MISSION STATEMENT
Danbury Public Schools, in partnership with families and the community, provides transformational learning experiences, designed to nurture thoughtful and prepared graduates.

2019-2020 District Goals
Goal 1: Growth in Student Learning and Achievement and College and Career Readiness for All Students
Goal 2: Family and Community Engagement
Goal 3: Fiscal Responsibility and Planning for Growth
Goal 4: Professionalism, Accountability, and Organizational Learning

AGENDA

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. ROLL CALL
Joseph Britton, Rachel Chaleski, Kate Conetta, Gladys Cooper, Richard Jannelli, Patrick Johnston, Frederick Karrat, David Metrena, Emanuela Palmares, Ralph Pietrafesa, Amy Spallino

IV. RECOGNITIONS
Broadview Middle School – Update on Chromebook donation from Kappa Alpha Psi Fraternity and New Hope Baptist Church

V. PUBLIC PARTICIPATION
The Board Welcomes Public Participation and asks that speakers please limit their comments to 3 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, or against any person connected with the Danbury Public School System.

VI. CONSENT CALENDAR
MOTION - that the Board of Education approves the items on the Consent Calendar, Exhibits 19-131 through 19-134, as recommended:

MINUTES
10/2/19 Policy Committee Meeting ............................................................. 19-131(pg.3)
10/10/19 Policy Committee Meeting ............................................................. 19-132(pg.5)
10/10/19 Board Meeting .............................................................................. 19-133(pg.6)
10/16/19 Special Board Meeting ................................................................. 19-134(pg.14)

EXHIBIT

VII. EMPLOYEE REPRESENTATIVE
Spotlight Your School – Adult Education Program

VIII. STUDENT REPRESENTATIVES
DHS Representatives: Larissa Costa, Claire Moreira, Jake Goodwin, Rebecca D’Ostilio
ACE Representative: Tamara Souza
IX. PRESENTATION

X. ACTION ITEMS

A. September 2019 Operating Results Analysis (General Fund & Grants)
   MOTION: that the Board of Education accept the September 2019
   Operating Results Analysis (General Fund & Grants)
   in accordance with ..................................................19-135(pg.16)

B. 2019-2020 Superintendent’s Goals
   MOTION: that the Board of Education accept the 2019-2020
   Superintendent’s Goals in accordance with .....................19-136(pg.27)

XI. SUPERINTENDENT’S REPORT

A. Facility/Enrollment Update
B. Community Workshop on Equity, October 24, 8:00-12:00, DHS Black Box

XII. DISCUSSION

XIII. INFORMATION

A. Revisions to 7-109 Wellness Regulations ..............................................................19-137(pg.28)

XIV. BOARD CHAIRPERSON’S REPORT

XV. BOARD REPORTS, COMMUNICATIONS AND COMMENTS

XVI. EXECUTIVE SESSION

XVII. PUBLIC SESSION

XVIII. ADJOURNMENT

FUTURE MEETINGS AND DATES TO REMEMBER

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<td>December 4</td>
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DANBURY BOARD OF EDUCATION
POLICY COMMITTEE MEETING MINUTES
OCTOBER 2, 2019

Present: Rachel Chaleski, Frederick Karrat, Emanuela Palmares, Amy Spallino
Absent: David Metrena
Also Present: Kate Conetta, Gladys Cooper, Kevin Walston

The meeting was called to order at 6:04 p.m. and was turned over to Kevin Walston who updated the committee on the magnet school lotteries relative to the schools’ racial composition. The topic was requested to be put on the agenda for the October 2 Policy Committee meeting in order to continue discussion from the September 25 Regular Board Meeting. Mr. Walston had been in contact with a legal representative for the state to confirm that racial imbalance regulations do not apply to magnet schools, however, there must be a plan in place to correct an imbalance. Racial imbalance compares school proportions to district proportions pursuant to state statute. The proportion at WCAIS is approaching the 25 percentage points that is considered racially imbalanced.

The Policy Committee reviewed with the following revisions to CABE Series 9000 Bylaws of the Board as recommended by the Adhoc Subcommittee on September 18:

- 9005(a) Statement of Integrity: include the Statement of Integrity as part of the Role of the Board and its Members with the following revisions:
  - Remove the 4th bullet, “Be responsible for becoming informed on any and all issues coming before the Board,” as previously stated in preceding bullet.
  - Revise last bulleted statement to read, “Understand that we have no authority beyond that which is exercised at the Board meeting, and that we shall exercise caution as to not lend the impression that we are speaking on the Board’s behalf unless that authority has been so delegated.”
- 9011 Accountability: include first paragraph into current bylaws and exclude “Optional language to consider.”
- 9020 Public Statements: include sample bylaw as presented, except the last two sentences.
- 9020.1(a) Advocacy: include only the first 3 paragraphs as presented.
- 9131 Committee of the Whole: include bylaw as suggested by CABE.
- 9273 Civility Code: include language from both Version #1 and #2.

The Policy Committee reviewed CABE Series 9000 Bylaws of the Board in sequence beginning with Bylaw 9300. The consensus of the committee was to make the following recommendations to the full Board:

- 9325(a) Public Address: insert into the italicized paragraph, “A maximum of thirty minutes (30) will be allotted for public participation.” Public address portion of 9325(a) to be removed and inserted into 9325.31, replacing third paragraph of 9325.31 Public Participation.

Exhibit #19-13}
• 9325.1/9325.4 Quorum and Voting Procedures: Insert #5. “A member may abstain from voting” in Voting Procedures.

• 9325.2 Order of Business: The committee accepted modifications as recommended by CABE. Discussion ensued on translation services. It was discussed to post availability of such services with the annual meeting dates.

• 9325.3 Parliamentary Procedures: Include as presented by CABE except for 6th paragraph, “No new topic will be started after 10:30 p.m. except by a 2/3 vote of the members present and voting.”

The committee reviewed and discussed several optional bylaws to allow board member attendance at meetings through electronic communication. The consensus of the committee was to exclude all options, as this type of attendance is not recommended by CABE.

Bylaw 9326: Minutes was reviewed as it pertains to Robert’s Rules of Order. Discussion ensued.

The committee agreed to review the remaining bylaws in the CABE series, beginning with 9327.1(a) prior to the next Policy Committee on October 10, 2019 at 6:00 p.m. The next Adhoc Subcommittee meeting will be rescheduled to be held on October 22, 2019 at 6:00 p.m.

A. Spallino moved, seconded by R. Chaleski, to adjourn the October 2 Policy Committee Meeting. The motion passed and the meeting adjourned at 7:49 p.m.

Rachel Chaleski
Present: Rachel Chaleski, Frederick Karrat, Emanuela Palmares, Amy Spallino
Absent: David Metrena
Also Present: Gladys Cooper, Kevin Walston, Dr. Kara Casimiro

The meeting was called to order at 6:05 p.m.

The Policy Committee reviewed CABE Series 9000 Bylaws of the Board in sequence beginning with Bylaw 9327.1(a). The consensus of the committee was to make the following recommendations to the full Board:

- 9327.1(a-d): include as presented with the following exceptions:
  - Compliance with the Freedom of Information Act: to accept the first two paragraphs, or first version, only.
  - Maintaining Confidentiality: The first sentence will read, “Board members will not divulge confidential information about students, school employees, or Board business on social media sites.”
- 9327.1 Appendix on Social Media Etiquette, in addition to 9030(a-b) Commitment to Democratic Principles in Relation to Community, Staff, Students, will be omitted from the bylaws as information related to these topics are already addressed in the proposed new bylaws and will be utilized in new board member orientation.
- 9350(a-c) Hearings: will be included as presented.
- 9400 Board Self-Evaluation: The first sentence of the third paragraph will read, “Annually, the Board will schedule dates to conduct its self-evaluation.” The 9400 Appendix will be included as an example to follow.

Mr. Walston explained to the committee the process by which new policy will be adopted.

The next Policy Committee meeting will be held on November 6, 2019 at 6:00 p.m.

R. Chaleski moved, seconded by E. Palmares, to adjourn the October 10 Policy Committee Meeting. The motion passed and the meeting adjourned at 6:51 p.m.

Rachel Chaleski

Exhibit #19-132
CALL TO ORDER
The Vice-Chairperson, Rachel Chaleski, called the meeting to order at 7:04 pm and those assembled recited the Pledge of Allegiance led by the Danbury High School ROTC Cadets.

ROLL CALL
Present: Joseph Britton, Rachel Chaleski, Gladys Cooper, Richard Jannelli, Frederick Karrat, David Metreana, Emanuela Palmare, Ralph Pietrafesa and, Amy Spallino

Absent: Patrick Johnston and Kay Conetta

Also Present: Dr. Pascarela, Kelly Truchsessa, Kevin Walston, Kara Casimiro, Kim Thompson

RECOGNITIONS - None

PUBLIC PARTICIPATION
Wendell Johnson introduced himself to the Board. He stated that he has been a resident of Danbury for 54 years; his wife, who is now deceased was a member of the City Council for four years and their two daughters attendant Danbury schools. He said he is an executive recruiter with offices in New York City, Stamford, Connecticut as well as Danbury. He has recruited individuals on a global basis at the senior level for corporations around the world, primarily at the $500,000 and above level salary plus compensation corporations. He stated that he is keenly aware of exactly what a successful formula is for an individual to be successful in the corporate world. Consequently, 36 ago he formulated, along with his wife, a non-profit organization, Multicultural Business Youth Education Services. It was for High school students to take advantage of some of the emerging careers that were available in the corporate world. Our initial program was developed at Western Connecticut State University followed by Danbury High School and then later in Westchester for four years. We moved on to the University of Connecticut, its Stanford branch and we have partnerships with them is since 2001. Over the years we’ve had an opportunity to invite Danbury High School students to our program to a strong degree but unfortunately, there has been a diminished enrollment. All of our programs are offered free of charge. We have partnership with some of the major universities around the world and he is delighted to say that in the 36 years, the majority of the 14,000 students have received scholarships to universities. I am here tonight to provide an overview of what our program is all about and, as I said in my e-mail to each Board member, we look forward to you visiting our next conference which will be held at the Stamford Campus of the University of Connecticut, on November 9. It will provide you with an opportunity to see first-hand what we’re getting from other school districts in Fairfield County as well Westchester County. Thank you for this opportunity and I look forward to seeing you there on the 9th.

CONSENT CALENDAR
MOTION: Gladys Cooper moved, seconded by Ralph Pietrafesa, that the Board of Education approve the item on the Consent Calendar, Exhibit 128 as recommended:

MINUTES
9/25/19 Board Meeting

Motion passed at 7:10 pm.
Principal, Carmen Vargas-Guevara, introduced three staff members and a South Street School parent who was in the audience this evening:

- Craig Fay - 5th Grade Writing Teacher
- Fernanda Oliveira - ESL teacher
- Michael Mosca - Music Teacher
- Mrs. DaSilva, Parent

Ms. Vargas-Guevara proceeded with her presentation to the Board. She said she was honored to be here tonight and to be a part of her wonderful school. This is her third year as Principal, and she loves the school. She went on to say that this year they did something different by celebrating Hispanic Heritage Month. Her presentation showed a drawing of Sonia Sotomayor together with a photo of Sandra Cisneros, author and poet, Ellen Ochoa, Sylvia Mendez, and Laurie Hernandez. We also enjoyed some typical Hispanic food. She continued with photos of last year’s school climates depicting special days; Kindness Day, Walk to School Event, Guest Readers with some very important people reading great books for Black History Month. This year we are adding a monthly Breakfast with the Principal. In June we had a STEM Fair at the War Memorial that was attended by over 20 different companies and a couple of Rogers Parks’ students; it was so well organized; the kids had a wonderful time and the companies did too. I hope we can do it again this year. Last year we also had an art and music show. Our artwork is presently on the walls behind you. We have great music and art teachers that do amazing work with our students. Parent Nights included curriculum nights per grade, PTO nights, choose love movements, mobile food pantry, math STEM nights, writing celebrations and upcoming monthly breakfast with the principal. If they are unable to come to the school, we encourage phone conferences or any way that we can get them to participate and to be more involved. We almost had a 100% turnout for parent conferences. I sent out a Calendar of Events that listed what we were doing at our school for the students from May 21 through June 19, ten events were family involvement. One goal that I have set for myself is looking at accessing the needs of our school and our parents and how I can support them at home with the homework. That’s always been a struggle. There is a language barrier, and so many other barriers, for my parents. They want to help their children at home. I heard about Moby Learning. It is a computer program that really builds the foundation for our kids. It has fluency, reading and writing, science and social settings. The parents have given me positive feedback about the program. Because the license lasts actually a whole year, not a school year, we paid for an entire 12 months so the kids had access to it over the summer. Mrs. Vargas-Guevara then showed bar charts on imagine learning, literacy by grade, smart balance assessment cohort and smarter balance ELA cohort. She invited the Board to visit her school and thanked them for giving her the opportunity to spotlight South Street School.

STUDENT REPRESENTATIVES

DHS Representatives:

Good evening, we are Larissa Costa and Claire Moreira and we are the B.O.G President and Vice President. This month has already been off to a great start with many students participating in Spirit Week and the B.O.G having face painting during Friday’s lunch waves and a dunk tank that cost a dollar a throw to raise funds for the Special Olympics. Our football team also won the Homecoming game against Westhill by 42-0! The morning after was a high school reunion for the class of ’94 and ‘69 with the B.O.G giving tours of the school, while at night was our Homecoming dance with the theme, *A Night in New York*, which had around 800 students attending and dancing the night away in New York.
Our sports teams have been doing spectacular with our Varsity Boys' soccer team winning every game except one against Fairfield Warde, yet they will come back from it! Our Girls' Field Hockey team tied on their game against Trumbull 1-1. Our XC and T&F teams also had 3 wins and 14-1 regular season. The girls' volleyball team will be serving others to help block out cancer in support of Ann's Place tomorrow, October 11th, for their Pink Night game at 4:30pm!

PSATS will be October 16th for freshmen, sophomores, and juniors, while seniors will be taking their annual class picture out on the field. Seniorfest will also be on October 18th with many activities planned by their class president.

Freshmen elections will be on October 25th with freshmen running for office and being able to vote for who they think will serve best in office. This is an exciting time for freshmen due to more responsibility and freedom!

The annual club fair will be held this year on October 29th. We have many new clubs this year, this is an opportunity for the students at Danbury High School to get more involved in our school community.

As we get closer to Veterans Day, we are hoping to get in contact with a couple veterans and have them visit our school to talk to our students and tell stories of their time serving our country, so students may learn the sacrifices many have made for our country and us so that we all might be more appreciative of our veterans and serving officers!

Thank you for your time and have a great night! We will see you next month with more updates!

**ACE Representative: Tamara Souza**

Good evening everyone and thank you for allowing me to represent the Alternative Center. We have some great opportunities for students and staff that I would like to share with you:

- **October 2nd**, Kyle Trocolla, and Tiffany Vasale took 13 students on a 7-mile hike along the Appalachian Trail in Kent, Connecticut.

- **October 4th**, Two ACE students participated in a photoshoot with Brian Mccarley, who is our new ceramics teacher, and Dr. Lomas from WestConn to celebrate a Grant that resulted in ACE receiving a Kiln and our first ever ceramics class.

- **October 15th**, Rob Melillo will take 6 ACE students to the STARS workshop.

- **October 16th**, All 9th, 10th, and 11th graders will participate in the PSAT’s at ACE, which is overseen by our guidance counselor Dianna Dinardo.

- **October 22nd**, Full Sail University will visit ACE to run workshops with students in Film Making, Game Design, Entertainment Business Workshop, and Sports Media. This student opportunity was coordinated by Kyle Trocolla.

- **October 23rd**, Daniela Esposito and Dianna Dinardo will take 10 students on a 3-mile poetry hike at Steep Rock in Washington Connecticut.

Tamara thanked the Board, Cabinet members, and the community for their continued support of our ACE program and she looks forward to sharing the experiences of her ACE family throughout the year. May America always be above everything and God above everyone.
Kelly Truchsess mentioned that the College Fair will be at the Danbury Fair Mall on October 21 from 5:30 to 8:30 pm. Also, the Freshman Forum will be the following Monday, October 28 at Danbury High School.

Emanuela Palmares congratulated the student representatives. She said when she went to DHS and graduated in 2001 she didn’t even know there was a BOG with officers. All three of you are young Brazilian American ladies and I’m so proud of you.

**PRESENTATION** – None

**ACTION ITEMS** – None

**SUPERINTENDENT’S REPORT**

**Draft of 2019-2020 Superintendent’s Goals**
The Superintendent spoke about the four goals that are part of his evaluation. These are goals that were set by him and the Board. He updated the Board on what each objective was together with the evidence.

**Goal 1**  Growth in Student Learning and Achievement and College and Career Readiness for all Students – Evidence: ELD Program design, implementation plans; revised curriculum template/rubric, increased multicultural texts in class libraries, school and department allocation recommendations reflected in the overall district budget.

On this Goal, there are three reports reflecting the three categories: Date Report 1 fall (October 23); Data Report 2 winter (February 26) and Data Report 2 (spring)

**Goal 2**  Family, School, and Community Partnerships – Evidence: Family School Partnership Framework and survey results

**Goal 3**  Fiscal Responsibility, Planning for Growth and Talent Acquisition – Evidence: City-District Task Force meeting minutes and agendas and the inclusion of the multi-year budget development process, including funds from outside sources

**Goal 4**  Professionalism, accountability, and organizational learning – Evidence multi-year professional learning plan/calendar

There will be three reports one is already established, and the next will be on October 23, 2019 and on February 26, 2020. The strategic plan that Kevin is putting together we have been planning for two years.

**TDEC Update**
Kevin Walston told the Board that TDEC had its first meeting of the new school year last week. Our agenda was an overview of our strategic plan. We are going to squeeze in one more meeting before the next Board meeting. We had a member of the AIS Committee provide us with an update on the grant. Kara Casimiro said there are a couple of different levels to the grant. It is sort of a progressive grant so the more buy-in from stakeholders at various models, the more that maybe the district or the school can actually ask to apply for at the different levels of funding.

Kevin Walston then restated Mr. Donovan’s message to the Board about the NEASC visit to the high school and the process which will start on November 17th and conclude on the 20th. He also shared that the visiting team will be prepared to give highlights of the visit and then a more comprehensive report at a later date.
Kevin Walston said at our last meeting, we talked about racial imbalance. We phoned the State to ask if there are different rules governing magnet schools. The reply from the State with a caveat was yes. Its rules are different. The state will still run its racial imbalance and if there is a school, in any district, that is 25% or more that school will be required to come up with a plan. If there is a school 25% or more imbalance, we will be required to come up with evidence. We also talked about the Equity policy which was approved by the Board at its last meeting.

Kevin Walston said at the Citywide PTO meeting on Monday we talked about enrollment; Strategic Plan, town acquisition, trying to recruit and select staff that is a mirror of the population that we serve. Demographics in our community was also discussed. We still aspire to our goal, but we had to modify it a bit to be sure the staff that we hire is responsive to embrace the community that we serve. There were new parents at Citywide. He told the group that we had between 500-600 registrations this school year and our staff, teachers and administrators did a wonderful job of getting students registered. Our schools got off to an amazing start.

Citywide PTO “Meet the Candidates Night”, October 15th, 7:00 p.m. at Broadview
Kevin Walston said the Citywide PTO members asked that a robocall go out to parents inviting them to the “Meet the Candidates Night” planned for October 15th, 7:00 p.m. at Broadview.

Opioid Town Forum, October 2nd
Dr. Pascarella said that he attended the Opioid Town Forum on October 2nd. It was a round table discussion about adult addiction. Mayor Boughton was there together with other municipal representatives. The Attorney General of the State of Connecticut was also present. There were discussions and stories of family tragedies. It was said that there are organizations that support them and have a lifeline out there for a certain period of time. What we didn’t talk about were kids. This was all about adults. Mr. Jannelli told the Board that it was a waste of time. There were a bunch of politicians there who did nothing. They have nothing to offer but currently talk about counting how much of a lawsuit they were going to propose along with 25 other states against pharmaceutical companies. I think the most prevalent reaction or comment that was made was the opioid crisis is really out of hand and the general system itself whether be care or hospitalization is broken but there was no solution to revisit that or what was being done. The parents told heart-rending stories about deaths in their families, husbands complaining that they called the legislators, but they didn’t get any responses. None of them had the brains to ask the Superintendent what his feeling was on the subject relative to kids. It really was a waste of an hour and a half, other than the politicians getting together and telling who they represent. When they are in a district with 12,000 kids and you have Superintendent of schools here at least they could have asked what he is doing or how education in the schools may help.

Kelly Truchsess said we are working with several people, as well as my team, on nursing services at the hospital and continue to partner better on some early intervention opportunities that we can do for kids. The other piece is that we are working to secure a grant. We did apply for one in the spring but unfortunately, we were not the recipient. We have sought out some additional grant opportunities with the purpose to do a model which the city is currently utilizing with some of the adults in the community. It has been found to be successful and that would bring all the agencies to the table. Of course, with parental consent we could do this partnership beyond the schools. Also, other community agencies including the Department of Children and Families and other organizations could help to support the family and collaborate with the school. A community care model would help beyond just the hours of their care with us. We are also looking at curriculum, particularly for some of the vaping prevention work with our kids. We met with an individual concerning a smoking cessation program and that has really changed from cigarette smoking to vaping products. We will be bringing that into our class and
will be piloting in November. We have a group of school counselors who can continue to carry on the program exploring some different online opportunities that might have a positive effect.

Kara Casimiro said this year there is an opportunity to use a little bit of grant funding on wellness. It’s apportioned out so that’s how we can get the money to do some pertinent development work for the vaping in particular. We just need to start much earlier so I’m looking at ways to vertically align what is an appropriate level for elementary, middle and high school. We will also be bolstering targets for Opioids as well.

Frederick Karrat said that he wasn’t here at the meeting when the lottery was discussed for the Magnet School. I’m just wondering what the status is. I know that we were exploring ways to make sure our student population is more appropriately represented in the Magnet School. Kevin Walston said we’ve actually started discussions with PowerSchool not handling the lottery but managing registration. Managing the registration process is something that could be helpful, specifically for West Side if we go in that kind of direction. Right now, we have a person in my office taking the calls one by one. We are trying to find a more efficient way of handling the lottery. A further discussion ensued about the lottery in general.

Dr. Pascarella said timing is not very good. In talking to Frank LaBanca, they really need to open up just for timing programs in November. We need to look at the calendar. It will come down to a Board decision. We will do an analysis of who is out there. That is a good question that we have to look at. I did want to mention that at our facilities meeting we talked about, which I guess everybody knows, the AJS building belongs to the state and was given to Danbury for our use. After 20 years the building will be ours, we are in our 13 year. I’m going to ask Ryan Bingham, our lobbyist, who met with us to see if there is some language that would accelerate the time. We gave him some ideas about things we need to endorse. He will put something together for you to look at if it or not. E re down to 7 years and if we do nothing, it becomes a Danbury building.

Kim Thompson told the Board that Debbie Warner will be retiring at the end of the month. We had 100 candidates and have selected Kara Pompano from Region 15. She worked for the Vice Principal at the high school and prior to that, she has an extensive background in municipality positions. She brings to us a different perspective in addition to educational secretary. She has met some of the folks on our teams that she’ll be working with and she was highly regarded. Kara will be here on October 22nd.

**DISCUSSION**

**October 1, 2019 Enrollment Report**

Dr. Pascarella told the Board that the official enrollment report is October 1st, but the district has until October 15th to reconcile the enrollment numbers. He advised them that they will be moving upward, and it will make a difference in the ESC. With PreK included, we are approximately 12,000 students. At Rogers Park, the numbers are up for the 6th and 7th grades; and the same at Broadview. We are going to look at redistributing at both schools. He told the Board that they will be getting an Enrollment Report every month. He mentioned the numbers change because students leave, and some students come back. Norwalk has the same problem and they also have gone back to the State for additional funding.

Kelly Truchs ess said they have an additional 4 or 5 students who were not identified but displayed significant needs. We diagnosed them and placed them in a try-out place initially. These were students that presented severe cognitive disabilities or physical limitations, most of whom moved from outside the country and were not in a special education department previously. We had many new students and
some of those students have required intense programming, one-on-one tutors. We are looking at some related services.

Rachel Chaleski told the Board she would like to update them on the 20/20 Task Force meeting on Tuesday. The Mayor, Council, Kevin Walston, Richard Jannelli, Kate Conetta, and Dr. Pascarella and PTO parents were there. The Mayor talked about an enrollment study to be done. The plan is for the peak year over a 10-year period and a study plan will be continually updated as a long term process. The Mayor has met with the governor several times who leans toward creative and regional solutions. He spoke about moving Adult Ed. The next meeting will be November 6th at 4:30 pm at Beaver Brook.

Rachel Chaleski said she attended the “higher-order” thinking today training. They are very excited about their professional development and its cross-curriculum approach. There is an equity symposium on Saturday, October 19. She mentioned that she just wanted the Board to know that it is at Goodwin College in East Hartford from 9:00-3:30 it is for any individual here or in the public looking to understand or promote equity in our Strategic Plan. There is a CABE Roundtable on October 23rd. Richard Jannelli and I are attending. It is $10 to register and is being held from 9:00-11:00 am in Wethersfield. I went to the “Mix it up Lunch” at AIS for the community helpers’ day today. They always do a fabulous job.

INFORMATION - None

BOARD CHAIRPERSON’S REPORT

BOARD REPORTS, COMMUNICATIONS AND COMMENTS
Frederick Karrat said the Policy Committee got the by-laws with all the recommendations. They are being shipped to CABE and they are going to clean them up and send them back to us. They should be on the agenda, for the first reading, at the first meeting in November.

EXECUTIVE SESSION

MOTION: Gladys Cooper moved, seconded by David Metrena that the Board of Education convene in Executive Session for the purpose of discussing negotiations with NEA- Danbury and Teamsters Local Union No. 677 (Custodians), with possible action in public session.

Motion passed at 8:15 pm.

Present: Joseph Britton, Rachel Chaleski, Gladys Cooper, Richard Jannelli, Frederick Karrat, David Metrena, Emanuela Palmares, Ralph Pietrafesa, and Amy Spallino

Absent: Patrick Johnston and Kate Conetta

Also Present: Dr. Pascarella, Kelly Truchsess, Kevin Walston, Kara Casimiro, Kim Thompson

The Vice-Chairperson, Rachel Chaleski, called the meeting to order at 8:20 pm and turned the meeting over to Kim Thompson.

PUBLIC SESSION

MOTION: Ralph Pietrafesa moved, seconded by Frederick Karrat to return to Public Session.
Motion passed at 8:55 pm.
PUBLIC SESSION

MOTION: Frederick Karrat moved, seconded by G. Cooper, that the Board of Education ratifies the contract with NEA-Danbury as presented.

Motion passed at 8:55 pm.

MOTION: Frederick Karrat moved, seconded by Amy Spallino, that the Board of Education ratifies the contract with Teamsters Local Union No. 677 (Custodians) as presented.

Motion passed at 8:55 pm.

ADJOURNMENT
Frederick Karrat moved, seconded by D. Metrena that the Board of Education adjourn its October 10, 2019 Board Meeting and the meeting adjourned at 8:55 pm.

Gladys Cooper, Secretary

(Meeting was videotaped)
Present: Rachel Chaleski, Kate Conetta, Gladys Cooper, Richard Jannelli, Patrick Johnston, Frederick Karrat, Emanuela Palmares, Ralph Pietrafesa

Absent: Joseph Britton, David Metrena, Amy Spallino

Also Present: Sal Pascarella, Kevin Walston, Kim Thompson, Kelly Truchsess and Attorney Tom Mooney.

CALL TO ORDER
Mr. Johnston, Board Chairperson, called the meeting to order at 6:05 p.m.

EXECUTIVE SESSION

MOTION: R. Chaleski moved, seconded by K. Conetta, that the Board of Education convene in Executive Session for the purpose of discussing a personnel matter regarding Finance Director applicants. The motion passed at 6:05 p.m.

PUBLIC SESSION

MOTION: R. Chaleski moved, seconded by R. Pietrafesa, to return to Public Session. The motion passed at 6:25 p.m.

1. In the Matter of a Grievance regarding teacher load for Danbury High School Special Education Teachers.

R. Pietrafesa recused himself from the discussion and left the meeting.

Attorney Mooney opened the Grievance Hearing with an explanation of the procedural rules that will apply to the hearing, including the fact-finding nature of the hearing.

The parties agreed to the entry into evidence of the following Joint Exhibits:

Joint Exhibit 1 -- Grievance Forms
Joint Exhibit 2 -- Memorandum containing Grievance Disposition dated 3/20/19
Joint Exhibit 3 -- Contract Excerpt, Article IV (Teacher Load)
Joint Exhibit 4 -- Contract Excerpt, Article VI (Class Size)

Mr. Kennedy, UniServ Representation for NEA-Danbury called Sonia Moore, a DHS Special Education Teacher in the Basic Academic Skills Program as the first witness. Ms. Moore provided testimony.

Ms. Thompson, Human Resources Director, cross examined Ms. Moore, and entered the following Exhibits:

Administration Exhibit 1 -- S. Moore Schedule SY 2017-18
Administration Exhibit 2 -- S. Moore Schedule SY 2018-19

Exhibit #19-134
Mr. Kennedy called Fred Merrill, a DHS Special Education Teacher in Resource as his second witness. Mr. Merrill provided testimony.

Ms. Thompson cross examined Mr. Merrill.

Mr. Kennedy called Christopher Dufel, a DHS Special Education Teacher in the Freshman Academy. Mr. Dufel provided testimony.

Ms. Thompson cross examined Mr. Dufel.

Mr. Kennedy rested the case for the grievants.

Ms. Thompson called Kelly Truchsess, the Director of Special Education and Pupil Personnel Services as her witness. Ms. Truchsess provided testimony. In connection with that testimony, the District entered the following exhibits:

Administration Exhibit 3 -- Grievance document, Memorandum denying Grievance dated 1/4/13 and accompanying schedules

Administration Exhibit 4 -- S. Lyden Schedule SY 2017-18
Administration Exhibit 5 -- S. Lyden Schedule SY 2018-19

Mr. Kennedy re-called Ms. Moore for additional testimony. In connection with that testimony, the Union entered a Document Reflecting Schedules 2012-13/2013-14. Ms. Thompson objected to the entry of the Document. The Document was entered as Union Exhibit 1.

All present Board of Education members were invited to ask questions of the witnesses.

Mr. Kennedy and Ms. Thompson presented summary arguments to the Board of Education and responded to questions from individual Board members.

EXECUTIVE SESSION

MOTION: R. Chaleski moved, seconded by F. Karrat to convene in Executive Session for the purpose of deliberating on the grievance regarding the teacher load for special education teacher. The motion passed at 8:40 p.m.

PUBLIC SESSION

MOTION: R. Chaleski moved, seconded by F. Karrat to return to Public Session. The motion passed at 9:25 p.m.

ADJOURNMENT

R. Chaleski moved, seconded by F. Karrat to adjourn the October 16, 2019 Special Board Meeting. The motion passed and the meeting adjourned at 9:25 p.m.

Gladys Cooper, Secretary
October 23, 2019
To: Danbury Board of Education
Re: September 2019 Operating Results Analysis

Attached please find the September 2019 Balance Report for the General Fund. The report detail includes line-item budget amounts, encumbrances, year-to-date expenditures and account balances. The unaudited balance represents funds as of September 2019 operations and includes current encumbrances. During the month of September 2019 the District expended $10,724,323 resulting in a fiscal year-to-date expenditure value of $19,214,420. The FYTD expenditure represents 14.2% of the budget.

<table>
<thead>
<tr>
<th>Expense and Encumbrance Summary</th>
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<tbody>
<tr>
<td>FY 2019-20 Budget</td>
<td>$134,986,000</td>
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<tr>
<td>MTD Expended ($)</td>
<td>$10,724,323</td>
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<tr>
<td>YTD Expended ($)</td>
<td>$19,214,420</td>
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<tr>
<td>YTD Expended (%)</td>
<td>14.2%</td>
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<tr>
<td>Encumbrances</td>
<td>$116,884,806</td>
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<tr>
<td>YTD Expend/Encumb/Obligations</td>
<td>100.8%</td>
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</table>

Please review the attached report in advance of the October 23, 2019 BOE meeting. Should you have questions please contact me at 203-797-4715.

Exhibit # 19-135
SUMMARY

This financial report for September 2019 represents the current balances.

We are operating on a hard spending freeze at this time due to enrollment increases and Special Education costs from unbudgeted outplacements. The overall Board of Education budget is a projected deficit of $1,113,226 which we are doing everything to help control.

EXPENSE CATEGORY CONDITIONS

100 Salaries

The salary accounts (004-080) are currently running a deficit of 780,332. The major impact on our salary accounts this year are directly related to enrollment changes. We added teachers at the elementary, middle and high school levels. We also have several key certified positions still open which are in the areas of ELL and Speech. In addition, we are concerned about the increase graduation requirements (specifically for the new students arriving after the start of school) and will be pursuing additional staff in the second semester to meet those needs.

Due to the extreme issues in our salary accounts and the overall budget we are making projections for substitutes for the rest of the year.

200 Employee Benefits

We are now 1 quarter into our fiscal year and our monthly health insurance claims are running in line with our overall projections. You will see as part of this report we are making projections on all insurances as well for the rest of the year in order to give a more complete picture of our overall financial status.

300 Services and Fees

We continue to work with the special education department to monitor special education tutor staffing levels which are showing a deficit of $270,066. We also had to add additional PT/OT support.

400 Utilities, Repairs & Maintenance

We have encumbered all our energy accounts and so far we are running in line with current projections.

500 Transportation, Tuition & Misc.

Transportation accounts are going to show increased stress this year due to the 4 additional buses necessary for the enrollment growth. We also saw increased numbers on our Pre-K runs adding to our overall busing cost increases.

The special education outplacements this year are another major area of focus. Right now we are projecting a deficit of $560,164. This will be a continued area that we need to watch. We have been in contact with city hall about accessing our excess costs funds to help offset these costs.
Athletic insurance is showing a deficit of 30,022 due to the increase in premiums based on the prior year claims.

Overall we are showing a deficit of $1,523,788 in the 500 series accounts.

**600 Supplies**

Our supply accounts will produce much of the offsets to cover costs in other areas of the budget as we have been under a budget freeze for some time.

**700 Equipment**

No concerns presently.

**800 Other**

No concerns presently.
<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPENSE CATEGORY</th>
<th>BUDGET</th>
<th>MTD EXPENDITURE</th>
<th>YTD EXPENDITURE</th>
<th>ENCUMBERANCE</th>
<th>BALANCE</th>
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<tbody>
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<td>Assistant Principal</td>
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<td>Principal</td>
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<td>Paraprofessional</td>
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<td>$57,081.39</td>
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<td>$391,448.77</td>
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<td>Paraprofessional-ESL</td>
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<td>$20,192.85</td>
<td>$200,527.30</td>
<td>($1,403.43)</td>
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<tr>
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<td>Technical Support Analyst</td>
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<td>$38,841.32</td>
<td>$139,618.62</td>
<td>$366,271.38</td>
<td>($57,399.18)</td>
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<td>Custodial</td>
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<td>$286,562.62</td>
<td>$872,341.19</td>
<td>$2,720,139.76</td>
<td>$20,875.65</td>
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<td>Maintenance</td>
<td>$320,873.55</td>
<td>$22,589.32</td>
<td>$69,315.82</td>
<td>$242,911.05</td>
<td>$8,646.68</td>
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<td>080</td>
<td>Safety Advocate</td>
<td>$617,659.08</td>
<td>$43,480.41</td>
<td>$51,566.73</td>
<td>$562,708.99</td>
<td>$3,423.36</td>
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</table>

Subtotal Salaries  76,240,549  6,219,102  8,294,103  68,560,869  (614,423)
<table>
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<tr>
<th>CODE</th>
<th>EXPENSE CATEGORY</th>
<th>BUDGET</th>
<th>MTD EXPENDITURE</th>
<th>YTD EXPENDITURE</th>
<th>ENCUMBERANCE</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>116</td>
<td>Teaching-Substitutes</td>
<td>$736,045.00</td>
<td>$52,165.00</td>
<td>$52,165.00</td>
<td>$825,000.00</td>
<td>($141,120.00)</td>
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<td>117</td>
<td>Teaching P/T-Long Term</td>
<td>$330,000.00</td>
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<td>$20,300.00</td>
<td>$498,000.00</td>
<td>($188,300.00)</td>
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<td>118</td>
<td>Teaching-Adult Ed.</td>
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<td>119</td>
<td>Teaching-Summer and After School</td>
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<td>$24,532.00</td>
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<td>121</td>
<td>In-House Substitutes</td>
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<td>$385.00</td>
<td>$45,345.00</td>
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<td>122</td>
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<td>$340,500.02</td>
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<td>($25,261.02)</td>
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<td>124</td>
<td>Marching Band-Instructional</td>
<td>$12,000.00</td>
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<td>$0.00</td>
<td>$12,000.00</td>
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<td>136</td>
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<td>$9,454.08</td>
<td>$9,522.32</td>
<td>$45,344.00</td>
<td>($4,866.32)</td>
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<tr>
<td>140</td>
<td>Paras-Substitutes</td>
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<td>$0.00</td>
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<td>155</td>
<td>Clerical-P/T</td>
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<td>$6,707.24</td>
<td>$13,552.19</td>
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<td>($20,439.16)</td>
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<td>Teaching Aides-Spec Ed P/T</td>
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<td>Teaching Aide-Salaries P/T</td>
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<td>Extra Curricular</td>
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<td>Coaching-Interscholastic</td>
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<td><strong>Subtotal P/T and Substitutes</strong></td>
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<td><strong>2,261,895</strong></td>
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<td><strong>Total Salary Accounts</strong></td>
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<tr>
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<td>Legal Fees Spec Ed</td>
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Supplies $4,939,100  144,292  334,030  3,885,546  719,523
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>891</td>
<td>Adult Ed-Local</td>
<td>$322,228.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$322,228.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>893</td>
<td>Bilingual Ed-Local</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>894</td>
<td>Services for Blind-Local</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>897</td>
<td>Staff Development</td>
<td>$49,500.00</td>
<td>$1,179.72</td>
<td>$4,982.49</td>
<td>$3,628.50</td>
<td>$40,889.01</td>
</tr>
</tbody>
</table>

Subtotal Other 432,046 2,255 55,718 325,857 50,471

Grand Total 134,986,000 10,724,323 19,214,420 116,884,806 (1,113,226)
October 18, 2019
To: Danbury Board of Education
Re: September 2019 Operating Results Analysis (Grants/Projects)

Attached please find the September 2019 Balance Report for the Grants/Projects Fund. The report detail includes line-item budget amounts, encumbrances, year-to-date expenditures and account balances. The non-audited balance represents funds as of September 2019 operations and includes current encumbrances. During the month of September 2019 the District expended $524,026 resulting in a fiscal year-to-date expenditure value of $1,096,217. The FYTD expenditures represent 11.6% of the Grants budget.

<table>
<thead>
<tr>
<th>Expense and Encumbrance Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2018-19 Budget</td>
</tr>
<tr>
<td>MTD Expended ($)</td>
</tr>
<tr>
<td>YTD Expended ($)</td>
</tr>
<tr>
<td>YTD Expended (%)</td>
</tr>
<tr>
<td>Encumbrances</td>
</tr>
<tr>
<td>YTD Expend/Encumb/Obligations</td>
</tr>
</tbody>
</table>

Please review the attached report in advance of the October 23, 2019 BOE meeting. Should you have questions please contact me at 797-4701.
# MONTH AND YEAR-TO-DATE EXPENDITURE SUMMARY REPORT

As Of September 2019  
Period: 3 of 12  Theoretical Rate 25%

## STATE & FEDERAL GRANTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Adjusted Budget</th>
<th>MTD $ Expended</th>
<th>YTD $ Expended</th>
<th>YTD $ Encumbered</th>
<th>YTD % Expended</th>
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</thead>
<tbody>
<tr>
<td>006</td>
<td>Title II English Language C/O</td>
<td>$72,153.52</td>
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<td>-</td>
<td>8,329.84</td>
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<tr>
<td>009</td>
<td>Immigrant &amp; Youth C/O</td>
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<td>015</td>
<td>Tuition for Typicals - Pre Sch</td>
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<td>017</td>
<td>FRC - Morris Street</td>
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<td>20</td>
<td>Perkind Supplemental II</td>
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<td>021</td>
<td>Perkins Suplemental</td>
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<td>-</td>
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<tr>
<td>26</td>
<td>Title IV Part A C/O</td>
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<tr>
<td>065</td>
<td>Out of School Youth</td>
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<td>13,853.60</td>
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<tr>
<td>072</td>
<td>IDEA - Educ of Handicapped C/O</td>
<td>$474,104.95</td>
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<td>074</td>
<td>Medicaid</td>
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<tr>
<td>075</td>
<td>IDEA - Educ of Handicapped</td>
<td>$2,467,594.00</td>
<td>106,992.39</td>
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<tr>
<td>076</td>
<td>Adult ED - Co-Op</td>
<td>$174,446.00</td>
<td>10,988.20</td>
<td>30,546.20</td>
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<tr>
<td>077</td>
<td>Adult ED - State</td>
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<tr>
<td>079</td>
<td>Adult ED - Local</td>
<td>$333,348.82</td>
<td>18,508.00</td>
<td>20,026.34</td>
<td>18,528.74</td>
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<tr>
<td>081</td>
<td>Adult ED</td>
<td>$130,000.00</td>
<td>4,346.68</td>
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<tr>
<td>082</td>
<td>Adult ED</td>
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<tr>
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<td>Title I C/O</td>
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<tr>
<td>101</td>
<td>Pre school Handicapped</td>
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<td>5,584.60</td>
<td>66,663.40</td>
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<td>102</td>
<td>Pre school Handicapped C/O</td>
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<td>112</td>
<td>Title II Teacher Quality C/O</td>
<td>$20,787.14</td>
<td>-</td>
<td>666.84</td>
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<td>115</td>
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<td>116</td>
<td>Nellie Mae Education Foundation</td>
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<td>-</td>
<td>0.0%</td>
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<tr>
<td>117</td>
<td>21st Century - Haystown &amp; Pemhrosed</td>
<td>$89,840.00</td>
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<td>5,817.02</td>
<td>-</td>
<td>6.5%</td>
</tr>
<tr>
<td>118</td>
<td>21st Century - Ellsworth &amp; South St</td>
<td>$190,000.00</td>
<td>6,505.07</td>
<td>69,719.53</td>
<td>-</td>
<td>36.7%</td>
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<tr>
<td>119</td>
<td>21st Century - RPMS &amp; BVMS</td>
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<td>998.01</td>
<td>-</td>
<td>0.5%</td>
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<tr>
<td>120</td>
<td>School Readiness</td>
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<td>550,344.40</td>
<td>2,630,271.90</td>
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<tr>
<td>121</td>
<td>Quality Enhancement</td>
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<tr>
<td>142</td>
<td>Danbury Education Foundation</td>
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<td>-</td>
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<tr>
<td>144</td>
<td>Coca-Cola</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>147</td>
<td>CT Science Center - Pitney Bowes</td>
<td>$1,903.19</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>148</td>
<td>VH1 Save the Music</td>
<td>$7,360.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Total:**  
$9,433,878.56  524,025.88  1,096,216.92  4,356,245.35  11.6%
DANBURY PUBLIC SCHOOLS
2019-2020 SUPERINTENDENT'S GOALS --- DRAFT

Goal 1: Growth in Student Learning and Achievement and College and Career Readiness for All Students

Objective: Increase equity and access to rigorous curriculum and programming, while reducing the academic achievement gap in literacy and mathematics for our high needs students.

1. Redesign services for English Language Learners and support for core classroom instruction.
   - Explore high quality English Language Development programs.
   - Select an ELD program and develop an implementation plan (PD, Budget, Roll out).
   - Evaluate the effectiveness of the current Newcomers program and make recommendations for improvements.
   - Examine the distribution of staffing to meet the ESL service demands.
   - Review and recommend supports for EL students within current core curriculum and expand the implementation of Sheltered Instruction Observation Protocol (SIOP).

2. Develop a process to ensure increased access of grade level standards through universal design of curriculum and use of culturally relevant resources.
   - Revise curriculum template/rubric and unit assessments to include embedded language supports and learning activities in order to increase student engagement and access to grade level content.
   - Analyze the current collections of texts used in curriculum for cultural relevance using NYU’s Steinhardt culturally relevant curriculum resources as a guide.
   - Special Education staff will partner with curriculum development teams to ensure equal access to curricula.

3. Develop a multi-year plan to assure implementation of mandated curriculum.
   - Identify prioritized areas of curriculum development need in the district.
   - Develop a multi-year core curriculum and resource budget plan.

Evidence: (1) ELD Program Design, Implementation Plans (2) Revised Curriculum Template/Rubric, Increased Multicultural Texts in Class Libraries; (3) School and Department Allocation Recommendations reflected in the overall district budget.

Progress on academic achievement and growth as a district will be monitored on a yearly basis using the Accountability Index and ESSA (Every Student Succeeds Act) targets when released by the CT State Department of Education. Additionally, the data below will be monitored throughout the year.

<table>
<thead>
<tr>
<th>Data Report 1</th>
<th>Testing Report: SBAC Achievement, SBAC Growth Scores, SAT Achievement, NGSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (Oct 23)</td>
<td>College &amp; Career Readiness Report: Graduation Rates, Early College Opportunities, Dual Enrollment, AP Enrollment &amp; Outcomes</td>
</tr>
<tr>
<td>Winter (Feb 26)</td>
<td>Next Generation Accountability Index: ELA, Math Science, Performance &amp; Growth, CCR, Physical Fitness, Arts Access</td>
</tr>
</tbody>
</table>

Goal 2: Family, School and Community Partnerships

Objective: Develop a safe and welcoming school culture for families, students, educators, staff and the community that enables partnerships to foster a vested interest in the schools that collectively creates opportunities for deeper engagement for student success and learning.

1. Develop a family school partnership framework to fully engage all students, their families, educators and the community through survey, increased outreach efforts, and community conversations resulting in family school partnerships.

2. Promote and enhance programs that create safe schools by strengthening safety protocols and procedures at all schools.


Goal 3: Fiscal Responsibility, Planning for Growth & Talent Acquisition

Objective: Establish a transparent, coherent, and efficient budget that ensures equitable distribution of resources, allocated to support and sustain the District's vision and mission.

1. Refine, monitor and update multi-year budget plan.
2. Continue to evaluate the facility needs of the district in collaboration with the City of Danbury.
3. Refine recruitment and retention efforts with the goal of more accurately reflecting the diversity of our student population, with attention to the hiring of culturally competent candidates in all positions.
4. Continue to develop relationships with community partners, corporations and foundations to bring funds into the district.

Evidence: City-District Task Force Meeting Minutes & Agendas & the inclusion of the multi-year budget development process, including funds from outside sources.

Goal 4: Professionalism, Accountability, and Organizational Learning

Objective: Using data to drive student achievement, we will develop and enhance the skills of our educators, through a lens of cultural competency, to reach the needs of our diverse learners.

1. Develop a professional learning plan for teachers, school leaders, central office and staff that builds the capacity of the district to carry out the vision and sustain improvement.
2. Increase opportunities for self-directed professional learning.

Evidence: Multi-year Professional Learning Plan/Calendar.

Exhibit # 19-136
DANBURY PUBLIC SCHOOLS  
Danbury, Connecticut  
REGULATIONS  

<table>
<thead>
<tr>
<th>WELLNESS</th>
<th>Adopted: 11-10-2009</th>
<th>Revised: 10-8-2019</th>
<th>Policy No. 7-109*</th>
</tr>
</thead>
</table>

Danbury Public Schools (hereafter referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

These regulations outline the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, these regulations establish goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus – in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication and monitoring of the policy and its established goals and objectives.
- The District will coordinate the wellness policy with other aspects of school management, including the District’s School Improvement Plan, when appropriate.
- Building Principals or designee will be responsible for policy and regulation adherence within each school building.

These regulations apply to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereafter referred to as the DWC), that meets up to four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy. District personnel responsible for oversight of the Wellness Policy and DWC are as follows:

Administrator: Director of Finance
Food Services Manager
District Dietitian
Committee Co-Chairs: Health and Nursing Services Coordinator, PE and Health Department Head

Their names and contact information are posted on the Food Services Website.

The DWC membership will invite all school levels (elementary and secondary schools) including but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals and mental health and social services staff; school administrators school board members; health professionals, and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-ED). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of the wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to the district schools and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing,
nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. Resources the DWC may use for implementation of the Wellness Policy may include, but not be limited to the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index.

The Wellness Policy and progress reports can be found at:
https://sites.google.com/a/danbury.k12.ct.us/danbury-school-lunch-program/

Recordkeeping

The District will retain records to document compliance with the requirements of the Wellness Policy at the Health and Nursing Services Coordinator’s office. Documentation maintained in this location will include but will not be limited to:
- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District’s events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District personnel leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:
- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District’s wellness policy compares to the Alliance for a Healthier Generation’s model wellness policy; and
- A description of the progress made in attaining the goals of the District’s Wellness Policy.
The District Health Services Coordinator, in collaboration with the District Dietician, will be responsible for managing the triennial assessment. Their contact information is available on the Danbury Public Schools website.

The DWC, in collaboration with individual schools, will monitor schools’ compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

**Revisions and Updating the Policy**

The DWC will update or modify the wellness policy/regulations based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as required at least every three years, following the triennial assessment.**

**Community Involvement, Outreach and Communications**

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district.

The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Connecticut Nutrition Standards in School nutrition standards.

The District will use electronic mechanisms, such as email or displaying notices on the district’s website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy.

The District will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.
Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer’s specification); and to meeting the nutrition needs of school children within their calorie requirements.

The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Supper programs, After School Snack Program (ASP), and the School Backpack Program. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas. Taste testing will only be offered after confirmation of student food allergies.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.

- Menus will be posted on the District website or individual school websites, and will include nutrient content.
- Menus will be created and reviewed by a Registered Dietitian.
- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
- Students are served lunch at a reasonable and appropriate time of day.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children’s school.
- Food that is sold must meet the Public Health Department’s standards in regard to storage, preparation, and serving.
- Sharing of foods by children is discouraged.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA’s Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus*. The District will make drinking water available where school meals are served during mealtimes.

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards.
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks and Connecticut Nutrition Standards in School nutrition standards. Smart Snacks and CT Nutrition Standards aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a
Guide to Smart Snacks in Schools are available at:

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

1. Due to concerns regarding safe food handling and preparation, allergies, and the District’s goal for consistent adherence to foods of high nutritional value, during the school day, no outside food other than the student’s personal snack from home is permitted for school/classroom celebrations.
2. Parents are still encouraged to participate in their child’s classroom celebrations, and they will be provided with alternative ideas for celebrating.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Food and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.
4. School/Classroom celebrations will be at the discretion of the building administrator.

Fundraising

Foods and beverages that meet or exceed the state nutrition standards may be sold through fundraisers on the school campus during the school day.

The District highly encourages organizations to use non-food items as fundraisers. Alternatives to food based fundraising will be made available to all organizations.

PTO and fundraising organizations will receive information annually on the requirements for Healthy Certification.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.
The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. (This promotion will occur through at least:) Nutrition promotion will occur through a variety of methods including:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the state nutrition standards.

- Annual Health Fairs;
- Nutrition Education;
- Fine Dining Classes;
- Menu Promotions;
- Wellness Newsletter;
- Future Chef Program;
- Fresh Fruit and Vegetable Program;
- After School Snack Program;
- Go 5-2-1-0

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.
Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. (These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student’s health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District’s Wellness Policy.) The District will provide support so that the administration, faculty and staff follow guidelines for a healthy school culture.

(Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the state nutrition standards.)

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons for a product, or free samples displaying advertising of a product.

As the District/School Nutrition Services/Athletics Department/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District Wellness Policy.
All food sold to students separately from reimbursable meals must meet the Connecticut Nutrition Standards at all times from all sources, including but not limited to school stores, vending machines, al la carte sales in school cafeterias, concessions and any fundraising activities on school premises.

- All beverages that are sold to students on school premises must meet the requirements of Section 10-221q of the Connecticut General Statutes.
- The District adheres to to Sec. 203 of the Healthy Hunger Free Kids Act of 2010 by making drinking fountains available for students to get water at meals and throughout the day.
- Section 10-221p of the Connecticut General Statutes: Boards to make available for purchase nutritious and low-fat foods. Each local and regional board of education and governing authority for each state charter school, inter-district magnet school and endowed academy approved pursuant to 10-34, shall make available in the schools under its jurisdiction for purchase by students enrolled in such schools nutritious and low- fat foods, which shall include, but shall not be limited to low-fat dairy products and fresh or dried fruit at all times when food is available for purchase by students in such schools during the regular school day.
- Section 10-215b-23 of the Regulations of Connecticut State Agencies specifies that the income from the sale to students of any food items sold anywhere on the school premises from 30 minutes before the start of any state or federally subsidized milk or meal program, (National School Lunch Program, School Breakfast Program), until 30 minutes after the end of the program, must accrue to the Board of Education’s food service account.
- All fundraisers sold to students on school premises must meet the Connecticut Nutrition Standards and beverage requirements of the state statute, unless they are sold to students at the location of an event that occurs after the school day or on a weekend, provided the sale is not from a vending machine or school store. The District highly encourages organizations to use non-food items for fundraising efforts.
- The Connecticut Nutrition Standards and state beverage statute do not apply to fundraisers occurring off school premises. However, if a student brings in money to school for orders taken in advance, the fundraiser must be structured so that the parent/guardian pick up the food or beverage items instead of the students. There can be no exchange of monies for food by a student.

Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students’ physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education.
Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

To the extent practicable, the District will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

- The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.
- Students in grades Pre-K to 5 will have a minimum of 30 minutes per day of recess, preferably prior to the lunch period. This may be waived on delayed opening or early dismissal days.
- As the state requirement for recess is 20 minutes per day, teachers or administrators may use 10 minutes of recess time at their discretion to retain an individual student/s to address conflict resolution/safety concerns. This is not to exceed 2 times in one week. The teacher/administrator will notify the parent that the student was retained for 10 minutes during recess.
- Recess may not be withheld to complete academic work.
- If recess occurs before lunch, appropriate handwashing facilities and or sanitizing stations will be available, and students will be required to use them to use to ensure proper hygiene prior to eating.
- Whenever possible, recess should be outdoors.
- The Principal will determine, based on the district’s Weather Safety Guidelines, if outdoor recess should be cancelled due to inclement weather or other environmental risks.
- After school activity programs that encourage healthy habits will be provided utilizing a diverse selection of competitive and non-competitive, structured and unstructured activities to the extent that staffing permits.
- In the event of indoor recess, teachers and staff will follow the guidelines that promote physical activity for students, to the extent practicable.

**Physical Education**

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided an equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.
All District **elementary students** in each grade will receive physical education for at least 40 minutes per week throughout the school year.

All District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments and will use criterion-based reporting for each student.

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).
- All physical education teachers in Danbury Public Schools will be required to participate in at least once a year professional development in education (meets Healthy Schools Program Silver-level criteria).
- All physical education classes in Danbury Public Schools are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).

**Essential Physical Activity Topics in Health Education**

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum, a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

**Active Academics**

Teachers will be encouraged to incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

**Professional Learning**

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

**Before and After School Activities**

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods:

**Active Transport**

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in the activities below; including but not limited to:
- Designate safe or preferred routes to school
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools

**Glossary:**

**A La Carte Items** – Any food or beverage that students purchase in addition to or in place of the USDA reimbursable school breakfast or lunch. Includes food and beverages sold in vending machines, ala carte lines or kiosks, school stores or snack bars located anywhere on school grounds, including the cafeteria and athletic events.

**Extended School Day** – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.
Extra-Curricular Activities - School sponsored voluntary programs that supplement regular education and contribute to the educational objectives of the school.

Foods and Beverages of Low Nutrient Density - Those foods and beverages that supply calories from fat and/or sugar but relatively few, if any vitamins and minerals.

Foods of Minimal Nutritional Value (FMNV) - For artificially sweetened foods, the USDA defines a FMNV as one that provided less than 5 percent of the Dietary Reference Intakes, (DRI's), for each of the eight specified nutrients (protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron) per serving. For all other foods, FMNV are those that provide less than 5 percent of the DRI for each of the eight nutrients per serving and per 100 calories. USDA regulations define four specific categories of FMNV, including (1) soda water, (2) water ices, (3) chewing gum; and (4) certain candies (hard candies, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy-coated popcorn. These regulations do not restrict the sale of any other low nutrient foods, e.g., chips and non-carbonated sweetened drinks.


Nutrient Dense Foods - Those foods that provide substantial amounts of vitamins and minerals and relatively few calories.

Nutrition Standards – Federal, state or local guidelines for the nutritional content of foods and beverages.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the school hours defined by the District that includes regular school hours, scheduled early dismissals, weather/emergency dismissals, and delayed openings.

School Meals – Meals served under the USDA Child Nutrition Programs, including breakfast, lunch, and after school snacks.

School Health Index - A self-assessment and planning tool from the Centers for Disease Control and Prevention, (CDC), that schools can use to improve their health and safety policies and programs. The SHI is based on CDC’s research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in improving youth risk behaviors.

Triennial – recurring every three years.
References


Legal References

Connecticut General Statutes Section 10-16b,
https://www.cga.ct.gov/current/pub/chap_164.htm#sec_10-16b

Connecticut General Statutes Section 10-215

Connecticut General Statutes Section 10-221a

Connecticut General Statutes Section 10-221o

Connecticut General Statutes Section 10-221p

Connecticut General Statutes Section 10-266w

Connecticut State Agencies Section 10-215b-1
https://eregulations.ct.gov/eRegPortal/Browse/RCSA/7B609BE155-0900-C92F-863D-9F144850E986%7D

Connecticut State Agencies Section 10-215b-23
https://eregulations.ct.gov/eRegPortal/Browse/RCSA/7B609BE155-0900-C92F-863D-9F144850E986%7D

Regulations for Connecticut State Agencies Section 19-13-B42
Section 111 of Public Law 108-265

USDA Regulations 7 CFR 210.10
https://www.fns.usda.gov/part-210%E2%80%94national-school-lunch-program

USDA Regulations 7 CFR 210.11(a)
https://www.fns.usda.gov/part-210%E2%80%94national-school-lunch-program

USDA Regulations 7 CFR 220.8