DANBURY BOARD OF EDUCATION MEETING
WEDNESDAY, FEBRUARY 12, 2020- 7:00 PM
Administrative Center, 63 Beaver Brook Road

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, Loren Daly, Joseph DaSilva, Kathryn Hodgdon, Richard Jannelli, Kathleen Molinaro, Albert Russo, Amy Spallino

IV. RECOGNITIONS

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 20-14 through 20-19, as recommended:

MINUTES
1/15/20 Board Workshop ........................................................................................................ 20-14 (pg.3)
1/22/20 Policy Committee ........................................................................................................ 20-15 (pg.4)
1/22/20 Community Relations Committee .............................................................................. 20-16 (pg.5)
1/22/20 Board Meeting .......................................................................................................... 20-17 (pg.6)
1/30/20 Board Workshop ........................................................................................................ 20-18 (pg.15)
2/4/20 Board Budget Workshop ............................................................................................ 20-19 (pg.16)

VII. EMPLOYEE REPRESENTATIVE
Spotlight your School – Shelter Rock
VIII. STUDENT REPRESENTATIVES
DHS Representatives: Larissa Costa, Claire Moreira, Jake Goodwin, Rebecca D’Ostilio
ACE Representative: Tamara Souza

IX. PRESENTATION
Portrait of a Graduate Steering Committee

X. ACTION ITEMS
A. 2020-2021 Budget
   MOTION: that the Board of Education adopt the Superintendent’s
   Fiscal Year 2020-2021 budget as presented, for submission to
   the Mayor as required by City Charter.

XI. SUPERINTENDENT’S REPORT
A. Danbury Schools of Distinction ....................................................... 20-20(pg.17)
B. Danbury Day in Hartford – Tuesday, April 28th, 11:00 am - 1:00 pm
C. NYU Teacher Residency ................................................................. 20-21(pg.18)
D. Legislative Update – Thursday, February 20th, 1:00 pm ..................... 20-22(pg.20)

XII. DISCUSSION
A. College Career Pathways – Dr. Kara Casimiro

XIII. INFORMATION
Middle School Lab Furniture

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
February 17  Presidents’ Day- Schools Closed
February 25  One Hour Early Release for Students/PD
February 26  Board of Education Meeting – 7:00 pm
March 4     Policy Committee – 6:00 pm
March 11    Board of Education Meeting – 7:00 pm
March 17    One Hour Release for Students/PD
March 25    Board of Education Meeting – 7:00 pm
March 31    One Hour Release for Students/PD
DANBURY BOARD OF EDUCATION
BOARD WORKSHOP MEETING MINUTES
JANUARY 15, 2020

Present: Rachel Chaleski, Kate Conetta, Gladys Cooper, Loren Daly, Kathryn Hodgdon, Richard Jannelli, Kathleen Molinaro, Albert Russo, Amy Spallino

Absent: Joe Britton, Joseph DaSilva

The meeting was called to order at 5:40 p.m.
Nick Caruso of CABE reviewed Board Roles and Responsibilities.
The January 15th Workshop Meeting adjourned at 7:30 p.m.

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Kathy Molinaro, Secretary

Exhibit # 20-14
DANBURY BOARD OF EDUCATION
POLICY COMMITTEE MEETING MINUTES
JANUARY 22, 2020

Present: Rachel Chaleski, Kate Conetta, Joseph DaSilva, Kathy Molinaro, Albert Russo
Also Present: Gladys Cooper, Kevin Walston

The meeting was called to order at 5:39 p.m.

Nominations for Chair were entertained.
K. Molinaro nominated Rachel Chaleski for Chair. The motion was seconded by Joseph DaSilva. The motion passed unanimously.

The meeting was turned over to K. Walston who provided an overview of Policy processes for the Committee.

R. Chaleski went through Series 1000 for policies not yet adopted by the Committee for full Board reading and approval.

Committee discussed changed made by CABE to policies.

Any and all changes made to policies are to be reflective in By-Laws as well. All language will be consistent throughout.

K. Waltson will forward an agenda to all committee members for next meeting February 6th at 6:00 p.m. Going forward Committee will meet every 1st Wednesday of the month.

K. Conetta moved, seconded by J. DaSilva to adjourn the January 22, 2020 meeting. The motion passed and the meeting adjourned at 6:52 p.m.

________________________________________
Kathy Molinaro, Secretary
Present: Loren Daly, Richard Jannelli, Amy Spallino
Also Present: Dr. Sal Pascarella, Kelly Truchsess

The Meeting was called to order at 6:15 p.m.

R. Jannelli deferred the vote for chair until full committee is present.

Reviewed Community Relations Section 1000 from policy manual. Our role is to communicate to the public and engage them.

Discussed how we can engage in this era where time is scarce and many cannot attend. How can we use today’s technology to get out our message out there?

What types of projects can we participate in to strengthen PTO, create inroads with the Chamber of Commerce, promote the current bond issue and budget? Also discussed attending Danbury Day in Hartford.

Discussed each handling a project or take one common cause and work on it as a group.

K. Truchsess suggested we could ask each school for a project idea and pick one to focus on.

Dr. Sal mentioned gathering people with stories to tell in Hartford for Danbury Day.

Plan is to meet again soon so we can accomplish something before June.

A. Spallino moved, seconded by L. Daly to adjourn the meeting. The motion passed and the meeting was adjourned at 6:55 p.m.

Amy Spallino

Exhibit # 20-16
PLEDGE OF ALLEGIANCE
The Chairperson, G. Cooper, called the meeting to order at 7:03 pm and those assembled recited the Pledge of Allegiance.

ROLL CALL
Present: Joseph Britton, Rachel Chaleski, Kate Conetta, Gladys Cooper, Loren Daly, Joseph DaSilva, Kathryn Hodgdon, Richard Jannelli, Kathleen Molinaro, Albert Russo, Amy Spallino
Absent: n/a
Also Present: Dr. Pascarella, Courtney Leborious, Kelly Truchsess, Kim Thompson, Kevin Walston, Kara Casimiro

RECOGNITIONS
- Veterans of Foreign Wars, Voice of Democracy Writing Contest Winners: Victoria Wulff-Andersen, Alex Halpin and Gerina Chen
  - Representatives from VFW Post 149 thanked Board members as well as K. Casimiro who gave great help promoting the program.
  - Voice of Democracy audio-essay program provides high school students with the unique opportunity to express themselves in regards to a democratic and patriotic-themed recorded essay.
  - Winners are based on writing, delivery of speech and content.
  - There is also a middle school level.
  - Each year a new theme is presented. This theme was “What Makes America Great”.
  - V. Wulff-Andersen won first place on her essay “Life, Liberty and the Pursuit of Happiness”.
  - Students were presented with plaques, monetary prizes and flowers.
  - State Senator, Julie Kushner, presented each student with a citation from the State of Connecticut General Assembly.
  - G. Cooper presented each student with a Certificate of Recognition from the Board of Education.
  - Members of the VFW Post 149 stated that there is a pancake breakfast fundraiser every month where proceeds go towards scholarships.

PUBLIC PARTICIPATION
- Lori Woodruff - AIS employee. Noticed that there is something about AIS Magnet School Operations Plan on tonight’s agenda. Would like to know if this is a conversation about turning magnet school into an intra-magnet school. Staff at AIS has expressed concerns about that. Many have been there since the school opened 14 years ago. They welcome Board to come and talk to staff about ideas being tossed around before any decisions are made and would appreciate open lines of communication between Board and staff members.
- Melinda Scott - Thanked Board for the conversation at the last meeting and for hearing what teachers had to say about the calendar. Encouraged Board members to make contact with
liaison schools. Get into the schools and talk to parents, staff, teachers and students. Get a feel for what’s going on. Attend PTO meetings and social events. It’s great to have that connection with the Board.

CONSENT CALENDAR

MOTION - K. Conetta moved, seconded by J. Britton that the Board of Education approves the items on the Consent Calendar, Exhibits 20-01 through 20-03, as recommended:

MINUTES
1/8/20 Board Meeting
1/14/20 Sites and Facilities Committee
1/16/20 Finance Committee

Motion passed at 7:22 pm

PRESENTATION
Budget Process - Erika Haynes, Director of Community Engagement, School and State Finance Project

- Came to explain the funding cycle, where the money comes from and how the money is distributed.
- They do this across the state. E. Haynes is active in about 50 communities.
- They don’t weigh in on local issues such as budget and policies.
- They don’t endorse people, candidates or policies.
- Fixed costs are crowding out non-fixed costs at state budget level. This means there is less funding for education.
- Education funding makes up the largest portion of non-fixed cost among.
- Education Cost Sharing and Alliance funding is the funding for public and traditional schools.
- Danbury is getting $3,211.00 per pupil from the state. The City of Danbury contributes $8,970 as a municipality. $561 from other contributions. That’s $12,742 per pupil, the lowest in the state.
- Norwalk gets $1,920 from the state and $14,509 from the town. Total fo $16,989 per pupil.
- Stamford gets $2,006 from the state and $15,877 from the town. Total of $18,570 per pupil.
- Why? Education is not a fundamental right under the US Constitution. Public schools fall under the state governments and are primarily funded through state and local tax dollars.
- Total spent in education dollars in Connecticut annually is $11.1 billion. $6.39 billion dollars comes from local sources. $4.21 billion comes from state. $.47 billion comes from federal.
- Danbury has significant percentage of English Learners.
- EL students, students from low income homes and students with disabilities all have an associated cost.
- There has been a decline in student enrollment over the last 10 years in Connecticut from 567,792 students to 530,612.
- Danbury is 6th largest district in the state and enrollment has gone exactly opposite from state trend with enrollment. From 10,186 students to 11,531 students.
- 18,847 students in Waterbury. 16,053 students in Stamford. 11,501 students in Norwalk.
- Connecticut’s low-income, EL and special needs population have increased in the past 10 years.
- Student poverty in Danbury has increased 4% over the past 10 years.
- Low-income students has doubled since 2009 from 29% to 58%.
• One in five students in Connecticut are food insecure.
• Danbury serves higher percentage of English learners than peer districts. 26% compared to other like districts who are between 12% and 16%.
• Danbury spends less per student than peer districts and $4,000 less than state average.
  o Stave average spends $16,988
  o Danbury spends $12,828
  o Bristol spends $15,047
  o Groton spends $16,208
  o Middletown spends $17,337
  o Norwalk spends $17,616
  o Stamford spends $18,934
  o Hamden spends $18,986
• Danbury receives less funding per pupil from the State than all but two of its peer towns.
• Connecticut has more than 10 different funding formulas to divide money up between public schools. Each “type” of school has its own funding formula that is part of the Connecticut General Statutes.
• Educational Cost Sharing (ECS) formula determines how much money the state is supposed to give each town/city to fund its public schools.
• The new ECS formula began implementation in 2019 and is part of a 10-year phase in/out schedule.
• Danbury received $32,304,941 this year. Because of the new formula the incremental growth will be $56,837,334 in 10 years.
• That means a kindergartener won’t see full funding from the state until they are in 9th grade (10 years later).
• In the new formula, Danbury will receive $11,525 per pupil.
• The formula consists of three “need-student” weights, which increase per-pupil state education aid.
  o Low-income students weight (.3%)
  o Concentrated poverty weight (.05%, Danbury is not one of them)
  o English Learner weight (.15%)
• The English Learner weight is new and good for Danbury.
• Weighted funding formula makes a difference in what is funded compared to what is needed.
• Base Aid Ratio looks at 70% poverty wealth factor and 30% income wealth factor. They measure what community (Danbury) can contribute with taxes. Basically looking at taxable property and if community pay those taxes.
• PIC index measures relative wealth and need of CT’s towns. The higher the number the more economically distressed the community is. Danbury is not above 300 so we are not getting additional weight on this.
• Danbury is getting an additional 10.66% per year until we meet full funding.
• In Connecticut, the total number of SpED students has increased 19.5% which translates to a two percentage point increase in SpED identification over the past five years.
• Over the last five years, total per pupil spending has increased by $1,811 while SpED spending per pupil has increased by $78.
• SpED spending is 65% local, 29% state and 6% federal.
• State of Connecticut currently spends more than $784.6 million annually on SpED.
$448,748,079 of which is from ECS.
• Largest source of state SpED spending is the ECS grant. 20-25% of ECS funding is attributed to SpED.
Regardless of wealth, districts spend about the same percentage of their expenditures on SpED. However, on average, wealthier districts spend significantly more per pupil on SpED.

SpED spending in Danbury has increased over the past five years. However, SpED spending per pupil has decreased over the past five years.

Percentage of Danbury spending attributed to SpED has remained stable over the past five years, which is not easy to do and not the experience across the state.

Who decides how much money is in school district budget?
  - Superintendent recommends a budget to the BOE
  - BOE approves a district budget
  - The city governing body approves the district's budget as part of the city municipal budget

Municipality can not contribute less the following year than they did the previous year. It has to remain steady.

Equalized Net Grand List Per Capita represents the value of taxable property per resident. Danbury is lower than all but three of its peer towns.

At the end of the day, have to raise property taxes to pay for this.

Median House House Income (MHI) refers to the income level earned by a given household. Danbury's MHI falls in the middle of the MHIs for its peer towns.

The mill rate is the amount of tax payable per dollar of the assessed value of a property.

Danbury is in the middle of peer towns for mill rates at 27 (Hamden at 47.96 and Groton at 24.17)

There are five different formulas for magnet schools.
  - Formula depends on who operates the school (like DPS and AIS)
  - Whether magnet school was created as part of Sheff v O'Neill settlement
  - Or if it has its own funding formula

R. Jannelli asked if Danbury has challenges in enrollment increases in addition to non-english speaking students coming in, why is the state giving us so much less? E. Haynes stated that she can not answer on behalf of the state but when she started in this role, the state had abandoned the education cost formula. That’s incredibly important for a community like Danbury. They no longer took the student population into consideration. They were giving funding for education as flat funded block grants. Essentially what the city got was based on years prior. Since our numbers were increasing and we were being held to flat funding that has no relation to population, our funding went down. The state is trying to play catch up now because that dynamic is what got us here. The state can’t fix it in one year or five years so it will take time.

Dr. Pascarella asked if the legislator can abandon our ECS funding to which E. Haynes said yes, they can.

J. DaSilva asked about the local contributions slide. Is it safe to say the towns in peer group, like Groton or Middletown, are getting similar amounts to Danbury? E. Haynes was not positive and could work with Dr. Pascarella to break down numbers for other towns and convert it into data for the Board.

R. Jannelli asked how does E. Haynes recommend we get more money? E. Haynes stated that the state is trying to come up with funds to maintain what they have already committed to. There is just absolutely a lack of resources at the state level to appease that.

E. Haynes said advocating never falls on deaf ears. Keep telling our stories and keep lobbying.

K. Molinaro asked E. Haynes to explain the charter school formula.
  - There are two different formulas for charter schools
  - Formula depends on whether it’s a state charter school or a local charter school
  - State charter schools receive a per-pupil amount from the state of $11,250 per student
Local charter schools receive the local per student costs and an additional $3,000 per pupil from the state.

The proposed charter school for Danbury is a state charter school, not local.

Charter schools are 4% of education funding dollars. If it were wiped out, typical thinking is that money would revert back to education funding, but those dollars would be put back into state funds and the state would decide where that money would go. Could go to education but also could go to tree trimming on the Merritt Parkway, it’s the state’s decision.

- G. Cooper informed the Board that if they have any questions, please reach out to Dr. Pascarella’s Administrative Assistant so E. Haynes can answer them. E. Haynes also stated that she will reach out to Board members individually to see if they have any additional questions.

ACTION ITEMS

A. December 2019 Operating Results Analysis (General Fund & Grants)

MOTION: K. Conetta moved, seconded by K. Molinaro that the Board of Education accept the December 2019 Operating Results Analysis (General Fund & Grants).

R. Jannelli stated that in the summary, for better understanding in future years, if there could be another column added or a footnote on bottom stating the additional $1.2 million. C. Leborious said that is reflected in the budget categories. Will report that out in more detail at the next Board Meeting.

R. Jannelli inquired about the athletic claims and why that amount was higher in premiums. Dr. Pascarella stated that premiums went up across the state because of concussion injuries.

R. Jannelli inquired if the grant budget included the anticipated money coming in? C. Leborious stated that includes the anticipated money.

Motion passed at 8:28 pm

B. Child Nutrition Program Agreement

MOTION: K. Conetta moved, seconded by K. Molinaro that that the Board of Education submit the ED-099 Agreement for Child Nutrition Programs to the CT State Department of Education.

This is formalizing that C. Leborious is now an authorized signer.

Motion passed at 8:29 pm

C. 2020-2021 School Calendar

MOTION: K. Conetta moved, seconded by J. Britton that that the Board of Education approve the 2020-2021 School Calendar, in accordance with 20-06.

K. Casimiro stated the following changes to the calendar:
• That the current calendar has a removal of March 16th. Asked this Board to strike the right hand column where it states that March 16th is a Professional Development date. There will be no Professional Development on March 16th.
• TVAL was added in the fall (9/22/2020) and two 90 minute TVAL sessions have been footnoted at the bottom of the calendar. That will be available on the district PD calendar.
• A little footnote that Spring Conferences are by invitation.
• Based on earlier conversations of a regular PD calendar to address the needs we have, there will be half days with time dedicated for TVAL.

R. Chaleski questioned why we went from one hour early releases to half days. Dr. Pascarella stated that the Board told him to do what needs to be done for teachers to get in their professional development. In order to get the work done, times were increased. We had 21 days and it went down to six which was not enough time for the teachers. R. Chaleski stated that will be less instructional time next year than this year but the goal of the calendar is to increase continuous days of instruction. Dr. Pascarella stated this schedule should give us the time the teachers need to do the work. Dr. Pascarella stated he doesn’t know of any other way to do this.

J. DaSilva asked for clarification of the changes. K. Casimiro stated there were also three days added in additional to TVAL. What alternated was an early dismissal versus an early release. Different release times was problematic for childcare and planning. Got rid of one hour release and changed it to half days.

Motion passed at 8:37 pm

SUPERINTENDENT'S REPORT

1. School Climate Task Force Follow-up
   a. Still working on some activities that were recommended. Have the after school program moved over to Reach/Endeavor. K. Truchsess stated that interviews will be conducted next week and hopefully hiring paperwork the following week.
   b. K. Truchsess met with Danbury Youth Services to figure out a way in which to partner with them to bring those services in during the school day with parent consent. In the process of bringing in additional key folks to see how we can pilot this.
   c. K. Truchsess recently had a meeting with Lisa Morrisey in reference to Community Care Team Model. Applied for grant last year, not successful in getting it. Resubmitting application again for next year and are hopeful to get the $150,000 from the state to support social emotional needs of students. This is currently being done with homeless population and it is working well. Would be first in state model to work with youth (with parent consent). Noticing many students who have increased behavioral and mental health needs that goes beyond the school day. This is a way to get certain supports and services beyond the school but still to partner with the school.
   d. Dr. Pascarella stated that mentoring has not gotten off the ground yet.
   e. Also still working on getting middle school students together for the youth programs.
   f. Pathways has not operated this year so there is unused space that Adult Ed is looking to use. If they can and they move, that can expand the alternative program at Reach/Endeavor. We don’t want to put more students in current area but we can if we have more room. District will need to hire more support services which is not included in the budget, so that will need to be looked at again.
g. There are seven Safety Advocates at DHS. Growing to nine in the spring. Hoping to add another by spring next year for a total of 10.

2. Portrait of a Graduate Update
   a. K. Walston stated that by December 2020, will be coming back to the Board for approval on a Portrait of a Graduate. Three years ago, DHS developed portrait of a graduate specific to DHS. Decided to use DHS’s portrait and incorporate it in the district. Landed on six characteristics with a district vision and mission statement last year at this time. The statement sits on a banner at every school in the district. To help develop that Portrait of a Graduate, the Bar Foundation said district needs to start over. Given the size of the award, they have decided to do just that. Partnering with experts in this work. Steering Committee includes K. Walston Dr. Anne Mead, Dr. Martins from DHS and two teachers (which will expand to more teachers so it is a K-12 representation). Other committee, which was recommended by Bar Foundation, is called Portrait of a Graduate Coalition which is essentially an extended version of the Steering Committee. Tasking leaders from respective groups to go to their community and Coalition will bring feedback to the committee. Steering Committee has plans to head out to elementary schools to make sure students, families, and community are part of the process. Portrait of a Graduate should be representative in all steps of when leaving elementary school, middle school and high school. K. Walston stated the first big meeting with the committee will be held on January 23, 2020 and he will keep the Board informed. The grant will be a little over $200,000.

**DISCUSSION**

1. AIS Magnet School Operations Plan
   a. AIS is an intra-magnet school which means it includes students from surrounding towns.
   b. Danbury students with a 60/40 match as a goal.
   c. $2.2 million a year for funding since it’s a magnet school.
   d. Board still contributes $750,000.
   e. The building was never paid for by local taxes.
   f. After 20 years, that building comes to Danbury (we are 14 years in).
   g. If we continue to operate the way we operate, we still get the same reimbursement.
   h. If we change the model, there is a process to go through.
   i. We have to look at enrollment. Elementary is not where we have the most challenges, middle schools and highschool are.
   j. Dr. Pascarella suggested to get consultants to come to Board with data they’ve collected on buildings and enrollment and present it to the 2020 Board.
   k. Uncomfortable to make AIS a city school because where will the $2.2 million then come from?
   l. Osborne Street was looked at as one possibility along with putting modules at other space so City replied that AIS is space that can be used.
   m. Whatever we do, the Board has to identify the specs based on the recommendations.
   n. J. DaSilva asked even if we tried to take over AIS we’d be picking up 20 seats or so a year, as the phase in. By year two we are starting to jeopardize money because we would be out of balance. If we aren’t 60/40 after two years, we lose it all.
   o. Dr. Pascarella suggests that the Board put it in the mix with everything else and have consultants look at it. The demographics have changed at this point.
p. Dr. Pascarella will see if the consultants and City can attend the Sites and Facilities meeting on February 11, 2020 at 6pm.

BOARD CHAIRPERSON'S REPORT
- G. Cooper stated that the PTO assignments missed the month of January but is hopeful that members will attend PTO meetings in February.
- G. Cooper reminded members that they must observe three expulsion hearings before they can sit in on one. Asked K. Truchsess to see if she can coordinate some hearings at 5:30 pm.
- G. Cooper stated that a PTO Board liaison role is to attend the PTO meetings and to answer questions in a professional manner. Get information and concerns that PTO wants brought back to the Board. Those questions asked can be addressed at the next PTO session. R. Chaleski reiterated that if there is a school event, all Board members should be invited. Not just the PTO liaison for the school.

BOARD REPORTS, COMMUNICATIONS AND COMMENTS
- R. Chaleski stated that CABE convention back in November of 2019 was valuable. Opening speaker was phenomenal. Workshop on best practices for alliance districts. Will hopefully lead to more alliance district focus work from CABE. Handout at last meeting outlined what alliance and priority districts are. Also attended a public relations workshop. Other handouts available to members on CABE website.
- Westside Middle School Academy is seeking volunteer judges for the Science and Engineering Fair on January 30, 2020. Judging is from 7:30 to 10:00 am and visitors can view projects from 9:00 to 10:00 am. K. Pompano has Jon Neuhausel’s information if anyone is interested.
- R. Jannelli stated that the Community Relations Committee had first meeting on January 22, 2020 and discussed what the purpose of the committee was and how they can communicate what’s going on in the district to the outside world. Looking at different sources of media to engage the public. Minutes will be available for the next Board meeting.
- R. Chaleski stated that the Policy Committee just reviewed the Series 1000 Community Relations again from CABE. Will meet again on February 6, 2020 at 6pm.
- G. Cooper thanked A. Spallino and R. Chaleski on orientation for new members.
- G. Cooper thanked new Board members who took extra responsibilities and all will work together to move smoothly.
- K. Conetta stated that she attended the CABE Legislative Breakfast in Sandy Hook with A. Spallino. There was a valuable discussion about SpED costs and what different districts are doing with those costs.
- K. Conetta asked Board members to attend the Connecticut Student for a Dream panel discussion at DHS on January 30, 2020 at 6pm.
- G. Cooper will ask K. Pompano to forward email with panel discussion info to all Board members.
EXECUTIVE SESSION

MOTION: R. Chaleski moved, seconded by J. DaSilva that the Board of Education convene in Executive Session for the purpose of discussing pending litigation against the District and legal strategy.

Motion carried at 9:30 pm.

Present: Joseph Britton
Rachel Chaleski
Kate Conetta
Gladys Cooper
Loren Daly
Joseph DaSilva
Kathryn Hodgdon
Richard Jannelli
Kathleen Molinaro
Albert Russo
Amy Spallino
Dr. Sal Pascarella, Kevin Walston, Kim Thompson, Kelly Truchsess and Courtney Leborious from Administration.

Absent: n/a

The Chair called the Executive Session to order at 9:22 pm and turned the meeting over to K. Thompson who discussed a grievance with the Board.

PUBLIC SESSION

J. DaSilva moved, seconded by K. Conetta, that the Board of Education return to Public Session. The motion passed at 9:39 pm.

ADJOURNMENT

J. DaSilva moved, seconded by R. Chaleski, that the Board of Education adjourn its Meeting of January 22, 2020 and the meeting was adjourned at 9:40 pm.

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Kathleen Molinaro, Secretary

(Meeting was videotaped)
Chair G. Cooper called the Workshop to order at 7:05 p.m. and turned the meeting over to Dr. Pascarella.

Discussion ensued regarding overcrowding in schools.

J. Britton, seconded by R. Jannelli, to adjourn the meeting. The motion passed and the meeting was adjourned at 8:30 p.m.

Kathy Molinaro, Secretary
Chair R. Jannelli called the Workshop to order at 5:40 p.m. and turned the meeting over to Dr. Pascarella for introduction to the proposed 2020-2021 budget.

C. LeBorious reviewed preliminary budget. Discussion ensued.

A. Gomes reviewed ELL strategies added to budget.

R. Jannelli asked C. LeBorious to send presentation electronically to board members.

G. Cooper thanked presenters.

The Workshop was adjourned at 6:50 p.m.

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Kathy Molinaro, Secretary
FOR IMMEDIATE RELEASE
Date: Feb. 7, 2020
Contact: Robin Provey or Dr. Sal Pascarella, Danbury Board of Education
Phone: (203) 942-1302 or (203) 797-4701
E-mail: robineprovey@aol.com or pascas@danbury.k12.ct.us

Danbury has seven elementary ‘Schools of Distinction’ for academic improvement

DANBURY, CONN. — For a second consecutive year, seven elementary schools in Danbury have been named “Schools of Distinction” for the 2018-19 school year by the Connecticut Department of Education.

According to a recent report, Hayestown Avenue, Mill Ridge Primary, South Street, Great Plain, Ellsworth Avenue, Stadley Rough and Western CT Academy of International Studies schools were all noted for their performance and/or growth in student success.

This recognition is given to schools in the top 10 percent of the state for performance and/or growth. The Danbury elementary schools were among the more than 100 recognized statewide from more than 1,000 Connecticut public schools. Danbury had the highest number of recognized schools, along with the Greenwich district.

As for the schools of distinction, Great Plain was named as a high performance and high growth school for all students; Ellsworth, Hayestown, South Street and AIS were also recognized for high growth in all students.

“We are proud of all of our schools, and this recognition is indicative of the hard work that our teachers and administrators put into making sure that our students are achieving their academic goals,” said Superintendent Dr. Sal Pascarella. “We are a community of learners and this recognition is confirmation of that.”

Titled “Connecticut’s Next Generation Accountability System,” Department of Education’s standards rely on a broad set of 12 indicators that measure how well a school is preparing students for success in college, careers and life. The system now moves beyond test scores and graduation rates that, in addition to measuring academic achievement, also focuses on student growth over time. The assessment also includes additional key indicators, including academic achievement status measured by new assessments; academic growth; assessment participation rate; chronic absenteeism; and preparation for postsecondary and career readiness – coursework and exams.

#Danbury Board of Education#

Exhibit # 20-10
FOR IMMEDIATE RELEASE
Date: Feb. 7, 2020
Contact: Robin Provey or Dr. Sal Pascarella, Danbury Board of Education
Phone: (203) 942-1302 or (203) 797-4701
E-mail: robineprovey@aol.com or pascas@danbury.k12.ct.us

Danbury schools to host information session for future teachers
DPS partners with NYU to offer teaching program

DANBURY, CONN. — Danbury Public Schools has partnered with New York University’s Steinhardt program to provide a one-year combined residency and master-of-arts teaching program for college graduates to become public school teachers.

An information session on the program will be held at 6 p.m., Thursday, Feb. 13, in the Black Box Theater at Danbury High School, 43 Clapboard Ridge Road. Qualified candidates need only have a bachelor’s degree.

The Danbury initiative will begin in the fall to prepare middle and high school teachers in English, math, science, social studies and special education. The program uses a transformative approach to teacher preparation by combining comprehensive instruction with holistic support including school-based mentors and hands-on classroom experience.

For more information, contact Shuvi Santo at shuvi.santo@nyu.edu or Anne Mead at (203) 830-6508.

#Danbury Board of Education#
NYU Teacher Residency in Danbury, CT Launch Event

Please join the NYU Teacher Residency team as we launch our partnership with Danbury Public Schools and share what it will look like to partner with us next year!

This one-year combined residency and master of arts in teaching (MAT) program is designed to prepare aspiring teachers for the realities of the classroom with rigorous online course work and the holistic support of hands-on practice.

NYU Teacher Residency faculty, staff and a current resident and will be in attendance from NYU Steinhardt. We encourage you to invite those in your school communities who will hire and work with Teaching Mentors as they develop their skills as teacher leaders, or working with residents to support their growth as new teachers. If you are a potential candidate interested in learning more about the program, we'd be thrilled to have you attend as well.

Refreshments will be served.

The Teacher Residency currently prepares middle and high school teachers in the following areas:

English
Mathematics
Science
Social Studies
Special Education Generalist

Together, let's reenvision teacher preparation.

Date:
Thursday, February 13, 2020

Time:
6 p.m. – 7:30 p.m.

Location:
Danbury High School
(Blackbox Room)
43 Clapboard Ridge Rd
Danbury, CT 06811

RSVP:
bit.ly/NYUTeacherResidencyDanbury

Contact:
Shuvi Santo, shuvi.santo@nyu.edu
The following document provides a framework for Danbury School System's policy positions that we ask our legislative delegates to consider in their policy development and advocacy work during the 2019 Legislative Session. We have prepared the following document which seeks to provide each legislator with background information and the district's position on key legislation. Thank you for supporting the children of Danbury and your continued advocacy for our schools and community. Danbury Priority Description:

**Danbury Priority Description:**

**Funding:** Implement the ECS Phase-In Formula (2028). In the 2018 Legislative Session, the General Assembly voted to support an Education Cost Sharing (ECS) formula that included a phase in process through 2028. This phase-in process reflected a $20,000,000 increase for Danbury. This increase will continue to fund our kindergarten teachers, math and literacy specialists, bilingual support, and other strategies to close the achievement gap, previously in our general operations budget. As such, implementing the phase-in schedule that previously received bipartisan support is the number one legislative priority for our schools and community. We urge our legislative delegates to continue their strong advocacy for funding.

We also would encourage a sharing of ideas on how to forecast potential spikes in enrollment statewide. Danbury has recently had a large increase in student population and the current formula does not take into account these potential spikes in enrollment for school systems. We would propose strategies that would create funding mechanisms that would be developed in these instances. A rolling pool of dollars could be used to ease these spikes for districts that face these financial challenges in the year that they take place. Currently, the formula would take into account the new student population in future budget years.

In order to address the immediate need in the next fiscal year of a spike in Danbury’s enrollment, we also would like to request an acceleration of the ECS Phase-in Formula by one year, starting in FY2021. Danbury experienced a net increase in the current academic year 2019-20 of 350 high need students: 197 students classified as both English Learner and Free and Reduced Lunch, 106 English Learner, and 47 Free and Reduced Lunch recipients (as an indicator of low-income status). This is the net unduplicated addition to our student population - it represents the final figure and does not include those newly enrolled students who have since exited the district. Following the state formula weighted funding model, Danbury would be eligible for an additional $5,087 million. We are asking that the state accelerate the formula by one year to account for this unprecedented increase, resulting in an increase of an estimated $2,763 million. We also ask that the state partner to come up with solutions for Danbury and other towns or cities that have experienced and continue to experience unprecedented ELL and low-income population change as part of our ongoing efforts to close the achievement gap.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Est. Grant</th>
<th>Est. Change</th>
<th>Phase in Schedule</th>
<th>Proposed Grant</th>
<th>Est. Change</th>
<th>Phase in Schedule</th>
<th>Accelerated Funding Request for FY2021</th>
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<tr>
<td>2019</td>
<td>$32,304,941</td>
<td>$2,710,570</td>
<td>4%</td>
<td>$32,304,941</td>
<td>4%</td>
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<tr>
<td>2020</td>
<td>$35,015,511</td>
<td>$5,393,532</td>
<td>15%</td>
<td>$35,015,511</td>
<td>11%</td>
<td>$40,462,101</td>
<td>$8,157,160 33% $2,763,628</td>
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<td>2021</td>
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<td>$45,908,691</td>
<td>$13,603,750 55%</td>
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<td>2022</td>
<td>$40,462,101</td>
<td>$10,880,455</td>
<td>55%</td>
<td>$48,318,896</td>
<td>67%</td>
<td>$51,355,281</td>
<td>$19,050,340 78%</td>
</tr>
<tr>
<td>2023</td>
<td>$43,185,396</td>
<td>$13,603,750</td>
<td>55%</td>
<td>$48,318,896</td>
<td>67%</td>
<td>$51,355,281</td>
<td>$19,050,340 78%</td>
</tr>
<tr>
<td>2024</td>
<td>$45,908,691</td>
<td>$13,603,750</td>
<td>55%</td>
<td>$48,318,896</td>
<td>67%</td>
<td>$51,355,281</td>
<td>$19,050,340 78%</td>
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<tr>
<td>2025</td>
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<td>67%</td>
<td>$51,355,281</td>
<td>$19,050,340 78%</td>
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<tr>
<td>2026</td>
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<td>55%</td>
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<td>100%</td>
<td>$56,837,334</td>
<td>100%</td>
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</tr>
</tbody>
</table>

**School Governance/Long Term Plan College Pathway and University Partnerships:**

Danbury encourages the Connecticut Legislature to take a deeper look at the long-term plan for high school and higher education partnerships, such as the Early College Opportunity models at Danbury, Norwalk, New London and Windham. It was established by the Malloy administration as a key strategy to increase the Connecticut manufacturing and technology workforce. In 2013, the Early College Opportunity was created to support the collaboration between high schools, universities and industry. Nationally, this model has been very successful, yet Connecticut currently has not provided substantive direction for funding and sustainability. Given Governor Lamont's recent initiatives, such ECO programs should be considered a priority to contribute to the revitalization of Connecticut’s economic future and growth. Thus, we request legislative language to financially support career pathway programs and fund Danbury’s Early College Opportunity Program.

In the same vein, Danbury public schools would also encourage the legislature to consider revising its position on how students get assigned as ‘dual-enrollment.’ Specifically, permitting current high school students to enroll in adult evening classes to earn credit towards graduation. Currently, if students transfer into Adult Education, they are considered a drop out from high school.
Understand Unintended Consequences of Potential Legislation:
Danbury respectfully requests that our legislators pay careful attention to bills and language that despite good intention, include additional mandates and requirements for school districts. While we understand the strong lobbying abilities of specific action groups, as well as the power of compelling personal narratives, additional legislation is not the only path to improving practice or solving a specific problem. Reviewing the most recent list of mandates composed by the CAPSS reflects 380 requirements. Implementing this number of mandates presents a significant logistical, fiscal and operational challenge. In light of this scale of mandates that continues to grow, Danbury encourages the Connecticut Legislature to undertake a comprehensive study of the impact of the current mandates and to refuse to support additional unfunded mandates. Danbury also encourages members of our delegation to use our expertise to determine what the potential impact would be of legislation being considered in the 2020 legislative session.

Special Services:
Further Special Education is extremely challenging to budget for and can be very unpredictable particularly with excess cost students, which are those students who have the most significant and high-cost special education needs. Danbury currently has 14% of their student population identified as students with special education needs and we maintain many high need students in our district. Each year after July 1st, the district encounters several unanticipated high tuition students who either transfer into district or are identified, which leaves the district underfunded causing us to reallocate limited resources which can negatively affect the operation of the district. Supporting a change in the state special education excess cost funding system as a categorical grant to the district to pay for unanticipated tuitions would be very helpful. If developed properly it would improve predictability, create stability at the local level and allow us to service all youngsters.

Summary Statement:
Recently, the Supreme Court of Connecticut found severe deprivation of critical educational resources in the Alliance school districts. As an Alliance district, Danbury lacks sufficient preschool experiences, bilingual services, reading and math interventions, science materials and necessary staff and services in order for our students to have sustainable and equitable access to an education that is comparable to its surrounding communities. Since the proclamation from the judge in the CCJEF case, the needs of our students persist, in fact they are likely to increase, unless we stand up with a united voice for our students. A state budget reflects what state leaders' value and I know our local legislators value our children. I look forward to your leadership in promoting these essential resources in upcoming legislation. I stand ready, along with my leadership team and Board of Education members to have further conversations on these matters of importance.

Dr. Sal Pascarella, Kelly Truchsess, Courtney LeBorious
(In Consultation with Ryan Bingham, Lobbyist and Erika Haynes, Connecticut School Finance)
November 8, 2019
February 12, 2020
The City of Danbury and Danbury Public Schools intends to pursue school building projects that will provide the necessary classroom and related spaces for the education of the children living in the City of Danbury. The district has hired a demographer who has prepared comprehensive enrollment projections for all grade levels which clearly indicate significant (and in some cases immediate) student growth in the district across all grade levels. The City intends to hold a referendum in April of 2020 to provide immediate funds to accommodate the projected enrollment growth for some of the most urgent grade level needs.

Over the last ten years, the Danbury Public School enrollment has increased 17%. During this time, the City and Board of Education have completed seven school construction projects to accommodate the increased enrollment. These projects include additions and alterations to three elementary schools, installation of modular classrooms at two schools, creation of a new middle school, and substantial additions to Danbury High School. Unfortunately, the enrollment growth has continued to climb beyond the eight year projections that drove these previous projects, and is now outpacing the new spaces that were previously created to accommodate the eight year projection at the time they were built.

Overall, new projections show a 10% peak increase over the next ten years, with a district-wide student population peak increase of 1,208 students. The largest enrollment for each grade level peaks at different years, and is broken down as follows:

- Grades K-5: 192 student increase in school year ’22-’23.
- Grades 6-8: 328 student increase in school year ’27-’28.
- Grades 9-12: 559 students increase in school year ’24-’25, continuing to increase to 688 in ’29-’20. This growth will be taking over the existing ninth grade center that was recently constructed, which will require the relocation of the entire ninth grade population peak of approximately 1,100 students.

In the current school year, the district has also accommodated approximately 390 new-to-district students that registered in late August, which created a crisis for space and resources. Overall, the new-to-district student population alone increased by 42% over the last year across all grade levels. This percentage is staggering. This most recent growth has further pushed the K-5 and 6-8 grade levels to an overcrowding situation, making these schools unable to accommodate any additional enrollment at all, regardless of the peak increases discussed above.
The City and Board of Education have been in the process of determining how to best accommodate the enrollment growth for each grade level on a short-term and long-term basis. Some options that are being studied are outlined below:

**Grades K-5**: Immediately explore potential short-term lease options for pre-K programs currently occupying seven elementary school classrooms to accommodate enrollment increase in the short-term. Concurrently to the above, immediately repurpose existing City-owned building adjacent to Ellsworth Avenue Elementary School and construct seven new classrooms within this building with a connecting corridor to Ellsworth Avenue School to accommodate the soon to hit future peak.

**Grades 6-8**: Construct new addition at one of the existing middle schools to create approximately thirteen classrooms and ancillary spaces as needed to accommodate increased enrollment and future peak.

**Grades 9-12**: Construct a new building or building addition to accommodate the increased enrollment and future peak. This may include classrooms, gym, cafeteria, kitchen, media center, ancillary spaces, parking, and other site work as needed to accommodate increased enrollment.

**Lease Avoidance/Mitigation**: Currently the Board of Education is leasing private space for some of the district's Pre-K program, with a second potential lease as noted in the Grade K-5 option above. The City and Board of Education's long term plan is to construct an Early Childhood Center to accommodate all Pre-K programs and needs into one central location. This would be accomplished with a building addition on to one of the district's elementary schools, allowing for the Board of Education to eliminate all leased spaces and meet all program and educational requirements more effectively and more economically.

The City and Board of Education are requesting assistance with the following from Legislators:

1. Pending approval of the proposed referendum in April, the district will file two grant applications with OSCG&R by June 30, 2020 for projects to accommodate growth at the grades K-5 and 6-8 levels as previously noted above. The district requests to be allowed to immediately proceed with project planning, design, and construction prior to Priority List designation/placement which goes out in February 2021. All OSCG&R requirements for submissions, reviews, and approvals will be followed.

2. A November 2020 referendum is anticipated for funding to accommodate growth at the grades 9-12 level. Pending approval of the proposed referendum the district will immediately file a grant application with OSCG&R to accommodate growth at the grades 9-12 level as previously noted above. The district requests acceptance of the grant
application immediately following the November referendum instead of waiting until June 30, 2021, and to be allowed to immediately proceed with project planning, design, and construction prior to Priority List designation/placement in February 2022. All OSCG&R requirements for submissions, reviews, and approvals will be followed.

3. The district requests assistance with the lease costs, which are required in the short-term to accommodate the immediate K-5 needs, since it is impossible to construct any project to accommodate the current and projected enrollment.

4. The district requests OSCG&R to provide priority placement of Danbury projects for funding and also processing of applications, reviews, and approvals.

5. The district requests an increase in reimbursement percentage and consideration of various space standards as we look to expand existing schools that do not perfectly fit new standards. The most cost effective and timely way to deal with enrollment growth is to build on to our existing school grounds.