

Board of Education Meeting  
May 21, 2020 6:30 PM  
Dr. Matthew J. Conway, Jr. is inviting you to a  
scheduled Zoom meeting.

Topic: Board of Education Meeting  
Time: May 21, 2020 06:30 PM Eastern Time (US and  
Canada)

Join Zoom Meeting  
<https://us0>

- I. Call to Order**
  - a. Opening Ceremonies
  - b. Roll Call
  - c. Additions/Deletions to the Agenda
- II. Public Participation**
- III. Subcommittee Reports**
- IV. Superintendent's Report**
- V. Administrator's Reports**
  - a. Technology Report
  - b. Facilities Report
- VI. Approval of Minutes**
- VII. Financial Report**
- VIII. Update on Transportation and Special Education Concessions**
- IX. School cleanliness and action plan for returning to school**
  - Added floater back in to budget; 4 hours/night @ Irving
  
  - Added OT budget back in to FY21 @ \$13,000;to disinfect all schools  
daily)
  
  - COVID-19 will cause nightly deep-cleaning = 10 hours/day \* 183 days \*  
\$35/hour (O/T) = \$64K less \$13K above = \$51K additional req'd
  
- X. Funds from Elementary and Secondary School Emergency Relief Fund  
(ESSERF)**
- XI. Healthy Food Certification Statement for School Year 2020-21**
- XII. Graduation, Prom and Senior Events**
- XIII. Tech4College Survey Instructions for Derby High School**
- XIV. Summer Programs**
- XV. School Projects and Summer Work**
  - Fencing in rear of HS

Exterior Cameras

Mr. Gildea  
Mr. Gildea  
Mr. Gildea  
Mr. Gildea  
Mr. Gildea  
Mr. Gildea  
Dr. Conway  
  
Mr. Langridge  
Mr. Cunningham  
Mrs. Netto  
Mr. Izzo  
Mr. Gildea  
Dr. Conway and Mr. Izzo

Dr. Conway and Mr. Izzo  
  
Mr. Izzo and Mr. Giannotti  
Mr. Gildea  
Mr. Pascale  
Mr. Gildea  
Mr. Gildea

Removing Brush

Handrails at CO

HS Stalls - Faculty bathroom by cafeteria

Replacing Back boards on side HS hoops. Move old ones to Irving

Stacey McCoart's office at Irving

Additional gate at Irving in existing fencing

Exhaust fans at HS and Irving

Complete Painting

Hands free bottle dispensing fountain in HS cafeteria

**XVI. Policies 4118.16-42118.16 - Domestic Violence**

**XVII. Policy 9134 - Derby Student Athlete Hall of Fame**

**XVIII. Policy 3171.1 - Non Lapsing Educational Fund**

**XIX. Policy 3410 - System of Accounts**

**XX. Policy 3430 - Periodic Financial Reports**

**XXI. Executive Session**

**XXII. Appointment of New Hires**

**XXIII. Resignation Letters**

**XXIV. Adjourn**

**XXV. Information Items**

**a. Vacancy List**

**b. 2020 Check Registers**

Mrs. Harris

Mrs. Harris

Mrs. Harris and Mr. Izzo

Mrs. Harris and Mr. Izzo

Mrs. Harris and Mr. Izzo

Mr. Gildea

Mr. Gildea

Mr. Gildea

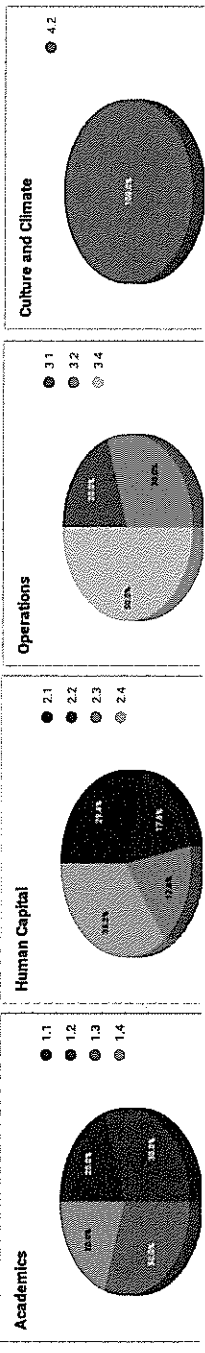
Mr. Gildea

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## SAP GOAL AND MEASURES

ACADEMICS	School Growth Areas:	School Growth Areas:
1.1	Develop a comprehensive PK-12 curriculum that includes aligned objectives, instructional strategies, and assessments.	Develop a comprehensive PK-12 curriculum that includes aligned objectives, instructional strategies, and assessments.
1.2	Create an environment of high expectations and research-based teaching practices that support students at all tiers of instruction.	Create an environment of high expectations and research-based teaching practices that support students at all tiers of instruction.
1.3	Support a collaborative data team process to analyze student work and assessments, evaluate implementation of curriculum, and tiered instructions.	Support a collaborative data team process to analyze student work and assessments, evaluate implementation of curriculum, and tiered instructions.
1.4	Fully implement a blended-learning curriculum to strengthen personalized learning and increase student engagement.	Fully implement a blended-learning curriculum to strengthen personalized learning and increase student engagement.
<b>HUMAN CAPITAL</b>		
2.1	Provide opportunities for district level grade/subject area collaboration to share strategies and build capacity	Provide opportunities for district level grade/subject area collaboration to share strategies and build capacity
2.2	Provide opportunities for district level grade/subject area collaboration to share strategies and build capacity	Provide job embedded coaching and professional development for all staff around academics and social-emotional learning through modeling, practice, and feedback
2.3	Model and practice core beliefs	Model and practice core beliefs
2.4	Providing staff with leadership opportunities	Providing staff with leadership opportunities
<b>OPERATIONS</b>		
3.1	Review and analyze, with staff, performance data to identify areas of strength and needs	Review and analyze, with staff, performance data to identify areas of strength and needs
3.2	Continue to seek new funding sources and apply for grants that align to district goals	Continue to seek new funding sources and apply for grants that align to district goals
3.3	Support the integrated use of technology throughout the district in all schools and departments (Online Student Registration, Recruitment software and time and labor system)	Support the integrated use of technology throughout the district in all schools and departments (Online Student Registration, Recruitment software and time and labor system)
3.4	Support facility, maintenance and renovations to support the 5 year Capital Plan and DAS eligible projects	Support facility, maintenance and renovations to support the 5 year Capital Plan and DAS eligible projects
<b>CULTURE AND CLIMATE</b>		
4.1	Review and analyze, with staff, performance data to identify areas of strength and needs	Reduce student chronic absenteeism with the support of Attendance Coordinators
4.2	Continue to seek new funding sources and apply for grants that align to district goals	Actively participate on local and state boards and committees
4.3	Support the integrated use of technology throughout the district in all schools and departments (Online Student Registration, Recruitment software and time and labor system)	Provide opportunities for recognition/celebrations specific to student and staff accomplishments
4.4	Support facility, maintenance and renovations to support the 5 year Capital Plan and DAS eligible projects	Engage students and families with social media, newsletters, School Messenger, electronic signage.

## Monthly Statistics Report



	3.1 Review and update the program with data to identify areas of strength and needs to inform goals	3.2 Coordinate with other departments to identify areas of strength and needs to inform goals	3.3 Support the integrated use of technology in the district in all schools and departments	3.4 Support facility, maintenance and operations to support Capital Plan and DAC, alpha projects	Date Completed	Operations Distributed Chromebooks to all students PK-12 Attended Policy sub-committee meeting Submitted application for new laptops for all DHS students and Scholastic book materials for all students PK-8. We have begun summer painting plans now Continuing to serve breakfast/lunch meals daily. Serving approximately 300/600 meals a day. 3 of 4 building disinfected. JCI still working at Irving. All staff wearing PPE Attended Field House and Baseball Field Committee meeting Negotiating with vendors based on Executive orders
Indicator	4.1 Reduce student chronic absenteeism with implementation of Attendance Management Conventions	4.2 Achieve 100% of our goals and objectives and all board and staff	4.3 Provide opportunities for recognition/celebration of student and staff accomplishments	4.4 Engage families with social media, school newsletters, school meetings, and other electronic approaches	Date Completed	Culture and Climate Attended CAPSS Exec. Board meetings and BOD meetings and Area Chair Meeting Participate in Daily/Weekly phone calls with Governor & Commissioner Attended BOA meeting
Indicator	5.1 Increase student achievement	5.2 Increase student attendance	5.3 Increase student graduation rate	5.4 Increase student enrollment		
Indicator	6.1 Increase student achievement	6.2 Increase student attendance	6.3 Increase student graduation rate	6.4 Increase student enrollment		

**May 2020**

Derby Public Schools

# Monthly Board Report

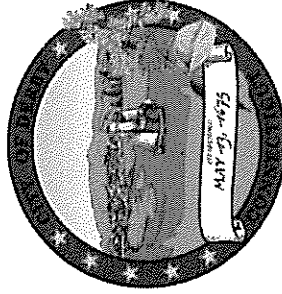
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## Technology Department

Brad Langridge, Director of Technology

Carmine D'Onofrio, Lead Technician

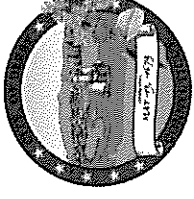
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# Projects



Technology Department

- New hire interviews are ongoing, 3 have been completed.
- Review all quotes for scope of services.
- Working on documentation of deployed laptops.
- Pots line - working on accurate quotes.
- E-rate season - completed working on Q&A with USAC.
- Network upgrade Phase 3 - replace all older AP's.
- Chromebook management for teachers.
- Continuous - Reviewing servers & updating website.

# Memo

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**To:** Board of Education  
**From:** Matthew Cunningham  
**CC:** Mark Izzo, Dr. Conway  
**Date:** 5/20/2020  
**Re:** Facility Management Update

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Following is a summary of the work completed since the last report:

## **Bradley**

- Repaired air handler.

## **Irving**

- Installed 4 new drains in boy's upstairs restroom.
- Playground mulch installed.

## **Derby High School**

- Repaired ceiling exhaust fan.
- Repaired ice machine.
- Repaired several restroom faucets.
- Playground mulch installed at LRU.

## **Derby Middle School**

- Repaired cooling tower water line.
- Repaired ceiling joists in woodshop.
- Fire panel received semi-annual inspection.

MINUTES OF DERBY BOARD OF EDUCATION – COMMITTEE OF THE WHOLE MEETING ON APRIL 7, 2020

**Called to order at 6:30**

**Opening ceremonies:**

Pledge of Allegiance

**Roll call:**

**All Board members were present.**

**III. Student council representative report** represented by Caitlyn and Arianna spoke on behalf of the student council.

**IV. Paraeducator Appreciation Day**

Dr. Conway: I just wanted to take this opportunity to thank all paras for their incredible work. Two weeks ago we reached out for paras who would be available to assist students and families during this time and need. And the unbelievable the overwhelming 99 percent of our paras without question, without asking anything in terms to step up and help a family or kid, no questions asked. It was very pretty telling to get immediate response from them as individual, collectively, as a family. I just couldn't have been more proud to be working with them and for them working with our kids and their families. So it's pretty special to see them do an amazing job behind the scenes supporting our kids and their families.

Thank you to every single one of you.

Mr. Gildea: Thank you for that. We appreciate you being out there.

**V. Information/results from parent & student surveys.**

Alliance Schools receiving laptop donations from the State of Connecticut.

Scholastic books will be donating books for our Pre-K to 8<sup>th</sup> graders over the next three weeks while practicing social distancing.

One for every high school student.

Janine Netto: Motion that the Board of Education approve of the laptops for Derby and Scholastic Books for students K through 8.

Mr. Gildea: Motion be made by Ms. Netto.

All those in favor? I.

Motion carried. Thanks, doc.

Mr. Gildea: Information from Parent/Student Survey

Dr. Conway: CT Partnership which is funded by Dadalio (phonetic) Foundation contributed a hundred million dollars and moving on from their partnership proposal, laptops for each student. So we've handed an application by Friday. We're expected to be not only laptops, but also for students in high



school will receive a new laptop, but also scholastic books for all students pre-K through 8. We expect those to come over the next six to eight weeks. We have a plan that has to be submitted to the State, a distribution plan for scholastic books as well as the laptops. We're doing it while practicing social distancing. So over the next three weeks, we expect the books. Over the next six to eight weeks, the laptops.

Mr. Gildea: How many laptops?

Dr. Conway: One for every high school student.

Mr. Gildea: Okay. Any questions? Madam secretary.

**Ms. Netto: Motion that the Board of Education approve the laptops and scholastic books through student K through 8.**

Mr. Gildea: Motion made by Ms. Netto. Is there a second? Second by Mr. Kurtyka. Motion is made and seconded. Are there any other discussions about the books or laptops? Okay. All those in favor?

Everyone said yes.

Motion carried.

#### **V. Information/results from parent & student surveys**

Dr. Conway: All of our distance learning platform sites, surveys were made but for teachers/parents, for students. A check in on how the distance learning was going from a parent's perspective with their children. And we looked at several different questions. It's how they WiFi. The amount of time the child had spent on the computer for the distance learning from the parents' perspective have been. Here, you're looking at 74 percent, just right. One percent too much and 5.4 percent too little. The count of the amount of teacher communications we have received, again 85 percent just right, 1.9 too much and 12.4 too little. If you read the comments even with those that say too little and if you read the comments, some of them are – in looking at all the comments and points to follow-up on, we understand the too much or too little as well. A count of the amount of time myself, teacher has been assessable. Again, 93.3 percent claimed just right, six percent too much and 6.1 percent too little. And account of the amount of distance learning my child has been assigned, has been again 73 percent just right, 4.8 percent too little and 21 percent too much. So that was from the parent's perspective. We plan on sending a second parent's survey out the end of this week.

We'll do the survey by school.

Ms. Hyder: How often would you plan to do a survey?

Dr. Conway: I'm going to do a new one at the end of this week. So they'll be asked more information, beginning after vacation.

The spreadsheet that the assignment does. Starting earlier today, out of the spreadsheet, and putting them in different tabs by the grades. For K – 5 I'll get the same results for the questions for K-5. For Middle School, 6-8 will be on a separate sheet and separate recorded results. And 9 – 12. Those are items that the principals' practice to and the surveys being taken. Look at the results. They're only in

the spreadsheet and then you have to go back and look at the data separately. That's all the information that's available to the principals as the surveys are being taken from an excel spreadsheet.

Mr. Gildea: Any other questions on the parents' survey? Okay, doc.

Dr. Conway: In the spreadsheet you can see exactly what school that para's from in light of that particular comment. That's what makes it much more valuable in terms of the information being applied.

Ms. Netto: I just want to know what the expectation is when we get these surveys?

Dr. Conway: Look at the majority of that 51 people what are they saying? And then you can pull the comments from the information as well. There are several teacher surveys' up here. The first one was the type of technology and support for technology the teachers would need. We have about four different surveys for teachers and district wide, surveys by school. The first one to understand what teachers need in support and technology. Again, if the information comes back in large percentages that the work is too little or too much, we can make those adjustments as well.

Mr. Gildea: Any other questions on the parent survey? Do the teacher survey now?

### Teacher surveys

Dr. Conway: We have several teachers surveys up here. The first one was the type of technology and support and technology that teachers would need.

Mr. Gildea: Doc, I'm not sure everybody is seeing it.

Dr. Conway: Okay. We have four different surveys for teachers. First is the technology survey to understand what teachers need for support.

The second one, based upon technology survey, we then offer Professional Development that teachers' requested in the platform that teachers requested. We also have survey are here. The response to the questions and comments that were included, which are all available on the web page, but it was a well-thought out and planned Professional Development based directly on what teachers were asking for support and turned around very quickly. We had a second survey that's gone out since then as well.

Third survey asking teachers I can't say enough what they're doing, but it was – they were asking me April break, they would agree to be available via email for students who are reaching out for support, to submit and resubmit assignments, make up an assignment. And that we would simply take the – we would select what the majority of the staff said they would agree to. Second pinpoint, four percent of our staff need to be available. So that will now be all across the district will be putting up notification in their school for their students that they need support during that break to contact them directly through email. And we say directly through email because it's easier for a teacher to receive it that way than through Google classrooms. The teachers prefer to receive it directly through email.

The only survey going on right now for additional Professional Development based upon what we came out with the academic improvement for the meeting, not just looking at technology, but looking at other areas, working with family and students virtually. We have those results that are coming in now. This is live on the website but I'm showing you quickly. So once the results are in, we'll be developing special

development to support teachers once they come back from vacation, that they're specifically talking about which is different from the technology.

Mr. Gildea: The sub-committee we certainly put a lot of positive feedback, Professional Development would be possible support that as well.

Dr. Conway: We're turning things around quickly. We're putting out surveys to get the feedback and in trying to get support staff and the students and parents based upon that feedback.

Mr. Gildea: Any questions from the Board on the teachers' survey?

Ms. Hyder: Well, I guess the teachers appreciate the support and the time overall. One thing I often notice, having more of that and more of the same for the next level of work and need more practice and more time to continue to learn. Those teachers do provide the professional development would like to learn. That's our conversation that we had last week, Dr. Conway, how it's so great to have teachers help each other what they know.

Dr. Conway: The next phase of that plan is definitely as you just stated.

### **Students survey**

Mr. Gildea: Any questions on the surveys? Do you want to do the students feedback?

Dr. Conway: Sure. The level of work, the amount and assessability to teachers, my work if something gets right. Eighty five percent being just right, four percent being too much and one percent being too little. You heard from our student reps today as well. The majority of our teachers are being responsive to our students and it's on here on the surveys as well.

Mr. Gildea: Less education, want more work. Any questions on the student survey?

Mr. Foley: I was just wondering how many students would be bothered?

Dr. Conway: Last count was 653 Dan.

Mr. Foley: Okay. Thank you.

Ms. Hyder: I think the benefit of having the program is to really help where those areas are.

Ms. Aimee: I appreciate these surveys. I really do. I think we have to take it, for lack of a better word, with a grain of salt. Because every single kid, these surveys are being done based on the situation sitting in your home. They're all coming at it from a different perspective and a different point of view. It might feel overwhelming to some because you've never had to look at this before. So you're going to click a different button. So I don't know that going back in time to make these adjustments is where we want to be right now but we really need to get through. Clear assessments. I just want us all that mindset when looking at this.

Mr. Gildea: Thank you. Any other discussion on the student survey? Okay.

## **VI. Prom & Graduation Alternatives**

Dr. Conway: Mr. Pascale and Mr. Coplin have worked together with the students and families on this over the time to call each family. Spreadsheet of feedback, phone calls as well. Student rep whether graduation or prom can be held. They are continuing to work as a group going forward with traditional, like kindergarten can be held over a group period of time, even if Even in the summer or fall.

Prom – graduation alternatives were discussed and the senior class of 2020 would like to hold a graduation in July. Mr. Pasquale and Mr. Coplin surveyed the senior class.

Mr. Gildea: Any questions?

## **VII. Student participation & attendance**

Dr. Conway: Each week we look at ways we can improve, in addition to be resolved. Multiple staff members are assigned to call, to reach students each day to try another barrier, why they might not be logging on? Why they're in attendance but not doing their work. So that's happening behind the scenes to increase these percentages and to be able to find out, where a student and families, where do they need help? It might be, right now, it seems like a barrier to getting them to do the work, but I think most important is that their safety and health and their well-being and then once we can connect with that, you know, the academic will come. These will results the end of Friday.

Mr. Gildea: Last week if it's the last week?

Dr. Conway: Last week.

Mr. Gildea: So the key students are hard to get or some at least. So if you hold three classes that are engaged, where they are considered?

Dr. Conway: If you go to all these three classes, and you've engaged in what the teacher's are saying, either some or all. So there's four categories that they maintain in the spreadsheet or they're participating in all of their assignments to that class. They're doing some work, they're doing little work or they're doing no work. The four areas that they maintain. So and that's 52 percent of the 70 percent that is engaged in all or some of their work.

Mr. Gildea: Okay. If I do this right, 86 percent of participating in at least three classrooms.

Dr. Conway: A lot of it going on with the families right now, but a lot of it is just to make sure people are okay. But it is helping, again, the overall checking in and the attendance as well.

Mr. Gildea: The level of reaching out to families is greater at the elementary school.

Dr. Conway: It's interesting across the board. The high school is ninth grade.

Mr. Gildea: Okay. Can you cover that more specifically?

Ms. Harris: Thank you. Lorraine's Academy, 50 percent attendance and only 40 percent engaged. Can we do something else to help with those students to get back online? Is there something else we can do, social worker or something?

Dr. Conway: We can certainly look into additional resources that are needed. There's – there are phone calls being made each day to these families as well. For a family with three kids in it, provided that they're struggling with to survive right now in this crises with other variables in their families that are, not as a result of COVID19, but certainly don't make those situations, as struggling with, so we can certainly welcome in addition to what's already being done should be done or trying not to get staff out of the home.

Ms. Harris: What are we doing for our students that need speech students, speech pathologists or OT or PT help? Do we have anything in place for those students?

Dr. Conway: Yes, we do. The speech and language had continued.

Ms. Harris: I'm good. Thank you, Mr. Chair.

Mr. Gildea: Mr. Foley.

Mr. Foley: Doctor answered my question. I was just wondering what we're doing for the students that are participating as well. He addressed that.

Mr. Gildea: Okay. Any questions?

Ms. Hyder: I'm just trying to understand, what's the purpose of collecting attendance versus engagement. Because if they are clicking off here and then a large number of kids don't engage. So what's the purpose of checking off attendance if they are not going to engage in that work?

Dr. Conway: The kids know how to log in. It's really motivating them to do the work. Can actually do a little work and they're in attendance. They have access to whatever else is happening.

Ms. Hyder: Are we still reporting the attendance rates through dates?

Dr. Conway: No. We will have that later this week. We're leaning towards any attendance recorded after March 12<sup>th</sup>, would not be utilized. As of today, we don't have that flexibility yet. We hope this week by Thursday that we'll have more information from the State for reporting of attendance.

Mr. Gildea: Will you continue to do this at the end of the week?

Dr. Conway: Sure.

Mr. Gildea: Any other questions? Okay.

## **VII. Staffing Analysis by the Department**

Mr. Gildea: So the next topic, really quick background. Executive orders, Board of Education to pay all employers in the school system regardless of position. So we had talked to make sure they are engaged.

Dr. Conway: We have a spreadsheet from each school. So we'll jump into one here from teachers teaching different positions apply to the teacher and what their role is to help support addition for a new plan. What type of Professional Development they're participating with as well. And we're looking at more ways moving forward as we get further into this in terms of being able to support, engaging by the student.

Mr. Gildea: Combination of reaching out to parents. Some of that may be Professional Development.

Dr. Conway: I understand. It is a work in progress. We had two different meetings today on how we can possibly talk to the end of training and support the families and kids. It is a work in progress. The week after vacation, Professional Development to supporting students and teachers.

Mr. Gildea: Any questions?

Mr. Kurtyka: Mr. Chairman?

Mr. Gildea: Mr. Kurtyka.

Mr. Kurtyka: Dr. Conway, what's the situation with our SSO? Do we pay them, not pay them?

Dr. Conway: We are paying them. So while they have filed for unemployment, we thought we were going to be able to pay the amount. Per Governor Malloy, we will be paying them. They will be offering support for our distribution plan.

Mr. Kurtyka: Thank you.

Mr. Gildea: Any questions?

Ms. Hyder: It's just that they coordinate end of the year activities. So what does that look like if they're coordinating end of the year activities?

Dr. Conway: Well, we do plan to conduct as many end of year activities as we can in a different way. We also, at this particular point, we need to plan end of year activities, if they were going to happen. And we're not going back in the middle of May and then have a month to do it, while we're also trying to reengage students. So there's a Plan A, B and C that I want in place, not knowing what decisions are going to be made when they were just coming Thursday or after that.

Ms. Hyder: Thank you. And in terms of making the phone calls. How often are these phone calls being made? I know out of my house we received two phone calls total in about three and a half weeks and email. So I'm just not sure how regularly these phone calls are being made?

Dr. Conway: For those who are not engaged, every day.

Mr. Gildea: Any questions?

#### **Next one is the basis for our very first meeting**

Dr. Conway: We continue to ask them everyday. It's off of our website on Google. Continue to involve in the next week.

#### **X Grading Guidelines and Discussion**

Mr. Gildea: Okay. We need a motion.

Dr. Conway: Motion to approve the Grading Policy.

Ms. Netto: Motion to support Grading Policy by district and school.

Mr. Gildea: Motion to accept the motion? Is there a second? Mr. Kurtyka.

Mr. Kurtyka: Second.

Mr. Gildea: Motion made and seconded. Doc.

Dr. Conway: This was a policy for a couple of weeks now. And it started about reading lots of research on the Universities. They went back and forth saying their concerns, how to adjust it. Engage, at high school level as well as in colleges. It comes from so many different areas that to consider. We are still waiting from colleges and universities on how certain variations and grading what they are to be treated. So we're simply dealing with four to three year. Three weeks ago when we first started working on it. The students that completed work prior to March 12<sup>th</sup>. Whether they completed it before March 12<sup>th</sup> or handed it in after March 12<sup>th</sup>. If it was handed in after March 12<sup>th</sup>, they wouldn't be penalized if it was submitted after the 12<sup>th</sup> or sometime before the 12<sup>th</sup>, that work will all be graded and a grade will be given the students up to March 12<sup>th</sup>. Any work completed March 13<sup>th</sup> to the end of the quarter, which is next Friday, would be graded separately from the work prior to March 12<sup>th</sup>. If that grade positively impact the March 12<sup>th</sup> grade, then it would be included in their final marking period grade. If that grade negatively impacted, it would not be included in their marking period grade they would get their grades as of March 12<sup>th</sup>. So the highest of the two grades.

In conversations today, it was an idea that I absolutely if we could consider, with the improvement team at the high school, it won't impact the high school students but another thought came to my attention today that I want to consider as well. I don't have the exact percentage, all the participation a part of their points in the grading system, all check points and overall grades for that marking period not everyone got. And I would like to also consider in this is participation. Because we're asking students today to participate in a way that you never had to participate before, just as we're asking teachers to participate in a way they've never had to before and it's not easy for everybody. It's really a new way to participate, participating remotely. Like we've heard from our school representatives tonight, some not the majority, but some having do the work without the assistance with a teacher there every day. And so there's even that variation of support that exist that we're going through this, these past four weeks. Any participation should also be considered if it's not already considered in the teacher's grading policy, especially for these last four weeks. That again, do something with a number of different variables, many of the students and they're still finding a way to participate. And it's not easy. And it's something different that they never had to do before.

Before they had to come into a building and they were wrapped around with support. Today, they're still finding ways to participate in significant ways. Some they don't want to be, I get that. But there are no right ways to do it. I'd like to consider also.

Mr. Gildea: How would you weigh in that state the position, the participation, how would you weigh that in there?

Dr. Conway: Okay. Participation and consideration, the overall marking period grades.

Mr. Gildea: Any questions from the Board?

Dr. Conway: The marking period, the work completed between March 13<sup>th</sup> and to the end of the marking period.

Mr. Gildea: Any questions from the Board?

Ms. Hyder: Questions on scholarships and transcripts?

Dr. Conway: We are working hard at that. We did a couple things keep working on. They're working on that policy now to get out to all districts. Accepting from superintendents from statewide to be collected. And they won't be coming out with more direction. They're waiting for that information. Have that to report to all superintendents for some guidance. Here's something to think about, impact accepting scholarships.

Mr. Gildea: Okay. Any other questions from the Board? Mr. Marcucio.

Mr. Marcucio: Doc, is there any way to track the work done grades?

Dr. Conway: We track that daily. We know exactly on a daily basis say the work by period.

Mr. Marcucio: What was the point of the whole of them being in the program from March 12<sup>th</sup>?

Dr. Conway: It can only negatively impact their grades because of the different variables, because why a student might not be able right now participate. It's difficult sometimes to get a hold of a parent or a student to engage remotely. So when you think of other ways, reaching out to friends. Reaching out to people that have little or no contact with them. All of those things are happening. Trying to contact daily. And even if you do, when we do and then we hear some of the stories that families are struggling with where the academic piece is not a priority one on that. And they may have been a great hard-working student just three weeks ago and in this struggle right now, they just are not able to participate.

Mr. Gildea: I want to assume that it doesn't penalize and adequately awards the people who put the effort in and do the work without penalizing them. But in some ways is you know the fact that they didn't engage inside out, you know, is taking into account and their grades did impacted because the people who did put the effort in and the people who did the work, you know. I do think that the 38 percent. I do think that you're going to have a great impact.

Mr. Marcucio: Tracking the percentage by March 12<sup>th</sup>?

Dr. Conway: The teacher was able, but the teachers did come up with the policy. The school improvement team up at the high school multiple calls, Mr. Pasquale. Looks like the teachers, all teachers, take grading very, very seriously. And we just wanted to make sure that we hear everything here, whether it's the high school or college level. It's one that comes to clear. This is not perfect.

Mr. Marcucio: I understand that. What do we do in fourth quarter then?

Dr. Conway: We'll have more information on Thursday. We'll be back on the table, and again, I say Thursday, because that's the day we're going to be able to do have something this past week for the fourth marking period. But right now, all districts are waiting what they are going to do for fourth marking period in terms of the final grade. Let me put it that way. So if the fourth marking period grade and then you have your final grade. So those two things have to be considered what we have to do with the information. Take steps to survey staff on things like final exams and those things. So we're dealing with a plan for that, but we're waiting for some more information at the same time.

Mr. Gildea: Excellent. Any other questions?



Okay. A motion has been made and seconded. Ms. Netto, I think Doc wanted to layer in a piece that takes participation into account. Would you mend your motion to add that piece in?

Ms. Netto: Sure. Motion that the Board of Education grading policy along with "Participation".

Mr. Gildea: Motion amended. Second.

Mr. Kurtyka: Seconded by Mr. George Kurtyka.

Mr. Gildea: No further discussion. All those in favor?

Board Members: Yes for all Board members.

Mr. Gildea: Oppose? Motion carried.

### **XI. Budget Adoption**

Mr. Gildea: Start with Mr. Izzo.

Mr. Izzo: Like Mr. Gildea said, the numbers have not changed really much from the last meeting. Special Ed cost next year. Dr. Conway, you can go to --

Ms. Netto: Motion to adopt the budget.

Mr. Gildea: Yeah, motion to adopt the 2020 to 2021.

Ms. Netto: The Board of Education to adopt the 2020 and 2021 budget entered.

Mr. Gildea: Motion has been made, is there a second?

Ms. Harris: Second, Laura.

Mr. Gildea: Is that you, Ms. Harris?

Ms. Harris: Yes.

Mr. Gildea: Second by Ms. Harris. Thank you. Mark.

Mr. Izzo: Hi, how are you? Doc, can you turn to page five please. So basically, what we're looking at, down at the bottom number rolls up, five percent increase over last year's budget. If you take that out, 5.0 percent. Special ed for next year. Down to 34. It showers down to the person, the individuals, four percent change the bill to the excel. I really don't have anything to add unless there is a question for me.

Page eight or nine. Increase.

Mr. Gildea: We established 350,000 if I'm not mistaken that's furlough days added back in and putting the salary increase in, correct?

Mr. Izzo: That's correct, that's the furlough and staff, 350,000. And right, there's no furlough day in here. 483 days we've worked in years past. 3.3 million in special education costs – increase for staff contracts. And .75 central office executive assistant on an add needed basis. Phone contract is up two percent.

Mr. Gildea: My last question if I could, for each student it might be more. There's a gap. Special education cost in Derby, what's the net?

Mr. Izzo: That suggests, that's a great question. And if you want to go to, Dr. Conway can go to the other, last page, slide 12. I'm going to take you through it a little bit. But by chart, but it does point out that if you look at total of special education cost and the student count, you know, how we actually take 37 as of October 1<sup>st</sup> of this year, but we were at 41 start of the year. And then we were down to 37 quickly at the beginning of the year. At the beginning we had 41. And then some kids dropped, you know moved, whatever happen, we got down to 37. But overall for special education costs last year was 3.1, in that area. This year, we're looking at 3.3 million. Who is in the private and who's in the rec? Rec's are cheaper, privates are you know, more expensive. So it should be down, no.

Mr. Gildea: If you do the math, increase. At the end of the day, our budget is increasing for two things, furlough. That's all we're asking for.

Mr. Izzo: You're looking at it correctly. If you go through the detail, the record, everything is going up. That's why, you know, basically everything got a couple of things, go up two percent. But yeah, basically those are your drivers. Those are the things that are drivers, certified drivers and special education. Those are the two things that five could get that.

Mr. Gildea: Anything other questions, folks?

Mr. Izzo: If you can go back to slide 1220? Mr. Foley, I'm sorry.

Mr. Foley: I was just wondering, are we getting any reinvestments from the bus company?

Mr. Izzo: As far as this year's contract?

Mr. Foley: Yes.

Mr. Izzo: Yes, right now. What salaries, what whatever. I'm not convinced that's the right number at this time.

Dr. Conway: Federal stimulus package.

Ms. Hyder: I'm getting some feedback from communities that there are some families who are not accessing the lunch program, the grab and go. And I was wondering, I know in the school districts, they're actually having the bus company utilize some of their transportation budget from bus stop to bus stop at a scheduled time and drop off meals at bus stops. And it's on a set schedule. I was wondering if would be a consideration, using a portion of what we might be saving from transportation budget to copy the needs of some of our families who don't have the ability to cross town or to walk a mile or two miles to the school to grab and go and instead, to have to drive the package to the bus stop where kids can readily walk. And if we're paying for a bus anyway or a couple of buses anyway, I'm wondering if that can be an option to better serve families who just can't get across town or walk to the schools to grab their lunches?

Dr. Conway: We did look at that and as I talked with Joe over in Ansonia, one district. We don't know if other districts are using it, but certainly they are. And it's been effective for them. My only concern about that initially was and they have been happened to them, where it was prior to the Governor's communication on social distancing, but one of the issues that I had to turn with up front. Each bus stop

will pick up 40 to 50 kids at each bus stop. So it was a concern for me in terms of creating a situation in congregating, whether it be the kids or the kids and the adults who walk to the bus stop to get their lunches. The only thing we can't consider this week is the opportunity to add additional spots as opposed to going back to the buses.

And what we're struggling with right now is our food service staff. Look outside of food service to help distribute was to make the lunches even, we had about eight available. So we need four for each location. We were trying not to bring everybody in at the same time. And two, we have people to fill in immediately. Some districts over the past week, got this two days a week or three days a week for distribution or have stopped completely because of staff getting sick. We do have staff that have been exposed to two families in our quarantine, so it reduces the number of food service staff that are available today. But we are looking at that, Tara.

Ms. Hyder: Is there a way to utilize some of the secretarial staff or the nursing staff who may not have the same helper or scheduled or full-time session to support that?

Dr. Conway: We are looking at other staff to be available to help us. That's exactly the intention of that.

Mr. Gildea: Any other questions from the Board?

Mr. Marcucio: Yes, Mr. Chair, I have one more. Mark, would you explain the secretary's/clerical percentage went up?

Mr. Izzo: Yes. Hold on. I have the notes right here.

Mr. Marcucio: It was on page three.

Mr. Izzo: Yeah, so basically what happened was on that one is it's a two-parter. There in fact that being where we added, that .75, executive assistant. Let's say the accountant financial issues, account payable person. They help out on special occasions.

Mr. Kurtyka: Question for Mark. So for the last two years we've had a flat budget, correct?

Mr. Izzo: Yes, sir.

Mr. Kurtyka: All right. So if we weren't funded according to my calculations, was between 1.7 and 2.4 percent. So if the City gave us the 1.7 and 2.4 percent over the spread in the years, we would be equal on this third year. It wouldn't actually go up that much, correct?

Mr. Izzo: Yeah, the only thing that goes up I have that.

Mr. Kurtyka: Listen, we got zero percent for two years. You give us 1.7 over the two years, the increase wouldn't be as bad as it is now.

Mr. Izzo: Right. George, you're exactly right. I didn't get a chance to get it done and share it with everybody.

Mr. Kurtyka: When you go meet with the tax board, have a meeting with the tax board, you have to hear them every time, this is it. This is why? This is what you're people are going to say, oh my God, oh geez. Listen, if this happened and this happened it would have been two percent this year, went like that.

Mr. Izzo: These are rough numbers, right. A three percent increase. We didn't get it. The second year, we kept growing and we ask for 555,000, no we didn't get it. So now we're asking for the full operating budget, no furlough days like last year if you get to where we needed to be. So now we're asking for a million. Here we are now asking for a million dollars. But we got zero for the last two years. It would have been an increase guess what, we want a million dollars.

Mr. Kurtyka: One of the points that we should do is say, this is it. You got the extra bids over the last two years it wouldn't have been much.

Mr. Izzo: I agree. I have a chart, again, I didn't have time to finish it up for tonight, but I will definitely have it available when we do go to the City.

Mr. Kurtyka: Thank you.

Mr. Gildea: I definitely agree with you, Mr. Kurtyka. I mean, you know what's going to happen. Right now they're going to try to guess what we're going to get and try to live accordingly. We try to be reasonable in the last years and the work with that is zero.

Any other questions for the Board?

Ms. Hyder: Mr. Gildea.

Mr. Gildea: Ms. Hyder.

Ms. Hyder: I would like for the Board to consider pay addition of two assistant high school coaches. Consistency, safety, we have assistant coaches for the high school program. So that's something that I'd like for the Board to consider in their budget.

Mr. Gildea: Say that to the parks and rec meeting. We can do that separately or we can make a motion. If we can make a secondary motion.

Ms. Hyder: I'd like to make a motion to add two assistant high school coaches to the current budget for the two programs that only that have one head coach for purposes of safety and consistency of the programs.

Mr. Gildea: Can I ask which sports those are, please?

Mr. Hyder: So softball and co-ed cross-country.

Ms. Netto: I second it.

Mr. Gildea: Second, Ms. Netto. Any discussion folks?

Mr. Marcucio: It should be dependent upon the number of people that are signed up for the program.

Mr. Gildea: It puts money in the budget to allow us to have a discussion next year. So we're just putting this on the budget.

Mr. Foley: Before I vote on it, I would like to have input from the athletic director.

Mr. Gildea: So two member for the athletic committee. I would prefer probably Ken could convey or anybody on the committee could convey with the athletic director would know about that.

Mr. Marcucio: The cross-country one. Softball, I think we all agree on that.

Ms. Netto: Cross-country would have one of the highest amount of students on it. That would be the only sport that does not have an assistant and in the times that we're in and the amount of kids are on cross-country, if we're doing for all others, then we can't just leave one sport to one coach.

Mr. Marcucio: There's one for safety. One coach for the JV. One coach for the varsity game. So now you're doing a third coach or a fourth coach.

Ms. Netto: Well, I think that's why we have a motion so we can just take a vote.

Ms. Hyder: Mr. Marcucio, just a clarification when we had the sub-committee meeting. It wasn't about having the JV coach. It was about having an assistant coach. So it's not necessarily saying now you have a JV program.

Mr. Marcucio: Softball coach, saying himself or herself. That's just as much a safety issue and it's a safety issue you're talking about.

Ms. Hyder: But it's now – we could also look at we only have one paid coach for those programs. So technically speaking, the rest are volunteer. We are one man standing on both of those programs and that's our current situation.

Mr. Marcucio: I've coached for 25 years.

Ms. Hyder: I know you have been.

Mr. Gildea: Okay, folks. Here's what I'm going to say. Give everybody a chance to weigh in and then we can vote on the secondary motion. Again, listen folks, this puts money in the budget. This is for the first round.

Mr. Marcucio: You still have to coach in the interim.

Mr. Gildea: Correct. I knew that.

Mr. Marcucio: The Board has to make a decision.

Mr. Gildea: I believe this puts money in the budget for us to move the budget forward to the tax board. We're going to have to make some adjustments. So this step allows us to put money in the budget for those positions.

Mr. Marcucio: Don't you have to create the position first before you put it in the budget?

Dr. Conway: The assistant coach in softball is actually in the contract. The only one would be the assistant is for cross-country. Similar to what the Board and the Board of Alderman go back and forth with each time, what should come first. I'm not sure if there's a right way, an order for it. And then the Board decides to move forward and come up with the position. Versus the decision and then you have to go back to the funding. So either way I think you're going to be in the second half just like it's one before the other. But one of the position already exists in the contract.

Mr. Gildea: Any other questions? So let's make a secondary motion first. Which is to add \$8,800 for two assistant coaches. Motion to be made and seconded. Any discussion? All those in favor? All right.

All in favor – Jim Yes votes – Janine – Laura – Rebecca – Tara – George – Melissa.

Mr. Gildea: All of those opposed?

Mr. Foley: Opposed.

Mr. Gildea: Dan opposed.

Mr. Marcucio: I oppose too.

Mr. Gildea: Ken. Okay. Seven to two the secondary motion passes.

Mr. Gildea: Any other questions on the Board at 2021?

Any other questions? Motion passed and made. Passed and seconded. We did discuss it. All of those in favor?

All in favor – Jim Yes votes – Janine – Laura – Rebecca – Tara – George – Melissa.

Let the record reflect the budget passed. I appreciate everyone who worked on it. Thanks for all the work on it.

That is a wrap.

**Motion to adjourn at 8:38**

Ms. Netto: Motion for the Board of Education Adjournment.

Mr. Gildea: Motion by Ms. Netto. Is there a second:

Ms. Cannata: Second.

Mr. Gildea: All those in favor to adjourn?

Motion carried. Thanks, folks.

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Marianne Samokar, recording secretary

MINUTES OF DERBY BOARD OF EDUCATION ON APRIL 23, 2020

**I, Called to order at 6:34**

**Opening ceremonies:**

Pledge of Allegiance

Mr. Gildea: Thank you very much.

Ms. Netto: Taking roll call. Jim Gildea, Rebecca O'Hara, Laura Harris, Ken Marcucio, Dan Foley, George Kurtyka, Melissa Cannata, Tara Hyder and Janine Netto is present.

Mr. Gildea: Full slate of Board members. Any additions, deletions or corrections to the agenda. Seeing none, we will move on to public portion.

**II. Public Portion**

Okay, folks. Anyone from the public who wish to speak? Not hearing any voice, anyone from the public, twice? Anyone from the public three times? We will close the public portion.

We do see there's about 46 people here. Janine knows that they're here for Caitlyn and Damien. So with that segway, I will turn it over to the superintendent.

**III. Student Recognition**

Dr. Conway: I am going to turn it over to Mr. Pasquale.

Mr. Pasquale: Good evening everybody. Welcome to the Board meeting. Tonight, we have the privilege of recognizing our star athletes. Sadly, one of the events that was caught up in the Pandemic is the cancellation of the scholar athlete banquet, which is held yearly. I just want to read a quick synopsis of what a scholar athlete banquet is for those who might not be familiar.

The scholar athlete program annually recognizes two high school seniors, one boy and one girl on each member high school, whose academic and athletic careers have been exemplary, whose personal standards and achievements are involved to others and who possess high levels of integrity, self-discipline and courage. The award that's given out is a truly impressive award as a – as a parent now, I can only imagine the pride that they feel when they get awarded this, it's just a really elite group that gets to be part of this. And both Damien and Caitlyn certainly exemplify that. Damien Caruso, GPA of 4.09, ranks 7<sup>th</sup> in the graduating class. A four-year member of the baseball and football teams, of which he was a captain of the football team this past year. Also a member of the track team at DHS. Kaitlyn Gerckens, GPA of 4.19, currently ranks 3<sup>rd</sup> in the graduating class, four-year member of the soccer team and a three year captain. Both students took a rigorous academic load with multiple AP classes. And I can with no hesitation say that they are outstanding representatives of what a Derby High School student athlete is. I can't speak enough about what these kids have done for our school.

I would say that when I see them, they are both, have a quiet leadership style, but they are definitely respected by their classmates as well as the faculty and staff at Derby High School. Over the last really seven years, I've gotten to know both of the families pretty well and I know that the parents are here supporting them. Being a student athlete is never easy. Young Martin is only eight, but we're already shoveling him to soccer practice and you know, swim meets and stuff like that, so you know, the hours

that parents put in to support the kids, the hours the kids put in practicing, getting better and then you know, not to forget about, oh yeah, being the student part of that with the hours and time that's put in in the classroom.

I know that Coach Bainer is here. I'm not sure if Coach Delugo is on the line. But there's some other staff members that are here as well. I know I've said a lot about these two outstanding students. I would like them both an opportunity to speak as well. And really just two words for you guys and that's, thank you. Thank you for being outstanding kids and great representatives of Derby High School.

Coach Bainer: Just real quick, I've had the honor of coaching both Damien and Caitlyn on the indoor track team. And a little known fact, Kaitlyn Gerckens was a four by eight 100 meter league champion as a freshman, she fills in for someone at the last minute and was able to step in and the team was still able to win that league title. And Caitlyn did it as a freshman pretty much with no fear, so just an overall just a great kid. And Damien, the same thing, just great work ethic, couldn't ask for a more ideal teammate and a leader on the team. Also, multiple times league champion. So I'm super proud of you both and thanks for making Derby proud.

Mr. Gildea: Very nice. Any want to weigh in?

Coach: Real quick. Just Kaitlyn, I've been fortunate enough to teach both of these student/athletes as freshmen, so I've gotten to watch them grow. Kaitlyn actually came on as our baseball team manager last year on how to help out. I think she was going through an injury and she wanted to help out. And you know, she was every day and in support of however she could, which was awesome. And you know, just again, speaks to her character and you know, just to do it just for the sake of wanting to help out. And then Damien has been a starter on the baseball team since he was a freshman. He's been one of the most reliable guys we have as far as if I ever asked or needed anything. It's always yes, sure whatever you need. He's a leader. You know, he's done everything as a coach you could ever ask him prior to do. So it's been a pleasure having him around, playing second base, moving into the outfield. Whatever it is, if the team needs. Now, he's growing a goatee and a DE in support of Derby Baseball shirt. You know, so hopefully we'll get a chance to see him take the field again this spring, but definitely in a special group of kids here. Thank you.

Mr. Gildea: On behalf of the Board of Education, I would certainly say a couple of words really standing out that your coaches. So Kaitlyn and Damien, fortunate to know both. Very proud of the people they are. Very proud how they represent their high school. Very proud of their character, their moral fiber. Show up to be great leaderships. Board of Education members, those are the type of people who will be leaders. So great job guys, thank you very much.

Dr. Conway: Thank you, guys. Just to add to that, Mr. Chairman. In getting to know both of these scholar athletes in my time in district this year more than ever, you know, witnessing actually what you've heard coaches say about Damien today, I was able to witness first hand at a track meet where he was put into a meet, I believe it was a 400 meter, a race he didn't typically run, but Coach thought he would do well against the competition at the meet and be able to will not only try and just walk and win the race outright, but at least get close to the team. And it just says so much about what he is willing to put on the line for the team. This wasn't about Damien as an individual. This was about what can I do for the team, coach. Just the opportunity to witness something like that as a, I guess more as a father and as a coach and my current role was just something you would hope your own child would step up or



any one of your players would step up to do on any given day, so just amazing to witness and Kaitlyn has just been a leader, whether it was our school uniform policy this past year, trying to get that right. And Kaitlyn certainly out and front representing the student voice in a very, very mature way while recognizing the difficulty the decision might be for administration board members. But we listen to student voice and implement the policy that everybody and of course, our representative, student representative to the Board as well. So just amazing to be a part of their lives and their families as well.

I don't know if this is just coincidence, but both of their moms attend the gym in the morning. I don't know if that's part of any of this, but it just happens to be coincidence that you know, I think discipline wash off and ensure part of this through the home and everything that they do. So congratulations, guys. Just absolutely couldn't be more proud.

#### **IV. Subcommittee Reports**

Mr. Gildea: Ms. O'Hara, anything you'd like to add tonight?

Ms. O'Hara: No, nothing different than the last time we met.

Mr. Gildea: I know we're waiting to hear back.

Mr. Gildea: Personnel, Mr. Kurtyka, anything you'd like to add?

Mr. Kurtyka: We haven't added anything because of what's going on with the Pandemic, unless Dr. Conway has anything new with negotiations. Just waiting to see when we're going to start up again.

Mr. Gildea: Policy. Subcommittees, Madam Chairman.

Ms. Harris: We have two policies for review tonight. There's a first and a second read. And our next policy meeting will be on May 12<sup>th</sup>.

Mr. Gildea: Thank you, Laura. Academic Curriculum, Ms. Hyder.

Ms. Hyder: We haven't met since our last meeting, I think it was two and a half weeks ago, maybe. But we'll be scheduling another one soon.

Mr. Gildea: On regionalization, I will tell you that after about a month and a half hiatus, we do have a meeting scheduled on Monday. I will tell folks the Committee continues to feel, who actually is the grant administrator, continues to feel that there are two areas that we're slacking in. One of them is the program of studies and what a regionalized school system should program. The second topic would be equalization, you know, the cost associated with the regionalization of schools. There's enrollment. There's real estate cost differentials. And the final report really needs to do more in this equalization. So I had two discussions with the consultant to resolve the fact that we don't fill the course completely, and on Monday we will update the Committee on where we stand. So we will have our first meeting on Monday.

Athletic Committee, Mr. Marcucio.

Mr. Marcucio: No report. The CIC didn't meet today and that'll be discussed in the schooling on the agenda.

Mr. Gildea: Public Safety Committee. What say from you, Madam Secretary?

Ms. Netto: We have now freed up some situations in scheduling the next meeting.

#### **V. Superintendent's Report**

Dr. Conway: All right. Under academics this month, we continued our distance learning plan, established our third quarter, grading policy, working on a fourth quarter grading policy. Maintaining daily attendance as well as participation rates attended, the Academic Curriculum Meeting that Ms. Hyder chaired. We're waiting for a May 20 return as well as other alternative plans, but that first one for today and then planning for ESY PDG. And also just putting together in six, seven different areas returns. So reopening plans in seven different areas is what the planning that we've also begun on this.

On the human capital holding daily and council meetings with the team, which is Special Development planning, early release and special development conducted on March 30<sup>th</sup>. And we'll continue doing that through zoom at least until May 20<sup>th</sup>. We have other Wednesdays that we're identifying now. I attended a Superintendent Network Meeting, food service, technology and custodians continued to work from our buildings from the middle school, both serving our lunches as well as maintaining technology for our students who might have to return a laptop to pick up another one. All of the staff are working from home, our para educator of the year nomination. A process has begun. And we'll be announcing that week. The nominations are in. And teacher of the year nominations will begin the week of 5/4.

Operations, distributed our chrome books. All students, pre-K through 12. Attended a Policy Subcommittee Meeting by Ms. Harris. Submitted application for new laptops for DHS students as well as scholastic books. We did get word today that book material that we're supposed to be, they're about a week behind schedule. We have a receiving and distribution process in place for that, which take upon also social distancing as well PPE for the staff that are involved. Training for my nurses on how to practice social distancing and wear your PPE for those staff. Continue to serve breakfast and lunch meals. Approximately, when I say 300 to 600 it's 300 lunches, 300 breakfast, a total of 600 meals a day. So the average, we did notice a drop in that. Once people started receiving a stimulus checks, we did notice a drop. The only thing we can align it to, not only in our districts, but in our districts is the possibility is once families received that stimulus check, maybe they didn't – they stopped coming for some days. But we have seen a drop in it over the past week.

Three of four buildings have been disinfected. JCI is still working at Irving. They have finished up the asbestos removal as of yesterday. They are going to continue as we just learned a little while ago, they are going to continue doing wiring up until the time we need to have at least a week to go in and disinfect. All staff are wearing their PPE now. I attended a Field House, Baseball Field Committee this month and negotiated with vendors based upon Executive Orders. I should say, we're getting information from vendors to begin negotiations based upon Executive Orders of what different vendors should or should not be receiving based on their contracts as well as the Executive Order.

I attended a Executive Board Meetings as well as our Board of Directors meetings and area Chair meeting, participated in our daily, weekly phone calls with the Governor and Commissioner. And attended our Board of Alderman meeting last week.

Mr. Gildea: I did want to say one thing, if I could. Tomorrow we'll be having a conference call with the City, I assume that's on the subcommittee reports, I apologize. One of the Executive Orders, there may be some area where we could negotiate with Special Education Providers, the Bus Company and so we'll be having those discussions to see where they are going to make savings. Okay.

## VI. Administrator Reports

Mr. Gildea: Is Brad on the line?

Mr. Langridge: So it's been a crazy past few weeks as everybody is well aware. The short version is, it's more of how fluent we are and how flexible we are in general with supporting the district whatever it needs, whether it be laptops for teachers, you know, preparing stuff for students, that's pretty much been where our entire effort has been. Is making sure that those who have technology, those who need technology get it and get it rapidly. And attempting to maintain some kind of documentation and then ultimately add that into our current documentation, but we do have everything.

We got everything working for Chrome Books and things are looking good. We have a lot of projects going on still. We got a lot of meetings in regards to our potential replacement, I mean, there are still meetings going on with that. We're kind of done with the initial meetings, now we're going back and forth what they can and cannot trying to get some kind of numbers and just updating and maintaining our current technology whether it be the website or the servers. The last few things I have is hard numbers if anyone is interested in looking at those for what's been deployed on laptop-wise and hotspots and stuff like that and repairs.

Mr. Gildea: Any questions for Brad from the Board? Mr. Cunningham.

Mr. Cunningham: Giving a shout out to the custodial maintenance staff here at Derby Schools. The first two weeks after we shut down on March 13<sup>th</sup> were really intense. They did a tremendous job, no break, no complaining. These guys went right in there, the front line, so to speak and scrubbed and disinfected and fumigated. And went top to bottom throughout those buildings. So I wanted to just point that out. I think everyone can be extremely happy and proud of these guys. It was a good routine. And I spoke with other school districts and they didn't have such good guys. So we were pretty fortunate to have men to step up here to the occasion and they've put in a good effort.

We've done a tremendous amount of interior painting since mother nature hasn't been cooperating with the outside work. And they're doing a heck a lot of painting in schools. So we're trying to sort of take advantage, find a silver lining in this cloud and use the time in which there is no one in these buildings to try to get some projects we normally can't access. So the report's up there. I don't know if anyone has any questions about what we've done or what we've been doing?

Mr. Gildea: Any plans, take advantage of the students not being in school and get a jump on some of the summer work you would normally do?

Mr. Cunningham: Well, we have. You know, technically I still have to work on the premise that we could be back on May 20<sup>th</sup>. So we've done, you know, the buildings are clean. We're doing painting. We could stop painting tomorrow if kids to come back in the building theoretically. So once we get into where you're dumping classrooms and stripping floors, there's a process involved, you're stripping. That

stripper needs to dry. And you have to put wax and the wax needs to dry. So we're reluctant to pull the trigger on that so to speak until we have some clarity if we're coming back or not. But we're getting a lot of things done. And we're in a good position that if I was told on May 15<sup>th</sup>, you know, the students are not coming back until the fall, we have supplies and we're ready to say wait until our typical summer cleaning, you know, stripping floors and such.

Mr. Gildea: Any questions for Mark.

Mr. Cunningham: Matt.

Ms. Harris: Sorry, thank you Matt.

Mr. Gildea: Okay.

### **VII. Approval of Minutes**

Ms. Netto: Would you like a motion, Mr. Chairman?

Mr. Gildea: I was going to get them on the screen so you have the dates in front of you.

Ms. Netto: I'm prepared tonight. Motion for the Board of Education to approve the minutes of the following meetings; January 16<sup>th</sup>, 2020, Board Meetings, January 29<sup>th</sup>, 2020, Plant and Facilities Committee, March 3<sup>rd</sup>, 2020, Committee of the Whole, March 19, 2020, Board Meeting and 4/7/2020 Committee of the Whole.

Mr. Gildea: Could we please take 4/7 off. They were not posted. I did not see those.

Ms. Netto: Motion to amend my motion and remove 4/7/2020.

Mr. Gildea: I appreciate that. Thank you. Motion has been made. Is there a second?

Ms. Cannata: I second.

Mr. Gildea: Melissa. Second by Ms. Cannata. Any discussion. All those in favor?

Board members: All say yes.

Mr. Gildea: Oppose. Motion carries.

### **VIII. Financial Report**

Ms. Netto: Motion for the Board of Education approve the financial report for the period through March 31<sup>st</sup>, 2020 as recommended by the Superintendent.

Mr. Gildea: A motion has been made. Is there a second?

Mr. Kurtyka: Second.

Mr. Gildea: Thank you, Mr. Kurtyka. Mr. Izzo, you have the floor.

Mr. Izzo: Good evening my friends. It's been a zoom meeting day. Doc, can you pull up the financials? Shout out to my guys. You guys done a great job. I just want to give a shout out to Matt and to Brad and Carmine and all the custodial crew for a good job done and also Sal. Sal stepped right up to the plate on day one. All his crew stepped up to the plate. So this has been a true team effort. Just a shout out to everybody for a job well done.

As far as the financials go, Mr. Gildea pointed out we do have a meeting with the City. The City wants to keep abreast as to what we're doing. Although we own our budget, we control our budget. We get to decide to do with our budget. The City wants to keep posted on it and we will give them that benefit. Right now, the financials are in good shape. Basically, salaries continued to go out. Tuition gets paid by the district kids. Okay. I got to get a report out. We're in the process now. I really hoped to have it tonight for you, it's just I got out of meetings from 7 o'clock this morning until now. But basically the savings I see for you right now to tell you about, would be potentially in transportation for the out of District kids, special education.

I see some opportunities in transportation itself. Although we are required to work with our bus company and you know, you guys know my impression of All Star, I've been very impressed with the product that was presented when I came in here, you know, almost six years ago, so we want a, All Star's been a great partner. I've had a couple of conversations with Leslie, John's sister, just some preliminary discussions, so I'm confident we'll come to some kind of mutual agreement. Like I said, there's opportunities.

Budget numbers in my head, what I'm heading for. We'll see what we end up with. The other side of it, on the grant side, I also see that we will have some significant savings in the cost that we had planned out for the year with constellations. They're providing the BCBA's and the RBT's for the Special Education students in district. Although James and Stacy have done a good job coordinating them. They are on board. BCBA's are working with us. But we won't be going anywhere near the RBT work, so there are some opportunities there. Everyday is something new. There's new orders coming out. There's new directives. The good news today you got from the Federal Government, I was on a phone call today, Education Secretary was on the call. And basically what's going to happen to our Title I, Title II, the money that we don't spend usually that we have to spend before the end of the year. That money is going to be allowed to roll over. So we're in pretty good shape though because we are continued to support staff, most of our families are staff. But basically, PTIC is digging into the financials a little bit.

So as I see it right now, if the year were to end as is, I don't see us having the need, the non-lasting funds. Right now we're at about 89,000. We have not started any kind of spend down yet. We want to see that, how kind of the year goes. And then my only other opportunity to discuss with you tonight, we'll discuss that later, would be the coaches stipends. And now I understand that as Mr. Marcucio pointed out, that they've made a decision on the spring season, so we'll have a discussion on that. So a lot has happened. It's just, you know, I think we're working as best we can. I don't see any disasters here. We have some money that will be coming to us from the Federal Government as part of this, part of the CARES Act that's devoted to the education side. That will cover any outlined expenses for us. Those expenses for me, my concerns would be, custodial overtime, all the masks and disinfectants we bought. We need to cover our food services folks because even though we're serving the lunches and breakfasts as Dr. Conway pointed out, it's still not covering the cost of paying our entire staff, but we'll be able to cover that with these funds based on the language and itself.

Again, this is all new to any of us. We're whacking our way through the forest here, but overall, I think we have a handle on it. I think we're in good shape. A significant event was to turn in our budget book to the City, so that was done on the 15<sup>th</sup>, three days ahead of time. And right now, we had been scheduled to appear in front of the Board on the 28<sup>th</sup> of April. Right now, that's a floating date based upon what's you know, what they decide the City is going to do as far as how we're going to discuss our budgets and everything else. So we'll probably be doing a zoom meeting. But people can still get in on the zoom meeting too.

Yeah, exciting times. Every day is a new adventure here.

Mr. Gildea: I'm hopeful that next year, I've counted, we had about 88 people at the Tax Board meeting. So certainly, we'll do the best we can to have people at the Tax Board zoom meeting speak in public portion.

So is the 4/28 is that a definite date?

Dr. Conway: That's actually our original date. They do not plan on interviewing any boards who come in with a zero. They only plan on meeting with those boards greater than a zero that they determine they need to meet with and interview. And it will be some time in May according to their last correspondence.

Mr. Gildea: Okay. Thank you. A motion has been made and seconded. Any discussion? All those in favor?

Board members: Everyone voted, yes.

Opposed. Motion carried.

### **IX. Spring Coaches**

Mr. Gildea: It's really spring sports/coaches. I will turn this over to Doc, initially to give us an overview of the CIAT meeting today.

Dr. Conway: All right. So on your screen again, is the summary that the CIAC Board again, Glen is the Executive Director of CIAC. He's done a great job reaching out. So they're not just sitting in a room making decisions, but they're surveying a number of different stake holder groups to include CAPS as an organization and as well as our Executive Board, but also every superintendent across the State and principals on this as well. So they've been real inclusive with stakeholder groups with that. So they've been very thoughtful in trying to gather as much information before making a decision. But out of today's meeting, if schools are cancelled until the end of the year, no spring sports. And by the way, when we get the survey, so I got a survey, but in preparation for today's CIAC meeting. Reached out to all our spring coaches individually and have them give me their answers to the survey as well before submitting it and as far as my recommendations.

And they were all independently in sync with each other in terms of their responses to the questions. If school is cancelled through the end of the year, there will be no spring sports. If we come back at some point, some league games may be scheduled, but they would be games only within your league. There will be no State championships. And CIAC will not be planning anything in July. So these were all things

that were also being considered through this process if we didn't come back to school. We plan some type of round robin or competition or tournaments in July. They answered that question today. They answered the question on championships. There's still a number of things that they will hold off on answering until May 9<sup>th</sup>, their next scheduled meeting. The four major things that came out today, all under the rules that apply to a season would apply if we do go back and play. The only exception to that is the ten days that you have to condition prior to your first competition has been modified slightly where they'll allow athletes to do that five days at home and then five days with the coach. So if we get word that we are going to return on a certain date, the coaches can reach out to their athletes begin a conditioning schedule five days prior to them actually being on the field with the coach.

So some of our athletes are doing that now just as far as conditioning, would be in preparation for actual return.

Mr. Gildea: I was saying that some of our coaches have maintained those relationships with their students. They maintain those connections for certain kids. Done some work and some effort. But we all know what happens if there's some competition, we're ahead of the turn.

Dr. Conway: I know the two high school coaches jumped on immediately, Mr. Bainer and Mr. DeLugo (phonetic). They have Google classrooms, something that they are doing and jumped right into it and to keep that connection and relationship and specific condition, which is allowed outside even but certainly did not hesitate and did this on their own to keep the kids mindset. Kids hopefully full return, but regardless, it's an opportunity for kids to engage in something other than just the academics online through the virtual learning as well.

Mr. Gildea: There would have to be some level of coaching interaction prior to the games that might happen in June?

Dr. Conway: Five days.

Mr. Marcucio: Yeah, five days.

Mr. Gildea: So our coaches are involved, they are active, We're waiting for the May 9<sup>th</sup> meeting. Are there any questions?

Mr. Foley: Are we paying the coaches?

Ms. Netto: Why wouldn't we be paying the coaches, they're acting as coaches. So I just assume, yes.

Mr. Foley: It's just a question.

Ms. Netto: No, I know, I'm saying, I didn't have a question. I just assumed we were. So excellent question.

Mr. Gildea: Doc. If this had been a normal spring season, they would be compensated. So I guess, right now, to Mr. Foley's question, is a question are we paying them currently? And then Superintendent, what would be your thoughts and recommendation?

Dr. Conway: So we are not paying them currently. Stipends are normally paid mid-season and at the end of the season. So we had surveyed other districts. So there's been three different surveys, two different surveys done initially. And the third one we initiated to help support what I'd like to do. And

the first survey was done by the Athletic Director's Association, CAAD. Out of that survey, only nine districts had made any kind of determination what they were planning on doing at that time and that was about three weeks ago. So not a lot of response. Most districts are in the same boat that we were. We're still working through that process.

Second survey through SCASA Group Superintendents and organization, South Central Area Superintendents Association again, limited response, but all the same response in that case. And for some of the districts that had signed early on with the CEAMOU, also signed as part of the MOU, they would not be paying a stipend to coaches.

Mr. Gildea: If I could rephrase the question. So you mentioned that coaches were involved and interacting. And so, I guess that Dan's question was are we paying them now? And so the answer is, no. I guess the second part of that question is what's your recommendation?

Dr. Conway: My recommendation would be for those folks that are working with their athletes that they be paid as they normally would.

Mr. Izzo: I have the same group with my business manager, so we all collaborate. I fired this thing out at about 4 o'clock. Tonight I have 24 responses, wide-ranging from small school districts to very big school districts. And the answer out of the 24, 19 are not paying. Not paying anything. Some districts are paying 50 percent. And three of the districts are paying full based upon MOUs and other agreements. Some of the districts haven't paid or paid a partial because some of the coaches have reached out, but they're not paying full because the coaches have not been on the field and put the hours in. So when I get a formal, I'll get some more results tomorrow. And when I get them I'll share that with Dr. Conway you can share with the group. Right now, as of tonight, 24 people, 19 say no. Three are paying full, two are paying partial.

Ms. Hyder: If I could jump in, in terms of not paying the hours and I know first hand that some coaches are definitely putting a tremendous amount of hours in at this time, not just through the meetings, but actual online virtual conditional sessions. Just because they care about their kids and they are just trying to prepare for hopefully the start of a season. In terms of other coaches, other districts not paying their coaches, maybe their coaches are not working. Maybe they're telling them not to work. And I think should be compensated for that.

Dr. Conway: The other thing I would like to share as a somebody who coached high school for a number of years, coaching, while you're paid by the season, because that's just the way it's structured. You are always working with your kids outside of season, outside of those weeks of competition, whether it's conditioning, or the weight room. Whether it's building different routines for them. Whether it's to check in to make sure they're getting their logbook signed in on an evening basis. So year round process. I understand we pay them for and during the season. And build a championship. If you're simply a coach who comes in and you know, shows up at practice and a game.

Mr. Marcucio: You can say that about all coaches. I think this is put on the back burner right now because it didn't say anything on the agenda about what we were going to be talking about.

Dr. Conway: Well, I think it was just to have a conversation I think, right.

Mr. Marcucio: Well, I don't think we should vote on it tonight.



Mr. Gildea: Why don't we put together your thoughts and recommendations on where we should go with this. I think it would be better defined on what coaches are doing, better understand the cost impact. And then we can put this on our May Council of the Whole meeting a week and a half. Is everybody okay with that?

Ms. Harris: Yeah, that's a good idea.

Ms. Netto: Can I just follow that I'm fine with putting it off for a week and a half, however, I think that just putting it off at all is doing, that they are doing their job right now, day to day.

Mr. Marcucio: I agree with you Janine. But I feel that if we're going to pay the coaches, we have to pay everybody.

Ms. Netto: Okay. But can I finish what I'm saying, Ken. Number one, we refer to these employees as family and then to say okay, you know what, now we're in this situation, but we're not going to pay you for the job you're doing, when we know full well they will continue to do the job that they do because they are the coaches that they are and the people that they are, I just think that wouldn't be right.

Mr. Marcucio: I agree with you as I said. Talk about paying some of the coaches, not all of the coaches.

Ms. Netto: So we just don't budget separately for the salary of the AD?

Mr. Marcucio: All I'm saying is, I don't think it's fair.

Mr. Gildea: A few things if I could. Here's what I'm going to say, folks. A couple things, do our best to maintain some kind of modest rules and ask to be recognized please. From a director point, that person is paid part-time out of his teacher's contract. So I guess in theory, if you're talking apples to apples, there is an assumed salary, athletic director portion in that position. I do also feel that the agenda spring coaches is on the agenda, I think it's fair enough to – I think that spring coaches is a discussion we were going to have. I think that any Board member of this subject would make a motion and I will entertain that and we could vote if there are people willing to make such a motion. We can make a motion today or we can come back with more information on our council of the whole meeting.

You just feel that this is too short notice.

Mr. Marcucio: I do.

Mr. Gildea: I hear you.

Mr. Marcucio: I think that we should pay them the full salary or half the salary or we're going to pay all of them or just part of them. It's hard to decide.

Mr. Foley: First of all, I thought the payment of coaches, was on the agenda when it said spring coaches. I would like to see how much time they are putting in? I mean the teachers have to log in the amount of time, I would just like to see how much time all the coaches are putting in? Can we postpone it?

Mr. Gildea: I understand your point. That's certainly an option. Does any other member want the floor?

Ms. Harris: How many coaches are we speaking about?

Dr. Conway: For head coaches, you have three at the high school. At the middle school, you also have three as well for head coaches.

Mr. Marcucio: How about assistant coaches?

Mr. Izzo: So we have baseball, Middle School, baseball, we have coach and then we have an assistant, okay. And then we go to track, so we have track. We still have track, softball and then softball, middle school, softball, high school.

Dr. Conway: I'm not aware of other coaches besides two at the high school who are working with kids. Yes, that was my recommendation for the coaches that are working with kids that they be paid.

Mr. Gildea: So I do think that there are two ways to go with this. I think that we can, listen, we all recognize that a few of the coaches are putting some work in. We all get that. I think we all will honor that and recognize that. I think though that there are some questions here about numbers, about costs, you know, are all coaches doing the same effort. I may feel very differently about coaches who are putting in efforts versus the ones who aren't. Should there be guidelines for what coaches are going to need to do to get paid. I just think that there's a few more questions that we need to answer. So I do think that there's you know, a little more information that we could get and what way we should go.

Dr. Conway: If I could, Mr. Chairman. Because we don't have, the season hasn't started. We're out of school. It was not an expectation that we'd be out for a long time when we first went out. It was you know, first the matter of two weeks, then we'd be returning. Then it was April 20<sup>th</sup> and then it was you know, May 20<sup>th</sup>. Each of those decisions lessened the opportunity for spring sports to take place. But it's possible that if we knew in the beginning which we don't and we didn't, that we weren't going to be, that there wasn't this expectation of return, that other coaches also may have doing something different in the off season while we were out for distance learning.

Others may feel if we give them the opportunity. And while there's some day to day things going on with some, there's also some other activities going on with others in terms of recognition and things like that. It's not maybe an everyday thing, but it is certainly on a weekly and monthly basis that there's engagement.

Mr. Gildea: While I personally would recognize a relationship building and I know that our track and baseball coaches are doing for certain, I still think that we have to put, we have to recognize the costs what the numbers, we have to recognize what our expectation would be for all sports because there are sports that we haven't mentioned. I think some of the Board members asked questions that we don't have answers to tonight and I don't know if it hurts anything by waiting until the Council of the Whole meeting. Having said that, you know, if somebody wants to make a motion. Do either one of you want to weigh in?

Coach Bainer: I think the only thing I would say is, I got to do what I do for our kids. And I don't want to justify or quantify what I do. But if anybody wants to ask my wife what kind of time I am putting in right now for our kids, she would definitely say that I am putting in time with all of our kids. I don't think any of us coach because of money. That's not the primary focus of what we do. But you know, I don't think that it's also not something that we, you know, it's something we don't value or appreciate it.

Mr. Gildea: I was going to say that I certainly respect and recognize the work that you and Nick would be doing. Having expectations, clear expectations for all of the coaches. So again, I would support to pay coaches. I just think that all the coaches to reach some expectations for all the coaches who may not be putting in the same efforts.

Coach: I would agree with a lot of what Steve said, you know, closure or no closure. I mean, I'm a coach. Three seasons a year for 12 years in this district. When I'm not coaching in season, I'm conditioning out of season. And we're building relationships with these kids whether we're getting paid for it or not. So in terms of the payment, it would be generous if the Board pay the coaches as I think an act of just appreciation to what the coaches do for the fact that we're going to continue to do this job even up until CIAC makes that decision. But personally, I've been putting in six days a week.

I'm planning for if the summer, if we don't have a season, what opportunities our kids can have to showcase themselves. So I think coaches do deserve the pay, but you know, that's my perspective.

Coach Bainer: Mr. Gildea, I'd like to add one more thing. I think what I'm looking at and Coach DeLugo, honestly he sums up really well. I think looking at what Coach D. do in the building and what I do in the building. As a teacher, as an advocator, I don't just hand a test out. You know, part of the competition is coaching the whole child and you know, the conversations that you have in November about how to get a group, or how to help a kid with a mid-term exam. That's coaching. We've had parents to reach out. Those things are not qualifiable. They don't show up in a staff sheet. That's coaching. So either way, thank you for giving me the floor.

Mr. Marcucio: You do a great job. We know that. I think they deserve some money. You're still not doing as much as you're doing if you're doing it on the field. Missing that part of the situation here. I have no objection to everybody getting paid, but my thing is, I think everybody has got to get paid. That's my opinion. Pay the first half of their salary now if the Board agreed, and decide what we do with the second half, for all of the coaches, not just two coaches.

Ms. Harris: I would agree with Ken. I think we need to still pay our coaches. I appreciate the two coaches that are on our zoom meeting today. I thank you for everything you do. And I'm sure all of our other coaches are contacting our student athletes as well for the encouragement and helping them out during this time. I would definitely agree to pay the first half of the salary for all the coaches, both middle and high school.

Mr. Marcucio: And leave the other half open ended right now.

Mr. Gildea: Okay.

Ms. Hyder: I feel very fortunate to have these active coaches in our kids lives. And I think where the problem lies is at the beginning of distance learning, I see that the administration is looking to say, okay, what are these staff members going to do and what are the secretaries going to do. Now we have secretaries who are making a handful of phone calls a day and they are getting paid. But at what point do we decide where the coach is going to do. We never set a standard for what the coaches are going to do during distance learning. So I feel like where we're lacking guidance is no standard has been set. We're so lucky to have the coaches who just pick up and go and connect with kids and continue to coach the best way they can through distance learning. But it seems like there's been no guidance whatsoever. So what I'm wondering, Dr. Conway is, what can the next step be in terms of the job

description for distance learning and providing guidance for all coaches. Because what these coaches are doing is really valuable and kind of priceless to the kids right now. And all of the kids deserve that from all of their coaches. So can we set a standard for all of the spring coaches right now to be engaged in their kids because they all deserve that?

Dr. Conway: A hundred percent agree that that can be. Now that we're into this for a number of weeks that those were not used to distance learning, are slowly getting more comfortable with the practice of it and the reality of it that those that may not have been used to doing any type of Google classroom interaction or other. We can provide support to begin doing that. They may have been have engaged in the different tools whether it's Google classroom or other tools just for their classes. Additional for the coaching. But certainly something we can support coaches on now.

Ms. Hyder: Honestly, Google classroom is new for many people in using it for the capacity that teachers are, a lot of people use it for videos and things like that. So it's really a learning curb for everybody. I feel like we kind of missed the boat on this. Five and a half weeks have gone by and thinking that the more quickly we can set a standard the better our kids will benefit.

Ms. Harris: Dr. Conway, this is Laura. Can the officer get a conversation started with our AD, Mr. Bradshaw. I'm sure he'll have some ideas on how to proceed.

Mr. Gildea: We're kind of narrowing in. It sounds like some Board members are comfortable with some half payment now with guidance given to all the coaches of what the expectations are and then talking to the next meeting about the other half. It sounds like that's where a majority of the Board members are at now, but I do want to we mentioned that. If you want to give the school, employees of administration the opportunities to weigh in. Does anybody want to weigh in?

Ms. Netto: I just want to say quick, I am not on board on cutting it in half right now and paying the coach who have done nothing guaranteeing half of their salary when they've done nothing. Me personally, I prefer we put it on a table that we pay your full salary based on, with the stipulation that there's a time and a standard that are met with these coaches by the Superintendent of the school. Why would I vote now to pay someone who hasn't done a job?

Mr. Gildea: Well, I think and I hear you, I think what Doc was saying at least up until now no one had any expectation to doing things, so in fairness to them, there wasn't anything out there in expectation for them to do that Tara meant. It shouldn't be long distance learning. These coaches have not been on board with that. We can make motions on whichever folks want to go and vote. I'm okay with that. But I just wanted to see if the administrator wanted to weigh in before we got the Board discussion. Any administrator want to weigh in?

Ms. Rachel: I just want to say that I know we're focusing on high school right now a little bit, there's also, Mr. G., you know goes above and beyond all of those kids. Even he's got that running club. And he's got all of those kids doing all of those things. And I do think in some senses in the middle school, you know, usually there is like a try-out period as well. And some kids walk to the team and say I'm going to be on it. And drop off in middle school. They're trying to figure out if they want to be a part of the team. So I agree there should be some type of kind of standard what would be expected and kind of a re-re-launch of that. And kind of saying, if you're interested in being a part of something. Because you may have some middle school students who say yeah, I want to be a part of that.

Mr. Gildea: Okay.

Mr. Marcucio: We're in this 5 and 1/2 weeks. I think if the coaches were made and told five and six weeks ago before the spring season started that, you know, we'll pay you if you do stuff online with the kids. That's what should have been done. We shouldn't be talking about it at the meeting tonight. I mean, we should have at least did the, as I said before, we should have been given a little notice that we were going to be having this kind of discussion tonight. You make me look bad. You make everybody look bad because we're not trying to take money away from the coaches. As the middle school coach, he does it all the time. He does it way beyond what you're supposed to be doing. So you can't pick and chose in one meeting who you're going to pay. I think it's illegal.

Dr. Conway: I think that what should be said, there's certain things we know about what coaches might be doing until all coaches are contacted by the AD and we determine what coaches are currently doing.

Mr. Marcucio: That's what I said before.

Mr. Gildea: Well, I would say that, it is a public discussion. It is a public meeting. I don't think anyone looks bad by any stretch. I think what tonight does, it draws out the fact that we have to, in my opinion, clarify what the expectations are. I think we have an idea of how many coaches we're talking about. And again, I also think to pay some and not the others. I understand that as well. So I do think we have to discuss expectations. I think we need to understand the amount of coaches. I think we have to understand the cost of it. We have to understand the effort that's currently being put in. So for me certainly I'll entertain any motions. But I still think there are some questions out there.

Ms. Netto: Can I go until May 5<sup>th</sup>.

Mr. Marcucio: I'll go with that.

Mr. Gildea: Motion by the Board to have discussions on May 5<sup>th</sup>. Any discussion? All of those in favor?

Board Members: Yes.

Mr. Marcucio: And until we get more information from Dr. Conway.

Mr. Gildea: Motion carries.

Ms. Hyder: I just wanted to get one point in. I'm hoping in the meantime if you could, Dr. Conway, set a standard for what you would expect from coaches during this time. Like I said, standards were set and job expectations were set. And people started doing jobs that weren't really there's then. We have secretaries making a handful of phone calls a day and they're getting paid. So I really feel like if we're going to have this conversation and make it a worthy conversation, I feel like a standard needs to be set and communicated in a clear manner.

Mr. Foley: That requires another motion please.

Mr. Gildea: I think, Dan, all she asked was to clarify what the expectations were.

Mr. Foley: Well, it went on to the secretaries and other groups.

Ms. Hyder: I was just referencing when distance learning began I feel like they weren't before coaches. That was my plan of reference. Just requesting Dr. Conway set that expectation for the coaches so there's no confusion going forward.

Mr. Foley: That had nothing to do with the motion we voted on postponing to May 5<sup>th</sup>.

Ms. Hyder: The conversations about coach's jobs?

Mr. Foley: I would require another motion.

Mr. Gildea: Wait. Wait. First of all Dan, all she asked, we said it in the discussion, Dan.

#### **X. 4<sup>th</sup> Quarter Grading Guidance**

Dr. Conway: I included in the attachment most recent, grading guidance we received from the State Department of Ed. Have discussion with the admitting team and today had a great dialogue with our school improvement team.

We're working through this now looking at reviewing the guidance of the State Department of Ed as well as redoing our own data from both our third quarter grading policy, which is now completed. So we have the data from quarter three and how that grading policy the results of that grading policy. So we're looking at that data across years as well, so we're comparing today's quarter three grading that took place under the adjusted policy with quarter threes, the three prior years as well, as well as all of the quarters from the three prior years. So that we can base any final decision and know how things might play out.

So we have the opportunity to look at quarter three. We'll continue to look at that and would like to bring back a recommendation to the Board at our May COW meeting. So if that's okay with the Board. I got some great input today.

Mr. Gildea: Okay. Does the Board have any discuss – any issues the superintendent discuss that at the next meeting with the recommendations?

Okay. I'm sorry, Ken. Go ahead Ken.

Mr. Marcucio: Doc, will you make the recommendation give the teachers a little bit more leeway and the ability to give them the grant that they should be getting now that we're doing it the way we did it this past quarter?

Dr. Conway: So we did follow that process this past quarter. There was a recommendation right before our last meeting that had not been considered previously that we then considered that night at our meeting. So there was timing. So as I shared with the teachers today, we have more time that a decision wasn't being voted on tonight, so that the end recommendation could be as inclusive as possible with the teachers, which is the way I like to leave. So I would only ask that any recommendations that you may think of over the next days, if you could please share them with me, so that I can bring those back to the team for consideration. Because each recommendation on both scenarios that we want to play that out in to see how it can back students and not make any rush decisions.

Mr. Marcucio: Each of the teachers get a little bit more input into what the final grade is, even if the grade is lower than what it should be.

Dr. Conway: Absolutely. Yes.

Mr. Gildea: I appreciate Ken and I appreciate the Superintendent coming back with more information. I'll just say that the guidance I saw up until now, which was pass and fail.

Ms. Harris: About will attendance be a factor with pass/fail or whatever we come up with or would like that looked at, attendance.

Dr. Conway: Yes.

Ms. Harris: Thank you, Doc.

Mr. Foley: Doctor, do we have the attendance percentage for the third marking period of all students?

Dr. Conway: Yes. We have both attendance and participation.

Mr. Foley: Would you have it available or just for my own information?

Dr. Conway: Oh, absolutely, yes. I'll send it right to you.

Mr. Gildea: Any other questions.

Ms. Netto: I could not hear one word that Jim said. Could you repeat?

Mr. Gildea: All I said Janine was, third marking period was phenomenal. I did, pass/fail gives me some reason for concern, because there's no motivation for any student to get anything more than a 60.

Ms. Netto: What are we doing with this? What's happening now?

Mr. Gildea: The Superintendent is coming back with a recommendation.

Ms. Netto: Because we have the recommendation from the State, correct?

Dr. Conway: Yes.

Ms. Netto: So now we're going to come up with what our own plans could be?

Dr. Conway: Yes. Correct.

Ms. Netto: Is the recommendation that the State came out with follow a guideline that other States are following. Because here is my concern because if you look on college where we start grading and others across the State use pass or fail in this time frame, what does that do then to our juniors and our seniors who are having their transcripts looked at and we're grading and to me, that's not being a fair grading system, not an accurate grading system. There's no way that it could be. With elementary school and middle school most definitely pass or fail is the way to go. There's no way to be inside every single home, every single home is different going through a different scenario so that yes, we have a child that's kind achieving and we have a child that's kind of struggling. Pass or fail gives us that middle ground for everyone. And while it may be disappointing for some, learning from home is disappointing for some.

My question would be, Doc, and if we do come away from pass or fail, but colleges are expecting to treat pass or fail like with seniors, what happens to that? I mean we can potentially change circumstances for some kids with scholarships so that's super concerning to me.

Dr. Conway: You're spot on with all of your questions and concerns and those are very similar to what is being shared in our dialogue and our staff and our teachers. And as a district, as a State, students applying out of State. So all of that is part of the dialogue on coming up with recommendations to present. I don't need to wait until the COW meeting to share these out individually with people. If you want to reach out as we go through this process with teachers. The only thing I'm asking is that I would like this to be an inclusive decision with the teachers who are doing the grading and they know our students best. And understand the impact of some of the concerns that you just brought up in terms of your quality points, your overall GPA, your opportunity for scholarships. All of those things that could be impacted by any decision that we make. And we're trying to mitigate all of that.

Mr. Gildea: Pass/fail distinction. In most cases, I think the State Department of Education is wrong and is clueless, so I don't, doesn't mean a whole lot to me personally.

Dr. Conway: The State guidelines came out because they were trying to be very thoughtful and consider everybody's, in all State holder's information, they were trying to develop agreements with Universities at least in State as well as a ruling from NCAA, so they couldn't come out with it sooner than they did. By the time they came out with it, most districts had already were either finished up or close to finishing up third marking period. And this guidance remember, is for third and fourth marking period. But most districts had already come up with a plan on their own for third marking period as we did. And so I think the luxury that we have is data from a grading policy that we implemented and have used already to really go from. As opposed to just jumping from the guidelines because the State is provided. We have some other pretty strong convincing data from having just using an adjusted grading policy that will allow us to make a more informed decision on a grading policy for the fourth quarter.

Ms. Netto: Are we able to get some kind of data from the teachers. You know, I'd be curious to know kids that were high achieving that are now on a middle ground because they're not acclimating to this type of learning because I also have my concerns there. I know me, right now, I'm working from home around the clock. I'm finding it very difficult to focus to get my job done because I've never had to work like this before. So I am concerned about the kid that used to be the straight A student, or even a high B student that is struggling, now we put a grade on it because we're grading them quote/unquote with the same standard that we used to, but we're not in the same situation. So is there a way for the teachers to the, you know, just hand pick some circumstances just to give us an idea because that's another concern that I have.

Dr. Conway: The scenario we actually walked through, a number of scenarios, but that happens to be a scenario that we walked through in terms of those students. And so using exact numbers. So if somebody came through and say, up until the third quarter, they were looking at just as an example, a scenario that was brought up with other scenarios, but they have x grade coming into the third quarter, a decent grade coming into the fourth quarter rather, through distance learning, they're performing at not at the same 90<sup>th</sup> percentile, maybe around the 70<sup>th</sup> percentile and what the outcome would be for that student. If we just use a one certain form of grading that we have traditionally done.



I think the final one might have some options in it. It will certainly have flexibility in terms of the different scenarios that you've discussed. And as we had presented in the third quarter initially, there were options for students and with teacher recommendations. So I don't see us going away from that. I see us having an even stronger policy based on data to support students now that we have third quarter results in that I think we can only approve upon that third quarter policy with some additions that we initially had as options that we had to remove because we have not heard back from NCAA for the other colleges and universities yet. So I certainly think there's more options in quarter four, but I think we have some data that supports our recommendation. And again, I don't have to wait to bring it to you guys to the COW meeting. I would love to hear from you before then on what your thoughts are. And if you'd like me to share as we dialogue with the teachers what we're looking at. I have no problem sharing all of that.

Mr. Gildea: I said, did anybody else want to weigh in on this?

Ms. Netto: Well, I'll just say that I agree wholeheartedly that we should following the recommendations from the State and we should be on a pass/fail for the fourth quarter. I just think that there's too many individual circumstances out there to be putting a number grade on an unprecedented time. It's just too much. And so, let the kids get through and put a pass/fail on it. Everyone in the Country is in the same boat. So it's the year of, did I take an AP class and I came out with just a pass? That's the year that I took an AP class and I only got the pass instead of the number. I just feel like, keep it consistent for all levels.

Mr. Gildea: Anybody else want to weigh in before Doc comes back with the recommendations?

Mr. Foley: Yes, may I. Can we have an either/or thinking back to the '70s where we had problem when colleges went to a pass/fail or a grade based on what the student wants. Can we give the students the opportunity to choose which one want to be graded?

Dr. Conway: That is a great thought, Dan. And exactly part of the dialogue that we've been having. So and that is, I can share the article again on it, but that is what a lot of universities went back to, Dan, during COVID19, instead of a straight pass/fail. At the end of the semester, they gave the student, they reviewed it with the teacher. They gave the student a choice on take the grade or go to a pass/fail. And they were allowed to make that choice up until the last day of the semester. So that was a high bred version that a number of universities ended up with. And that it is part of our dialogue today.

Mr. Foley: Thank you.

Mr. Gildea: Does anybody else want to weigh in?

Ms. Hyder: Yeah, I don't know how I feel yet about this. I know that pass/fail might not work for the kids who were really working hard to achieve certain goals. And they're really working hard to, you know, certain grades. And so I'm concerned about that. However, I do also understand that that there's a lot of circumstances where kids can't engage and were having a hard time. And so, I was thinking along the lines of Mr. Foley. I actually don't know if I agree with myself in saying this, but I'm wondering if the kids can have their option of either pass/fail or have their own grades and choose to work towards grades. I am worried about motivation. I'm worried that I know kids in turn should be motivated. I know that in an ideal, they're in tune to be motivated. However, I'm wondering if we tell them that it's pass/fail, I'm afraid we'll lose some kids. Some people might say well, that's their fault and they're going

to do very minimum. But I don't want that for our kids. So I am wondering if kids can have the option for grades or pass/fail and they can actually just maybe decide toward the end of the marking period when they get some sense of how they're doing with their grades. But I'm kind of up in the air. I know that true pass/fail doesn't settle well with me. It just doesn't feel right with high school kids who are always working toward their grades. Their grades are their only feedback right now. And I think that that's really important.

Mr. Gildea: Anybody else want to weigh in?

Ms. Netto: No, I'm good. Thank you.

Mr. Gildea: Anybody else want to weigh in.

#### **XI. Policy 5111 – Admission/Placement**

Ms. Netto: Motion for the Board of Education review policy 5111, Admission/Placement as a second read and adoption as recommended by the Policy Committee.

Mr. Gildea: A motion has been made. Is there a second?

Ms. Harris: Laura will second.

Mr. Gildea: Second by Laura. Any discussion?

All those in favor?

Board members: All say, yes.

Mr. Gildea: Opposed. Motion carried.

#### **X11. Policies 4118.16 and 4218.16 – Domestic Violence**

Ms. Netto: Motion for Board of Education review Policy 4118.16 and 4218.16, Domestic Violence as a first read as recommended by the Policy Committee.

Mr. Gildea: Motion is made. Is there a second?

Ms. Harris: Second.

Mr. Gildea: Second, Ms. Harris. Any discussion? All those in favor?

Board members: All say, yes.

Mr. Gildea: Motion carries.

#### **X111. Executive Session**

Mr. Gildea: Motion to move to into Execution Session to review the appointment list?

Ms. Netto: Motion that the Board of Education move to Executive Session and to bring in other schools invited to attend?

Mr. Marcucio: Second.

Mr. Gildea: A motion has been made and seconded. So it's a point of clarification, Doc is going to put everybody else in the waiting room, correct, Doc?

Dr. Conway: That is correct.

Mr. Gildea: And folks, I'm just going to change my WiFi source to see if that helps my sound.

Ms. Netto: Motion that the Board of Education approve the appointment and list of new hires as recommended by the Superintendent of Schools.

Mr. Gildea: Motion has been made. Is there a second?

Mr. Marcucio: Second.

Mr. Gildea: Second, Mr. Marcucio. Any discussion? All those in favor?

Board members: All say, yes.

Mr. Gildea: Oppose. Motion carries.

#### **XV. Adjourn**

Madam Secretary, item number 15.

Ms. Netto: Motion that the Board of Education to adjourn this meeting.

Mr. Gildea: A motion has been made.

Ms. Cannata: Second.

Mr. Gildea: Seconded by Ms. Cannata. All those in favor?

Board members: All say, yes.

Mr. Gildea: Oppose. Motion carries.

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Marianne Samokar, Recording Secretary



VII

## Derby Public Schools Business Manager's Report May 21, 2020

This financial detail provides the operating budget information for the month ending April 30, 2020 as follows:

<u>Line</u>	<u>Description</u>	<u>Proj. Balance</u>
100	Salaries (Certified and Non-Certified)	\$34,413
200	Benefits	(\$285,491)
300	Professional Services	(\$54,416)
400	Property Services	(\$29,815)
500	Other Purchased Services	(\$573,682)
600	Supplies and Materials	\$15,025
700	Equipment	\$4,618
800	Dues and Fees	(\$0)
<b>Operating Financial Report</b>		<b>(\$889,348)</b>
	Insurance waiver/unemploy reimb	\$ 96,709
	School Security Officers	\$ 87,755
	Excess Cost Grant - final payment	\$ 778,102
	FY19 Non-lapsing funds (City - \$110K)	\$ -
	<b>Operating Financial Report - Adjusted</b>	<b>\$73,218</b>

### Operating Budget Major Variance Drivers

**100 SALARIES** – includes reduction for one (1) furlough day; pending discussion on spring coaching stipend.

**200 BENEFITS** – as reported (furlough day impact included in salary accounts)

**300 PROFESSIONAL SERVICES** – as reported

**400 PROPERTY SERVICES** – as reported; managing building maintenance costs

**500 OTHER PURCHASED SERVICES** – as reported.

**600 SUPPLIES & MATERIALS** – as reported; custodial supplies usage increased due to detailed facilities cleaning protocol.

**700 EQUIPMENT** – as reported

**800 DUES & FEES** – as reported

## State and Federal Grants Summary FY19 – FY20

<b>Total Federal/State Grants</b>	<u>Projected Balance</u> <b>\$598,567</b>
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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:

- Funding applications have been submitted for the following grants:
  - FY21 IDEA 611/619 grant application submitted 5/12/20

## **Financial Summary**

**Motion:** *The Board of Education approve the financial report for the period through April 30, 2020, 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 2019-2020
- 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:

- FY21 budget book delivered to Derby Finance Director 4/15/20 – budget presentation to BoAT scheduled for 5/19.
- As Federal Emergency Management Agency (FEMA) has approved Connecticut's request for a major disaster declaration, Incurred costs related for COVID-19 are being earmarked.
- Awaiting release of CARES act funds by CSDE; Derby has been allocated \$378,589. A simple grant application form will be required.

# Derby Food Service

## STATEMENT OF ACTIVITY

April 2020

	TOTAL	
	APR 2020	JUL 2019 - APR 2020 (YTD)
<b>Revenue</b>		
Income		344.02
Catering Income		19,974.70
Intergovernmental		
Government - NSL	12,254.03	392,709.20
Government Breakfast	7,008.63	147,775.49
Government Snacks	5,705.00	25,031.06
Matching Funds	1,762.00	13,677.00
<b>Total Intergovernmental</b>	<b>26,750.66</b>	<b>585,386.65</b>
Revenue		21,393.08
Revenue-Meatpay		5,457.94
<b>Total Income</b>	<b>26,750.66</b>	<b>631,958.39</b>
<b>Total Revenue</b>	<b>\$26,750.66</b>	<b>\$631,958.39</b>
<b>Cost of Goods Sold</b>		
Cost of Goods Sold		
Beverage Purchases	1,494.09	32,417.95
Food Purchases	2,422.35	242,535.86
Paper Supplies		21,044.33
<b>Total Cost of Goods Sold</b>	<b>3,856.44</b>	<b>295,897.54</b>
<b>Total Cost of Goods Sold</b>	<b>\$3,856.44</b>	<b>\$295,897.54</b>
<b>GROSS PROFIT</b>	<b>\$22,894.22</b>	<b>\$335,058.85</b>
<b>Expenditures</b>		
Bank Charges & Fees		50.00
Beverage Purchases		0.00
Computer Expense		4,949.26
Maintenance		657.88
Other Business Expenses		370.00
Outside Services		500.00
Payroll		
Salaries & Wages	38,364.91	271,787.33
<b>Total Payroll</b>	<b>38,364.91</b>	<b>271,787.33</b>
Purchases	263.92	12,015.67
Repairs & Maintenance	908.24	5,649.28
Student Rebate	21.85	67.66
<b>Total Expenditures</b>	<b>\$37,498.92</b>	<b>\$295,048.08</b>
<b>NET OPERATING REVENUE</b>	<b>\$ -14,604.70</b>	<b>\$39,010.77</b>
<b>NET REVENUE</b>	<b>\$ -14,604.70</b>	<b>\$39,010.77</b>

**Bank account balance as of 4/30/20 = \$88,113**  
**Accounts Receivable = \$222,058**  
**Estimated cash position (above less A/P) = \$266,380\***  
*\*decrease in cash position due to payment of full staff during shutdown not being offset by claim \$*

Respectfully submitted,

*Mark G. Izzo*

5/21/20





# Derby Public Schools

## Monthly Financial Report - April 2020

May 4, 2020

OBJECT & ACCOUNT DESCRIPTION	BUDGET 2019		TRANSFERS		ADJ BUDGET		EXPENDITURES		ENCUMBERED		BALANCE 2019 -		ESTIMATED		PROJECTED	
	2020	2019 - 2020	2019 - 2020	2019 - 2020	2019 - 2020	2019 - 2020	2019 - 2020	2019 - 2020	2020	2020	ADJUSTMENTS	YEAR-END	YEAR-END	YEAR-END	YEAR-END	YEAR-END
Adult Education	\$ 110,000	\$ -	\$ -	\$ 110,000	\$ 50,400	\$ 50,400	\$ 50,400	\$ 50,400	\$ 50,400	\$ 9,200	\$ -	\$ 9,200	\$ -	\$ -	\$ 9,200	\$ 9,200
Homebound/Tutors	\$ 26,502	\$ -	\$ -	\$ 26,502	\$ 16,206	\$ 16,206	\$ 16,206	\$ 16,206	\$ 10,400	\$ (103)	\$ -	\$ (103)	\$ -	\$ -	\$ (103)	\$ (103)
Professional Development	\$ 3,000	\$ -	\$ -	\$ 3,000	\$ 1,540	\$ 1,540	\$ -	\$ -	\$ -	\$ 1,460	\$ -	\$ 1,460	\$ -	\$ -	\$ 1,460	\$ 1,460
Intern Program	\$ -	\$ 7,800	\$ -	\$ 7,800	\$ 15,600	\$ 15,600	\$ -	\$ -	\$ -	\$ (7,800)	\$ -	\$ (7,800)	\$ -	\$ -	\$ (7,800)	\$ (7,800)
Pupil Services	\$ 199,650	\$ -	\$ -	\$ 199,650	\$ 155,950	\$ 155,950	\$ 146,213	\$ 146,213	\$ 146,213	\$ (102,513)	\$ (20,000)	\$ (102,513)	\$ (20,000)	\$ (20,000)	\$ (82,513)	\$ (82,513)
Audit/Legal Services	\$ 74,000	\$ -	\$ -	\$ 74,000	\$ 64,916	\$ 64,916	\$ 2,854	\$ 2,854	\$ 2,854	\$ 6,230	\$ -	\$ 6,230	\$ -	\$ -	\$ 6,230	\$ 6,230
Other Purchased Services	\$ 205,000	\$ -	\$ -	\$ 205,000	\$ 82,462	\$ 82,462	\$ 84,428	\$ 84,428	\$ 84,428	\$ 38,110	\$ 19,000	\$ 38,110	\$ 19,000	\$ 19,000	\$ 19,110	\$ 19,110
School Physician	\$ 12,300	\$ -	\$ -	\$ 12,300	\$ 6,600	\$ 6,600	\$ 5,700	\$ 5,700	\$ 5,700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Professional Services</b>	\$ 630,452	\$ 7,800	\$ 7,800	\$ 638,252	\$ 393,674	\$ 393,674	\$ 299,994	\$ 299,994	\$ 299,994	\$ (55,416)	\$ (1,000)	\$ (54,416)	\$ (1,000)	\$ (1,000)	\$ (54,416)	\$ (54,416)
Water, Electricity, Natural Gas	\$ 532,500	\$ -	\$ -	\$ 532,500	\$ 362,502	\$ 362,502	\$ 176,588	\$ 176,588	\$ 176,588	\$ (6,590)	\$ 30,000	\$ (6,590)	\$ 30,000	\$ 30,000	\$ (36,590)	\$ (36,590)
Repairs Instructional	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Services Office	\$ 4,140	\$ -	\$ -	\$ 4,140	\$ 2,213	\$ 2,213	\$ 271	\$ 271	\$ 271	\$ 1,655	\$ 1,655	\$ 1,655	\$ 1,655	\$ 1,655	\$ 0	\$ 0
Repairs Maintenance of Buildings	\$ 293,033	\$ -	\$ -	\$ 293,033	\$ 113,836	\$ 113,836	\$ 37,465	\$ 37,465	\$ 37,465	\$ 141,732	\$ 141,732	\$ 141,732	\$ 141,732	\$ 141,732	\$ 0	\$ 0
Lease/Rentals	\$ 79,000	\$ -	\$ -	\$ 79,000	\$ 48,773	\$ 48,773	\$ 17,453	\$ 17,453	\$ 17,453	\$ 12,774	\$ 6,000	\$ 12,774	\$ 6,000	\$ 6,000	\$ 6,774	\$ 6,774
<b>Total Property Services</b>	\$ 908,673	\$ -	\$ -	\$ 908,673	\$ 527,325	\$ 527,325	\$ 231,776	\$ 231,776	\$ 231,776	\$ 149,572	\$ 179,387	\$ 149,572	\$ 179,387	\$ 179,387	\$ (29,815)	\$ (29,815)
Pupil Transportation-Regular,504	\$ 735,000	\$ -	\$ -	\$ 735,000	\$ 444,410	\$ 444,410	\$ 294,715	\$ 294,715	\$ 294,715	\$ (4,125)	\$ (85,000)	\$ (4,125)	\$ (85,000)	\$ (85,000)	\$ 80,875	\$ 80,875
Pupil Transportation - Spec. Educ.	\$ 569,062	\$ -	\$ -	\$ 569,062	\$ 510,563	\$ 510,563	\$ 440,668	\$ 440,668	\$ 440,668	\$ (382,169)	\$ (93,300)	\$ (382,169)	\$ (93,300)	\$ (93,300)	\$ (288,869)	\$ (288,869)
Transportation-Fuel	\$ 81,500	\$ -	\$ -	\$ 81,500	\$ 50,013	\$ 50,013	\$ 31,487	\$ 31,487	\$ 31,487	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Voc-Educ. Transportation	\$ 18,000	\$ -	\$ -	\$ 18,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	\$ 18,000	\$ 18,000
Athletic/Student Act. Transport.	\$ 71,192	\$ (3,735)	\$ (3,735)	\$ 67,457	\$ 33,517	\$ 33,517	\$ 32,690	\$ 32,690	\$ 32,690	\$ 1,250	\$ -	\$ 1,250	\$ -	\$ -	\$ 1,250	\$ 1,250
Insurance-General Liability	\$ 7,500	\$ -	\$ -	\$ 7,500	\$ 5,939	\$ 5,939	\$ -	\$ -	\$ -	\$ 1,561	\$ -	\$ 1,561	\$ -	\$ -	\$ 1,561	\$ 1,561
Communication Services	\$ 254,050	\$ -	\$ -	\$ 254,050	\$ 178,630	\$ 178,630	\$ 59,130	\$ 59,130	\$ 59,130	\$ 16,290	\$ 16,290	\$ 16,290	\$ 16,290	\$ 16,290	\$ -	\$ -
Advertising	\$ 1,000	\$ -	\$ -	\$ 1,000	\$ 580	\$ 580	\$ -	\$ -	\$ -	\$ 420	\$ -	\$ 420	\$ -	\$ -	\$ 420	\$ 420
Tuition-Out of District Regular	\$ 184,000	\$ -	\$ -	\$ 184,000	\$ 129,365	\$ 129,365	\$ -	\$ -	\$ -	\$ 54,635	\$ -	\$ 54,635	\$ -	\$ -	\$ 54,635	\$ 54,635
Tuition - Out of District SPED	\$ 2,497,309	\$ -	\$ -	\$ 2,497,309	\$ 2,360,921	\$ 2,360,921	\$ 567,968	\$ 567,968	\$ 567,968	\$ (431,580)	\$ 26,000	\$ (431,580)	\$ 26,000	\$ 26,000	\$ (457,580)	\$ (457,580)
Travel/Meetings	\$ 30,000	\$ -	\$ -	\$ 30,000	\$ 9,670	\$ 9,670	\$ 3,303	\$ 3,303	\$ 3,303	\$ 17,027	\$ 1,000	\$ 17,027	\$ 1,000	\$ 1,000	\$ 16,027	\$ 16,027
<b>Total Other Purchased Services</b>	\$ 4,448,613	\$ (3,735)	\$ (3,735)	\$ 4,444,878	\$ 3,723,610	\$ 3,723,610	\$ 1,429,960	\$ 1,429,960	\$ 1,429,960	\$ (708,692)	\$ (135,010)	\$ (708,692)	\$ (135,010)	\$ (135,010)	\$ (573,682)	\$ (573,682)
Instructional/General Supplies	\$ 42,991	\$ 4,235	\$ 4,235	\$ 47,226	\$ 29,616	\$ 29,616	\$ 2,520	\$ 2,520	\$ 2,520	\$ 15,089	\$ 15,089	\$ 15,089	\$ 15,089	\$ 15,089	\$ 0	\$ 0
Interscholastic Athletics	\$ 123,217	\$ -	\$ -	\$ 123,217	\$ 65,187	\$ 65,187	\$ 16,571	\$ 16,571	\$ 16,571	\$ 41,458	\$ 41,458	\$ 41,458	\$ 41,458	\$ 41,458	\$ 0	\$ 0
Licensing/Software Maintenance	\$ 159,050	\$ -	\$ -	\$ 159,050	\$ 97,870	\$ 97,870	\$ 28,042	\$ 28,042	\$ 28,042	\$ 33,137	\$ 38,157	\$ 33,137	\$ 38,157	\$ 38,157	\$ (5,020)	\$ (5,020)
Office Supplies	\$ 24,325	\$ -	\$ -	\$ 24,325	\$ 37,322	\$ 37,322	\$ 1,443	\$ 1,443	\$ 1,443	\$ (14,441)	\$ -	\$ (14,441)	\$ -	\$ -	\$ (14,441)	\$ (14,441)
Postage/Mailings	\$ 13,020	\$ -	\$ -	\$ 13,020	\$ 5,983	\$ 5,983	\$ 2,774	\$ 2,774	\$ 2,774	\$ 4,263	\$ 2,000	\$ 4,263	\$ 2,000	\$ 2,000	\$ 2,263	\$ 2,263
Custodial/Maintenance Supplies	\$ 166,169	\$ -	\$ -	\$ 166,169	\$ 49,731	\$ 49,731	\$ 24,635	\$ 24,635	\$ 24,635	\$ 91,803	\$ 101,803	\$ 91,803	\$ 101,803	\$ 101,803	\$ (10,000)	\$ (10,000)
School Health Supplies	\$ 6,425	\$ -	\$ -	\$ 6,425	\$ 5,563	\$ 5,563	\$ 642	\$ 642	\$ 642	\$ 220	\$ -	\$ 220	\$ -	\$ -	\$ 220	\$ 220
Heating Oil	\$ 76,200	\$ -	\$ -	\$ 76,200	\$ 42,302	\$ 42,302	\$ 61,305	\$ 61,305	\$ 61,305	\$ (27,407)	\$ (61,305)	\$ (27,407)	\$ (61,305)	\$ (61,305)	\$ 33,898	\$ 33,898
Textbooks	\$ 8,005	\$ -	\$ -	\$ 8,005	\$ 1,884	\$ 1,884	\$ 43	\$ 43	\$ 43	\$ 6,078	\$ -	\$ 6,078	\$ -	\$ -	\$ 6,078	\$ 6,078
Library/AV Books and Supplies	\$ 3,200	\$ -	\$ -	\$ 3,200	\$ 1,131	\$ 1,131	\$ 44	\$ 44	\$ 44	\$ 2,025	\$ -	\$ 2,025	\$ -	\$ -	\$ 2,025	\$ 2,025
<b>Total Supplies and Materials</b>	\$ 622,602	\$ 4,235	\$ 4,235	\$ 626,837	\$ 336,590	\$ 336,590	\$ 138,020	\$ 138,020	\$ 138,020	\$ 152,227	\$ 137,202	\$ 152,227	\$ 137,202	\$ 137,202	\$ 15,025	\$ 15,025

**Derby Public Schools**  
**Monthly Financial Report - April 2020**  
 May 4, 2020

OBJECT & ACCOUNT DESCRIPTION	BUDGET 2019 - TRANSFERS		ADJ BUDGET		EXPENDITURES		ENCUMBERED		BALANCE 2019 -		ESTIMATED		PROJECTED	
	2020	2019 - 2020	2019 - 2020	2019 - 2020	2019 - 2020	2019 - 2020	2019 - 2020	2020	2019 -	2020	ADJUSTMENTS	YEAR-END	YEAR-END	
New Equipment - Instructional	\$ 1,500	\$ -	\$ -	\$ 1,500	\$ 1,255	\$ 38	\$ 206	\$ -	\$ -	\$ 206	\$ -	\$ -	\$ 206	
New Equipment - Support	\$ -	\$ -	\$ -	\$ -	\$ 220	\$ -	\$ (220)	\$ -	\$ -	\$ (220)	\$ -	\$ -	\$ (220)	
Replace Equipment - Instructional	\$ 1,650	\$ -	\$ -	\$ 1,650	\$ 1,356	\$ 99	\$ 195	\$ -	\$ -	\$ 195	\$ -	\$ -	\$ 195	
Replace Equipment - Support	\$ 26,350	\$ (500)	\$ -	\$ 25,850	\$ 3,970	\$ 2,443	\$ 19,437	\$ -	\$ -	\$ 19,437	\$ 15,000	\$ -	\$ 4,437	
Security Enhancements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Equipment</b>	<b>\$ 29,500</b>	<b>\$ (500)</b>	<b>\$ (500)</b>	<b>\$ 29,000</b>	<b>\$ 6,802</b>	<b>\$ 2,580</b>	<b>\$ 19,618</b>	<b>\$ 19,618</b>	<b>\$ 15,000</b>	<b>\$ 15,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,618</b>	
Dues and Fees	\$ 39,500	\$ -	\$ -	\$ 39,500	\$ 25,581	\$ 250	\$ 13,669	\$ -	\$ -	\$ 13,669	\$ -	\$ -	\$ (0)	
Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Dues and Fees</b>	<b>\$ 39,500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 39,500</b>	<b>\$ 25,581</b>	<b>\$ 250</b>	<b>\$ 13,669</b>	<b>\$ 13,669</b>	<b>\$ -</b>	<b>\$ 13,669</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (0)</b>	
<b>TOTAL ADOPTED BUDGET</b>	<b>\$ 18,616,606</b>	<b>\$ 0</b>	<b>\$ 18,616,606</b>	<b>\$ 13,998,914</b>	<b>\$ 5,070,385</b>	<b>\$ (452,694)</b>	<b>\$ 341,654</b>	<b>\$ (794,348)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
City - unemployment/waiver	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 96,709	
School Security Officers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 87,755	
<b>TOTAL FINANCIAL REPORT</b>	<b>\$ 18,616,606</b>	<b>\$ 0</b>	<b>\$ 18,616,606</b>	<b>\$ 13,998,914</b>	<b>\$ 5,070,385</b>	<b>\$ (452,694)</b>	<b>\$ 341,654</b>	<b>\$ (609,884)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

Derby Public Schools

Monthly Financial Report - April 2020

May 4, 2020

GRANT DESCRIPTION	GRANT AWARD	GRANT RECEIVED	EXPENDITURE	ENCUMBERED	AVAILABLE BALANCE	ESTIMATED ADJUSTMENT	YEAR END BALANCES
<b>STATE OF CT GRANTS</b>							
Adult Education	\$ 129,440	\$ 86,293	\$ 86,293	\$ 43,147	\$ -	\$ -	\$ -
School Readiness	\$ 121,813	\$ 102,480	\$ 87,008	\$ 34,805	\$ -	\$ -	\$ -
Alliance	\$ 1,654,675	\$ 1,350,000	\$ 1,103,365	\$ 409,448	\$ 141,662	\$ 33,440	\$ 108,222
Alliance C-0	\$ 133,725	\$ 133,725	\$ 54,117	\$ 82,681	\$ (3,073)	\$ (3,073)	\$ (0)
PSD	\$ 434,593	\$ 360,000	\$ 285,523	\$ 72,877	\$ 76,193	\$ -	\$ 76,193
PSD C-0	\$ 173,273	\$ 173,273	\$ 80,986	\$ 34,940	\$ 57,347	\$ -	\$ 57,347
Summer School	\$ 29,025	\$ -	\$ -	\$ -	\$ 29,025	\$ -	\$ 29,025
Summer School C-0	\$ 7,257	\$ 7,257	\$ 2,801	\$ -	\$ 4,456	\$ -	\$ 4,456
Commissioner's Network	\$ 70,000	\$ 45,000	\$ 19,512	\$ 12,300	\$ 38,189	\$ -	\$ 38,189
PDG	\$ 119,650	\$ 106,890	\$ 77,257	\$ 29,122	\$ 13,271	\$ -	\$ 13,271
PDG C-0	\$ 23,248	\$ 23,248	\$ 23,248	\$ -	\$ -	\$ -	\$ -
Smart Start	\$ 150,000	\$ 124,000	\$ 146,799	\$ 33,569	\$ (30,367)	\$ (30,367)	\$ (0)
After School	\$ 7,402	\$ -	\$ -	\$ -	\$ 7,402	\$ -	\$ 7,402
In Service Training Competitive	\$ 3,881	\$ -	\$ -	\$ -	\$ 3,881	\$ -	\$ 3,881
<b>FEDERAL GRANTS</b>							
Title I Improving Basic Education	\$ 456,658	\$ 350,000	\$ 288,687	\$ 117,590	\$ 50,382	\$ -	\$ 50,382
Title I Improve Educ. C-0	\$ 74,109	\$ 74,109	\$ 74,109	\$ -	\$ -	\$ -	\$ -
Title I Improving Basic Education - 1003a	\$ 240,935	\$ 64,000	\$ 113,406	\$ 55,821	\$ 71,707	\$ 71,707	\$ 0
Title I Improving Basic Education - 1003a	\$ 29,479	\$ 29,479	\$ 35,461	\$ 15,937	\$ (21,918)	\$ (71,707)	\$ 49,789
Title I Improving Basic Education - 1003a	\$ 945	\$ 945	\$ 945	\$ -	\$ -	\$ -	\$ -
Title I Improving Basic Education - 1003a	\$ 29,449	\$ 22,000	\$ 6,956	\$ 730	\$ 21,763	\$ -	\$ 21,763
Title II Part A Teachers	\$ 57,081	\$ 52,000	\$ -	\$ 13,589	\$ 43,492	\$ -	\$ 43,492
Title II Part A Teachers C-0	\$ 3,914	\$ 3,914	\$ 1,998	\$ 550	\$ 1,366	\$ -	\$ 1,366
Title III English Language	\$ 5,417	\$ -	\$ (5,016)	\$ -	\$ 10,433	\$ -	\$ 10,433
Title IV - Student Support & Enrichment	\$ 34,619	\$ 15,000	\$ 4,778	\$ -	\$ 29,841	\$ 14,726	\$ 15,115
Title IV - Student Support & Enrichment C-0	\$ 19,534	\$ 19,534	\$ 16,067	\$ 18,193	\$ (14,726)	\$ (14,726)	\$ (0)
IDEA Part B - Section 611	\$ 338,590	\$ 280,000	\$ 226,793	\$ 98,598	\$ 13,199	\$ 807	\$ 12,392
IDEA Part B - Section 611 C-0	\$ 37,566	\$ 37,566	\$ 33,291	\$ 4,275	\$ -	\$ (807)	\$ 807
IDEA Pre School	\$ 15,320	\$ 14,000	\$ 12,378	\$ 121	\$ 2,821	\$ -	\$ 2,821
IDEA Pre School C-0	\$ 98	\$ 98	\$ 98	\$ -	\$ -	\$ -	\$ -
McKinney-Vento Homeless C-0	\$ 33,551	\$ 23,552	\$ -	\$ -	\$ 33,551	\$ -	\$ 33,551
Project Excel	\$ 2,305	\$ 2,305	\$ 424	\$ -	\$ 1,881	\$ -	\$ 1,881
Carl Perkins	\$ 25,313	\$ 15,000	\$ 4,221	\$ 4,344	\$ 16,748	\$ -	\$ 16,748
<b>TOTAL FEDERAL/STATE GRANTS</b>	<b>\$ 4,462,865</b>	<b>\$ 3,515,668</b>	<b>\$ 2,781,662</b>	<b>\$ 1,082,636</b>	<b>\$ 598,567</b>	<b>\$ -</b>	<b>\$ 598,567</b>

\* Grants so-marked have not been awarded

Note: CO denotes carryover funding from the prior year

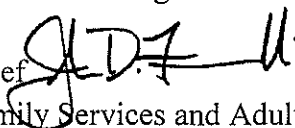


STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION

XI



**TO:** Sponsors of the National School Lunch Program

**FROM:** John D. Frassinelli, Bureau Chief   
Bureau of Health/Nutrition, Family Services and Adult Education

**DATE:** January 22, 2020

**SUBJECT:** Operational Memorandum No. 05-20  
Process for Submitting the Healthy Food Certification (HFC) Statement for  
School Year 2020-21

This memo addresses the requirements for submitting the 2020-21 HFC Statement to the Connecticut State Department of Education (CSDE). Under HFC, public school districts that participate in the NSLP may choose to follow the Connecticut Nutrition Standards (CNS) and receive additional state funding. This memo also provides information on the Connecticut Nutrition Standards (CNS), HFC resources, and state beverage requirements for public schools.

In summary, districts must use the appropriate motion language and schedule the required votes at a meeting of the board of education or governing authority that occurs **before April 30, 2020**, so the district can submit the *final board-approved meeting minutes* to the CSDE by **July 1, 2020**. The three votes include whether to:

- adopt the healthy food option under HFC;
- allow food exemptions to the healthy food option under HFC (if the district votes to implement the healthy food option); and
- allow beverage exemptions under Section 10-221q of the Connecticut General Statutes (C.G.S.) (if the district chooses to allow beverage exemptions).

Please carefully review this memo for detailed information on each requirement. Districts must follow the specified instructions to ensure timely submission and CSDE approval of the 2020-21 HFC Statement.

#### Requirement for Annual HFC Statement

C.G.S. Section 10-215f requires that each local board of education or governing authority for all Connecticut public school districts participating in the National School Lunch Program (NSLP) must *take action annually* to certify whether all food items sold to students separately from reimbursable meals will or will not meet the CNS. Public schools include all public schools,

regional educational service centers, the Connecticut Technical High School System, charter schools, interdistrict magnet schools, and endowed academies.

For school year 2020-21, the HFC period is July 1, 2020, through June 30, 2021. All public school districts participating in the NSLP *must* submit the online Healthy Food Certification Statement (Addendum to Agreement for Child Nutrition Programs (ED-099)) by **July 1, 2020**. The vote by the board of education or governing authority on whether to participate in HFC must occur by July 1, 2020, or the district is ineligible for HFC during school year 2020-21.

### **HFC Application Process for 2020-21**

The annual HFC Statement will be completed online in the CSDE's Connecticut Online Application and Claiming System for Child Nutrition Programs (CNP System), as part of the district's 2020-21 application module for the U.S. Department of Agriculture's (USDA) Child Nutrition Programs. The 2020-21 CNP application module is expected to be available in the CNP System in **May 2020**. The CSDE will notify sponsors when the 2020-21 CNP application module is open, at which time the HFC application module will also be available.

All public school sponsors of the NSLP **must follow the procedures below** to ensure timely submission of the 2020-21 HFC Statement by the deadline of July 1, 2020.

1. Schedule the HFC votes at a meeting of your board of education or governing authority that occurs **before April 30, 2020**, so the district can submit the ***final board-approved meeting minutes*** to the CSDE by **July 1, 2020**. **Note:** The CSDE cannot accept ***draft*** meeting minutes to approve the HFC application. Be sure to schedule the initial board meeting early enough to enable timely submission of the ***final*** board-approved meeting minutes. If the board of education conducts the HFC votes in June, and final board approval of the June minutes does not occur until the next board meeting in July or August, the district will not be able to submit the final board-approved June minutes by July 1, 2020.

**A. Vote for healthy food option:** The board of education or governing authority for each public school that participates in the NSLP must vote "yes" or "no" on whether to implement the healthy food option of C.G.S. Section 10-215f, i.e., follow the CNS for all foods sold to students separately from reimbursable meals. The board motion and final board-approved meeting minutes must include the following specific criteria for the healthy food option required by C.G.S. Section 10-215f:

**Motion language for healthy food option:** Pursuant to C.G.S. Section 10-215f, the board of education or governing authority certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State

Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2020, through June 30, 2021. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

- B. Vote for food exemptions:** If the board of education or governing authority votes “yes” for the healthy food option in 1A above, the board of education or governing authority must also vote on whether to allow food exemptions. (**Note:** If the board of education or governing authority votes “no” for the healthy food option, a vote on whether to allow food exemptions is not required.) The board motion and final board-approved meeting minutes must include the following specific criteria for the food exemptions required by C.G.S. Section 10-215f:

**Motion language for food exemptions:** The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held, and must be the same place as the food sales.

- C. Vote for beverage exemptions:** The beverage requirements of C.G.S. Section 10-221q apply to *all public schools*, regardless of whether the district certifies for the healthy food option of HFC under C.G.S. Section 10-215f or participates in the USDA’s Child Nutrition Programs. Additional information on the beverage requirements is available on the CSDE’s Beverage Requirements webpage.

Beverage exemptions under C.G.S. Section 10-221q are not part of the annual HFC Statement, which applies only to food sales. If a public school district chooses to allow beverage exemptions, the CSDE recommends that the board of education or governing authority conducts the vote on beverage exemptions at the *same time* as the HFC votes. If the district does not have a beverage exemption in place, noncompliant beverages can never be sold to students on school premises. The board motion and final board-approved meeting minutes must include the following specific

criteria for beverage exemptions required by C.G.S. Section 10-221q:

**Motion language for beverage exemptions:** The board of education or governing authority will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The “school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held, and must be the same place as the beverage sales.

- D. **Option to combine food and beverage exemptions:** Instead of the two separate food and beverage motions in steps 1B and 1C above, the district may choose to combine food and beverage exemptions in one motion by using the language below.

**Motion language for combined food and beverage exemptions:** The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held.

For more information on food and beverage exemptions, see the CSDE’s handout, *Exemptions for Foods and Beverages in Public Schools*.

2. Conduct the HFC votes for the healthy food option and food exemptions (and the vote for beverage exemptions, if applicable) at the scheduled meeting of the board of education or governing authority in spring 2020. Until the CNP System opens (anticipated in May 2020), **maintain a copy of the final board-approved meeting minutes** indicating the

results of the HFC votes for the healthy food option and food exemptions (and beverage exemptions, if applicable), as outlined in step 1.

- A. The final board-approved meeting minutes must indicate whether the board of education or governing authority voted “yes” or “no” to implement the healthy food option, and must include the *specific language* under “Motion language for healthy food option” in step 1A on page 2.
  - B. If the board of education or governing authority voted “yes,” for the healthy food option, the final board-approved meeting minutes must also indicate whether the board of education or governing authority voted “yes” or “no” to allow food exemptions, and must include the *specific language* for either “Motion language for food exemptions” under step 1B on page 3, or “Motion language for combined food and beverage exemptions” under step 1D on page 4.
  - C. If the board of education or governing authority voted to allow beverage exemptions, the final board-approved meeting minutes must include the *specific language* for either “Motion language for beverage exemptions” under step 1C on page 4, or “Motion language for combined food and beverage exemptions” under step 1D on page 4.
3. In **May 2020**, when the CSDE notifies districts that the CNP System is open and the HFC application module is available, complete the online HFC application module and upload the *final board-approved meeting minutes* indicating the results of the HFC votes for the healthy food option and food exemptions (and the vote for beverage exemptions, if applicable). The CSDE will e-mail school nutrition programs when the 2020-21 HFC application module of the CNP System is available. Instructions on how to access the HFC application module will be provided at that time. **Note: Please do not access the CNP System prior to receiving this notification from the CSDE.**

For additional guidance on the HFC application process, review the CSDE’s presentation, Application Procedures for HFC, and visit the “Apply” section of the CSDE’s HFC webpage.

### **Interschool Agreements for HFC Schools**

A public school or district (recipient site) that receives meals under contract from a HFC district (providing sponsor) may choose to certify for the healthy food option and follow the CNS for all foods sold to students separately from reimbursable meals. This must be indicated in section 3 of the Full-service Interschool Agreement Form between the recipient site and the providing sponsor district.



In order for the providing sponsor to receive HFC payments for any recipient sites, the interschool agreement must be submitted to the CSDE by **July 1, 2020**. If the CSDE receives the interschool agreement *after* this date, the CSDE will *not* include the recipient site's lunch counts in the total number of reimbursable lunches used to determine HFC payments for school year 2020-21. For more information, see CSDE Operational Memorandum No. 4-20: Interschool Agreements for School Year 2020-21.

Schools must e-mail copies of the completed interschool agreements to the CSDE. Interschool agreements are not submitted through the CNP System. The interschool agreements for school year 2020-21 are available in the "Interschool Agreements" section of the CSDE's Forms for School Nutrition Programs webpage.

### **Connecticut Nutrition Standards (CNS)**

The CSDE did not change the CNS for school year 2020-21. For a summary of the CNS, see the CSDE's handout, *Summary of Connecticut Nutrition Standards for Foods in Schools*. Additional information on the CNS is available on the CSDE's CNS webpage. The CSDE's HFC webpage provides numerous resources to assist districts with implementing HFC including:

- Complying with HFC (Presentation);
- Ensuring District Compliance with HFC;
- Guide to Competitive Foods in HFC Public Schools;
- List of Acceptable Foods and Beverages;
- Questions and Answers on Connecticut Statutes for School Food and Beverages;
- Requirements for Competitive Foods in HFC Public Schools;
- Requirements for Food and Beverage Fundraisers in HFC Public Schools;
- Requirements for Foods and Beverages in School Stores in HFC Public Schools;
- Requirements for Foods and Beverages in Vending Machines in HFC Public Schools; and
- Summary Chart: Federal and State Requirements for Competitive Foods in HFC Public Schools.

For questions or additional information, please contact Susan Fiore at 860-807-2075 or [susan.fiore@ct.gov](mailto:susan.fiore@ct.gov) or Teri Dandeneau at 860-807-2079 or [teri.dandeneau@ct.gov](mailto:teri.dandeneau@ct.gov).

JDF:sff

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain for future reference. All CSDE operational memoranda are posted on the CSDE's Operational Memoranda for School Nutrition Programs webpage.

X III



## **Text4College** **text4college.com**

Our high school is participating in an exciting study conducted by American Institutes for Research (AIR) in partnership with Connecticut State Colleges and Universities and Connecticut State Department of Education. The study tests whether text messages can help students enroll and succeed in college.

In order to participate, we need you to complete a short survey. The survey is designed to collect information about your plans for after high school. The survey is also being given to other 12th-grade students in Connecticut, Alabama, and Minnesota. It should take you less than 15 minutes to complete. If you complete it, you will be entered into a drawing to receive a \$25 online gift card.

If you complete the survey and are eligible for the study, you may receive ten to fifteen text messages this spring and summer with reminders and information to help you complete the tasks necessary to enroll in college this fall. You may also receive helpful text messages during your first year in college.

The survey is not a test. There are no wrong answers. This survey is voluntary. You do not have to answer any questions that you do not want to answer, but we hope you will do your best to answer as many questions as you can. Please be honest when answering each question. Your answers will be kept confidential, and no one at your school will know your answer to any question.

To access the survey, please click on the URL below or paste it into your web browser.

**[https://live.datstathost.com/AIR-Collector/Survey.ashx?Name=Text4College\\_Connecticut&SCHOOL=NAUGATUCK HIGH SC HOOL](https://live.datstathost.com/AIR-Collector/Survey.ashx?Name=Text4College_Connecticut&SCHOOL=NAUGATUCK_HIGH_SCHOOL)**

If you have questions about the study, please feel free to contact the AIR study team at [text4college@air.org](mailto:text4college@air.org) or call toll-free at (877) 231-7813.



# Text4College

text4college.com

The American Institutes for Research (AIR) is partnering with Connecticut State Colleges and Universities and the Connecticut State Department of Education to study whether text message reminders help students complete important college enrollment tasks. The study is funded by a grant from the Institute of Education Sciences at the U.S. Department of Education. To learn more about the study, please visit [www.text4college.com](http://www.text4college.com). All graduating seniors in your child's school will be invited to participate in the study. Participation is voluntary.

Participation is as easy as 1, 2, 3. Your student will...

<b>1</b>	<b>Complete a 15-minute online survey.</b> The survey will include 15 questions. Students will be asked to identify their race and ethnicity, what types of college supports are available in their school or in their community and whether they have used these supports, and what their plans are after graduation. This will help the researchers understand which students the text messages help the most. Students can choose not to participate in the study at any time. If they choose to participate, they will provide a cell phone number at which they would like to receive text messages from their college of choice. We will not share their phone number with anyone or use it for any purpose other than sending the text messages.
<b>2</b>	<b>Receive 10 to 15 text messages in <i>the summer before college</i>.</b> Researchers will identify students to receive these text messages using a lottery. Selected students will receive messages about tasks they need to complete <i>prior to</i> the start of the fall semester. If students have questions or need help, they can text back and get connected to a real person trained to help them with these college tasks. Students can opt out of text messages at any time. Students who are not selected to receive text messages as part of this study will continue to have access to all supports typically provided to students before they begin college.
<b>3</b>	<b>Receive 10 to 15 text messages in <i>the first year of college</i>.</b> Researchers will choose some of the students who received the summer text messages and enrolled in college to continue receiving messages through their first year. Again, students will be chosen using a lottery. Selected students will receive 10 to 15 additional text messages about tasks they need to complete <i>to stay enrolled the next year</i> of college. As with the summer text messages, students will be able to text back and get connected to a real person who can provide help and answer questions on required college tasks. Students can opt out of text messages at any time. Those students not selected to receive text messages as part of this study will continue to have access to all supports typically provided by the college they attend.

## Why should my student participate?

Participation is easy and does not take much time. Text messages will remind students to complete important tasks required by their college. Students can text back to connect with trained staff if they need help or have questions. Participating may help your student get to college and stay in college!

## What are the risks to participating?

There are no risks to participating in this study.

## How will AIR protect my student's information?

AIR follows best practices for securing and protecting student data. Students' names and dates of birth will be shared only to match them to their state ID assigned by the state educational agency and college ID. After use, the data will then be destroyed. We will not share this information with anyone else for any other purpose. AIR will share students' cell phone numbers only with the texting organization. Students' survey responses will be used by AIR to determine which students are eligible for the text messages and which students benefit the most from receiving them. AIR will not provide cell phone numbers or any individual student's survey data to high schools, colleges, or anyone else. For more information about AIR's data security, please contact the study team at [text4college@air.org](mailto:text4college@air.org).

## Do you have questions about this study?

Please email the study team at [text4college@air.org](mailto:text4college@air.org) or call us toll-free at (877) 231-7813.

## Do you have questions about your child's rights as a research participant?

Please contact AIR's Institutional Review Board (IRB), which is responsible for the protection of project participants, at [IRB@air.org](mailto:IRB@air.org), toll free at (800) 634-0797, or c/o IRB, 1000 Thomas Jefferson St. NW, Washington, DC 20007.

**If your student will participate, you do not need to take further action. You're all set!**

If you would like to opt out on behalf of your child (i.e. you do NOT want them to participate), please email the following information to [text4college@air.org](mailto:text4college@air.org):

- High school name, city, and state
- Student's first and last name
- Parent/guardian's first and last name
- A note that says "Please remove my student from the Text4College Study."



# Text4College

text4college.com

American Institutes for Research (AIR) se ha asociado con las universidades del Estado de Connecticut y el Departamento de Educación del Estado de Connecticut para estudiar si los recordatorios por mensaje de texto ayudan a los estudiantes a completar las tareas de inscripción que son necesarias para ir a la universidad. El estudio es financiado por una beca del *Institute of Education Sciences* en el Departamento de Educación de EE.UU. Para saber más sobre el estudio, por favor visite [www.text4college.com](http://www.text4college.com). Todos los *seniors* a punto de graduarse serán invitados a participar en el estudio. La participación es voluntaria.

Participar es tan fácil como decir 1, 2, 3. Su estudiante va a...

<b>1</b>	<p><b>Completar una encuesta en línea de 15 minutos.</b> La encuesta incluirá 15 preguntas. Se pedirá a los estudiantes que identifiquen su raza y etnicidad, qué tipos de apoyos para universidad están disponibles en su escuela o en su comunidad, y si ellos han usado estos apoyos, y qué planes tienen para después de la graduación. Esto ayudará a los investigadores a entender a cuáles estudiantes los mensajes de texto ayudan más. Los estudiantes pueden elegir no participar en el estudio en cualquier momento. Si ellos eligen participar, ellos nos proveerán un número de teléfono celular a donde les gustaría recibir mensajes de texto relacionados a su universidad de elección. Nosotros no compartiremos su número de teléfono con nadie más ni lo usaremos para fines que no sean enviar los mensajes de texto.</p>
<b>2</b>	<p><b>Recibir 10 a 12 mensajes de texto en <i>el verano anterior</i> a ingresar a la universidad.</b> Los investigadores van a identificar a los estudiantes que reciban estos mensajes de texto usando una lotería. Los estudiantes seleccionados van a recibir mensajes sobre tareas que tienen que completar <b>antes</b> del inicio del semestre de otoño. Si los estudiantes tienen preguntas o necesitan ayuda, ellos pueden responder al mensaje de texto y serán conectados con una persona real entrenada para ayudarlos con estas tareas de universidad. Los estudiantes pueden optar por no recibir los mensajes de texto en cualquier momento. Los estudiantes que no sean seleccionados para recibir mensajes de texto como parte de este estudio continuarán teniendo acceso a todos los apoyos que generalmente se brindan a los estudiantes antes de comenzar la universidad.</p>
<b>3</b>	<p><b>Recibir 10 a 15 mensajes de texto en <i>el primer año de universidad</i>.</b> Los investigadores elegirán a algunos de los estudiantes que hayan recibido los mensajes de texto en verano y que se hayan matriculado en la universidad para que sigan recibiendo mensajes durante su primer año. Nueva vez, los estudiantes serán elegidos usando una lotería. Los estudiantes seleccionados van a recibir de 10 a 15 mensajes de texto adicionales sobre tareas que tienen que completar <b>para seguir matriculados en el próximo año</b> de universidad. Al igual que con los mensajes de texto de verano, los estudiantes podrán responder a los mensajes de texto y se conectarán con una persona real que puede brindarles ayuda y responder preguntas. Los estudiantes pueden optar por no recibir mensajes de texto en cualquier momento. Aquellos estudiantes que no sean seleccionados para recibir mensajes de texto como parte de este estudio seguirán teniendo acceso a todos los apoyos que se brindan típicamente en la universidad a la que ellos asisten.</p>

## ¿Por qué debería participar mi estudiante?

La participación es fácil y no toma mucho tiempo. Los mensajes de texto les recordarán a los estudiantes que completen tareas importantes relacionadas con la matrícula en la universidad. Los estudiantes pueden responder a los mensajes de texto para conectarse con personas reales si ellos necesitan ayuda o tienen preguntas. ¡Participar puede ayudar a su estudiante a entrar a la universidad y seguir en ella!

## ¿Cuáles son los riesgos de participar?

No hay riesgos por participar en este estudio.

## ¿Cómo va a proteger AIR la información de mi estudiante?

AIR sigue las mejores prácticas para asegurar y proteger los datos de los estudiantes. Los nombres y fechas de nacimiento de los estudiantes se compartirán solo para verificar que coincidan con su ID de estado asignada por la agencia educacional estatal y el ID de la universidad. Después de usarlos, los datos serán destruidos. Nosotros no vamos a compartir esta información con nadie más por ningún motivo. AIR compartirá los números de teléfono celular de los estudiantes solo con la organización de los mensajes de texto. Las respuestas de los estudiantes a la encuesta serán usadas por AIR para determinar qué estudiantes son elegibles para los mensajes de texto y qué tipo de estudiantes se beneficiarán más de recibirlos. AIR no entregará números de teléfono celular ni los datos de la encuesta de estudiantes individuales a las escuelas secundarias, universidades o cualquier otra persona. Para más información sobre la seguridad de datos de AIR, por favor comuníquese con el equipo de estudio al correo electrónico [text4college@air.org](mailto:text4college@air.org).

## ¿Tiene preguntas sobre este estudio?

Por favor envíe un mensaje de correo electrónico al equipo del estudio a [text4college@air.org](mailto:text4college@air.org) o llámenos sin costo al (877) 231-7813.

## ¿Tiene preguntas sobre los derechos de su hijo como participante de una investigación?

Por favor comuníquese con la Junta de Revisión Institucional (IRB) de AIR, que es responsable de la protección de los participantes en proyectos, enviando un correo electrónico a [IRB@air.org](mailto:IRB@air.org), llamando gratis al 1-800-634-0797, o por correo postal dirigido a: IRB, 1000 Thomas Jefferson Street, NW, Washington, DC 20007.

**Si su estudiante va a participar, usted no necesita hacer nada más.  
¡Usted ya está listo!**

Si le gustaría optar por no participar en nombre de su hijo (e.g. usted **NO** quiere que el/ella participe), por favor envíe un correo electrónico con la siguiente información a [text4college@air.org](mailto:text4college@air.org):

- Nombre de la escuela secundaria, ciudad y estado;
- Nombre y apellido del estudiante;
- Nombre y apellido del padre/tutor;
- Una nota que dice "Por favor, elimine a mi alumno del Estudio Text4College".

*An optional policy to consider.*

## **Personnel-Certified/Non-Certified**

### **Rights, Responsibilities and Duties**

#### **Domestic Violence**

The purpose of this policy is to set forth guidelines for all School District personnel to address domestic violence that may have an impact on employees, students or parents/guardians. It has been determined that the occurrence of domestic violence adversely affects the well-being and productivity of school district personnel, students and families. Violence of any kind is a violation of human rights and an obstacle to learning. Domestic violence can cause absenteeism, lack of focus, and mental health concerns. Therefore, it is the policy of the Board of Education (Board) to provide appropriate support and assistance to employees and students and, to identify community resources for students and parents/guardians who are affected by domestic violence.

Domestic violence is defined as a pattern of coercive and abusive behavior that includes tactics of physical, sexual, and/or psychological abuse that are intended to establish and maintain control, dominate or hurt the intimate partner in a relationship. It is a criminal act committed by an individual against wife/husband, girlfriend/boyfriend, former spouses, former girlfriend/former boyfriend, as well as same sex partners.

A victim of domestic violence means a person who has been abused or subjected to extreme cruelty by (a) physical acts that resulted in or were threatened to result in physical injury; (b) sexual abuse; (c) sexual activity involving a child in the home; (d) being forced to participate in nonconsensual sexual acts or activities; (e) threats or attempts at physical or sexual abuse; (f) mental abuse; or (g) neglect or deprivation of medical care.

**Additional language to consider:** Domestic violence related crimes may include: assault and battery, harassment, breaking and entering, telephone misuse, violation of civil protective orders, malicious destruction of property, sexual assault, stalking and any other crime connected with and/or coercion of an intimate partner.

The Board will not tolerate domestic violence of any kind in or around District offices, facilities, classrooms, work sites, vehicles, or while a student or employee is engaged in District business or activities. This includes the display of any violent or threatening behavior that may result in physical or emotional injury or otherwise places the safety and productivity of District personnel and/or students at risk.

The District will take reasonable measures, to the extent practical and required by law, to foster a safe working environment for all faculty, staff and students. The District will make the safety and confidentiality of victims a top priority at all times. Efforts will be made to educate staff and students on the dynamics and effects of domestic violence and the promotion of healthy relationships. All district personnel are expected to take the problem of domestic violence and its effects in the workplace and on students and their parents/guardians seriously. School personnel should remain alert and sensitive to students' behavior for signs of the effects of domestic violence. The District will take reasonable measures to keep children safe from the effects of domestic violence while on District property or while engaged in District activities.

## **Personnel-Certified/Non-Certified**

### **Rights, Responsibilities and Duties**

#### **Domestic Violence** (continued)

##### **Employees**

The District is committed to working with employees who are victims of domestic violence to prevent it from occurring in the workplace and to reduce its impact on employee well-being and productivity.

The District will offer assistance to employees impacted by domestic violence by providing:

1. a confidential means for coming forward for help when possible;
2. information on available community resources; and
3. other appropriate assistance as feasible.

No employee will be penalized or disciplined solely for being a victim of domestic violence. Any employee who threatens, harasses, or abuses a domestic partner at the workplace or from the workplace using any District resources such as work time, workplace phones, fax machines, mail, e-mail, or other means may be subject to corrective or disciplinary action, up to and including termination.

Employees who are perpetrators of domestic violence will be encouraged to seek domestic violence perpetrator treatment and other assistance as appropriate. The District will provide information regarding counseling and certified treatment resources.

##### **Students**

The District is committed to assisting students who have been exposed to domestic violence as well as students who are victims of dating violence in order to reduce the impact on the student. The District will offer assistance to students impacted by domestic or dating violence by providing:

1. a confidential means for coming forward for help when possible;
2. readily available resource and referral information;
3. class schedule adjustments when appropriate;
4. excused absences as needed to obtain assistance; and
5. other appropriate assistance as feasible, based on individual need.

No student will be penalized or disciplined solely for being exposed to domestic violence. Students who are perpetrators of domestic or dating violence will be encouraged to seek assistance. Disciplinary sanctions will be imposed should the student perpetrator engage in any act of domestic or dating violence while at school or while participating in any school activity.



## **Personnel-Certified/Non-Certified**

### **Rights, Responsibilities and Duties**

#### **Domestic Violence** (continued)

The District will provide information concerning services and resources available to victims of domestic violence. The information shall include, but not be limited to:

1. referrals available to counseling and supportive services, including, but not limited to, the Safe Home program administered by the Office of the Secretary of State, shelter services, domestic abuse hotlines, legal counseling and advocacy, mental health care and financial assistance, and
2. procedures to voluntarily and confidentiality identify eligibility for referrals to such counseling and supportive services.

The District shall provide such information to any student or parent/guardian of a student who expresses to a school employee\* that such student or parent/guardian does not feel safe at home due to domestic violence and the parent/guardian of a student who is authorized to transfer such student's educational records to another school.

<p><b>Note:</b> The SDE, not later than January 1, 2020, is required to publish this information and post it on its website, in addition to disseminating the information to boards of education.</p>
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\*A school employee is defined, by law as a teacher, substitute teacher, school administrator or superintendent, guidance or school counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by a local or regional school board or working in a public elementary, middle, or high school or any other individual who, in the performance of his or her duties, has regular contact with students and provides services to or on behalf of students enrolled in a public elementary, middle, or high school pursuant to a contract with the local or regional school board (CGS §10-222d).

(cf.1316 – Conduct on School Property)

(cf. 4118.11/4218.11 – Nondiscrimination)

(cf. 4118.112/4218.112 – Sexual Harassment)

(cf. 4131 – Staff Development)

(cf. 5131.911 – Bullying)

(cf. 5141.4 – Reporting by Mandated Reporters of suspected Child Abuse, Neglect and Sexual Assault)

## **Personnel-Certified/Non-Certified**

### **Rights, Responsibilities and Duties**

#### **Domestic Violence**

Legal Reference: Connecticut General Statutes

17b-112a Definitions. Notification of referrals to applicants and recipients of temporary family assistance who are victims of domestic violence. Domestic violence training program. Regulations.

P.A. 19-146 An Act Requiring the Provision of Information Concerning Domestic Violence Services and Resources to Students, Parents and Guardians.

10-221 Boards of education to prescribe rule(s), policies, and procedures.

Policy adopted:  
cps 10/19

XV //

## **Policy 9134 Derby Student Athlete Hall of Fame Committee**

It is the policy of the Derby Board of Education to have a Derby Student Athlete Hall of Fame Committee. This committee shall be comprised of nine members representing the various demographics of the City of Derby. The terms of said committee shall be for 2 years commencing on July 1st of every other even numbered year beginning in 2020. Committee members shall be recommended by the Board of Education Chair and approved by the Derby Board of Education at a meeting prior to July 1.

Vacancies in the committee shall be filled in a manner consistent with the appointment process. The Board of Education Chair shall recommend replacements which will then be approved by the Derby Board of Education.

The Chairman of said committee shall be appointed by the Superintendent of schools. The term of the chairman shall coincide with the term of the committee.

The Student Athlete Hall of Fame Committee shall present an annual report due to the Derby Board of Education by July 15th of each year which shall include an accounting of money raised and expended.

As it is the goal of the Derby Board of Education to follow good governmental practice and to be transparent, the Student Athlete Hall of Fame Committee shall comply with all FOIA requirements, conduct open meetings, transcribe minutes, and post agendas.

The Derby Student Athlete Hall of Fame Committee shall furnish and maintain bylaws which explains the officer selection process and the governing procedures and how student athlete recommendations and the voting process works.

Adopted: XXXXXX 2020

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

### **Non-Lapsing Education Fund**

The Derby Board of Education (Board) may request the town's Board of Finance deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such deposited amount does not exceed two percent (2%) of the total budgeted appropriation for education for such prior fiscal year pursuant to C.G.S. 10-248a.

Any expenditure from the Non-Lapsing Education Fund shall be authorized by the Board. Each expenditure from such account shall be made only for special education purposes.

The Board of Finance shall create the non-lapsing account and be responsible for the accounting of the funds in accordance with Governmental Accounting Standards and Generally Accepted Accounting Principles (GAAP). The account shall be subject to the annual audit as required by State statute. The Board of Education shall review the fund balance on an annual basis.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget

10-248a Unexpended education funds account (as amended by PA 19-117, Section 285).

***NOTE: 3171.1 Appendix will be Memorandum of Agreement with City.***

**Policy adopted: XXX XX, 2020**

DERBY PUBLIC SCHOOLS  
Derby, Connecticut

## Business/Non-Instructional Operations

### System of Accounts

The Superintendent, through the ~~Director of Finance~~/Business Manager, shall keep a system of accounts in accordance with Connecticut General Statutes and the requirements of the Connecticut State Department of Education.

Legal Reference: Connecticut General Statutes

10-222(b) Appropriations on budget. Financial Information System.

10-10c Uniform systems of Accounting. Chart of Accounts. Audit. (As amended by PA-19-119, Section 249).

10-227 Returns of receipts, expenditures and statistics to Commissioner of Education. Verification mandated. Penalty

PA 13-247 An Act Implementing Provisions of the State Budget for the Biennium Ending June 30, 2015 Concerning General Government, Section 257.

*Note: Legal: The Governmental Accounting Standards Board (GASB) has issued Statement #54 – Fund Balance Reporting and Governmental Fund Type Definitions, to address how governmental fund balances are to be reported in financial statements, effective June 15, 2010. On advice of the Superintendent/designee and the Districts' CPA and other accounting advisors, the Board will need to set the order in which “restricted, committed, assigned, and unassigned” governmental funds are to be spent. Note: GASB 54 affects only the reporting of governmental funds in general purpose external financial reports in conformity with generally accepted accounting principles (GAAP). School districts may continue to use any funds they choose or are required to use for their internal accounting or for special purpose reporting. Financial implications: Possible increase in the cost for auditor assistance.*

**Policy adopted:** ~~XXX~~October ~~XX~~15, 202013

DERBY PUBLIC SCHOOLS

Derby, Connecticut

XX

2015

**Business/Non-Instructional Operations**

**Periodic Financial Reports**

The Superintendent of Schools shall be responsible for accounting for all monies expended from within the school budget, shall keep files of all invoices and payroll authorizations, and shall keep a record for the information of the Board of the expenditures broken down into the same categories and numbered accounts as the budget and the approved accounting system.

The Superintendent shall submit to the Board of Education monthly reports on the status of the budget, showing appropriations and expenditures for the fiscal year to date.

Beginning with the fiscal year starting July 1, 2019 and each fiscal year thereafter, the Board of Education (Board) shall, on a quarterly basis, post the Board's current and projected expenditures and revenues on the district's website. In addition, the Board will submit a copy of such current and projected expenditures and revenues to the town's legislative body, or in a municipality in which the legislative body is a town meeting, to the Board of Selectmen.

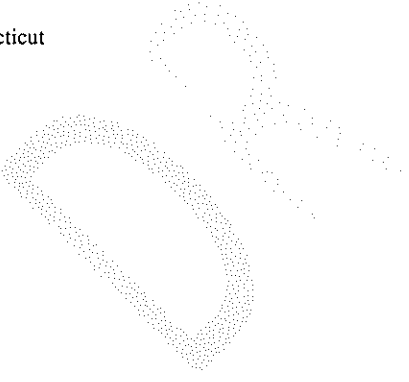
The Superintendent, as agent for the Board of Education, shall be responsible for making annual reports to the Town, the State Board of Education, the Teacher's Retirement Board, and other such agencies required by law.

**Policy adopted: ~~XXX~~October XX15, 202013**

DERBY PUBLIC SCHOOLS

Derby, Connecticut

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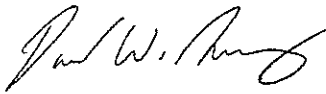
XXIII

To Whom It May Concern,

I, Daniel Rehberg, have chosen to resign from my position as General Music/Choir teacher at Derby Middle School effective July 1, 2020.

Thank you so much for the opportunity.

Sincerely,

A handwritten signature in cursive script, appearing to read "Daniel W. Rehberg".

Daniel W. Rehberg



**From:** Micaela Doyle

**Sent:** Friday, May 1, 2020 12:13 PM

**To:** Matthew Conway; Rachael Caggiano; James Nichols; Tracey Quartiano

**Subject:** Letter of Resignation

Dear Derby Administration,

I hereby resign, effective June 30, 2020, as a special education teacher. I am grateful for all the opportunities for professional and personal development I have been given and I have particularly enjoyed being part of the Derby family. Thank you for the advice and mentoring these past few years. It has been a privilege to work for you.

Sincerely,

Micaela Doyle

**From:** Michael Tramontanis <[mtramontanis@derbyps.org](mailto:mtramontanis@derbyps.org)>

**Sent:** Friday, April 24, 2020 3:30 PM

**To:** Matthew Conway <[mconway@derbyps.org](mailto:mconway@derbyps.org)>

**Cc:** Jim Burns <[jburns@derbyps.org](mailto:jburns@derbyps.org)>; [brettp@cea.org](mailto:brettp@cea.org)

**Subject:** Letter of Resignation

Good Afternoon Dr. Conway,

Hope all is well. I am writing to inform you that I will be resigning from my position as science teacher with Derby Public Schools at the end of the 2019/2020 school year.

Best Regards,  
Michael Tramontanis

Monica Rowe

143 Foxwood Close  
Milford, CT 06461

April 24, 2020

Irving School  
9 Garden Place  
Derby, CT 06418

To Whom It May Concern:

I am writing this letter to inform you of my resignation as a Special Education Teacher at Irving School effective at the end of the 2019-2020 school year.

I have enjoyed my time with the students and the collaborative staff at Irving. It has been a pleasure working here and my time here will be cherished.

I wish the school and district of Derby nothing but the best and generously thank you for the time you've allowed me to work here. It has been a wonderful experience.

Best regards,

*Monica Rowe*

Monica Rowe

Mr. Bradshaw,

I regret to write this letter to resign as the head coach for the Derby High School Varsity cheerleading program. I would love to continue on as a coach in a volunteer position to result in a smooth transition with the new coach and because I truly love working with this program. I will also help begin the program's season over the summer until a new head coach is hired. I would like thank Derby High School for allowing me this opportunity over the past seven years. This is an emotional decision for me. I will continue to support the program and all athletics at Derby High School in the future. Please accept this letter as my resignation.

Thank you,  
Rebecca Bell

XXV a

Confidential Board of Education Only  
Derby Public Schools  
May 21, 2020

Administrator Vacancies

Position	School	Salary	Certification	Posting Date	Status	Funding Source (s)	Recommended	Replacing
Chemistry & Physics Teacher	DHS	2020-2021 Salary CBA	State Certification	5/19/2020	Posted #1182 / CTR/EA/P #93135	General Funding	M. Pascale	Replacing
Physical Education Teacher	DHS	2020-2021 Salary CBA	State Certification	5/19/2020	Posted #1201 / CTR/EA/P #93134	General Funding	M. Pascale	Replacing
Music Teacher - Gr. 6-8	DMS	2020-2021 Salary CBA	State Certification	5/19/2020	Posted #1200 / CTR/EA/P #92983	General Funding	R. Cagliano	Replacing
Special Education Teacher - Gr. 3-5 BLC	DMS	2020-2021 Salary CBA	State Certification	5/19/2020	Posted #1196 / CTR/EA/P #93135	General Funding	A. Miszt	Replacing
Special Education Teacher	DMS	2020-2021 Salary CBA	State Certification	5/19/2020	Posted #1195 / CTR/EA/P #93135	General Funding	R. Cagliano	Replacing
Math Teacher (7-12)	DMS	2019-2020 Salary CBA	State Certification	1/27/2020	Posted #1160 / CTR/EA/P #90706	General Funding	R. Cagliano	Replacing

Support Staff Vacancies

Position	School	Salary	Certification	Posting Date	Status	Funding Source (s)	Recommended	Replacing
Secretary/Attendance	DHS	Per CBA	Experience Preferred	05/08/2020	Internal Posting #1193	General Funds	M. Pascale	Replacing
Paraprofessional Learning Center	Irving	Per CBA 2020-2021	Parapro or AS Degree	05/08/2020	Internal Posting #1193	General Funds	A. Miszt	Replacing
Paraprofessional - Instructional	Irving	Per CBA 2020-2021	Parapro or AS Degree	04/16/2020	Internal Posting #1193	General Funds	A. Miszt	Replacing
School Security Officer	Irving	\$22.00 per hour	Law Enforcement Experience	04/16/2020	Internal Posting #1193	Grant Funding	R. Conway	Replacing
Maintenance Mechanic	District Wide	Per CBA	Law Enforcement Experience	02/13/2020	Internal Posting #1165 / CTR/EA/P #92481	General Funds	M. Conway	Replacing
IT Support Technician	Central Office	\$16.00 - \$18.00 per hour	Experience Preferred	02/04/2020	Posted #1174 / CTR/EA/P #91560	General Funds	M. Conway	Replacing
PTT Executive Assistant to Superintendent	Central Office	TBD	Experience Preferred	01/22/2020	Posted #1169	General Funds	A. Miszt	Replacing
Paraprofessional Office Clerk	DHS	\$14.27 per hour	Experience Preferred	01/16/2020	Posted #1171	General Funds	M. Pascale	Replacing
Paraprofessional (1) Instructional	DMS	\$14.27 per hour	Parapro or AS Degree	09/09/2019	Posted #1101 / CTR/EA/P #95599	Alliance Grant	R. Cagliano	Replacing
Math Tutor	Irving	\$21.01 per hour	BS Degree	09/09/2019	Posted #1126	General Funds	A. Miszt	Replacing

Coaching Vacancies

Position	School	Salary	Certification	Posting Date	Status	Funding Source (s)	Recommended	Replacing
Assistant Girls Soccer	DHS	\$4,394.00 Stipend	State Certified	5/6/2020	Posted #1183/CTR/EA/P #92881/GCAC	General (All/Union)	M. Brudshaw	Replacing
Assistant Football Coach	DHS	\$5,011.00 Stipend	State Certified	5/6/2020	Posted #1180/CTR/EA/P #92882/GCAC	General (All/Union)	M. Brudshaw	Replacing
Head Cheerleading Coach	DMS	\$5,325.00 Stipend	State Certified	5/6/2020	Posted #1192/CTR/EA/P #92885/GCAC	General (All/Union)	M. Brudshaw	Replacing
Co-Ed Soccer Coach	DMS	\$1,789.00 Stipend	State Certified	5/6/2020	Posted #1190/CTR/EA/P #92884/GCAC	General (All/Union)	M. Brudshaw	Replacing
Head Softball Coach	DMS	\$1,789.00 Stipend	State Certified	12/13/2019	Posted #1159 / CTR/EA/P #91544 / GCAC	General (All/Union)	M. Brudshaw	Replacing
Drama Club Advisor	DHS	\$455.00 per day	State Certified	02/13/2020	Posted #1177	General Funds	M. Pascale	Replacing

Resignations / Separations

Position	School	Employee Name	Effective Date	Reasoning	Other
Secretary/Attendance				Resignation	

Check Register by Date Range

XXVB

5/13/2020 10:37:34 AM

Derby Public Schools 2019-2020

Fiscal Year 2019 - 2020

Checks from 4/1/2020 through 4/30/2020

Vendor	Batch	Bank #	Bank Account#	Check Date	Check #	Amount	Run#	
693	Alexander's Hardware, Inc	AP 4-9-2020	5	003852858449	4/7/2020	42986	\$220.53	65
8644	All Star Transportation	AP 4-9-2020	5	003852858449	4/7/2020	42987	\$9,517.95	65
30437	Automated Logic Contracting Svcs	AP 4-9-2020	5	003852858449	4/7/2020	42988	\$724.00	65
24453	Centennial Bank DBA People to Places	AP 4-9-2020	5	003852858449	4/7/2020	42989	\$17,985.00	65
69393	Matthew Cunningham	AP 4-9-2020	5	003852858449	4/7/2020	42990	\$100.98	65
43305	Carmine D'Onofrio	AP 4-9-2020	5	003852858449	4/7/2020	42991	\$45.24	65
69312	The Eagle Leasing Company	AP 4-9-2020	5	003852858449	4/7/2020	42992	\$853.00	65
2054	Chester Glodek	AP 4-9-2020	5	003852858449	4/7/2020	42993	\$179.80	65
48534	GRAINGER Inc.	AP 4-9-2020	5	003852858449	4/7/2020	42994	\$874.28	65
298	Home Depot	AP 4-9-2020	5	003852858449	4/7/2020	42995	\$617.45	65
48650	Kiddie Kabz, LLC	AP 4-9-2020	5	003852858449	4/7/2020	42996	\$700.00	65
8431	New Haven Public Schools	AP 4-9-2020	5	003852858449	4/7/2020	42997	\$30,232.70	65
53974	PowerSchool Group LLC	AP 4-9-2020	5	003852858449	4/7/2020	42998	\$3,570.00	65
2557	TEAM, Inc	AP 4-9-2020	5	003852858449	4/7/2020	42999	\$9,667.58	65
602	United Illuminating	AP 4-9-2020	5	003852858449	4/7/2020	43000	\$40,882.64	65
48486	US Bank Equipment Finance	AP 4-9-2020	5	003852858449	4/7/2020	43001	\$4,820.00	65
625	Verizon Wireless	AP 4-9-2020	5	003852858449	4/7/2020	43002	\$430.19	65
59106	Winsupply of Shelton Co.	AP 4-9-2020	5	003852858449	4/7/2020	43003	\$507.20	65
69372	Yoga With Elynor	AP 4-9-2020	5	003852858449	4/7/2020	43004	\$596.00	65
<b>Total for Bank #: 5</b>						<b>\$122,524.54</b>		
<b>Total for Run #: 65</b>						<b>\$122,524.54</b>		
43392	ACES	AP 4-17-20	5	003852858449	4/13/2020	43005	\$750.00	66
8644	All Star Transportation	AP 4-17-20	5	003852858449	4/13/2020	43006	\$763.86	66
36138	ChimeNet Inc.	AP 4-17-20	5	003852858449	4/13/2020	43007	\$5,900.00	66
48690	Eversource	AP 4-17-20	5	003852858449	4/13/2020	43008	\$9,298.72	66
276	Gopher	AP 4-17-20	5	003852858449	4/13/2020	43009	\$492.92	66
53733	Horace Mann	AP 4-17-20	5	003852858449	4/13/2020	43010	\$40.50	66
48650	Kiddie Kabz, LLC	AP 4-17-20	5	003852858449	4/13/2020	43011	\$1,780.00	66
30252	KONE Inc.	AP 4-17-20	5	003852858449	4/13/2020	43012	\$305.00	66
43190	Lexia Learning Foundations Inc.	AP 4-17-20	5	003852858449	4/13/2020	43013	\$1,800.00	66
362	McGraw Hill Companies	AP 4-17-20	5	003852858449	4/13/2020	43014	\$1,710.77	66
48507	N2y Unique Curriculum	AP 4-17-20	5	003852858449	4/13/2020	43015	\$191.08	66
53715	Paychex of New York LLC	AP 4-17-20	5	003852858449	4/13/2020	43016	\$851.15	66
43216	Stamps.com Inc.	AP 4-17-20	5	003852858449	4/13/2020	43017	\$134.94	66
74424	The Childrens Community Programs of	AP 4-17-20	5	003852858449	4/13/2020	43018	\$6,018.68	66
64286	VanEtten Plumbing & Heating	AP 4-17-20	5	003852858449	4/13/2020	43019	\$2,690.00	66
<b>Total for Bank #: 5</b>						<b>\$32,727.62</b>		
<b>Total for Run #: 66</b>						<b>\$32,727.62</b>		
43392	ACES	AP 4-20-20	5	003852858449	4/20/2020	43020	\$100,589.20	67
43392	ACES	AP 4-20-20	5	003852858449	4/20/2020	43021	\$18,027.90	67
693	Alexander's Hardware, Inc	AP 4-20-20	5	003852858449	4/20/2020	43022	\$328.36	67
44	Allen's Plumbing Supply Co.	AP 4-20-20	5	003852858449	4/20/2020	43023	\$14.97	67
24454	Boys & Girls Village, Inc.	AP 4-20-20	5	003852858449	4/20/2020	43024	\$18,060.00	67
53926	Catapoult Learning/SESI	AP 4-20-20	5	003852858449	4/20/2020	43025	\$3,894.00	67
64225	Delta T-Group Hartford, Inc.	AP 4-20-20	5	003852858449	4/20/2020	43026	\$2,062.50	67
48577	Derby Food Services	AP 4-20-20	5	003852858449	4/20/2020	43027	\$848.00	67
74401	Speech Pathology Group, LLC	AP 4-20-20	5	003852858449	4/20/2020	43028	\$600.00	67
67	Troy Industrial Solutions	AP 4-20-20	5	003852858449	4/20/2020	43029	\$295.30	67
59070	Zangari Cohn Cuthbertson Duhl & Grell	AP 4-20-20	5	003852858449	4/20/2020	43030	\$9,204.40	67
<b>Total for Bank #: 5</b>						<b>\$153,924.63</b>		
<b>Total for Run #: 67</b>						<b>\$153,924.63</b>		
19076	Department of Labor	AP 4-27-20	5	003852858449	4/27/2020	43031	\$3,840.00	68
48645	Frontier Communications	AP 4-27-20	5	003852858449	4/27/2020	43032	\$46.72	68

**Check Register by Date Range**

5/13/2020 10:37:34 AM

Derby Public Schools 2019-2020

Fiscal Year 2019 - 2020

Checks from 4/1/2020 through 4/30/2020

Vendor	Batch	Bank #	Bank Account#	Check Date	Check #	Amount	Run#
2054	Chester Glodek	AP 4-27-20	5 003852858449	4/27/2020	43033	\$205.90	68
298	Home Depot	AP 4-27-20	5 003852858449	4/27/2020	43034	\$930.58	68
298	Home Depot	AP 4-27-20	5 003852858449	4/27/2020	43035	\$96.87	68
43246	Kelly Services Inc.	AP 4-27-20	5 003852858449	4/27/2020	43036	\$6,113.22	68
64187	Novus Insight, Inc.	AP 4-27-20	5 003852858449	4/27/2020	43037	\$1,498.00	68
53715	Paychex of New York LLC	AP 4-27-20	5 003852858449	4/27/2020	43038	\$817.42	68
19174	Regional Water Authority	AP 4-27-20	5 003852858449	4/27/2020	43039	\$2,506.93	68
38055	Standard Insurance Company	AP 4-27-20	5 003852858449	4/27/2020	43040	\$2,056.23	68
38126	The Institute of Professional Practice,	AP 4-27-20	5 003852858449	4/27/2020	43041	\$17,805.00	68
24269	TRC Lockbox	AP 4-27-20	5 003852858449	4/27/2020	43042	\$840.00	68
<b>Total for Bank #: 5</b>						<b>\$36,756.87</b>	
<b>Total for Run #: 68</b>						<b>\$36,756.87</b>	
74416	Riverside Assessments, LLC	AM AP Sept	9 37965124361100	4/29/2020	7949	\$1,361.49	69
<b>Total for Bank #: 9</b>						<b>\$1,361.49</b>	
<b>Total for Run #: 69</b>						<b>\$1,361.49</b>	
43206	Amazon.com	AP AMX 3-20	9 37965124361100	4/29/2020	7950	\$1,387.51	70
43206	Amazon.com	AP AMX 3-20	9 37965124361100	4/29/2020	7951	\$2,791.78	70
53742	AMEX Misc	AP AMX 3-20	9 37965124361100	4/29/2020	7952	\$229.80	70
64276	Audible, Inc	AP AMX 3-20	9 37965124361100	4/29/2020	7953	\$15.90	70
48588	GCS Computer LLC	AP AMX 3-20	9 37965124361100	4/29/2020	7954	\$584.00	70
53773	Hartford Current	AP AMX 3-20	9 37965124361100	4/29/2020	7955	\$19.96	70
176	Hearst Media Services CT, LLC	AP AMX 3-20	9 37965124361100	4/29/2020	7956	\$19.90	70
64166	Intuit QB ONLINE	AP AMX 3-20	9 37965124361100	4/29/2020	7957	\$70.70	70
64277	School Nutrition Association	AP AMX 3-20	9 37965124361100	4/29/2020	7958	\$201.00	70
59032	Smore.com	AP AMX 3-20	9 37965124361100	4/29/2020	7959	\$79.00	70
59099	Stop & Shop	AP AMX 3-20	9 37965124361100	4/29/2020	7960	\$25.75	70
43348	Target	AP AMX 3-20	9 37965124361100	4/29/2020	7961	\$114.73	70
64250	Tipsy Tomato	AP AMX 3-20	9 37965124361100	4/29/2020	7962	\$192.20	70
53802	UPS	AP AMX 3-20	9 37965124361100	4/29/2020	7963	\$126.15	70
25117	USPS	AP AMX 3-20	9 37965124361100	4/29/2020	7964	\$700.00	70
43411	Vistaprint	AP AMX 3-20	9 37965124361100	4/29/2020	7965	\$169.21	70
<b>Total for Bank #: 9</b>						<b>\$6,727.59</b>	
<b>Total for Run #: 70</b>						<b>\$6,727.59</b>	
2113	W. B. Mason	WB Mason Mar	9 37965124361100	4/30/2020	7966	\$1,854.08	71
2113	W. B. Mason	WB Mason Mar	9 37965124361100	4/30/2020	7967	\$576.42	71
64126	W. B. Mason - Maintenance	WB Mason Mar	9 37965124361100	4/30/2020	7968	\$1,954.00	71
<b>Total for Bank #: 9</b>						<b>\$4,384.50</b>	
<b>Total for Run #: 71</b>						<b>\$4,384.50</b>	
<b>Total:</b>						<b>\$358,407.24</b>	

**CHECK TOTALS BY FUND WITHIN DATE RANGE**

01	General Fund	\$334,667.92
02	Federal Grants - Current Year	\$11,845.59
03	State Grants	\$9,667.58
05	Food Service Funds	\$426.15
12	Federal Grants - Carry-Over Year	\$1,800.00
<b>GRAND TOTAL</b>		<b>\$358,407.24</b>

**Confidential Board of Education Only**  
**Derby Public Schools**  
**May 21, 2020**

**Administrator Vacancies**

Position	School	Salary	Certification	Posting Date	Status	Funding Source (s)	Recommended	Replacing
Chemistry & Physical Teacher	DHS	2020-2021 Salary CBA	State Certification	5/19/2020	Posted #1182 / CTREAP #93135	General Funding	M. Pascale	Miko Timozonis
Physical Education Teacher	DHS	2020-2021 Salary CBA	State Certification	5/19/2020	Posted #1201 / CTREAP #93134	General Funding	R. Caggiano	Melo Mendez
Music Teacher - Gr. 5-8	DMS	2020-2021 Salary CBA	State Certification	5/8/2020	Posted #1200 / CTREAP #92983	General Funding	R. Caggiano	Daniel Rubberg
Special Education Teacher - Gr. 3-5-ELC	DMS	2020-2021 Salary CBA	State Certification	5/18/2020	Posted #1196 / CTREAP #93135	General Funding	R. Caggiano	Norba Rowe
Special Education Teacher	DMS	2020-2021 Salary CBA	State Certification	12/29/2019	Posted #1160 / CTREAP #90706	General Funding	R. Caggiano	Micaela Doyle
Math Teacher (7-12)	DMS	2019-2020 Salary CBA	State Certification					Michelle Guglielmo

**Support Staff Vacancies**

Position	School	Salary	Certification	Posting Date	Status	Funding Source (s)	Recommended	Replacing
Secretary/Attendance	DMS	Per CBA	Experience Preferred	05/09/2020	Internal Posting #1199	General Funds	M. Pascale	Deb Piscioneri
Paraprofessional Learning Center	Irving	Per CBA 2020-2021	ParaPro or AS Degree	05/09/2020	Internal Posting #1198	General Funds	A. Miszt	
Paraprofessional - Instructional	Irving	Per CBA 2020-2021	ParaPro or AS Degree	04/19/2020	Posted #1076 / CTREAP #92481	General Funds	A. Miszt	Stephanie Molendaz
School Security Officer	Irving	\$22.00 per hour	Law Enforcement Experience			Grant Funding	M. Conway	PHI Pilarski
Maintenance Mechanic	District Wide	Per CBA	HVAC Experience	04/13/2020	Internal & External Posting #1184 / CTREAP #92480	General Funds	M. Cunningham	Chesler Globok
IT Support Technician	Central Office	\$16.00 - \$18.00 per hour	Experience Preferred	02/13/2020	Posted #1178 / CTREAP #2077	General Funds	B. Lanfidge	Charles Josephim
PT Executive Assistant/Supervisor	Central Office	TBD	Experience Preferred	02/04/2020	Posted #1174 / CTREAP #91660	General Funds	M. Conway	New
Paraprofessional Office Clerk	Irving	\$14.57 per hour	Experience Preferred	01/22/2020	Posted #1169	General Funds	A. Miszt	Alexis Young
Paraprofessional 1:1 Instructional	DMS	\$14.57 per hour	ParaPro or AS Degree	01/16/2020	Posted #1171	General Funds	M. Pascale	New
Math Tutor	DMS	\$21.01 per hour	BS Degree	06/09/2019	Posted #1101 / CTREAP #98599	Alliance Grant	R. Caggiano	New
Math Tutor	Irving	\$21.01 per hour	BS Degree	06/05/2019	Posted #1126	General Funds	A. Miszt	K. Winkles-Blanca

**Coaching Vacancies**

Position	School	Salary	Certification	Posting Date	Status	Funding Source (s)	Recommended	Replacing
Assistant Girls Soccer	DHS	\$4,394.00 Stipend	State Certified	5/6/2020	Posted #1188/CTREAP #2283/CIAC	General (Athletics)	M. Bradshaw	
Assistant Football Coach	DHS	\$5,011.00 Stipend	State Certified	5/6/2020	Posted #1189/CTREAP #2283/CIAC	General (Athletics)	M. Bradshaw	
Head Cheerleading Coach	DHS	\$5,325.00 Stipend	State Certified	5/6/2020	Posted #1192/CTREAP #2283/CIAC	General (Athletics)	M. Bradshaw	
Co-Ed Soccer Coach	DMS	\$1,793.00 Stipend	State Certified	5/6/2020	Posted #1190/CTREAP #2283/CIAC	General (Athletics)	M. Bradshaw	
Head Softball Coach	DMS	\$1,793.00 Stipend	State Certified	12/13/2019	Posted #1159 / CTREAP #91544 / CIAC	General (Athletics)	M. Bradshaw	
Drum Club Advisor	DHS	\$926.00 per dkm	State Certified	09/13/2020	Posted #1177	General Funds	M. Pascale	New

**Resignations / Separations**

Position	School	Employee Name	Effective Date	Reason
Secretary/Attendance	DMS	Deb Piscioneri	6/30/2020	Retirement