

**Brooklyn Board of Education
Meeting Agenda
Virtual & Central Office Community Room**

August 24, 2022

7:00PM

Please click the link [HERE](#) to join the webinar:

Passcode: **Mission:** The Brooklyn Schools will foster a drive for learning within each student to reach his/her greatest potential. To achieve this mission, the school will continually improve its educational programs and services to meet this community's expectations for a quality education for all.

To support public participation the documents will be posted on the [Town of Brooklyn Website](#) as well as the [Brooklyn Public Schools Website](#). You are encouraged to send questions or comments to buell@brooklynschools.org prior to the meeting.

1. Attendance, Establishment of a Quorum, Call to Order
2. Public Comment
3. Approval of Minutes
 - a. June 22, 2022
4. Correspondence and Communication
 - a. RFQ Discussion & HVAC Presentation by Grodsky
5. Administrative Reports
 - a. Brooklyn Enrollment Projection
 - b. FY22 End of Year Budget Transfer Request
 - c. FY22 End of Year Budget Report
 - d. FY23 Financial Reports
 - e. Brooklyn's Best
6. Board of Education Committee Reports
7. Board Representatives to other Committees
8. Old Business
 - a. Update ARP/ESSER Town Projects
9. New Business
 - a. CT School Security Survey Summary
 - b. Brooklyn's Local School Wellness Policy Triennial Assessment & Scorecard
 - c. Substitute Pay

- d. 2022 CABE/CAPSS Convention Registration
- e. Climate Survey
- f. SBAC Data
- g. New Staff Members
 - i. Adam Bender - BMS Vice Principal
 - ii. Sara Howley - Para Clerk
 - iii. Christine Blake - Financial Assistant
 - iv. Andrew Nichols - Custodian
 - v. Janet Johnson - BES Special Education Teacher
 - vi. Heather Garosshen - BES 1st Grade Teacher
 - vii. Emily Rainville - BES 4th Grade Teacher
 - viii. Samantha Felice - BES 1st Grade Teacher
 - ix. Cecilia Stallone - BES 2nd Grade Teacher
 - x. Valerie Imre (Minarik) - BES 4th Grade Teacher
 - xi. Kathy Shekleton - BES 3rd Grade Teacher
 - xii. Rachel Cardaci - Speech Pathologist
 - xiii. Jillian Galipeau - Speech Pathologist
 - xiv. Ashley Paille - BMS Art Teacher
 - xv. Ryne Rewers - BMS PE Teacher
- h. Advancement Plan
 - i. Parental request to pay tuition
 - j. Policies: 1st Reading
 - i. P6111(a): School Calendar
 - ii. 9321.2 (a): Bylaws of the Board
 - iii. P5145.511(a): Sexual Abuse Prevention and Education Program
 - iv. P5141.4(a): Reporting of Child Abuse Neglect and Sexual Assault
 - v. P5141.213(a): Opioid Overdose Prevention
 - vi. P6140(a): Curriculum
 - vii. P6172.6(a): Distance Education
 - viii. P7230.2(a): Indoor Air Quality
 - ix. P4113.12: Minimum Duty-Free Lunch Periods for Teachers
 - x. P5144.4(a): Physical Exercise and Discipline of Students
 - xi. P5113.2 (a): Truancy

10. Public Comment

11. Executive Session

- a. Superintendent Goals/Evaluation

12. Adjournment

The Board of Education

Town of Brooklyn
119 Gorman Road
Brooklyn, CT 06234

Mae Lyons, Board Chair
Justin Phaiah, Secretary
Isaias Sostre

Melissa Perkins-Banas, Vice-Chair
Kayla Burgess
Rick Ives

Mission: The Brooklyn Schools will foster a drive for learning within each student to reach his/her greatest potential. To achieve this mission, the school will continually improve its educational programs and services to meet this community's expectations for a quality education for all.

The Brooklyn Board of Education held their monthly meeting in the Central Office Community Room Auditorium and virtually on June 22, 2022 via Zoom. In attendance were Mrs. Lyons, Dr. Perkins-Banas, Mr. Phaiah (arrived at 7:03 p.m.), Mrs. Burgess and Mr. Ives. Mr. Sostre was absent. Mrs. Buell, Superintendent, was also present.

To support public participation the documents will be posted on the Town of Brooklyn Website as well as the Brooklyn Public Schools Website. You are encouraged to send questions or comments to buell@brooklynschools.org prior to the meeting.

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

Mrs. Lyons stated that four Board members were present: Melissa Perkins-Banas, Justin Phaiah, Kayla Burgess, and herself, Mae Lyons.

Quorum established. Mrs. Lyons called the meeting to order at 7:02 p.m.

2. Public Comment

a. No Public Comment

Motion to move Agenda item 9a up to item 2b.

(Perkins-Banas/Ives)

No discussion

Vote Count: 5, 0

Unanimous vote to approve

b. Appointment of Adam Bender, BMS Assistant Principal

Mrs. Buell introduced Adam Bender, BMS Assistant Principal, to the Board of Education. She had already publicly made the announcement and introduced Mr. Bender to staff. Mrs. Buell stated that there were approximately thirty-five (35)

applicants. The first round of interviews, the interviewing committee consisted of teachers, administrators and parents. The second round of interviews consisted of teachers, administrators, and Board of Education members. Mr. Bender accepted the position on June 16, 2022 and will start on July 1, 2022. Mrs. Buell stated he comes to Brooklyn from Hartford Public schools where he was a fifth and sixth grade teacher. He was then working in Putnam as a SRBI Coordinator and then Interim Assistant Principal. Mrs. Buell stated that the comments and references that have been made through the hiring process is that Mr. Bender is a hard worker, always there and calm, parents like him, staff felt supported by him, and he spoke about reflection during his interviews, and he also does well under pressure.

Mr. Bender introduced himself to the Board of Education. He stated that he has been the Interim Assistant Principal for the past seven months in Putnam. He enjoyed the role and something he wanted to pursue doing. He stated that he enjoyed meeting the staff at Brooklyn and feels that this is a great community and one he wants to be a part of.

Dr. Perkins-Banas asked Mr. Bender what he likes to do for fun. He stated he is a terrible golfer. He likes to play poker and to bake. One of his children stated he likes to play with his dog as well.

The Board of Education congratulated him on his new position as Assistant Principal at Brooklyn Middle School.

3. Approval of Minutes

a. May 25, 2022 BOE Regular Meeting Minutes

Motion to approve the Regular Meeting Minutes for May 25, 2022.

(Perkins-Banas/Phaiah)

No discussion

Vote Count: 4, 0

Mr. Ives abstained due to not being present at the Board meeting on May 25, 2022.

4. Correspondence and Communication

a. Thank You - Brooklyn Education Association

Mrs. Buell stated she sent a thank you letter to the Brooklyn Education Association for their generous donation of \$500.00 to be used for equipment for the Community Fitness Course.

b. May 31, 2022 Woodstock Academy Letter

Mrs. Buell stated that she received an end of the year letter from Woodstock Academy stating some of their successes for this year. There were 274 students that graduated. The letter discussed commencement, restoration work that they are doing on the Historic Academy Building, which will house a small museum display highlighting the inner workings of the original clock tower. They reopened the Loos Center of the Arts and have done a lot of work in diversity, equity, and inclusion, which has resulted in positive changes campus wide.

5. Administrative Reports

a. Brooklyn Enrollment

Mrs. Buell discussed the May enrollment report. The elementary school went up by five students. The middle school went down by three students. The high school enrollment went up by two students. The total net enrollment changed by an increase of four students.

b. FY22 Financial Reports

Mrs. Buell shared the expenditure report. She stated that we are currently in the black and anticipates remaining in the black with \$38,458.50 or 0.20% left to the budget. She stated there was a lot of hard work of freezing budgets and making difficult decisions. She is anticipating bringing the budget down to zero due to there being outstanding invoices, and \$29,000.00 worth of liability for retiree payouts, which all of it does not need to be paid out this fiscal year. She stated invoices will continue to come in through July.

Mr. Phaiah asked if the payouts for the retirees for this year affect next year's budget if you make payments after July 1, 2022. Mrs. Buell stated that if she knows early enough, she plans for a replacement at a MA or Masters level step. There are some exceptions where there are some positions that are difficult to fill. There have been quite a few resignations and a couple of retirements. She stated that the liability to payout the retirees is approximately \$29,000.00 and there is approximately \$38,000.00 left to the budget. There are a few more expenses with most of the expenses anticipated being already encumbered. Mrs. Buell stated that the bulk of the \$29,000.00 she is planning on paying out this fiscal year, but could go out as far as July of 2023. She stated that the budget passed last night at the Town meeting and she is going to be working the numbers.

Mrs. Buell also stated that there are additional fees for cyber insurance, which is a new policy in case someone hacks into the system and had happened to a neighboring town. She stated that there is also an additional \$12,000.00 that is not in the budget.

Mr. Ives asked if the cyber insurance is part of the Town or the Board's own policy. Mrs. Buell stated that the Town and School are now separate policies due

to the insurance carrier requesting the policies be separate. Mr. Ives stated that it is more expensive with separate policies.

c. May Data Dashboard

Mrs. Buell discussed the Data Dashboard for May with the Board. She stated student attendance increased and the staff attendance decreased slightly. They are transitioning over to PowerSchool and working on getting data cleaned up to enter. She stated that reporting of the total number of truancies for the district has not been done accurately. Any time a student is absent four days in a month or a total of ten days is considered truant.

Brooklyn Elementary School Data for the month of May:

- Assessment completed on time: 100%
- At or above expectations: NA
- % of students in intervention Tier II: 61; 11.30%
- % of students in intervention Tier III: 70; 12.96%
- Observations reviewed: 9
- Instructional pacing on track: 100.00%
- Learning objectives: 100.00%

Brooklyn Middle School Data for the month of May:

- Assessment completed on time: 100.00%
- At or above expectations: Math - 33%; ELA - 67%
- % of students in intervention Tier II: 125; 36%
- Student intervention Tier III: 49; 14.12%
- Observations reviewed: 8
- Instructional pacing on track: 75.00%
- Learning objectives: 75.00%

District Attendance for the month of May:

- BES student attendance: 547; 92.28%
- BES staff attendance: 88; full day - 93.40%; partial day - 95.24%
- BMS student attendance: 345 - 94.52%
- BMS staff attendance: 64; full day - 93.97%; partial day - 96.73%

d. Brooklyn's Best

BES

- PreK staff held an evening ice cream social for families that was very well attended!
- This month kindergarten students went to Mystic Aquarium, Grade 1 visited the Ecotarium and 4th grade students explored Sturbridge Village.
- Our PTO hosted an outstanding Fun Day event for the school. All the students had an amazing day!

- Kindergarten students attended a Snap Word Celebration. Parent volunteers lead students through various interactive games to practice snap words.
- We held a school wide parade for our 5 staff members that are retiring at the end of the school year. It was a bittersweet moment as we are so sad to see them go but so proud of the impact they have had on BES and our community!

BMS

- Grade 8 Field Trip to Nature's Classroom in Yarmouth Port, MA was a success.
- Grade 7 went to Suto through a generous donation by Suto and the students enjoyed the experience thoroughly.
- Grade 6 went to Mystic Aquarium with a significant number of chaperones.
- Grade 5 went to Mystic Seaport with a significant number of chaperones.
- First 3 stations have been received for the Community Fitness Course and are waiting for volunteers to install.
- NJHS Induction Ceremony was a celebration of students' hard work, leadership, and support of their school community.
- Students were celebrated at an in-school assembly for sustained honors and high honors. This event was live-streamed and we hope that next year we will be able to host a full auditorium of guests.
- A special thank you to Michelle Parmeter of Mortlake Fire Department and Aimee Andereson of the Allen Hill Tree Farm for donating chairs for our Brooklyn Middle school graduation ceremony.
- Thank you to Mr. Anderson and Mr. Currant for being an overnight chaperone at Nature's Classroom in Yarmouth Port, MA.
- Thank you to the Icebox for donating served ice cream sundaes at our 8th grade dance. They provided an entire sundae bar with servers! The kids loved it!
- Thank you to Heirloom who also donated additional desserts for the students to pick at while they danced the night away.
- Thank you to all of the generous parents for donating decorations, setting up chairs and volunteering to set-up the 8th grade dance. We appreciate all your help and time.
- Good Cookie May 2022:
 - Grade 5:** King/DS: Anthony Santos
Carson/Nault: Reese Robillard
 - Grade 6:** Olivia Devolve, McKenzie Gianquitti
 - Grade 7:** Ronan Curran, Aris Roane
 - Grade 8:** Madison LaVallee, Tyler Smith

- Q3 Lions Club Recipients:
Grade 5: Lillian Dumond
Grade 6: Anyah Oatley
Grade 7: Logan Hamel
Grade 8: Brady Brezniak

Central Office

Thank you to all of the teachers and staff that go above and beyond helping students and our school. Have a fun and relaxing summer break and we look forward to seeing you in the fall.

6. Board of Education Committee Reports

None to Report

7. Board Representatives to Other Committees

None to Report

8. Old Business

None

9. New Business

a. Appointment of Adam Bender, BMS Assistant Principal

Discussed earlier

b. Policies - 1st Reading

i. Policy 6112 - School Day

Mrs. Buell stated that Policy 6112 is in regards to kindergarten being a half day from 1996 that needs to be revised. She would like the Board to review and will be discussed at the next Board meeting.

Mrs. Buell wanted to give an update on new hires:

- Adam Bender, Assistant Principal at BMS
- Christine Blake, Financial Assistant
- Janet Johnson, BES Special Education Teacher
- Alexa Franchetti, BMS PE Teacher
- Heather Garosshen, BES Teacher
- Emily Rainville, BES Teacher
- Rachel Cardaci, Speech Pathologist

- Jillian Galipeau, Speech Pathologist
- Jill Hardacker, BES Secretary
- Sara Howley, Para Clerk

There are more interviews scheduled for an Art Teacher at BMS and a few positions at BES.

Mrs. Buell provided an update on the Town Finance Director. They have been conducting interviews and have not found a candidate as of yet. They thought they had one, but there are still some in the mix. Mrs. Buell stated that Rushie Bean has been working sixty (60) to seventy (70) hours per week. She stated that we need to provide some relief for Mrs. Bean. Mrs. Buell is concerned with the number of hours she has been working and becoming burnt out. The Board of Education and the Town have committed to this model and they have not filled the Town Finance Director position as of yet. The Board and the Town need to understand that Mrs. Bean cannot keep working seventy (70) hours per week. There is no solution as of yet. She stated that the school needs to work with the Town to get the position filled with the right person. Mrs. Buell stated that Mrs. Bean is doing a great job, she is very driven and wants to do the right thing by not letting anyone down. Mrs. Buell is advocating that Mrs. Bean does not work seventy (70) hours. She is wondering if they separate the positions and Mrs. Bean works forty (40) hours per week for the Board of Education and is willing to work extra hours, the Town pays her at a per diem rate. Mrs. Buell stated that it is not a money issue, it is a burning out issue.

Mr. Phaiah asked as of July 1, 2022, Mrs. Bean is working for the Board of Education and not the Town anymore? Mrs. Buell stated that is correct.

Mrs. Burgess asked what the advertising has been for this position. Mrs. Buell stated that it is still posted in a few different places.

Mr. Phaiah stated that the other concern he has is Mrs. Bean training the new people as well, which is a task in and of itself. Mrs. Buell stated that Donna DiBenedetto, who is the shared Financial Assistant, and Shelley Cates, who is the Town Financial Assistant, will both be doing some of the training of the new Financial Assistant that will be starting the second week of July. They had hoped to get someone in the Town Finance Director position with experience, but it fell through. It looks like there may be a lot of training for the Town Finance Director position.

Mr. Ives asked what the salary is for the Town Finance Director? Mrs. Buell stated that they advertised \$85,000.00 to \$90,000.00 with room to negotiate. Mrs. Buell is suggesting limiting Mrs. Bean's hours to 40 hours per week. She also stated that HR and the Finance Office have been working well together and are in good shape due to all the hard work and collaboration between the two,

which benefits the Town and the School. Mrs. Buell stated that Mrs. Bean has already been contacted by the Auditors and they plan on coming in July.

Mr. Ives stated that it is really important that the Town has somebody on board by the end of July for the schedules with the Auditor that have to be done in August and if Mrs. Bean has to do that, it will be full-time. He also believes that it is not enough money.

Mrs. Buell stated that she wanted to bring it to their attention. She wants to relieve some of the pressure that Mrs. Bean is under. The fiscal year needs to be ended and ready for the new school year. The balloon checks went out this week, which is a big payroll to get done. Mrs. DiBenedetto has not been there a full year and has been doing all the school payroll and accounts payable, which was not her full function before and it also pulls her away from the Town side. The Board has been paying her salary and most of the year she did more work for the Town than she did for the school. Mrs. Buell also stated that Mrs. Bean has the budgets ready to roll up into Ivisions.

Mrs. Lyons asked if there are any issues with holding the July meeting? Mrs. Buell stated that there will not be much in July except for a few policies to review and go over. In August and September they will have the Student Achievement Data and the School Climate Survey. Mrs. Buell stated that she will be spending some time going over school safety plans during the summer. She stated that Mrs. Graef, the Resident Trooper and herself attended the safety seminar at Woodstock Academy on Monday and Tuesday of this week. She stated that there is some work to do in upgrading the schools' plans and getting ready for additional funding.

A few Board members stated that they would not be available for the July meeting.

Mrs. Buell stated the August meeting is August 24, 2022 when they will discuss the Continuity of Service Plan with COVID. She stated that she was on a conference call with the Department of Public Health and the State Department of Education and the message is that covid will still be around. It will probably dip down around the summer and come back up November through January. It was discussed to still have mitigation strategies in place.

The Board agreed to cancel the July meeting and they could call a Special Meeting if something comes up that needs to be addressed.

10. Public Comment

Mr. Ken Dykstra asked for an update on the boiler replacement. Mrs Buell stated that there were three bids and Grodsky & Company, Inc. is the company that the school has been working with on other projects. They know the school's system and are a vendor

that can integrate the control system the school has. There are only certain vendors that can do that. Once the Town approved the funding for the boiler replacement, she was in contact with them so they could work on getting supplies and reaching out to their vendors. They have not been on sight yet, but will be doing so soon and getting the work completed before the cool weather comes.

11. Adjournment

Motion to adjourn at 7:55 p.m.

(Phaiah/Perkins-Banas)

No Discussion

Vote Count: 5, 0

Unanimous vote to approve

Respectfully Submitted,

Donna L. DiBenedetto

Donna L. DiBenedetto
Board Clerk

Justin Phaiah, Board of Education Secretary

Date

Brooklyn Board of Education			Transfer Request 2021-2022 Budget			August 24, 2022		
FROM			TO					
Account #	Description	Amount	Account #	Description	Amount			
1010.01999.1200.200.55640	TUITION-SPEC. ED-IN STATE LEA	\$105,833.24	1010.01901.1000.100.51111	SALARY-TEACHER-ELEMENTARY	\$147,255.23			
1010.01999.2140.200.51111	SALARY - PSYCHOLOGIST-SP.ED.	\$56,272.08	1010.01999.1200.200.51112	SALARY-PARAPROFESSIONALS SPEC. ED.	\$116,701.38			
1010.01999.2700.100.55100	TRANS/LOCAL&HIGH REIMBURSABLE	\$48,343.44	1010.01999.2510.100.52110	INSURANCE - HEALTH ER	\$76,417.89			
1010.01999.2510.100.59140	CONTINGENCY	\$34,100.00	1010.01999.2100.100.55600	TUITION-HIGH SCHOOL	\$67,334.29			
1010.01999.2510.100.52600	UNEMPLOYMENT	\$34,004.95	1010.01999.2510.100.52200	FICA/MEDICARE MATCHING CONTRIBUTION	\$56,793.01			
1010.01999.2100.100.55610	TUITION-VO AG	\$30,044.00	1010.01901.1000.100.51103	SALARY-TEACHER-SUBSTITUTE BES	\$23,643.84			
1010.01999.1200.200.55630	TUITION-SPECIAL ED-PRIVATE	\$27,273.48	1010.01951.1000.100.51103	SALARY-TEACHER SUBSTITUTE - BMS	\$19,293.57			
1010.01999.2700.100.56260	TRANS.VEHICLE -GAS/DIESEL	\$23,853.85	1010.01999.2610.100.56240	FUEL OIL	\$19,089.69			
1010.01999.2580.100.54430	RENTAL OF COMPUTERS/PRINTERS	\$23,562.39	1010.01999.1200.200.51104	SALARY - PARAPROF. SUB/SPEC.ED	\$19,085.80			
1010.01999.1200.200.55650	TUITION-SPEC. ED-PRIV.-OUT OF STATE	\$19,598.40	1010.01999.2700.200.55110	TRANS./SP.ED.-CONNECTICUT LEA	\$23,880.50			
1010.01999.2700.200.55130	TRANS. SPECIAL ED - ESY	\$19,360.50	1010.01999.2190.200.51110	SALARY-SOCIAL WORKER-SPEC. ED.	\$13,702.04			
1010.01999.1250.200.51111	SALARY-SPEECH THERAPIST	\$17,220.43	1010.01951.1000.100.51111	SALARY-TEACHER-MIDDLE SCHOOL	\$9,685.32			
1010.01901.2213.100.53200	PROF ED SERVICES - ELEMENTARY	\$14,886.76	1010.01999.2320.100.51100	SALARY- SUPERINTENDENT	\$8,612.80			
1010.01951.2213.100.53200	INSTRUCTIONAL SERVICES-MIDDLE SCHOOL	\$14,457.60	1010.01901.2410.100.51110	SALARY-SECRETARY-ELEMENTARY	\$7,384.68			
1010.01999.2610.100.54301	BUILDING REPAIRS	\$14,015.43	1010.01999.2510.100.53020	LEGAL SERVICES	\$7,351.70			
1010.01951.2700.100.55150	TRANSP. FIELD TRIPS/ATHLETICS - MIDDLE SCHOOL	\$13,742.80	1010.01999.2610.100.54411	WATER/SEWAGE SERVICES	\$6,773.92			
1010.01999.2600.100.56100	SUPPLIES-BLDG.,GROUNDS & EQUIP.	\$12,481.96	1010.01999.2320.100.51110	SALARY - FINANCIAL SECRETARIES	\$6,766.83			
1010.01999.2580.100.53500	CONTRACTED SERV-TECHNOLOGY	\$12,446.95	1010.01901.2130.100.51112	SALARY-PARA HEALTH-ELEMENTARY	\$6,215.58			
1010.01999.2510.100.52115	INSURANCE - DENTAL ER	\$11,407.73	1010.01999.2610.100.51130	SALARY - CUSTODIAL OT	\$5,794.20			
1010.01999.2610.100.56220	ELECTRICITY	\$11,327.02	1010.01999.2100.200.51110	SALARY - SECRETARY, SPECIAL ED	\$4,661.92			
1010.01999.2150.200.53200	SALARY- SERVICES - SPEECH	\$10,230.00	1010.01999.2610.100.51104	SALARY- CUSTODIAL SUBS	\$4,566.44			
1010.01951.2900.900.51151	SALARY-ATHLETICS STAFF	\$9,378.15	1010.01999.2310.100.55910	ADULT EDUCATION - HIGH SCHOOL	\$3,787.00			
1010.01999.2510.100.53410	AUDIT SERVICES - BOARD OF ED.	\$9,325.00	1010.01951.2410.100.51110	SALARY-SECRETARY-MIDDLE SCHOOL	\$3,506.47			
1010.01999.2130.200.53040	INSTR SERVICES - NURSING	\$8,925.00	1010.01999.2300.100.56120	SUPPLIES - ADMIN SUPPLIES	\$3,450.51			
1010.01951.2200.100.56110	INSTRUCTIONAL SUPPLIES-MIDDLE SCHOOL	\$8,493.65	1010.01999.1000.100.52510	TUITION REIMBURSEMENT	\$3,200.00			
1010.01999.2510.100.55400	ADVERTISING	\$6,235.00	1010.01999.2140.200.53400	HEALTH EXAMS- PSYCHOLOGICAL	\$2,800.00			
1010.01999.2320.100.58100	DUES AND FEES - SUPT.	\$5,533.92	1010.01999.2510.100.51100	SALARY - FINANCE DIRECTOR (0.6 FTE)	\$2,359.88			
1010.01999.2600.100.51110	SALARY - DIRECTOR OF FACILITIES	\$5,433.24	1010.01999.2510.100.52120	HSA CONTRIBUTION ER	\$1,458.32			
1010.01999.1200.200.53200	INSTR TRAINING - SPEC ED STAFF	\$5,021.00	1010.01999.2510.100.58100	DUES AND FEES - BOARD OF ED	\$920.00			
1010.01999.2200.100.51151	SALARY-ADVISORS/STUDENT ACTIVITY	\$4,410.50	1010.01999.2610.100.51110	SALARY- CUSTODIANS	\$901.71			
1010.01999.1200.200.51111	SALARY-SPECIAL EDUCATION TEACHERS	\$4,292.29	1010.01901.2220.100.51111	SALARY - LIBRARIAN-ELEMENTARY	\$467.25			
1010.01999.2170.200.53200	INSTR SERVICES - PHYSICAL THERAPY	\$3,983.06	1010.01999.1200.200.51129	SALARY - ESY PARA - SPECIAL ED	\$338.78			
1010.01999.2150.200.53400	PROF SERVICES - AUDIOLOGY	\$3,534.29	1010.01951.2130.100.51110	SALARY - SCHOOL NURSE - MIDDLE SCHOOL	\$265.10			
1010.01901.1000.100.56100	GENERAL SUPPLIES-ELEMENTARY	\$3,495.62	1010.01999.2510.100.52800	LIFE INSURANCE	\$261.17			
1010.01951.1000.100.56410	TEXTBOOKS-MIDDLE SCHOOL	\$3,427.28	1010.01951.2220.100.51111	SALARY - LIBRARIAN-MIDDLE SCHOOL	\$256.90			
1010.01951.2900.900.56900	CO-CURRICULAR SUPPLIES - MIDDLE SCHOOL	\$3,189.95	1010.01999.2320.100.55300	TELEPHONE-SUPT.	\$114.69			
1010.01951.1000.100.58100	DUES AND FEES-MIDDLE SCHOOL	\$3,150.00	1010.01901.2410.100.55300	TELEPHONE - BES	\$5.65			
1010.01951.2300.100.56120	ADMIN SUPPLIES-MIDDLE SCHOOL	\$2,757.09	1010.01999.2510.100.53400	Professional Services	\$0.08			
1010.01999.2500.100.51152	SALARY-TECHNOLOGY-SUMMER	\$2,746.25	1010.01999.2100.200.51111	SALARY-BCBA	\$0.06			
1010.01901.2410.100.56120	ADMIN SUPPLIES-ELEMENTARY	\$2,722.99						
1010.01999.2100.200.55800	TRAVEL - DIR. OF STUDENT SERVICES OFFICE	\$2,500.00						
1010.01999.2200.100.53230	INSTR. SERVICES-STUDENTS	\$2,500.00						
1010.01951.2900.900.53540	COACHES/REFEREES-STUDENT SPORTS	\$2,495.58						
1010.01901.1000.100.57345	INSTRUCTIONAL EQUIP-ELEMENTARY	\$2,429.48						
1010.01951.2500.100.53520	PROF SERVICES-TECH-MIDDLE SCHOOL	\$2,400.00						
1010.01999.2580.100.51110	SALARY - IT DIRECTOR (0.8 FTE)	\$2,261.85						
		\$665,104.20						\$665,104.20

Brooklyn Board of Education

FY22 Budget Expense Summary by Object

From Date: 8/1/2022

To Date: 8/31/2022

Fiscal Year: 2021-2022

Include pre encumbrance

Print accounts with zero balance

Filter Encumbrance Detail by Date Range

Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
1010.00000.0000.000.51100	Salaries Administration	\$820,019.00	(\$9,000.00)	\$811,019.00	\$0.00	\$819,732.68	(\$8,713.68)	\$0.00	(\$8,713.68)	-1.07%
1010.00000.0000.000.51103	Salaries- Substitute Teachers	\$90,000.00	\$0.00	\$90,000.00	\$0.00	\$132,937.41	(\$42,937.41)	\$0.00	(\$42,937.41)	-47.71%
1010.00000.0000.000.51104	Salaries-Substitute Instructional Aides	\$21,000.00	\$0.00	\$21,000.00	\$0.00	\$44,652.24	(\$23,652.24)	\$0.00	(\$23,652.24)	-112.63%
1010.00000.0000.000.51110	Salaries-Support Staff	\$979,008.00	\$9,500.00	\$988,508.00	\$0.00	\$1,015,593.13	(\$27,085.13)	\$0.00	(\$27,085.13)	-2.74%
1010.00000.0000.000.51111	Salaries-Teachers	\$5,414,664.00	\$0.00	\$5,414,664.00	\$0.00	\$5,492,393.96	(\$77,729.96)	\$0.00	(\$77,729.96)	-1.44%
1010.00000.0000.000.51112	Salaries-Instructional Aides	\$939,727.00	\$22,500.00	\$962,227.00	\$0.00	\$1,085,143.96	(\$122,916.96)	\$0.00	(\$122,916.96)	-12.77%
1010.00000.0000.000.51119	ESY Teacher	\$11,292.00	\$0.00	\$11,292.00	\$0.00	\$9,317.35	\$1,974.65	\$0.00	\$1,974.65	17.49%
1010.00000.0000.000.51129	ESY Paraprofessional	\$16,474.00	\$0.00	\$16,474.00	\$0.00	\$16,812.78	(\$338.78)	\$0.00	(\$338.78)	-2.06%
1010.00000.0000.000.51130	Salaries-Custodial O/T	\$2,000.00	\$6,500.00	\$8,500.00	\$0.00	\$14,294.20	(\$5,794.20)	\$0.00	(\$5,794.20)	-68.17%
1010.00000.0000.000.51131	Salaries Cafe Overtime	\$300.00	\$0.00	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
1010.00000.0000.000.51151	Additional Compensation-Teachers	\$51,253.00	(\$2,427.00)	\$48,826.00	\$0.00	\$35,037.35	\$13,788.65	\$0.00	\$13,788.65	28.24%
1010.00000.0000.000.51152	IT Summer Salaries	\$14,500.00	(\$9,500.00)	\$5,000.00	\$0.00	\$2,253.75	\$2,746.25	\$0.00	\$2,746.25	54.93%
1010.00000.0000.000.52110	Cigna health employer	\$1,619,305.00	\$0.00	\$1,619,305.00	\$0.00	\$1,695,722.89	(\$76,417.89)	\$0.00	(\$76,417.89)	-4.72%
1010.00000.0000.000.52115	cigna dental employer	\$83,306.00	\$0.00	\$83,306.00	\$0.00	\$71,898.27	\$11,407.73	\$0.00	\$11,407.73	13.69%
1010.00000.0000.000.52120	HSA	\$185,000.00	\$0.00	\$185,000.00	\$0.00	\$186,458.32	(\$1,458.32)	\$0.00	(\$1,458.32)	-0.79%
1010.00000.0000.000.52200	Fica/Medicare Employer portion	\$220,000.00	\$0.00	\$220,000.00	\$0.00	\$276,793.01	(\$56,793.01)	\$0.00	(\$56,793.01)	-25.82%
1010.00000.0000.000.52300	Pension/Retirement Expenses	\$241,153.00	\$0.00	\$241,153.00	\$0.00	\$241,153.00	\$0.00	\$0.00	\$0.00	0.00%
1010.00000.0000.000.52510	Tuition Reimbursement	\$15,000.00	\$0.00	\$15,000.00	\$0.00	\$18,200.00	(\$3,200.00)	\$0.00	(\$3,200.00)	-21.33%
1010.00000.0000.000.52600	Unemployment	\$35,000.00	\$0.00	\$35,000.00	\$0.00	\$995.05	\$34,004.95	\$0.00	\$34,004.95	97.16%
1010.00000.0000.000.52700	Workers Compensation	\$81,850.00	\$0.00	\$81,850.00	\$0.00	\$81,834.99	\$15.01	\$0.00	\$15.01	0.02%
1010.00000.0000.000.52800	Life Insurance	\$18,731.00	\$0.00	\$18,731.00	\$0.00	\$18,992.17	(\$261.17)	\$0.00	(\$261.17)	-1.39%
1010.00000.0000.000.53020	Legal Services	\$40,000.00	\$0.00	\$40,000.00	\$0.00	\$47,351.70	(\$7,351.70)	\$0.00	(\$7,351.70)	-18.38%
1010.00000.0000.000.53040	Nursing Services	\$76,440.00	(\$67,515.00)	\$8,925.00	\$0.00	\$0.00	\$8,925.00	\$0.00	\$8,925.00	100.00%
1010.00000.0000.000.53200	Professional Educational Services	\$173,763.00	\$13,515.00	\$187,278.00	\$0.00	\$136,954.83	\$50,323.17	\$0.00	\$50,323.17	26.87%
1010.00000.0000.000.53230	Pupil Services	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
1010.00000.0000.000.53400	Other Professional Services	\$17,700.00	\$19,000.00	\$36,700.00	\$0.00	\$32,465.79	\$4,234.21	\$0.00	\$4,234.21	11.54%
1010.00000.0000.000.53410	Audit	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$10,675.00	\$9,325.00	\$0.00	\$9,325.00	46.63%
1010.00000.0000.000.53500	Technical Services	\$41,186.00	\$0.00	\$41,186.00	\$0.00	\$28,739.05	\$12,446.95	\$0.00	\$12,446.95	30.22%
1010.00000.0000.000.53520	Other Technical Services	\$2,400.00	\$16,000.00	\$18,400.00	\$0.00	\$16,000.00	\$2,400.00	\$0.00	\$2,400.00	13.04%
1010.00000.0000.000.53540	Sports Officials	\$5,000.00	\$2,427.00	\$7,427.00	\$0.00	\$4,931.42	\$2,495.58	\$0.00	\$2,495.58	33.60%
1010.00000.0000.000.54101	Refuse Removal	\$15,000.00	(\$4,500.00)	\$10,500.00	\$0.00	\$9,915.00	\$585.00	\$0.00	\$585.00	5.57%
1010.00000.0000.000.54300	Equipment Repairs	\$22,775.00	(\$1,692.86)	\$21,082.14	\$0.00	\$17,942.93	\$3,139.21	\$0.00	\$3,139.21	14.89%
1010.00000.0000.000.54301	Building Maintenance	\$55,000.00	\$0.00	\$55,000.00	\$0.00	\$40,984.57	\$14,015.43	\$0.00	\$14,015.43	25.48%
1010.00000.0000.000.54302	Fire/Security Maintenance	\$16,000.00	\$0.00	\$16,000.00	\$0.00	\$13,642.32	\$2,357.68	\$0.00	\$2,357.68	14.74%

Brooklyn Board of Education

FY22 Budget Expense Summary by Object

From Date: 8/1/2022

To Date: 8/31/2022

Fiscal Year: 2021-2022

Include pre encumbrance

Print accounts with zero balance

Filter Encumbrance Detail by Date Range

Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
1010.00000.0000.000.54303	Grounds Maintenance	\$17,000.00	\$1,692.10	\$18,692.10	\$0.00	\$18,692.10	\$0.00	\$0.00	\$0.00	0.00%
1010.00000.0000.000.54320	Technology Related Repairs	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
1010.00000.0000.000.54411	Water/Sewer	\$24,205.00	\$0.00	\$24,205.00	\$0.00	\$30,978.92	(\$6,773.92)	\$0.00	(\$6,773.92)	-27.99%
1010.00000.0000.000.54430	Rental of Computer Related Equipment	\$58,000.00	\$0.00	\$58,000.00	\$0.00	\$34,437.61	\$23,562.39	\$0.00	\$23,562.39	40.62%
1010.00000.0000.000.55100	Pupil Transportation-Local/High	\$848,161.00	\$0.00	\$848,161.00	\$0.00	\$799,817.56	\$48,343.44	\$0.00	\$48,343.44	5.70%
1010.00000.0000.000.55110	Student Transportation-Spec. Ed In-State	\$150,464.00	(\$24,995.00)	\$125,469.00	\$0.00	\$139,349.50	(\$13,880.50)	\$0.00	(\$13,880.50)	-11.06%
1010.00000.0000.000.55130	TRANS. SPECIAL ED - ESY	\$6,875.00	\$24,995.00	\$31,870.00	\$0.00	\$12,509.50	\$19,360.50	\$0.00	\$19,360.50	60.75%
1010.00000.0000.000.55150	Transportation-Athletics/Field Trips	\$23,900.00	\$0.00	\$23,900.00	\$0.00	\$9,157.20	\$14,742.80	\$0.00	\$14,742.80	61.69%
1010.00000.0000.000.55200	Property & Liability Insurance	\$72,576.00	\$0.76	\$72,576.76	\$0.00	\$72,571.00	\$5.76	\$0.00	\$5.76	0.01%
1010.00000.0000.000.55300	Communications	\$13,400.00	\$0.00	\$13,400.00	\$0.00	\$11,699.92	\$1,700.08	\$0.00	\$1,700.08	12.69%
1010.00000.0000.000.55301	Postage	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$0.00	0.00%
1010.00000.0000.000.55400	Advertising	\$6,850.00	\$0.00	\$6,850.00	\$0.00	\$615.00	\$6,235.00	\$0.00	\$6,235.00	91.02%
1010.00000.0000.000.55600	Tuition-High School	\$4,487,268.00	\$0.00	\$4,487,268.00	\$0.00	\$4,554,602.29	(\$67,334.29)	\$0.00	(\$67,334.29)	-1.50%
1010.00000.0000.000.55610	Tuition-Vo Ag	\$70,982.00	\$0.00	\$70,982.00	\$0.00	\$40,938.00	\$30,044.00	\$0.00	\$30,044.00	42.33%
1010.00000.0000.000.55630	Tuition-Spec. Ed Private	\$915,136.00	(\$25,110.00)	\$890,026.00	\$0.00	\$862,752.52	\$27,273.48	\$0.00	\$27,273.48	3.06%
1010.00000.0000.000.55640	Tuition-Spec. Ed-In State LEA	\$1,075,159.00	\$0.00	\$1,075,159.00	\$0.00	\$969,325.76	\$105,833.24	\$0.00	\$105,833.24	9.84%
1010.00000.0000.000.55650	Tuition-Spec. Ed-Private Out of State	\$0.00	\$25,110.00	\$25,110.00	\$0.00	\$5,511.60	\$19,598.40	\$0.00	\$19,598.40	78.05%
1010.00000.0000.000.55800	Travel Reimbursement	\$7,000.00	\$0.00	\$7,000.00	\$0.00	\$2,211.85	\$4,788.15	\$0.00	\$4,788.15	68.40%
1010.00000.0000.000.55910	ADULT EDUCATION	\$28,000.00	\$0.00	\$28,000.00	\$0.00	\$31,787.00	(\$3,787.00)	\$0.00	(\$3,787.00)	-13.53%
1010.00000.0000.000.56100	General Supplies	\$68,346.00	\$0.00	\$68,346.00	\$0.00	\$52,138.89	\$16,207.11	\$0.00	\$16,207.11	23.71%
1010.00000.0000.000.56110	Instructional Supplies	\$34,410.00	\$0.00	\$34,410.00	\$0.00	\$24,530.76	\$9,879.24	\$0.00	\$9,879.24	28.71%
1010.00000.0000.000.56120	Admin Supplies	\$17,696.00	\$0.00	\$17,696.00	\$0.00	\$14,849.13	\$2,846.87	\$0.00	\$2,846.87	16.09%
1010.00000.0000.000.56220	Electricity	\$85,000.00	\$0.00	\$85,000.00	\$0.00	\$73,672.98	\$11,327.02	\$0.00	\$11,327.02	13.33%
1010.00000.0000.000.56230	Propane Gas	\$3,000.00	(\$2,000.00)	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
1010.00000.0000.000.56240	Fuel Oil	\$80,287.00	\$0.00	\$80,287.00	\$0.00	\$99,376.69	(\$19,089.69)	\$0.00	(\$19,089.69)	-23.78%
1010.00000.0000.000.56260	Gasoline/Diesel	\$73,948.00	\$0.00	\$73,948.00	\$0.00	\$50,094.15	\$23,853.85	\$0.00	\$23,853.85	32.26%
1010.00000.0000.000.56400	Books	\$5,500.00	\$0.00	\$5,500.00	\$0.00	\$4,272.13	\$1,227.87	\$0.00	\$1,227.87	22.32%
1010.00000.0000.000.56410	Textbooks	\$7,486.00	\$0.00	\$7,486.00	\$0.00	\$2,231.41	\$5,254.59	\$0.00	\$5,254.59	70.19%
1010.00000.0000.000.56420	Library Books	\$4,635.00	\$0.00	\$4,635.00	\$0.00	\$3,009.95	\$1,625.05	\$0.00	\$1,625.05	35.06%
1010.00000.0000.000.56430	Periodicals	\$3,123.00	\$0.00	\$3,123.00	\$0.00	\$0.00	\$3,123.00	\$0.00	\$3,123.00	100.00%
1010.00000.0000.000.56500	Supplies - Technology Related	\$900.00	\$0.00	\$900.00	\$0.00	\$300.40	\$599.60	\$0.00	\$599.60	66.62%
1010.00000.0000.000.56900	Other Supplies	\$9,520.00	\$0.00	\$9,520.00	\$0.00	\$4,416.12	\$5,103.88	\$0.00	\$5,103.88	53.61%
1010.00000.0000.000.57345	Instructional Equipment	\$15,000.00	\$0.00	\$15,000.00	\$0.00	\$12,570.52	\$2,429.48	\$0.00	\$2,429.48	16.20%
1010.00000.0000.000.58100	Dues and Fees	\$28,201.00	\$5,500.00	\$33,701.00	\$0.00	\$23,079.80	\$10,621.20	\$0.00	\$10,621.20	31.52%

Brooklyn Board of Education

FY22 Budget Expense Summary by Object

From Date: 8/1/2022

To Date: 8/31/2022

Fiscal Year: 2021-2022

Include pre encumbrance

Print accounts with zero balance

Filter Encumbrance Detail by Date Range

Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
1010.00000.0000.000.59140	Contingency	\$35,000.00	\$0.00	\$35,000.00	\$0.00	\$900.00	\$34,100.00	\$0.00	\$34,100.00	97.43%
Grand Total:		\$19,629,374.00	\$0.00	\$19,629,374.00	\$0.00	\$19,584,719.38	\$44,654.62	\$0.00	\$44,654.62	0.23%

End of Report

Brooklyn Board of Education

FY 23 Budget Expense Summary by Object

From Date: 8/1/2022

To Date: 8/31/2022

Fiscal Year: 2022-2023

Subtotal by Collapse Mask

Include pre encumbrance

Print accounts with zero balance

Filter Encumbrance Detail by Date Range

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	\$821,699.00	\$63,976.88	\$127,953.76	\$693,745.24	\$703,745.61	(\$10,000.37)	-1.22%
1010.00000.0000.000.51103	Salaries- Substitute Teachers	\$95,000.00	\$0.00	\$0.00	\$95,000.00	\$0.00	\$95,000.00	100.00%
1010.00000.0000.000.51104	Salaries-Substitute Instructio	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.00%
1010.00000.0000.000.51110	Salaries-Support Staff	\$1,128,075.00	\$69,513.60	\$109,614.37	\$1,018,460.63	\$995,861.57	\$22,599.06	2.00%
1010.00000.0000.000.51111	Salaries-Teachers	\$5,485,358.00	\$212,189.21	\$212,189.21	\$5,273,168.79	\$5,362,051.16	(\$88,882.37)	-1.62%
1010.00000.0000.000.51112	Salaries-Instructional Aides	\$1,110,808.00	\$0.00	\$0.00	\$1,110,808.00	\$1,212,227.24	(\$101,419.24)	-9.13%
1010.00000.0000.000.51119	ESY Teacher	\$5,760.00	\$3,104.54	\$5,792.52	(\$32.52)	\$0.00	(\$32.52)	-0.56%
1010.00000.0000.000.51129	ESY Paraprofessional	\$17,280.00	\$9,607.11	\$16,364.03	\$915.97	\$0.00	\$915.97	5.30%
1010.00000.0000.000.51130	Salaries-Custodial O/T	\$2,000.00	\$1,199.19	\$1,521.99	\$478.01	\$0.00	\$478.01	23.90%
1010.00000.0000.000.51151	Additional Compensation-Teache	\$53,690.00	\$0.00	\$0.00	\$53,690.00	\$0.00	\$53,690.00	100.00%
1010.00000.0000.000.51152	IT Summer Salaries	\$7,500.00	\$1,091.25	\$1,822.50	\$5,677.50	\$0.00	\$5,677.50	75.70%
1010.00000.0000.000.52110	Cigna health employer	\$1,774,190.00	\$198,270.79	\$381,202.46	\$1,392,987.54	\$71,908.84	\$1,321,078.70	74.46%
1010.00000.0000.000.52115	cigna dental employer	\$104,410.00	\$9,869.05	\$19,141.46	\$85,268.54	\$3,851.50	\$81,417.04	77.98%
1010.00000.0000.000.52120	HSA	\$193,750.00	\$1,770.83	\$11,145.83	\$182,604.17	\$79,241.07	\$103,363.10	53.35%
1010.00000.0000.000.52200	Fica/Medicare Employer portion	\$286,086.00	\$10,906.62	\$16,189.98	\$269,896.02	\$8,969.13	\$260,926.89	91.21%
1010.00000.0000.000.52300	Pension/Retirement Expenses	\$266,828.00	\$256,828.00	\$256,828.00	\$10,000.00	\$0.00	\$10,000.00	3.75%
1010.00000.0000.000.52510	Tuition Reimbursement	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
1010.00000.0000.000.52600	Unemployment	\$35,000.00	\$0.00	\$0.00	\$35,000.00	\$0.00	\$35,000.00	100.00%
1010.00000.0000.000.52700	Workers Compensation	\$85,943.00	\$0.00	\$21,482.09	\$64,460.91	\$64,446.27	\$14.64	0.02%
1010.00000.0000.000.52800	Life Insurance	\$19,293.00	\$2,123.39	\$4,102.56	\$15,190.44	\$0.00	\$15,190.44	78.74%
1010.00000.0000.000.53020	Legal Services	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
1010.00000.0000.000.53200	Professional Educational Servi	\$189,585.00	(\$662.14)	(\$662.14)	\$190,247.14	\$0.00	\$190,247.14	100.35%
1010.00000.0000.000.53230	Pupil Services	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
1010.00000.0000.000.53400	Other Professional Services	\$45,800.00	\$1,512.00	\$3,262.00	\$42,538.00	\$11,938.40	\$30,599.60	66.81%
1010.00000.0000.000.53410	Audit	\$28,465.00	\$4,000.00	\$4,000.00	\$24,465.00	\$11,965.00	\$12,500.00	43.91%
1010.00000.0000.000.53500	Technical Services	\$32,800.00	\$963.00	\$13,042.34	\$19,757.66	\$10,593.00	\$9,164.66	27.94%
1010.00000.0000.000.53520	Other Technical Services	\$5,475.00	\$0.00	\$0.00	\$5,475.00	\$0.00	\$5,475.00	100.00%
1010.00000.0000.000.53540	Sports Officials	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
1010.00000.0000.000.54101	Refuse Removal	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$12,192.00	\$2,808.00	18.72%
1010.00000.0000.000.54300	Equipment Repairs	\$22,000.00	\$0.00	\$0.00	\$22,000.00	\$0.00	\$22,000.00	100.00%
1010.00000.0000.000.54301	Building Maintenance	\$40,000.00	\$532.50	\$532.50	\$39,467.50	\$431.00	\$39,036.50	97.59%
1010.00000.0000.000.54302	Fire/Security Maintenance	\$16,500.00	\$720.00	\$5,552.64	\$10,947.36	\$9,600.00	\$1,347.36	8.17%
1010.00000.0000.000.54303	Grounds Maintenance	\$17,000.00	\$0.00	\$0.00	\$17,000.00	\$5,439.81	\$11,560.19	68.00%
1010.00000.0000.000.54320	Technology Related Repairs	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
1010.00000.0000.000.54411	Water/Sewer	\$27,836.00	\$0.00	\$0.00	\$27,836.00	\$260.00	\$27,576.00	99.07%
1010.00000.0000.000.54430	Rental of Computer Related Equ	\$58,000.00	\$0.00	\$0.00	\$58,000.00	\$40,825.92	\$17,174.08	29.61%
1010.00000.0000.000.55100	Pupil Transportation-Local/Hig	\$781,333.00	\$0.00	\$0.00	\$781,333.00	\$0.00	\$781,333.00	100.00%
1010.00000.0000.000.55110	Student Transportation-Spec. E	\$227,424.00	\$0.00	\$0.00	\$227,424.00	\$0.00	\$227,424.00	100.00%
1010.00000.0000.000.55130	TRANS. SPECIAL ED - ESY	\$39,661.00	\$27,556.25	\$27,556.25	\$12,104.75	\$0.00	\$12,104.75	30.52%
1010.00000.0000.000.55150	Transportation-Athletics/Field	\$26,400.00	\$0.00	\$0.00	\$26,400.00	\$0.00	\$26,400.00	100.00%
1010.00000.0000.000.55200	Property & Liability Insurance	\$74,753.00	\$0.00	\$18,687.94	\$56,065.06	\$56,063.82	\$1.24	0.00%
1010.00000.0000.000.55300	Communications	\$12,440.00	\$684.90	\$966.39	\$11,473.61	\$8,773.46	\$2,700.15	21.71%
1010.00000.0000.000.55301	Postage	\$3,300.00	\$82.08	\$2,182.08	\$1,117.92	\$298.22	\$819.70	24.84%
1010.00000.0000.000.55400	Advertising	\$6,950.00	\$0.00	\$7,063.92	(\$113.92)	\$0.00	(\$113.92)	-1.64%
1010.00000.0000.000.55600	Tuition-High School	\$4,682,351.00	\$0.00	\$536,257.83	\$4,146,093.17	\$2,606,252.67	\$1,539,840.50	32.89%
1010.00000.0000.000.55610	Tuition-Vo Ag	\$28,960.00	\$0.00	\$0.00	\$28,960.00	\$0.00	\$28,960.00	100.00%
1010.00000.0000.000.55630	Tuition-Spec. Ed Private	\$921,151.00	\$13,000.00	\$13,000.00	\$908,151.00	\$175,061.75	\$733,089.25	79.58%
1010.00000.0000.000.55640	Tuition-Spec. Ed-In State LEA	\$892,148.00	\$7,300.00	\$85,290.47	\$806,857.53	\$254,295.00	\$552,562.53	61.94%
1010.00000.0000.000.55650	Tuition-Spec. Ed-Private Out o	\$68,014.00	\$0.00	\$0.00	\$68,014.00	\$0.00	\$68,014.00	100.00%
1010.00000.0000.000.55800	Travel Reimbursement	\$14,500.00	\$153.84	\$307.68	\$14,192.32	\$1,692.32	\$12,500.00	86.21%

Brooklyn Board of Education

FY 23 Budget Expense Summary by Object

From Date: 8/1/2022

To Date: 8/31/2022

Fiscal Year: 2022-2023

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
1010.00000.0000.000.55910	ADULT EDUCATION	\$28,000.00	\$0.00	\$29,593.00	(\$1,593.00)	\$0.00	(\$1,593.00)	-5.69%
1010.00000.0000.000.56100	General Supplies	\$62,645.00	\$445.64	\$1,211.66	\$61,433.34	\$30,023.89	\$31,409.45	50.14%
1010.00000.0000.000.56110	Instructional Supplies	\$66,940.00	\$11,133.13	\$11,133.13	\$55,806.87	\$31,721.20	\$24,085.67	35.98%
1010.00000.0000.000.56120	Admin Supplies	\$25,135.00	\$1,452.25	\$2,535.75	\$22,599.25	\$4,326.68	\$18,272.57	72.70%
1010.00000.0000.000.56220	Electricity	\$89,547.00	\$4,151.17	\$4,151.17	\$85,395.83	\$72,888.83	\$12,507.00	13.97%
1010.00000.0000.000.56230	Propane Gas	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
1010.00000.0000.000.56240	Fuel Oil	\$96,663.00	\$0.00	\$0.00	\$96,663.00	\$0.00	\$96,663.00	100.00%
1010.00000.0000.000.56260	Gasoline/Diesel	\$93,176.00	\$0.00	(\$268.08)	\$93,444.08	\$0.00	\$93,444.08	100.29%
1010.00000.0000.000.56400	Books	\$5,500.00	\$166.15	\$166.15	\$5,333.85	\$326.69	\$5,007.16	91.04%
1010.00000.0000.000.56410	Textbooks	\$46,125.00	\$17,743.43	\$17,743.43	\$28,381.57	\$5,866.99	\$22,514.58	48.81%
1010.00000.0000.000.56420	Library Books	\$6,635.00	\$0.00	\$0.00	\$6,635.00	\$566.20	\$6,068.80	91.47%
1010.00000.0000.000.56430	Periodicals	\$2,723.00	\$0.00	\$0.00	\$2,723.00	\$76.50	\$2,646.50	97.19%
1010.00000.0000.000.56500	Supplies - Technology Related	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$81.30	\$4,918.70	98.37%
1010.00000.0000.000.56900	Other Supplies	\$20,580.00	\$233.43	\$233.43	\$20,346.57	\$329.39	\$20,017.18	97.27%
1010.00000.0000.000.57345	Instructional Equipment	\$68,452.00	\$317.98	\$317.98	\$68,134.02	\$1,678.37	\$66,455.65	97.08%
1010.00000.0000.000.57350	Technology Software	\$31,340.00	\$0.00	\$0.00	\$31,340.00	\$0.00	\$31,340.00	100.00%
1010.00000.0000.000.58100	Dues and Fees	\$34,195.00	\$0.00	\$11,610.00	\$22,585.00	\$1,250.88	\$21,334.12	62.39%
1010.00000.0000.000.59140	Contingency	\$12,604.00	\$0.00	\$0.00	\$12,604.00	\$0.00	\$12,604.00	100.00%
Grand Total:		\$20,540,776.00	\$931,936.07	\$1,980,818.28	\$18,559,957.72	\$11,857,121.68	\$6,702,836.04	32.63%

End of Report



BROOKLYN'S BEST

Brooklyn Elementary School

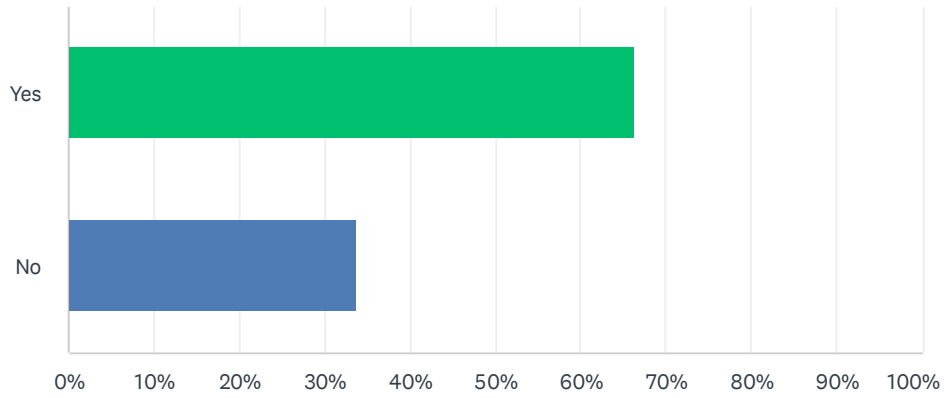
- New Hires- We have had multiple members of our hiring committee this summer to interview potential new staff. Our committee is confident that these new staff members will be a positive addition to our team!
- Professional Development- Our new teaching staff attended professional development with our consultant from Eastconn to provide them an overview of our ELA units. It was well attended and there was a lot of learning that took place!
- Custodial Work- We want to give a huge shout out to our custodial staff for their hard work making our school ready for the first day of school!
- New Registrations- Jill Hardacker has enrolled almost 90 new students this summer! This has been a huge undertaking as we have also shifted to a new student database program.

Brooklyn Middle School

- Thank you to all of the staff members that participated in hiring committees after school hours
- We are excited to have the following new staff members added to our school community:
 - Adam Bender- Assistant Principal
 - Ashley Paille- Art Teacher
 - Ryne Rewers- Health/PE Teacher
- Our Math teachers participated in 2 days of Professional Development for the implementation of our new program (Illustrative Math). We also enjoyed having an Eastford teacher collaborating with the training.
- We appreciate that many teachers have been in over the summer preparing their classrooms for the start of the school year.
- Thank you to the custodial staff and the secretarial staff for all of the hard work during the summer getting our school ready for an amazing start to the year.
- We are excited that Baribeau Lawn and Tree and A Block Away Construction have been donating their time and equipment to install our first stations for the Community Fitness Course. We will be having a ribbon-cutting ceremony on September 28th to thank our families for their support of our fundraising efforts and local groups that funded specific stations.

Q3 Does your district currently employ Security Officers (SO) or School Resource Officers (SRO)?

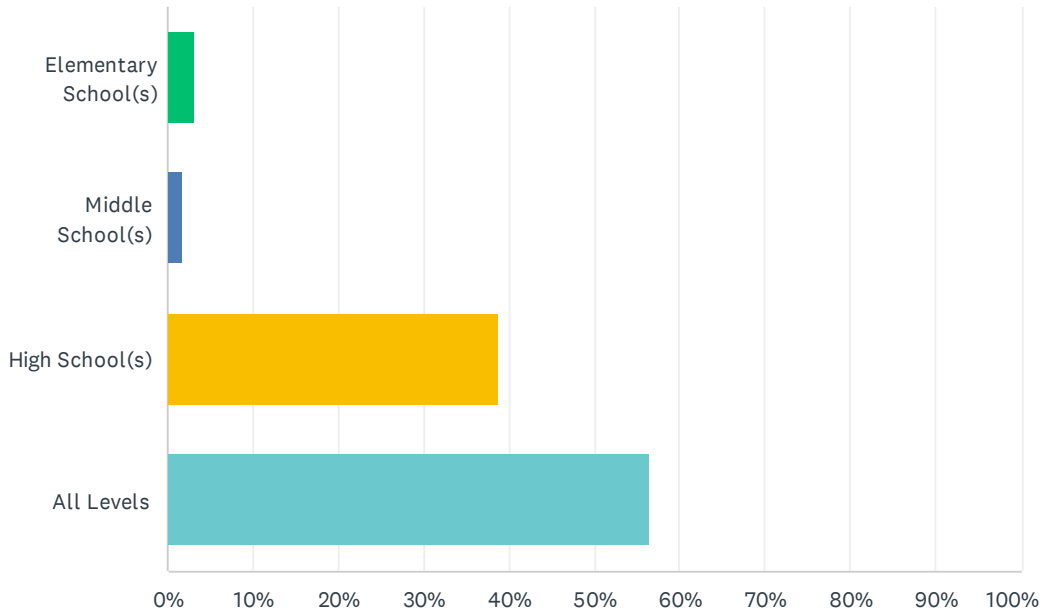
Answered: 92 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	66.30%	61
No	33.70%	31
TOTAL		92

Q4 If yes, where are they assigned?

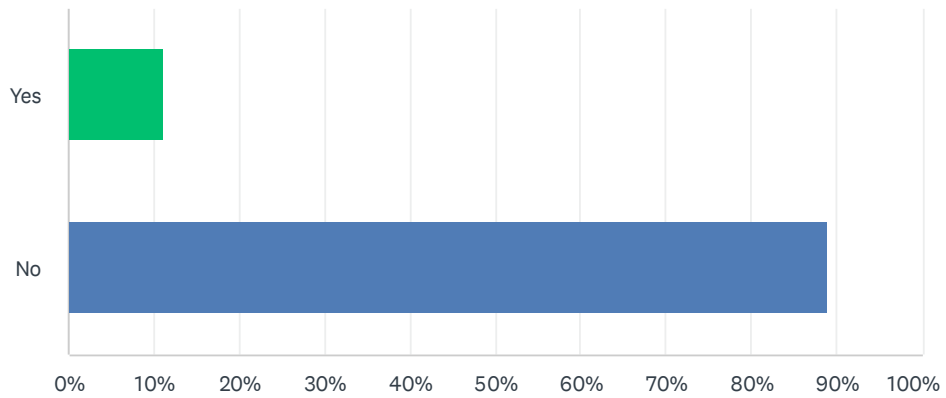
Answered: 62 Skipped: 30



ANSWER CHOICES	RESPONSES	
Elementary School(s)	3.23%	2
Middle School(s)	1.61%	1
High School(s)	38.71%	24
All Levels	56.45%	35
TOTAL		62

Q5 Does your district currently employ Armed Security Officers (ASO)?

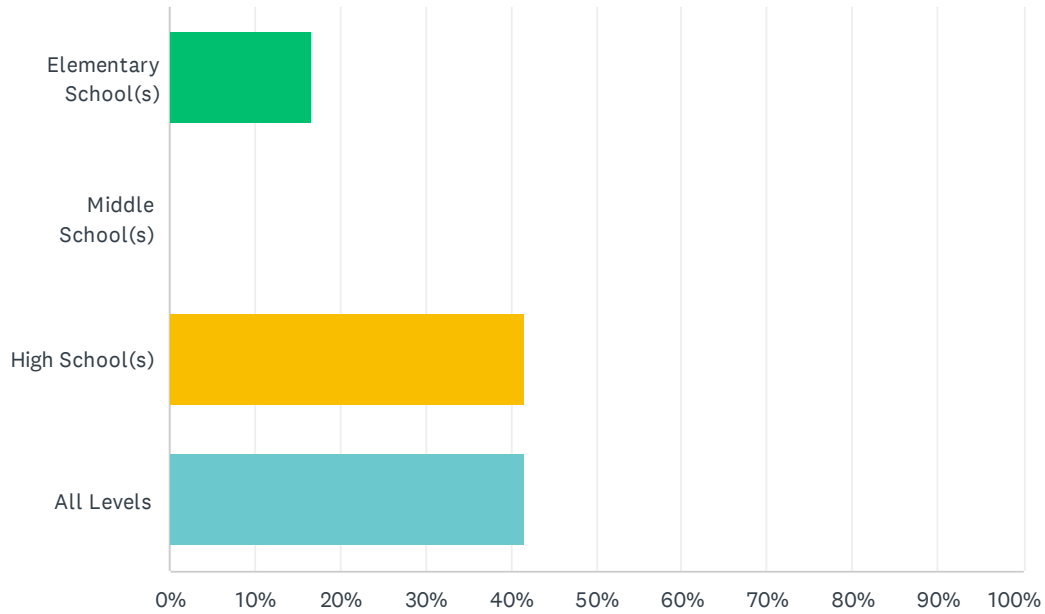
Answered: 91 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	10.99%	10
No	89.01%	81
TOTAL		91

Q6 If yes, where are they assigned?

Answered: 12 Skipped: 80



ANSWER CHOICES	RESPONSES
Elementary School(s)	16.67% 2
Middle School(s)	0.00% 0
High School(s)	41.67% 5
All Levels	41.67% 5
TOTAL	12

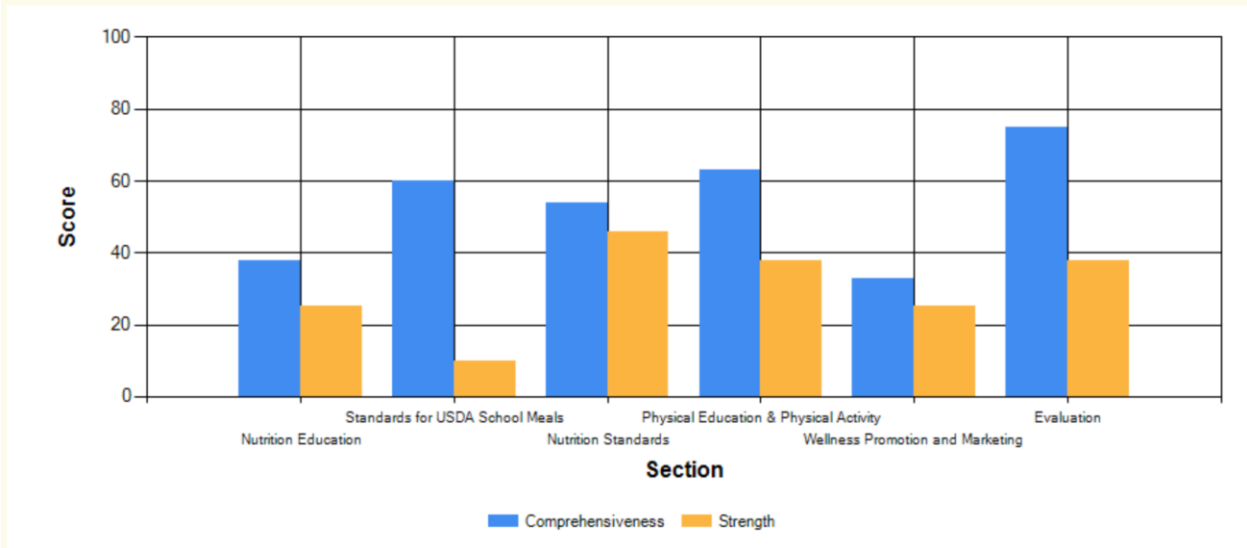
Worksheet 4: Summary of Findings

Brooklyn Public Schools



This worksheet can be used to create narrative descriptions to post alongside sections from **Worksheet 3: Identifying Connections between Policy and Practice**. The purpose of these narratives is to describe the LEA’s progress toward meeting their wellness goals. Not all districts will have information to share in all four sections. Note: in Section 3 and Section 4, the LEA is only required to comment on federally required items, but may add information about other wellness topics if desired.

Policy Name: Brooklyn



Section 1 (Strong Policies and Aligned Practices). *If applicable, write a narrative below to describe your district’s areas of success in meeting its wellness goals.*

The District has successfully detailed and implemented wellness practices related to nutrition education, school meals, standards for competitive foods and beverages, and physical education in accordance with USDA regulations. Some successful practices related to the areas identified in this section include:

- Free drinking water is available during meals.
- Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.
- Regulates food and beverages sold in a la carte.

Worksheet 4: Summary of Findings

- Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.
- Addresses fundraising with food to be consumed during the school day.
- Addresses physical activity not being withheld as a punishment.

Section 2 (Create Practice Implementation Plans). *If applicable, write a narrative below to describe how your district will create practice implementation plans to ensure full compliance with all elements of the LSWP.*

Due to COVID-19, some of the practices outlined in the Local School Wellness Policy were implemented at a limited capacity. The District Wellness Committee will work on developing a plan to implement and reinstate all federal requirements during the 22/23 SY in these areas:

- Includes goals for nutrition education that are designed to promote student wellness.
- Identifies the officials responsible for the implementation and compliance of the local wellness policy.
- Addresses the assessment of district implementation of the local wellness policy at least once every three years.
- Triennial assessment results will be made available to the public

Section 3 (Update Policies). *If applicable, write a narrative below to describe how the district will update its policy to include all federally required items. You may also add plans for additional policy updates if desired.*

The District Wellness Committee will review and prioritize all federally required policy updates and provide edits to be reviewed by the School Board during SY 22-23 and update the following:

- Assures compliance with USDA nutrition standards for reimbursable school meals.
- Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.
- District takes steps to protect the privacy of students who qualify for free or reduced priced meals.
- Regulates food and beverages served at class parties and other school celebrations in elementary schools.

Worksheet 4: Summary of Findings

Section 4 (Opportunities for Growth). *If applicable, write a narrative below to describe how your district will update its policy and practices to include all federally required items. You may also add plans for additional wellness goals if desired.*

The District Wellness Committee has reviewed the Opportunities for Growth and will prioritize updating all federally required elements of the Local School Wellness Policy in the immediate future and submit for Board Approval in 22/23SY:

- Addresses making the wellness policy available to the public.
- Addresses a plan for updating policy based on results of the triennial assessment.

Worksheet 4: Summary of Findings

For information on the USDA's LSWP requirements, visit the Connecticut State Department of Education's (CSDE) [School Wellness Policies](#) website and the Rudd Center's [WELLSAT](#) website, or contact the [school nutrition programs staff](#) at the Connecticut State Department of Education, School Health, Nutrition and Family Services, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_4_Summarizing_Findings.docx.



In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** program.intake@usda.gov

This institution is an equal opportunity provider.

The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, levy.gillespie@ct.gov.

Brooklyn Public School's Combined WellSAT 3.0 and WellSAT-I Scorecard

Policy Name: Brooklyn

Below, you will see your written policy scores [WellSAT 3.0] and implementation scores [WellSAT-I] for every item.

Each pair of responses is compared and linked to an outcome, listed below:



Strong Policies and Aligned Practices – District has a strong policy and is fully implementing practices that align with the policy



Create Practice Implementation Plan – District has a strong or weak policy, but practice implementation is either absent or limited













Update Policies – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy
































Opportunities for Growth – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way
















**WellSAT
3.0 Score**












**WellSAT-
I Score**











Strong Policies and Aligned Practices – District has a strong policy and is fully implementing practices that align with the policy				
SM8	 Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe?	2	2	
NS1	 Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2	2	
NS3	 Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2	2	
NS4	 Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?)	2	2	
NS5	 Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the school stores? Who is responsible for ensuring all items in the school stores meet Smart Snacks regulations?)	2	2	














NS6	 Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question).	2	2	
NS9	 How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur?	2	2	
WPM7	 Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	2	2	
NS13	Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day?	2	2	
PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	2	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2	2	
PEPA13	Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.	2	2	
PEPA15	When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a “joint-use” or “shared-use” agreements? (Note if answer is yes or no).	2	2	
WPM4	Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]	2	2	
WPM5	Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking	2	2	


	away PE, or requiring students to sit in one place for an extended period of time.]			
Create Practice Implementation Plan – District has a strong or weak policy, but practice implementation is either absent or limited				
NE1	 Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	2	1	
IEC3	 Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance?	2	1	
IEC4	 How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy?	2	1	
IEC5	 How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC’s School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.]	2	1	
IEC6	 What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA’s local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.	1	0	
NE7	Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.]	2	1	
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2	1	
PEPA12	 Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?	2	1	
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	1	0	
Update Policies – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy				

SM1	 Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance?	1	2	
SM3	 How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch?	1	2	
SM9	 What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below).	0	2	
SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.]	0	2	
SM4	How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: How are the student and parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, or given the regular meal?	0	2	
SM5	How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2)	0	2	
SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom]	1	2	
SM7	How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals.	1	2	
SM10	 Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them?	1	2	
NS2	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day? Can you tell me how you do this?	0	2	
NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in]	0	2	

	has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?			
NS10	Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?	0	2	
NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming	0	2	
NS12	Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit).	0	2	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	0	2	
PEPA9	A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions?	1	2	
PEPA10	A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions?	0	2	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students?	1	2	
WPM3	Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom.	0	2	
WPM6	Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).	0	2	
WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement?	0	2	

WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria?	0	2	
WPM10	Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers)? If yes, do the marketed items meet Smart Snacks criteria?	0	2	
WPM11	Is there food or beverage marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system)? If yes, do the marketed items meet Smart Snacks criteria?	0	2	
WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?	0	2	
IEC1	Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?	1	2	
Opportunities for Growth – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way				
IEC2	 Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> • Parents • Students • School Food Authority representative • PE Teacher • School Health Professional (nurse, social worker, school psychologist) • School Board Member • School Administrator • Community member 	1	1	
IEC7	 Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?	0	1	
NE2	How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-	0	1	

	based, behavior focused, and interactive/participatory methods used to develop student skills?			
NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	0	1	
NE4	Do all middle school students receive sequential and comprehensive nutrition education?	0	1	
NE6	Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.]	1	1	
NE8	 Does nutrition education address agriculture and the food system?	0	1	
PEPA3	How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a “Fitnessgram” or “Activitygram”; teaches skills needed for lifelong physical fitness.]	1	1	
PEPA4	How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.	0	0	
PEPA5	How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	0	0	
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?	0	1	
WPM1	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.]	1	1	
WPM2	 Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."	0	1	

IEC8	Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?	0	0	
Section 1. Nutrition Education				
NE5	Do all high school students receive sequential and comprehensive nutrition education?	0	NA	
Section 3. Nutrition Standards for Competitive and Other Foods and Beverages				
NS8	Are foods or beverages containing caffeine sold at the high school level?	0	NA	
Section 4. Physical Education and Physical Activity				
PEPA6	How many minutes per week of PE does each grade in high school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	0	NA	



[Federal Requirement](#)



[Farm to School](#)



[CSPAP](#)

NE Nutrition Education

SM Standards for USDA Child Nutrition Programs and School Meals

NS Nutrition Standards for Competitive and Other Foods and Beverages

PEPA Physical Education and Physical Activity

WPM Wellness Promotion and Marketing

IEC Implementation, Evaluation & Communication

Sample policy to consider.

Instruction

School Calendar

The Superintendent of Schools shall recommend school calendars meeting all statutory requirements to the Board of Education for its review and modified as it believes appropriate, for its approval.

The calendars recommended to the Board may include the operation of schools on state holidays providing a suitable nonsectarian educational program is held to observe the holiday, except for those holidays that occur in December and January.

The school calendar shall show school days in each school month, the number of school days in each month, legal and local holidays, staff development days, early closing days, vacation periods, and other pertinent dates, including graduation for students in grade twelve.

NFA

Note: ~~A Board of Education for a school that has been designated as a low achieving school pursuant to subdivision (1) of subsection (c) of C.G.S. 10-223e may increase the number of actual school sessions during each year, and may increase the number of hours of actual school work per session in order to improve student performance and remove the school from the list of schools designated as a low achieving school maintained by the State Board of Education.~~

The Board, in establishing a graduation date, may establish for any school year a firm graduation date which is no earlier than the one-hundred eightieth day in the adopted school calendar.

To benefit children, families, and school staff in their planning, multiple year school calendars are preferable to single year school calendars.

The Board of Education may use the RESC developed and approved uniform regional school calendar for the school year commencing July 1, 2017 and each school year thereafter.

Beginning with the 2019-2020 school year, the Board of Education may develop and adopt its own school calendar to begin school on any day before or after Labor Day.

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

1-4 Days designated as legal holidays.

10-15 Towns to maintain schools. ~~as amended by PA 11-85, An Act Concerning the Achievement Gap.~~

Instruction

School Calendar (continued)

Legal Reference: Connecticut General Statutes (continued)

10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations.

10-261 Definitions.

10-16l Establishment of graduation date. ~~(as amended by PA 19-195)~~

~~PA 13-247, An Act Implementing Provisions of the State Budget for the Biennium Ending June 30, 2015 Concerning General Government, Sections 321-324.~~

~~PA 14-38, An Act Concerning the Recommendations of the Uniform Regional School Calendar Task Force.~~

10-66q Development and adoption of uniform regional school calendar. Report. ~~(as amended by PA 17-220)~~

~~PA 19-195 An Act Concerning the Establishment of a Firm Graduation Date and the Date When a School District May Commence School Sessions.~~

PA 22-47 An Act Concerning Children's Mental Health.

PA 22-128 An Act Establishing Juneteenth Independence Day as a Legal Holiday.

Policy adopted:

rev 7/11
rev 10/13
rev 6/14
rev 5/17
rev 6/17
rev 7/19
rev 7/22

Instruction

School Calendar

The Superintendent of Schools shall recommend school calendars meeting all statutory requirements to the Board of Education for its review and modified as it believes appropriate, for its approval.

The calendars recommended to the Board may include the operation of schools on state holidays providing a suitable nonsectarian educational program is held to observe the holiday, except for those holidays that occur in December and January.

The school calendar shall show school days in each school month, the number of school days in each month, legal and local holidays, staff development days, early closing days, vacation periods, and other pertinent dates.

The Board, in establishing a graduation date, may establish for any school year a firm graduation date which is no earlier than the one-hundred eighty-fifth day in the adopted school calendar. The graduation date may be modified, if necessary, after April first in any school year by the Board establishing a firm graduation date which, at the time of such establishment, provides for at least 180 days of school.

To benefit children, families, and school staff in their planning, multiple year school calendars are preferable to single year school calendars.

The Board of Education shall use the regional education service center (RESC) developed and approved uniform regional school calendar.

(cf. 6146_- Graduation Requirements)

Legal Reference: Connecticut General Statutes

1-4 Days designated as legal holidays.

10-15 Towns to maintain schools, as amended by PA 11-85, An Act Concerning the Achievement Gap.

10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations.

10-261 Definitions.

10-16l Establishment of graduation date.

10-233j Student possession and use of telecommunication devices.

PA 13-247, An Act Implementing Provisions of the State Budget for the Biennium Ending June 30, 2015 Concerning General Government, Sections 321-324.

PA 14-38, An Act Concerning the Recommendations of the Uniform Regional School Calendar Task Force

Policy adopted: October 15, 1996

Revised: March 22, 2017

P.A. 22-128 An Act Establishing Juneteenth Independence Day as a Legal Holiday

~Page 1~

July 15, 2022

Update Mailing No. 4

- **AN ACT ESTABLISHING JUNETEENTH INDEPENDENCE DAY AS A LEGAL HOLIDAY** The Act establishes a new legal state holiday on June 19 known as Juneteenth Independence Day. The decision to close public schools on Juneteenth Independence Day is made by each local school district. By law, each local and regional board of education that remains open on a legal state holiday must hold a suitable educational program in observance of the holiday.

Policy Implications: The legal references to policy 6111 have been updated to reflect this change. No changes to regulation. See Section B for a sample of this policy and regulation.



Suggested and recommended bylaw to consider, which has been updated to reflect PA 22-3.

Bylaws of the Board

Time, Place and Notification of Meetings

Electronic Board of Education Meetings

Definitions

~~“Meeting” This means any hearing or other proceeding of a public agency, any convening or assembly of a quorum of a multimember public agency, and any communication by or to a quorum of a multimember public agency, whether in person or by means of electronic equipment, to discuss or act upon a matter over which the public agency has supervision, control, jurisdiction or advisory power. This definition includes “hybrid” in-person meetings with Board members being able to attend the meeting in-person or participate remotely, and with the public largely attending remotely.~~

“Meeting” is defined as a hearing or other proceeding of the Board, any convening or assembly of a quorum of the Board and any communication by or to a quorum of the Board, whether in person or by means of electronic equipment to discuss or act upon a matter over which the public agency has supervision, control, jurisdiction, or ~~advocacy~~ advisory power. Communications between and among a quorum of members convening on electronically linked personal computers or by telephone conference call are subject to the Freedom of Information Act. This definition includes hybrid, remote and in-person meetings. ~~with Board members being able to attend the meeting in-person or participate remotely, and with the public largely attending remotely.~~

“Public Notice” Each Board member and each person who has duly requested such notification shall be notified no later than twenty-four hours in advance of the meeting of the time, date, location, and the agenda of any regular or special meeting. The twenty-four hour notice shall also be posted in the Board office, delivered to newspapers designated by the Board, and filed with the Town Clerk, except that such notice is not required where the time, date, and location of the meeting has been published in the annual list of meetings approved by the Board and filed with the Town Clerk not later than January 31 of each year in accordance with law. The meeting agenda must be filed at least twenty-four hours before the meeting convenes. (In an emergency meeting, the Board may proceed to conduct business if and to the extent required by the emergency.) The expectation shall also be adhered to in the event of a Board meeting held through electronic means as described in this bylaw. When hybrid in-person meetings are held, the meeting notice should suggest that the public participate by remote means in order to avoid a situation where demand for space at the meeting by the public exceeds the in-person capacity limit.

“Voting” All Board actions requiring a vote may be conducted by voice, show of hands, or roll call provided that the vote of each member is recorded in the minutes of the meeting. Proxy voting shall not be permitted. Voice voting must occur in the event of a BOE meeting held through electronic means as described in this bylaw. Votes will be verbalized into the record by the Board Secretary. Abstentions shall not be counted as votes but shall be recorded.

Bylaws of the Board

Time, Place and Notification of Meetings

Electronic Board of Education Meetings

Definitions (continued)

“Internet (Chat) Discussions” In the event of a Board meeting held through electronic means as described in this bylaw, under no circumstances are members of the Board to have private chats while engaged in the public session of the meeting. All comments, inquiries, and votes must occur in the public forum for all to hear. All Board member(s) are expected to comply with the guidance of this bylaw.

Policy Statement

~~In accordance with applicable Executive Orders by the Governor of Connecticut, the Board of Education Board (Board) acknowledges, that in the event of a prohibition on public meetings for health & safety reasons, business of the Board may still need to occur. In this event where pressing business of the Board is required such as, but not limited to, personnel issues, budget hearings, approval of bills payments, policies etc., a meeting through electronic means will be permitted. The Board, responding to improved public health conditions, may return to in-person meetings, or in the alternate, a “hybrid” in-person meeting as defined in this policy.~~

The Board of Education may hold a public meeting that is accessible to the public by means of electronic equipment or by means of electronic equipment in conjunction with an in-person meeting.

In accordance with Connecticut’s Freedom of Information Act (FOIA) the following provisions will be implemented so that a remote or “hybrid” meeting can occur:

1. Board of Education members shall make every attempt to participate through a technology portal where they can be viewable, or at a minimum heard, for each other and members of the public. The Board of Education will accomplish this through use of an electronic videoconferencing program, such as, but not limited to, ZOOM, GoToMeeting, WebEx, OnBoard, where members of the public can call and/or submit comments or questions electronically. ~~When the Board transitions to a return of in-person meetings, a hybrid approach may be utilized until such time as full in-person meetings resume.~~
2. Notice of the Board meeting’s virtual or in-person location, when a hybrid approach is utilized, shall be published through the traditional means and outlets as well as being noticed on the District website and in the Board of Education Office no less than ~~24~~ 48 hours in advance.
3. The District shall post the agenda for the meeting no later than 24 hours in advance for review and reference by members of the public. The agenda will also be posted on the District website. Such notice and agenda shall include instructions for the public, to attend and provide comment or otherwise participate in the meeting, by means of electronic equipment or in person.

Bylaws of the Board

Time, Place and Notification of Meetings

Electronic Board of Education Meeting

Policy Statement (continued)

- ~~4. Members of the public will be provided an opportunity to make comments in the place so designated in the agenda for the meeting. These comments will be submitted through the means allowed by the videoconferencing software used by the District to host the meeting. [All comments will be read into the record by the Board Chairperson or designee announcing both the member of the public and his/her address as is customary to provide with comments.] In the event that additional information can be provided by a member of the Board or the Superintendent, it will/may be provided.~~
4. When the Board conducts a meeting, other than an executive session or special meeting, solely by means of electronic equipment, it shall (1) provide any member of the public (A) upon a written request submitted not less than twenty-four hours prior to such meeting, with a physical location and any electronic equipment necessary to attend such meeting in real-time, and (B) the same opportunities to provide comment or testimony and otherwise participate in such meeting that such member of the public would be accorded if such meeting were held in person; (2) ensure that such meeting is recorded or transcribed, excluding any portion of the meeting that is an executive session, and such transcription or recording is posted on the Board's Internet website and made available to the public to view, listen to and copy in the Board's office or regular place of business not later than seven days after the meeting and for not less than forty-five days thereafter; and (3) if a quorum of the members of the Board attend a meeting by means of electronic equipment from the same physical location, permit members of the public to attend such meeting in such physical location.
5. The Board, when conducting hybrid meetings, will make provisions to allow at least some members of the public and press to attend in the same location as the Board members conducting the meeting in a manner consistent with any public health guidance. ~~for limiting the transmission of COVID-19.~~ The number of the public allowed to attend the in-person or hybrid meeting will be limited to capacity limits put in place consistent with public health and social distancing guidance, determined by local health officials.
- ~~6. Under these circumstances when a Board of Education meeting needs to be held under the circumstances described above, a recording of the meeting with video, in addition to minutes, will be posted in the same way that the audio is posted for traditional, in-person meetings of the Board. These recordings will not stand as the minutes, only the written record as approved will do so.~~
6. If the Board conducts a special meeting it shall include in the notice of such meeting whether the meeting will be conducted solely or in part by means of electronic equipment and, not less than twenty-four hours prior to such meeting, shall post such notice and an agenda of the meeting. If such special meeting is to be conducted by means of electronic equipment, such notice and agenda shall include instructions for the public, by means of electronic equipment or in person, to attend and provide comment or otherwise participate in the meeting.

Bylaws of the Board

Time, Place and Notification of Meetings

Electronic Board of Education Meeting

Policy Statement (continued)

7. Any vote taken at a meeting during which any member participates by means of electronic equipment shall be taken by roll call, unless the vote is unanimous. The minutes of the meeting shall record a list of members that attended such meeting in person and a list of members that attended such meeting by means of electronic equipment.
8. Any member of the Board or the public who participates orally in a meeting of the Board conducted by means of electronic equipment shall make a good faith effort to state such member's name and title, if applicable at the outset of each occasion that such member participates orally.
9. Executive session will ~~still~~ be held, when necessary and for the statutorily allowed reasons, in a second videoconferencing meeting open only to Board of Education members, and those individuals determined by the Board to be necessary to participate in such executive session.
- ~~10. Under no circumstances other than an Executive order prohibiting in person gatherings due to public health and safety concerns, does the Board of Education approve of holding its meetings electronically. The Board recognizes that there may be times when a Board member, for good reason, is unable to be physically present at a Board Meeting. In conformity with Board Bylaw #9325.43, a Board member may participate in the meeting electronically, subject to the conditions in the aforementioned bylaw.~~
10. Pursuant to PA 22-3 a Board member shall not be denied the opportunity to participate and vote in any meeting or proceeding using remote technology if such member requests to do so.

When public health conditions improve, the Board may initiate a return to in-person meetings, or in the alternative, hybrid in-person meetings in which Board members may either attend in person or participate remotely. In hybrid meetings, members of the public and the press will be allowed to attend, up to the capacity limits in place to comply with social distancing guidance and local public health department determination.

Options and instructions on how to access Board of Education virtual meetings will be posted on the District's website. A recording of Board meetings shall be made available within seven (7) days on the Board's Website and/or town

- (cf. 1120 - Public Participation at Board of Education Meeting)
- (cf. 9321 - Time, Place, Notification of Meetings)
- (cf. 9322 - Public and Executive Sessions)
- (cf. 9323 - Construction of the Agenda)
- (cf. 9324 - Advance Delivery of Meeting Materials)
- (cf. 9325 - Meeting Conduct)

Bylaws of the Board

Time, Place and Notification of Meetings

Electronic Board of Education Meetings (continued)

- (cf. 9325.1 - Quorum)
- (cf. 9325.2 - Order of Business)
- (cf. 9325.4 - Vote Recording)
- (cf. 9325.43 - Attendance at Meetings via Electronic Communications)
- (cf. 9326 - Minutes/Taping/Broadcasting)
- (cf. 9326.1 - Taping/Recording Board Meetings)
- (cf. 9327 - Electronic Mail Communications)
- (cf. 9327.1 - Board Member Use of Social Networks)

- Legal Reference:
- Connecticut General Statutes
 - 1-200 (2) Definitions. "Meeting."
 - 1-206 Denial of access to public records or meetings.
 - 1-225 Meetings of government agencies to be public. ~~as amended by June 11 Special Session, PA 08-3.~~
 - 1-226 Broadcasting or photographing meetings.
 - 1-227 Mailing of notice of meetings to persons filing written request.
 - 1-228 Adjournment of meetings. Notice.
 - 1-229 Continued hearings. Notice.
 - 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
 - 1-232 Conduct of meetings.
 - 10-218 Officers. Meetings.
 - 10-238 Petition for hearing by board of education.
 - ~~Executive Order No. 7B - Protection of Public Health and Safety During COVID-19 Pandemic and Response. Further Suspension and Modification of Statutes. (issued 3/14/20)~~
 - ~~Executive Order No. 7N - Protection of Public Health and Safety During COVID-19 Pandemic and Response. Increased Distancing, Expanded Family Assistance and Academic Assessment Suspension (issued 3/26/20)~~
 - ~~Executive Order No. 9H - Protection of Public Health and Safety During COVID-19 Pandemic and Response. Participation in Municipal Meetings, Technical Correction to Extension of Eviction Moratorium in Executive Order No. 9H (issued 10/10/20)~~
 - PA 22-3 An Act Concerning Public Meetings Pursuant to the Freedom of Information Act.

Bylaw adopted by the Board:

cps 6/20
rev 10/20
rev 7/22

A sample of this mandated policy to consider with update reflecting PA 22-87.

(updated training)

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program

Definitions

Sexual violence is a multi-layered oppression that occurs at the societal and individual level and is connected to and influenced by other forms of oppression, in particular, sexism, racism and heterosexism. On the societal level, it is the preponderance of attitudes, actions, social norms that perpetuate and sustain environments and behaviors that promote a cultural tolerance, acceptance, and denial of sexual assault and abuse. On an individual level, sexual violence is a wide range of sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means or through threats.

Sexual abuse refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who doesn't necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the child/youth through secrecy, shame, or threats. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

Sexual assault usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The offender usually takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse – a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

Alternate Definition

Sexual assault can be defined as any type of sexual contact or behavior that occurs by force or without consent of the recipient of the unwanted sexual activity. This includes sexual activity such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape. It includes sexual acts against people who are unable to consent either due to age or lack of capacity.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

Program

The Brooklyn Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with C.G.S 17a-101q, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than October 1, 2016. The program, for students in Grades K-12, inclusive, shall include, but not be limited to:

- ~~T. Providing teachers instructional modules that may include, but not be limited to:

 - a. Training regarding the prevention and identification of, and response to, child sexual abuse and assault, and
 - b. Resources to further student, teacher and parental awareness regarding child sexual abuse and the prevention of such abuse and assault.~~

Alternate Language:

1. Providing mandatory training to all District staff to ensure they are fully informed on:
 - a. The warning signs of sexual abuse and sexual misconduct involving a child, including recognizing and reporting child sexual abuse,
 - b. Mandatory reporting requirements,
 - c. Prevention and identification of, and response to, child sexual abuse and assault,
 - d. Bystander and appropriate interaction with children training programs,
 - e. School District policies pertaining to sexual abuse and sexual misconduct,
 - f. Establishing and maintaining professional relationships with students,
 - g. Available resources for children affected by sexual abuse or misconduct, and
 - h. Appropriate follow-up and care for abused students as they return to the classroom setting.
2. Providing students age-appropriate educational materials designed for children in grades kindergarten to ⁸twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to:
 - a. The skills to recognize:
 - i. Child sexual abuse and assault,
 - ii. Boundary violations and unwanted forms of touching and contact, and
 - iii. Ways offenders groom or desensitize victims.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

Alternate Language: (continued)

- b. Strategies to promote disclosure, reduce self-blame and mobilize bystanders.
- c. Actions that child victims of sexual abuse and assault may take to obtain assistance.
- d. Intervention and counseling options for child victims of sexual abuse and assault.
- e. Access to educational resources to enable child victims of sexual abuse and assault to succeed in school.
- f. Uniform procedures for reporting instances of child sexual abuse and assault to school staff members.

The lessons should be evidence-informed, developmentally and age appropriate and informed by the required curricula standards and performance indicators contained in the SDE Guidelines (Section Three).

[Note: Above items a, b, c, d, e, and f are required per P.A. 14-196.]

3. Implementing a child sexual abuse curriculum to provide age-appropriate information to teach students the difference between appropriate and inappropriate conduct in situations where child sexual abuse or sexual assault could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault. Students will be:
 - a. Provided with resources and referrals to handle these potentially dangerous situations.
 - b. Provided access to available counseling and educational support.

The Board of Education directs the Superintendent develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

A student shall be excused from participating in the sexual abuse, assault awareness and prevention program offered within the school, in its entirety or any part thereof, upon receipt by the Principal or his/her designee, of a written request from the student's parent/guardian.

(Alternate language: A student shall be excused from participating in classroom instruction regarding sexual abuse and sexual assault upon receipt by the Principal of a written request from the student's parent or guardian.)

Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

Reporting Child Sexual Abuse and Assault

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy #5141.4, "Reporting of Suspected Child Abuse," and its accompanying regulations.

Connecticut General Statutes §17a-101, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5141.4.

(cf. 5131.911 – Bullying)

(cf. 5141.4 – Reporting of Suspected Child Abuse)

(cf. 5145.5 – Sexual Harassment)

Legal Reference: Connecticut General Statutes
17a-101q Statewide sexual abuse and assault awareness and prevention program. ~~(as amended by Section 415 of the June 2015 Special Session Public Act 15-5)~~
A Statewide K-12 Sexual Assault and Abuse Prevention and Awareness Program developed by DCF, SDE, and Connecticut Alliance (The Alliance) to End Sexual Violence.
PA 22-87 An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children.

Policy adopted:

cps 4/15
rev 7/15
rev 8/16
rev 7/22

A sample of this mandated policy to consider with update reflecting PA 22-87.

Students

Reporting of Child Abuse, Neglect and Sexual Assault

The Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse, neglect and sexual assault. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school counselors, paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers and licensed behavior analysts either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm, or sexually assaulted by a school employee is required to report such abuse, neglect or risk and/or sexual assault.

Add

The Board shall annually distribute the mandated reporter policy electronically to all school employees. The Board shall annually distribute electronically, to all school employees, Board members, and parents and guardians of enrolled students, (1) guidelines on identifying and reporting child sexual abuse, starting in the 2022-23 school year, and (2) information on DCF's sexual abuse and assault awareness and prevention program.

A mandated reporter's suspicions may be based on factors including, but not limited to, observations, allegations, facts by a child, victim or third party. Suspicion or belief does not require certainty or probable cause.

Use

Alternate Language: In furtherance of CGS 17a-101 et. seq., and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, or imminent risk of serious harm, in accordance with the procedures set forth in this policy.

Remove

Furthermore, the Board of Education requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), except in the case of sexual assault by a school employee, has been abused, neglected, has had non-accidental physical injury, or injury which is at variance with the history given of such injury, is placed in imminent danger of serious harm or has been sexually abused by a school employee to report such cases in accordance with the law, Board policy and administrative regulations. The mandatory reporting requirement regarding the sexual assault of a student by a school employee applies based on the person's status as a student, rather than his or her age.

A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but not later than twelve (12) hours after the mandated reporter has reasonable cause to suspect or believe that a child has been abused, neglected or placed in imminent risk of serious harm.

Students

Reporting of Child Abuse, Neglect and Sexual Assault (continued)

In addition, the mandated reporter shall inform the building principal or his/her designee that he/she will be making such a report. Not later than forty-eight hours of making the oral report, the mandated reporter shall file a written or electronic report with the Commissioner of Children and Families or his/her designee. (The Department of Children and Families has established a 24-hour Child Abuse and Neglect Hotline, "Careline" at 1-800-842-2288 for the purpose of making such oral reports.)

A mandated reporter may make the required oral report electronically in the manner prescribed by the Commissioner of Children and Families. An employee making an electronic report shall respond to further inquiries from the Commissioner of Children and Families or designee made within twenty-four hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.

Online reports may be made to the Careline by mandated reporters if the report is of a non-emergent nature. A non-emergent situation is one in which a report is mandated but the child is not in immediate risk. *(Note: Mandated reporters reporting electronically when they reasonably suspect that a child has been abused, neglected or placed at risk of imminent harm in a "non-emergent" situation, can do so without risk that they will be subject to a failure to report finding and subsequent penalties.)*

The oral and written reports shall include, if known: (1) the names and addresses of the child and his/her parents/guardians or other persons responsible for his/her care; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date and time the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; (8) the name of the person(s) suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect; (10) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child. (For purposes of this section pertaining to the required reporting, a child includes any victim under eighteen years of age educated in a technical high school or District school. Any person who intentionally and unreasonably interferes with or prevents the making of the required report or attempts to conspire to do so shall be guilty of a class D felony, unless such individual is under eighteen years of age or educated in the technical high school system or in a District school, other than part of an adult education program.)

If the report of abuse, neglect or sexual assault involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or by a law enforcement agency.

Students

Reporting of Child Abuse, Neglect and Sexual Assault (continued)

The Board recognizes that the Department of Children and Families is required to disclose records to the Superintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused or neglected a student. Not later than five (5) working days after an investigation of child abuse or neglect by a school employee has been completed, DCF is required to notify the school employee and the Superintendent and the Commissioner of Education of the investigation's results. If DCF has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.

The Board, recognizing its responsibilities to protect children and in compliance with its statutory obligations, shall provide to each employee in-service training regarding the requirements and obligations of mandated reporters. District employees shall also participate in training offered by the Department of Children and Families. Each school employee is required to complete a refresher training program, not later than three years after completion of the initial training program and shall thereafter retake such refresher training course at least once every three years.

The Principal of each school in the district shall annually certify to the Superintendent that each school employee working at such school has completed the required initial training and the refresher training.

State law prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspected child abuse or neglect. The Board shall not retaliate against any mandated reporter for his/her compliance with the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

(This paragraph is optional) It is mandated that policy and procedure development include three major components: Education, Intervention and Evaluation. The Education component requires that school personnel be provided with ongoing education (staff development) related to the recognition and reporting of suspected child abuse, neglect and sexual assault. Intervention requires that "at risk" students be identified and that suspected child abuse, neglect and sexual assault be reported. Evaluation is essential in order to determine whether policy and procedures are effective and appropriately updated to incorporate changes in knowledge, personnel, student and family needs, community resources and law. Such evaluation should take place annually, or more frequently as needed.

In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing this policy directs the Superintendent of Schools to develop and formalize the necessary rules and regulations to comply fully with the intent of the law.

ok to add

Students

Reporting of Child Abuse, Neglect, and Sexual Assault (continued)

This policy will be distributed annually to all employees. Documentation shall be maintained that all employees have, in fact, received the written policy and completed the required initial and refresher training related to mandated reporting of child abuse and neglect as required by law.

The Board of Education will post the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in each District school in a conspicuous location frequented by students. Such posting shall be in various languages most appropriate for the students enrolled in the school.

Establishment of the Confidential Rapid Response Team

The Board of Education shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team shall consist of (1) a local teacher and the Superintendent, (2) a local police officer, and (3) any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

Hiring Prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse or neglect or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Board of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5145.511 – Sexual Abuse Prevention and Education Program)

Students

Reporting of Child Abuse, Neglect, and Sexual Assault

Legal Reference: Connecticut General Statutes

10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations. ~~(as amended by PA 11-93)~~

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal. ~~(as amended by PA 11-93)~~

10-221s Investigations of child abuse and neglect. Disciplinary action. ~~(as amended by PA 16-188)~~

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations. ~~(as amended by PA 11-93 and PA 14-186)~~

17a-101 Protection of children from abuse. Mandated reporters. Educational and training program. Model mandated reporting policy. ~~(as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93, PA 15-205, PA 18-15 and PA 18-17)~~

17a-101a Report of abuse, neglect by or injury of child or imminent risk of serious harm to the child. Penalty for failure to report. Notification of Chief State's Attorney. ~~(as amended by PA 02-106, PA 11-93, and PA 15-205, PA 18-15 and PA 18-17)~~

17a-101b Report by mandated reporters. Notification of law enforcement agency when allegation of sexual abuse or serious physical abuse. Notification of person in charge of institution, facility or school when a staff member suspected of abuse or neglect.

17a-101c Written or electronic report by mandated reporter.

17a-101d Contents of reports.

17a-101e Employer prohibited from discriminating or retaliating against employee who makes a good faith report or testifies re child abuse or neglect. Immunity from civil or criminal liability. False report of child abuse. Referral to Office of the Chief State's Attorney. Penalty.

Students

Reporting of Child Abuse, Neglect, and Sexual Assault

Legal Reference: Connecticut General Statutes (continued)

17a-101g Classification and evaluation of reports. Determination of abuse or neglect of child. Investigation. Notice, entry of recommended finding. Referral to local law enforcement authority. Home visit. Removal of child in imminent risk of harm. Family assessment response program. Development of service plans and plans of care. Monitoring. Disclosure of information to community providers. Annual report.

17a-101i Abuse or neglect by school employees or staff member of public or private institution or facility providing care for children. Notice. Adoption of policy. Employee training program.

17a-101o School employee failure or delay in reporting child abuse or neglect. Policy re delayed report by mandated reporters.

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act.

DCF Policy 22-1-3 Mandated Reporter's Failure to Report.

PA 22-87 An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children.

Policy adopted:

rev 7/18
rev 6/18
rev 5/19
rev 4/20
rev 7/22

An optional policy to consider.

Students

Administering Medication

Opioid Overdose Prevention (Emergency Administration of Naloxone)

The Board of Education (Board) recognizes that many factors, including the use and misuse of prescription painkillers, can lead to the dependence on and addiction to opioids, and that such dependence and addiction can lead to overdose and death among the general public, including District students and staff. The Board wants to minimize these deaths by the use of opioid overdose prevention measures.

Alternate Language:

The Board of Education (Board) is committed to enhancing the health and safety of individuals within the school environment. The District will identify specific locations for the storage of Naloxone and protocols for its administration in emergency situations to assist individuals suspected to be experiencing an opioid overdose.

DONE ✓

Definitions

Drug overdose means an acute medical condition, including, but not limited to, severe physical illness, coma, mania, hysteria or death, which is the result of consumption or use of one or more controlled substances causing an adverse reaction. The signs of opioid overdose include unresponsiveness; nonconsciousness; shallow breathing with rate less than 10 breaths per minute or not breathing at all; blue or gray face, especially fingernails and lips; and loud, uneven snoring or gurgling noises.

Naloxone (Narcan) means a medication that can reverse an overdose caused by an opioid drug. As a narcotic antagonist, Naloxone displaces opiates from receptor sites in the brain and reverses respiratory depression that usually is the cause of overdose deaths.

Opioid means illegal drugs such as heroin, as well as prescription medications used to treat pain such as morphine, codeine, methadone, oxycodone (OxyContin, Percodan, Percocet), hydrocodone (Vicodin), fentanyl, hydromorphone (Dilaudid), and buprenorphine.

Delegation of Responsibility

The Superintendent or his/her designee, in consultation with the school nurse(s) and the school physician/School Medical Advisor shall establish appropriate internal procedures for the acquisition, stocking and administration of Naloxone (Narcan) and related emergency response procedures pursuant to this policy.

The school physician/School Medical Advisor shall be the prescribing and supervising medical professional for the District's stocking and use of Naloxone (Narcan). The Superintendent or his/her designee shall obtain a standing order from the school physician/School Medical Advisor for the administration of Naloxone (Narcan).

Students

Administering Medication

Opioid Overdose Prevention (Emergency Administration of Naloxone)

Delegation of Responsibility (continued)

Alternate Language:

The school physician/School Medical Advisor shall provide and annually renew a standing order for the administration of Naloxone to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose on school grounds or at a school-sponsored activity. The standing order shall include at least the following information:

1. Type of Naloxone (intranasal and auto-injector)
2. Date of issuance
3. Dosage
4. Signature of the school physician/School Medical Advisor

The standing order shall be maintained in the Superintendent's office and copies of the standing order shall be kept in each location where Naloxone is stored.

The school nurse shall be responsible for building-level administration and management of Naloxone and management of Naloxone stocks. Each school nurse and any other individual(s) authorized by the Superintendent shall be trained in the administration of Naloxone.

Naloxone shall be safely stored in the school nurse's office or other location designated by the school nurse in accordance with the drug manufacturer's instructions.

Alternate Language:

The Board directs the school physician/School Medical Advisor to issue a non-patient specific order to District school nurses to administer (*select as per the medical order: intranasal or intramuscular*) Naloxone (also known as Narcan, among other names) for the purpose of emergency first aid to students or staff who do not have a prior written order from a qualified medical professional for the administration of Naloxone. The non-patient specific order shall include a written protocol containing the elements required by the regulations of the Department of Consumer Protection.

The Board permits school nurses to administer Naloxone to any person at school or a school event displaying symptoms of an opioid overdose. The District will store the Naloxone kits in a secure but accessible location consistent with the district's emergency response plan, such as the nurse's office. Naloxone shall be accessible during school hours and during on-site school-sponsored activities.

Students

Administering Medication

Opioid Overdose Prevention (Emergency Administration of Naloxone) (continued)

Acquisition, Storage and Disposal

Naloxone shall be safely stored in the school nurse's office or other location designated by the school nurse in accordance with the drug manufacturer's instructions.

The school nurse shall obtain sufficient supplies of Naloxone pursuant to the standing order in the same manner as other medical supplies acquired for the school health program. The school nurse or designee shall regularly inventory and refresh Naloxone stocks, and maintain records thereof. In accordance with internal procedures, manufacturer's recommendations and any applicable Department of Public Health guidelines.

(cf. 5141.21 – Administering Medications)

- Legal Reference: Connecticut General Statutes
- 10-212 School nurses and nurse practitioners. Administration of medications by parents or guardians on school grounds. Criminal history; records check.
 - 10-212a Administration of medications in schools. ~~(as amended by PA 99-2, and June Special Session and PA 03-211, PA 04-181, PA 07-241, PA 07-252, PA 09-155, PA 12-198, PA 14-176 and PA 15-215)~~
 - 17a-714 Immunity for prescribing, dispensing or administering an opioid antagonist to treat or prevent a drug overdose.
 - 21a-279(g) Penalty for illegal possession. Alternate sentences. Immunity.
 - 52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. ~~(as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors)~~
 - Connecticut Regulations of State Agencies 10-212a-1 through 10-212a-10, inclusive, as amended.
 - ~~PA 15-198: An Act Concerning Substance Abuse and Opioid Overdose Prevention~~
 - ~~PA 16-43: An Act Concerning Opioids and Access to Overdose Reversal Drugs~~
 - PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Update this section only.

Policy adopted:

cps 11/16
rev 7/22

A revised sample to consider which has been updated to reflect PA 22-80.

Instruction

Curriculum

In accordance with state statutes, the prescribed course of study shall include at least the following subject matter:

1. The arts, including dance, music, art and theater;
2. Career education;
3. Consumer education;
4. Health and safety, including, but not limited to, human growth and development; nutrition; first aid including CPR training; disease prevention and cancer awareness, including age and developmentally-appropriate instruction in performing self-examinations for screening breast and testicular cancer; community and consumer health, physical mental and emotional health, including youth suicide prevention, substance abuse prevention including opioid use and related disorders; safety, including the use of social media, and may include the dangers of gang membership; and accident prevention;
5. Language arts, including reading, writing, grammar, speaking and spelling;
6. Mathematics;
7. Physical education;
8. Science, which may include the climate change curriculum;
9. Social studies, including citizenship, economics, geography, government, history, and Holocaust and genocide education and awareness and Asian American and Pacific Islander (AAPI) Studies (*effective 2025-2026 school year*);
10. African-American and Black Studies;
11. Puerto Rican and Latino Studies;
12. Native American Studies (*effective 2023-2024 school year*);
13. Computer programming instruction; and
14. At least on the secondary level, one or more world languages and vocational education.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculum for the District and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers shall teach within the approved curricula. (*Alternative language: The Board of Education has responsibility and authority for the district's curriculum, subject to any limits specified by the State.*)

Instruction

Curriculum

The Board of Education in establishing and approving curricula for the school district will give due consideration to the possible adoption and use of the model curriculum for grades K-8 developed by the Connecticut State Department of Education in collaboration with the State Education Resource Center (SERC) upon its availability. Such consideration shall be based upon the recommendation of the District Curriculum Committee.

(cf. 6110 - Provisions of Negotiated Agreements)
(cf. 6121 - Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes
 10-16b Prescribed courses of study, as amended by PA 08-153, PA 21-2
 JSS, Sections 374, 375, 376.
 10-16c et seq. re Family life education.
 10-17 English language to be medium of instruction.
 10-17 et seq. re Bilingual instruction.
 10-18 Courses in United States history, government and duties and
 responsibilities of citizenship.
 10-18a Contents of textbooks and other general instructional materials.
 10-18 bet seq. re Firearms safety programs.
 10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training
 of personnel. Evaluation of programs by alcohol and drug abuse
 commission and department of education.
 10-19a et seq. re Substance abuse prevention team.
 10-24 Course in motor vehicle operation and highway safety.
 10-21 et seq. re Vocational education and cooperation with business.
 10-220 Duties of boards of education as amended by PA 08-153.
 10-221a High School graduation requirements.
 PA 22-80 An Act Concerning Childhood Mental and Physical Health
 Services in School.

Policy adopted:
rev 10/21
rev 7/22

A revised optional sample policy to consider which has been updated to reflect PA 22-80.

Instruction

Distance Education

* Consider adding only "ok" sections.

Remote/Online Courses

The Board of Education believes that education through remote/online courses or through university or college courses is an alternative (effective) means of instruction for students. A remote school is hereby defined as an educational organization that offers courses at various grade levels through Internet or Web-based methods. These schools can offer courses to enhance, supplement or enrich the existing curriculum and can also provide an alternative means of instruction. Interactive distance learning does not require the student to be physically present in the same location as the instructor or other students.

Remote/on-line courses will be part of this District's educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students in the District may earn credit through distance education provided by remote/online courses.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221a (g) shall ensure, at a minimum, that (a) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional District classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (d) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (2) offered by institutions of higher education that are accredited by the Department of Higher Education or regionally accredited; or (3) toward meeting the high school graduation requirement upon the successful completion of the board examination series permitting students in grades 9 through 12 to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for meeting credit requirements for graduation.

If the drop-out rate of the District is determined to be 8% or higher in the previous school year, the Board of Education shall establish an on-line credit recovery program for those students who are identified as being in danger of failing to graduate. These students, once identified by certified personnel, must be allowed to complete on-line District-approved coursework toward meeting high school graduation requirements. Each high school within the District shall designate, from among existing staff, an online learning coordinator to administer and coordinate the online credit recovery program.

Instruction

Distance Education

Remote/Online Courses (continued)

Insert additional district information as to how remote/online courses links to district mission/goals/strategies focusing on student achievement and accountability.

The Board of Education recognizes students may benefit from on-line courses or post-secondary courses to assist students in obtaining credits necessary to earn a diploma, to maintain academic standings or to provide enrichment for those who might require special courses.

→ The District will not use on-line courses as the sole medium for instruction in any required subject area for students in grades K-8. OK

The District will integrate on-line courses as part of the regular instruction provided by a certified teacher for grades K-12.

No teacher will be required to provide dual instruction as part of a remote learning opportunity.

High school students may also earn a maximum of ____ units of academic credit *[number of credits to be decided at the local district level]* to be applied toward graduation requirements by completing online courses through agencies approved by the Board unless the Principal waives that provision in writing stating the reasons why, citing whatever circumstances that has caused this waiver. *[Option: insert approved agencies here such as the Virtual High School, the Michigan Virtual High School, or the Kentucky Virtual High School.]*

Credit from an online or remote course or a university/college course may be earned only in the following circumstances:

1. The course is not offered at the District's high school.
2. The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
3. The course will serve as an alternative or a supplement to extended homebound instruction.
4. The District has expelled the student from the regular school setting, and the student has been offered an alternative educational opportunity.
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.
6. Students taking such courses must be enrolled in the District and take the courses during the regular school day at the school site.
7. A student has failed a course and wishes to recover credits in that course area.
8. The student's PPT or Section 504 Team has determined it to be an appropriate means of instruction.
9. *Add additional circumstances here.*

Instruction

Distance Education

Remote/Online Courses (continued)

As determined by Board/school policy, students applying for permission to take a remote/on-line course will do the following:

- Complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online/college learning environment.
- Obtain the written approval of the Principal or his/her designee before a student enrolls in a remote course or the university/college course.
- Adhere to the District code of conduct to include rules of behavior and consequences for violations.
- Adhere to attendance requirements of the District.

The school must receive an official record of the final grade before awarding credit toward graduation. Only approved courses shall be posted on student transcripts.

The tuition fee for a remote course shall be borne by the District for students enrolled full-time. (**Alternative:** *Any and all fees imposed on the learner are the sole responsibility of the learner and not the Board of Education or its designee.*) The Board shall pay the fee for expelled students who are permitted to take remote courses in alternative settings.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

Students will have access to sufficient library media resources such as a "virtual library" available through the World Wide Web, laboratory facilities, technical assistance, and hands-on training and information.

District Review Committee

The Superintendent shall establish a committee to review all distance education courses prior to use by the District. This committee will be comprised of (*insert District choices here; for example, the director of instruction, district curriculum coordinator, library media specialist, district technology coordinator, department heads, classroom teachers, student representatives, etc.*).

administrator, Director of Special Education

Instruction

Distance Education (continued)

Evaluation

~~The District will evaluate the educational effectiveness of the distance education courses and the teaching/learning process to include assessments based on state curriculum standards as well as student satisfaction. The District will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the distance education course.~~

Additional language to consider:

- ~~• Approval of any course shall be based upon its compliance with Connecticut's academic standards and requirements, including but not limited to the course content and rigor, its length and scope, its method of assessing knowledge acquired by the student, the qualifications of the instructor and other appropriate factors.~~
- ~~• Enrollment in an online course will be allowed only if an appropriately certified teacher is available and willing to supervise the student's participation in the course.~~
- ~~• No more than one credit may be earned toward the required credits in each of the core content areas.~~
- ~~• On line course delivery must be from institutions accredited by the New England Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges or Western Association of Schools and Colleges or, if the institution is foreign, recognized by the Connecticut State Department of Education as having appropriate academic standards.~~

Remote Learning Option – Grades 9-12 (Optional)

For the school year beginning July 1, 2022 and each school year thereafter, the Board of Education authorizes remote learning as an option for students in grades nine to twelve, inclusive. Such instruction must be in compliance with the standards for virtual learning developed by the Commissioner of Education.

Attendance of students engaged in a remote learning program shall be in compliance with the Connecticut Department of Education's guidance on student attendance during virtual learning. A student engaged in such program shall be considered to be in attendance if such student spends not less than one-half of the school day during such instruction engaged in:

1. Remote classes,
2. Remote meetings,
3. Activities on time-logged electronic systems, and
4. The completion and submission of assignments.

Instruction

Distance Education (continued)

Remote Learning Option – Grades K-12 (Optional)

For the school year beginning July 1, 2024 and each school year thereafter, the Board of Education authorizes remote learning as an option for students in grades kindergarten to twelve, inclusive. Such instruction must be in compliance with the standards for virtual learning developed by the Commissioner of Education.

Attendance of students engaged in a remote learning program shall be in compliance with the Connecticut Department of Education's guidance on student attendance during virtual learning. A student engaged in such program shall be considered to be in attendance if such student spends not less than one-half of the school day during such instruction engaged in:

1. Remote classes,
2. Remote meetings,
3. Activities on time-logged electronic systems, and
4. The completion and submission of assignments.

(cf. 6141.321 - Computers: Acceptable Use of the Internet)

(cf. 6141.1 - Independent Study)

(cf. 6146 - Graduation Requirements)

Legal Reference:

Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses, Other Subject Areas) and P.A. 10-111, An Act Concerning Education Reform in Connecticut.

P.A. 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children.

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy adopted:

cps 1/04

rev 1/09

rev 6/10

rev 7/21

rev 7/22

A revised and recommended sample policy to consider which has been updated to reflect new legislation.

New Construction

Indoor Air Quality

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

Indoor Air Quality in Existing Facilities

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

The District shall report biennially, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long range facilities program, its air quality program, and green cleaning program.

Prior to January 1, 2008 and every ~~five (5)~~ three (3) years thereafter, for any District facility that has been constructed, extended, renovated or replaced on or after January 1, 2003, the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality within such buildings, such as the Environmental Protection Agency's Tools for Indoor Air Quality for Schools Program. The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education meeting and also posted on the District's website.

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

1. the heating, ventilating, and air conditioning (HVAC) systems;
2. radon levels in the air and water;
3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
4. chemical compounds of concern to indoor air quality, including volatile organic compounds;
5. pest infestation, including insects and rodents;
6. pesticide usage;
7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems;
9. plumbing, including water distribution systems, drainage systems, and fixtures;

New Construction

Indoor Air Quality

Indoor Air Quality in Existing Facilities (continued)

10. moisture incursion (leaks);
11. the facilities' overall cleanliness;
12. building structural elements, including roofing, basements, and slabs;
13. the use of space, particularly in areas designed to be unoccupied; and
14. the provision of indoor air quality maintenance training for building staff.

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board direct the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

Prior to January 1, 2024, and every five years thereafter, the local or regional Board of Education shall provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building under its jurisdiction. Such inspection and evaluation shall be performed by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing, or a mechanical engineer. Such heating, ventilation and air conditioning systems inspection and evaluation shall include, but need not be limited to:

1. Testing for maximum filter efficiency
2. Physical measurements of outside air delivery rate
3. Verification of the appropriate condition and operation of ventilation components
4. Measurement of air distribution through all system inlets and outlets
5. Verification of unit operation and that required maintenance has been performed in accordance with the most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers
6. Verification of control sequences
7. Verification of carbon dioxide sensors and acceptable carbon dioxide concentrations indoors, and
8. Collection of field data for the installation of mechanical ventilation if none exist.

New Construction

Indoor Air Quality

Indoor Air Quality in Existing Facilities (continued)

The ventilation systems inspection and evaluation shall identify to what extent each school's current ventilation system components, including any existing central or non-central mechanical ventilation system, are operating in such a manner as to provide appropriate ventilation to the school building in accordance with most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers. The inspection and evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Any such corrective actions shall be performed, where appropriate, by a contractor, who is licensed in accordance with chapter 393. The local or regional Board of Education conducting an inspection and evaluations pursuant to this subsection shall make available for public inspection the results of such inspection and evaluation at a regularly scheduled meeting of such Board and on the Internet website of such Board and on the Internet website, if any, of each individual school. The local or regional Board of Education shall not be required to provide for a uniform inspection and evaluation under this subdivision for any school building that will cease to be used as a school building within the three years from when such inspection and evaluation is to be performed.

Indoor Air Quality in New or Renovated Facilities

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

1. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.
2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can effect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.
3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.

New Construction

Indoor Air Quality

Indoor Air Quality in New or Renovated Facilities (continued)

4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore, mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.
5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs.
7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.
9. Attention must be given to the selection of carpeting, carpet adhesives and synthetic materials which may emit odorous and irritating volatile organic vapors degrading indoor air quality.
10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.
11. Consider the economic feasibility of achieving dehumidification through air conditioning.
12. Install temperature control systems, which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.
13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

New Construction

Indoor Air Quality (continued)

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education (~~as amended by P.A. 09-81~~)

10-231(f) Indoor air quality committees

10-282(19) Definitions

10-283 Applications for grants for school building projects

10-286 (a)(9) Computation of school building project grants

10-291 Approval of plans and site. Expense limit.

10-292 Review of final plans by Commissioner of Education. Exceptions; role of local officials.

10-231g Green Cleaning Program at schools: Definitions, Implementation, Notice.

~~P.A. 03-220 An Act Concerning Indoor Air Quality in Schools.~~

PA 22-118 An Act Concerning the State Budget for the Biennium Ending June 30, 2023.

Policy adopted:

cps 11/01

rev 7/09

rev 7/11

rev 7/22

A new mandated policy to consider.

Personnel -- Certified

Minimum Duty-Free Lunch Periods for Teachers

The Board of Education, in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff.

Legal Reference: Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy adopted:
cps 7/22

A mandated policy to consider which has been updated to reflect PA 22-80.

Students

Discipline

Physical Exercise and Discipline of Students

The Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. The Board requires that each student in elementary school shall have not less than twenty minutes daily in total devoted to physical exercise, except that a Planning and Placement Team may alter such schedule for a child requiring special education and related services. Further, the Board permits, in its elementary schools, including an additional amount of time, beyond the required twenty minutes for physical exercise, devoted to undirected play during the regular school day, subject to the approval of the building administration.

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

1. Loss of Recess as Disciplinary Consequence

Except as provided below, school employees may NOT prevent a student in elementary school from participating in the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.

~~Loss of recess or other physically active learning opportunities as a form of discipline may be permitted on a case-by-case basis if approved in writing by the building administration prior to the imposition of the discipline. Such approval may be granted for safety reasons, as a last resort before in-school suspension, or in extraordinary situations when alternative strategies to address student misconduct have been ineffective.~~

~~This restriction shall not apply to students who are receiving in-school suspension.~~

School employees may prevent or restrict recess when:

- a. a student poses a danger to the health or safety of other students or school personnel
or
- b. it is limited to the shorter recess period if there are two or more recess periods in the school day, so long as the student is allowed to participate in at least 20 minutes of physical activity during the school day.

Students

Discipline

Physical Exercise and Discipline of Students (continued)

Recess prevention or restriction may be imposed only once during a school week, unless the student is a danger to the health or safety of other students or school personnel. Recess prevention or restriction is not allowed for a student's failure to complete their work on time or for the student's academic performance. Discipline may be imposed before recess begins and/or imposed during recess. Appropriate interventions shall be used to redirect a student's behavior during recess.

2. Physical Activity as Punishment

School employees may NOT require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

3. Wellness Instruction

School employees shall not prevent students from participating in physical exercise or undirected play during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The Superintendent of Schools is authorized to develop guidelines to implement this policy.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For the purpose of this policy, "school employee" means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

Any employee who fails to comply with this policy will be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of District students and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the District.

Students

Discipline

Physical Exercise and Discipline of Students (continued)

(cf. 6142.10 – Health Education Program)

(cf. 6142.101 – Wellness)

(cf. 6142.61 – Physical Activity)

(cf. 6142.6 – Physical Education)

Legal Reference: Connecticut General Statutes

10-221o Lunch periods. Recess ~~(as amended by P.A. 12-116, An Act Concerning Educational Reform, P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools and P.A. 19-173 An Act Concerning the Improvement of Child Development Through Play)~~

10-221u Boards to adopt policies addressing the use of physical activity as discipline. ~~(as amended by PA 18-15)~~

PA 22-81 An Act Expanding Preschool and Mental and Behavioral Services for Children.

Policy adopted:

rev 7/18

rev 7/19

rev 7/22

A sample policy to consider with updates due to legislation.

Students

Truancy

Introduction and Definitions

The District's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," "unexcused," and "disciplinary" absences.

"Truant" shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

"In attendance" shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

"Chronically absent child" is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

"Absence" means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

"Mental health wellness day" means a school day during which a student attends to his/her emotional and psychological well-being in lieu of attending school. Such days must be nonconsecutive.

"District chronic absenteeism rate" means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

"School chronic absenteeism rate" means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district's truancy policy.

Students

Truancy

Remediation of Truancy (continued)

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*
5. Identify a student as “truant” when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as “chronically absent” when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- (a) retention in the same grade to acquire necessary skills for promotion or retention.
- (b) a requirement to complete a summer school program successfully before being promoted to the next grade.

Students

Truancy (continued)

Remediation of Truancy (continued)

8. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
9. Provide coordination of services and refer "truants" to community agencies which provide child and family services.
10. If in existence, refer the child to the children's probate court truancy clinic.
11. Provide notice to the parents/guardian the information concerning the 2-1-1 Infoline and other pediatric mental and behavioral health screening sources and tools provided by the State Department of Education.

The Board shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. The intervention models must also address the needs of students with disabilities. Parents or other persons having control of each child shall be notified of such truancy model.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District's chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Only
Change

Students

Truancy

Chronic Absenteeism (continued)

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

In the calculation of the District's chronic absenteeism rate and the school chronic absenteeism rate, a student's engagement, in grades 9-12, in remote virtual learning shall be excluded if such engagement accounts for not less than one-half of the school day. In addition, the calculation of chronic absenteeism rates shall exclude absence resulting from a student taking a mental health day pursuant to P.A. 21-46.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is no English, and student with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

(cf. 5113 – Attendance)

Legal Reference: Connecticut General Statutes

10-184 Duties of parents. ~~(as amended by PA 98-243, PA 00-157 and PA 18-15)~~

10-198a Policies and procedures concerning truants ~~(as amended by PA 00-157, PA 11-136 and PA 16-147)~~

10-198b State Board of Education to define "excused absence", "unexcused absence", and "disciplinary absences"

10-198c Attendance review teams ~~(as amended by PA 17-14)~~

Students

Truancy

Chronic Absenteeism

- Legal Reference: Connecticut General Statutes (continued)
- 10-198d Chronic absenteeism ~~(as amended by PA 18-182)~~
 - 10-198e Identification of truancy identification models ~~(as amended by PA 18-182)~~
 - 10-199 through 10-202 Attendance, truancy in general. ~~(Revised, 1995, PA 95-304)~~
 - 45a-8c Truancy clinic. Administration. Policies and procedures. Report. ~~(as amended by PA 15-225)~~
 - 10-220(c) Duties of boards of education ~~(as amended by PA 15-225)~~
 - 10-202e-f Policy on dropout prevention and grant program.
 - 10-221(b) Board of education to prescribe rules.
 - PA 22-47 An Act Concerning Children's Mental Health
 - Campbell v New Milford*, 193 Conn 93 (1984).
 - Action taken by the State Board of Education on January 2, 2008, to define "attendance."*
 - Action taken by the State Board of Education on June 27, 2012, to define "excused and "unexcused" absences.*

Policy adopted:

rev 7/18
rev 7/21
rev 7/22

**EASY REGISTRATION
PROCESS**

You only need to complete and return the registration form one time.

Follow the four easy steps below to register:

1. Review the Conference at a Glance.
2. Complete the registration form, include your workshop choices and any special requirements you may have.
3. Save a copy for your records.
4. Return completed form to C.A.B.E.

Form **MUST** be accompanied by check or purchase order to be processed.

Substitutions are accepted at any time. All substitutions and cancellations **MUST** be in writing.

This form must be received by October 14, 2022 to avoid a late fee.



Online:
www.cabe.org



Mail to

C.A.B.E./CAPSS
Convention Registrations
81 Wolcott Hill Rd.
Wethersfield, CT 06109

Fax to:
860-571-7452

Questions:
860-571-7446

2022 C.A.B.E./CAPSS Convention Registration Form
November 18-19, 2022 • Mystic Marriott Hotel, Groton

Name _____

Address _____

City _____ State _____ Zip _____

School District/Organization _____

Phone Number _____ Fax Number _____

Email _____ Cell Phone _____

Name for Badge _____ Guest Name for Badge _____

CHECK APPROPRIATE BOX(ES):

- | | |
|--|---|
| <input type="checkbox"/> Board Member | <input type="checkbox"/> Business Manager |
| <input type="checkbox"/> Superintendent | <input type="checkbox"/> Presenter |
| <input type="checkbox"/> Assistant Superintendent | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> This is my first C.A.B.E./CAPSS Conference - I would like a Convention mentor | |

REGISTRATION TYPE: CHECK Package, Friday or Saturday and CIRCLE corresponding fee.

	2022/2023 C.A.B.E. Member Districts and CAPSS MEMBERS ONLY Early Registration Received on or before 8/26/22	Registration Received on or before 10/14/22		Late/On Site Reg. Received on or after 10/14/22	
		Member	Member / Non-Member	Member / Non-Member	Member / Non-Member
<input type="checkbox"/> Package Registration Meals are included in registration fee and are non-refundable.	\$440	\$486	\$722	\$538	\$776
<input type="checkbox"/> Friday Only Registration Meals are included in registration fee and are non-refundable.	\$348	\$363	\$602	\$414	\$657
<input type="checkbox"/> Saturday Only Registration Meals are included in registration fee and are non-refundable.	\$290	\$301	\$553	\$367	\$618

GUEST MEAL(S):

- Friday Luncheon - \$38 Friday Banquet - \$73 Saturday Luncheon - \$38

Registrant is responsible for guest fees. (Payment for guest **MUST** accompany registration form.)

TOTAL AMOUNT DUE \$ _____

In order to prevent wastage of food, please select all meal functions that you will be attending. (This will NOT change your registration fee.)

- Friday Luncheon Friday Banquet Saturday Luncheon

Do you have special dietary needs? If so, explain _____

Payment - If completed registration form is faxed or mailed, there are two easy ways to pay: Check or purchase order. Registration will NOT be processed without a P.O. or check.

- Check payable to C.A.B.E. enclosed. P.O. # _____

Credit cards can only be accepted online. To register online, please go to www.cabe.org/page.cfm?p=1141

Substitutions are accepted in writing at any time. Between October 28 and October 31, a \$100 fee will be charged for each cancelled Convention registration because meals have been guaranteed. Beginning November 1 there is NO REFUND of the registration fee. No shows will be charged full fee.