School, as recommended by the Superintendent of Schools. passed with a motion by Mrs. Laura Harris and a second by Mr. Dan Foley.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Harris: Making motion.

Mr. Foley: Second.

Mr. Gildea: Nice to see you David.

Ms. McCoart: Good evening everyone. It's a pleasure to introduce David to the Board. He's going to be filling in a position in our second and third grade classes as a paraeducator. He currently holds a position as a Senior Clerk for Connecticut DEEP. He does substitute teaching at Irving School recently. He did some work through Kelly Services. So we were able to see him in action. He immediately jumped in and formed a relationship with students. He's a recent college graduate with a double major in psychology and English. And he's looking to get his foot in a school setting. So we're really excited to welcome David to the Irving Team. And he's very excited to jump on board. So welcome, David.

David: Thank you.

Mr. Gildea: On behalf of the Board of Education, we welcome you to Derby.

XIII. Head Baseball Coach - Derby High School

Motion Passed: The Board of Education appoint Robert Swierbitowicz as Head Baseball Coach, Derby High School, as recommended by the Superintendent of Schools. passed with a motion by Mrs. Laura Harris and a second by Mrs. Tara Hyder.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Abstain
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Harris: Making motion.

Ms. Hyder: Second.

Ms. Harris: I abstain.

Mr. Gildea: Ms. Harris abstains.

Dr. Conway: Mr. Bradshaw.

Mr. Bradshaw: We'd like to welcome Rob as head baseball coach. Rob has hit the ground running. He's already bringing in an impact. He's bringing in an experience as a High School Coach at Lewis Mills. He's had success. And he's presented some great planning. He's already using his local community to bring success connecting little league to Middle School and High School. Looking forward to having him on the Athletic Staff at Derby High School.

Dr. Conway: Saying a few words about Rob and welcoming him. We're very fortunate to have someone with experience not only on the field but off the field. Welcome Rob.

Mr. Gildea: We welcomed you here a few months ago. We welcome you here as our head baseball coach. We welcome you to Derby as a baseball coach. Best of luck, sir.

Mr. Swierbitowicz: I look forward to coaching right along with Sal. I'm going to put my best foot forward. I enjoy the kids already. I'm going to do my best. Thank you very much again.

XIV. Assistant Boys Baseball Coach - Derby High School

Motion Passed: The Board of Education appoint Salvatore Froscenco, II as Assistant Baseball Coach, Derby High School, as recommended by the Superintendent of Schools. passed with a motion by Mrs. Laura Harris and a second by Mrs. Tara Hyder.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes



Ms. Harris: Making motion.

Ms. Hyder: Second.

Mr. Bradshaw: Good evening everyone again. The Committee was glad to select Sal, Jr., as assistant baseball coach. I've known him quite a while. I was his teacher. I know he is going to be able to use the fundamentals with our team. Congratulations, Sal.

Dr. Conway: The moment I met Sal, he's done nothing than impress me. Sal is full of action. I had an opportunity to talk to Sal's Coach. Academically, athletically and his personality. Always going through the extra mile. Sal is one of the best athletes I have ever coached. Always a team first guy. Welcoming him and saying a few words about him. This is the future with Rob and Sal and the baseball program. And I can't wait for the game at Payden Park in the first game on that field in April.

Mr. Gildea: On behalf of the Board, I remember you. Best of luck Sal.

Sal: Thank you very much.

XV. Appointment of New Hires

Motion Passed: The Board of Education approve the appointment list for new hires, as recommended by the Superintendent of Schools. passed with a motion by Mrs. Laura Harris and a second by Mr. Kenneth Marcucio.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes

Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Mr. Gildea: Is there anybody we didn't do.

Dr. Conway: We have one person.

Ms. Harris: Making motion.

Mr. Marcucio: Second.

XVI. Administrator's Reports

Mr. Gildea: Admin Reports.

a. Little Raiders University

Ms. Conway: We were very busy for the month of February. We did SEOs. Ms. Newman for Chinese New Year she did cheese egg. She is a paraprofessional. She did a very nice lesson on the Chinese New Year and did projects with the students. We also celebrated our 100th day. We would like to welcome Ms. Margaret. She's a new member of LRU. She keeps our schools very clean and germ free. And she's just an amazing woman. And she fits right in and speaks with the children all the time.

For Valentine's Day we had a very nice party. We welcome a new member of our family. We show a video on how he's growing. We're continuing our zooms with the families. We continue working very closely with the library. Any questions.

Mr. Gildea: Very nice. We talked about the social media part. Good stuff. We appreciate the update. Any questions. Thank you.

Ms. Conway: Thank you.

b. Bradley School

Mr. Ciccarini: Good evening, everyone. I hope everyone is having a good night. I always like to talk about academics. But I'm going to take a step back for a second, because you can't talk about academics without talking about the people that deliver the academics. And I'm sure as you can gather from Dr. Conway's phone calls, right now Bradley School is dealing with a few challenges in the building in terms of health and well being. And I want to take a moment to really commend my team at Bradley School.

They are the most amazing group of educators I've ever had the pleasure of working with in my 24 years of public education. I mean, we're talking about teachers that are there until 8, 9, 10 o'clock getting planned and things ready together for kids.

And Despite everything going on, as you can tell from our assessment scores, kids continue to grow and learn despite all the obstacles my teachers continue to face on a daily basis. Our kids are fortunate to have the team of educators at Bradley School working with them on a daily basis. And none of this would be possible without them. And I'm not one to give out compliments, you can ask my staff that. They will tell you that. But I want to take this opportunity and my time this evening to truly thank my team to let them know they are very appreciated not only by me, but by our students and by our families. And I hear it every day when I communicate with the families. So I want to thank them for all their hard work and for their perseverance and for their grit for hanging in there and for continuing to deliver high quality education to all our students, whether they're remote or in person on a daily basis. So that is all I have to say. But I'm certainly open to any questions that any Board members might have about my report.

Mr. Gildea: I know you've had a tough last couple days as far as the COVID 19. You're attendance is high to begin with. See any changes from a couple months ago?

Mr. Ciccarini: Our attendance is in the 93 to 96 percent range. So today's attendance was 92.7 percent compared to yesterday which was one of 93 percent. So even on days like today where we had to suddenly go remote overall, we had 17 students out today and some of them were for some things that were out of the families control. But overall, we're very pleased with our daily attendance even on days like snow days that are remote days or days like today where we had an unforeseen issue and we have to suddenly go remote. Very late too. The information came in late. Dr. Conway was gracious enough to send a message out.

Even today we had very solid attendance. And our attendance has been very good. And again, to go back to my original point, the work that teachers do, their communication with families, communication with kids. The way they set up Google Classrooms, so that even for our younger students, it's fairly easy to navigate. So it's really a testament to the teachers. And we have tools like go-guardian, teachers and paras in the classrooms are there to direct the students and let them know that we are there to support them and make sure the time we have together is valuable and being used for academic purposes.

Mr. Gildea: Not so much the attendance, and I did say attendance, I meant in-person. I guess I was looking to see if you were happy with your in-person numbers.

Mr. Ciccarini: Through last Thursday we were at the lowest, we had our higher percentage of in-person learners at Bradley School. We were closing in on 90 percent. We had under 30 students were remote. Because of what happened today, that number has jumped. into the 90s, but that is going to be temporary. We expect in another week and a half or another two weeks be close to where we were. But more and more parents were sending kids back every day. Parents talk to each other. So remote parents are talking to in person parents to see how things are going in the school. All the feedback that we received from parents was very positive. But overall, we were very pleased. We had more than one class where all of our students were in person as of last Thursday. A few parents may continue to opt to continue in remote, even in a couple weeks because of what's happened. But that's certainly understanding. Overall, we were very pleased and still are with the number of in person students we had versus remote learners.

Mr. Gildea: I do think there's a big difference between the attendance level at the elementary school and the attendance level at the high school, it's simply because high school kids make their own decision about whether they come back or not. And again, I'm not being a hypocrite, but as a parent, and so I think the Board needs to consider that and decide whether or not we continue to let seniors and juniors to have in person or not because they're concerned about the COVID. Clearly the educational work isn't as strong when your teacher who's teaching eight kids in your class to 12 kids out of your class. I think we have some discussions to have and I appreciate your honesty about the in person numbers. Thank you.

Mr. Ciccarini: Any other questions from any other Board members?

Mr. Gildea: Any other questions.

Mr. Marcucio: This is more directed toward Doc. I thought we were going to try to get that 87 percent is the target percentage down?

Dr. Conway: Mr. Rafferty is working on a couple of different models now, sir to better present that data to the Board and the Community. So, and we'll be making those changes to the report as soon as we know what that will be.

Mr. Marcucio: Thank you.

Dr. Conway: The one you're looking at is a close model that we'll present.

Mr. Gildea: Any other questions for Mario.

c. Irving School

Ms. Misset: Good evening everyone. I'll start by addressing your remote learner and attendance question. We are seeing more students come back at Irving. We started the year about 30 percent with remote when we went through some rough patches. We had gone up to over 40 percent of our students being remote. And we are slowly working our way back down more quickly lately. So we are now at about 27 percent of our students being remote. And we are seeing more students change each week. As well as we have had many new students move into the district lately into our neighborhood. And they are all, some of them wanted to start remote, but we were able to convince them to start in person. I'll piggyback off of what Mario said, a lot of that credit goes to our staff for really taking the time to build relationships, to reach out to the families, answer their questions, explain the benefits of being here, explain the safety protocols in place.

They really work very closely to make sure that parents and students feel comfortable coming into the building. So I think we're going to continue to see a number of our remote learners drop. After midyear data, we're able to have conversations with parents about yes, your child is making growth. Yes, they're learning but they're not getting as much as they would have if they were here in person. It's not an easy conversation to have with parents. But at the end of the day parents really want what's best for their child and some of them are realizing that they need to be back in school. So I feel like we're seeing a move in the right direction there. Very happy about that.

Mr. Gildea: Mario said he was about 90 percent remote. 83 percent in-person. Did I hear that right?

Ms. Misset: No, we're about 73 percent in person right now.

Mr. Gildea: Okay. Thank you.

Ms. Misset: So just a few things going on. We're really relying more on the leadership teams and also the committees. All the teachers are part of the committee that meets once a month. Some really good things coming out of our committees. We will be rolling out a virtual honors ceremony on Friday. From there we'll move down to some VIP awards for the younger grades. They are working on some events around

kindness. Schoolwide Data Team continues to work with our data and really push towards some strategic planning for academics. Our Excel team is working on a ceremony for their bilingual students to celebrate their accomplishment as well as put some bilingual books into their hands for the spring and summer. And our safety committee continues to kind of monitor the needs of staff. Again, because we have new staff and we can't have as many meetings, they've been putting together some safety videos effective way to getting information out to staff. So those are the things going on lately. We are looking at our mid-year data working with teachers to use IReady and other resources to kind of target the skills kids are lacking on and we'll just keep progress monitoring right through the spring. Any questions.

Mr. Gildea: No. I appreciate you talking about the remote learnings and wonderful report. Thank you. Any questions.

d. Derby Middle School

Ms. Quartiano: Good evening, everyone. I will be presenting for Derby Middle School this evening. We have 68 percent of our students in, which is our highest percentage thus far. We see that number increasing daily as families are becoming more and more comfortable with our safety measures and protocols that we've put in place. Excited to welcome students coming in and we look forward to more joining us.

At Derby Middle School, we are plugging along, always exciting. We have lots of things going on for February. We were able to hold our data team meeting. We were able to identify our next school wide strategy. We do that during our leadership data team meetings as well as our individual grade level meetings. We were able to roll out the strategy full staff during our HQI fun shop hosted by Dr. Rafferty. It was a great success and a great hit.

As an admin team, we do attend weekly meetings in order to align us as well as individual buildings. Always something that we look forward too. We recently completed our Commissioner of Network Audit with our State person. She interviewed some of the leadership team, staff members as well as attending some classrooms. We were able to do that virtually. Provided all of the zoom links for every classroom. We did celebrate the 100th day of school virtually. Lastly, one of our young gentleman in 6th grade, we should have a fundraiser to raise money for Yale New Haven Hospital Cardiology Unit, the Pediatric Division. He himself as a baby, underwent heart surgery and was given this little teddy bear that had a zipper in it and had a heart in it.

We held a penny war competition to our students, were able to raise over \$1,000 just by bringing in their pennies. They brought in dollars. They did bring in silver. \$1,000 our school raised. We were able to present the family a total of \$1,356 to purchase these bears for young children who are undergoing heart surgery. And that's in addition to the \$800 that this young man raised on his own. So we're very proud of our students coming together.

Mr. Gildea: That's a lot. Very thorough thank you. I appreciate the remote learner. Any questions.

e. Derby High School

Ms. Olson: Good evening everyone. Right now, Derby High School has 347 students enrolled. Our current daily attendance rate is 92.36 percent. We have been hovering right around 50 percent in person 50 percent remote. A change from 66 percent was our high of remote learners. And that was in mid-January. We had about 220 students who were learning at home at the time.

We are seeing additionally a change in our student population, just in the past three months from December, January and February. We've welcomed 13 new students to school. We also said goodbye to six students who

transferred out as well. As students are coming and going, there's a different learning track from time to time as well. So about 50/50 is our change. The halls do feel alive right now. Each week, we've been having new students come back from remote learning. And we're very excited to have. The halls were very quiet in mid-January for us.

As I break down my report tonight. For students, we are very excited about our sports games. Our track team had an inter squad meet yesterday. Students, we have been holding our junior meetings with our students and parents for post-secondary planning. A big part of that is preparing for the SAT. Our grant funds have allowed us to offer a free SAT PREP program for students. SAT are going to be held on March 24th. PSAT for grades nine and ten will be the week before March 18.

Additionally, supporting our students is our Career Fair. We have right now over 30 professionals who are prepared to go ahead and speak about their profession. Professional Development in what teachers are asking for. We've provided opportunities for some additional test procturing support for our new staff for SATs. We also have the State Department of Education here as well because we're a State school improvement grant school. And had an opportunity to show the learning in our classroom for our educational consultant, which we were really excited about.

Lastly, in supporting supporting school operations. We're really happy about being able to meet with the Valley Community Foundation just to talk about streamlining our scholarship management and how we award. Also just planning the end of year big events, graduation plan, A, B, and C, our Scholarship and Honors Program and the recognition. We had a meeting today about how we're going to select and share that information with families. So lots of great things happening right now and we've been pretty busy up here.

Mr. Gildea: Thank you.

Ms. Harris: How many families of the junior class students attended the post high school studies meeting.

Ms. Olson: We had eight that attended that night. It was a low turnout for that particular evening, but we were able to share our presentation that had gone out we did individual outreach with the students. Had several follow-up meetings with families.

Ms. Harris: I did see numerous notifications on that. I just wanted to know how that worked out. Thank you.

Ms. Olson: Yes.

f. Raise Academy

Mr. DiLuggo: Hi, everyone. I'll keep my report very brief and to the point. No changes in terms of our overall population at Raise Academy over the past month. We are happy to report that we have seen an increase in student attendance. In particular, we're really excited about our students improvement about the remote and their ability to successfully participate during our remote learning.

Remote learning snow date, our student participation rate was 40 percent. We worked with our special education team and our teachers. And we were able to increase student participation to 40 percent by the end of the month. We were really happy with that. Hoping to see our students more comfortable using remote platforms. We did make a slight change to the Middle School schedule. What we did was shift the time for Middle School math a couple periods later. We did meet with Ms. Olson and Dr. Conway utilizing our student work for credit program. Mr. Nichols has sent us resources to help identify transition goals that our students can use in concert in seeking out work experiences in the community.

Hopefully more updates on that at our next meeting. We also are very happy to welcome a DHS student teacher to be working with the Raise High School social studies class, Mr. Dempsey from Naugatuck. That's where I'm from. By the way, Coach Swierbitowitz is also from Naugatuck. The student teacher, Mr. Dempsey did a great job coming in and just getting a feel for what the program is like. Lastly, we have been having Ms. Delgado, the high school social worker work with our Raise Academy students in fulfilling their counseling services hours because the fact that the Raise Middle School students were physically in the building, but Ms. Donovan is going to be taking those services over in effort to help get the students in Raise Academy Middle School, more time in Derby Middle School and also more time with the support service. That's pretty much all I have.

Mr. Gildea: Any questions. Mr. Kurtyka has officially joined us at around 7:30ish for the record. I appreciate the report.

g. Athletic Department Report

Mr. Bradshaw: Good evening everyone. I'm going to talk a little bit about each team. I think all the kids are just happy to be practicing, they're participating. They're part of the sport. They're doing the right thing. They're all being safe. I'm glad that they're able to practice.

They are happy to have their sports right now. Indoor track, dual meets. Try for something indoor. Otherwise, it's been pretty warm out. The league is looking at indoors. Boys basketball, they won in double overtime last night. Girls' basketball is still on a practice only schedule. They are enjoying it.

Cheer is still practicing. Speaking with the coaches soon. Middle school basketball, competitions, we do have games lined up for them next week.

Baseball season, possibly 18 games scheduled with the league. And for baseball, softball, hope to have a state tournament as long as we all stay safe. No visiting spectators' policy. That's all I have.

Mr. Gildea: Okay.

Ms. Hyder: I want to thank you for live streaming the basketball games. I know that there's work that gets put into that. And I personally can say I enjoy watching the games. I put it up on my TV and the family can watch them home and that's fun. We used to go to the games all the time. I feel like I'm there. So thank you for doing that. And I'm hoping that we can continue doing that into the spring season with our baseball and track. Hope we can continue to do that so spectators can view from home as well.

But the Field Committee before they stopped meeting, they had talked about putting a path behind the scoreboard up towards the picnic grove because for many years, for decades, there used to be just a path that we want out there that people use to get up to the Grove. And I'm thinking in anticipation of the spring season, I'm wondering if we need to work with Public Works or Facilities Department to talk about putting in a path before the spring sport season so that the coaches and throwers can efficiently make it from down at the track from up to the Grove during track meets just so that they can be with their athletes and get back down to the track as needed. Is that something that you can talk about Dr. Conway or you, Mr. Bradshaw?

Mr. Bradshaw: I can certainly look into it. I've talked with Mr. DiLuggo also. I think it's a little bit steeper now because they cut the hill back. I think that's where it gets a little tricky.

Ms. Hyder: I'm wondering how we can support that if needed.

Mr. Bradshaw: Mrs. Hyder, I'll just ask you know the people, I'll ask the City. I'll ask Parks and Rec and see what can get done to assist us. I don't know if there's anything the Board of Ed can do except sit back. So I'll start with that.

Ms. Hyder: Thank you.

Mr. Gildea: Thanks, Matt. Any other questions.

h. Special Education Supervisors Report

Ms. McCoart: So good evening everyone. Another busy month in the Department of Special Education. We continue our planning and placement team meetings. Shout out to the staff. They really do whatever is asked of them. I just want to thank her. She's really a team player in all areas.

We have seen an increase in student registration. The Committee just specifically for the Learning Center to kind of focus on daily living skills and the life skills curriculum. Working on social skills, communication skills. Planning for ESY already. A lot of stuff going on and we couldn't do it without the amazing staff that we have.

Mr. Gildea: Thanks, Stacey.

Mr. Nichols: Like Stacey mentioned a lot of those spring conversations are starting to happen, as well as talks of transitioning for our 5th grade students, 8th grade students and students that are perhaps graduating. Regarding the newest hires, both have really started off really strong getting acclimated to the staff and students. Mid-years have been wrapping up. A year to try something new. Having really great conversations with me how to grow how to practice and what those goals are.

Continuing with spring conversations began today with Mr. DiLuggo. Just really trying to iron out the times, structures, some goal assistance. How we support students and just how we can work together and make it the best we can be. Already talking about next year, spring. Just a wonderful effort all the way around.

Mr. Gildea: Thank you Mr. Nichols.

Ms. Harris: Thank you.

Mr. Gildea: Thank you to everybody. Outstanding reports. I appreciate the effort.

XVII. COVID 19 Update

Dr. Conway: All teachers are registered for their vaccine. The first one is Saturday, March 6th. So this coming Saturday between 9 and 3, able to schedule appointments. And then their second appointment is for March 27th.

All vaccinations for Ansonia and Derby staff together will be held at Ansonia High. We've also coordinated this through Valley Health Department and Griffin Hospital. And we were able to coordinate it for all of our valley districts the same day. So we will have four clinics across the valley to be able to get your vaccine. All education staff in all districts.

Ms. Harris: That's great to hear Doc.

Mr. Gildea: Very nice. COVID update. We start talking about sporting events, prom, senior night.

Dr. Conway: I think we'll be able to hold a graduation. Things like the prom and others are a little bit different in that even when we are able to have larger crowds at each even, it still is social distancing. So we have to keep that in mind while planning events that we can increase numbers certainly, like at a graduation. We still have to practice social distancing when you think about a typical prom, what does that look like. At the same time, practicing social distancing and using the other mitigation.

Mr. Gildea: Whether the event is inside or outside. In fairness, the world changes on 3/12 or 3/19. We all went to work that day and then everything changed. Last minute discussions last year for certain. I do think it's very telling for me that in person numbers, when you see elementary school, one is at 90, one is at 73, middle school is at 58 and the high school is 50. I think the older students are making that decision themselves. I think we need to have some closer discussions on about how long do we have that go on for.

I think a lot of them are home because they find remote learning easier or not enough of their friends are home. I think we allowed remote learning to become a little lax for the people at home. I just think that's the point I want to leave it and perhaps we'll discuss it another day.

Dr. Conway: Absolutely.

Ms. Hyder: Dr. Conway in anticipation for hopefully some end of year events, hopefully they'll be a little bit less complicated than last year because we have better ideas. It's not as new for us as it was last year. We just kind of jumped into everything. Would it make sense for us to look for other venues for end of year activities for all of the schools to have certain traditions at the end of their school year that are important to them. And then look at possibly outdoor venues even if it's our picnic grove for certain less formal venue or events. I have a feeling they might be booked more in advance than indoor venues. So it might be worth looking into for the events that our administrators think are important to try to still have at the end of this year.

Dr. Conway: I know that Jenn Olson has already started looking into those. You should have some information very soon.

Ms. Hyder: Thank you.

Mr. Gildea: Any other questions.

XVIII. Adjourn

Motion Passed: The Board of Education adjourn its meeting. passed with a motion by Ms. Melissa Cannata and a second by Mrs. Laura Harris.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Yes
Mrs. Rebecca O'Hara	Yes
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes
Mrs. Janine Netto	Yes

Ms. Cannata: Making motion.

Ms. Harris: Second.

Marianne Samokar, Recording Secretary



Derby Public Schools Business Manager's Report March 18, 2021

This financial detail provides the operating budget information as of March 1, 2021 as follows:

<u>Line</u>	<u>Description</u>	<u>Proj. Balance</u>
100	Salaries (Certified and Non-Certified)	\$ 105,070
200	Benefits	\$ (82,504)
300	Professional Services	\$ (89,130)
400	Property Services	\$ (910)
500	Other Purchased Services	\$ (451,367)
600	Supplies and Materials	\$ -
700	Equipment	\$ (1,668)
800	Dues and Fees	\$ -
Operating Financial Report		<u>\$ (520,509)</u>
	Insurance waiver/unemploy reimb	\$ 53,038
	School Security Officers	\$ 47,459
	Excess Cost Grant Funds	\$ 717,985
	Operating Financial Report - Adjusted	<u>\$ 297,973</u>

Operating Budget

100 SALARIES – as reported

200 BENEFITS – as reported

300 PROFESSIONAL SERVICES – as reported

Mainly pupil services: psychological, speech, and occupational services. Feb YTD @ 126% of budget as additional services brought in house. FY forecasted to be over budget. This is partially offset in certified teachers as speech teacher resigned mid-year as well as reduction in medical claims.

400 PROPERTY SERVICES – as reported

500 OTHER PURCHASED SERVICES – as reported

Driven primarily by Tuition - Out of District SPED, this will be somewhat offset by Cost recovery from Excess Cost Grant Funds \$(717,985). Already received \$(571,786).

600 SUPPLIES & MATERIALS – as reported

700 EQUIPMENT – as reported

800 DUES & FEES – as reported

State and Federal Grants Summary FY20 – FY21

	<u>Projected Balance</u>
Total Federal/State Grants	\$1,362,946

Derby has received grants for such purposes Title I, Title II, Title III, Special Education (IDEA), School Readiness, Alliance & Priority School District, Pre-School Development, Smart Start and Perkins. Each grant has spending criteria requiring careful monitoring to maintain the intention of each program.

Federal grants are typically two-year grants. Any grant noted with a C/O (carryover) is in its second year.

Noteworthy grant information:

- Perkins grant application in process (\$30K)
- Alliance Building grant and Low-Performing Schools Bond projects planning in process
- Elementary and Secondary School Emergency Relief (ESSER) II funds have been allocated (\$1,679K); grant application in process and due April 5, 2021
- IDEA FY'22 grant application in process.

Financial Summary

Motion: *The Board of Education approve the financial report dated March 1, 2021 as recommended by the Superintendent of Schools.*

The information contained on the following financial report includes:

- Object & Account Description – A summary total of all object accounts and their descriptions as indicated in the school budget
- Budget – The approved and adopted budget for the fiscal year 2020-2021
- Transfers – Board of Education approved transfers (>\$5K) required to cover expenses not anticipated during budget deliberations
- Adjusted Budget – Reflects approved transfers
- Expenditures – Actual expenditures incurred through the date of the financial report
- Encumbered – Purchase orders or contracts obligating funds but not yet processed for payment through the date of the financial report
- Balance – The adjusted budget less expended and encumbered costs

- Estimated Adjustments – Funding not encumbered but anticipated to be obligated on a later financial report or obligations expected to be released on a later financial report
- Grant Cash Received – Found on the grant report (last page) and reflects the actual cash received from the state for this fiscal year through the date of the financial report

Other noteworthy information:

- Transition to new business manager to in process.

Respectfully submitted,

John Passarelli

3/18/21

Derby Food Service

Statement of Activity

February 2021

	TOTAL	
	FEB 2021	JUL 2020 - FEB 2021 (YTD)
Revenue		
Income		
Catering Income	27.80	2,311.76
Intergovernmental		
Government - NSL	38,753.88	321,882.77
Government-Breakfast	20,859.84	173,625.29
Matching Funds		10,862.00
Total Intergovernmental	59,613.72	506,370.06
Revenue	220.00	2,076.00
Revenue-Mealpay		152.00
Total Income	59,861.52	510,909.82
Total Revenue	\$59,861.52	\$510,909.82
Cost of Goods Sold		
Cost of Goods Sold		
Beverage Purchases	3,358.28	30,003.60
Food Purchases	16,247.49	142,419.87
Paper Supplies	2,356.68	14,470.07
Total Cost of Goods Sold	21,962.45	186,893.54
Total Cost of Goods Sold	\$21,962.45	\$186,893.54
GROSS PROFIT	\$37,899.07	\$324,016.28
Expenditures		
Computer Expense		4,772.13
Maintenance		580.50
Other Business Expenses	100.00	301.00
Outside Services		112.50
Payroll		
Salaries & Wages	29,038.75	224,992.50
Total Payroll	29,038.75	224,992.50
Purchases	275.81	4,108.97
Repairs & Maintenance		703.02
Total Expenditures	\$29,414.56	\$235,570.62
NET OPERATING REVENUE	\$8,484.51	\$88,445.66
NET REVENUE	\$8,484.51	\$88,445.66

Bank Balance as of 2/28/2021	\$120,048
Accounts Receivable	\$218,773
Accounts Payable	(\$53,338)
Estimate Cash - Liquidity	<u>\$285,483</u>
* Cash position decreased due to payment of full staff during shutdown - \$95K impact	

Derby Public Schools
Monthly Financial Report - As of 1 March 2021

March 18, 2021

OBJECT & ACCOUNT DESCRIPTION	BUDGET 2019 - 2020	TRANSFERS 2019 - 2020	ADJ BUDGET 2019 - 2020	EXPENDITURES 2019 - 2020	ENCUMBERED 2019 - 2020	BALANCE 2019 - 2020	ESTIMATED ADJUSTMENTS	PROJECTED YEAR-END
Central Administration	\$ 321,265	\$ -	\$ 321,265	\$ 206,810	\$ 119,484	\$ (5,029)	\$ -	\$ (5,029)
School Principals/Directors	\$ 933,519	\$ 100	\$ 933,619	\$ 596,326	\$ 344,847	\$ (7,554)	\$ -	\$ (7,554)
Teachers - Regular	\$ 6,551,062	\$ -	\$ 6,551,062	\$ 3,557,966	\$ 2,884,247	\$ 108,849	\$ (91,604)	\$ 200,453
Teachers Substitutes	\$ 75,600	\$ (15,000)	\$ 60,600	\$ 36,929	\$ 35,806	\$ (12,135)	\$ (4,235)	\$ (7,900)
Teachers - Special Education	\$ 741,883	\$ -	\$ 741,883	\$ 442,084	\$ 364,549	\$ (64,750)	\$ -	\$ (64,750)
Pupil Services	\$ 736,927	\$ 49,000	\$ 785,927	\$ 469,219	\$ 333,569	\$ (16,861)	\$ -	\$ (16,861)
Library/Media	\$ 66,449	\$ -	\$ 66,449	\$ 35,780	\$ 30,669	\$ -	\$ -	\$ -
Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Certified Salaries	\$ 9,426,705	\$ 34,100	\$ 9,460,805	\$ 5,345,114	\$ 4,113,171	\$ 2,520	\$ (95,839)	\$ 98,359
Secretaries, Clerical	\$ 498,652	\$ -	\$ 498,652	\$ 308,060	\$ 204,856	\$ (14,264)	\$ -	\$ (14,264)
Technology	\$ 67,686	\$ -	\$ 67,686	\$ 51,594	\$ 16,183	\$ (91)	\$ -	\$ (91)
Custodians/Facilities	\$ 780,892	\$ -	\$ 780,892	\$ 507,185	\$ 236,232	\$ 37,475	\$ 37,475	\$ -
Nurses	\$ 214,432	\$ -	\$ 214,432	\$ 143,576	\$ 79,276	\$ (8,420)	\$ -	\$ (8,420)
Paraprofessionals	\$ 4,280	\$ -	\$ 4,280	\$ -	\$ -	\$ 4,280	\$ -	\$ 4,280
Spec. Educ.Paraprofess/Tutors	\$ 811,112	\$ -	\$ 811,112	\$ 486,124	\$ 313,151	\$ 11,837	\$ -	\$ 11,837
Coaching/Extra Curr. Stipends	\$ 176,324	\$ -	\$ 176,324	\$ 61,903	\$ -	\$ 114,421	\$ 30,000	\$ 84,421
Security	\$ 17,472	\$ -	\$ 17,472	\$ 47,459	\$ 49,294	\$ (79,281)	\$ 10,000	\$ (89,281)
Salaries, Miscellaneous	\$ 36,548	\$ -	\$ 36,548	\$ 7,160	\$ 11,159	\$ 18,229	\$ -	\$ 18,229
Sub-Total Non-Certified Salaries	\$ 2,607,398	\$ -	\$ 2,607,398	\$ 1,613,061	\$ 910,151	\$ 84,186	\$ 77,475	\$ 6,711
Total Salaries	\$ 12,034,103	\$ 34,100	\$ 12,068,203	\$ 6,958,175	\$ 5,023,322	\$ 86,706	\$ (18,364)	\$ 105,070
FICA	\$ 456,000	\$ -	\$ 456,000	\$ 13,496	\$ -	\$ 442,504	\$ 442,504	\$ -
Medical Insurance	\$ 5,000	\$ -	\$ 5,000	\$ 2,682	\$ 506	\$ 1,812	\$ 1,812	\$ -
Life Insurance	\$ 21,000	\$ -	\$ 21,000	\$ 16,133	\$ 4,867	\$ -	\$ -	\$ -
Workers Compensation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Unemployment Compensation	\$ -	\$ -	\$ -	\$ 29,466	\$ -	\$ (29,466)	\$ -	\$ (29,466)
Other Employee Benefits	\$ -	\$ -	\$ -	\$ 53,038	\$ -	\$ (53,038)	\$ -	\$ (53,038)
Total Benefits	\$ 482,000	\$ -	\$ 482,000	\$ 114,815	\$ 5,373	\$ 361,812	\$ 444,316	\$ (82,504)

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Adult Education	\$ 110,000	\$ -	\$ 110,000	\$ 51,386	\$ 52,136	\$ 6,478	\$ -	\$ 6,478
Homebound/Tutors	\$ 27,029	\$ -	\$ 27,029	\$ 9,193	\$ 17,837	\$ (1)	\$ -	\$ (1)
Professional Development	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	\$ 3,000	\$ -	\$ 3,000
Intern Program	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ -
Pupil Services	\$ 161,150	\$ (49,000)	\$ 112,150	\$ 140,889	\$ 79,219	\$ (107,958)	\$ (15,000)	\$ (92,958)
Audit/Legal Services	\$ 75,625	\$ -	\$ 75,625	\$ 63,370	\$ 4,355	\$ 7,900	\$ 7,900	\$ -
Other Purchased Services	\$ 212,500	\$ -	\$ 212,500	\$ 154,875	\$ 63,274	\$ (5,649)		\$ (5,649)
School Physician	\$ 12,546	\$ -	\$ 12,546	\$ 4,400	\$ 8,146	\$ -	\$ -	\$ -
Total Professional Services	\$ 601,850	\$ (34,000)	\$ 567,850	\$ 439,113	\$ 224,967	\$ (96,230)	\$ (7,100)	\$ (89,130)
Water, Electricity, Natural Gas	\$ 669,140	\$ -	\$ 669,140	\$ 353,504	\$ 313,636	\$ 2,000	\$ 2,000	\$ -
Repairs Instructional	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Services Office	\$ 4,140	\$ (2,500)	\$ 1,640	\$ 2,550	\$ -	\$ (910)	\$ -	\$ (910)
Repairs Maintenance of Buildings	\$ 293,033	\$ -	\$ 293,033	\$ 125,030	\$ 32,389	\$ 135,614	\$ 135,614	\$ -
Lease/Rentals	\$ 79,000	\$ -	\$ 79,000	\$ 35,950	\$ 27,229	\$ 15,821	\$ 15,821	\$ -
Total Property Services	\$ 1,045,313	\$ (2,500)	\$ 1,042,813	\$ 517,034	\$ 373,254	\$ 152,525	\$ 153,435	\$ (910)
Pupil Transportation-Regular,504	\$ 755,000	\$ -	\$ 755,000	\$ 446,648	\$ 302,918	\$ 5,434		\$ 5,434
Pupil Transportation - Spec. Educ.	\$ 670,448	\$ -	\$ 670,448	\$ 203,085	\$ 347,738	\$ 119,625	\$ 84,587	\$ 35,038
Transportation-Fuel	\$ 85,575	\$ -	\$ 85,575	\$ 28,006	\$ 57,569	\$ -	\$ -	\$ -
Voc-Educ. Transportation	\$ 18,490	\$ -	\$ 18,490	\$ -	\$ -	\$ 18,490	\$ -	\$ 18,490
Athletic/Student Act. Transport.	\$ 73,328	\$ -	\$ 73,328	\$ 2,885	\$ 56,693	\$ 13,750	\$ -	\$ 13,750
Insurance-General Liability	\$ 7,500	\$ -	\$ 7,500	\$ 5,940	\$ -	\$ 1,560	\$ 1,560	\$ -
Communication Services	\$ 214,401	\$ -	\$ 214,401	\$ 92,293	\$ 84,079	\$ 38,029	\$ 38,029	\$ -
Advertising	\$ 535	\$ -	\$ 535	\$ 1,111	\$ -	\$ (576)	\$ (576)	\$ -
Tuition-Out of District Regular	\$ 194,000	\$ -	\$ 194,000	\$ 99,905	\$ 3,199	\$ 90,896	\$ 90,896	\$ -
Tuition - Out of District SPED	\$ 2,251,993	\$ -	\$ 2,251,993	\$ 1,674,399	\$ 971,528	\$ (393,934)	\$ 135,145	\$ (529,079)
Travel/Meetings	\$ 30,000	\$ -	\$ 30,000	\$ 1,368	\$ -	\$ 28,632	\$ 23,632	\$ 5,000
Total Other Purchased Services	\$ 4,301,270	\$ -	\$ 4,301,270	\$ 2,555,640	\$ 1,823,724	\$ (78,094)	\$ 373,273	\$ (451,367)
Instructional/General Supplies	\$ 42,991	\$ 5,500	\$ 48,491	\$ 15,484	\$ 4,197	\$ 28,810	\$ 28,810	\$ -
Interscholastic Athletics	\$ 118,692	\$ -	\$ 118,692	\$ 25,164	\$ 37,732	\$ 55,796	\$ 55,796	\$ -
Licensing/Software Maintenance	\$ 159,050	\$ -	\$ 159,050	\$ 106,686	\$ 12,259	\$ 40,105	\$ 40,105	\$ -
Office Supplies	\$ 24,325	\$ -	\$ 24,325	\$ 22,330	\$ 1,297	\$ 698	\$ 698	\$ -
Postage/Mailings	\$ 13,020	\$ -	\$ 13,020	\$ 5,207	\$ 840	\$ 6,973	\$ 6,973	\$ -
Custodial/Maintenance Supplies	\$ 166,169	\$ -	\$ 166,169	\$ 42,031	\$ 22,910	\$ 101,228	\$ 101,228	\$ -
School Health Supplies	\$ 6,425	\$ -	\$ 6,425	\$ 3,819	\$ 855	\$ 1,751	\$ 1,751	\$ -
Heating Oil	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Textbooks	\$ 5,200	\$ -	\$ 5,200	\$ 1,469	\$ -	\$ 3,731	\$ 3,731	\$ -
Library/AV Books and Supplies	\$ 3,200	\$ -	\$ 3,200	\$ 1,022	\$ 210	\$ 1,968	\$ 1,968	\$ -
Total Supplies and Materials	\$ 539,072	\$ 5,500	\$ 544,572	\$ 223,212	\$ 80,300	\$ 241,060	\$ 241,060	\$ -

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New Equipment - Instructional	\$ 1,500	\$ -	\$ 1,500	\$ 505	\$ 388	\$ 607	\$ 607	\$ -
New Equipment - Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Replace Equipment - Instructional	\$ 1,650	\$ -	\$ 1,650	\$ 1,137	\$ -	\$ 513	\$ 513	\$ -
Replace Equipment - Support	\$ 26,350	\$ -	\$ 26,350	\$ 8,707	\$ 17,084	\$ 559	\$ 559	\$ -
Security Enhancements	\$ 4,000	\$ -	\$ 4,000	\$ 5,668	\$ -	\$ (1,668)	\$ -	\$ (1,668)
Total Equipment	\$ 33,500	\$ -	\$ 33,500	\$ 16,017	\$ 17,472	\$ 11	\$ 1,679	\$ (1,668)
Dues and Fees	\$ 39,500	\$ (3,000)	\$ 36,500	\$ 19,592	\$ 650	\$ 16,258	\$ 16,258	\$ -
Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Dues and Fees	\$ 39,500	\$ (3,000)	\$ 36,500	\$ 19,592	\$ 650	\$ 16,258	\$ 16,258	\$ -
TOTAL ADOPTED BUDGET	\$ 19,076,608	\$ 100	\$ 19,076,708	\$ 10,843,598	\$ 7,549,062	\$ 684,048	\$ 1,204,557	\$ (520,509)
City - unemployment/waiver	\$ -	\$ -	\$ -	\$ (53,038)	\$ -	\$ 53,038	\$ -	\$ 53,038
City - School Security Officers	\$ -	\$ -	\$ -	\$ (47,459)	\$ -	\$ 47,459	\$ -	\$ 47,459
Excess Cost Grant Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (717,985)	\$ 717,985
TOTAL FINANCIAL REPORT	\$ 19,076,608	\$ 100	\$ 19,076,708	\$ 10,743,101	\$ 7,549,062	\$ 784,545	\$ 486,572	\$ 297,973

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GRANT DESCRIPTION	GRANT AWARD	GRANT CASH RECEIVED	EXPENDITURE	ENCUMBERED	AVAILABLE BALANCE	ESTIMATED ADJUSTMENT	YEAR END BALANCES
STATE OF CT GRANTS							
Adult Education	\$ 126,718	\$ 84,479	\$ 84,479	\$ 42,239	\$ -	\$ -	\$ -
School Readiness	\$ 101,511	\$ 93,000	\$ 51,726	\$ 49,785	\$ -	\$ -	\$ -
Alliance	\$ 1,974,734	\$ 1,017,000	\$ 903,454	\$ 831,204	\$ 240,076	\$ 10,179	\$ 229,897
Alliance C-O *	\$ 306,942	\$ 242,000	\$ 167,112	\$ 98,782	\$ 41,048	\$ -	\$ 41,048
AD After School	\$ -	\$ -	\$ 5,655	\$ 4,524	\$ (10,179)	\$ (10,179)	\$ -
Commissioner's Network	\$ 550,000	\$ 274,000	\$ 188,210	\$ 145,591	\$ 216,199	\$ -	\$ 216,199
Smart Start	\$ 153,400	\$ 129,000	\$ 87,708	\$ 57,502	\$ 8,190	\$ -	\$ 8,190
In Service Training Competitive	\$ 3,881	\$ -	\$ -	\$ -	\$ 3,881	\$ -	\$ 3,881
FEDERAL GRANTS							
Title I Improving Basic Education	\$ 529,651	\$ 148,000	\$ 125,619	\$ 176,855	\$ 227,177	\$ -	\$ 227,177
Title I Improving Basic Education C-O *	\$ 109,078	\$ 56,658	\$ 109,078	\$ -	\$ -	\$ -	\$ -
Title I Improving Basic Ed. C-O (SIG -234) *	\$ 71,842	\$ 71,842	\$ 26,538	\$ 8,786	\$ 36,518	\$ -	\$ 36,518
Title I Improving Basic Education (SIG - 240)	\$ 276,577	\$ 119,000	\$ 65,632	\$ 82,855	\$ 128,090	\$ -	\$ 128,090
Title I Improving Basic Education C-O (SIG - 238) *	\$ 13,898	\$ 13,898	\$ 837	\$ -	\$ 13,061	\$ -	\$ 13,061
Title II Part A Teachers	\$ 65,194	\$ 36,000	\$ 3,453	\$ -	\$ 61,741	\$ -	\$ 61,741
Title II Part A Teachers C-O *	\$ 5,945	\$ 5,945	\$ 4,230	\$ -	\$ 1,715	\$ -	\$ 1,715
Title IV - Student Sppt & Enrichment	\$ 32,911	\$ -	\$ 2,430	\$ 500	\$ 29,981	\$ -	\$ 29,981
Title IV - Student Sppt & Enrichment C-O *	\$ 28,739	\$ 28,739	\$ 7,955	\$ -	\$ 20,784	\$ -	\$ 20,784
IDEA Part B - Section 611	\$ 349,055	\$ 198,000	\$ 158,783	\$ 160,184	\$ 30,088	\$ -	\$ 30,088
IDEA Part B - Section 611 C-O *	\$ 45,764	\$ 45,674	\$ 43,468	\$ -	\$ 2,296	\$ -	\$ 2,296
IDEA Pre-School - Section 619	\$ 15,390	\$ 12,000	\$ 13,105	\$ 3,318	\$ (1,033)	\$ -	\$ (1,033)
McKinney-Vento Homeless C-O	\$ 11,303	\$ 15,000	\$ -	\$ -	\$ 11,303	\$ -	\$ 11,303
Project ExecEL C-O *	\$ 1,881	\$ 1,881	\$ -	\$ -	\$ 1,881	\$ -	\$ 1,881
Carl Perkins	\$ 25,313	\$ -	\$ 2,564	\$ -	\$ 22,749	\$ -	\$ 22,749
Carl Perkins C-O *	\$ 2,129	\$ 2,129	\$ 2,129	\$ -	\$ -	\$ -	\$ -
ESSER Funds (CARES Act)	\$ 378,589	\$ 230,525	\$ 150,100	\$ 110,528	\$ 117,961	\$ -	\$ 117,961
Coronavirus Relief Funds	\$ 283,627	\$ 283,627	\$ 120,810	\$ 3,398	\$ 159,419	\$ -	\$ 159,419
TOTAL - STATE & FEDERAL GRANTS	\$ 5,464,072	\$ 3,108,397	\$ 2,325,075	\$ 1,776,051	\$ 1,362,946	\$ -	\$ 1,362,946

* Grants so-marked have not been awarded

Note: CO denotes carryover funding from the prior year

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]

Instruction

Policy 6159

Individualized Education Program/Special Education Program

[Individualized Education Program/Special Education Program Current Language

Any child, whether a student of the district, of pre-school age, or between the ages of three and twenty years of age, inclusive, but not attending district schools, who is identified as being in need of a special education programs shall be referred to a “Special Education Planning and Placement Team (PPT) which shall make and evaluative study to determine whether special education is required and to establish the scope of the special education program.]

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

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

Planning and Placement Team or Individualized Education Program Team

The term "Individualized Education Program team" or "IEP Team" means a group of individuals composed of

- (i) the parents of a child with a disability;
- (ii) at least one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) at least one special education teacher, or where appropriate, at least one special education provider of such child;
- (iv) a representative of the local educational agency who -
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general curriculum; and

- (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

(Note: All of the above are required by 34 CFR 300.344)

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

For transition services, the district shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition Services.

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

- (1) A statement of the child's present levels of educational performance, including
 - (i) How the child's disability affects the child's involvement and progress in the general curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to -
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum; and
 - (ii) Meeting each of the child's other educational needs that result from the child's disability.
- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
 - (i) To advance appropriately toward attaining the annual goals;

- (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;
- (4) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a)(3) of this section;
- (5) (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
 - (ii) If the IEP team determines that the child will not participate in a particular State or district-wide assessments of student achievement (or part of an assessment), a statement of -
 - (A) Why that assessment is not appropriate for the child; and
 - (B) How the child will be assessed;
- (6) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
- (7) A statement of -
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of -
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

(b) Transition services

- (1) The IEP must include -
 - (i) For each student beginning at age 14 and younger if appropriate, and update annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program); and

(ii) For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.

(2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) Transfer of rights.

Beginning at least one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority, consistent with §300.517.

(d) Students with disabilities convicted as adults and incarcerated in adult prisons.

Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained in §300.311(b) and (c).

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Independent Educational Assessment

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

Legal Reference: Connecticut General Statutes

[10-76a](#) Definitions (as amended by P.A. 06-18).

[10-76b](#) State supervision of special education programs and services.
Regulations. (as amended by P.A. 12-173).

[10-76d](#) Duties and powers of Boards of Education to provide special education programs and services.

[10-76ff](#) Procedures for determining if a child requires special education (as amended by P.A. 06-18).

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

[10-76h](#) Special education hearing and review procedure.

State Board of Education Regulations

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

P.A. 06-18 An Act Concerning Special Education.

P.A. 12-173 An Act Concerning Individualized education programs and other issues relating to special education.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

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

Policy adopted: September 21, 2017

DERBY PUBLIC SCHOOLS

Revised:

Derby, Connecticut

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]

P6171.1

Instruction

Special Education

Inclusion Policy of Delivery of Services to Students with Disabilities

In keeping with the intention of the state of Connecticut and this board of education to offer educational opportunities to all students which will enable them to lead fulfilling and productive lives, the district shall provide appropriate educational opportunities to students with disabilities in accordance with the requirements of state and federal law.

Any student identified as a child with disabilities pursuant to the Individuals with Disabilities Education Improvement Act of 2004 who is between ages of 3 and 22 who have and who has not received a high school diploma, GED or otherwise graduated from high school has the right to a free and appropriate public education. These students with disabilities shall be provided individualized educational programs appropriate to meet their educational needs.

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

Students with disabilities are required by federal law to be included in state and district-wide assessments, with appropriate accommodations where necessary. Any individualized education program (IEP) developed for a student with disabilities shall specify whether the student shall achieve the district's adopted content standards or whether the student shall receive individualized standards which would indicate the student has met the requirements of his or her IEP.

The district also shall take steps to make the general public aware that all children and youth from birth through their 22nd birthday expected of having a disability have a right to a formal determination as to whether they have such a condition or disability.

The Board of Education accepts and endorses inclusion for children with disabilities. "Inclusion" is defined as the delivery of instruction and related services to students with disabilities to the maximum extent appropriate with students who are not disabled, based on the strengths and needs of the student.

Special education is a service delivery system that is responsive to the unique needs of each student, as such needs are determined by the Planning and Placement Team (PPT) and addressed in the Individualized Education Plan (IEP). Children with disabilities who are not identified as needing special education are also entitled to an appropriate educational

program. Supplementary services are to be provided so that such children can be educated in the Least Restrictive Environment (LRE), which is the appropriate approach to including students with disabilities with their non-disabled peers. The goal of the Derby Public Schools is to provide a continuum of alternative placements available to meet the needs of children with disabilities for special education and related services. The creation of educational programming for students with disabilities shall be determined on an individual basis by the Planning and Placement Team.

The Derby Public Schools support the evolving practice of inclusion as a means to achieve the appropriate goal of a unified education system for all students. The school system shall strive to include students with disabilities, to the maximum extent appropriate in supported, heterogeneous, age-appropriate, student-centered classrooms. A major benefit of including the students with disabilities in educational settings with their non-disabled peers is to help prepare all students for their future participation in a diverse and integrated society.

Legal Reference: Connecticut General Statutes
Connecticut General Statutes

[10-76a Definitions. \(as amended by PA 00-48 and PA 06-18\)](#)
[10-76-b State supervision of special education programs and services. \(as amended by PA 12-173\)](#)
[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. \(as amended by PA 97-114, PA 00-48, PA 06-18 and June Special Session PA 15-5, Section 277\)](#)
[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.](#)
[10-76ff Procedures for determining if a child requires special education \(as amended by PA 06-18\)](#)
[10-76g State aid for special education.](#)
[10-76h Special education hearing and review procedure. Mediation of disputes. \(as amended by PA 00-48\)](#)
[10-76i Advisory council for special education.](#)
[10-76j Five-year plan for special education.](#)
[10-76k Development of experimental educational programs.](#)
[PA 06-18 An Act Concerning Special Education](#)
[State Board of Education Regulations.](#)
[10-76m Auditing claims for special education assistance.](#)
[10-76a-1 et seq. Definitions. \(as amended by PA 00-48\)](#)
[10-76a-1 through 10-76b-4 Supervision and administration.](#)
[10-76d-1 through 1076d-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 \(re teacher certification\).](#)
[10-2641 Grants for the operation of interdistrict magnet school programs.](#)
[P.A. 12-173, An Act Concerning Individualized Education Programs and OTher Issues Relating to Special Education](#)
[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.](#)

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.
P.L. 108-446 The 2004 Reauthorization of the Individuals with
Disabilities Act
Bd of Ed of the City School District of the City of New York v. Tom F.
128S.Ct. 1, 76 U.S.L.W. 3197 (2008)
Rowley v. Board of Education, 485 U.S.-176 (1982)
Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)
A.M. v.N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.
1997)
A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D.
Conn. June 10, 2020)

[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: September 21, 2017

Revised:

DERBY PUBLIC SCHOOLS

Derby, Connecticut

Derby Public Schools Mission – Goals – Objectives

Equity and Diversity

The Board of Education (Board) is committed to the success of every student in each of our schools and to achieving the mission of ensuring that all students graduate ready for college, career and life. The Board believes that the responsibility for student success is broadly shared by District staff, administrators, teachers, community and families. The Board is focused on closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all students. The Board believes that every student has the potential to achieve and it is the responsibility of the District to give each student the opportunity and support to meet his or her highest potential.

The concept of educational equity extends beyond formal equity, where all students are treated the same, to fostering a barrier-free environment where all students, regardless of their race, class, or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, or the presence of any sensory, mental or physical disability, have the opportunity to benefit equally.

The responsibility for the disparities among our youth rests with adults, not the children. The Board is aware that student achievement data from across the country reveal similar patterns and those complex societal and historical factors contribute to the inequities faced by students. Rather than perpetuating such disparities, the Board believes the District must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed. This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. The district will provide additional and differentiated resources to support the success of all students, including students of color.

District schools will significantly change/improve its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

With these commitments in mind, the Derby Public Schools shall:

- Provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.

Mission – Goals – Objectives

Equity and Diversity (continued)

- Create multiple pathways to success in order to meet the needs of its diverse students, and shall actively encourage, support and expect high academic achievement from all racial groups.
- Recruit, employ, support and retain a teacher, administrator, instructional and support workforce that is balanced and reflects the diversity of the student body.
- Provide professional development to strengthen employees' knowledge and skills for eliminating cultural, racial and ethnic disparities in achievement.
- Ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the District's student population, their families and communities.
- Remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under representation in programs such as talented and gifted and Advanced Placement.
- Review existing policies, programs, professional development and procedures to ensure the promotion of racial equality, and all applicable new policies, programs and procedures will be developed with a racial equity approach.
- Include other partners who have demonstrated culturally specific expertise, including families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general, in meeting the District's high goals for educational outcomes.
- Provide, consistent with state regulations and District policy and within budgetary considerations, materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

The Board recognizes that these are long-term goals that require significant work and resources to implement in all schools. All District employees are responsible for the success and achievement of all students. The Superintendent is authorized to develop procedures to implement this policy, including an action plan with clear responsibility. Annually, the Superintendent shall report to the Board on the progress towards achieving the goals outlined in this policy.

(cf. 0521 – Nondiscrimination)

(cf. 0524 – Hate Crimes and Bias Incidents in Schools)

(cf. 0525.1 – Anti-Racism/Confronting Racism in Schools)

Mission – Goals – Objectives

Equity and Diversity (continued)

(cf. 1110.3 – School Governance Council)
(cf. 1210 – Community Associations)
(cf. 1212 – Volunteers)
(cf. 1330 or 3515 – Use of School Facilities)
(cf. 1205 – Participation by the Public)
(cf. 4111 – Recruitment and Selection)
(cf. 4111.1/4211.1 – Affirmative Action)
(cf. 4118.11 – Nondiscrimination)
(cf. 4118.113/4218.113 – Harassment)
(cf. 4118.3 – District Minority Recruitment Plan)
(cf. 4131 – Staff Development)
(cf. 5118.1 – Homeless Students)
(cf. 5131.911 – Bullying/Safe School Climate Plans)
(cf. 5145.4 – Nondiscrimination)
(cf. 5145.5 – Sexual Harassment)
(cf. 5145.51 – Peer Sexual Harassment)
(cf. 5145.52 – Harassment)
(cf. 5145.53 – Transgender and Non-Conforming Youth)
(cf. 5145.6 – Student Grievance Procedure)
(cf. 6115 – Ceremonies and Observances)
(cf. 6121 – Nondiscrimination)
(cf. 6121.1 – Equal Educational Opportunity)
(cf. 6141.21 – Religions in the Public Schools)
(cf. 6141.22 – Religious Accommodations)
(cf. 6141.311 – Programs for limited English Proficient Students)
(cf. 6171 – Special Education)
(cf. 9133 – Board of Education Advisory Committees)

Legal Reference: Connecticut General Statutes
 46a-60 Discriminatory employment practices prohibited.
 10-15c Discrimination in public schools prohibited. School attendance by
 five-year olds. (Amended by P.A. 97-247 to include “sexual orientation”
 and P.A. 11-55 to include “gender identity or expression”)
 10-153 Discrimination on account of marital status.
 17a-101 Protection of children from abuse.
 Connecticut State Board of Education, “Position Statement on Culturally

Mission – Goals – Objectives

Equity and Diversity (continued)

Legal References Continued:

Responsive Education,” adopted May 4, 2011

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.

34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

Section 8525, ESEA as amended by the Every Student Succeeds Act

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)

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.)

The Vietnam Era Veterans’ Readjustment Act of 1974, as amended, 38U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008

Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

Mission – Goals – Objectives

Racial Balance in the Derby Public Schools

The Derby Board of Education is committed to maintaining racial balance within all its schools and programs and is determined to provide quality integrated education and equal educational opportunities for all school students regardless of their race, national origin, sex, socioeconomic status, language or physical handicap in accordance with State and Federal laws and the Derby Board of Education mission and policies.

The Board of Education (Board) denounces the use of words or images to harass individuals or groups based on gender, gender expression, race, religion, sexual orientation, or any other aspect of identity. “Hate speech” of this nature is contrary to the District’s Mission Statement, Diversity Statement, and Core Values.

Hate speech, for the purpose of this policy, is defined as public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation”. Hate speech is “usually thought to include communications of animosity or disparagement of an individual or a group on account of a group characteristic such as race, color, national origin, sex, disability, religion, or sexual orientation sexual identity and sexual expression.

Hate speech, for the purposes of this policy, is a communication that carries no meaning other than the expression of hatred for some group, especially in circumstances in which the communication is likely to provoke violence. It is an incitement to hatred primarily against a group of persons defined in terms of race, ethnicity, national origin, gender, religion, sexual orientation, sexual identity and sexual expression, and the like. Hate speech can be any form of expression regarded as offensive to racial, ethnic and religious groups and other discrete minorities or to women.

In working toward the development and maintenance of quality integrated educational programs in the schools for all students, the Derby Board of Education shall be guided by the following criteria:

1. Ensure that inconvenience caused by the methodology used to achieve racial balance and integrated education will not be borne disproportionately by racial minorities, as defined by the State.
2. Consider racial balance, integration, and other educational factors in making decisions about reorganization of school attendance areas, the relocation of students, selection of new school sites, and expansion of present schools.
3. Incorporate in the school curriculum instructional materials which encourage respect for diversity of social experience through texts and illustrations and reflect the contribution of minority group members through history and culture.

The Board also recognizes that the solution to racial imbalance is a matter of total community concern and one in which parents, students, and staff of all schools must accept their share of responsibility.

Policy adopted: April 19, 2012

DERBY PUBLIC SCHOOLS
Derby, Connecticut