DANBURY BOARD OF EDUCATION MEETING
WEDNESDAY, MAY 8, 2019- 7:00 PM
Administrative Center, 63 Beaver Brook Road

MISSION STATEMENT
Our mission is to develop in all children the knowledge, skills, attitudes and values which will enable them to live a productive and self-fulfilling life and engage in responsible citizenship in a global society.

2018-2019 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

CABE Student Leadership Awards

<table>
<thead>
<tr>
<th>School</th>
<th>Award Recipients</th>
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<tbody>
<tr>
<td>Broadview Middle School</td>
<td>Maria Strattner &amp; Sahil Patel</td>
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<tr>
<td>Rogers Park Middle School</td>
<td>Caitlin Lee &amp; Ishan Patel</td>
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<tr>
<td>Westside Middle School Academy</td>
<td>Choe Guttmann &amp; Jeffney Peterson</td>
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<tr>
<td>Danbury High School</td>
<td>Alisha Nagarsheth &amp; Lucas Amaral</td>
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<tr>
<td>Alternative Center</td>
<td>Isabella Bernal &amp; Justin Escobedo</td>
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EXHIBIT 19-63(pg.4)

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 19-64 through 19-70, as recommended:

MINUTES
4/22/19 Community Relations Committee ........................................ 19-64(pg.11)
4/24/19 Board Workshop ............................................................... 19-65(pg.12)
4/24/19 Policy Committee ............................................................. 19-66(pg.20)
4/24/19 Board Meeting ................................................................. 19-67(pg.21)
4/30/19 Superintendent Evaluation Committee ................................. 19-68(pg.26)
5/1/19 Adhoc Subcommittee Meeting ................................................ 19-69(pg.27)
5/1/19 Policy Committee Meeting ..................................................... 19-70(pg.28)
VII. EMPLOYEE REPRESENTATIVE
Ellsworth Avenue School

VIII. STUDENT REPRESENTATIVES (4th Wednesday Board Meeting each month)
DHS Executive Board of Governors: Alisha Nagarsheth, Gabrielle D’Ostilio, Joanna Wenchell
ACE: Tamara Souza, Artazia Taft

IX. PRESENTATION

X. ACTION ITEMS

A. Strategic Direction (Vision, Mission, Portrait of a Graduate) 2019-2024

MOTION: that the Board of Education approve the Strategic Direction (Vision, Mission, Portrait of a Graduate) 2019-2024, in accordance with ................................................................. 19-71(pg.29)

B. New Policies

MOTION: that the Board of Education accept for 1st reading the following policies ................................................................. 19-72(pg.36)
P0521: Mission, Goals, Objectives: Nondiscrimination
P4118.11/4218.11 Personnel, Certified/Non-Certified: Nondiscrimination
P4212.42: Personnel, Non-Certified: Drug & Alcohol Testing for School Bus Drivers
P4112.52/4212.52: Personnel, Certified/Non-Certified: Security Check/ Fingerprinting

XI. SUPERINTENDENT’S REPORT
A. City Council Budget Meeting, May 7th
B. Legislation & Funding Update
C. Enrollment Update .......................................................................................................................... 19-73(pg.53)
D. Danbury Day in Hartford, May 9th, 11:00-1:00
E. Mental Health Meeting, April 30th
F. Teacher of the Year Reception, May 2nd, Ellen Meyer, State Semi-Finalist

XII. DISCUSSION

XIII. INFORMATION
A. Celebration of Danbury Arts (CoDA) Festival, May 11th, 11:00-4:00, at DHS ................................................................. 19-74(pg.54)

XIV. BOARD CHAIRPERSON’S REPORT
A. Memorial Day Parade, May 27

XV. BOARD REPORTS, COMMUNICATIONS AND COMMENTS

XVI. EXECUTIVE SESSION
**FUTURE MEETINGS AND DATES TO REMEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>May 6</td>
<td>Citywide PTO Meeting, 6:30 pm</td>
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<td>May 8</td>
<td>Policy Committee, 5:30 pm</td>
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<td>May 8</td>
<td>Board of Education Meeting, 7:00 pm</td>
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<td>May 9</td>
<td>Danbury Day in Hartford, 11:00-1:00</td>
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<td>May 10</td>
<td>Professional Development, Schools Closed</td>
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<td>May 11</td>
<td>Celebration of Danbury Arts (CoDA) Festival, 11-4, DHS</td>
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<td>May 14</td>
<td>One-hour early release for students/PD</td>
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<td>May 15</td>
<td>Finance Committee, 6:00 pm</td>
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<td>May 15</td>
<td>Sites &amp; Facilities Committee, 7:00 pm</td>
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<tr>
<td>May 21</td>
<td>One-hour early release for students/PD</td>
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<td>May 22</td>
<td>Board of Education Meeting, 7:00 pm</td>
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<td>May 24</td>
<td>Professional Development, Early Dismissal</td>
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<td>May 27</td>
<td>Memorial Day, Schools &amp; Offices Closed</td>
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<td>June 12</td>
<td>Board of Education Retiree Reception, 6:30 pm</td>
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<td>June 17</td>
<td>Board of Education Meeting, 7:00 pm</td>
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<td>June 18</td>
<td>Adult Education Graduation</td>
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<td>June 19</td>
<td>Middle School Moving Up Ceremonies</td>
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<td>June 19</td>
<td>Tentative last day of school for students</td>
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<td>June 19</td>
<td>High School Graduation</td>
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<td>June 26</td>
<td>Board of Education Meeting, 7:00 pm</td>
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23rd Annual
CABE Student Leadership Awards

Tomorrow’s Leaders!

CABE Student Leadership Awards

The CABE Student Leadership Awards Program has been expanded to include 7th and 8th grade students along with High School students who exhibit exemplary leadership skills.

Two students from each school, in a CABE member district, are eligible to receive the CABE Student Leadership Award.

School principals are requested to ask their staff for the names of students who exhibit leadership skills based on the criteria under "Encourage Them!"

The principal should then complete the attached application and include the names and a brief biography of the students who are being nominated to receive the CABE Student Leadership Award. Return completed form and supporting information to CABE.

Criteria
Leadership skills should include:
- Willingness to take on challenges
- Capability to make difficult decisions
- Concern for others
- Ability to work with others
- Willingness to commit to a project
- Diplomacy
- Ability to understand issues clearly
- Ability to honor a commitment

Criteria for this award was established by a subcommittee of the CABE Board of Directors.

Encourage Them!

They Are Our Future!

In May, CABE will mail certificates to each superintendent who can make a formal presentation of the award at a Board of Education meeting or a school awards ceremony.

Last year 403 middle and high school students from 104 CABE member districts received the CABE Student Leadership Award.

Congratulations to all the deserving students!

Exhibit # 19-63
BROADVIEW MIDDLE SCHOOL
CABE STUDENT AWARDS

Sahil Patel
Sahil Patel is a leader who is not afraid to speak up for what he believes in. He takes pride in helping others around him achieve their full potential. While at Broadview, Sahil has made Honor Roll or High Honor Roll during every single trimester. He has been recognized as Student of the Month by his cluster teachers during each year at BMS. Along with his strong academic accomplishments, Sahil is involved in extracurricular activities in both the school and local communities. He is a member of the National Junior Honor Society, BMS Math Team, the CT Pre-Engineering Program, Orchestra, Stem Scouts, and Leadership Council. Sahil also plays basketball and soccer. He embodies the ideals of a well-rounded student.

Sahil’s favorite subjects in school are math, science, and language arts. He loves to read the Harry Potter series and Diary of a Wimpy Kid. Sahil aspires to become a computer scientist or a medical doctor as a career.

Sahil is humble, goal oriented, and extremely kind. He does not take anything for granted. Sahil is a model student who is very deserving of this recognition.

Maria Strattner
When asked for a student who exhibits exemplary leadership skills, resilience, concern for others, and an ability to collaborate with peers and adults there is not a better fit than Maria Strattner. Maria is a diligent, hardworking and dedicated young lady who has managed to maintain High Honors while participating in various extracurricular activities and volunteer work. Maria is the definition of well-rounded; a member of Broadview’s National Junior Honor Society, and theatre program, she also volunteers at local animal shelters, with her local church choir and youth group, in addition to participation in soccer and dance. When asked about leadership, Maria focused on the support of others, a true servant leader. It is undeniable that Maria Strattner is a perfect fit for this award.
CABE Student Leadership Award

Student #1

Ishan Patel

Volunteering, leadership, and above average academic adroitness are just a few things that Ishan has gained through his endless dedication to his school work and extracurricular activities. He is a proud member of the Civil Air Patrol, which serves as the United States Air Force Auxiliary here in Danbury. His participation has exposed him to various leadership opportunities and aerospace courses. As a member of the Civil Air Patrol, Ishan has been recognized for his leadership qualities by being promoted to the rank of Sergeant. Part of his duties include training new cadets in the field of emergency services so that they are able to calmly handle a problematic situation. Whenever he gets promoted to a higher rank, he has to take an oath. The last line of that oath is, "...to be of service, to my community, state, and nation." Whenever there is a problem in the city his team is called upon to help. An example of a situation was when a pipe burst in Danbury and citizens did not have access to clean water. The Civil Air Patrol was called out to aid and provide citizens with clean water. Community service is a major part of this program as well. An example of his community service is his partnering with the National Junior Honor Society (NJHS) to help paint Rogers Park in May. NJHS is an important part of this school, Ishan never hesitates to volunteer to help our community and school. Another example, was during the week of the parent-teacher conference, when he volunteered to babysit for the parents while they attended their child's conference. Ishan is a member of the math club, to which he contributes his success in math. He works hard to earn high grades while doing all of these extracurricular activities. Another favorite extracurricular activity that has gained him much notoriety is the First Tech Challenge (FTC). FTC is a program where students work together to build and program robots to complete challenges on a field. He was considered as a Core Values Captain (third in charge of the team) to lead and help guide the team. Through hard work, the team has gained the title of State Champion and will be competing in Detroit for the title of World Champion. Through his love of robotics, he continues to give back to his community by serving as a judge for younger kids in the First Lego League, where they build and program robots made from legos.
Many of Caitlin’s teachers already know that she is very serious about her education but what they may not know is about her life outside of the classroom. She has always been involved in many extracurricular activities. Growing up, she has been very active, starting with taking dance classes when she was in preschool and soccer a few years later. She took swimming lessons from when she was three all the way up to when she was nine years old. She also participated in gymnastics from first grade to fourth grade. Currently, she is taking tap, jazz, and hip hop classes, and her favorites are tap and jazz. To compliment her dancing interests she also plays the flute in the Rogers Park Jazz Band. This year she challenged herself and for the first time auditioned for Musical Theater at Rogers Park and got the lead in Mary Poppins Jr., as Bert. This was an amazing opportunity where she met a ton of new people and found a new outlet for her creativity; an experience she will never forget. In addition to her creative outlets, she is a member of the National Junior Honor Society (NJHS), which is an organization for students that have high academic success that promotes leadership in the school and community. She has helped raise money for many different charities and organizations that support children in the community. In addition to NJHS, she is a member of the Students Against Violence Everywhere (SAVE) club. The SAVE club works to help prevent violence in the school and community through the education of students. She helped facilitate the Start with Hello week in the fall and the Say Something week in the spring. Outside of school, she is making her confirmation this year. She has been taking religion classes ever since first grade in preparation for this sacrament. As part of her confirmation, she has to be a part of the Living stations of the Cross; she was chosen to be the stage manager of this production. This summer, she is going to be a counselor in training at her summer camp where she is so excited to interact with all of the younger kids and to become a leader at the camp.
# WESTSIDE MIDDLE SCHOOL ACADEMY

Student Awards 2018-2019

## Connecticut Association of Boards of Education

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Chloe Guttman</th>
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**Student Bio**

Since time immemorial, the willingness to take on challenges and the capability to make difficult decisions has catapulted individuals to success. The Connecticut Association of Boards of Education seeks to reward students in 2019 that not only exemplify these qualities, but students who also show concern for others. Chloe Guttman is a prime example of a student who should receive this award. Throughout her tenure at Westside Middle School Academy Chloe has accepted every challenge that has come her way, all the while navigating difficult decisions with utility and humble panache. At Westside Middle School Academy students learn in a constructivist, inquiry based learning model where they take charge in their own learning. Throughout the school year Chloe has shown a willingness to commit to projects, the ability to understand key issues clearly, and the ability to honor both her own commitments to classwork as well as the ability to support and work with others. It is an honor to present the Connecticut Associations of Boards of Education Award to Chloe Guttman.

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<thead>
<tr>
<th>Student Name</th>
<th>Jeffney Peterson</th>
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**Student Bio**

Jeffney, is a very conscientious hard working student. He continually follows up after an assessment to understand the material completely and fully. He is an avid hockey player who is very much looking forward to playing for Immaculate High School next year. He is a member of the National Junior Honor Society, serves as an Altar Boy at his church and also enjoys playing Lacrosse.
Alisha Nagarsheh is an ambitious and conscientious student in her senior year at Danbury High School. Not one to shy away from taking responsibility and a leadership position, she is extremely engaged in her community and her school and is in a perpetual state of involvement. In school, she is President of the Board of Governors, a member of the National Honor Society, Leo's Club and taking part in the Peer Leadership program. Outside of school, she is a competitive dancer at Just Dance School of Performing Arts, where she has earned numerous titles and special awards for her performances. Additionally, she teaches dance and works at Richter Park Golf Course.

Alisha is also highly engaged with the broader community. From working on local political campaigns to donating time to non-profit organizations and raising awareness for women's cancer. Free time is not found often, but when it is, it's typically in pursuit of a new adventure -- including small acting and modeling roles in various projects. She is eager to continue with her educational aspirations and community involvement as she continues to college.

Lucas Amaral a scholar-athlete who believes in making a difference. He is an allfclAC football player and has a 3.93 GPA. president of the National Art Honor Society and received a perfect score on my AP portfolio. NHS, NEHS, and Senior Prom Committee are a few other extracurricular commitments. He conducts himself in a confident and respectful manner and is passionate about Danbury. If he sees a situation where he can help, steps in and facilitates change. To expand this year's Danbury International Night, he agreed to co-host and secured the participation of seven new groups. he organized Unified Prom this year, ensuring special education students have a fun night out. At the end of the day, what matters most to him is knowing that he is making a positive impact when helping others.
Isabella Bernal

Isabella, Bella to her friends, is a very intelligent and creative young woman. Bella made the choice to enroll in the Alternative Center for Excellence in January of 2018 and this is just one example of choices Bella has made to take control of her own future. Graduating in January of 2019 is just one example of how these choices have led to continued growth and success. While enrolled at the Alternative Center Bella received several awards from the faculty and staff. She was recognized for her hard academic work with the ACE of Spades Award in January of 2018. She also received the ACE of Diamonds Award in December of 2018 for academic excellence. Bella’s future plans are to attend a cosmetology school and pursue a career as a professional stylist.

Justin Escobedo

Justin Escobedo is a senior at the Alternative Center for Excellence who has grown over the past few years to become a student who truly exemplifies excellence. Justin started at ACE as a boy known for his love of skating and has evolved into a young man who is recognized for his work ethic and moral character. He has earned excellent grades and maintained excellent attendance. Justin is an active member of the school community and has volunteered at every community service event that has taken place since he started attending ACE. He is truly a young gentleman who goes out of his way to help other students, his teachers and other staff on a daily basis. Justin’s commitment to excellence in every aspect of his life has resulted in the attainment of many awards including the Western Connecticut Superintendent Association’s Award, Student of the Month, Attendance Awards and the ACE of Heart for Caring.
DANBURY BOARD OF EDUCATION
COMMUNITY RELATIONS COMMITTEE MEETING MINUTES
APRIL 22, 2019

Present:     Gladys Cooper, Richard Jannelli, Kate Conetta, Emanuela Palmares (by phone)
Also Present: Joseph Martino, Kevin Walston, Dr. Sal Pascarella, Dr. Kara Casimiro, Kelly Truchsess,
Tom Ross (DHS), Erin Daly (Pembroke, NEA), Joe Britton, Senator Julie Kushner,
Mayor Mark Boughton

The committee meeting was called to order at 6:00pm.

R. Jannelli discussed the need to assemble a coalition of stakeholders (administrators, BOE members,
City Council members, parents, residents, teachers, students, staff) in order to lobby the state for
education funding. Stakeholders would become educated on specific talking points and do advocacy
work in the community and up in Hartford.

Dr. Pascarella discussed two urgent and specific asks needed right now: $2.4M in additional state
funding and $500K for pensions.

E. Palmares discussed including immigrant representation at the Capitol to reframe the state’s view of
Danbury as more similar to Bridgeport, New Haven, etc.

Mayor Boughton discussed possible alignment on a state level initiative with Waterbury or Stamford and
the need to get our legislative delegation in front of Hartford leadership. He agreed to kick back special
education “Excess money” to the BOE (reimbursement from the state is issued to the city). Suggested
the city could help fund a website dedicated to building community awareness/support around lobbying
efforts. Facebook also suggested for communications.

Senator Kushner advised coordinating legislative meetings now as there is a 10-day window before
formal budget talks begin. She suggested that constituent letters would be helpful.

G. Cooper inquired about getting the News Times involved.

G. Cooper moved, seconded by K. Conetta, to adjourn the April 22 Community Relations Committee
Meeting. The motion passed and the meeting adjourned at 7:10pm.

_____________________________________________________________________________________

Kate Conetta

Exhibit # 19-64
DANBURY BOARD OF EDUCATION
WORKSHOP MEETING MINUTES
APRIL 24, 2019

Present: Rachel Chaleski, Kate Conetta, Gladys Cooper, Patrick Johnston, Frederick Karrat, Emanuela Palmares, Amy Spallino, Richard Jannelli, Joseph Britton, David Metrena

Absent: Ralph Pietrafesa

Also Present: Dr. Pascarella, Joe Martino, Kelly Truchsess, Kevin Walston, Kara Casimiro, Anne Mead, Judy Coco

Mr. Johnston called the meeting to order at 5:30 p.m. and turned the meeting over to Kevin Walston. Mr. Walston presented the Danbury Public Schools Strategic Plan 2019-2024 (attached) showing our strategic direction, vision and mission.

Gladys Cooper moved, seconded by Fred Karrat, to adjourn the April 24, 2019 Board Workshop. The motion passed and the meeting adjourned at 6:55 p.m.

Gladys Cooper, Secretary
Danbury Public Schools
Strategic Plan
2019-2024
Synthesized information from the Strategic Planning Session to identify themes and patterns that emerged across the various subtopics.

Planned work sessions to develop Guiding Principles for the District Vision, Mission, Portrait of a Graduate Characteristics and Equity Statement.

Reviewed MAEC equity feedback to help us identify our blind spots relative to equity, deployment of resources, and prioritizing of action steps.

Incorporated feedback collected from Strategic Planning Session and MAEC report to inform first draft of Guiding Principles, Vision, Mission, Portrait of a Graduate Characteristics and Equity Statement.

Met with TDEC to affirm the first draft of the Vision and Mission by using the criteria for effective mission and vision statement.


Communicate Strategic Plan to the community and get affirmation from the Board of Education as to the general direction, authorizing Action Planning Teams to develop concrete, specific action plans for each goal.

Committee of stakeholders develop a Strategic Planning document stating our Guiding Principles, Vision, Mission, Portrait of a Graduate, and Equity Statement that will drive our district for the next 5 years. This will include the objectives for students' performance and the strategies that adults are committed to in order to support students in reaching these objectives.
PORTrait of a Graduate

Critical Thinkers

Global Stewards

Purposeful Communicators

Persistent Innovators

Forever Learners

Empathetic Citizens
OUR VISION, MISSION & VALUES

VISION
Danbury Public Schools aspires to advance ALL learners to their highest potential.

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

EQUITY STATEMENT
Danbury Public Schools believes that all students can learn and be successful with quality teaching and individualized resources. We are committed to improving educational outcomes for all children by fostering such a learning environment. We are responsible for ensuring equity in our practices and policies and creating safe, respectful, and welcoming environments. Educational Equity in Danbury means that students experience joy in learning and can see themselves reflected in the content and context of their learning, as well as the educators who serve them. Our actions, the intentional and thoughtful removal of barriers and biases and the development of policies and practices that lead to successful outcomes, are driven by inclusion and a reputation for excellent education in Danbury Public Schools.

GUIDING PRINCIPLES
We are committed to ensuring ALL students are at the center of every action and decision by developing systems of support that focus on five critical components:

- Provide equitable learning environments and culturally relevant curricular experiences, by working relentlessly to provide the opportunities and professional resources needed to help students reach unbounded success.
- Recruit, employ, and retain a culturally competent workforce that reflects the full diversity of our students.
- Promote a welcoming and nurturing school culture focused on developing meaningful relationships, high academic expectations and partnerships with students, families, teachers, staff, and the community.
- Develop effective leaders and teachers through relevant, job-embedded professional learning and ongoing support of continuous improvement for all educators.
- Ensure coherence and equity regarding the staffing, resource allocation, and operational funding of district, school and program improvement, that meets the needs of our school community.
SIX THEMES OF OUR DISTRICT VISION

These six themes represent the shared values and aspirations that will guide how our school district develops and grows.
SIX THEMES OF OUR DISTRICT VISION

We will recruit and employ a culturally competent workforce that reflects the full diversity of our students.

We will develop and enhance the pedagogical skills of our teachers, through a lens of cultural competency to reach the needs of our diverse learners.

We will promote a welcoming and nurturing safe school culture for students and staff.

We will provide equitable learning environments and culturally relevant curricular experiences, by working relentlessly to provide the opportunities and resources needed to help students reach unbounded success.

We will define priorities and actions through meaningful collaboration with families, students, teachers, staff, board members, and the community.

We will establish structures to ensure that resources are allocated to support the district’s mission and vision.
COHERENCE

We will establish Key Performance Indicators and review data on a regular basis to monitor compliance with our plan.
DANBURY BOARD OF EDUCATION
POLICY COMMITTEE MEETING MINUTES
APRIL 24, 2019

Present: Rachel Chaleski, Frederick Karrat, David Metrena, Emanuela Palmares, Amy Spallino
Also Present: Joseph Britton, Gladys Cooper, Richard Jannelli, Patrick Johnston, Dr. Sal Pascarella, Kevin Walston, Joe Martino, Kim Thompson, Kelly Truchsess, Dr. Kara Casimiro

The meeting was called to order at 6:49 p.m. R. Chaleski nominated F. Karrat as Chair of the Committee. A. Spallino seconded. Motion passed.

There are several new policies that the Board must review and adopt. The following next committee meetings were scheduled: May 1 at 6:30pm and May 8 at 5:30. F. Karrat requested that the new policies be provided to committee members prior to the meetings.

A. Spallino moved, seconded by E. Palmares, to adjourn the April 24 Policy Committee Meeting. The motion passed and the meeting adjourned at 6:59 p.m.

Rachel Chaleski

Exhibit # 19-66
PLEDGE OF ALLEGIANCE
The Chairperson, P. Johnston, called the meeting to order at 7:01 pm and those assembled recited the Pledge of Allegiance.

ROLL CALL
Present: Rachel Chaleski, Kate Conetta, Gladys Cooper, Patrick Johnston, Frederick Karrat, Emanuela Palmares, Amy Spallino, Richard Jannelli, Joseph Britton, David Metrena
Absent: Ralph Pietrafesa
Also Present: Dr. Pascarella, Joe Martino, Kelly Truchsess, Kim Thompson, Kevin Walston, Kara Casimiro

RECOGNITIONS
- Luanelly Iglesias, RPMS teacher, received the George I. Sanchez Memorial Award, given annually to an educator who promotes education for Hispanic children, to be presented at the National Education Association’s convention this summer.
  - Ms. Iglesias has been at RPMS for four years. She thanked the district and the community. Ms. Iglesias came to this country 30 years ago as a bilingual student who received a lot of support from her teachers and the community and that is what she does today. Thanked the NEA and CEA for walking her through this path.
- Finalists in the State Spelling Bee: Aahil Nishad, WSMSA, 8th place; and Sandya Sudarsanam, AIS, 6th overall
  - Sandya stated that the Spelling Bee has been pretty fun to do. She was introduced to the Spelling Bee thanks to her teacher, Marc Poliquin. Sandya thanked Mr. Poliquin for his dedication and hard work.
  - Aahil stated that he started his Spelling Bee journey in third grade. Aahil also had Mr. Poliquin as his Spelling Bee mentor. Aahil stated that the Spelling Bee has been an incredible experience.
  - Marc Poliquin (currently at AIS) took on the program at Stadley Rough seven years ago with a small group of students and it just blossomed. Mr. Poliquin works with students on the etymology of words, parts of speech and getting kids excited with the competition. Two students from Danbury were present this year and no other school in CT had as many as Danbury. M. Poliquin stated that A. Nishad also represented Danbury in Washington, DC when he was in fourth grade.

PUBLIC PARTICIPATION
- Mariana Martins - Ms. Martins is a Social Work student at WCSU who is currently interning at the Family Resource Center at Morris Street School. Ms. Martins has had the incredible opportunity to see the impact the center has on families of Danbury students. One of the most influential programs she has seen is the Theater Club. She has witnessed students completely transform in their confidence. Students have learned to be organized, time management and what it means to be part of a team. Ms. Martins invited the community and Board to the theatrical presentation on May 9th at 6:30 pm in the Morris Street cafeteria. Ms. Martins provided forms for those interested in buying tickets.
- Melinda Scott - Ms. Scott added that the Spelling Bee is a big deal at Stadley Rough because of M. Poliquin. Originally started by Mr. Boucher. She strongly encourages all to watch a Spelling Bee competition as it is an amazing experience. Ms. Scott stated that Mr. Poliquin does this his own time, it’s a volunteer position. She reminded everyone how much volunteer work teachers do. Ms. Scott also stated that Luanelly Iglesias is going to be recognized for the award she received tonight in front of 10,000 teachers for the national NEA meeting and we get to say that she is from Danbury. Stadley Rough will hold their “Don’t Dis My Disability Dance” on April 26th. This is their 10th anniversary and is put on by the Kindness and Compassion Club. The club is made up of about 25 kids. Ms. Scott invited the Board to attend from 3 to 5 pm. Funds raised will go to the Down Syndrome Organization.
- Donna Bosworth - Ms. Bosworth is an Art teacher at AIS and Morris Street. She is the co-coordinator for the district wide Celebration of Danbury Arts (CoDA). The event happens once a year and it brings together art, music, robotics, culinary, ROTC, along with all schools represented in visual arts and music performances. It will be held on May 11th from 11 - 4pm at DHS.

Exhibit # 19-67
CONSENT CALENDAR

MOTION - R. Chaleski moved, seconded by G. Cooper, that the Board of Education approves the items on the Consent Calendar, Exhibits 19-60 through 19-61, as recommended:

MINUTES
4/10/19 Special Board Meeting
4/10/19 Board Meeting
Motion passed at 7:22 pm

EMPLOYEE REPRESENTATIVE

Spotlight Your School – Reach & Endeavor

- Presented by Administrator Jackie Dinardo and Assistant Administrator Michael Sheiken.
- Endeavor/Reach is a behavior modification program. They try to get students back on track and get back to their home schools.
- Successful PBIS (reward program). Students who don’t receive rewards at home or get praise will get that at the school. Build students up by positive reinforcement.
- They have returned student to DHS and several have gone to HATS while others have graduated from the school.
- Teachers are special but these teachers are a little more special to work in a program like this. This staff is strong! J. Dinardo is very proud of her staff.
- J. Dinardo presented a slideshow about the school. It began with two former students. One was Miss Connecticut Latino who graduated from the Reach Program and is now in L.A to pursue modeling and acting. The other student also graduated from the program and is now a Dental Assistant and married with two children.
- Relationships are the roots of Reach and Endeavor. Rebuilds self-esteem. Forges positive connections with the school. Builds trust among stakeholders. Students strive to thrive, not just survive.
- Students achieve academic success. 90% of students reach STAR, DBQ and SBAC growth expectations. Reach students hit CAPT and SAT score expectations. Endeavor students accepted into HATS every year. Reach students maintain/regain academic standing and strive for graduation.
- Authentic learning experiences give success meaning. Activities that apply to future job force. Exposure to business, nature, politics, entertainment, art, law, social change and technology. Honest and open dialogue provide insight into their day-to-day struggles.
- Taking responsibility promotes change. Students realize how to control their lives. Elaborate PBIS data connects their choices to their outcomes. Provide solutions to overcome negative choices. Trust in staff eases student resistance to change.
- Their staff is like no other. Resilient, patient, tireless, fearless, skilled, relentless, innovative, flexible, dedicated, supportive, generous, insightful, creative. All held together by their leader, Jacki Dinardo.
- A current student, Juliana, spoke. Juliana had a couple of options to go to different schools but she chose Reach. She is grateful for her teachers. In time of crisis, they are always there to help. Juliana prefers Reach because the teachers are always on top of students, making sure they understand and get work done. That is what helps her.
- J. Dinardo invited the Board to stop by any day.
- Dr. Pascarella thanked Ms. Dinardo and the staff in attendance for all that they do and how they care. There is no last chance there. Every day is a new day! It’s hard work and we see it and are very appreciative of all they do.

STUDENT REPRESENTATIVES

DHS Executive Board of Governors: Alisha Nagarsheth

- National Honor Society’s “Mr. DHS” will be next Friday, May 3rd at 6pm in the auditorium to raise money for Smile Train.
- This year’s DHS’s production Godspell was a success! There was an amazing turnout at all three shows.
- The Laramie Project will be shown next week in the new Black Box Theatre on May 2nd, 3rd, and 4th.
- Nine student artists from Danbury High were selected as winners in this year’s “Hooray for the Arts” contest.
- Peer Leadership interviews are done, and selection process has started for next year’s new peer leaders.
- Class elections as well as BOG elections will be taking place within the next month.
- Junior Prom is this Friday, April 26th at 7pm at the Portuguese Cultural Center.
- Danbury’s baseball team is up for team of the week and doing exceptionally well.
A. March 2019—Operating Results Analysis (General Fund/Grants/Projects)
   MOTION: R. Chaleski moved, seconded by D. Metrena that the Board of Education accept the March 2019 Operating Results Analysis (General Fund/Grant/Projects)
   - J. Martino stated that he has concerns going in to the year with some of the costs in Special Ed and the Substitute lines.
   - Substitute rates were boosted which has helped with coverage.
   - Transportation and SPEQ will be a stressor. He will put City on notice of the costs, just as a precaution.
   Motion passed at 7:37 pm

B. Healthy Food Certification
   MOTION: Healthy food option: R. Chaleski moved, seconded by G. Cooper, that pursuant to C.G.S. Section 10-215f, the board of education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2019, through June 30, 2020. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises sponsored by the school or by non-school organizations and groups.
   Motion passed at 7:38 pm

   MOTION: Food exemptions: R. Chaleski moved, seconded E. Palmares, that the board of education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held.
   Motion passed at 7:39 pm

   MOTION: Exemptions for beverages: R. Chaleski moved, seconded by K. Conetta, that the board of education will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The “school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the beverage sales.
   Motion passed at 7:38 pm

SUPERINTENDENT'S REPORT

- City Public Hearing on Budget, April 15
  Community approved Mayor's budget. Final vote will be on May 7th at 7:30 pm.
- Legislative Update
  - Getting resources from Hartford.
  - Followed up with discussion at Public Relations Committee meeting.
  - Dr. Pascarella will keep sending Board materials.
  - Within next week and a half there should be a final recommendation to go through with approvals (from Hartford).
We are scheduled for $2.7 million from the City, including the Matrix funding. $2.2 million is the base City allocation. We are still looking for $2.4 million from Hartford.

- Public Relations meeting came up with an idea to send flyers to community. The flyer informs community on where to call (Legislative Office) and to request three key items needed:
  - Support the Governor’s H.B.07150 which will provide Danbury with $2.4 million in the Alliance/ECS Grant.
  - Support reclassifying the Danbury Public Schools as a Distressed District in order to reduce the teacher pension cost to the municipality. The fact that we are an Alliance District and receiving funds should qualify us.
  - Support the Excess Cost Rate for Special Education at 2.5x rather than 4.5x the District average.
  - This will make a major difference in our budget if passed in Hartford.
  - Won’t know until June 6th and into July if they go into extended session.

- Pembroke Utility Upgrade
  - On April 22nd, the power was down at Pembroke Elementary. It was a result of underground work done during Spring Break. There was a three-hour delay for the school until power was restored.

- R. Jannelli stated that he attended the public hearing on April 15th. This was perhaps the most attended public hearing he has witnessed. Incredible outpouring from public. Teachers asked City Council to support the Superintendent's budget. Teachers in attendance didn't say they needed more money, just indicated the impact from the lack of funding to our students. There was a different aspect from each person that spoke, so it wasn’t redundant.

**DISCUSSION**

- **Danbury Mission/Portrait of a Graduate**
  - Dr. Pascarella stated that as this gets identified, all of our resources will be aimed at that.
  - Looking at our rising 5th and 8th graders as they transition to middle and high schools respectively.
  - K. Walston reviewed the six themes of Portrait of a Graduate:
    - Critical thinkers
    - Global stewards
    - Purposeful communicators
    - Persistent innovators
    - Forever learners
    - Empathetic citizens
  - On December 11th they had a Community Day with over 55 stakeholders from the community.
  - Charge that day was to lead the meeting with Vision Statement, Mission Statement and Portrait of a Graduate.
  - Recurring themes and patterns landed on the above-mentioned characteristics.
  - Vision Statement is that Danbury Public Schools aspires to advance ALL learners to their highest potential.
  - Mission Statement is that Danbury Public Schools, in partnership with families and the community, provides transformational learning experiences, designed to nurture thoughtful and prepared graduates.
  - R. Jannelli asked if there would be an opportunity to discuss, give input or ask questions before approving the statements.
  - K. Walston stated that he was hoping to have a Q&A during the previous session. We don’t need a formal meeting. R. Jannelli asked if there could be another brief meeting to discuss the statements so we are all on board with the terminology.
  - It was agreed to be discussed at next meeting.
  - R. Jannelli asked if it was possible to have a sheet highlighting the different sections and accountability that would be able to be followed and measured. Also asked if this would be a living document that would change over the years. How would that be evaluated?
  - K. Casimiro stated that is an important piece on how we hold ourselves accountable for the statements. Knowing there will need to be revisions and mitigating factors. They will meet regularly and monitor the action steps that are carved out. Periodic meetings will be held to hold ourselves accountable for getting tasks done and doing it well. If tasks are not on track, discuss what needs to be done to get on track.
  - R. Jannelli stated that these same standards should be held to the Board as well.
  - K. Casimiro stated that all of our goals should be in alignment, all the way down to the classroom level.
  - Teachers set goals for the students. Schools set goals for their buildings. Departments set goals for their staff members. Hierarchical system.
BOARD CHAIRPERSON’S REPORT
P. Johnston stated that he was at WMSMA on April 24th for their Welcome Walkthrough. The school had asked him to go there as a parent of a former student as well as a Board member. It was quite a turnout. Four different groups that looked at different aspects of the school. He surveyed the physical environment of the school. It was very interesting, and he spent several hours there. Found some good things and some things that needed attention, such as the new modular buildings having loose trim and several electrical outlets not working. P. Johnston was not sure if this event was done at all schools but if it isn’t, it should be. This was done through the SERC program from New Haven. They will take information from the session and report it back to Principal, Dr. LaBanca.

BOARD REPORTS, COMMUNICATIONS AND COMMENTS
• F. Karrat requested a Policy Committee meeting. The district has 16 to 17 policies that we need to be reviewed and adopted. Asked Cabinet to please distribute the policies as quickly as possible so they can be reviewed. A Policy Committee meeting was decided for May 1st at 6:30 and May 8th at 5:30 pm.
• K. Conetta thanked R. Jannelli for the Community Relations meeting held on April 22nd. She feels that the note card for the community to contact state legislatures is very important. The meeting also made Mayor Boughton aware that that money for SPED is issued back to city, not district and he agreed that that money will now go back to the school district.
• R. Jannelli stated that the meeting was well attended. The purpose was to put together a coalition that would engage community stakeholders in Danbury to allow us, as a city, to advocate for more funding in Hartford. R. Jannelli asked Mayor Boughton to select someone from the City Council to sit on the Community Relations Board as well as someone from NEA. A. Spallino and K. Conetta will be part of the committee on behalf of the Board. Mayor Boughton is 100% on board and also indicated the need to get this information out to the public. This project is expected to take over a year.
• J. Britton stated that he went to the Shelter Rock Science Fair on April 23rd. They did a terrific job. Everyone was engaged and the school was packed with parents and students. The raffle baskets that they created were beautiful.
• Facilities Committee meeting still set to be held on May 15th at 7pm.
• J. Martino stated that the current enrollment in the schools is 11,712. 130+ preschool. RPMS is at 1000. Park Ave is at 664, 107 new elementary and 29 new middle school students since October 1st. 30 additional kindergarten students registered since October 1st. Mill Ridge had 15% growth this year.
• J. Martino stated he will get actual enrollment numbers for next meeting.
• Dr. Pascarella has been searching for new facilities, nothing really available for us to rent. Preschool is really a challenge because of the standards. Will look into several options.
• Danbury Day in Hartford will be on May 9, 2019 from 11 to 1 pm.
• G. Cooper stated that her granddaughter attends the preschool program at Great Plain. She has been attending since December and has not had a day where she doesn’t want to go. Says her teachers love her the way her parents do. Vocabulary is improving. G. Cooper thanked staff at Great Plain. K. Truchsess agreed and will pass along G. Cooper’s compliments.
• K. Thompson stated there will be an executive session soon because of negotiations.

ADJOURNMENT
P. Johnston moved, seconded by G. Cooper that the Board of Education adjourns its Meeting of April 24, 2019 and the meeting adjourned at 8:16 pm.

Gladys Cooper, Secretary

(Meeting was videotaped)
DANBURY BOARD OF EDUCATION
SUPERINTENDENT EVALUATION COMMITTEE MEETING MINUTES
APRIL 30, 2019

Present: Gladys Cooper, Amy Spallino, Fred Karrat, Ralph Pietrafesa, Richard Jannelli
Also Present: Joe Britton, Rachel Chaleski, Pat Johnston, Kate Conetta

The committee meeting was called to order at 6pm.

Motion to move into executive session made by F. Karrat, seconded by A. Spallino, for the purpose of discussing the superintendent's evaluation process. Motion passed.

Discussion ensued.

Motion to move out of executive session made by F. Karrat, seconded by R. Pietrafesa. Motion passed.

F. Karrat moved, seconded by R. Pietrafesa, to adjourn the April 30 Superintendent Evaluation Committee meeting. Motion passed and the meeting adjourned at 7:15pm.

_______________________________________
Kate Conetta

Exhibit # 19-68
DANBURY BOARD OF EDUCATION
ADHOC SUB-COMMITTEE MEETING MINUTES
MAY 1, 2019

Present: Rachel Chaleski, Frederick Karrat, Emanuela Palmares, Amy Spallino
Also Present: Kate Conetta, Gladys Cooper

The Adhoc Sub-committee Chair, A. Spallino, called the meeting to order at 5:34 p.m.

The timeline for board self-assessment was discussed. It was suggested to consider the timeline of July/September as recommended by CABE and CAPSS. A. Spallino will contact CABE to facilitate in the board self-evaluation survey process. The survey will be administered in June and results will be discussed at the board summer retreat.

The committee will propose a date for the board summer retreat to be held on September 7 at 12:00 p.m. to 4 p.m. A. Spallino will coordinate a facilitator with CABE. E. Palmares will work to secure a venue. Agenda items discussed include:

- Team building activity
- Strategic Plan Update/Review of District Vision, Mission, Goals and Superintendent’s Goals
- Review of Board Goals, By-laws, Roles & Responsibilities
- Board Self-Assessment Survey Results
- Open Discussion of Ideas and Issues
- List Conference, Convention and Workshop opportunities

Further discussion followed on establishing a board mentorship program.

The next Adhoc-Committee Meeting will be held on June 5 at 5:30 p.m. The committee will finalize board summer retreat agenda and logistics. F. Karrat will update the committee as to the status of the CABE audit of board by-laws.

F. Karrat moved, seconded by R. Chaleski, to adjourn the May 1 Adhoc Sub-Committee Meeting. The motion passed and the meeting adjourned at 6:16 p.m.

Rachel Chaleski

Exhibit # 19-69
Present: Rachel Chaleski, Frederick Karrat, Emanuela Palmares, Amy Spallino
Absent: David Metrena
Also Present: Gladys Cooper, Kate Conetta, Dr. Sal Pascarella, Kevin Walston, Joe Martino

The Policy Committee Chair, F. Karrat, called the meeting to order at 6:30 p.m. and turned it over to K. Walston to update the board on the below required policies to be implemented. The committee reviewed and discussed the following policies as recommended by CABE:

1. P0521(a): Mission, Goals, Objectives: Nondiscrimination
2. P4118.11(a)/4218.11 Personnel, Certified/Non-Certified: Nondiscrimination
4. P4112.52(a)/4212.52; Personnel, Certified/Non-Certified: Security Check/ Fingerprinting

E. Palmares moved, seconded by A. Spallino, to present Policies # 1 - 5 to the full board at the next regular board meeting. Policy # 6, along with 8 additional policies, will be reviewed at the next Policy Committee meeting on May 8 at 5:30 p.m.

R. Chaleski moved, seconded by A. Spallino, to adjourn the May 1 Policy Committee Meeting. The motion passed and the meeting adjourned at 7:39 p.m.

____________________________
Rachel Chaleski

Exhibit # 19-70
OUR STRATEGIC DIRECTION TIMELINE

Data Synthesis

- Synthesized information from the Strategic Planning Session to identify themes and patterns that emerged across the various subtopics.
- Planned work sessions to develop Guiding Principles for the District Vision, Mission, Portrait of a Graduate Characteristics and Equity Statement.
- Reviewed MAEC equity feedback to help us identify our blind spots relative to equity, deployment of resources, and prioritizing of action steps.
- Incorporated feedback collected from Strategic Planning Session and MAEC report to inform first draft of Guiding Principles, Vision, Mission, Portrait of a Graduate Characteristics and Equity Statement.

Feedback

- Met with TDEC to affirm the first draft of the Vision and Mission by using the criteria for effective mission and vision statement.

Adopting Strategic Direction

- Communicate Strategic Plan to the community and get affirmation from the Board of Education as to the general direction, authorizing Action Planning Teams to develop concrete, specific action plans for each goal.

Develop Plan

- Committee of stakeholders develop a Strategic Planning document stating our Guiding Principles, Vision, Mission, Portrait of a Graduate, and Equity Statement that will drive our district for the next 5 years. This will include the objectives for students' performance and the strategies that adults are committed to in order to support students in reaching these objectives.
PORTRAIT OF A GRADUATE

CRITICAL THINKERS

GLOBAL STEWARDS

PURPOSEFUL COMMUNICATORS

PERSISTENT INNOVATORS

FOREVER LEARNERS

EMPATHETIC CITIZENS
# OUR VISION, MISSION & VALUES

<table>
<thead>
<tr>
<th><strong>VISION</strong></th>
<th>Danbury Public Schools aspires to advance ALL learners to their highest potential.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MISSION</strong></td>
<td>Danbury Public Schools, in partnership with families and the community, provides transformational learning experiences, designed to nurture thoughtful and prepared graduates.</td>
</tr>
<tr>
<td><strong>EQUITY STATEMENT</strong></td>
<td>Danbury Public Schools believes that all students can learn and be successful with quality teaching and individualized resources. We are committed to improving educational outcomes for all children by fostering such a learning environment. We are responsible for ensuring equity in our practices and policies and creating safe, respectful, and welcoming environments. Educational Equity in Danbury means that students experience joy in learning and can see themselves reflected in the content and context of their learning, as well as the educators who serve them. Our actions, the intentional and thoughtful removal of barriers and biases and the development of policies and practices that lead to successful outcomes, are driven by inclusion and a reputation for excellent education in Danbury Public Schools.</td>
</tr>
<tr>
<td><strong>GUIDING PRINCIPLES</strong></td>
<td>We are committed to ensuring ALL students are at the center of every action and decision by developing systems of support that focus on five critical components:</td>
</tr>
</tbody>
</table>

- Provide equitable learning environments and culturally relevant curricular experiences, by working relentlessly to provide the opportunities and professional resources needed to help students reach unbounded success.
- Recruit, employ, and retain a culturally competent workforce that reflects the full diversity of our students.
- Promote a welcoming and nurturing school culture focused on developing meaningful relationships, high academic expectations and partnerships with students, families, teachers, staff, and the community.
- Develop effective leaders and teachers through relevant, job-embedded professional learning and ongoing support of continuous improvement for all educators.
- Ensure coherence and equity regarding the staffing, resource allocation, and operational funding of district, school and program improvement, that meets the needs of our school community.
SIX THEMES OF OUR DISTRICT VISION

These six themes represent the shared values and aspirations that will guide how our school district develops and grows.
SIX THEMES OF OUR DISTRICT VISION

We will recruit and employ a culturally competent workforce that reflects the full diversity of our students.

We will develop and enhance the pedagogical skills of our teachers, through a lens of cultural competency to reach the needs of our diverse learners.

We will promote a welcoming and nurturing safe school culture for students and staff.

We will provide equitable learning environments and culturally relevant curricular experiences, by working relentlessly to provide the opportunities and resources needed to help students reach unbounded success.

We will define priorities and actions through meaningful collaboration with families, students, teachers, staff, board members, and the community.

We will establish structures to ensure that resources are allocated to support the district’s mission and vision.
COHERENCE

We will establish Key Performance Indicators and review data on a regular basis to monitor compliance with our plan.
Mission – Goals – Objectives

Nondiscrimination

The District shall promote nondiscrimination and an environment free of harassment based on an individual’s race, color, religion, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, marital status or age or because of the race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, genetic information, marital status or age of any other persons with whom the individual associates or status as a Veteran. The District provides equal access to the Boy Scouts and other designated youth groups.

In keeping with requirements of federal and state law, the District strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relationships within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

(cf. 4111 – Recruitment and Selection)
(cf. 4118.11 – Nondiscrimination)
(cf. 5145.4 – Nondiscrimination)
(cf. 5145.5 – Sexual Harassment)
(cf. 5145.6 – Student Grievance Procedure)
(cf. 6121.1 - Equal Educational Opportunity)
Mission – Goals – Objectives

Nondiscrimination

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
#49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66
Fed. Reg. 5512 (January 19, 2001)
20 U.S.C. 7905 (Boy Scouts of America Equal Access Act)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June
26,1998)
Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S.
Supreme Court, June 26,1998)
Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme
Court, May 24, 1999.)
The Vietnam Era Veterans’ Readjustment Act of 1974, as amended,
38 U.S.C. §4212
Title II of the Genetic Information Nondiscrimination Act of 2008
Connecticut General Statutes
46a-51 Definitions
46a-58 Deprivation of rights. Desecration of property. Placing of burning
cross or noose on property. Penalty. (as amended by PA 17-127)
46a-60 Discriminatory employment practices prohibited.
10-15c Discrimination in public schools prohibited. School attendance by
five-year olds. (Amended by P.A. 97-247 to include “sexual orientation”
and P.A. 11-55 to include “gender identity or expression”)
10-153 Discrimination on account of marital status.
17a-101 Protection of children from abuse.
The Americans with Disabilities Act as amended by the ADA
Amendments Act of 2008
Public Law 111-256
Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76
4110 (2008)
Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503
(2008)
Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by the Policy Review Committee)
REPORT FORM FOR COMPLAINTS OF DISCRIMINATION

Complainant:
Home Address:
Home Phone:
School building:
Date of Alleged Incident(s):

Alleged harassment was based on: (Check all that apply.)

☐ Race ☐ Color ☐ National Origin ☐ Gender Identity or Expression
☐ Gender ☐ Disability ☐ Religion ☐ Status as a Veteran
☐ Ancestry ☐ Age ☐ Sexual Orientation

Name of person you believe violated the District’s nondiscrimination policy:

If the alleged discrimination was directed against another person, identify the other person:

Describe the incident as clearly as possible, including any verbal statements (i.e., threats, derogatory remarks, demands, etc.) and any actions or activities. Attach additional pages if necessary:


When and where incident occurred:

List any witnesses who were present:

This complaint is based on my honest belief that __________________________ has discriminated against me or another person. I certify that the information provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant’s Signature __________________________ Date __________

Received By __________________________ Date __________
A sample mandated policy to consider.

Personnel - Certified/Non-Certified

Nondiscrimination

It is the intent of the Board of Education to provide a fair employment setting for all persons and to comply with state and federal law. The conditions or privileges of employment in the school district, including the wages, hours, terms and benefits, shall be applied without regard to race, color, religion, age, veteran status, genetic information, marital status, national origin, sex, sexual orientation, gender identity or expression, ancestry, present or past history of mental disorder, or disability (including pregnancy), except in the case of a bonafide occupational qualification.

The District shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training and other terms, conditions and privileges of employment.

The District shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The District shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

Further, the District shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the District.

Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the District’s ADA/Section 504 Coordinator. The District’s coordinator is Superintendent/Superintendent designee(s).

(cf. 4111 - Recruitment and Selection)
(cf. 4118.14/4218.14 – Disabilities)

Legal Reference:                  Connecticut General Statutes
                              4a-60 Nondiscrimination and affirmative action provisions in contracts of
                              the state and political subdivisions rather than municipalities
                              4a-60a Contracts of the state and political subdivisions, other than
                              municipalities, to contain provisions re nondiscrimination on the basis of
                              sexual orientation
                              10-153 Discrimination on account of marital status
                              Connecticut Fair Employment Practices Act, C.G.S. §469-60
**Personnel - Certified/Non-Certified**

**Nondiscrimination**

**Legal Reference:**

Connecticut General Statutes (continued)

46a-51 Definitions (as amended by PA 17-127)

46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127)

46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127)

46a-81a Discrimination on the basis of sexual orientation; Definitions

P.A. 11-55 An Act Concerning Discrimination


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


Title II of the Genetic Information Nondiscrimination Act of 2008


Age Discrimination in Employment Act, 29 U.S.C. §621

Americans with Disabilities Act, 42 U.S.C. §12101


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Policy adopted: ____________

DANBURY PUBLIC SCHOOLS

Danbury, Connecticut

(Reviewed and approved by the Policy Review Committee)
A required policy per federal mandate.

Personnel -- Non-Certified

Drug and Alcohol Testing for School Bus Drivers

The Danbury Public School district is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA), as may be amended, and applicable state statutes pertaining to pre-employment and random drug testing of school bus drivers. The District shall adhere to federal and state law and regulations requiring a school bus driver’s drug and alcohol testing program.

In addition to the above cited federal requirement, the Board of Education expects its school transportation carrier, by June 30, 2019, to provide training to all school bus drivers, including instruction on (1) identifying the signs and symptoms of anaphylaxis, (2) administering epinephrine by a cartridge injector (“EpiPen”), (3) notifying emergency personnel, and (4) reporting an incident involving a student’s life-threatening allergic reaction.

Beginning July 1, 2019, each carrier must provide the training to school bus drivers following the issuance or renewal of a public passenger endorsement to operate a school bus for carrier employees, and upon the hiring of a school bus driver who is not employed by such carrier (e.g., subcontractor), except a driver who received the training after the most recent issuance or renewal of his or her endorsement is not required to repeat it.

School districts contracting with a private service provider must ensure the provider has a drug and alcohol testing program fulfilling federal regulations, and state law pertaining to a required pre-employment and random drug testing program for drivers of school buses and school transportation vehicles (STVs) that carry ten or fewer students.

Legal Reference: United States Code, Title 49
2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)
Code of Federal Regulations, Title 49
40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs
382 Controlled Substance and Alcohol Use and Testing
395 Hours of Service Drivers
Holiday v. City of Modesto (1991) 229 Cal. App. 3d. 528, 540
International Brotherhood of Teamsters v. Department of Transportation
932 F. 2d 1292 (1991)
American Trucking Association, Inc. v. Federal Highway Administration,
Personnel -- Non-Certified

Drug and Alcohol Testing for School Bus Drivers

Legal Reference: (continued)

10-212c Life-threatening food allergies and glycogen storage disease: Guidelines; district plans. (as amended by PA 18-185)

14-261b Drug and alcohol testing of drivers of certain vehicles, mechanics and forklift operators

14-276a Regulations re school bus operators and operators of student transportation vehicles; qualifications; training. Pre-employment drug test required for operators

52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors and PA 18-185, An Act Concerning Life-Threatening Food Allergies in Schools)
A new policy to consider.

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

Criminal History Record Information (CHRI)

(Proper Access, Use and Dissemination Procedures)

Purpose

The Danbury Board of Education’s (Board) intent of this policy is to ensure the protection of the Criminal Justice Information (CJI) and its subset of Criminal History Record Information (CHRI) until the information is purged or destroyed in accordance with applicable record retention rules.

This policy is based upon the FBI’s Criminal Justice Information Services (CJIS) Security Policy. The Board considers the FBI CJIS Security Policy as the minimum standard. This Board policy may augment, or increase the standards, but shall not detract from the CJIS Security Policy standards.

Scope

This policy applies to any electronic or physical media containing FBI CJI while being stored, accessed or physically moved from a secure location within the District. This policy applies to any authorized person who accesses, stores, and/or transports electronic or physical media.

Criminal Justice Information (CJI) and Criminal History Record Information (CHRI)

CJI refers to all of the FBI CJIS provided data necessary for law enforcement and civil agencies to perform their missions including, but not limited to biometric, identity history, biographic, property, and case/incident history data.

CHRI is a subset of CJI and for the purposes of this policy is considered interchangeable. Due to its comparatively sensitive nature, additional controls are required for the access, use and dissemination of CHRI. In addition to the dissemination restrictions outlined below, Title 28, Part 20, Code of Federal Regulations (CFR), defines CHRI and provides the regulatory guidance for dissemination of CHRI.

Proper Access, Use, and Dissemination of CHRI

Information obtained from the Interstate Identification Index (III) is considered CHRI. Rules governing the access, use, and dissemination of CHRI are found in Title 28, Part 20, CFR. The III shall be accessed only for an authorized purpose.
Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

Criminal History Record Information (CHRI)

Proper Access, Use, and Dissemination of CHRI (continued)

Further, CHRI shall only be used for an authorized purpose consistent with the purpose for which III was accessed. Dissemination to another agency is authorized if (a) the other agency is an Authorized Recipient of such information and is being serviced by the accessing agency, or (b) the other agency is performing noncriminal justice administrative functions on behalf of the authorized recipient and the outsourcing of said functions has been approved by appropriate CJIS Systems Agency (CSA) or State Identification Bureau (SIB) officials with applicable agreements in place.

Personnel Security Screening

Access to CJI and/or CHRI is restricted to authorized personnel. Authorized personnel is defined as an individual or group of individuals, appropriately vetted through a national fingerprint-based record check and granted access to CJI data. Agencies, including school districts, located within states with legislation authorizing or requiring civil fingerprint-based background checks for personnel with access to CHRI for the purposes of licensing or employment shall submit a fingerprint-based record check within 30 days of employment or assignment on all personnel with those who have direct access to CJI, those who have direct responsibility to configure and maintain computer systems and networks with direct access to CJI, and any persons with access to physically secure locations or controlled areas containing CJI.

Security Awareness Training

Basic security awareness training is required, within six months of initial assignment, and biennially thereafter, for all personnel with access to CJI.

Physical Security

A “physically secure location” is a facility or an area, room, or group of rooms within a facility with sufficient physical and personnel security controls to protect the FBI CJI and associated information systems. The perimeter of the physically secure location shall be prominently posted and separated from non-secure locations by physical controls.

Only authorized personnel shall access physically secure non-public locations. The District will maintain a current list of authorized personnel. All physical access points into the District’s secure areas will be authorized before granting access. The District will implement access controls and monitor physically secure areas to protect all transmission and display mediums of CJI. Authorized personnel will take necessary steps to prevent and protect the District from physical, logical and electronic breaches.
Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

Criminal History Record Information (CHRI) (continued)

Media Protection

Controls shall be in place to protect electronic and physical media containing CJI while at rest, stored, or actively being accessed. “Electronic media” includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card. “Physical media” includes printed documents and imagery that contain CJI.

The District shall securely store electronic and physical media within physically secure locations or controlled areas. The District restricts access to electronic and physical media to authorized individuals. If physical and personnel restrictions are not feasible then the data shall be encrypted per Section 5.10.1.2.

Media Transport

Controls shall protect electronic and physical media containing CJI while in transport (physically moved from one location to another) to prevent inadvertent or inappropriate disclosure and use. The District shall protect and control electronic and physical media during transport outside of controlled areas and restrict the activities associated with transport of such media to authorized personnel.

Media Sanitization and Disposal

When no longer usable, hard drives, diskettes, tape cartridges, CDs, ribbons, hard copies, printouts, and other similar items used to process, store and/or transmit FBI CJI shall be properly disposed of in accordance with measures established by the District.

One of the following methods shall dispose of physical media (printouts and other physical media):

1. Shredding using District issued shredders;
2. Placed in locked shredding bins for private contractor to come on-site and shred, witnessed by District personnel throughout the entire process;
3. Incineration using District incinerators or witnessed by District personnel onsite at District or at contractor incineration site, if conducted by non-authorized personnel.
Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

Criminal History Record Information (CHRI)

Media Sanitization and Disposal (continued)

Electronic media (hard-drives, tape cartridge, CDs, printer ribbons, flash drives, printer and copier hard-drives, etc.) shall be disposed of by one of the following District methods:

1. **Overwriting** (at least 3 times) – an effective method of clearing data from magnetic media. Overwriting uses a program to write (1’s, 0’s, or a combination of both) onto the location of the media where the file to be sanitized is located.

2. **Degaussing** – a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degausses. Common magnets are weak and shall not be used to degauss magnetic media.

3. **Destruction** – a method of destroying magnetic media. Destruction of magnetic media is to physically dismantle by methods of crushing, disassembling, etc., ensuring that the platters have been physically destroyed so that no data can be pulled.

IT systems that have been used to process, store, or transmit FBI CJI and/or sensitive and classified information shall not be released from the District’s control until the equipment has been sanitized and all stored information has been cleared using one of the above methods.

Account Management

The District shall manage information system accounts, including establishing, activating, modifying, reviewing, disabling, and removing accounts. The District shall validate information system accounts at least annually and shall document the validation process.

All accounts shall be reviewed at least annually by the designated CJIS point of contact (POC) or his/her designee to ensure that access and account privileges are commensurate with job functions, need-to-know, and employment status on systems that contain Criminal Justice Information. The POC may also conduct periodic reviews.

Remote Access

The District shall authorize, monitor, and control all methods of remote access to the information systems that can access, process, transmit, and/or store FBI CJI. Remote access is any temporary access to the District’s information system by a user (or an information system) communicating temporarily through an external, non-District controlled network (e.g., the Internet).
Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

Criminal History Record Information (CHRI)

Remote Access (continued)

The District shall employ automated mechanisms to facilitate the monitoring and control of remote access methods. The District shall control all remote accesses through managed access control points. The District may permit remote access for privileged functions only for compelling operational needs, but shall document the rationale for such access in the security plan for the information system.

Utilizing publicly accessible computers to access, process, store or transmit CJI is prohibited. Publicly accessible computers include but are not limited to hotel business center computers, convention center computers, public library computers, public kiosk computers, etc.

Personally Owned Information Systems

A personally owned information system is not authorized to access, process, store or transmit CJI unless the District has established and documented the specific terms and conditions for personally owned information system usage. A personal device includes any portable technology like camera, USB flash drives, USB thumb drives, DVDs, CDs, air cards and mobile wireless devices such as Androids, Blackberry OS, Apple iOS, Windows Mobile, Symbian, tablets, laptops or any personal desktop computer.

Reporting Information Security Events

The District shall promptly report incident information to appropriate authorities to include the state CSA or SIB’s Information Security Officer (ISO). Information security events and weaknesses associated with information systems shall be communicated to allow for timely corrective action to be taken. Formal event reporting and escalation procedures shall be in place. Wherever feasible, the District shall employ automated mechanisms to assist in the reporting of security incidents. All employees, contractors and third party users shall be made aware of the procedures for reporting the different types of event and weakness that might have an impact on the security of agency assets and are required to report any information security events and weaknesses as quickly as possible to the designated point of contact.

Policy Violation/Misuse Notification

Violation of any of the requirements contained in this CJIS Security Policy or Title 28, Part 20, CFR, by any authorized personnel will result in suitable disciplinary action, up to and including loss of access privileges, civil and criminal prosecution and/or termination.
Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

Criminal History Record Information (CHRI)

Policy Violation/Misuse Notification (continued)

Likewise, violation of any of the requirements contained in the CJIS Security Policy or Title 28, Part 20, CFR, by any visitor can result in similar disciplinary action against the sponsoring employee, and can result in termination of services with any associated consulting organization or prosecution in the case of criminal activity.

(cf. 4112.5/4212.5 - Security Check/Fingerprinting)
(cf. 4112.51/4212.51 - Employment/Reference Checks)

Legal Reference:  
Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181 and June 19 Special Session, PA 09-1, PA 11-93 and PA 16-67)

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records


CJIS Security Policy

Title 28 C.F.R. Part 20

Policy adopted:  
DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by the Policy Review Committee)
A new policy to consider.

Business/Non-Instructional Operations

Food Service

Food Service Personnel - Code of Conduct

The following conduct is expected of all persons who are engaged in the award and administration of contracts supported by the Child Nutrition Program (CNP) funds. These programs include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program.

No employee, officer or agent of the Danbury School District shall participate in selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.

To ensure objective contractor performance and eliminate unfair competitive advantage, a person that develops or drafts specifications, requirements, statements of work, invitations, for bids, requests for proposals, contract terms and conditions of other documents for use by the child nutrition program in conducting procurement shall be excluded from competing for such procurements. Such persons are ineligible for such procurements regardless of the procurement method used.

Conflicts of interest arise when a school district employee:

1. Has a financial or other interest in the firm selected for the award;
2. Is an employee, officer, or agent of the firm selected for the award;
3. Has a member of the immediate family who is an employee, officer or agent of the firm selected for the award;
4. Is about to be employed by the firm selected for the award; or
5. Has a member of the immediate family who is about to be employed by the firm selected for the award.

The Danbury Public School District employees, officers or agents shall neither solicit nor accept gratuities, favors, or anything of material monetary value from contractors, potential contractors or parties to sub-agreements.

The purchase during the school day of any food or service from a contractor for individual use is prohibited.
Business/Non-Instructional Operations

Food Service

Food Service Personnel - Code of Conduct (continued)

Danbury Public School Board of Education employees, officers and agents shall be governed by the following rules:

1. The purchase during the school day of any food or service from a contractor for individual use is prohibited.

2. The removal of any food, supplies, equipment or school property, such as official records, recipe books, and the like is prohibited unless express permission of the Food Service Coordinator/Business Manager/Cafeteria Supervisor has been granted.

3. The outside sale of such items as used oil, empty cans and the like will be sold by contract between the Danbury Public School District and the outside agency.

4. Individual sales by any school person to an outside agency or other school person are prohibited.

Failure of any employee to abide by this Code of Conduct could result in a fine, suspension or dismissal.

Resolution of Controversies

Any actual or proposed supplier who is aggrieved in connection with a proposed purchase may protest to the Superintendent or his/her designee.

1. The protest shall be in writing.

2. The protest shall be delivered within 10 days of the action which is being aggrieved.

3. A hearing will be scheduled within 15 days of receipt of protest.

4. The proposed purchase will be delayed until the protest is resolved unless the delay will result in disruption of meal service to children. In the event it is determined that the purchase is necessary, an emergency shall be declared by the Superintendent/Assistant Superintendent for Business/purchasing agent and emergency purchase procedures will be followed until protest resolution.

5. The decision of the hearing officer shall be in writing and shall be delivered to the aggrieve supplier with proof of delivery required.

6. The aggrieved supplier shall be notified that an appeal of the hearing officer’s decision is possible. The appeal request should be written and addressed to the Board of Education.
Business/Non-Instructional Operations

Food Service

Public Access to Procurement Information

1. Procurement information shall be a public record to the extent provided in Connecticut’s Freedom of Information law.

2. All bid/offers shall be taken under advisement. Between the time an IFB/RFP is opened and awarded it may be viewed by any company or individual who entered a response, to the proposed intent to purchase.

   a. Any supplier providing information, as a part of a proposal or offer shall stamp each page or sealed envelope, which they consider proprietary information, “not for public release.”

   b. Should the school district receive a request to release this marked information the supplier shall be notified within 24 hours and given 10 working days to obtain a court order to stop release.

   c. In 10 working days the party requesting the information shall be provided a copy of the court order or instructions on when the information may be reviewed.

3. After acceptance, procurement information is available to the general public except as noted above.

(cf. 3320 – Purchasing Procedures)
(cf. 3323 – Soliciting Prices, Bids)
(cf. 3326 – Ordering Goods and Services, Paying for Goods and Services)
(cf. 3542 – School Lunch Service)
(cf. 3542.31 – Participation in the Nutritional School Lunch Program)
(cf. 3542.33 – Food Sales Other Than National School Lunch Program)
(cf. 3542.34 – Nutrition Program)
(cf. 4118.13/4218.13 – Conflict of Interest)
(cf. 6142.101 – Student Nutrition and Physical Wellness, School Wellness)

Legal Reference:  Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.
Business/Non-Instructional Operations

Food Service

Legal Reference: Connecticut General Statutes (continued)
10-216 Payment of expenses.
State Board of Education Regulations
10-215b-1 School lunch and nutrition programs.
10-215b-11 Requirement for meals.
10-215b-12 Reimbursement payments. (including free and reduced price meals)
School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.
42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).
7 CFR Parts 210 & 220 – Nutrition Standards in the National School Lunch & School Breakfast Programs.
Nondiscrimination on the Basis of Handicap in Programs or Activities
Title 7 Chapter 11 of the Code of Federal Regulation Federal Management Circular A- 102, Attachment 0 FNS Instruction 796-1 Revision 2.
2 CFR 200.318 General Procurement Standards

Policy adopted: DANBURY PUBLIC SCHOOLS
Danbury, Connecticut

(Reviewed and approved by the Policy Review Committee)
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<td>HS</td>
<td>2627</td>
<td>2503</td>
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<td>TOTAL</td>
<td>3168</td>
<td>3213</td>
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</tr>
<tr>
<td>W/ PreK</td>
<td>11385</td>
<td>11229</td>
<td>1.39%</td>
</tr>
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Exhibit #19-73
Danbury Public Schools
K-12 Fine & Applied Arts

a Celebration of Danbury Arts
May 11th 11 - 4 p.m.
@ Danbury High School

FREE! FREE!
Art! Music! Food! Robots! Fun!
Celebrate with Fine & Applied Arts Departments from Danbury Public Schools K-12! Music performances, artwork, robotics, kids crafts, face painting, ice cream & family-friendly events all day!

CoDA
Exhibit # 19-74