

Brooklyn Board of Education  
Regular Meeting  
Agenda  
December 20, 2016

1. Attendance, Establishment of a Quorum, Call to Order
2. Public Comments
3. Approval of Minutes – Regular Meeting November 15, 2016
4. Correspondence and Communications
5. Set aside Policy 9311
6. Consent Agenda Items – Policies
  - a. 4000 Concepts & Roles in Personnel – replace with CABE; adopt
  - b. 4111/4211 Recruitment and Selection – replace with CABE as revised
  - c. 4111.1/4211.1 Equal Employment Opportunity – replace with CABE; adopt
  - d. 4112 Appointment – replace with CABE as revised
  - e. 4112.1/4212.1 Provisions of Negotiated Agreements/Contracts – use CABE, adopt
  - f. 4112.5/4212.5 Security Check/Fingerprinting – use CABE as revised
  - g. 4112.6/4212.6 Personnel Records – add last 2 paragraphs from CABE
  - h. 4113.4 Job-Sharing – adopt
  - i. AR4113.4 Job-Sharing – adopt
  - j. 4115 & 4115.1 Evaluation/Evaluation Policy – replace both with CABE
  - k. 4115 Evaluation and Support Program as revised
  - l. 4115.31 Athletic Coaches – replace with CABE 4115.3 Evaluation, adopt
  - m. 4117.4 Non-renewal/Suspension – replace with CABE
  - n. 4118.11/4218.11 Nondiscrimination – replace with CABE; adopt
  - o. 4118.13/4218.13 Conflict of Interest- adopt
  - p. 4118.21 Academic Freedom- replace with CABE
  - q. 4118.23/4218.23 Conduct and Dress – replace with CABE
  - r. 4118.231/4218.231 Smoking, Drinking, and Use of Drugs on School Premises – replace with CABE
  - s. 4118.24/4218.24 Staff/Student Relations – replace with CABE 4118.24/4218.24  
Staff/Student Non-Fraternization
  - t. 4118.3/4218.3 Duties of Personnel – replace with CABE; adopt
  - u. 4121 Substitute Teachers – replace with CABE; adopt
  - v. 4131 Staff Development – replace with CABE
  - w. 4132.1 Copyrights and Patents – replace with CABE; adopt
  - x. 4152.6/4252.6 Family and Medical Leave – replace with CABE as revised
  - y. AR 4152.6/4252.6 Family and Medical Leave – replace with CABE as revised
  - z. 4215 Supervision and Evaluation – replace with CABE
  - aa. 4112.2 Certification (rescind)
  - bb. 4112.4/4212.4 Health Examination (rescind)
  - cc. 4113.1 Load/Scheduling/Hours of Employment (rescind)
  - dd. 4113.2 Work Year (rescind)
  - ee. 4117.2 Resignation (rescind)
  - ff. 4117.3 Personnel Reduction (rescind)
  - gg. 4117.41 Suspension (rescind)
  - hh. 4118 Rights, Responsibilities and Duties (rescind)
  - ii. 4131.1 Exchange Teaching (rescind)
  - jj. 4131.3 In-Service Staff Development (rescind)
  - kk. 4131.3 Continuing Education Units (rescind)
  - ll. 4131.5 Continuing Education Units (Staff Technology Competencies) (rescind)
  - mm. 4133 Travel: Reimbursement (rescind)
  - nn. 4135.1 Agreement (rescind)

oo.	4135.11	Recognition (rescind)
pp.	4135.12	Personnel Covered (rescind)
qq.	4135.13	Board Rights (rescind)
rr.	4135.16	Work Stoppages (rescind)
ss.	4135.3	Negotiations/Consultation (rescind)
tt.	4135.4	Staff Complaints and Grievances (rescind)
uu.	4136	Meetings/Workshops (rescind)
vv.	4140	Compensation and Related Benefits (rescind)
ww.	4141	Salary Guides (rescind)
xx.	4142	Salary checks and Deductions (rescind)
yy.	4143	Extra Pay for Extra Work (rescind)
zz.	4144	Insurance/Health & Welfare Benefits (rescind)
aaa.	4145	Retirement Compensation (rescind)
bbb.	4146	Employee Amenities (rescind)
ccc.	4146.2/4246.2	Gifts/Awards from Board of Education (rescind)
ddd.	4148.1/4248.1	Employees with HIV, ARC and AIDS (rescind)
eee.	4151.1	Personal Illness/Injury Leave (rescind)
fff.	4151.11	Industrial Accident/Illness Leave (rescind)
ggg.	4151.4	Professional Purposes Leave (rescind)
hhh.	4151.5/4251.5	Legal and Civic Duties Leave (rescind)
iii.	4151.7	Emergency/Personal Leave (rescind)
jjj.	4151.9/4251.9	Military Leave (Short Term) (rescind)
kkk.	4152.1	Sabbatical Leave (rescind)
lll.	4211.1	Vacancies (rescind)
mmm.	4212.4	Health Examinations (rescind)
nnn.	4213.1	Load/Scheduling/Hours of Employment (rescind)
ooo.	4216	Continuing Contract/Probationary Status (rescind)
ppp.	4216.1	Seniority (rescind)
qqq.	4217	Disciplinary Action (rescind)
rrr.	4217.3	Layoff/Recall (rescind)
sss.	4231	Growth in Job Skills (rescind)
ttt.	4233	Travel: Reimbursement (rescind)
uuu.	4234.1	Agreement (rescind)
vvv.	4234.11	Recognition (rescind)
www.	4234.12	Personnel Covered (rescind)
xxx.	4234.13	Board Rights (rescind)
yyy.	4234.14	Association Rights (rescind)
zzz.	4234.15	Savings Clause (rescind)
aaaa.	4234.16	Work Stoppages (rescind)
bbbb.	4234.3	Negotiations/Consultation (rescind)
cccc.	4234.4	Grievance/Complaints (rescind)
dddd.	4241	Salary Guides (rescind)
eeee.	4242	Salary Checks and Deductions (rescind)
ffff.	4243	Overtime Pay (rescind)
gggg.	4244	Insurance/health & Welfare Benefits (rescind)
hhhh.	4246.3	Employee Amenities (rescind)
iiii.	4250	Leaves and Vacations (rescind)
jjjj.	4251.1	Personal Illness & Injury Leave (rescind)
kkkk.	4251.11	Industrial Accident/Illness Leave (rescind)
llll.	4251.3	Bereavement Leave (rescind)
mmmm	4251.7	Emergency/Personal Leave (rescind)
nnnn.	4251.8	Association Leave (rescind)

oooo. 4251.9 Military Leave (Short-Term) (rescind)  
pppp. 4252.4 Military Leave (Long-Term) (rescind)

7. Administrative Reports
8. Public Comments
9. Board of Education Committee Reports
10. Board Representatives to Other Committees
11. Old Business
  - a) Superintendent Search
  - b) Roof Project
  - c) New policies 2<sup>nd</sup> reading
    - 3541 Transportation
    - AR3541 Transportation
    - 4118.14/4218.14 Nondiscrimination on the Basis of Disabilities
    - AR4118.14/4218.14 Nondiscrimination on the Basis of Disabilities
    - 4212 Appointment
  - d) BOE goals
12. New Business
  - a) Lighthouse District Training
  - b) Update from Woodstock Academy sending schools Superintendent's meeting
  - c) Discussion of Board Recorder Position
13. Other
14. Public Comments
15. Adjournment

The Board of Education  
Town of Brooklyn

116 Gorman Road  
Brooklyn, CT 06234

Aimee Genna, Chair  
Kelly Coddling, Vice Chair  
Keith Atchinson, Secretary

Eric Anderson  
Mae Lyons  
Joan Trivella

November 15, 2016

The Brooklyn Board of Education held its regular monthly meeting on November 15, 2016 in the middle school library. In attendance were: Mrs. Genna, Mr. Atchinson, Mrs. Lyons, Mr. Anderson, and Mrs. Trivella, Dr. Conway, Superintendent, and Mrs. Holmes, Business Manager. Mr. Otto, Board of Finance was also in attendance. A member of the teaching staff was in the audience.

Absent: Mrs. Coddling

1. Attendance, Establishment of a Quorum, Call to Order

Mrs. Genna called the meeting to order at 7:03 pm.

2. Public Comments

None

3. Approval of Minutes – Regular Meeting October 26, 2016, Special Meeting November 2, 2016

Motion to approve the minutes of October 26, 2016 and November 2, 2016.

(Trivella / Anderson)

Unanimous vote to approve

4. Correspondence and Communications

None

5. **Add Agenda Item 11a Formulation, Adoption, Amendment of Policies**

Motion to add agenda items **11a. Formulation, Adoption, Amendment of Agenda Items**, and **12e. Discussion of Early Release Times for Middle School and Elementary School**

(Genna / Trivella)

Unanimous vote to approve

6. Consent Agenda Items – Policies
  - a) 3010 Goals & Objectives – Replace with CABE; adopt
  - b) 3110 Budget Planning – replace with CABE as revised; adopt
  - c) AR3152 Spending Public Funds for Advocacy – add CABE language #12 and legal references
  - d) 3231 Medical Reimbursement and AR –replace with CABE as revised
  - e) 3260 Sales & Disposition of Books, Equipment, and Supplies – replace with CABE; adopt
  - f) AR3312-2 State Contract/Cooperative Purchasing; adopt
  - g) 3313.1 Local Purchasing; adopt
  - h) 3280-1 Educational Technology Donation Guidelines – rescind
  - i) 3320 Purchasing Procedures; adopt
  - j) AR3321 Requesting Goods and Services – rescind; no policy; covered in 3320
  - k) 3323 Soliciting Prices – rescind; no policy; Town has procedures
  - l) 3430 Periodic Financial Reports; adopt
  - m) 3434 Periodic Audit – replace with CABE as revised; adopt
  - n) 3511 Facilities Development Goals – change # to 3510; replace with CABE as revised; adopt
  - o) 3513.2 Waste Reduction and Recycling; adopt
  - p) AR3513.2 Recycling – rescind; not current
  - q) 3514 Equipment – replace with CABE; adopt
  - r) AR3515.1 Telephone – rescind; a regulation – no policy
  - s) 3516.11 Hazardous Materials – rescind; belongs in All Hazards Plan
  - t) 3516.31 Bloodborne Pathogens – rescind; not a policy
  - u) 3532 Insurance – rescind (or adopt); no CABE policy
  - v) 3541.33 Transportation of Special Education Students – rescind; law applies to all students
  - w) 3541.35 School Bus Safety Program – rescind; a regulation
  - x) 3541.45 Bus Video Cameras – rescind; notice on buses; no CABE policy
  - y) 3543.11 Printing and Duplication of Copyrighted Materials – adopt

Mrs. Genna removed the following items:

- d) 3231 Medical Reimbursement and AR –replace with CABE as revised
- m) 3434 Periodic Audit – replace with CABE as revised; adopt

Motion to accept the listed policies above as presented, except  
policy 3231 and policy 3434  
(Anderson / Trivella)  
Unanimous vote to approve

Discussion ensued concerning policy items 3231 and 3434.

Motion to adopt policy items 3231 Medical Reimbursement and AR  
and 3434 Periodic Audit  
(Trivella / Anderson)  
Unanimous vote to adopt

#### 7. Administrative Reports

The reports were enclosed in the Board of Education members' packets.

Mrs. Holmes clarified some questions on the status of the current budget,  
and handed out a listing of this month's processed checks.

#### 8. Public Comments

Mr. Otto stated that he is supportive of Dr. Conway, and the policies and  
procedures, and he recommended quantitative terms and measures be  
included in her professional goals.

#### 9. Board of Education Committee Reports

Mrs. Trivella and Dr. Conway went through the 4000's policies. They were  
handed out as first reads and will be voted on next month.

Mrs. Trivella gave an update on the status of Woodstock Academy's  
restructuring since the purchase of The Hyde School. Woodstock  
Academy is expanding their campus to accommodate the growing number  
of staff and students.

Mrs. Lyons stated that the Brooklyn Recreation is concerned about their  
budget and having to make cuts.

#### 10. Board Representatives to Other Committees

Mr. Atchinson stated that the new school website has launched.

#### 11. Old Business

a) Formulation, Adoption, Amendment of Policies

Motion to set aside Board Bylaw 9311 Formulation, Adoption, Amendment of Policies, specifically, the adoption, amendment or revision of policies after consideration at two regular meetings of the Board of Education to approve the adoption, amendment, or revision of the policies considered and approved as discussed at the regular meetings of the Board on:

May 25, 2016

0050	Code of Ethics
0521.2	Commitment to Religious Neutrality
1110.3	Communications with the Public
1112.5	Media Access to Students
2000.1	Board-Superintendent Relations
2300	Statement of Ethics for Administrators
3240	Tuition Fees
3435	Fraud Prevention and Investigation
3516.5	Sexual Offenders on School Property
4112.51/4212.51	Reference Checks
4118.14/4218.14	Nondiscrimination of the Basis of Disabilities
4118.211/4218.211	Retaliation and Whistle Blowing
4134	Tutoring
4222	Teacher Aides/Paraprofessionals
5131.11	Video Cameras on School Buses
5131.81	Electronic Devices
5132	Dress and Grooming
6145.3	Publications
6161.2	Care of Instructional Materials
6200	Adult Continuing Education
7100	New Construction
7115	Developing Educational Specifications
7221	Construction of Physical Facilities
7230.3	Acoustics
7551	Naming of Facilities
9000	Role of the Board and Member
9010	Limits of Authority
9221	Filling Vacancies
9240	Board Member Professional Development
9312	Formulation, Adoption, Amendment of Bylaws

October 26, 2016

0100	Mission Statement
0210	Goals/Objectives for Student Performance
0300	Policies for the Brooklyn School
0521	Nondiscrimination

0522 Educational Evaluation and Remedial Assistance Plan  
 1100 Communication with the Public  
 1221 Citizens' Advisory Committees for the Board of Education  
 1240 Citizens' Assistance to School Personnel  
 1315 Distribution of Materials  
 1325 Posting Notice of Non-School Activities  
 1413 (a memorandum not a policy)  
 2131 Superintendent of Schools  
 2141 Recruitment and Appointment  
 4111 / 4211 Recruitment and Selection  
 4112.51 / 4212.51 Reference Checks  
 5141.4 Reporting Child Abuse  
 5131.6 Alcohol Use, Drugs, and Tobacco  
 5144 Use of Physical Force

November 15, 2016

3010 Goals & Objectives  
 3110 Budget Planning  
 AR 3152 Spending Public Funds for Advocacy  
 3231 Medical Reimbursement  
 AR 3231 Medical Reimbursement  
 3260 Sales & Distribution of Books, Equipment, and Supplies  
 AR 3312.2 State Contract/Cooperative Purchasing  
 3313.1 Local Purchasing  
 3280.1 Educational Technology Donation Guidelines  
 3320 Purchasing Procedures  
 AR 3321 Requesting Goods and Services  
 3323 Soliciting Prices  
 3430 Periodic Financial Reports  
 3434 Periodic Audit  
 3511 Facilities Development Goals  
 3513.2 Waste Reduction and Recycling  
 AR 3513.2 Recycling  
 3514 Equipment  
 AR 3535.1 Telephone  
 3516.11 Hazardous Materials  
 3516.31 Bloodborne Pathogens  
 3532 Insurance  
 3541.33 Transportation of Special Education Students  
 3541.35 School Bus Safety Program  
 3541.45 Bus Video Cameras  
 3543.11 Printing and Duplication of Copyrighted Materials

(Lyons / Trivella)  
 Unanimous vote to approve



## 12. New Business

### a) 2017 BOE Meeting Schedule

The Board of Education meeting proposed for November 22, 2017 will be rescheduled to November 29, 2017. The December meeting will be held on December 19, 2017.

Motion to accept the meeting schedule as proposed with amendments  
(Anderson / Atchinson)

Unanimous vote to accept

### b) BOE Goals

Dr. Conway informed the goals of the Board of Education come out of the Mission Statement. A discussion of the current Mission Statement ensued. The Board of Education members will discuss it further at the December meeting.

### c) Superintendent Goals

Dr. Conway stated that at present, her goals are a list of things to do, she will provide measurable indicators of success for her goals.

### d) New Policies – First Reading

3541 Transportation

AR3541 Transportation

4118.14/4218.14 Nondiscrimination on the Basis of Disabilities

AR4118.14/4218.14 Nondiscrimination on the Basis of Disabilities

4212 Appointment

The above listed policies were presented for the Board of Education members' first reading.

### e) Early Release Times for Elementary and Middle Schools

Discussion of early release times ensued. Due to timing conflicts with bus schedules of elementary, middle and high school runs, the middle school will now dismiss at 12:45 on early release days. This change will begin on Thursday, November 17, 2016. Dr. Conway recommended that in the next school year (2017-2018) the early release time at the middle school be 12:30 and the elementary school be 1:15.

Motion to revise the early dismissal release time for the middle school from 1:00 to 12:45 including Thursday, November 17, 2016.  
(Trivella / Anderson)  
Unanimous vote to approve

13. Other

Mrs. Trivella will be attending a CAFE conference on Thursday, Friday and Saturday.

14. Public Comments

Mr. Otto asked if there was a project manager for the roof replacement. Mrs. Holmes stated that bids can be submitted until November 17, 2016 at 1:00 pm. She will then arrange for the bids to be opened.

15. Adjournment

Motion to adjourn at 8:22 pm.  
(Atchinson / Anderson)  
Unanimous vote to approve

Respectfully Submitted

Joann M. Engel  
Recording Secretary

BROOKLYN PUBLIC SCHOOLS  
Brooklyn, Connecticut 06234

Information Only

Agenda Item

5

Decision Requested

X

December 20, 2016

Date

AGENDA REPORTING FORM

Subject:

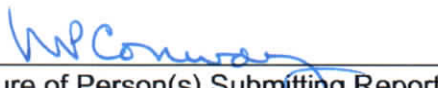
Set Aside Bylaw 9311

Background:

The Board is asked to set aside Bylaw 9311 which requires the Board to adopt or amend policies after consideration at two regular meetings so that the policies to be rescinded, amended/revised, or adopted on the December 20, 2016 Consent Agenda may be acted upon after consideration at one regular meeting.

Recommendation:

Move that the Brooklyn Board of Education set aside Board Bylaw 9311 Formulations, Adoption, Amendment of Policies to approve the policies listed on the December 20, 2016 Consent Agenda after consideration at one regular meeting.

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

## **Bylaws of the Board**

### **Formulation, Adoption, Amendment of Policies**

Policy proposals and suggested amendments to, deletions of, or revisions of existing policies shall normally be submitted to all members of the Board of Education by the Superintendent in writing prior to a regularly scheduled Board of Education meeting in which such proposed policies, amendments or revisions thereof shall be read and discussed.

Policies will, unless by vote of two-thirds of the members present of the Board of Education, be adopted or amended after consideration at two regular meetings of the Board of Education. The agenda and minutes shall be marked to indicate policy matters.

The formal adoption of policies shall be by two-thirds vote of all members present of the Board of Education and the action shall be recorded in the minutes of the Board of Education. Only those written statements so adopted and so recorded shall be regarded as official policy.

Reference: Robert's Rules of Order, Newly Revised

Bylaw adopted by the Board:

DEC 20 2006

# Brooklyn Board of Education

From Date: 11/1/2016 To 11/30/2016

Filter Encumbrance Detail by Date Range

Print accounts with zero balance

Include pre encumbrance

Subtotal by Collapse Mask

Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
1010.00000.0000.000.51100	Salaries Administration	\$693,738.00	\$58,636.86	\$319,111.28	\$374,626.72	\$438,506.55	(\$63,879.83)	-9.21%
1010.00000.0000.000.51103	Salaries-Substitute Teachers	\$140,000.00	\$6,040.29	\$11,726.09	\$128,273.91	\$3,420.67	\$124,853.24	89.18%
1010.00000.0000.000.51104	Salaries-Substitute Instructio	\$73,000.00	\$1,953.60	\$6,641.15	\$66,358.85	\$1,142.40	\$65,216.45	89.34%
1010.00000.0000.000.51110	Salaries-Support Staff	\$841,933.00	\$46,083.27	\$280,666.33	\$561,266.67	\$610,420.27	\$80,846.40	6.04%
1010.00000.0000.000.51111	Salaries-Teachers	\$4,922,236.00	\$362,916.23	\$1,140,301.23	\$3,781,934.77	\$3,838,522.08	(\$56,587.31)	-1.15%
1010.00000.0000.000.51112	Salaries-Instructional Aides	\$674,485.00	\$31,977.16	\$93,557.78	\$580,927.21	\$565,408.40	\$15,518.81	2.30%
1010.00000.0000.000.51130	Salaries-Custodial O/T	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
1010.00000.0000.000.51131	Salaries-Cafe Overtime	\$500.00	\$0.00	\$0.00	\$500.00	\$283.67	\$216.33	43.27%
1010.00000.0000.000.51151	Additional Compensation-Teacha	\$33,359.00	\$6,121.00	\$12,993.73	\$20,365.27	\$16,327.27	\$4,038.00	45.03%
1010.00000.0000.000.52100	Health/Dental Insurance	\$1,731,876.00	\$192,757.19	\$766,207.48	\$965,668.52	\$968,168.52	(\$2,500.00)	-0.14%
1010.00000.0000.000.52200	FICA/Medicare Employer Portion	\$204,070.00	\$18,489.66	\$66,349.51	\$137,720.49	\$127,045.96	\$10,674.53	62.56%
1010.00000.0000.000.52300	Pension/Retirement Expenses	\$237,449.00	\$183,048.00	\$189,963.10	\$47,485.90	\$2,250.00	\$45,235.90	19.05%
1010.00000.0000.000.52510	Tuition Reimbursement	\$12,500.00	\$0.00	\$0.00	\$12,500.00	\$0.00	\$12,500.00	100.00%
1010.00000.0000.000.52600	Unemployment	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
1010.00000.0000.000.52700	Workers Compensation	\$76,607.00	\$0.00	\$38,301.50	\$38,305.50	\$38,301.50	\$4.00	0.01%
1010.00000.0000.000.53020	Legal Services	\$2,267,502.00	\$394,294.85	\$1,060,821.59	\$1,206,680.41	\$1,018,765.98	\$187,914.43	8.29%
1010.00000.0000.000.53200	Professional Educational Servi	\$15,000.00	\$4,524.00	\$13,570.50	\$1,429.50	\$3,775.50	(\$2,346.00)	-15.64%
1010.00000.0000.000.53230	Pupil Services	\$135,000.00	\$5,189.94	\$73,165.84	\$61,834.06	\$43,064.00	\$18,770.06	13.90%
1010.00000.0000.000.53400	Other Professional Services	\$40,000.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$40,000.00	100.00%
1010.00000.0000.000.53410	Audit	\$7,600.00	\$0.00	\$0.00	\$7,600.00	\$321.00	\$7,279.00	86.53%
1010.00000.0000.000.53520	Other Technical Services	\$35,000.00	\$3,755.00	\$25,150.89	\$9,849.11	\$739.00	\$9,110.11	26.03%
1010.00000.0000.000.53540	Sports Officials	\$6,000.00	\$0.00	\$600.00	\$5,200.00	\$0.00	\$5,200.00	86.67%
1010.00000.0000.000.54101	Refuse Removal	\$26,000.00	\$2,477.77	\$11,970.81	\$269,007.67	\$47,899.50	\$221,108.17	54.78%
1010.00000.0000.000.54300	Equipment Repairs	\$15,000.00	\$747.39	\$7,419.58	\$7,581.42	\$2,209.58	\$5,371.84	35.81%
1010.00000.0000.000.54301	Building Maintenance	\$35,000.00	\$0.00	\$374.05	\$34,625.95	\$0.00	\$34,625.95	98.93%
1010.00000.0000.000.54302	Fire/Security Maintenance	\$14,300.00	\$0.00	\$0.00	\$14,300.00	\$0.00	\$14,300.00	100.00%
1010.00000.0000.000.54303	Grounds Maintenance	\$4,000.00	\$193.00	\$5,972.89	(\$1,972.89)	\$1,544.00	(\$3,516.89)	-87.92%
1010.00000.0000.000.54320	Technology Related Repairs	\$2,500.00	\$78.75	\$2,421.25	\$0.00	\$0.00	\$2,421.25	96.85%
1010.00000.0000.000.54411	Water/Sewer	\$20,500.00	\$0.00	\$4,580.52	\$15,919.48	\$5,419.48	\$10,500.00	51.22%
1010.00000.0000.000.54430	Rental of Computer Related Equ	\$27,000.00	\$3,780.49	\$15,911.84	\$11,088.16	\$11,088.16	\$0.00	0.00%
1010.00000.0000.000.55100	Purchased Property	\$144,300.00	\$ 7,277.40	\$46,307.24	\$97,992.76	\$35,515.41	\$62,477.35	43.30%
1010.00000.0000.000.55110	Pupil Transportation-Local/Hiq	\$692,406.00	\$104,955.07	\$222,842.34	\$469,563.66	\$469,563.66	\$0.00	0.00%
1010.00000.0000.000.55150	Student Transportation-Spec. E	\$391,786.00	\$49,952.03	\$154,534.34	\$237,251.66	\$237,251.66	\$0.00	0.00%
1010.00000.0000.000.55200	Transportation-Athletics/Field	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
1010.00000.0000.000.55300	Property & Liability Insurance	\$71,947.00	\$0.00	\$32,893.58	\$39,053.42	\$32,895.80	\$6,157.62	9.11%
1010.00000.0000.000.55300	Communications	\$8,500.00	\$2,636.53	\$5,158.56	\$3,341.44	\$8,694.60	(\$5,353.16)	-62.98%
1010.00000.0000.000.55301	Postage	\$3,000.00	\$0.00	\$1,246.52	\$1,653.48	\$153.48	\$1,500.00	50.00%
1010.00000.0000.000.55400	Advertising	\$5,000.00	\$132.97	\$132.97	\$4,867.03	\$0.00	\$4,867.03	97.34%
1010.00000.0000.000.55500	Tuition-High School	\$4,099,473.00	\$526,741.99	\$1,636,357.97	\$2,463,115.03	\$2,472,288.70	(\$9,173.67)	-0.22%
1010.00000.0000.000.55510	Tuition-Vo Ag	\$76,549.00	\$0.00	\$0.00	\$76,549.00	\$81,876.00	(\$5,327.00)	-6.96%
1010.00000.0000.000.55610	Tuition-Spec. Ed Private	\$776,368.00	\$16,903.92	\$228,084.08	\$548,283.92	\$149,305.76	\$398,978.16	51.39%
1010.00000.0000.000.55640	Tuition-Spec. Ed-in State LEA	\$171,357.00	\$152,720.55	\$346,440.93	(\$175,083.93)	\$621,606.29	(\$796,690.22)	-464.93%
1010.00000.0000.000.55650	Tuition-Spec. Ed-Private Out o	\$131,071.00	\$0.00	\$64,571.03	\$66,499.97	\$128,411.52	(\$61,811.55)	-47.24%
1010.00000.0000.000.55800	Travel Reimbursement	\$10,000.00	\$11.99	\$162.41	\$9,837.59	\$76.83	\$9,760.76	92.61%
1010.00000.0000.000.55810	Services Purchased From Another	\$27,108.00	\$0.00	\$27,010.00	\$90.00	\$0.00	\$90.00	0.33%
1010.00000.0000.000.56100	General Supplies	\$6,489,565.00	\$654,254.98	\$2,719,342.73	\$3,770,222.27	\$4,202,424.40	(\$432,202.13)	-6.66%
1010.00000.0000.000.56110	Instructional Supplies	\$90,636.00	\$4,777.13	\$25,030.14	\$65,605.86	\$23,930.73	\$41,675.13	45.98%
1010.00000.0000.000.56120	Admin Supplies	\$63,500.00	\$4,360.79	\$66,538.58	(\$3,038.58)	\$13,181.84	(\$16,220.42)	-25.54%
1010.00000.0000.000.56200	Electricity	\$10,000.00	\$232.13	\$11,394.62	\$232.13	\$2,096.80	(\$9,301.62)	-34.91%
1010.00000.0000.000.56230	Propane Gas	\$180,700.00	\$15,151.68	\$74,784.92	\$105,905.08	\$105,905.08	\$0.00	0.00%
1010.00000.0000.000.56240	Fuel Oil	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
1010.00000.0000.000.56240	Fuel Oil	\$57,733.00	\$0.00	\$0.00	\$57,733.00	\$57,733.00	\$0.00	0.00%

**Brooklyn Board of Education**

From Date: 11/1/2016 To 11/30/2016

Filter Encumbrances Detail by Date Range

Subtotal by Collapse Mask  
 Exclude Inactive Accounts with zero balance

Include pre encumbrance  
 Print accounts with zero balance

Object Summary for Brooklyn Schools  
 Fiscal Year: 2016-2017

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
1010.00000.0000.000.56260	Gasoline/Diesel	\$34,734.00	\$0.00	\$17,537.06	\$77,196.94	\$77,196.94	\$0.00	0.00%
1010.00000.0000.000.56410	Textbooks	\$50,000.00	\$0.00	\$823.42	\$49,176.58	\$0.00	\$49,176.58	98.35%
1010.00000.0000.000.56420	Library Books	\$10,500.00	\$0.00	\$4,721.42	\$5,778.58	\$2,780.14	\$2,998.44	28.56%
1010.00000.0000.000.56430	Periodicals	\$5,750.00	\$0.00	\$3,041.86	\$2,708.14	\$1,286.15	\$1,421.99	24.73%
1010.00000.0000.000.56500	Supplies - Technology Related	\$32,000.00	\$1,402.75	\$43,149.72	\$8,850.28	\$4,687.85	\$4,162.43	8.00%
1010.00000.0000.000.56900	Other Supplies	\$3,000.00	\$0.00	\$1,094.10	\$1,915.90	\$38.65	\$1,877.25	60.91%
	<b>Supplies &amp; Materials</b>	<b>\$619,553.00</b>	<b>\$25,924.48</b>	<b>\$248,115.84</b>	<b>\$371,437.16</b>	<b>\$288,887.18</b>	<b>\$62,549.98</b>	<b>13.32%</b>
1010.00000.0000.000.57245	Instructional Equipment	\$37,000.00	\$475.00	\$4,810.79	\$32,189.21	\$906.00	\$31,383.21	84.82%
1010.00000.0000.000.57350	Technology Software	\$1,250.00	\$0.00	\$852.30	\$397.70	\$1,039.48	(\$641.78)	-51.34%
	<b>Property</b>	<b>\$38,250.00</b>	<b>\$ 475.00</b>	<b>\$5,663.09</b>	<b>\$32,586.91</b>	<b>\$1,845.48</b>	<b>\$30,741.43</b>	<b>80.37%</b>
1010.00000.0000.000.58100	Dues and Fees	\$50,000.00	\$7,344.02	\$26,231.23	\$23,768.77	\$17,540.42	\$6,228.35	12.46%
	<b>Dues and Fees</b>	<b>\$50,000.00</b>	<b>\$ 7,344.02</b>	<b>\$26,231.23</b>	<b>\$23,768.77</b>	<b>\$17,540.42</b>	<b>\$ 6,228.35</b>	<b>12.46%</b>
	<b>Grand Total:</b>	<b>\$17,418,021.00</b>	<b>\$1,829,903.08</b>	<b>\$8,106,071.65</b>	<b>\$11,311,949.35</b>	<b>\$10,986,920.41</b>	<b>\$325,028.94</b>	<b>1.87%</b>

End of Report

BROOKLYN PUBLIC SCHOOLS  
Brooklyn, Connecticut 06234

Information Only

X

Agenda Item

**11 a**

Decision Requested

\_\_\_\_\_

December 20, 2016

\_\_\_\_\_

\_\_\_\_\_

Date

AGENDA REPORTING FORM

Subject:

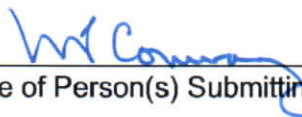
Superintendent Search Update

Background:

The Board can provide a brief update on the superintendent search process.

Recommendation:

None required.



\_\_\_\_\_  
Signature of Person(s) Submitting Report



\_\_\_\_\_  
Superintendent of Schools





**December 15, 2016**  
**EDUCATIONAL SPECIFICATIONS FOR**  
**BROOKLYN ELEMENTARY SCHOOL**  
**ROOF REPLACEMENT PROJECT**

**PROJECT RATIONALE**

The Brooklyn Board of Education is committed to providing a safe and healthy learning environment. To achieve this goal the Board of Education authorized the development of a facility roof study for the Brooklyn Elementary School. One of the more significant findings of the report was the realization that the existing roof system has become prone to leaks and, if not corrected, may cause damage to school equipment, supplies, and the water intrusion could possibly introduce damaging molds affecting indoor air quality. Recent preliminary investigations by design professionals indicate the majority of the existing roof system (see attached roof plan and legend) is in excess of twenty years old and beyond its useful service life. Preliminary investigations included site visits, research and review of all available existing construction documents.

The plan is to remove all applicable sections down to the roof deck. On the existing sloped roof areas a standing seam metal roof system will be installed. On the existing low slope roof areas a two ply modified bitumen roof system will be installed. As part of the new roof installations the district will adopt a comprehensive maintenance plan with regularly scheduled inspections to ensure proper performance of the roof systems. Due to the deteriorated state of the existing roof systems it was determined that a full roof replacement was essential to ensure the water tight integrity of the roof.

**LONG RANGE PLANS**

The long range plans for the school building calls for the provision of a safe, healthy and appropriate learning environment. In order to meet this objective of the plan, it is necessary to replace the majority of the roof.

The Board of Education plans to continue to utilize the Brooklyn Elementary School in its current capacity for a minimum of 20 years. The new roof systems will meet or exceed the State of Connecticut Department of Education standards including the required minimum roof pitch.

In order to ensure the new roof systems will function properly and provide a safe and healthy environment, the following associated items of work have been identified as critical to an effective roof replacement project:

- Survey existing roof materials and test for the presence of hazardous materials.
- Review roof drain placement and design accordingly
- Inspect and replace any deteriorated roof deck material

The roof replacement and identified associated work will ensure the envelope of the Brooklyn Elementary School is weather tight allowing the school to comply with their long range plan.

## **THE PROJECT**

### **Sloped Roof Areas**

- Test for/identify any asbestos or PCB containing roofing and flashing materials
- Remove all roofing materials down to the deck and properly dispose of hazardous materials in appropriate manner (if found).
- Inspect roof deck for damage. Repair/replace damaged areas where necessary
- On approximately 53,000 sq. ft. install new roofing system(s): Proposed System: A structural standing seam metal roof system at a minimum slope of 2 inch per ft. including related metal flashings, integral gutter system and all other necessary components.

### **Low Sloped Roof Areas**

- Test for/identify any asbestos or PCB containing roofing and flashing materials
- Remove all roofing materials down to the deck and dispose of hazardous materials in appropriate manner (if found).
- Inspect roof deck for damage. Repair/replace damaged areas where necessary
- On approximately 9,500 sq. ft. install new roofing system(s): Proposed System:
- A two-ply modified bitumen roof system set in cold process adhesive at a minimum slope of ¼" inch per ft. including related flashings and all other necessary components.
- Install new internal roof drains where necessary to accommodate ¼" per ft. slope requirement. Replace all existing roof drain bowls and install new drains (secondary) as needed.

### **Other Work – Roof**

- Other work includes all associated metal edges and flashings.

### **Storm Drainage**

Investigate the condition of the existing on site underground storm drainage system and its ability to adequately service the maximum rainwater flow generated.

### **BUILDING SYSTEMS**

Security:	Not applicable
Public Address:	Not applicable
Technology:	Not applicable
Phone System:	Not applicable
Clocks:	Not applicable
Security camera:	Not applicable

### **INTERIOR BUILDING ENVIRONMENT**

Acoustics:	Not applicable
Lighting:	Not applicable
HVAC:	Not applicable.
Plumbing:	Not applicable
Windows/Doors	Not applicable

### **SITE DEVELOPMENT**

Site Acquisition:	Not applicable.
Parking:	Minor areas of replacement may be required if repairs to the underground storm drainage are required.
Drives:	Minor areas of replacement may be required if repairs to the underground storm drainage are required.
Walkways:	Minor areas of replacement may be required if repairs to the underground storm drainage are required.
Outdoor Athletic Facilities	Not applicable.
Landscaping:	Not applicable.
Site Improvements:	Not applicable.

## **CONSTRUCTION BONUS REQUEST**

School Readiness:	C.G.S. 10-285a(e) – Not applicable
Lighthouse Schools;	C.G.S. 10-285a(f) – Not applicable
CHOICE:	C.G.S. 10-285a(g), as amended – Not applicable
Full-day Kindergarten:	C.G.S. 10-285a(h) – Not applicable
Reduced Class Size:	C.G.S. 10-285a(h) – Not applicable
Regional Vo-Ag Center:	C.G.S. 10-65 – Not applicable
Interdistrict Magnet School:	C.G.S. 10-264h – Not applicable
Interdistrict Cooperative School:	C.G.S. 10-158a – Not applicable
Regional Special Education Center:	C.G.S. 10-76e – Not applicable

## **COMMUNITY USES**

The Brooklyn Elementary School is utilized to provide some community based activities, typical of an elementary school before, during and after school hours and throughout the calendar year.

Additionally, various Town Departments may use the facilities within the building, in accordance with Board of Education policy.



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

### **Transportation**

#### **General**

The Board of Education shall provide for the public schools an appropriate transportation system, within guidelines set forth in this policy, which will enable all qualified children of school age to be transported to schools as required. School bus transportation is for students only. The Superintendent of Schools shall be responsible for the school transportation system and shall develop and administer it to:

- A. Provide maximum safety of students.
- B. Supplement and reinforce desirable student behavior patterns.
- C. Assist handicapped students appropriately.
- D. Enrich the instructional program through carefully planned field trips recommended by the staff.

The transportation system shall be planned and operated in compliance with the General Statutes of the State of Connecticut and all regulations of the State Department of Education and the State Department of Motor Vehicles regarding the operation of school buses and motor vehicles.

Transportation by private carrier or through district owned buses shall be provided at the discretion of the Board of Education. Parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient.

#### **Federal Compliance**

Transportation will be provided for homeless students to and from the school of origin as required by the No Child Left Behind Act. These services shall be provided throughout the regularly scheduled school year and day as determined by the Board.

Transportation will be provided for an eligible student who attends a district school out of the student's attendance area because his/her home school has been identified as in need of improvement, or the student is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

Transportation may be provided to eligible students who transfer from a district school to an out-of-district school under a cooperative agreement because their home school has been identified as in need of improvement under the No Child Left Behind Act.

#### **Duties of the Superintendent**

It shall be the responsibility of the Superintendent of Schools or designee to manage and supervise the school transportation service and, in connection therewith, to do the following:

- A. Determine eligibility for school transportation in accordance with these guidelines and Section 10-186 of the General Statutes and in compliance with applicable portions of the No Child Left Behind Act pertaining to homeless students and school choice.
- B. Establish school transportation routes and designate locations for pick-up points (bus stops). The Superintendent shall direct the establishment of bus routes to provide the safest, shortest routes as

economically as possible. Routes shall equalize, as nearly as possible, the length of routes and bus loads as close to bus capacity as possible and shall provide student transportation to and from schools within prescribed time limits. Generally, bus routes shall begin no earlier than 45 minutes before school opens and students shall not be in transit from school more than 45 minutes.

C. Develop, circulate and enforce codes of behavior for those children who are transported to and from school via school transportation.

D. Develop procedures for responding to requests pertaining to matters of school transportation or other school accommodations.

E. Give due consideration to requests for extension of school transportation service.

F. Perform all other duties and responsibilities related to the furnishing of school accommodations by school transportation or otherwise in a manner consistent with Section 10-186 of the Connecticut General Statutes or these guidelines.

(cf. 3541.3 Routes and Services)

(cf. 3541.35 Safety Complaints Records and Reports)

Legal Reference: Connecticut General Statutes

10-76d Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs. Relationship of insurance to special education costs.

10-97 Transportation to vocational schools.

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board.

Connecticut General Statutes

10-187 Appeal from finding of hearing board.

10-220 Duties of boards of education.

10-221 Development of policy for reporting complaints re school transportation safety. Reporting of accidents at school bus stops.

10-220c Transportation of children over private roads. Immunity from liability.

10-273a et seq. Reimbursement for transportation to and from elementary and secondary schools.

10-280a Transportation for students in non-profit private schools outside school district.

10-281 Transportation for students in non-profit private schools within school district.

Chapter 248 Vehicle Highway Use

20 U.S.C. NCLB Act of 2001, P.L. 107-110, Title I, Section 1116

McKinney-Vento Homeless Education Assistance Act of 2001, P.L. 107-110, 42 U.S.C., Sections 11431-11435

Policy adopted:

3541

## Business and Non-Instructional Operations

### Transportation

The Board of Education will, in a manner not inconsistent with Section 10-186 of the Connecticut General Statutes, furnish by transportation or otherwise, school accommodations so that each child over five and under twenty-one years of age who resides within the jurisdiction of the Board and is not a graduate of high school or vocational school (or who is not otherwise legally excluded from school) may attend the public schools maintained by the Board pursuant to Section 10-220 of the Connecticut General Statutes.

#### 1. Definitions

- A. "School transportation"** means the procedure, program or fully effective and implemented plan by which a student is conveyed, at public expense, whether by use of publicly owned equipment or by contract to or from his/her residence to or from the school in which he/she is enrolled by the Board.
- B. "Walking distance"** means the linear measure of a prescribed or authorized pedestrian route between the student's residence and his/her school from a point at the curb or edge of a public road or highway nearest the student's residence to the nearest allowable access of the school, or the bus pickup area; or the route from the point on the public thoroughfare nearest the residence to the school bus (or vehicle) embarkation point (bus stop) established by the Board.
- C. "One mile walking distance"** means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet.
- D. "Grade K"** means kindergarten, or a school program appropriate to a beginning student under age six.
- E. "Raised walk area"** means (1) a sidewalk or (2) a portion of the right of way at least three feet wide, usually parallel to the traffic lanes, which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area, and fencing, apart from and independent of any white line safety markings along the street pavement.
- F. "Walking route"** means the most direct route which the child would normally be expected to travel between his/her residence and the school to which he/she is assigned by the Board.
- G. "Hazard"** means (1) exposure to molestation considered morally degrading or physically harmful, or (2) an unsafe thing or condition or a possible source of peril, danger, duress, or difficulty presenting a problem, the solution of which is beyond the ordinary capability of a child of a given age or attainment or including specifically the following:
- (1) A walking route along a street or road having an adjacent or paralleled raised walk area is a hazard where any of the following conditions exist along said walking route:
    - (a) Speed limits for motor vehicles are in excess of forty miles per hour and there are no pedestrian crossing lights or crossing guards or other safety provisions at points where students must cross said street or road in going to and from school;
    - (b) The usual or frequent presence of any nuisance, such as open manholes or construction; snow plowed or piled on the raised walk area making such areas unusable; loading zones where delivery trucks are permitted to park in alleys; commercial entrances and exits where cars are crossing raised



walk areas at speeds in excess of five (5) miles per hour, and the like, including such nuisance which is dangerous or attractive to normal children;

(c) For students under age ten, or enrolled in grade K through 3, absence of pedestrian crossing light, or crossing guard where three or more streets intersect, and at a street crossing where there are no stop signs or crossing guards; and,

(d) For students over age ten, or enrolled in grades 4 through 12, absence of a traffic light, or stop sign, or crossing guard at street crossings where three or more streets intersect, and have an average traffic count which exceeds 120 vehicles per hour during the time that children are walking to and from school.

(2) Any street, road, or highway which has no sidewalks or raised walk areas shall be deemed unduly hazardous for students enrolled in grades K through 8, unless all of the following conditions are met:

(a) There exists no line-of-site obstruction caused by a hill, curve, structure, out-cropping, land form, planting, snowbank, or other obscuring object or structure which may be safely negotiated by vehicles only at speeds under fifteen miles per hour.

(b) The line-of-sight visibility together with posted speed limits permit vehicular braking/stopping distances in accordance with the Connecticut Drivers Manual.

(c) Man-made hazards including attractive nuisances are absent.

(d) The roadway available to vehicles, when plowed free of snow accumulation, has a minimum width of twenty (20) feet.

(3) Any walkway or path in an area adjacent to, and paralleled to railroad tracks shall be considered a hazard, unless suitable physical barriers along the walking routes are present and fixed between the tracks and the walking route (such as guard railings). Tracks that carry moving trains during hours that students are walking to or from school will be deemed hazardous unless the following conditions exist:

(a) A crossing guard is present; or,

(b) An automatic control bar is present at crossings used by children under age ten, or a bar, or red flashing signal light is operational when the crossing is used for students over ten years of age.

(4) A lake, stream, culvert or waterway will be deemed a hazard in the absence of a fence or other suitable barrier fixed between the walking route and the water.

(5) Any street, road, walkway or path designed as a walking route for school students which passes through an area which has a history of aggressive acts or molestation resulting in actual or threatened physical harm, or moral degradation, during the hours when students ordinarily walk to and from school.

(6) A situation shall be considered hazardous wherein students under the age of twelve, or enrolled in a grade kindergarten through grade six, are required to walk to or from school or to or from a bus stop at any time prior to one-half hour before sunrise or after one-half hour after sunset.

## 2. Duties of the Superintendent

It shall be the responsibility of the Superintendent of Schools or designee to manage and supervise the school transportation service and, in connection therewith, to do the following:

A. Determine eligibility for school transportation in accordance with these guidelines and Section 10-186 of the General Statutes and in compliance with applicable portions of the No Child Left Behind Act

- pertaining to homeless students and school choice.
- B. Establish school transportation routes and designate locations for pick-up points (bus stops).
- C. Develop, circulate and enforce codes of behavior for those children who are transported to and from school via school transportation.
- D. Develop procedures for responding to requests pertaining to matters of school transportation or other school accommodations.
- E. Give due consideration to requests for extension of school transportation service.
- F. Perform all other duties and responsibilities related to the furnishing of school accommodations by school transportation or otherwise in a manner not inconsistent with Section 10-186 of the Connecticut General Statutes or these guidelines.

### 3. Eligibility for School Transportation

Students will be eligible for school transportation if one or more of the following criteria is present:

- A. The walking distance for the student is in excess of the guidelines established by the Board which shall not exceed the following maximum distances:
  - (1) For students enrolled in grades K through 3, up to one (1) mile;
  - (2) For students enrolled in the equivalent of grades 4 through 8, at middle schools or junior high school, up to one and one-half (1½) miles; and,
  - (3) For students enrolled in grades 9 through 12, up to two (2) miles.
- B. The walking route does not exceed the limits set forth in paragraph (1), but presents a hazard; and the hazard is not eliminated by and abated by the Board.
- C. The student is physically handicapped, or mentally retarded, or a preschool student.
- D. The student, per the provisions of the No Child Left Behind Act, is classified as a homeless student, attends a school identified as in need of improvement, is a victim of a violent criminal offense, or attends a school identified as persistently dangerous.

Reasonable transportation or prescribed walking routes or the sum of both shall not exceed one hour each way from home to school or returning.

### 4. Eligibility for Out-of-Town Transportation

- A. Any resident of the school district under twenty-one years of age who is not a high school or vocational school graduate and who is attending a state vocational school shall be eligible for transportation.
- B. A student who is placed by a Planning and Placement Team for special education reasons in either a public or private educational institution out-of-town shall be provided the necessary transportation.
- C. A student who transfers to an out-of-district school under a cooperative arrangement because their District home school has been identified as in need of improvement under the No Child Left Behind Act.

### 5. Appeals

Any parent, guardian, student at majority, or any agent or officer whose duty it is to compel the observance of the laws concerning attendance at school may appeal any administrative decision concerning school transportation in the following manner:

- A. Discuss the matter with the Principal of the school to which the student is assigned.
- B. If no resolution is reached under (1) above, discuss the matter with the Coordinator of Transportation or designee.
- C. If no resolution is reached under (2) above, discuss the matter with the Superintendent of Schools.

Any parent, guardian, student at majority, or officer whose duty it is to compel the observance of the laws concerning attendance at school, who believes that the Superintendent, or his/her designee, is not furnishing school accommodations, by transportation or otherwise, to himself or herself or to his/her child in a manner consistent with the laws of the State of Connecticut or these regulations may, in writing, request a hearing before the Board to show the Board the manner in which the Superintendent has so failed to furnish such accommodations.

The Board shall hold a hearing within ten (10) days following receipt of such request.

The hearing before the Board will be in compliance with the provisions of Section 4-177 to 4-180 inclusive of the Connecticut General Statutes.

A stenographic record or tape recording shall be made of such hearing.

## 6. Routes and Services

Regard for the safety of students is a basic element of these regulations.

Consistent with the foregoing, all students shall walk to school with the following exceptions:

- A. Grades kindergarten through 3 students living more than 1 mile from school.
- B. Grades 4 through 8 students living more than 1.5 miles from school.
- C. Grades 9 through 12 students living more than 2 miles from school.

Students shall walk to the nearest bus stop up to the following maximum distances:

- A. Kindergarten through 3 1 mile
- B. Grades 4 through 8 1.5 miles
- C. Grades 9 through 12 2 miles

Bus stops may be located at more frequent intervals to reduce student congestion at the stops, or for other reasons of safety as determined by the Board.

School transportation services are provided exclusively for the benefit and safety of the student population, and are to be used only in support of programs authorized by and under the auspices of the School Board.

Children may ride buses other than their own only at the convenience of the school district in accordance with bus safety regulations. A written request must be submitted by the parent to the Principal of the school for his/her official approval each time a child is to take a bus other than his/her regular one.

## Legal Reference: Connecticut General Statutes

10-76d re transportation for special education program services.

10-97 Transportation to vocational schools.

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board.

10-220 Duties of boards of education.

10-220c Transportation of children over private roads. Immunity from liability.

10-273a Reimbursement for transportation to and from elementary and secondary schools.

10-280a Transportation for students in non-profit private schools outside school district.

10-281 Transportation for students in non-profit private schools within school district.

14-275a Use of standard school bus required, when.

14-275b Transportation of handicapped students.

14-275c Regulations re school buses and motor vehicles used to transport special education students.

14-280 Letters and signals to be concealed when not used in transporting children. Signs on other vehicles.

20 U.S.C. NCLB Act of 2001, P.L. 107-110, Title I, Section 1116

McKinney-Vento Homeless Education Assistance Act of 2001, P.L. 107-110, 42 U.S.C., Sections 11431-11435

Regulation approved:

## Personnel — Certified and Non-Certified

### Nondiscrimination on the Basis of Disabilities

The Board of Education prohibits discrimination against any individual with a disability with regard to recruitment, advertisement and job application procedures; hiring, upgrading, promotion, awarding of tenure, demotion, transfer, layoff, termination, right of return from layoff, employee compensation, job assignments, job classifications, organizational structures, position descriptions, lines of progression and seniority lists, leaves of absence, sick leave or other leaves, fringe benefits or job training.

Federal law defines a person with a disability as one who (1) has a mental or physical impairment which substantially limits one or more major life activities such as, but not limited to, caring for one's self; performing manual tasks walking, seeing, hearing, eating, sleeping, standing, sitting, reaching, lifting, bending, reading, concentrating, thinking, communicating, interacting with others, speaking, breathing, learning or working; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. The Board will afford qualified disabled individuals reasonable accommodations. The Supreme Court of the United States has recognized that individuals with a communicable disease may be considered disabled.

The Board of Education recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school-sponsored programs. No discrimination against any person with a disability will be knowingly permitted in any of the programs and practices in the school system.

With regard to its employees, the Board specifically prohibits discrimination against any individual with a qualified disability with regard to recruitment, hiring, promotion or advancement, compensation, evaluation, training, or any other aspect of employment within the school system. The Board will afford qualified disabled individuals reasonable accommodations in accordance with state and federal law.

Disabled employees who can no longer perform essential job functions are encouraged to advise their supervisors or administrators of the nature of their disability and which functions cannot be performed. The Board will consider any reasonable suggestions of accommodation that would enable performance of those functions so long as the accommodation will not impose an undue hardship on the operation of the school system. The determination of whether an individual has a disability should not demand extensive analysis.

A person is not qualified to perform his/her duties if his/her medical condition or disability poses a threat to health or safety of individuals in the workplace.

Persons, including employees of the district, that feel they may have been discriminated against on the basis of a disability should contact the Director of Pupil Personnel Services.

~~*Note: The district needs to name a person who will coordinate the system's efforts to comply with the Americans with Disabilities Act. It can be the same person named to coordinate the district's efforts to comply with Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments of 1972.*~~

Employees seeking accommodations for a disability in order to perform essential job functions are encouraged to contact their supervisors or administrators and/or the Director of Pupil Personnel Services.

(cf. 0521 - Nondiscrimination)

(cf. 4112.4/4212.4 - Health Examinations)

Legal Reference: Connecticut General Statutes

10-209 Records not to be public.

19-581 AIDS testing and medical information.

46a-60 Discriminatory employment practices prohibited.

Federal Law

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

American Disability Act of 1989, 42 U.S.C. 12101 et. seq., as amended by the ADA Amendments Act of 2008

29 CFR, Part 1630, Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act, as amended, published in the Federal Register, Vo. 76, No. 58, 3/25/11

Chalk v. The United States District Court of Central California.

Policy adopted:

4118.14/4218.14

## Personnel — Certified and Non-Certified

### Nondiscrimination on the Basis of Disabilities

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990, the Board of Education (Board) does not discriminate against qualified individuals with disabilities in the District's services, programs or activities.

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990, the Board does not discriminate on the basis of disability in its hiring or employment practices and complies with all regulations promulgated by the Equal Employment Opportunity Commission under Title I of the Americans with Disabilities Act.

### Definitions

**Person with a Disability:** An individual who (1) has a mental or physical impairment which substantially limits one or more major life activities such as, but not limited to, caring for one's self; performing manual tasks walking, seeing, hearing, eating, sleeping, standing, sitting, reaching, lifting, bending, reading, concentrating, thinking, communicating, interacting with others, speaking, breathing, learning or working; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

**Mental or Physical Impairments:** Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin and endocrine. They also cover any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or physical illness, and specific learning disabilities.

**Major Life Activities:** Major life activities include, but are not limited to, (1) caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communication, interacting with others, and working; ~~(whether an activity is a "major life activity" is not determined by reference to whether it is of "central importance to daily life.")~~ and (ii) the operation of a major bodily function, including functions of the immune

system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

**Substantially Limits:** This term shall be construed broadly in favor of expansive coverage to the maximum extent permitted by the ADA. It is not meant to be a demanding standard. Consistent with the Amendments to the ADA (ADAAA), "rules of construction" are to be used when determining if an individual is substantially limited in performing a major life activity.

**Has a Record of Such an Impairment:** In general, this term means if an individual has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities. This shall be construed broadly and not demand extensive analysis. An individual with a record of a substantially limiting impairment may be entitled, absent undue hardship to the district, to a reasonable accommodation if needed and related to the past disability.

### **Determination of Disability Requiring Accommodation**

"Rules of construction" are to be used when determining if an individual is substantially limited in performing a major life activity. These rules include the following:

1. The impairment substantially limits the ability of an individual to perform a major life activity, as compared to most people in the general population. It need not prevent or severely or significantly limit a major life activity. Not every impairment will constitute a disability.
2. The term "substantially limits" should be construed broadly in favor of expansive coverage to the maximum extent permitted by the terms of the ADA.
3. The determination of whether an impairment substantially limits a major life activity requires an individual assessment, but should not demand/require extensive analysis.
4. Although determination of whether an impairment substantially limits a major life activity as compared to most people will not usually require scientific, medical or statistical evidence, such evidence may be used if appropriate.
5. An individual need not be substantially limited or have a record of a substantial limitation, in one major life activity to be covered under the first or second prong of the definition of "disability."
6. An impairment that is episodic or in remission meets the definition of "disability" if it would substantially limit a major life activity when active. (Impairments that may be episodic include epilepsy, hypertension, asthma, diabetes, major depression disorder, bipolar disorder, and schizophrenia. Cancer that is in remission but that may possibly return in a substantially limiting form is also considered a disability.)
7. Mitigating measures, including but not limited to, medications, medical equipment and devices, prosthetic limbs, low vision devices, hearing aids, mobility devices, oxygen therapy equipment, use of assistive technology, reasonable accommodations, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, and physical therapy, shall not be used in the determination of whether an impairment substantially limits a major life activity. (Eyeglasses and contact lenses shall, however, be considered.) The determination of disability must focus on whether the individual would be substantially limited in performing a major life activity without the mitigating standard.
8. An impairment that substantially limits one major life activity need not substantially limit other major life activities to be considered a substantially limiting impairment.

9. Impairments that last fewer than six months do not apply to the definition of "disability." The effects of an impairment lasting or expected to last fewer than six months can be substantially limiting.

### **Medical Examinations**

The school Board may make pre-employment inquiries into the ability of an applicant to perform job-related functions. Medical examinations may be required after an offer of employment has been extended to an applicant and before commencement of employment duties. Any information obtained from such medical examinations will be collected and maintained on separate forms and in separate medical files and will be treated with confidentiality.

An employee, who is not qualified to perform their duties or whose medical condition or disability poses a direct threat to the health or safety of individuals in the workplace, once properly established by medical evidence and after proper due process procedures, may be relieved of their duties or reassigned.

The Board of Education may lawfully refuse to assign a person having a communicable disease, which is transmittable through the handling of food, to such duty or position as specified in the Federal Register Food and Drug Administration Regulations of May, 1991.

### **Privacy**

The confidentiality of medical records of applicants or employees shall be strictly observed in accordance with the state and federal laws. Medical records shall be maintained separately from an applicant or employee personnel file. Such information may be released in limited circumstances:

- A. Upon signed release by the individual;
- B. To inform supervisor or administrator about any restriction or accommodation to accomplish work or duties of the employee;
- C. Emergency medical treatment;
- D. In compliance with state or federal law.

Connecticut General Statutes Section 19a-581 through 585, "Aids Testing and Medical Information," provides that no person shall request HIV-related testing or disclose HIV-related information without written or oral informed consent of such individual.

### **Alternative Accommodations**

The Supreme Court has recognized that individuals with contagious diseases will be considered as having a disability. Disabled employees who can no longer perform essential job functions are encouraged to advise their administrators of the nature of their disability, indicating which functions cannot be performed and suggest accommodations that would enable them to perform those functions. Accommodations will be considered if such accommodation does impose an undue hardship on the operation of the school system.

An employee is not qualified to perform his/her duties, whose medical condition or disability poses a direct threat to health or safety of individuals in the workplace, if it has been properly established by medical evidence and the employee has been afforded proper procedural due process safeguards.

### **Grievance Procedure**

- A. In the event an employee believes that there has been discrimination on the basis of his/her disability, he or she shall mail or deliver to the ADA Coordinator/Superintendent of Schools a written statement setting out the alleged violations in specific terms, describing the incident or activity involved, the individuals involved and the dates, times, and locations involved.



- B. If the individual who files the written statement so requests, the ADA Coordinator/Superintendent of Schools shall provide that person with an opportunity to discuss the matter personally.
- C. The ADA Coordinator/Superintendent shall investigate the complaint and render a decision in writing within thirty (30) days.
- D. If the complainant is not satisfied with the decision of the ADA Coordinator/Superintendent of Schools, the complainant may appeal to the Board of Education within ten (10) days of receipt of the decision of the Superintendent.
- E. Such an appeal shall be filed in writing with the Superintendent of Schools in his capacity as the executive agent of the Board of Education.
- F. The Board of Education shall cause the complaint to be investigated and, if it deems necessary, conduct a hearing to gather additional information.
- G. The Board of Education shall render a decision on any such appeal, in writing, within twenty (20) days of its being filed, or if a hearing should be held, within twenty (20) days of the conclusion of such hearing.

(cf. 0521 – Nondiscrimination)

(cf. 4112.4/4212.4 - Health Examinations)

Legal Reference: Connecticut General Statutes

19-581 through 585 AIDS testing and medical information.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706 (7)(b).

American Disability Act of 1989, as amended by the ADA Amendments Act of 2008.

29 CFR, Part 1630, Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act, as amended, published in the Federal Register, Vo. 76, No. 58, 3/25/11.

*Chalk v. The United States District Court of Central California*, 840F.2d701 (9th Cir. 1988).

Regulation approved:

**Personnel — Non-Certified****Appointment**

The Superintendent of Schools is authorized to hire non-certified staff for positions authorized by the Board of Education and report such hires to the Board.

The Superintendent shall insure that all personnel employed or recommended to the Board meet district requirements for the position and state requirements for fingerprinting and other criminal records checks.

(cf. 4211 Staff Planning/Creation of Positions/Recruitment, Screening, and Selection)

(cf. 4218.11 Non-Discrimination)

Policy adopted:

BROOKLYN PUBLIC SCHOOLS  
Brooklyn, Connecticut 06234

Information Only

Agenda Item

**11 d**

Decision Requested

X

December 20, 2016

Date

AGENDA REPORTING FORM

Subject:

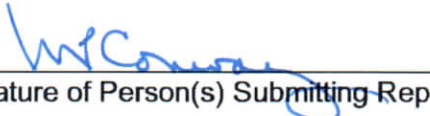
Approval of Board Goals

Background:

The Board is asked to approve three goals formulated from the Board's Mission. Attached, the Board will find the three proposed goals as well as strategies the district will take towards achievement of those goals and indicators of success to measure growth towards achievement of those goals

Recommendation:

That the Brooklyn Board of Education approve the Board goals as presented/revised/discussed

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

# 2016/17 Goals

## Goal 1

Provide opportunities for Brooklyn students to reach their greatest educational, social, emotional, and physical potential

*Strategies:*

- Lunch-time social-emotional support groups
- Peer helpers
- Co-curricular activities: Drama Club, Landscape Club, National Junior Honor Society, Student Council. Interscholastic sports
- Collegial sharing on Edmodo by all staff
- Adjustment of social worker schedules to meet the needs of elementary students
- Development of a behavior support program at BES to support students with social/emotional challenges
- Add dental van services to BMS
- Train paraprofessionals in de-escalation techniques

*Indicators of Success (Based on 2015/16 Data):*

- Fewer students suspended

	OSS	ISS	Bus	Total
BES	16	7	40	63
BMS	4	67	17	88
- Increase in the percent of students who pass the Connecticut physical fitness test  
Grade 4 - 51.6%      Grade 6 - 21.3%      Grade 8 - 25.5%
- Decrease the percent of students who are chronically absent  
BES 1.75%      BMS - 2.6%
- Decrease the number of restraints at BES  
BES - 30

## Goal 2

Continuously improve educational programs and services to meet the needs of all students

### *Strategies:*

- School climate initiatives
- Maintain National Association for the Education of Young children (NAEYC) accreditation (PK/K)
- Use of a variety of data - school climate surveys, STAR assessment data, state assessment data to improve teaching and learning
- Meet with a teacher advisory committee monthly
- Meet with a parent advisory committee
- Continue curriculum revision and development work with consultant
- Administrators participate in professional growth opportunities: school climate, TEAM District facilitators, Freedom of Information workshop
- Participation in EASTCONN Interdistrict programs: Healthy Minds and Bodies; Creating Community Builders
- The completion of curriculum documents which are teacher-friendly and based on the Common Core State Standards

### *Indicators of Success (Based on 2015/16 Data):*

- Track the number of teachers who attend the voluntary teacher advisory meeting to gather baseline data
- Track the number of parents who attend the monthly parent advisory meeting to gather baseline data
- Increase in the number of parents who participate in the school climate surveys

BES - 41

BMS - 50

- Increase in the number of teachers participating in and sharing their learning from professional growth opportunities outside the district

BES - unknown

BMS - 7

## Goal 3

Provide a quality education for all through high quality curriculum, instruction, and assessment

### *Strategies:*

- After school homework club
- After school mathematics enrichment - grades 3 - 6
- Academic support during Flex Blocks
- Develop a district-wide assessment calendar
- Develop and implement common formative and summative assessment
- Use of data teams in Mathematics to improve teaching and learning

### *Indicators of Success (Based on 2015/16 Data):*

- Increase in student performance in mathematics on the STAR assessment over the course of the year (BES unavailable)

<u>STAR</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Math	27	31	44	53

- Increase in student performance in mathematics on the state SBAC assessment

<u>SBAC</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Math	44	53	34	51	35	26



## Testimonials

"We at the Connecticut State Department of Education are so appreciative of CABE's leadership in the area of capacity building for board members. The Lighthouse Program supports local boards in their district improvement efforts."

*Dianna R. Wentzell  
Connecticut Commissioner of Education*

"In June of 2009 the Ansonia Board of Education voted to join the CABE Lighthouse Project. We were the first school board in Connecticut to join this initiative. Ansonia Board members participated in training during the year that led to making decisions that directly affect student achievement. This was definitely a turning point as to the way business was conducted in Ansonia. Our budget became focused on students' academic needs as opposed to other priorities."

*Carol Merlone,  
Superintendent, Ansonia*

"The Lighthouse Training was not about telling our Board what we 'should be doing'. Rather, the sessions brought out deep reflections from each of our Board members, and produced rich conversations. The experience brought us closer both personally and as a working team."

*Joyce Werden,  
Board Member, Norwich*

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## Connecticut Lighthouse Project



**Strengthening  
School Boards –  
Improving Student  
Achievement**

**CABE**  
EDUCATION  
ADVOCACY  
SUPPORT

Connecticut Association of Boards of Education  
81 Wolcott Hill Road, Weathersfield, CT 06109



## What is the Connecticut

### Lighthouse Project?

The Lighthouse Project is a research-based program developed by the Iowa School Boards Association in partnership with a multi-state coalition, including the Connecticut Association of Boards of Education.

Lighthouse training provides Boards of Education and their Superintendent with the opportunity for introspective conversations and a renewed focus on improving student achievement.

Formerly, this training was only available to Alliance districts. We are pleased to now be able to offer this valuable training to all districts in Connecticut.

## Why join

### Lighthouse training?

#### Do you want your board to:

- Work effectively with the superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district?
- Develop the environment and beliefs necessary for improving teaching and learning in the district and provide leadership to address issues around those conditions and beliefs?
- Base decisions about resources and budget on goals and vision for the district with high achievement and continuous improvement for all students as the first priority?
- Conduct meetings that are efficient and effective that focus primarily on student achievement and other district priorities?
- Work with the administration to monitor and better understand disaggregated student performance data (such as by grade, school, etc.), to make better decisions for the district?
- Communicate clearly the goals and expectations for the board, district, staff, students, and community with an emphasis on high achievement for all students in the district?

## Participating Boards

**Ansonia**

**Danbury**

**Killingly**

**New London**

**Norwalk**

**Norwich**

**Region 1**

**Shelton**

**The Gilbert School**

**Vernon**

**Waterbury**

**Westbrook**

**Winchester**

**Windsor**

*Because of the support of the Connecticut State Department of Education, there is no cost to your district to join Lighthouse training.*

## For more information

Contact **Nick Caruso**,

Sr. Staff Associate for Field Services, CABE

*Phone*

**860-571-7446 or 800-317-0033**

*Email*

**[ncarus@cabec.org](mailto:ncarus@cabec.org)**

*Website*

**<http://www.cabec.org/page.cfm?p=1318>**





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## Professional Development

• •

**The Connecticut Lighthouse project** is a joint effort of the Connecticut State Department of Education and the Connecticut Association of Boards of Education. The foundation of the program was developed by the Iowa School Boards Association and is based on several years of extensive research to determine what constitutes effective practice by boards of education.

### Original Lighthouse Study 1998-2000

#### The project

The original project started in 1998 when a team from the Iowa School Boards Association, with funding by the Iowa School Boards Foundation and a federal grant developed a research project to see how school boards affected student achievement. The focus of the study was to determine:

- *Do school boards really make a difference in student achievement?*
- *Are they too far removed from classroom action to impact how well all students learn?*

The group analyzed student achievement data for all Georgia school districts to see whether or not a correlation could be made between the work of boards of education and improved student achievement. They analyzed districts with high achievement and similar districts with low achievement. These districts were similar in socio-economic status, district size and type of district.

This research project became one of the first and only studies that made a credible research –based connection between the work of the school board and levels of student achievement. It has been referenced countless times as people try to identify the characteristics of good board leadership.

## Findings

### **The results show that school boards in districts with high student achievement:**

- Consistently expressed the belief that all students can learn and that the school could teach all students. This "no excuses" belief system resulted in high standards for students and an on-going dedication to improvement. In low-achieving districts, board members had limited expectations and often focused on factors that they believed kept students from learning, such as poverty, lack of parental support or societal factors.
- Were far more knowledgeable about teaching and learning issues, including school improvement goals, curriculum, instruction, assessment and staff development. They were able to clearly describe the purposes and processes of school improvement efforts and identify the board's role in supporting those efforts. They could give specific examples of how district goals were being carried out by administrators and teachers.
- Used data and other information on student needs and results to make decisions. The high-achieving boards regularly monitored progress on improvement efforts and modified direction as a result.
- Created a supportive workplace for staff. Boards in high-achieving districts supported regular staff development to help teachers be more effective, supported shared leadership and decision making among staff, and regularly expressed appreciation for staff members.
- Involved their communities. Board members identified how they connect with and listen to their communities and focused on involving parents in education.

### **Lighthouse Project II 2000-2007**

The goal of phase 2 was to determine ways in which boards influence conditions for success in improving student achievement district wide. They chose five pilot districts in Iowa to do follow-up research.

The findings supported the original concepts and helped identify criteria by which boards could be measured regarding their influence on improving learning in a district. The work with the pilot districts helped reinforce the notion that boards of education can positively impact student achievement when the condition are met, but that boards can also negatively impact learning when they do not.

A couple of sample results show districts where boards worked within the Lighthouse framework showed improved student achievement.

A decision was made to develop a training program that would help boards reach this higher level of effectiveness.

### **Lighthouse Multi-State Project III**

The next phase was the development and implementation of tools to help boards achieve the indicators that make districts successful. The consortium identified conditions that are supported by research, which are necessary to bring a district to a higher level. Those conditions are:

- **Connections across the system**
- **Knowing what it takes to change achievement**
- **Workplace support**
- **Professional development**
- **Data & information to support school sites**
- **Community connection**
- **Distributed leadership**

The belief structure of the board and the district also have a significant effect on student achievement. In fact the evidence was dramatic just how much attitudes and beliefs drove success in school districts. In systems where the expectations were low, the results were correspondingly low.

The team started a five-year study of best practices of board-superintendent teams for improving student learning. The states involved were: California, Colorado, Illinois, Iowa, Kentucky, Missouri, Oregon, Wisconsin, and NSBA. The consortium then started developing tools and workshops to build a district's capacity to reach these higher-level conditions.

Starting in January of 2009, Connecticut joined Alabama, Washington, Oregon, Iowa, Idaho and Wisconsin as the second cohort of states implementing and assessing Lighthouse training.

The findings of the research showed that school boards in districts with a history of higher student achievement were significantly different in knowledge, beliefs and actions from boards in lower achieving districts.

Percentage of Students Proficient on the Iowa Test of Basic Skills  
4th Grade Math – Aggregated Across Lighthouse Districts

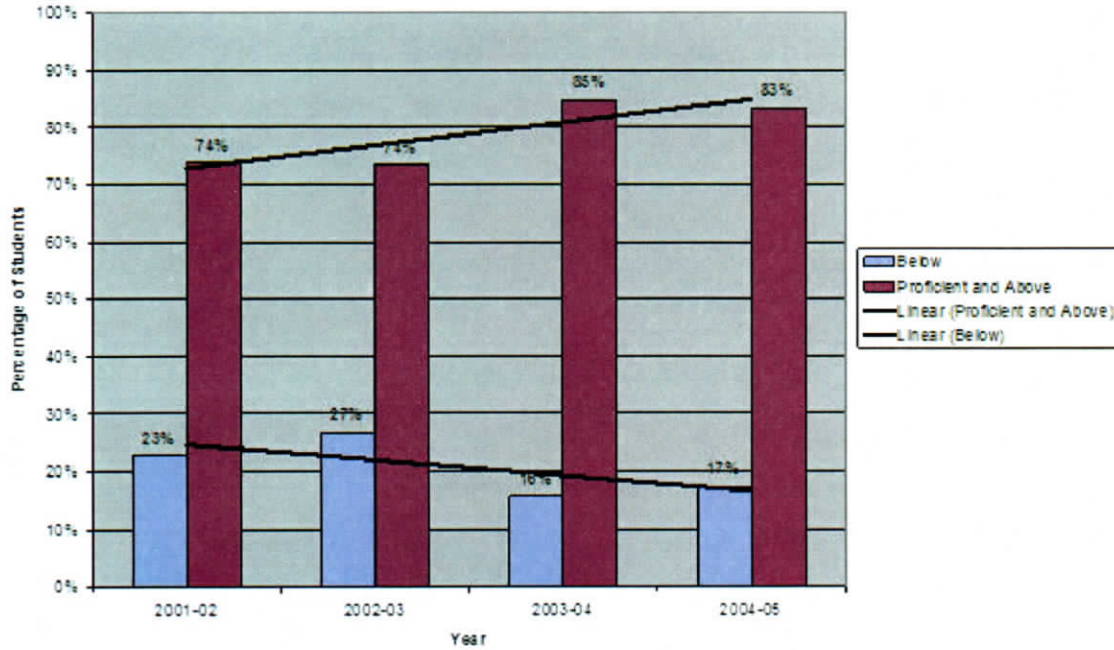
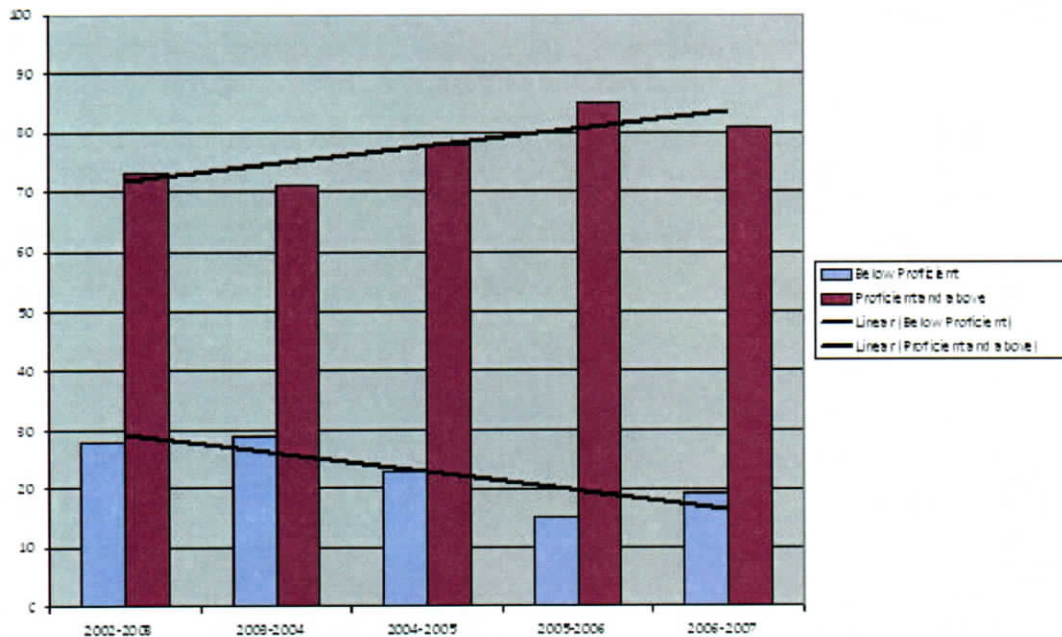


Chart 5: Percentage of Students Proficient on the Iowa Tests of Basic Skills  
8th Grade Reading – Aggregated Across Lighthouse Districts



The training boards receive was developed by a this multi-state consortium and builds upon the findings of the Iowa Lighthouse research and identifies the ways in which local school boards influence the conditions for success that are necessary to improve student achievement. The training is designed to facilitate the board’s learning the role that only the board can play in promoting high achievement for all students within the district. In the study, it was found that building a strong working relationship between the board and its superintendent is integral to the success of the

district. Boards and superintendents must rely upon positive trusting relationships to enable them to play effective, interdependent leadership roles, to examine and challenge each others' views, to study data and confront existing realities, to ask probing questions, and to scrutinize each other's performance in ways that strengthens and mobilizes the entire leadership team. During the training, the scope of these issues are developed and incorporated into the work of the board through hands on group activities and discussion.

While each state has stayed true to the research base supporting the work, states have gone about the training in a variety of ways. Opportunities for these states to share ideas and results have made the entire program stronger.

CABE's participation in the Lighthouse project is underwritten by the Connecticut State Department of Education and there is no cost for Connecticut Boards of Education to participate in the training. We do require that the majority of the board of education and the superintendent commit to the training. Senior Connecticut Lighthouse trainers received their training through the Iowa Association of Boards of Education and have participated in the multi-state development program. The SDE grant included funds to help Connecticut Lighthouse continue to develop new materials consistent with Lighthouse research.

The training generally consists of two or three-hour sessions (typically once a month). The foundational learning can usually be accomplished over the period of a year with some training embedded within regular Board of Education meetings after year one.

Prior to beginning the training, all members of the board, all administrators, and all teachers participate in an on-line survey that provides a baseline as to where the beliefs and conditions for success are perceived to be prior to the training. We repeat the survey in subsequent years to measure growth in these areas and match that growth with anticipated improved student achievement.

The training is set up by modules, including:

### **Module 1. Preparing for Lighthouse training**

1. Developing a sense of urgency
2. What's at stake?
3. What's possible?

### **Module 2. The research**

1. The Lighthouse research
2. The seven conditions for success.
3. The 5 roles of the board in improving student achievement.

### **Module 3. Using data to lead the district**

**Module 4. The change process****Module 5. The Lighthouse survey data****Module 6. Community Leadership****Module 7. Deliberative policy development**

Other sessions as needed.

If you are interested in participating in Lighthouse training, please contact **Nick Caruso**, Senior Staff Associate for Field Service and Coordinator of Technology ([ncarus@cabe.org](mailto:ncarus@cabe.org))



81 Wolcott Hill Road, Wethersfield, CT 06109  
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*Don't forget about the CABE/CAPSS Convention!*

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## Connecticut Lighthouse Project The Role of the Board for Improving Student Learning

### 1. Set clear expectations

- a. Get clear about the greatest student learning needs – the most important content area to improve first
- b. Believe more is possible and communicate high expectations
- c. Establish a clear and narrow focus for improvement – clarify improvement goals and specific targets
- d. Focus on student learning and teaching (Improving teaching as the key strategy for improving learning)
- e. Ensure that your policy manual reflects your expectations

### 2. Create conditions for success

- a. Demonstrate commitment to the improvement focus through board actions and decisions
- b. Support quality professional development
- c. Stay the course
- d. Support & connect with districtwide leadership
- e. Develop and nurture the board/superintendent team leadership
- f. Ensure all parts of the system are aligned around the learning needs of students (curriculum, instruction, assessment; goals, actions, resource allocation; etc.).
- g. Align your district policy manual to support these conditions

### 3. Hold the system accountable to the expectations

- a. Use data extensively
- b. Determine what you will accept as evidence of progress/success
- c. Monitor progress regularly
- d. Apply pressure for accountability
- e. Ensure that policies articulate expectations of the board and district

### 4. Build public will

- a. Create awareness of the need
- b. Create urgency around the moral purpose of improvement
- c. Instill hope that it's possible to change
- d. Connect with the community
- e. Ensure that the board has policies related to communications and community involvement

### 5. Learn together as a board team

- a. Establish board learning time
- b. Learn together
- c. Talk to each other – extensive board conversations
- d. Develop a willingness and readiness to lead and allow others to lead
- e. Build commitment to the improvement focus through shared information and discussion
- f. Establish board policies that encourage board development
- g. Engage in deliberative policy development – lead through your policies





BROOKLYN PUBLIC SCHOOLS  
Brooklyn, Connecticut 06234

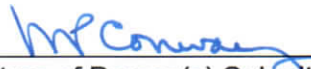
Information Only	X	Agenda Item	12 b
Decision Requested	_____	_____	December 20, 2016
	_____	_____	Date

AGENDA REPORTING FORM

Subject: Update from Woodstock Academy Sending Superintendents' Meeting

Background: The six Woodstock Academy sending district superintendents met with Headmaster Chris Sandford to discuss 2017/18 budget implications. Dr. Conway will update the Board on regular and special education tuition.

Recommendation: None required

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

## Business

### Tuition Fees - Special Education

The Woodstock Academy conducted a study focused on the special education billing process. An objective was to stabilize special education billing from the Academy to a more predictable level while ensuring The Academy acquires the necessary revenue to operate its special education program. The proposed method was reached by a consensus of the special education study committee, composed of sending district representatives, and the sending district superintendents. The Academy provided the sending districts with a description of the special education program establishing a foundation for the type of special education service included in tuition costs. The Academy determines the annual operating cost of the special education program.

#### Special Education Billing Process

- The verified October 1 special education enrollment for the current year is utilized to determine the special education billing enrollment for the subsequent year.
- Special education tuition is determined by dividing the total special education operating budget by the special education billing enrollment.
- The special education billing enrollment from each sending district is then multiplied by the special education tuition to determine each sending district's share of special education expenses.
  - Special education tuition is added to the costs for regular education.
  - Students that are in special education supports for greater than 50% of their day are removed from the overall calculation and billed at a separate rate, modified from time to time.
- As has been our practice, additional services beyond the scope provided by the Academy are the responsibility of the sending districts.

The administration will utilize the revised special education billing process as outlined beginning with the 2011/2012 budget.

Policy Adopted: November 16, 2010

The Woodstock Academy  
Woodstock, Connecticut

**Woodstock Academy**  
**Special Services Expenditure Budget 2017-2018**  
**Line Item Detail**

<u>Salary, Benefits and Expenses</u>	<u>FTE</u>			
Administrative	0.5	\$	83,000	
Admin Support	1	\$	50,200	
Faculty	4	\$	415,000	
Instructional Aides	7	\$	218,000	
Psychologist Support	0.5	\$	30,000	
Benefits		\$	45,000	
Instructional Support Materials		\$	<u>12,000</u>	
Total Special Services Budget		\$	853,200	
Less: One-to One Aides	3	\$	<u>(90,000)</u>	
<b>Total to be Distributed by Billing of Special Services :</b>			<u><u>\$ 763,200</u></u>	
Brooklyn	17	\$	196,581.82	
Canterbury	6	\$	69,381.82	
Eastford	5	\$	57,818.18	
Pomfret	10	\$	115,636.36	
Union	3	\$	34,690.91	
Woodstock	25	66 \$	<u>289,090.91</u>	<b>\$ 11,563.64</b>
		\$	763,200.00	
2015-2016 Billing by Town				
Brooklyn	11	\$	166,840.85	
Canterbury	6	\$	91,004.10	
Eastford	3	\$	45,502.05	
Pomfret	5	\$	75,836.75	
Union	3	\$	45,502.05	
Woodstock	20	48 \$	<u>303,347.00</u>	<b>\$ 15,167.35</b>
		\$	728,032.80	
<b>Change in Billing by Town</b>				
Brooklyn		\$	<u>29,740.97</u>	
Canterbury		\$	<u>(21,622.28)</u>	
Eastford		\$	<u>12,316.13</u>	
Pomfret		\$	<u>39,799.61</u>	
Union		\$	<u>(10,811.14)</u>	
Woodstock		\$	<u>(14,256.09)</u>	
Net Change		\$	35,167.20	

BROOKLYN PUBLIC SCHOOLS  
Brooklyn, Connecticut 06234

Information Only

X

Agenda Item

12 c

Decision Requested

December 20, 2016

Date

AGENDA REPORTING FORM

Subject:


Discussion of Board of Education Recorder Position

Background:

There is a discrepancy in the compensation meeting recorders receive in the Town of Brooklyn and in the northeast corner. The superintendent has gathered information to share with you on this topic for your discussion.

Recommendation:

None required

  
\_\_\_\_\_  
Signature of Person(s) Submitting Report

  
\_\_\_\_\_  
Superintendent of Schools

# Meeting Recorder Compensation

## **BROOKLYN**

Board of Education - \$45 per hour for recording and transcribing minutes

Board of Selectmen - the recorder is an employee who prepares the agenda and transcribes minutes while at work. The recorder receives \$50 per hour to attend the meetings and take the minutes at those meetings

Planning and Zoning - the recorder is a non-employee who prepares the agenda, takes minutes at the meeting, and transcribes the minutes for \$175 per meeting

All other Boards and Commissions - the recorder is a non-employee who prepares the agenda, takes minutes at the meeting, and transcribes the minutes for \$175 per meeting

## **AREA BOARDS OF EDUCATION**

Canterbury - \$1,000 annual stipend to employee for monthly meetings (not July)

Killingly - \$300 per meeting for all work; \$25 per hour after 10:00 PM

Plainfield - Hourly OT to employee

Pomfret - \$115 per meeting

Putnam - Hourly OT to employee

Woodstock - \$20 per hour for all associated work

Woodstock Academy - Part of annual salary for Headmaster's secretary

# INFORMATION

## BES BOE Report

12.20.16

- ✎ BES would like to extend our appreciation to the Lion's Club for their continued vision screening efforts.
- ✎ The PTO Holiday Event was a huge success. Our sincere appreciation to the PTO, the Danielson Elks #1706 (our chefs), and other community volunteers who helped out with this great event.
- ✎ Students and staff enjoyed the November School Spirit Assembly. Grade level classes competed for at home reading hours. The classes in each grade with the highest number of hours read got to "mummy wrap" a staff member.
- ✎ BES first graders traveled to Jewett City Savings Bank for the 42nd Annual Tree Decorating and Holiday Sing-a-Long. Special thanks to the bank for its generous \$500.00 donation to first grade programming.
- ✎ The 3rd and 4th grade winter chorus concert was delightful. Students and Mr. March did a fantastic job getting us all in the holiday spirit.
- ✎ School will dismiss early on December 23rd to begin the winter break.
- ✎ The School Readiness Council is seeking members from all sectors of the community to participate in the Council. The group focuses on promoting early care and education for prekindergarten age children in Brooklyn.

To: Brooklyn Board of Education  
From: Marybeth Sweet  
Re.: Brooklyn Athletic Report  
Date: December 14, 2016

## **Cross Country Epilogue**

Mr. Partyka reported, “Twenty-seven Brooklyn students ran in the A and B races on Saturday, November 5th at Wickham Park in the CT Middle School Cross Country Championship. Fifteen students ran the shorter B race and the fearless twelve ran the A or championship race. Hannah Tracy was the hero of the A team as she had arrived at the race intending to run in B but the loss of Izzy Price to a high fever left the girls with only four runners. Five finishers are needed for a team score and Hannah stepped into the breach allowing Brooklyn to finish 20th out of forty-nine teams which earned a team score. When we first attended the state championship no Brooklyn runner was able to crack the top hundred. This year out of 374 girls Lindsey Arends finished fifty-seventh and Stella DiPippo capped her brilliant career placing fourteenth. The boys entered the maximum seven runners in the A race for the first time and finished forty-fourth out of fifty-eight teams. Stella and Caleb Ferland became the first Brooklyn students to compete in the A race all four years. All the runners wore the maroon and gold with pride and can take pride in their accomplishments. We plan to be in the running again next year for the conference championship.”

### **Winter Sports**

**Boys’  
Basketball**

The boys’ team played their first game, away against Canterbury on 12/9/16. Both the JV and Varsity won their games. The boys will play Parish Hill, home, on 12/14; Killingly, home, on 12/15/16 and Plainfield, home, on 12/19/16.

**Girls’ Basketball**

The girls’ team played their first game at home against Canterbury on 12/9/16. Both JV and Varsity won their first games. They will play Parish Hill, away, on 12/14; Killingly, away, on 12/15 and Plainfield, away, on 12/19/16.





# Brooklyn Middle School

Alan M. Yanku, Principal  
yanku@brooklynschools.org

Mary E. Sweet, Assistant Principal  
sweet@brooklynschools.org

December 9, 2016

Dear Parents and Guardians of Eighth Grade Students:

At the beginning of the school year, we had a meeting with the eighth grade students and informed them that this year would pass quickly, and they would be faced with many choices. It's time for one of those very important choices to be made. Please find enclosed a *Request for High School Tuition Payment* form, on which you must indicate the high school your child will attend next fall. This form needs to be returned to us by **Friday, January 6, 2017**, so enrollment numbers can be given to the designated high schools as required by contract. Please recognize that we must provide the receiving schools with an accurate enrollment number; consequently, your choice of school is final.

Earlier this fall the eighth grade students visited Killingly High School/Killingly VoAg and Woodstock Academy. Also, representatives from Quinebaug Middle College High School and Ellis Tech gave presentations to our eighth graders. Additionally, we held a High School Choice Fair on September 3, with representatives from Killingly High School/Killingly Vo-Ag, Woodstock Academy, Quinebaug Middle College High School, Norwich Free Academy, Pomfret School, Marianapolis Preparatory School, EASTCONN's Arts at the Capitol Theater Magnet High School (ACT), Parish Hill High School, Putnam High School, and Putnam Science Academy providing an overview of their respective schools, and representatives were available to meet with interested families to provide personalized information and answer individual questions. For students applying to Killingly Vo-Ag and Ellis Tech, information was given and student applications have already been submitted.

Those students, who have submitted applications for ACT, Killingly Vo-Ag, Ellis Tech, Quinebaug Middle College, a non-designated high school, or any Private School, must also select a designated high school in case their first choice is not possible. If you would like more information regarding these schools, you may contact those schools personally.

If you have any questions about your student's high school choice for next year, please contact me.

Sincerely,

Alan Yanku

## **BROOKLYN'S HIGH SCHOOL TUITION POLICY** (Grades 9-12)

High School tuition shall be paid by the Brooklyn Board of Education for all Brooklyn students who attend the designated high schools of record for the Town of Brooklyn (Killingly High School and Woodstock Academy). Tuition for a high school student at other than the designated high schools will require action by the Board of Education. Each situation will be acted upon independently, without setting a precedent. Parents of high school students who desire to send their children to a public high school other than the designated high schools for Brooklyn students should indicate that request on this form and send it to the superintendent's office for action by the Board of Education.

Tuition shall be paid for all Brooklyn students who are accepted in the regional vocational-agriculture program at Killingly High School.

Transportation for Brooklyn students at non-designated public high schools shall be provided by the parents. The maximum cost to the Brooklyn Board of Education shall be \$1.00 annually.

### **PLEASE NOTE:**

- • Under the terms of the high school contract with the Killingly Board of Education, Brooklyn must give Killingly a final count on fall enrollment of entering students by February 1<sup>st</sup>.
- • For Brooklyn students attending either Killingly High School or Woodstock Academy, **tuition is committed for a full year as of October 1<sup>st</sup>**. Therefore, if a student transfers to another high school after the 1<sup>st</sup> of October, any new tuition charge will be the responsibility of the student and his/her family.
- • Both Killingly High School and Woodstock Academy have a non-transfer regulation in effect. Therefore, Brooklyn students attending either of these schools will not be allowed to transfer to the other school during the course of that school year unless there are special education needs which cannot be met at the school they are attending.

## REQUEST FOR HIGH SCHOOL TUITION PAYMENT

The Brooklyn School  
119 Gorman Road  
Brooklyn, CT 06234

\* Tuition to the following High School: \_\_\_\_\_

\_\_\_\_\_ (student name) \_\_\_\_\_ (D.O.B).

for the **2017-2018** school year to attend grade: \_\_\_\_\_

This request is made with knowledge of the policy of the Brooklyn Board of Education that tuition will be paid to a designated high school or to any other public high school if so approved by the Brooklyn Board of Education. **In the event a Brooklyn student transfers to another secondary school after tuition has been paid for the year at either of the designated high schools or the high school of the student's choice, the parents of the student will be responsible for any additional tuition costs.**

Student's Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Street Address (if different): \_\_\_\_\_ (for bus route)

Parent/Guardian Name(s): \_\_\_\_\_

\_\_\_\_\_  
(Parent/Guardian signature) Telephone # \_\_\_\_\_ Date \_\_\_\_\_

**\*If you are applying to Ellis Technical School or any non-designated high school or private school, please indicate in the space below your choice of a designated high school (Killingly High School or Woodstock Academy) in case your first choice is not possible.**

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**For Board of Education Use:**

The total tuition payment to \_\_\_\_\_ (School)

for \_\_\_\_\_ (Student Name)

for the **2017-2018** school year shall be paid in equal monthly installments.

Date: \_\_\_\_\_

Superintendent of Schools: \_\_\_\_\_

**\*See back of form for Board of Education policy.**