

**Brooklyn Board of Education
Special Meeting Agenda
Virtual & BMS Auditorium**

September 28, 2022

7:00PM

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

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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. August 24, 2022
4. Correspondence and Communication
 - a. EASTCONN presentation by Executive Director Eric Protolis
 - b. Administrator Presentation of District Advancement Plan
 - c. NFA Brooklyn Town Profile SY22
 - d. Thank you letter - Brooklyn PTO
 - e. Thank you letter - Mortlake Fire Department
 - f. Thank you letter - Brooklyn Cub Scouts Pack 44
5. Administrative Reports
 - a. Brooklyn Enrollment Report
 - b. FY23 Financial Reports
 - c. Budget Transfer Request
 - d. Data Dashboard
 - e. Brooklyn's Best
6. Board of Education Committee Reports
7. Board Representatives to other Committees

8. Old Business

- a. Policies: 2nd 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
- b. Climate Survey Questions/Answers

9. New Business

- a. Policies: 1st Reading
 - i. P1250: School Visitors
 - ii. P1330: Use of School Facilities
- b. 8th grade end of school year trip
- c. Discussion about HVAC School Construction Grant
- d. Update on the School Business Manager Vacancy
- e. Legislative Updates:
- f. SBAC Scores

10. Public Comment

11. Executive Session

- a. Superintendent Goals
- b. Brooklyn Public School Safety Plans

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 and virtually on August 24, 2022 via Zoom. In attendance were Mrs. Lyons, Dr. Perkins-Banas, Mr. Phaiah, Mrs. Burgess, Mr. Ives, and Mr. Sostre (arrived at 7:03 p.m.). 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 five Board members were present: Melissa Perkins-Banas, Justin Phaiah, Kayla Burgess, Rick Ives and herself, Mae Lyons.
Quorum established. Mrs. Lyons called the meeting to order at 7:00 p.m.

2. Public Comment

a. No Public Comment

Mr. Sostre arrived at 7:03 p.m.

3. Approval of Minutes

a. June 22, 2022 BOE Regular Meeting Minutes

Motion to approve the Regular Meeting Minutes for June 22, 2022.
(Perkins-Banas/Burgess)

No discussion

Vote Count: 6, 0

Unanimous vote to approve

4. Correspondence and Communication

a. RFQ vs. RFP Discussion Presentation by Jimmy Graef and Grodsky

Mrs. Buell stated that Mr. Graef, Director of Facilities, wanted to bring forward information for the Board as they prepare/consider applying for the HVAC construction project.

Mr. Graef stated that he asked Joe Conti and Rob Boissonnault from Grodsky and Company, the company that is completing the boiler project, if they would give an estimate on a district wide air conditioning project they would like to have installed using State funding. Mr. Graef felt that they would need more than a Request for Proposal (RFP), which is the basic right to bid on any one project. Mr. Graef stated he felt we needed a Team approach. Mr. Graef asked Mr. Conti and Mr. Boissonnault if they would provide information on the Request for Qualifications (RFQ) process. The following is the presentation they provided for the Board:

State Grant and Town - Requirements: State Grant - up to 78% reimbursement for Brooklyn

- Improving indoor air quality
- Cost savings
- Minimal environmental impact
- 3-bidder requirement
- Maximize scope of work to fully utilize the grant

Typically there are two paths.

Path #1 - Plan and Spec delivery method:

- Engineering firm to design/specify...might take 9-12 months
- Contractors bid the package - lowest price wins

Path #2 - Request for Proposal (RFP) delivery method:

- Design/bid directly with contractors
- Hundreds of engineering hours to properly design/price
- Bigger risk-higher margins-higher pricing-uncertainty
- Lowest bid wins? Doesn't make sense in this case
- Difficult to levelize the bids (apples to oranges?)

Sensible Approach - Best Qualified

Path #3 - Request for Qualification (RFQ)

- Go out to bid (minimum 3-bidders)
- Bidders give not to exceed **qualified** budget
- Bidders show their best design thoughts and approach
- Bidders show resume of team members
- Bidders show their qualifications and ability to perform
- Choose the best design and most qualified
- Discuss life cycle cost, no the lowest upfront cost
- Customer becomes part of the final design team

Customer-Contractor (Team approach)

Design/Build: with a team collaboration

- Gross maximum price approach
- Open book/fixed margin approach

- Savings is returned to owner

There are several focused approaches that can be used for a successful project implementation, with customer confidence of a fixed budget not to exceed the number.

Request for Qualifications (RFQ) - Process:

- Each contractor provides company history, background, qualification of the team members and ability to perform.
- Discuss previous experience using a collaborative team approach
- Provide overall project design
- Identify your proposed method of project approach
- Examples: (design/build, fixed labor rates, fixed margins, open book, customer choice for major design decisions, gross maximum price, monthly reporting on budget and schedule, etc.)

Benefits of team Approach - **Brooklyn gets a customized project:**

- Get creative with Energy Conservation Measures (energy savings).
- Design for **Employee Productivity** enhancements.
- Discuss a means to reduce carbon footprint
- Properly design for indoor Air Quality (UVC germicidal lights, high efficiency filtration, fresh air sequencing during pandemic, etc)
- Ease of use (simplified controls for energy conservation)
- Overall benefits - reduced absenteeism, higher level of alertness, better test scores, etc.

Summary - Request for Qualifications (RFQ):

- These projects require many hours of upfront engineering, customization to Brooklyn's needs, significant coordination of trades and multiple options that need to be vetted along the way
- We don't want the cheapest up-front price. That only motivates the Contractor to cut corners. We all want the best performance and the best life cycle cost.
- It only makes sense to use an RFQ process to choose your partner first. Collaborate together from the initial design to the final commissioning.

Mrs. Buell thanked Mr. Conti and Mr. Boissonnault for the presentation and also thanked Mr. Graef for having them come in. She stated that they are still waiting for the State to open up the application. She has also had conversations with the Town ARP/ESSER Committee and received information that ARP/ESSER funds may not be allowed to use as the "local portion," which Mrs. Buell believed that they were. Mrs. Buell has asked for clarification and she stated it does meet the qualifications of the grant.

There was discussion amongst the Board. Other towns are asking for clarification as well. Mrs. Buell has not received clarification as of yet and will continue to ask for the clarification.

Mrs. Buell stated that there is no vote needed. She would like the Board to know that Mr. Graef believes that the Request for Qualifications (RFQ) process would

be better than using the Request for Proposal (RFP) process when we apply for the grant.

5. Administrative Reports

a. Brooklyn Enrollment Projection

Mrs. Buell discussed the enrollment projection report. As of August 19, 2022, Brooklyn Elementary school enrollment is at 534 students; Brooklyn Middle school enrollment is 354 students; High school enrollment is 395 students. The total of enrollment is 1,302, which includes registrations that are not entered into the system as of yet. Mrs. Buell stated that enrollment has not been this high since prior to the pandemic.

b. FY22 End of Year Budget Transfer Request

Mrs. Buell discussed the FY22 end of year budget transfer request to transfer line items totaling \$665,104.20.

Motion to transfer \$665,104.20 as outlined on the FY22 End of Year Budget Transfer Request to balance out negative budget lines.

(Ives/Perkins-Banas)

No discussion

Vote Count: 6, 0

Unanimous vote to approve

c. FY22 End of Year Budget Report

Mrs. Buell discussed the FY22 end of year budget report. We have unexpended \$44,654.62.

Mrs. Buell will notify the Board of Selectman and the Board of Finance that the school will NOT be expending \$44,654.62 from fiscal year 2022.

d. Brooklyn's Best

BES

- 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.

BMS

- 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.

Mrs. Buell wanted to also thank Brooklyn staff who have engaged in many hours of hiring, planning, and welcoming our new students and staff. This includes her own secretary, HR, Payroll, Finance Office, administrators, teachers, and paraprofessionals.

Mrs. Buell thanked the bus company who has completed the bus routes, they are posted to the website. There is a slight change this year as high school students will be picked up a little later and transfer to the bus they need to get to the correct high school. Transfers will be supervised by bus company employees at BMS and the bus garage.

Mrs. Buell would like to thank Gabe Bryant, IT Director, who worked with a part-time summer employee to get us ready for the new school year. There have been a few wrinkles thrown into the summer plans when we have had lightning strikes take out our phone and other equipment?

Furnace Project: the work has begun at BMS. We have the new water heater installed with final hookups and testing to be completed soon/scheduled soon. The old furnace has been removed and the new furnace is on sight.

Mrs. Buell shared pictures of the furnace project, water heater replacement. Mrs. Buell stated that she has coordinated with the First Selectman Tanner to allow Trooper Ambrose to work in a satellite office at BMS. BMS administration has set up an office for him there. Mrs. Buell would like to thank Trooper Ambrose for his diligence in ensuring our schools are safe by attending the Safety

Seminar and for coordinating a visit by Trooper First Class Craig Brezniak of the Emergency Services - Tactical Unit First Selectman, Fire Marshall, Fire Chief, Administration, and Director of Facilities for conducting a safety assessment and providing guidance to us.

6. Board of Education Committee Reports

None

7. Board Representatives to Other Committees

Dr. Perkins-Banas stated that Woodstock Academy is asking Woodstock athletes to pay to play. Everyone is dealing with budgetary issues.

Dr. Perkins-Banas stated that the Brooklyn Parks and Recreation Commission interviewed a number of highly qualified candidates for the Director position. Interviews were completed last week and three final candidates were to the First Selectman, Austin Tanner, to review. Mr. Tanner will make the final decision.

Mr. Phaiah stated that EASTCONN has hired a new Director, Eric Protulis and he had started in his new position July 16, 2022.

8. Old Business

a. Update ARP/ESSER Town Projects

Mrs. Buell gave an update on the phones. The funding was approved for the replacement of the phone system. We are currently working with our liability carrier regarding a claim for the damage caused by the lightning strike. This includes the phones, multiple lines, damage to some servers and hardware. It will also include service calls and overtime for staff who have had to respond, including “firewatch” hourly.

Mrs. Buell gave an update on HVAC. She stated that the school’s request is still in the packet for consideration. The Department of Administrative Services has not yet released the grant for these funds and Mrs. Buell is seeking clarification of if the Town ESSER funds can be used to cover the “local portion” of the project.

9. New Business

a. CT School Security Survey Summary

Mrs. Buell stated that the State surveyed schools to see about SRO’s and about 55% responded to the survey:

- 66% had SRO’s
- 56% had them at all levels, 38% had them at High School, 1% Middle School, 3% Elementary School
- 89% do NOT have armed security, 11% do
- 41% armed at all levels, 41% High School, 0% Middle School, 16% Elementary School

b. Brooklyn's Local School Wellness Policy Triennial Assessment & Scorecard

Mrs. Buell discussed the findings of Brooklyn's local school wellness policy triennial assessment and scorecard. She stated that we do have a wellness policy, not advertising or pushing the wellness policy as much as the State would like us to do. There are areas of improvement, having a wellness committee and promoting wellness for the school, students, staff and community. There are wellness activities with the fitness course, fitness initiatives in the district and have more advertising.

c. Substitute Pay

Mrs. Buell stated that there were some challenges last year with getting substitutes, not horrible. There were still more illnesses. There were many substitutes that would come in, but just not enough. Mrs. Buell stated that she does not know if pay would have made a difference. Mrs. Buell is not sure if the substitute rates need to be changed, start the year and see how it is. It is something they can look at in the future.

Mrs. Buell stated that the minimum wage increased from \$13.00/hour to \$14.00/hour on July 1, 2022. We are currently paying substitute teachers:

- \$115.00/day (\$16.42/hour for 7 hour day certified)
- \$100.00/day (14.29/hour for 7 hour day non-certified)

(motion proposed and approved on 05/26/2021; effective 08/01/2021)

Regarding other schools in the area, Lori gathered the following information:

Killingly - approved rate for 22-23 school year:

- \$150/day (with bachelor's)
- \$175/day certification (disclaimer included in the posting states "standard rates are \$100 per day for BA degree & \$115 per day for Certified teachers")

Plainfield: website posting - substitute teachers \$150-\$175/day

Putnam: daily/per diem substitute teachers; \$100/day

Thompson: \$90/day

Woodstock: \$120/day (retired teachers); \$110/day certified & non-certified

d. Climate Survey

Mrs. Buell discussed some of the challenges and the results of the climate survey for the Board to review and they will discuss next month. She will be posting the results on the schools' website in the next day or two. Mrs. Buell stated that building the school climate and increasing communication will be a focus as part of the school advancement plan and school culture.

e. SBAC Data

Mrs. Buell stated the data has been slowly released. This will be shared once it is available to the public. Preliminary data is not great.

- | | <u>2019</u> | <u>2021</u> | <u>2022</u> |
|--------------------------------|-------------|-------------|-----------------|
| ● Overall ELA scores went from | 63.6% | 49.8% | 49.0% level 3-4 |
| ● Overall MA scores went from | 47.9% | 31.5% | 36.8% |
| ● Overall Sci scores went from | 70.0% | X | 57.0% |
- We know the following were factors that impacted our ability to make progress: Attendance (6-13% students were absent monthly; 80-250 staff absences in a month or 6-18% of ur staff absent monthly), Math curriculum, ELA we are working on the Science of Reading work present by the state.

f. New Staff Members

- Adam Bender - BMS Vice Principal
- Sara Howley - Para Clerk
- Christine Blake - Financial Assistant
- Adrew Nichols - Custodian
- Janet Johnson - BES Special Education Teacher
- Heather Garosshen - BES 1st Grade Teacher
- Emily Rainville - BES 4th Grade Teacher
- Samantha Felice - BES 1st Grade Teacher
- Cecilia Stallone - BES 2nd Grade Teacher
- Valerie Minarik - BES 4th Grade Teacher
- Kathy Shekleton - BES 3rd Grade Teacher
- Rachel Cardaci - Speech Pathologist
- Jillian Galipeau - Speech Pathologist
- Ashley Paille - BMS Art Teacher
- Ryne Rewers - BMS PE Teacher
- Sheena Martin - BES 3rd Grade

g. Advancement Plan

Mrs. Buell stated that there is an initial draft that will require further editing. She stated that we are focused on what data can be collected to track student growth. Mrs. Buell will bring the advancement plan to the September Board of Education meeting.

h. Parental Request to Pay Tuition

Mrs. Buell stated that at this time she would like to review a privileged communication from our attorney regarding this matter and would ask that the Board makes a decision on this matter once you have more information. There is an executive session and would like to add it to executive session

Motion to add reviewing the privileged communication from the Board's attorney to the executive session and table discussion of the request to pay tuition until the Board exits the executive session.

(Burgess/Phaiah)

No discussion

Vote Count: 6, 0

Unanimous vote to approve

i. Policies: 1st Reading

Mrs. Buell stated that the following policies are a first reading for the Board to review for the next meeting with any comments/suggestions.

- 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

j. Continuity of Services Plan/COVID Guidance

Mrs. Buell stated that the Continuity of Services Plan/COVID Guidance is on the District Website: Announcements/COVID Resources.

- Students and staff should stay home if they feel sick.
- Face coverings are encouraged and permitted by anyone who wishes to wear one but is not required. Staff are not expected to enforce mask wearing.
- Masks are required after isolation: days 6-10 when returning to school.
- Students and staff are required to follow good hand hygiene by washing or disinfecting hands frequently.
- Anyone with symptoms will contact the school nurse. They will be sent home if they have COVID symptoms as determined by the school nurse.
- Daily notifications will no longer be made by the school and we will follow the CDC guidelines for case rates.
- Students who wear masks all day long may request or be offered a mask break
- If COVID positive, individuals must quarantine 5 days and may return once fever free 24 hours, symptoms are substantially better, and must wear a mask through day 10.
- We will maximize airflow by opening windows to increase circulation.
- Staff and students will be permitted to have increased social distancing or other mitigation strategies as necessary.

10. Public Comment

Amy Landis, Fairway Drive: She knows there is an executive session. She would like to know if they will be coming out to discuss after the executive session. She has been a resident of Brooklyn for over 17 years. Rick Ives is now a Board of Education member

and he has repeatedly stated that one of the great things about Brooklyn is our ability to have school choice, semi-private Woodstock Academy, semi-private NFA, Ellis Tech, Killingly High School. She believes it should include Marinapolis and the Pomfret Schools, local private schools. She stated how Mrs. Buell stated how high school numbers keep fluctuating, families are moving into town and get to choose their high school. We have families that have lived here for 17 years and they do not have the ability to choose where their children get to go for high school and pay taxes for 17 years. A year ago, it was \$14,000.00 plus to go to Woodstock Academy, but cannot use that money to pay for where our children want to go because we do not have our own public high school.

Diane Wimmer, Wauregan drive: Mrs. Wimmer keeps hearing about Woodstock being semi-private and NFA being semi-private. She stated that if you look on the State of CT website, there are statutes for the school districts that do not have high schools. She stated that Woodstock Academy is one, NFA is another, and there is another one that she could not remember the name of. She stated that there are certain towns that are allocated to those schools by statute, not by tradition, and specifically states they are public schools for our town by statute. She also stated that the statute goes further by stating that public monies cannot be used for private schools. Mrs. Wimmer stated that there is a lot of information and anyone can go onto the State of CT website and read the statutes. She stated the language is that they are public schools for those towns that do not have their own high school. She knows the Board will be talking about it in executive session as well as having the Board attorneys looking at it. Parents need to look at the State statutes to see it for themselves and Mrs. Wimmer stated that there is misinformation being spread through the Town.

11. Executive Session

- a. Superintendent Goals/Evaluation
- b. Discussion of attorney-client privileged communication

Dr. Perkins-Banas made a motion to enter into executive session at 8:37 p.m. to discuss the superintendent's goals as well as to discuss an attorney-client privileged communication. We would invite the superintendent.

(Perkins-Banas/Phaiah)

No discussion

Vote Count: 6, 0

Unanimous vote to approve

Mr. Ives made a motion to come out of executive session at 9:14 p.m.

(Ives/Perkins-Banas)

No discussion

Vote Count: 6, 0

Unanimous vote to approve

Ms. Burgess made a motion based on the current State statute which prohibits public funds to be used to pay private high school tuition, I make a motion to deny any request for the Board of Education to pay private school tuitions.

(Burgess/Phaiah)

No discussion
Vote Count: 6, 0
Unanimous vote to approve

12. Adjournment

Motion to adjourn at 9:15 p.m.
(Phaiah/Perkins-Banas)
No Discussion
Vote Count: 6, 0
Unanimous vote to approve

Respectfully Submitted,

Donna L. DiBenedetto

Donna L. DiBenedetto
Board Clerk

Justin Phaiah, Board of Education Secretary

Date

Proud of the Brooklyn Public Schools



2022-23

District and School Advancement Plans

Patricia L. Buell, Brooklyn Superintendent

Barbara-Jean Toth, Brooklyn Director of Special Education

Paula Graef, Brooklyn Elementary Principal

Mark Weaver, Assistant Principal Brooklyn Elementary School

Heather Tamsin, Brooklyn Middle School Principal

Adam Bender, Assistant Principal Brooklyn Middle School

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2022-23

District Goals: The Brooklyn Public Schools’ theory of action begins with the use of a well planned and articulated curriculum that will provide solid tier I instruction to all students. Instructional coaching will support high yield, effective teaching strategies as teachers implement their curriculum. The improvement of SRBI and Tier II and Tier III interventions will lead to improved progress monitoring and adjustment to focus on student outcomes. Both BES and BMS have articulated a pacing guide to include an assessment calendar that will be monitored through data teams. Data team meetings will be conducted at all grade levels and content areas to measure student growth. Student outcomes will improve, adjustments to the curriculum, pacing and interventions in subsequent years will be based on careful analysis of consistent curriculum implementation and accountability.

Student Academic Achievement Goal: Students will demonstrate growth in the areas of reading, mathematics and science across all grade levels.

During the 2022-2023 school year, Brooklyn Schools will continue with the full implementation of Reading, Writing and Phonics Workshop in grades K-8. The schools assessment calendars and pacing guides have become common practice and are utilized with fidelity. The pacing guides, paired with our assessment calendars, drive our Tiered instruction with stopping points along the way to assess student academic growth. Both BES and BMS have committed to creating time for teams to meet regularly to analyze, discuss and formulate responses to both behavioral and academic data. These meetings include general education staff, special education staff and support staff. Instructional Coaches are working with staff to refine practice and provide resources for student success in grades K-8, in response to student data and professional development needs.

Action/Strategies	Indicators for/ Evidence of Success	Timeline
<p><u>Student Achievement: Reading</u></p> <p>BES:</p> <ul style="list-style-type: none"> ● Restructured data team meetings to embed calibration of student work to identify strengths and weaknesses of students and areas to strategically address the needs of learners through the SRBI process ● Implement explicit foundational reading instruction that is differentiated and targeted in all grades <p>BMS:</p> <ul style="list-style-type: none"> ● Improvements in the data collection and meeting process along with documentation in order to inform instruction in the FLEX intervention model. <ul style="list-style-type: none"> ○ Lexile Level ○ Star Reading 	<p>Reading</p> <p>BES:</p> <ul style="list-style-type: none"> ● DRA goals are set for each grade level based on 2022 spring data. The following percentage of students will meet the end of the year DRA benchmark at the appropriate level: <ul style="list-style-type: none"> ● 80% of Kindergarten students will meet the DRA goal of 4. ● 74% of Grade 1 students will meet the DRA goal of 18 (Spring 64%) ● 55% of Grade 2 students will meet the DRA goal of 28 (Spring 36%) ● 80% of Grade 3 students will meet the DRA goal of 38 (Spring 70%) ● 70% of the Grade 4 students will meet the DRA goal of 40 (Spring 52%) <p>BMS:</p> <ul style="list-style-type: none"> ● Grade level performance on STAR will achieve at least 80% of students with an SGP of 35 or higher ● Percent of Students with SGP of 35 (or higher) for the 	<p>Ongoing: DATA meetings after each SRBI cycle (≅ every 6-8 weeks) based on the building assessment calendar.</p>

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2022-23

<ul style="list-style-type: none"> ○ 2021-22 SBAC Results ○ Interim Assessment Blocks (7 per grade level) ○ Freckle ○ IXL 	<p>2021-22 School year 22-23 Grade 5 22-23 Grade 6 56% 22-23 Grade 7 89% 22-23 Grade 8 69%</p>	
<p>Special Education Support: Improved quality IEPs through Professional Development, coaching and collaboration.</p> <p>Measure usage and effectiveness of the following specialized programs: Orton Gillingham, Co-Writer, Snap and Read, Read Naturally Live, and TeachTown.</p> <p>Improved special education referral process through general education and special education collaboration within the SRBI / MTSS process.</p>	<p>90% of IEPs will demonstrate alignment between goals and objectives, common core standards and progress monitoring demonstrated through monthly IEP audits and coaching.</p> <ul style="list-style-type: none"> - Teachers will create measurable goals and objectives - Teachers will document progress monitoring data appropriately. <p>Monitor monthly student rosters for frequency and durations, track reading levels and growth, and social skills progress.</p> <p>90% of referrals will have followed the SRBI /MTSS process with appropriate intervention data and documentation.</p>	<p>Monthly IEP Audit</p> <p>August 23 & 24 PD-CT SEDS</p> <p>Weekly special education staff meetings/training.</p> <p>On going lesson observations</p> <p>Monthly data team meetings.</p>
<p><u>Student Achievement: Mathematics</u> BES:</p> <ul style="list-style-type: none"> ● Conclude the review and pilot of a mathematics program ● Create a list of mathematical vocabulary and terminology that includes preferred words and alternatives (equation, number sentence) for each grade level ● Math fact fluency and calculation assessments administered at all grade-levels to identify strengths and weaknesses of students and areas to strategically address the needs of learners through the SRBI process 	<p>Mathematics BES:</p> <ul style="list-style-type: none"> ● Present a proposal to adopt a new mathematics program for the 23/24 school year by December 2022 ● All grade levels K-4 will compile a comprehensive list of mathematical vocabulary terms is created and provided for each grade level ● Math fact fluency goals are to be set for each grade level, based on Spring, 2022 fluency data. <ul style="list-style-type: none"> ● 75% of K students will meet the math fluency goal, based on grade-level expectations ● 75% of Grade 1 students will meet the math fluency goal, based on grade-level expectations ● 70% of Grade 2 students will meet the math fluency goal, based on grade-level expectations (60% in spring, 2022) ● 80% of Grade 3 students will meet the math fluency goal, 	<p>September-December Math programs will be piloted and reviewed this school year (IM; iReady).</p> <p>Ongoing: DATA meetings after each SRBI cycle (≈ every 6-8 weeks) based on the building assessment calendar</p>

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2022-23

<p>BMS:</p> <ul style="list-style-type: none"> ● Full implementation of a new math program grades 5-8 ● Improvements in the data collection process and documentation in order to inform instruction in the FLEX intervention model. <ul style="list-style-type: none"> ○ Checkpoint Formative assessments ○ End of Unit Summative Assessments ○ Star Math ○ 2021-22 SBAC Results ○ Freckle ○ IXL ○ Moby Max 	<p style="text-align: right;">based on grade-level expectations (72% in spring, 2022)</p> <ul style="list-style-type: none"> ● 55% of Grade 4 students will meet the math fluency goal, based on grade-level expectations (33% in spring, 2022) <p>BMS:</p> <ul style="list-style-type: none"> ● All grade levels 5-8 following new curriculum with fidelity ● All grade levels successfully complete all units according to the recommended curriculum pacing ● Formative and summative assessments are administered and data is analyzed in data meetings ● Grade level performance on STAR will achieve at least 80% of students with and SGP of 35 or higher ● Percent of Students with SGP of 35 (or higher) for the 2021-22 School year. <ul style="list-style-type: none"> 22-23 Grade 5 22-23 Grade 6 69% 22-23 Grade 7 79% 22-23 Grade 8 91% 	
<p>Science:</p> <p>BES:</p> <ul style="list-style-type: none"> ● Development of STEAM Pacing Guide which includes a progression of the NGSS standards <p>BMS:</p> <ul style="list-style-type: none"> ● Improvements in the data collection process and documentation in order to inform instruction <ul style="list-style-type: none"> ○ Implementation of 4 Interim Assessment Blocks ○ Development of unit assessments ○ GIZMO ○ Science Tech Book 	<p>BES:</p> <ul style="list-style-type: none"> ● A minimum of 85% of all students (Pre-K - 4) will receive grade-level appropriate instruction, based on the progression of the NGSS standards identified in the STEAM pacing guide. <p>BMS:</p> <ul style="list-style-type: none"> ● Successful administration of 4 Interim assessment blocks ● Developing a baseline data goal in order to set future growth goals ● Grade 7+8 Science teachers safety trained 	<p>Ongoing pacing development</p> <p>BMS: (IAB)</p> <ul style="list-style-type: none"> ● November 21st ● January 30th ● April 17th ● June 5th

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2022-23

Social Emotional Achievement Goal: Increase in Tier 1 and Tier 2 Social-Emotional		
Students will demonstrate growth		
Action/Strategies	Indicators for/ Evidence of Success	Timeline
<p><u>Social Emotional Learning:</u> BES:</p> <ul style="list-style-type: none"> ● Implementation of a data-driven SRBI process to accurately identify students and appropriate supports to meet the individual needs <ul style="list-style-type: none"> ○ Collaborative team meetings will identify the needs of students' social-emotional skills ● Social Worker grade level lessons ● Track and celebrate student and staff attendance ● Implementation of a Tier 1 Positive Behavior Support system that includes recognition of positive, pro-social behaviors and schoolwide social emotional instruction <p>BMS</p> <ul style="list-style-type: none"> ● Staff will use PowerSchool to track student discipline data. ● DESSA-mini Universal Screen 3 times per year <ul style="list-style-type: none"> ○ Full DESSA as identified through the DESSA-mini ● DEESA Targeted Tier 2/3 Intervention Lessons ● Mind-Up/Second Step Curriculum Tier 1 Instruction ● Weekly Agenda Raffle, Chromebook spotcheck ● Good Cookie Award recognizing student behavior monthly 	<p>BES: Reduce the amount of Behavioral Referrals by 15% (from 329 to 280)</p> <p>Observations and learning walks indicate that</p> <ul style="list-style-type: none"> ○ all students and staff use common PBIS language (give me 5, etc) ○ Praise and rewards are used to motivate students and develop a growth mindset approach <ul style="list-style-type: none"> ● Staff, student and family climate surveys indicate students and staff treat one another with respect <p>BMS</p> <ul style="list-style-type: none"> ● Observations and learning walks indicate that <ul style="list-style-type: none"> ○ Praise and reward are used to motivate students and develop a growth mindset approach ● Staff, student and family climate surveys indicate students and staff treat one another with respect. ● Promote positive student behaviors through regular monitoring and incentives 	<p>BES Weekly BMT meetings</p>

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2022-23

<ul style="list-style-type: none"> ● Lions Club Award recognizing student effort Q1, Q2, Q3 ● Academic Achievement Awards <ul style="list-style-type: none"> ○ Honors ○ High Honors ○ NJSS 7&8 ○ Graduate awards ○ ● Powerschool discipline data and DESSA Data examined in SEL Data Team meetings ● Track and celebrate student and staff attendance ● Start With Hello Week to support SEL needs 		
Communication and Parental Involvement Goal: Increase Home-School Communication		
Action/Strategies	Indicators for/ Evidence of Success	Timeline

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2022-23

<p><u>Communication and Parental Involvement:</u></p> <p>BES:</p> <ul style="list-style-type: none"> ● Develop a positive perception of BES through direct publication to showcase successes <ul style="list-style-type: none"> ○ Podcast ○ PowerSchool Portal ○ Encourage parent volunteers for interventions/school-wide activities <p>BMS:</p> <ul style="list-style-type: none"> ● Podcasts ● PowerSchool Portal for Progress Reports ● Principal’s Advisory Group ● Grade Level Family Newsletters ● Community Fitness Course Ribbon Cutting Event ● School Messenger Family Updates ● Google Classroom Guardian communications ● 2 Parent Conference Events ● Yearly drama production ● Band/Chorus Concerts ● Family Engagement Nights <ul style="list-style-type: none"> ○ 5th Grade Welcome Evening ○ Open House/BBQ ○ Core Academics Nights ○ Related Arts Night ○ Athletics Family Information Nights ○ High School Choice Fair for Grade 8 Families ● Utilization of the Teen Center <ul style="list-style-type: none"> ○ Summer Activities with Social Workers prior to the start of school ○ Potential after school collaboration ○ Potential high school leadership group collaboration 	<p>BES:</p> <ul style="list-style-type: none"> ● Demonstrate a 10% improvement in increased sense of engagement and communication as measured by the responses on the Parent School Climate Survey <p>BMS:</p> <ul style="list-style-type: none"> ● Principal’s Advisory Meetings will be scheduled quarterly ● Increased sense of Engagement and Communication as measured by the responses on the Parent School Climate Survey 	<p>Weekly newsletter Biweekly Podcast Ongoing</p>
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Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2022-23

Mid Year Update:

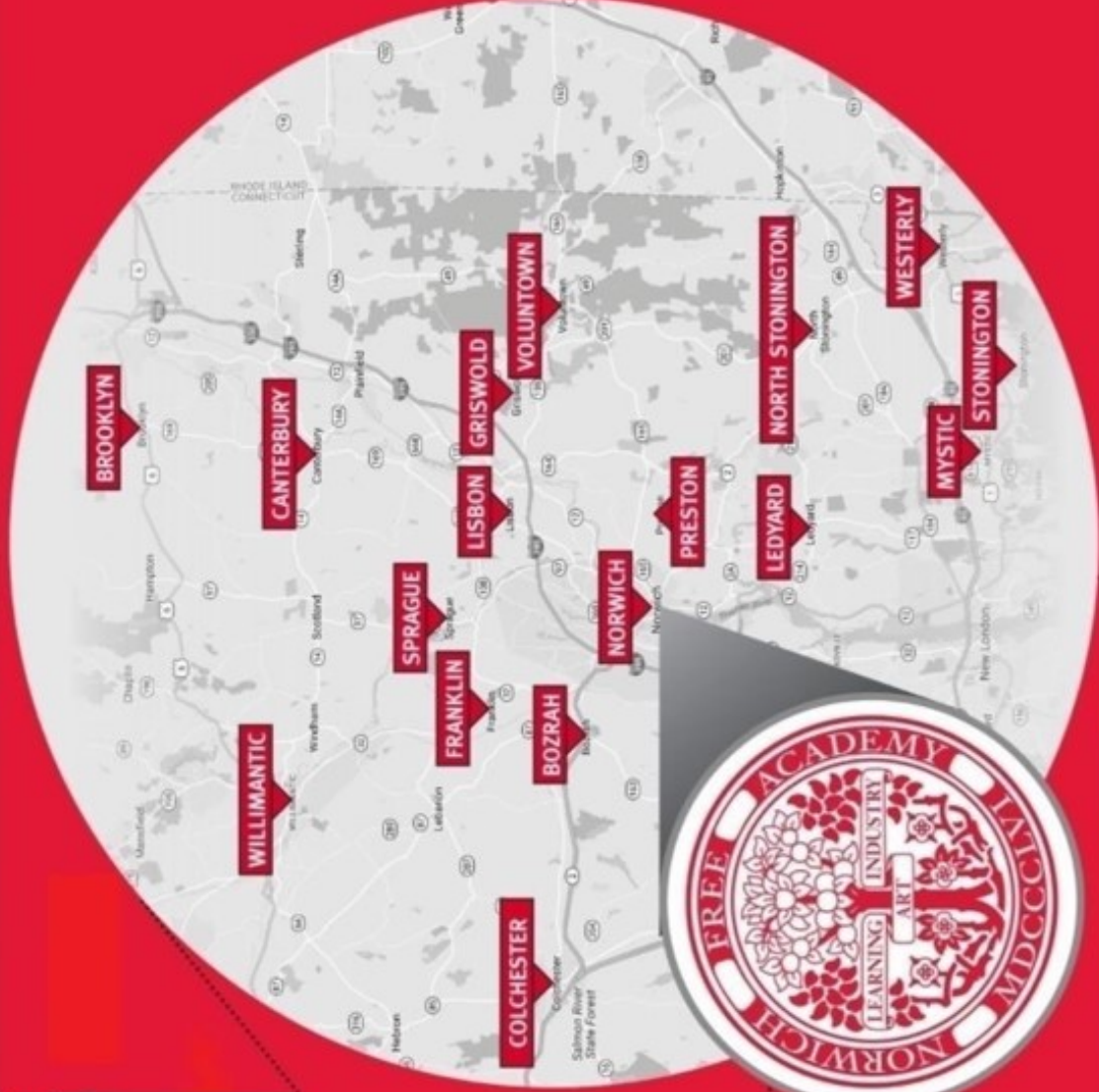
End of Year Update:

ONE YOU

Brooklyn Profile
School Year 2021-22
Final Report



NORWICH FREE
ACADEMY



PARTNER DISTRICT DATA SETS

ANNUAL YEAR END REPORT – FINAL

School Year 2021-22

September 2021 - June 2022

INTRODUCTION: This end of the school year report lists key Norwich Free Academy data as aggregate and specific town disaggregate sets. The report begins with basic enrollment information and proceeds to highlight key academic, co-curricular, and achievement data points by specific town. Wherever possible, the sources of the data are official state reports: PSIS, EDSIGHT, ED166 Discipline Report, State TCS, NFA Guidance Profile, and the Naviance College Board Testing Center.

The report also profiles the senior class of this past year: Class of 2022.

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I. ENROLLMENT DATA SETS

A. NFA Census Enrollment by Grade and Ethnicity: June 2022

TOWN	(All)
------	-------

	Grade				
Ethnicity/Race	9	10	11	12	Total
Am. Indian/Alaskan	8	10	3	6	27
Asian	34	28	31	36	129
Black or African Am.	83	69	78	93	323
Hawaiian/Pacific Isl.	15	2	2	2	21
Hispanic	5	105	116	96	322
Multi-Cultural	57	24	22	20	123
White	328	247	290	255	1120
Total	530	485	542	508	2065

TOWN	BROOKLYN
------	----------

	Grade				
Ethnicity/Race	9	10	11	12	Total
Black or African Am.	0	0	1	0	1
Multi-Cultural	1		1	0	2
White	1	2	4	1	8
Total	2	2	6	1	11

B. Special Education Enrollment: June 2022

TOWN	(All)
------	-------

Student Count			
Grade	NO	YES	Total
9	452	78	530
10	424	61	485
11	471	71	542
12	451	57	508
Total	1798	267	2065

TOWN	BROOKLYN
------	----------

Student Count		
Grade	NO	Total
9	2	2
10	2	2
11	6	6
12	1	1
Total	11	11

C. Free Reduced Lunch Enrollment: June 2022

TOWN	(All)
------	-------

Student Count				
Grade	FREE	PAY	REDUCED	Total
9	244	254	32	530
10	196	241	48	485
11	222	275	45	542
12	199	269	40	508
Total	861	1039	165	2065

TOWN	BROOKLYN
------	----------

Student Count			
Grade	FREE	PAY	Total
9	0	2	2
10	0	2	2
11	1	5	6
12	0	1	1
Total	1	10	11

D. Homeless Enrollment: June 2022

TOWN	(All)
------	-------

Student Count			
Grade	NO	YES	Total
9	524	6	530
10	478	7	485
11	530	12	542
12	497	11	508
Total	2029	36	2065

TOWN	BROOKLYN
------	----------

Student Count		
Grade	NO	Total
9	2	2
10	2	2
11	6	6
12	1	1
Total	11	11

E. English Learners (EL) Enrollment: June 2022

TOWN	(All)
------	-------

Student Count			
Row Labels	Not EL	EL	Total
9	473	57	530
10	428	57	485
11	495	47	542
12	448	60	508
Total	1844	221	2065

TOWN	BROOKLYN
------	----------

Student Count		
Row Labels	Not EL	Total
9	2	2
10	2	2
11	6	6
12	1	1
Total	11	11

F. Registrations Count During School Year 2021-22

September 1, 2021 - June 2022

TOWN	(All)
------	-------

TOWN	BROOKLYN
------	----------

Grade	# of Registrations after Opening
9	49
10	50
11	40
12	21
Total	160

Grade	# of Registrations after Opening
9-12	0
Total	0

G. Withdrawals Count During School Year 2021-22

September 1, 2021 - June 2022

(prior to graduation)

TOWN	(All)
------	-------

TOWN	BROOKLYN
------	----------

Grade	# of Withdrawals after Opening
9	40
10	39
11	35
12	33
Total	147

Grade	# of Withdrawals after Opening
9-12	0
Total	0

II. ATTENDANCE DATA SETS

A. ADM ADA (Average Daily Membership vs Avg. Daily Attendance) School Year 2021-22

TOWN	(All)
------	-------

Grade	ADA	ADM	Attendance Rate
9	161.7	176.3	91.7%
10	159.2	175.3	90.8%
11	155.6	176.3	88.2%
12	159.4	179.1	89.0%
Total	158.9	176.8	89.9%

TOWN	BROOKLYN
------	----------

Grade	ADA	ADM	Attendance Rate
9	175.0	181.0	96.7%
10	160.5	181.0	88.7%
11	171.8	181.0	94.9%
12	177.0	181.0	97.8%
Total	170.8	181.0	94.4%

ADM = Average Daily Membership ADA = Average Daily Attendance

B. Chronic Absenteeism Count of Students: SY2021-22 (Includes all NFA programs: Data from State DOE)

Chronically Absent: Missing ten percent or greater of the number of days enrolled **for any reason**.

TOWN	(All)
------	-------

Count of Students			
Grade	Not Chronic Absent	Chronic Absent	Total
9	413	117	530
10	360	125	485
11	358	184	542
12	347	161	508
Total	1478	587	2065
Total %	71.6%	28.4%	

TOWN	BROOKLYN
------	----------

Count of Students			
Grade	Not Chronic Absent	Chronic Absent	Total
9	2	0	2
10	1	1	2
11	6	0	6
12	1	0	1
Total	10	1	11
Total %	0.5%	0.0%	

III. ACADEMIC Data Set (Honors, Dual Enrollment, Adv. Placement, UCONN)

A. Student Honors based on Cumulative GPA as of June 2022

TOWN		(All)		Highest Honors GPA 3.667+ High Honors GPA 3.500+ Honors GPA 3.333+		
GPA HONORS						
Grade Level	Highest Honors	High Honors	Honors	Total		
9	144	36	27	207		
10	119	29	31	179		
11	125	36	37	198		
12	113	34	33	180		
Total	501	135	128	764		

TOWN		BROOKLYN				
GPA HONORS						
Grade Level	Highest Honors	Honors	Total			
9	1	1	2			
10	0	2	2			
11	6	0	6			
12	1	0	1			
Total	8	3	11			

B. Dual Enrollment, Advanced/Honors, UCONN/AP Participation

DUAL ENROLLMENT (College Credit Awarded) Count of Students: SY2021-22

TOWN		(All)				
		Dual Enrolled NFA & College Course				
Grade	ECSU	TRCC	UCONN	Total		
10	1	12	12	25		
11	28	23	199	250		
12	86	12	260	358		
Total	115	47	471	633		

TOWN		BROOKLYN				
		Dual Enrolled NFA & College Course				
Grade	ECSU	UCONN	Total			
11	1	6	7			
12	1	4	5			
Total	2	10	12			

UCONN and Advanced Placement Semester Class Counts: SY2021-22

TOWN		(All)		Classes Taken		
		Honors/Advanced		UCONN/AP		Total
Grade	Honors/Advanced	UCONN/AP	Total			
9	499	0	499			
10	567	12	579			
11	316	283	599			
12	146	376	522			
Total	1528	671	2199			

TOWN		BROOKLYN		Classes Taken		
		Honors/Advanced		UCONN/AP		Total
Grade	Honors/Advanced	UCONN/AP	Total			
9	6	0	6			
11	14	8	22			
12	1	6	7			
Total	21	14	35			

C. Credit Fulfillment by GRADE LEVEL - ON TRACK TO GRADUATE

CREDIT FULFILLMENT Count of Students: SY2021-22

TOWN	(All)
------	-------

Student Count			
Class Of	NOT ON TRACK	ON TRACK	Total
2022	27	465	492
2023	87	471	558
2024	95	390	485
2025	98	432	530
Total	307	1758	2065

TOWN	BROOKLYN
------	----------

Student Count		
Class Of	ON TRACK	Total
2022	1	1
2023	6	6
2024	2	2
2025	2	2
Total	11	11

Credit Fulfilled: Class of 2025 earned 6 or more credits at end of Grade 9
 Class of 2024 earned 12 or more credits at end of Grade 10
 Class of 2023 earned 18 or more credits at end of Grade 11
 Class of 2022 earned 23 or more credits at end of Grade 12

Class of 2022 Graduation Requirements

Subject	Credits
English	4
Mathematics	3
Social Studies <i>Must include 1 in US History and .5 in Civics</i>	3
Science	3
World Language	1
Physical Education	1
Arts or Vocational Education	1
Electives	7
TOTAL Credits Required	23

Class of 2023 and Beyond

Humanities	9 Total Credits
English	4
Social Studies <i>Must include 1 US History and .5 in Civics</i>	3
Humanities Elective	2

STEM <i>Science, Technology, Engineering, Math</i>	9 Total Credits
Math	3
Science	3
STEM Electives	3

Other Areas	Credits
World Language	1
Wellness <i>Physical Education</i>	1
<i>Health and Safety</i>	1
Mastery Based Diploma Assessment*	1
Electives	3

TOTAL Credits Required	25
-------------------------------	-----------

D. Co-Curricular Participation School Year 2020-21 Only *

Honors Program, Honor Society, Athletics, Clubs, Activities Participation
(Count of the # of Students Participating In This School Year Only by Class and Town)

TOWN	BROOKLYN
------	----------

Class of	2021	2022	2023	2024	Total
Baseball			1		1
Basketball (B)		1	1	1	3
Dance Team			1		1
Fencing	4		4		8
Football	1				1
Golf (B)		2		1	3
Honors Program Grade 10		1	4	1	6
Honors Program Grade 11		1	5		6
Honors Program Grade 12		1			1
Indoor Track (G)			2		2
National Honor Society	1	1			2
Outdoor Track (G)			2		2
PlayShop	3				3
Project Outreach			1		1
Soccer (B)		2		2	4
Soccer (G)			3		3
Spanish Honor Society		2			2
Student Advisory Board		2	1		3
Unified Dance			1		1
Unified Social Club		2			2
Writers Ink	1				1
Total	10	15	26	5	56

* School Year 2021-22 not updated as of June 2022

IV. CLASS of 2022 PROFILE

Scholarships – Awards – Test Scores

A. Scholarships / Awards from Alumni Office

Town	Number of Scholarships & Awards	Number Students	Total Amount
BROOKLYN	14	2	\$ 9,745
Total NFA	489	251	\$ 473,545

B. PSAT SAT Highest Score

Test Takers	PSAT Group Average	SAT Group Average
BROOKLYN	1057	1460
NFA Class of 2022	911	948
State of Connecticut	NA	986

C. Student Outcomes Summary by Partner District

(As reported by Class of 2022 students in Naviance)

“Naviance is a comprehensive college and career readiness software solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.” Over four years, NFA students access the Naviance college and career readiness tools. www.naviance.com

[As students report](#)

TOWN	(All)
------	-------

Class of 2022 Outcome	# Students	% Outcome
Apprenticeship Program	1	0.2%
Career Education or Trade School	1	0.2%
College prep school	1	0.2%
College: Associate Degree	157	30.4%
College: Bachelor's Degree	172	33.3%
Employment	66	12.8%
Gap or Service Year	2	0.4%
I'm not sure. I need guidance from my counselor	2	0.4%
Military	5	1.0%
Other school	1	0.2%
Unknown	109	21.1%
Grand Total	517	100.0%

TOWN	BROOKLYN
------	----------

Class of 2022 Outcome	# Students	% Outcome
College: Bachelor's Degree	1	0.2%
Grand Total	1	0.2%

D. Guidance Profile Miscellaneous Information Class of 2022



NORWICH FREE ACADEMY

Class of 2022 PROFILE

CEEB High School Code 070590 * ACT School Code 212490
Accreditation: New England Association of Schools & Colleges

Norwich Free Academy offers over 2,000 students a breadth of opportunities for academic, co-curricular, and social engagement. Since opening its doors in 1856, Norwich Free Academy, a privately endowed, independently governed high school, has served a vital public purpose: to enrich, develop, refine, and prepare students to reach their goals beyond high school. NFA serves as a school of choice for partner communities (Brooklyn, Bozrah, Canterbury, Franklin, Lisbon, Norwich, Preston, Sprague and Voluntown) and for private tuition students.

ADMINISTRATORS

Dr. Brian Kelly, Head of School
Kristin Peckrul, Director of Operations
Leo Butler, Director, Diversity
Jessica Vocatura, Director, School Counseling
Mykel-Bridget Czaja, Director, Student Services
Katherine Lauzier, Coordinator, Anne Macalone Mitchell '44
College & Career Center

SCHOOL COUNSELORS

Jeremiah Berard 860-425-5612
Robert Briones 860-425-5619
Tyler Burley 860-425-5767
Margaret Daley 860-425-5610
December Heffernan 860-425-5626
Kelsey Klaeson 860-425-5602
AnneMarie Larkin 860-425-5611
Kathleen Machnik 860-425-5609
Rosalie Nogiec 860-425-5614
Raleigh Orszulak 860-425-5624
Mallarie Seidel 860-425-5615
Lyndsie Sumner 860-425-5621
Joseph Tella 860-425-5617
Anne Zinn 860-425-5623

GRADING SYSTEM

Grades on transcripts and report cards are by letter and based on the GPA system of 4.0.

A	=	4.00	B-	=	2.66	D+	=	1.33
A-	=	3.66	C+	=	2.33	D	=	1.00
B+	=	3.33	C	=	2.00	D-	=	0.67
B	=	3.00	C-	=	1.66	F	=	0.00

WEIGHTING OF GRADES

Each course is designated level 1, 2, or 3; grade point average is based on a 4.0 scale. The weighting system works as follows:

Level	Description	Multiplier
1	AP/University-level course	1.2
2	Honors or advanced course	1.1
3	Standard-level course	1.0

ETHNIC DIVERSITY

NFA's student body represents 28 different primary languages spoken at home as well as 180 students (8.7%) born outside of the United States. Ethnicity/Race data; 1.3% American Indian, 6.4% Asian, 15.7% African American, 54.2% Caucasian, 15.4% Hispanic, and 0.9% Native Hawaiian or Other Pacific Islander, 5.9% other.

GRADUATION REQUIREMENTS

English	4 credits
Mathematics	3 credits
Social Studies	3 credits
(1 credit must be in US History)	
(.5 credit must be in Civics)	
Science	3 credits
World Language	1 credit
Physical Education	1 credit
Arts or Vocational Education	1 credit
<u>Electives</u>	<u>7 credits</u>
TOTAL	23 credits

TOTAL NUMBER OF STUDENTS – JUNE 2022

Seniors	508
Uppers (11th-grade)	542
Lower (10th-grade)	485
Juniors (9th-grade)	530
Total	2065

POST HIGH SCHOOL ACTIVITY

Class of '22 Graduates	480
Total attending college	68%

STANDARDIZED TEST DATA-SAT

	Total Test Takers	Evidence Based Reading	Math
NFA-Average	473	480	453
State of CT-Average	35,367	501	485
College Board Benchmark		480	530

FINE ARTS AT NFA

Norwich Free Academy's Fine Arts program is one of the oldest high school art programs in the country. The Academy is one of two high schools in the US with a full-time, professionally staffed art museum on campus open to the public. Nationally recognized, the Fine Arts program is rigorous, preparing students to continue their studies in competitive and prestigious art colleges and universities. Both students and faculty have been recognized for their achievements.

MISSION STATEMENT

Since 1854, the mission of Norwich Free Academy has been "to return to our hamlets and our homes its priceless freight of youthful minds, enriched by learning, developed by a liberal culture, refined by study of all that is beautiful in nature and art, and prepared for the highest usefulness and the purest happiness."

Founder: John P. Gulliver, Dedication Ceremony - 1856

E. Advanced Placement, Dual Enrollment and College Acceptance Data

ADVANCED PLACEMENT

NFA offers Advanced Placement opportunities in Studio Art, Biology, Calculus AB and BC, Chemistry, Chinese Language, Computer Science, English Language, English Literature, Environmental Science, European History, Macro and Microeconomics, Physics 1 & 2, Psychology, Spanish Language, Statistics, and U.S. History.

118 students took 192 exams with 64% earning a score of 3 or higher.

Advanced Placement Scholars.....8
Advanced Placement Scholars with Honors.....2

DUAL OR CONCURRENT ENROLLMENT COURSES

Students may earn college credits by taking courses at Norwich Free Academy through the following programs: University of Connecticut's (UConn) Early College Experience (ECE) program and Eastern Connecticut State University's (ECSU) Dual Enrollment program.

	<u>Courses Offered</u>	<u>Students Participating</u>	<u>Classes Enrolled</u>	<u>Earned Credit</u>
UConn	19	268	439	94%
ECSU	5	88	130	88.6%

2022 COLLEGE ACCEPTANCES

Albertus Magnus College	Simmons University	Albertus Magnus College	Southern Connecticut State University
Anglo-American University	Southern Connecticut State University	Boston College	Southern New Hampshire University
Belmont University	Southwestern University	Boston University	Southwestern University
Boston University	St. Thomas Aquinas College	Bryant University	Suffolk University
Bridgewater State University	Stockton University	Castleton University	Syracuse University
Bryant University	Stonehill College	Central Connecticut State University	The University of Alabama
Bryn Mawr College	Suffolk University	Champlain College	Three Rivers Community College
Central Connecticut State University	Syracuse University	Clemson University	Towson University
Community College of Rhode Island	The University of Melbourne	Community College of Rhode Island	United States Merchant Marine Academy
Connecticut College	The University of Tampa	CUNY Borough of Manhattan Community College	University of Arkansas
CUNY Bernard M Baruch College	The University of Tennessee-Knoxville	Curry College	University of Colorado Boulder
Drexel University	Thomas Aquinas College	Dean College	University of Colorado Denver
Eastern Connecticut State University	Three Rivers College	Drexel University	University of Connecticut
Fisher College	Three Rivers Community College	East Carolina University	University of Connecticut-Avery Point
Florida Atlantic University	Tufts University	Eastern Connecticut State University	University of Hartford
Florida Southern College	United States Air Force Academy	Full Sail University	University of Maine
Framingham State University	United States Merchant Marine Academy	Furman University	University of Massachusetts-Amherst
Franklin Pierce University	Universal Technical Institute of Arizona Inc	Gateway Community College	University of Massachusetts-Dartmouth
Gateway Community College	University of Bridgeport	George Mason University	University of Michigan-Ann Arbor
George Mason University	University of California-Davis	Hawaii Pacific University	University of Mississippi
Gettysburg College	University of California-Irvine	Husson University	University of New Haven
Galdey-Beacom College	University of Connecticut	Johnson & Wales University-Charlotte	University of North Carolina at Charlotte
Goodwin College	University of Connecticut-Avery Point	Johnson & Wales University-Providence	University of Rhode Island
Hofstra University	University of Hartford	Keene State College	University of Saint Joseph
Lincoln Technical Institute-East Windsor	University of Louisville	Liberty University	University of Vermont
Manchester Community College	University of Maine	Maine College of Art & Design	University of Virginia-Main Campus
Manhattan College	University of Massachusetts-Boston	Merrimack College	Western Connecticut State University
Middlesex Community College	University of New Hampshire-Main Campus	Middlesex Community College	Western New England University
Mitchell College	University of New Haven	New England Institute of Technology	Worcester Polytechnic Institute
New York University	University of North Carolina at Greensboro	Northeastern University	
Nichols College	University of Pittsburgh-Pittsburgh Campus	Ohio State University-Main Campus	
Northeastern University	University of Rhode Island	Paul Smith's College	
Norwich University	University of Rochester	Penn State Main Campus	
Old Dominion University	University of Saint Joseph	Quinebaug Valley Community College	
Pennsylvania State University-Main Campus	University of South Florida-Main Campus	Quinnipiac University	
Quinebaug Valley Community College	University of Southern Mississippi	Roger Williams University	
Quinnipiac University	West Virginia Wesleyan College	Rutgers University-New Brunswick	
Rhode Island College	Westfield State UniversityAlbany	Sacred Heart University	
Roger Williams University	College of Pharmacy and Health Sciences	Salve Regina University	
Rollins College			
Sacred Heart University			
Salve Regina University			
San Diego State University			
School of Visual Arts			

F. Colleges Attended Class of 2022: As Reported by Students

Post Secondary Schools Attended

TOWN	BROOKLYN
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College or University	Attended
University of Connecticut (Uconn Dental Program)	1
Grand Total	1

< ----- END OF REPORT ----- >

The Brooklyn School

119 Gorman Road
Brooklyn, CT 06234
Phone: (860) 774-9732
Fax: (860) 774-6938

Patricia L. Buell
Superintendent
buell@brooklynschools.org

September 9, 2022

Brooklyn PTO
% Robert Chenail
119 Gorman Road
Brooklyn, CT 06234

Dear Brooklyn PTO,

On behalf of the Brooklyn Public Schools I would like to thank the Brooklyn PTO for your continued support of the Brooklyn Public Schools. The PTO Welcome Back BBQ was amazing and the time and effort put forth doesn't go unnoticed.

We appreciate your continued support of the Brooklyn Public Schools and again thank you for putting on such a wonderful event for all to enjoy.

Sincerely,



Patricia L. Buell

cc: Justin Phaiah, Brooklyn Board of Education Secretary

The Brooklyn School

119 Gorman Road
Brooklyn, CT 06234
Phone: (860) 774-9732
Fax: (860) 774-6938

Patricia L. Buell
Superintendent
buell@brooklynschools.org

September 9, 2022

Mortlake Fire Department
12 Canterbury Road
Brooklyn, CT 06234

Dear Mortlake Fire Department,

On behalf of the Brooklyn Public Schools I would like to thank the Mortlake Fire Department for cooking for our Brooklyn students, families, and staff during the PTO Welcome Back Barbeque on September 8, 2022. Everything was delicious!

We appreciate your continued support of the Brooklyn Public Schools and the Brooklyn community.

Sincerely,



Patricia L. Buell

cc: Justin Phaiah, Brooklyn Board of Education Secretary

The Brooklyn School

119 Gorman Road
Brooklyn, CT 06234
Phone: (860) 774-9732
Fax: (860) 774-6938

Patricia L. Buell
Superintendent
buell@brooklynschools.org

September 9, 2022

Brooklyn Cub Scouts Pack 44
% John Genna
19 Meadowbrook Drive
Brooklyn, CT 06234

Dear Mr. Genna and Scouts,

On behalf of the Brooklyn Public Schools I would like to thank the Brooklyn Cub Scouts Pack 44 for your continued support of the Brooklyn Public Schools and for the many hours that the scouts helped serve food to our Brooklyn students, families and staff members during the PTO Welcome Back Barbeque.

We appreciate your continued support of the Brooklyn Public Schools and again thank you for all of your help at this wonderful event.

Sincerely,



Patricia L. Buell

cc: Justin Phaiah, Brooklyn Board of Education Secretary

Brooklyn Public Schools Enrollment 2022-2023

as of 9/19/2022

BES Grade Level, Sections	Pre-K	K	First	Second	Third	Fourth	Total			
PK AM Class 1	16	18	16	20	18	15	103			
PK PM Class 1	16	18	15	18	20	20	107			
PK AM Class 2	17	17	16	20	20	19	109			
PK PM Class 2	15	18	17	19	19	19	107			
PK AM Class 3	15		16	20	18	19	88			
PK PM Class 3	15									
Total in person	94	71	80	97	95	92	534			
Homeschooled	0	4	4	2	3	7	20			
BMS Grade Level, Sections	Fifth	Sixth	Seventh	Eighth			Total			
	17	21	21	21			80			
	19	20	20	21			80			
	19	20	21	20			80			
	19	21	20	19			79			
	19		20				39			
Total in person	93	82	102	81	-	-	358			
Homeschooled	1	3	4	4			12			
High School Students	Ninth	Tenth	Eleventh	Twelfth			Total			
Woodstock Academy	67	42	53	57			219			
Killingly High School	21	17	24	34			96			
Killingly Ag Science	5	0	3	0			8			
Plainfield High School	0	0	1	0			1			
Norwich Free Academy	1	2	2	6			11			
Ellis Technical High School	9	14	15	18			56			
Quinebaug Middle College	3	0	1	1			5			
Total by Grade	106	75	99	116			396			
OUT OF DISTRICT STUDENTS (not counted in totals above)							17			
TOTAL BROOKLYN STUDENT ENROLLMENT PK-21							1305			
Total Enrollment	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
2017-18	1314	1314	1311	1304	1310	1312	1311	1318	1319	1320
2018-19	1332	1336	1327	1326	1325	1325	1320	1333	1338	1339
2019-20	1342	1343	1344	1345	1348	1342	COVID last day 3/13/2020			
2020-2021 (COVID, In/Opt Out)	1260	1242	1243	1246	1245	1227	1230	1244	1251	1251
2021-22	1258.5	1270.5	1275.5	1282.5	1281.5	1280.5	1282.5	1279.5	1281.5	1283.5
2022-2023	1305									
Homeschooled 20-21	Sept	June								
21-22	32	35	47	32	50	61	61	53	53	53
22-23	19	22								
	Sept	June								
2017-18	1314	1320								
2018-19	1332	1339								
2019-20	1342	1342								
2020-2021*	1260	1251								
2021-22	1274	1283.5								
2022-2023	1305									

Brooklyn Board of Education

FY23 Budget Expense Summary by Object

From Date: 9/1/2022

To Date: 9/30/2022

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	\$191,930.64	\$629,768.36	\$639,768.73	(\$10,000.37)	-1.22%
1010.00000.0000.000.51103	Salaries- Substitute Teachers	\$95,000.00	\$419.94	\$419.94	\$94,580.06	\$0.00	\$94,580.06	99.56%
1010.00000.0000.000.51104	Salaries-Substitute Instructio	\$20,000.00	\$586.74	\$586.74	\$19,413.26	\$0.00	\$19,413.26	97.07%
1010.00000.0000.000.51105	Salaries-Intern Support Staff	\$0.00	\$1,160.25	\$1,160.25	(\$1,160.25)	\$0.00	(\$1,160.25)	0.00%
1010.00000.0000.000.51110	Salaries-Support Staff	\$1,128,075.00	\$83,453.76	\$193,068.13	\$935,006.87	\$947,818.89	(\$12,812.02)	-1.14%
1010.00000.0000.000.51111	Salaries-Teachers	\$5,485,358.00	\$420,459.71	\$632,648.92	\$4,852,709.08	\$4,940,557.41	(\$87,848.33)	-1.60%
1010.00000.0000.000.51112	Salaries-Instructional Aides	\$1,110,808.00	\$52,239.51	\$52,239.51	\$1,058,568.49	\$985,990.46	\$72,578.03	6.53%
1010.00000.0000.000.51119	ESY Teacher	\$5,760.00	\$0.00	\$5,792.52	(\$32.52)	\$0.00	(\$32.52)	-0.56%
1010.00000.0000.000.51129	ESY Paraprofessional	\$17,280.00	\$0.00	\$16,364.03	\$915.97	\$0.00	\$915.97	5.30%
1010.00000.0000.000.51130	Salaries-Custodial O/T	\$2,000.00	\$212.95	\$1,734.94	\$265.06	\$0.00	\$265.06	13.25%
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	\$836.25	\$2,658.75	\$4,841.25	\$0.00	\$4,841.25	64.55%
1010.00000.0000.000.52110	Cigna health employer	\$1,774,190.00	\$156,427.13	\$535,819.74	\$1,238,370.26	\$1,389,262.16	(\$150,891.90)	-8.50%
1010.00000.0000.000.52115	cigna dental employer	\$104,410.00	\$8,202.46	\$27,343.92	\$77,066.08	\$72,016.34	\$5,049.74	4.84%
1010.00000.0000.000.52120	HSA	\$193,750.00	\$68,750.00	\$79,895.83	\$113,854.17	\$80,489.76	\$33,364.41	17.22%
1010.00000.0000.000.52200	Fica/Medicare Employer portion	\$286,086.00	\$18,217.95	\$34,407.93	\$251,678.07	\$234,679.16	\$16,998.91	5.94%
1010.00000.0000.000.52300	Pension/Retirement Expenses	\$266,828.00	\$0.00	\$256,828.00	\$10,000.00	\$0.00	\$10,000.00	3.75%
1010.00000.0000.000.52510	Tuition Reimbursement	\$15,000.00	\$3,200.00	\$4,799.00	\$10,201.00	\$0.00	\$10,201.00	68.01%
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	\$21,481.60	\$42,963.69	\$42,979.31	\$42,964.67	\$14.64	0.02%
1010.00000.0000.000.52800	Life Insurance	\$19,293.00	\$1,915.89	\$6,018.45	\$13,274.55	\$12,592.79	\$681.76	3.53%
1010.00000.0000.000.53000	Purchased Services	\$0.00	\$3,307.50	\$3,857.50	(\$3,857.50)	\$0.00	(\$3,857.50)	0.00%
1010.00000.0000.000.53020	Legal Services	\$25,000.00	\$7,518.50	\$7,518.50	\$17,481.50	\$12,481.50	\$5,000.00	20.00%
1010.00000.0000.000.53200	Professional Educational Servi	\$189,585.00	\$69,632.33	\$68,970.19	\$120,614.81	\$1,484.01	\$119,130.80	62.84%
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	\$446.00	\$4,548.00	\$41,252.00	\$13,292.40	\$27,959.60	61.05%
1010.00000.0000.000.53410	Audit	\$28,465.00	\$0.00	\$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	\$14,005.34	\$18,794.66	\$9,630.00	\$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	\$999.44	\$2,944.21	\$12,055.79	\$9,163.79	\$2,892.00	19.28%
1010.00000.0000.000.54300	Equipment Repairs	\$22,000.00	\$0.00	\$0.00	\$22,000.00	\$1,324.00	\$20,676.00	93.98%
1010.00000.0000.000.54301	Building Maintenance	\$40,000.00	\$5,010.00	\$5,542.50	\$34,457.50	\$3,786.00	\$30,671.50	76.68%
1010.00000.0000.000.54302	Fire/Security Maintenance	\$16,500.00	\$4,840.00	\$10,392.64	\$6,107.36	\$4,760.00	\$1,347.36	8.17%
1010.00000.0000.000.54303	Grounds Maintenance	\$17,000.00	\$2,556.38	\$2,818.51	\$14,181.49	\$2,621.30	\$11,560.19	68.00%
1010.00000.0000.000.54320	Technology Related Repairs	\$6,000.00	\$0.00	\$528.40	\$5,471.60	\$0.00	\$5,471.60	91.19%
1010.00000.0000.000.54411	Water/Sewer	\$27,836.00	\$0.00	\$260.00	\$27,576.00	\$0.00	\$27,576.00	99.07%
1010.00000.0000.000.54430	Rental of Computer Related Equ	\$58,000.00	\$3,430.10	\$6,854.33	\$51,145.67	\$33,971.59	\$17,174.08	29.61%
1010.00000.0000.000.55100	Pupil Transportation-Local/Hig	\$781,333.00	\$8,606.00	\$8,606.00	\$772,727.00	\$741,195.00	\$31,532.00	4.04%
1010.00000.0000.000.55110	Student Transportation-Spec. E	\$227,424.00	\$2,960.00	\$2,960.00	\$224,464.00	\$161,920.00	\$62,544.00	27.50%
1010.00000.0000.000.55130	TRANS. SPECIAL ED - ESY	\$39,661.00	\$0.00	\$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	\$18,686.02	\$37,373.96	\$37,379.04	\$37,377.80	\$1.24	0.00%
1010.00000.0000.000.55300	Communications	\$12,440.00	\$1,247.67	\$2,214.06	\$10,225.94	\$10,622.18	(\$396.24)	-3.19%
1010.00000.0000.000.55301	Postage	\$3,300.00	\$51.98	\$2,234.06	\$1,065.94	\$246.24	\$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	\$249,369.79	\$1,034,997.41	\$3,647,353.59	\$2,107,513.09	\$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	\$69,047.00	\$82,047.00	\$839,104.00	\$482,882.95	\$356,221.05	38.67%
1010.00000.0000.000.55640	Tuition-Spec. Ed-In State LEA	\$892,148.00	\$97,608.53	\$208,328.50	\$683,819.50	\$466,758.09	\$217,061.41	24.33%

Brooklyn Board of Education

FY23 Budget Expense Summary by Object

From Date: 9/1/2022

To Date: 9/30/2022

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
1010.00000.0000.000.55650	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	\$461.52	\$14,038.48	\$1,538.48	\$12,500.00	86.21%
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	\$18,854.74	\$37,051.95	\$25,593.05	\$3,097.26	\$22,495.79	35.91%
1010.00000.0000.000.56110	Instructional Supplies	\$66,940.00	\$20,848.67	\$44,100.06	\$22,839.94	\$7,161.08	\$15,678.86	23.42%
1010.00000.0000.000.56120	Admin Supplies	\$25,135.00	\$2,855.45	\$8,140.32	\$16,994.68	\$3,069.07	\$13,925.61	55.40%
1010.00000.0000.000.56220	Electricity	\$89,547.00	\$3,896.50	\$8,047.67	\$81,499.33	\$68,992.33	\$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	\$6,491.19	\$6,223.11	\$86,952.89	\$72,308.81	\$14,644.08	15.72%
1010.00000.0000.000.56400	Books	\$5,500.00	\$166.61	\$485.06	\$5,014.94	\$991.63	\$4,023.31	73.15%
1010.00000.0000.000.56410	Textbooks	\$46,125.00	\$6,158.69	\$23,902.12	\$22,222.88	\$1,951.51	\$20,271.37	43.95%
1010.00000.0000.000.56420	Library Books	\$6,635.00	\$0.00	\$566.20	\$6,068.80	\$219.03	\$5,849.77	88.17%
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	\$81.30	\$4,918.70	\$0.00	\$4,918.70	98.37%
1010.00000.0000.000.56900	Other Supplies	\$20,580.00	\$0.00	\$398.72	\$20,181.28	\$164.10	\$20,017.18	97.27%
1010.00000.0000.000.57345	Instructional Equipment	\$68,452.00	\$38.02	\$1,996.35	\$66,455.65	\$384.74	\$66,070.91	96.52%
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	\$1,836.42	\$14,313.42	\$19,881.58	\$3,870.00	\$16,011.58	46.82%
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	\$1,509,121.39	\$3,807,663.01	\$16,733,112.99	\$13,622,959.85	\$3,110,153.14	15.14%

End of Report

1010 General Fund Brooklyn BOE Expenditure Report Fiscal Year 2022-2023 YTD Through Sept 22 2022

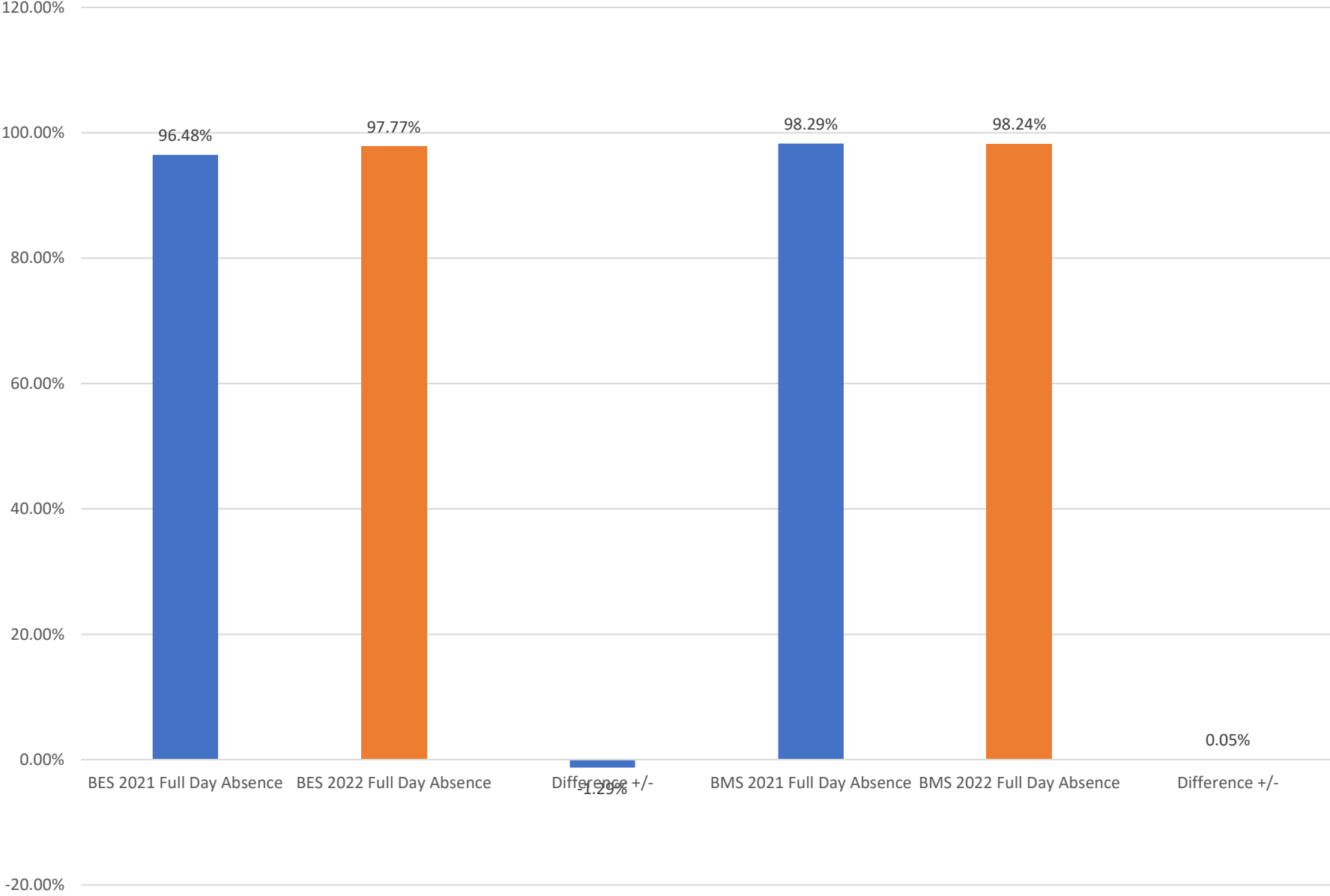
Acct	Account Name	Adopted		Adjusted		Ytd Expended	Encumbered	Total Exp/Encum	Adj. v Expense	
		Budget 22-23	Transfers	Budget 22-23					Balance	% Exp/Encum
1100	Total Salaries	\$8,747,170	\$0	\$8,747,170	\$1,098,604	\$7,514,135	\$8,612,740	\$134,430	98.46%	
1100	ADMINISTRATORS SALARY	\$821,699	\$0	\$821,699	\$191,931	\$639,769	\$831,699	(\$10,000)	101.22%	
1103	SUBSTITUTE TEACHERS	\$95,000	\$0	\$95,000	\$420	\$0	\$420	\$94,580	0.44%	
1104	SUBSTITUTE PARAPROFESSIONALS	\$20,000	\$0	\$20,000	\$587	\$0	\$587	\$19,413	2.93%	
1105	SALARIES- INTERN SUPPORT STAFF	\$0	\$0	\$0	\$1,160	\$0	\$1,160	(\$1,160)		
1110	SUPPORT STAFF (SEC., CUST., NURSE)	\$1,128,075	\$0	\$1,128,075	\$193,068	\$947,819	\$1,140,887	(\$12,812)	101.14%	
1111	TEACHERS	\$5,485,358	\$0	\$5,485,358	\$632,649	\$4,940,557	\$5,573,206	(\$87,848)	101.60%	
1112	PARAPROFESSIONALS	\$1,110,808	\$0	\$1,110,808	\$52,240	\$985,990	\$1,038,230	\$72,578	93.47%	
1119	ESY TEACHERS	\$5,760	\$0	\$5,760	\$5,793	\$0	\$5,793	(\$33)	100.56%	
1129	ESY PARAPROFESSIONALS	\$17,280	\$0	\$17,280	\$16,364	\$0	\$16,364	\$916	94.70%	
1130	CUSTODIAL OVERTIME	\$2,000	\$0	\$2,000	\$1,735	\$0	\$1,735	\$265	86.75%	
1151	STIPENDS	\$53,690	\$0	\$53,690	\$0	\$0	\$0	\$53,690	0.00%	
1152	TECHNOLOGY (SUMMER)	\$7,500	\$0	\$7,500	\$2,659	\$0	\$2,659	\$4,841	35.45%	
2000	Total Benefits	\$2,780,500	\$0	\$2,780,500	\$988,077	\$1,832,005	\$2,820,081	(\$39,581)	101.42%	
2110	HEALTH INSURANCE	\$1,774,190	\$0	\$1,774,190	\$535,820	\$1,389,262	\$1,925,082	(\$150,892)	108.50%	
2115	DENTAL INSURANCE	\$104,410	\$0	\$104,410	\$27,344	\$72,016	\$99,360	\$5,050	95.16%	
2120	H.S.A. CONTRIBUTIONS	\$193,750	\$0	\$193,750	\$79,896	\$80,490	\$160,386	\$33,364	82.78%	
2200	FICA/MEDICARE	\$286,086	\$0	\$286,086	\$34,408	\$234,679	\$269,087	\$16,999	94.06%	
2300	PENSION/RETIREMENT	\$266,828	\$0	\$266,828	\$256,828	\$0	\$256,828	\$10,000	96.25%	
2510	TUITION REIMBURSEMENT	\$15,000	\$0	\$15,000	\$4,799	\$0	\$4,799	\$10,201	31.99%	
2600	UNEMPLOYMENT COMPENSATION	\$35,000	\$0	\$35,000	\$0	\$0	\$0	\$35,000	0.00%	
2700	WORKERS COMPENSATION	\$85,943	\$0	\$85,943	\$42,964	\$42,965	\$85,928	\$15	99.98%	
2800	LIFE INSURANCE	\$19,293	\$0	\$19,293	\$6,018	\$12,593	\$18,611	\$682	96.47%	
3000	Total Prof. Services	\$334,625	\$0	\$334,625	\$102,900	\$48,853	\$151,752	\$182,873	45.35%	
3000	INS CLAIM - LIGHTNING STRIKE	\$0	\$0	\$0	\$3,858	\$0	\$3,858	(\$3,858)		
3020	BOARD OF ED - LEGAL	\$25,000	\$0	\$25,000	\$7,519	\$12,482	\$20,000	\$5,000	80.00%	
3200	PROFESSIONAL ED SERVICES	\$189,585	\$0	\$189,585	\$68,970	\$1,484	\$70,454	\$119,131	37.16%	
3230	PUPIL SERVICES	\$2,500	\$0	\$2,500	\$0	\$0	\$0	\$2,500	0.00%	
3400	OTHER PROFESSIONAL SERVICES	\$45,800	\$0	\$45,800	\$4,548	\$13,292	\$17,840	\$27,960	38.95%	
3410	AUDIT	\$28,465	\$0	\$28,465	\$4,000	\$11,965	\$15,965	\$12,500	56.09%	
3500	TECHNICAL SERVICES	\$32,800	\$0	\$32,800	\$14,005	\$9,630	\$23,635	\$9,165	0.00%	
3520	OTHER TECHNICAL SERVICES	\$5,475	\$0	\$5,475	\$0	\$0	\$0	\$5,475	0.00%	
3540	SPORTS OFFICIALS	\$5,000	\$0	\$5,000	\$0	\$0	\$0	\$5,000	0.00%	
4000	Total Contracted Services	\$202,336	\$0	\$202,336	\$29,341	\$55,627	\$84,967	\$117,369	41.99%	
4101	REFUSE REMOVAL	\$15,000	\$0	\$15,000	\$2,944	\$9,164	\$12,108	\$2,892	80.72%	
4300	EQUIPMENT REPAIRS	\$22,000	\$0	\$22,000	\$0	\$1,324	\$1,324	\$20,676	6.02%	
4301	BUILDING MAINTENANCE	\$40,000	\$0	\$40,000	\$5,543	\$3,786	\$9,329	\$30,672	23.32%	
4302	FIRE/SECURITY MAINTENANCE	\$16,500	\$0	\$16,500	\$10,393	\$4,760	\$15,153	\$1,347	91.83%	
4303	GROUNDS MAINTENANCE	\$17,000	\$0	\$17,000	\$2,819	\$2,621	\$5,440	\$11,560	32.00%	
4320	TECHNOLOGY RELATED REPAIRS	\$6,000	\$0	\$6,000	\$528	\$0	\$528	\$5,472	8.81%	
4411	WATER/SEWER	\$27,836	\$0	\$27,836	\$260	\$0	\$260	\$27,576	0.93%	
4430	RENTAL OF EQUIPMENT - COPIERS	\$58,000	\$0	\$58,000	\$6,854	\$33,972	\$40,826	\$17,174	70.39%	

1010 General Fund Brooklyn BOE Expenditure Report Fiscal Year 2022-2023 YTD Through Sept 22 2022

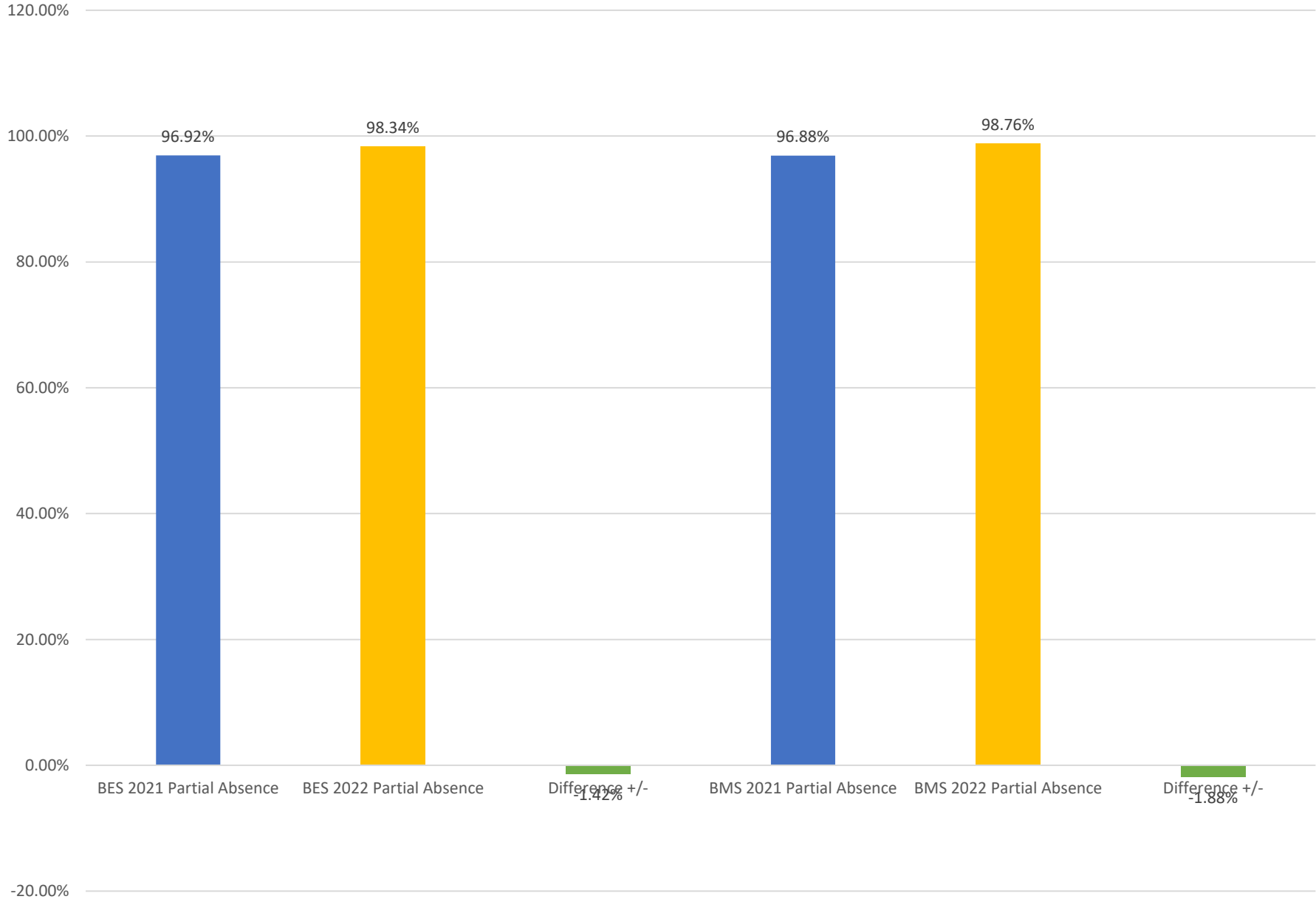
Acct	Account Name	Adopted		Adjusted		Ytd Expended	Encumbered	Total Exp/Encum	Adj. v Expense	
		Budget 22-23	Transfers	Budget 22-23					Balance	% Exp/Encum
5100	TRANSPORTATION-REGULAR	\$781,333	\$0	\$781,333	\$8,606	\$741,195	\$749,801	\$31,532	95.96%	
5110	TRANSPORTATION-SPECIAL ED	\$227,424	\$0	\$227,424	\$2,960	\$161,920	\$164,880	\$62,544	72.50%	
5130	TRANSPORTATION-ESY	\$39,661	\$0	\$39,661	\$27,556	\$0	\$27,556	\$12,105	69.48%	
5150	TRANSPORTATION-FIELD TRIPS/ATHLETIC	\$26,400	\$0	\$26,400	\$0	\$0	\$0	\$26,400	0.00%	
5200	LIABILITY INSURANCE	\$74,753	\$0	\$74,753	\$37,374	\$37,378	\$74,752	\$1	100.00%	
5300	COMMUNICATIONS	\$12,440	\$0	\$12,440	\$2,214	\$10,622	\$12,836	(\$396)	103.19%	
5301	POSTAGE	\$3,300	\$0	\$3,300	\$2,234	\$246	\$2,480	\$820	75.16%	
5400	ADVERTISING	\$6,950	\$0	\$6,950	\$7,064	\$0	\$7,064	(\$114)	101.64%	
5600	TUITION-HIGH SCHOOL	\$4,682,351	\$0	\$4,682,351	\$1,034,997	\$2,107,513	\$3,142,511	\$1,539,841	67.11%	
5610	TUITION-VO AG	\$28,960	\$0	\$28,960	\$0	\$0	\$0	\$28,960	0.00%	
5630	TUITION-SPECIAL ED PRIVATE	\$921,151	\$0	\$921,151	\$82,047	\$482,883	\$564,930	\$356,221	61.33%	
5640	TUITION-SPECIAL ED PUBLIC IN STATE	\$892,148	\$0	\$892,148	\$208,329	\$466,758	\$675,087	\$217,061	75.67%	
5650	TUITION-SPECIAL ED PRIVATE OUT OF STATE	\$68,014	\$0	\$68,014	\$0	\$0	\$0	\$0		
5800	TRAVEL	\$14,500	\$0	\$14,500	\$462	\$1,538	\$2,000	\$12,500	13.79%	
5910	ADULT EDUCATION	\$28,000	\$0	\$28,000	\$29,593	\$0	\$29,593	(\$1,593)	105.69%	
5000	Total Other Services	\$7,807,385	\$0	\$7,807,385	\$1,443,436	\$4,010,054	\$5,453,490	\$2,285,881	69.85%	
6100	GENERAL SUPPLIES	\$62,645	\$0	\$62,645	\$37,052	\$3,097	\$40,149	\$22,496	64.09%	
6110	INSTRUCTIONAL SUPPLIES	\$66,940	\$0	\$66,940	\$44,100	\$7,161	\$51,261	\$15,679	76.58%	
6120	ADMIN SUPPLIES	\$25,135	\$0	\$25,135	\$8,140	\$3,069	\$11,209	\$13,926	44.60%	
6220	ELECTRICITY	\$89,547	\$0	\$89,547	\$8,048	\$68,992	\$77,040	\$12,507	86.03%	
6230	PROPANE GAS	\$1,500	\$0	\$1,500	\$0	\$0	\$0	\$1,500	0.00%	
6240	FUEL OIL	\$96,663	\$0	\$96,663	\$0	\$0	\$0	\$96,663	0.00%	
6260	GASOLINE/DIESEL	\$93,176	\$0	\$93,176	\$6,223	\$72,309	\$78,532	\$14,644	84.28%	
6400	BOOKS	\$5,500	\$0	\$5,500	\$485	\$992	\$1,477	\$4,023	26.85%	
6410	TEXTBOOKS	\$46,125	\$0	\$46,125	\$23,902	\$1,952	\$23,902	\$22,223	51.82%	
6420	LIBRARY BOOKS	\$6,635	\$0	\$6,635	\$566	\$219	\$785	\$5,850	11.83%	
6430	PERIODICALS	\$2,723	\$0	\$2,723	\$0	\$77	\$77	\$2,647	2.81%	
6500	TECHNOLOGY SUPPLIES	\$5,000	\$0	\$5,000	\$81	\$0	\$81	\$4,919	0.00%	
6900	OTHER SUPPLIES	\$20,580	\$0	\$20,580	\$399	\$164	\$563	\$20,017	2.73%	
6000	Total Supplies	\$522,169	\$0	\$522,169	\$128,997	\$158,031	\$285,076	\$237,093	54.59%	
7345	INSTRUCTIONAL EQUIPMENT	\$68,452	\$0	\$68,452	\$1,996	\$385	\$2,381	\$66,071	0.00%	
7350	TECHNOLOGY SOFTWARE	\$31,340	\$0	\$31,340	\$0	\$0	\$0	\$0		
7000	Total Equipment	\$99,792	\$0	\$99,792	\$1,996	\$385	\$2,381	\$66,071	\$0	
8100	DUES & FEES	\$34,195	\$0	\$34,195	\$14,313	\$3,870	\$18,183	\$16,012	53.18%	
8000	Total Dues & Fees	\$34,195	\$0	\$34,195	\$14,313	\$3,870	\$18,183	\$16,012	53.18%	
9140	CONTINGENCY	\$12,604	\$0	\$12,604	\$0	\$0	\$0	\$12,604	0.00%	
9000	Total Other	\$12,604	\$0	\$12,604	\$0	\$0	\$0	\$12,604	0.00%	
1010	Total General Fund	\$20,540,776	\$0	\$20,540,776	\$3,807,663	\$13,622,960	\$17,428,671	\$3,012,751	84.85%	

Brooklyn Board of Education		Transfer Request 2022-2023 Budget		9/28/2022	
FROM			TO		
Account #	Description	Amount	Account #	Description	Amount
1010.01901.2410.100.55300	TELEPHONE - BES	\$1,500.00	1010.01999.2410.100.55300	TELEPHONE-PRINCIPAL'S OFFICE	\$1,500.00
	Move budget from BES to District Wide			Move from BES to District Wide	
1010.01999.2140.200.51111	SALARY - PSYCHOLOGIST-SP.ED.	\$23,373.00	1010.01999.2190.200.51105	Salaries- Social Worker Intern	\$23,373.00
				Created New Account	
		\$24,873.00			\$24,873.00

September Staff Attendance - Full Day Absences



September Staff Attendance -Partial Absences





BROOKLYN'S BEST

Brooklyn Elementary School

- We had wonderful participation at the Back to School BBQ and Open House. Thank you to our PTO for hosting such an amazing night!
- Implementation of new PBIS system (PD for all staff, expectation stations, voice levels, give me 5, staff handing out tickets for BEAR behavior, first shopping day & monthly drawing at end of month)
- Kinder Camp was well attended by our incoming Kindergarten students and families. This year we had 13 community organizations attend to share information about how their organizations can assist families and students. The organizations that attended were the Brooklyn Public Library, Brooklyn Little League/KBMF, Brooklyn PTO, Brooklyn Soccer, Carelot, Brooklyn Cub Scouts, ELL Program Eastconn, Green Valley Girl Scout Service Unit, Jewett City Bank, Northeast District Department of Health , Northeast Early Childhood Council, United Services, and Village Green
- Mrs. Gatlin created a wonderful display for Dot Day. The children and staff loved seeing the student art work throughout the hallways.

Brooklyn Middle School

- We had a successful Principal Advisory meeting with 6 parents and 5 staff members in attendance.
- Thank you to Mrs. Kerr for planning and organizing a High School Choice Fair which was well attended by families and schools.
- Great start to our fall athletic season.
- We are looking forward to the Ribbon Cutting event on Wednesday, September 28th.
- Our 8th-grade students enjoyed a visit to Woodstock Academy.
- It has been a smooth start to the new school year and our new staff has done a nice job getting to know students, staff and families.
- We celebrated "Start With Hello Week" with activities during lunches for students to interact and recognize peers and staff for positive support.

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} ~~Board's Website and/or~~

- (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

* Consider adding only "ok" sections.

Distance Education

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.

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.*

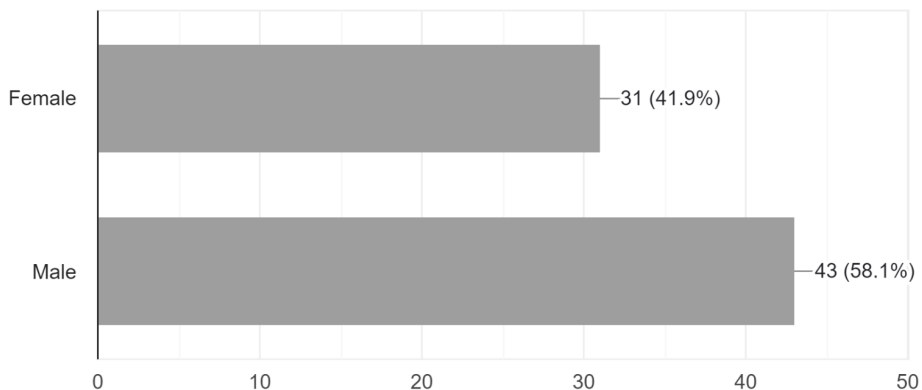
Policy adopted:

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

BMS Grade 5 School Climate Survey Student Responses 2021-2022 Pages 1-15
BMS Grades 6-8 School Climate Survey Student Responses 2021-2022 Pages 15-30
BES Grades 3-4 School Climate Survey Student Responses Pages 31-45

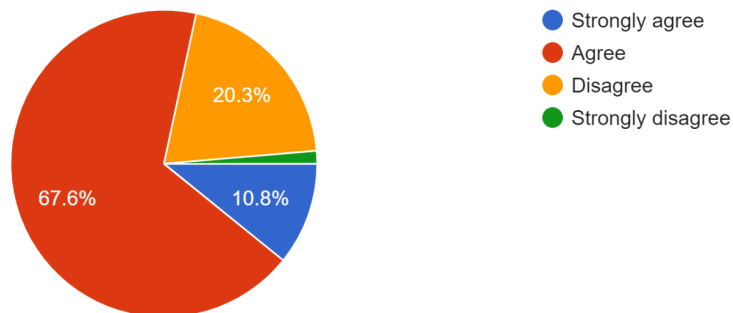
1. I am

74 responses



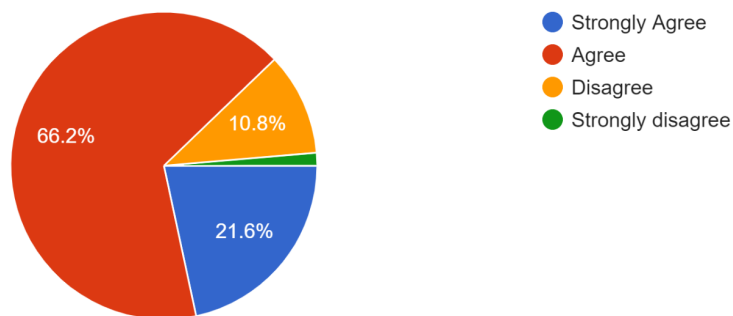
2. When I am at school I feel I belong

74 responses



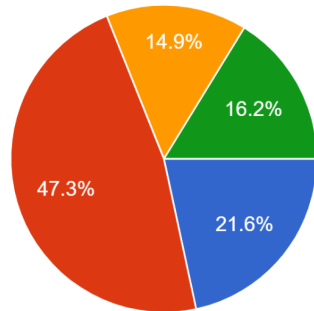
3. When I am at school I am safe

74 responses



4. I enjoy learning

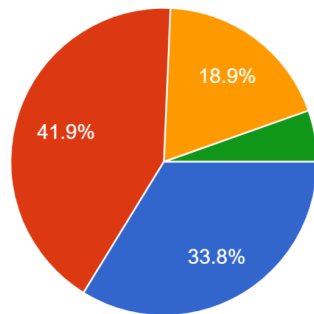
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

5. I like the school

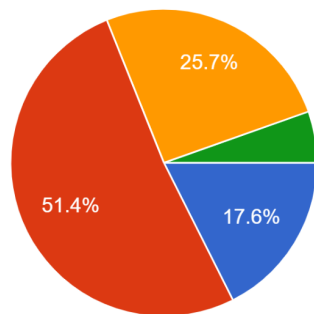
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

6. At school I have choices in how I learn

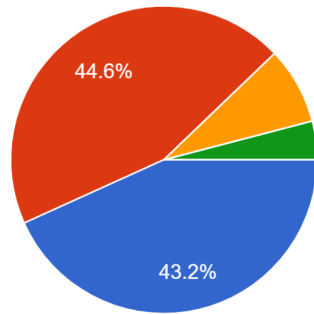
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree

7. My teachers treat me with respect

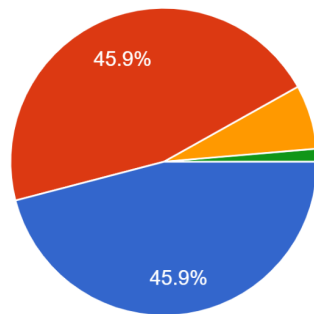
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

8. My teachers care about me

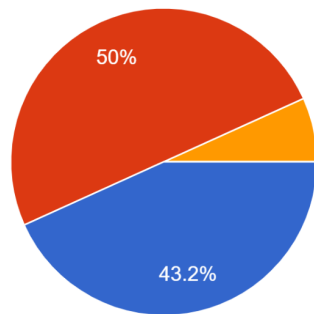
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

9. My principals care about me

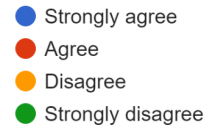
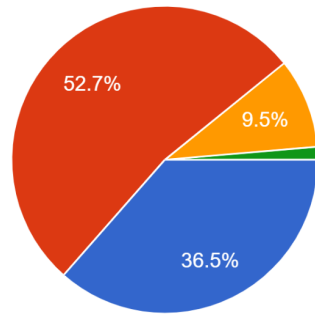
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

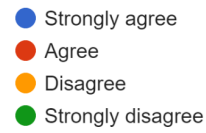
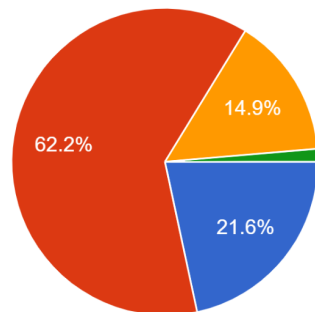
10. My teachers think I will be successful

74 responses



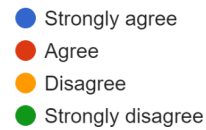
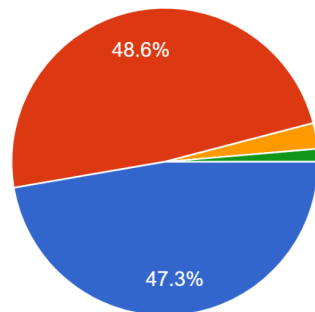
11. My teachers listen to my ideas

74 responses



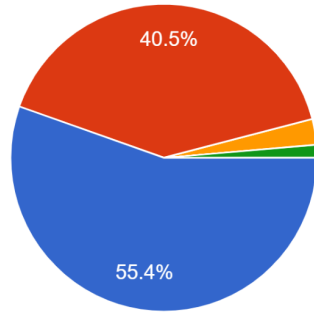
12. My teachers help me learn

74 responses



13. My teachers believe I can learn

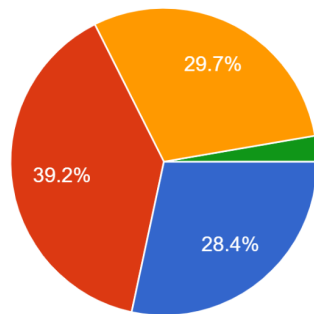
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

14. I am recognized for good work and/or good effort

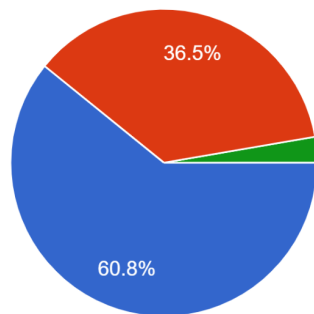
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

15. The adults care about student safety

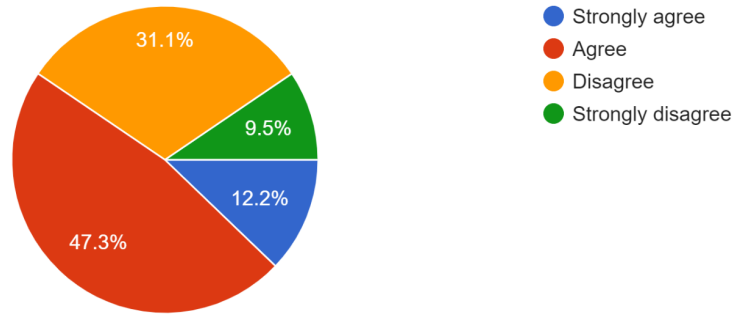
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly Agree

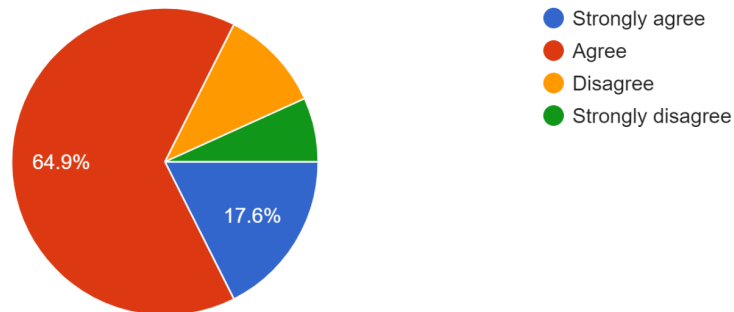
16. When I practice fire drills and lockdown drills it makes me feel safer

74 responses



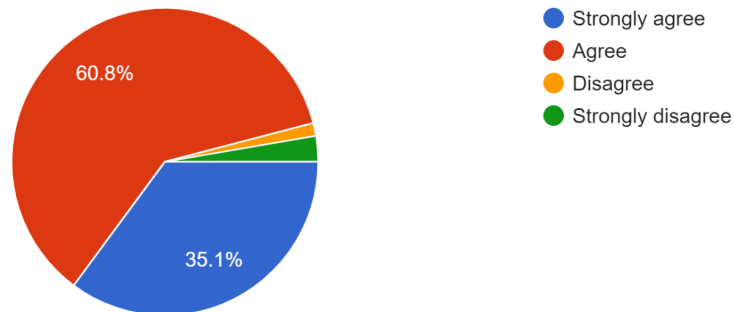
17. I am challenged by the work my teachers ask me to do

74 responses



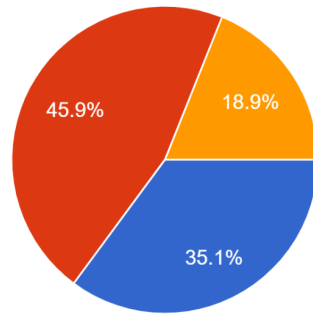
18. I know what I am supposed to be learning in my classes

74 responses



19. I am a good student

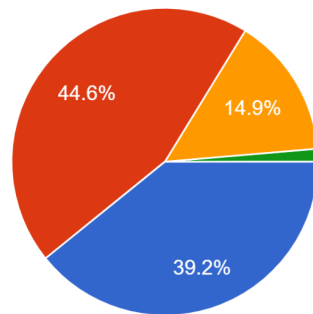
74 responses



- Strongly agree
- Agree
- Disagree

20. I could be a better student

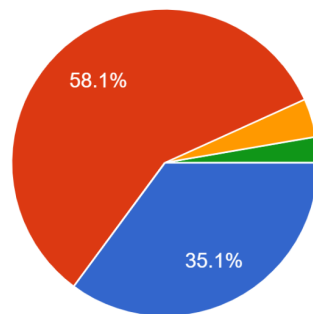
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

21. My teachers have high expectations of me

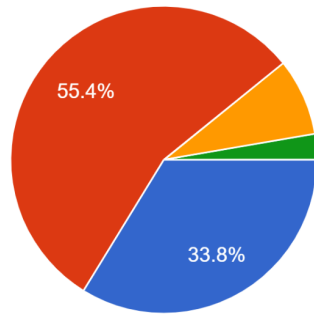
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

22. I behave well at school

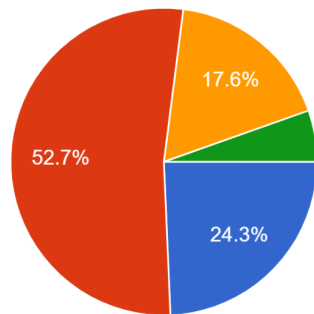
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

23. Students are treated fairly by teachers

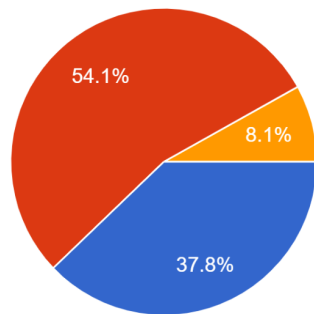
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

24. Students are treated fairly by the principals

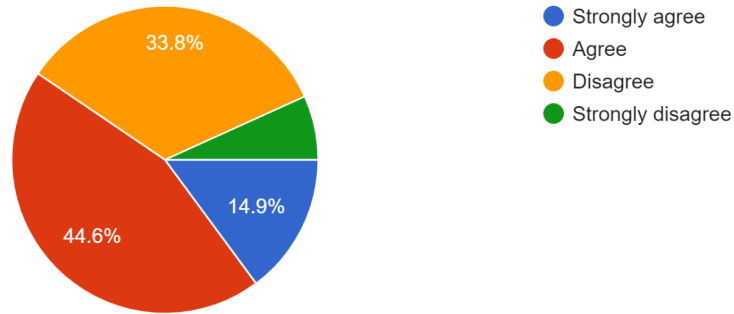
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

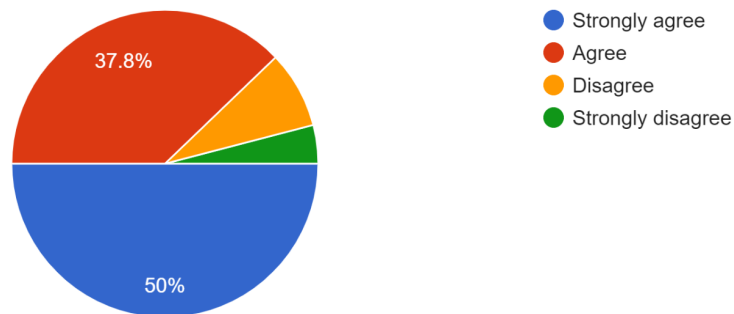
25. Students treat me with respect

74 responses



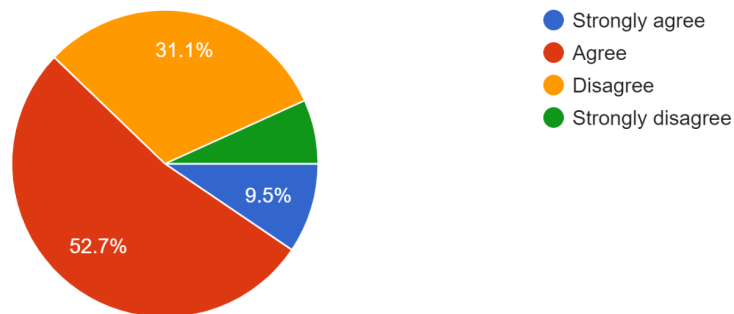
26. There is at least one adult I can go to if I need something

74 responses



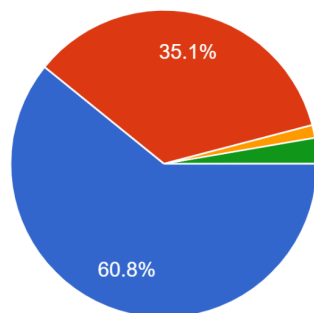
27. Students at my school are friendly

74 responses



28. I have friends at school

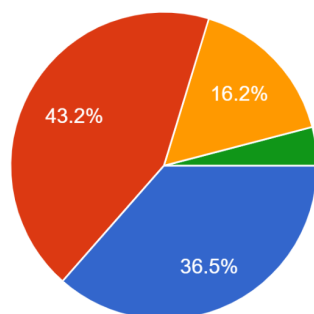
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

29. I have support for learning at home

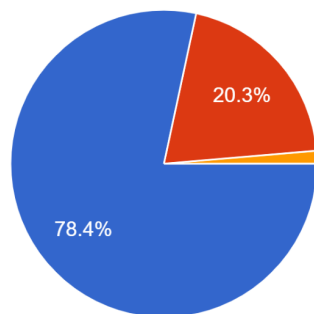
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

30. My family wants me to do well in school

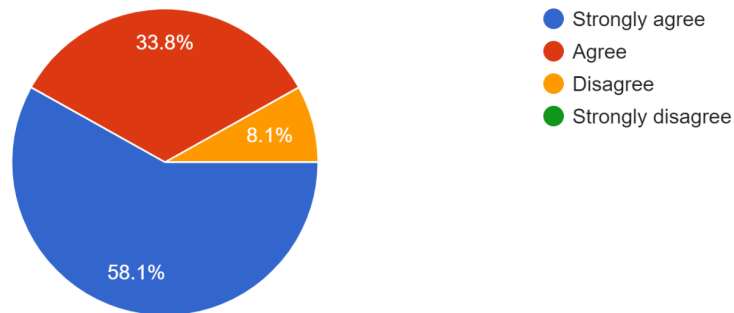
74 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

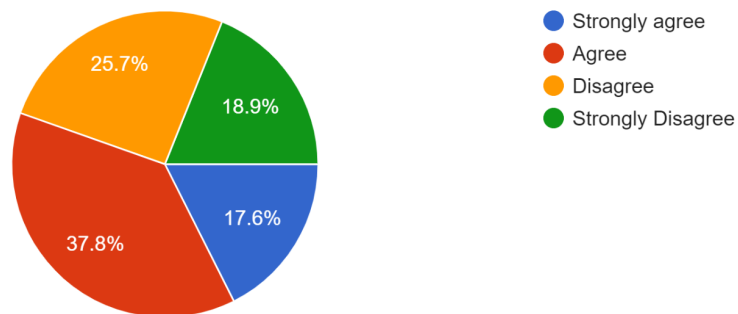
31. At school there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping)

74 responses



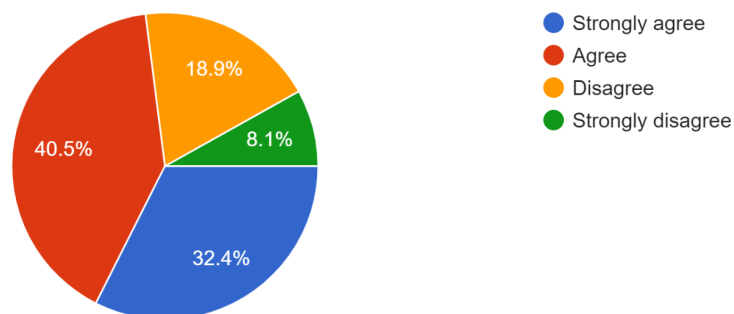
32. I have seen students being physically hurt more than once by other students (for example, pushed, slabs, punch, or beaten up)

74 responses



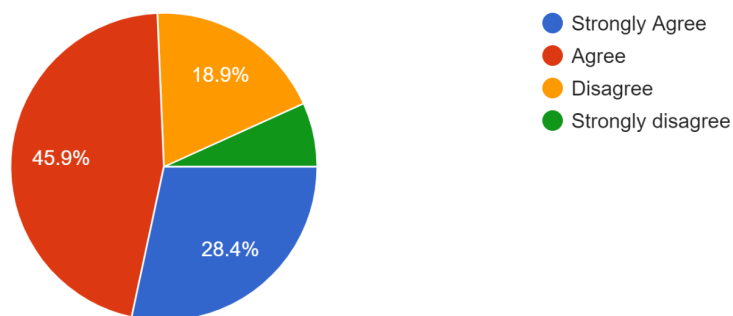
33. There are groups of students who exclude others and make them feel bad for not being a part of the group

74 responses



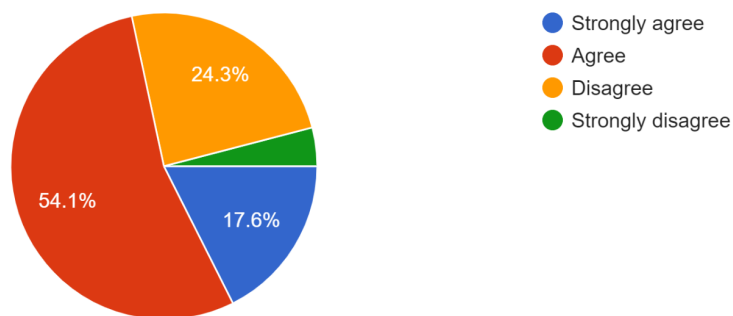
34. Students will try to stop student from insulting or making fun of others

74 responses



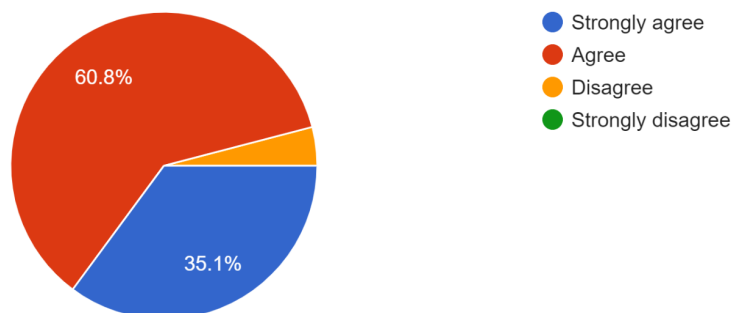
35. Students respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)

74 responses



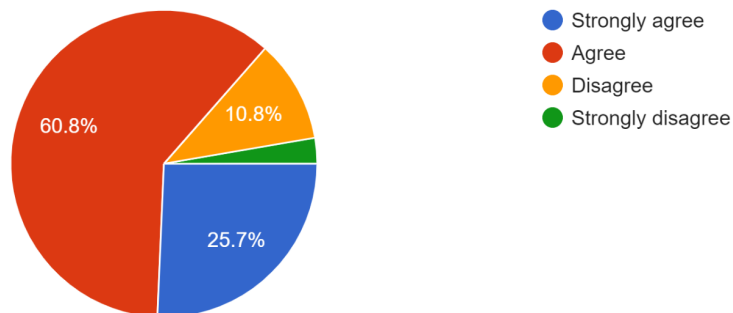
36. My parents/guardians are made to feel welcome at school

74 responses



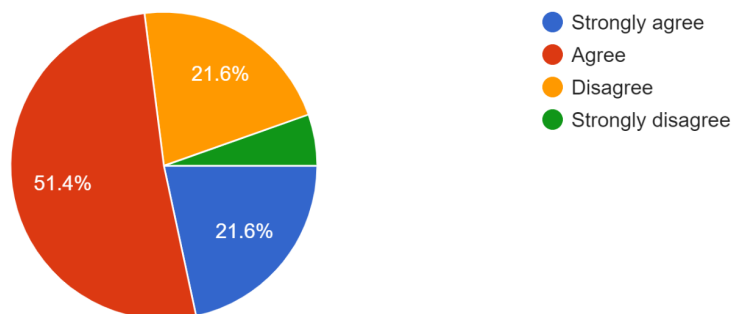
37. I feel safe in the hallways at school

74 responses



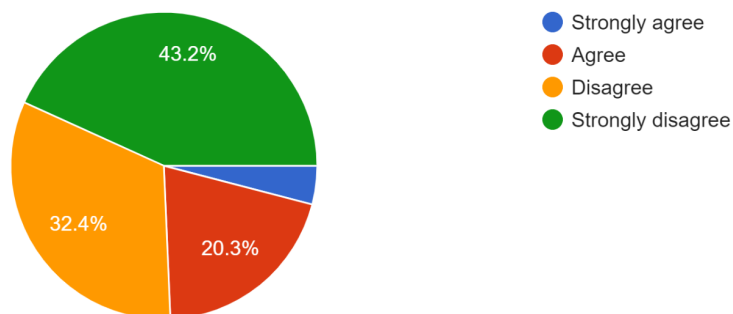
38. I feel safe in the bathrooms at school

74 responses



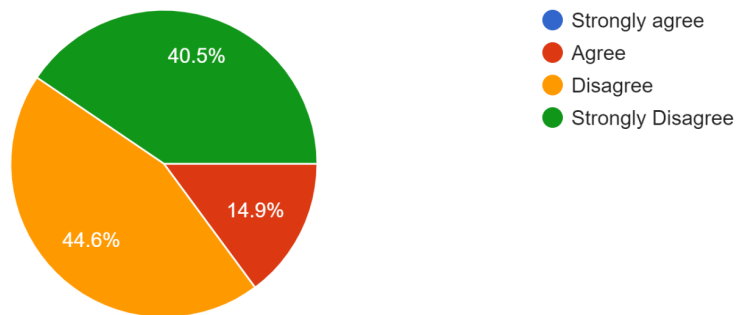
39. Students at the school are bullied or picked on because of their race or ethnicity

74 responses



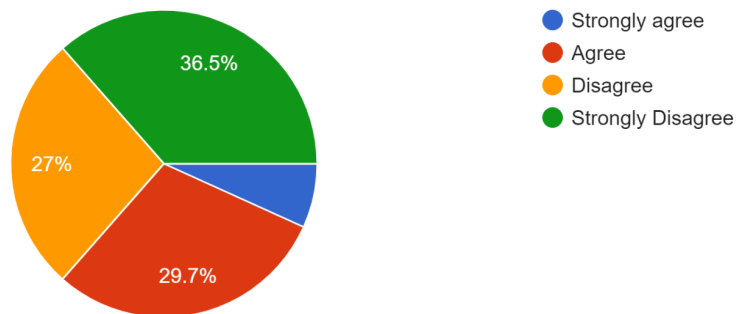
40. Students at the school are bullied or picked on because of their spiritual or religious beliefs

74 responses



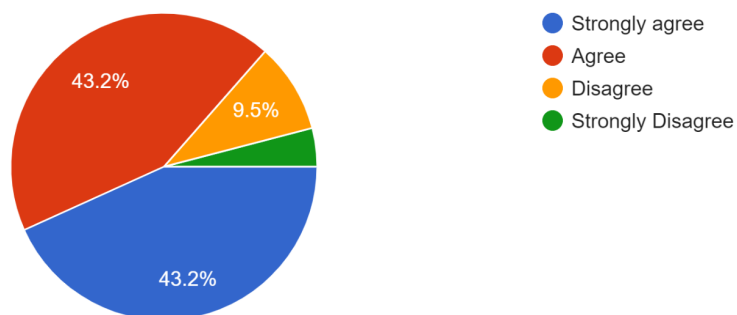
41. Students at the school are bullied or picked on because of their physical or learning disability

74 responses



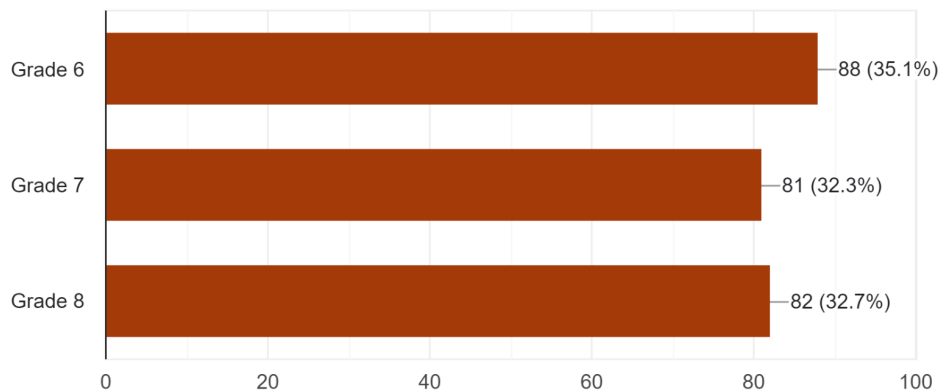
42. I report to an adult when I hear threats or bullying

74 responses



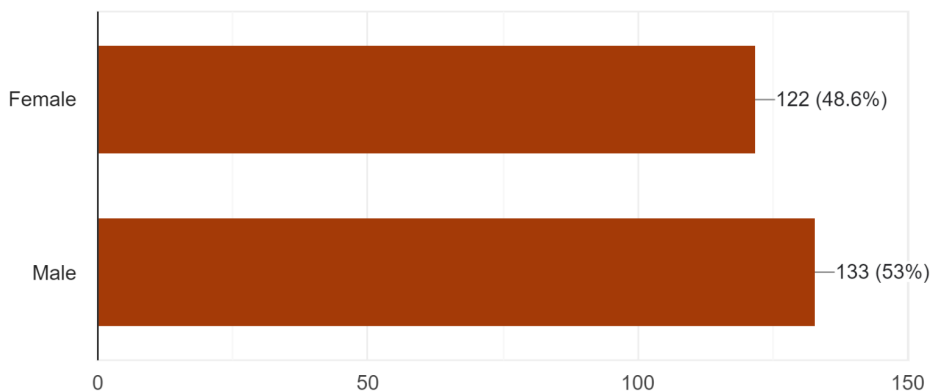
1. I am in grade

251 responses



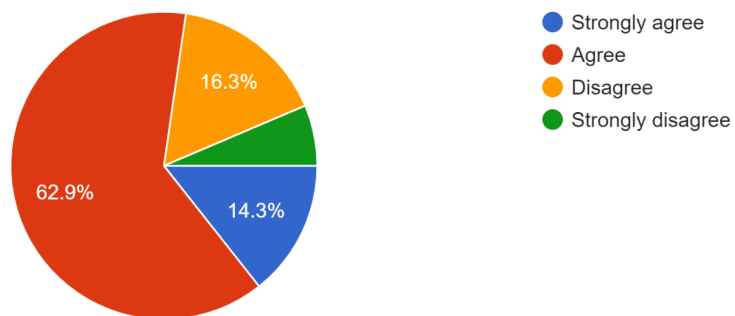
2. I am

251 responses



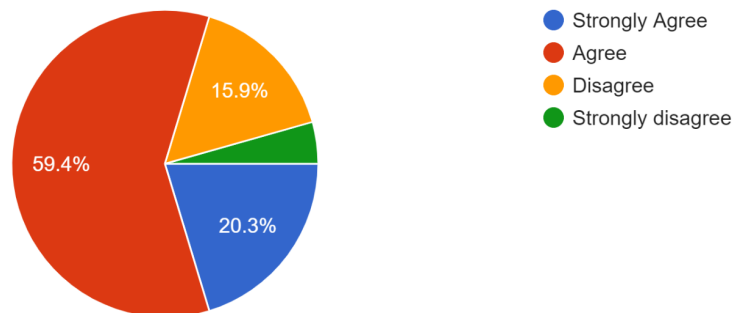
3. When I am at school I feel I belong

251 responses



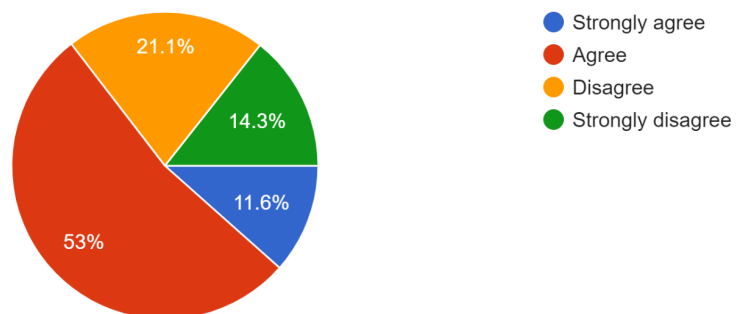
4. When I am at school I am safe

251 responses



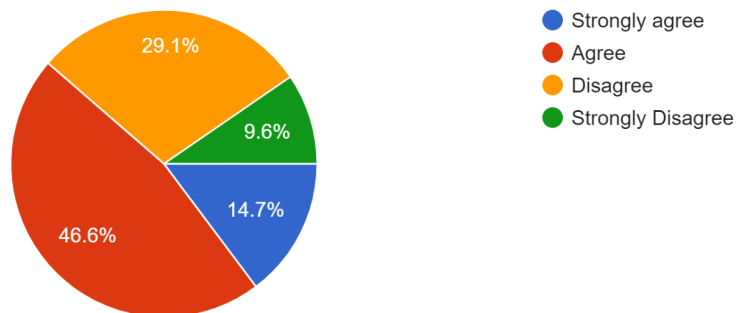
5. I enjoy learning

251 responses



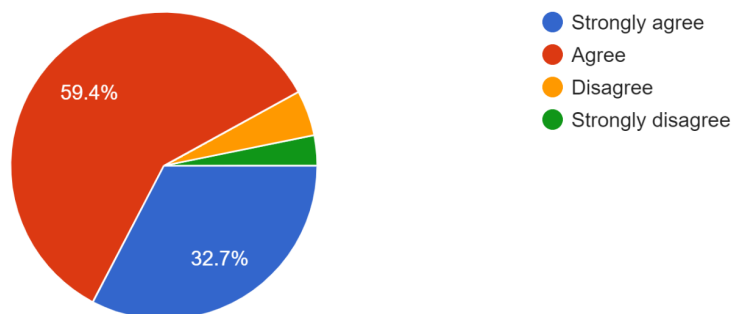
7. At school I have choices in how I learn

251 responses



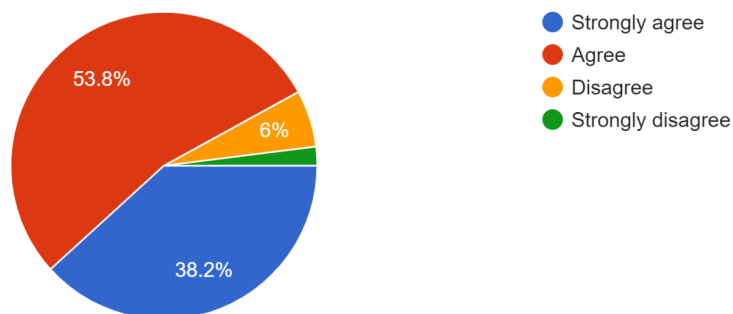
8. My teachers treat me with respect

251 responses



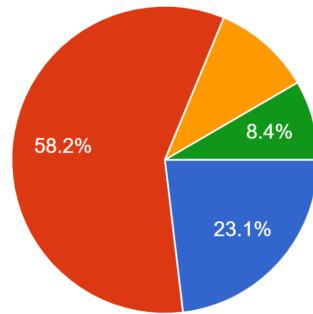
9. My teachers care about me

251 responses



10. My principals care about me

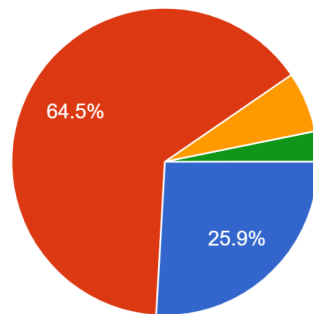
251 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

11. My teachers think I will be successful

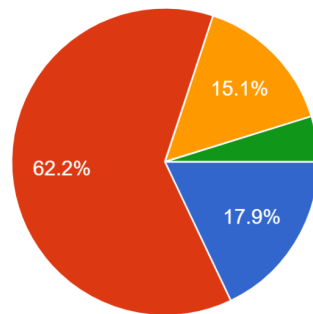
251 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

12. My teachers listen to my ideas

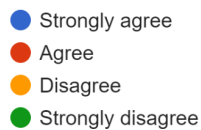
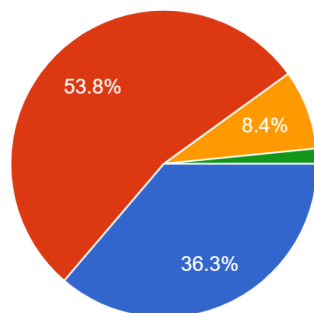
251 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

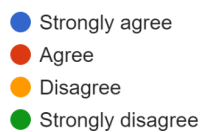
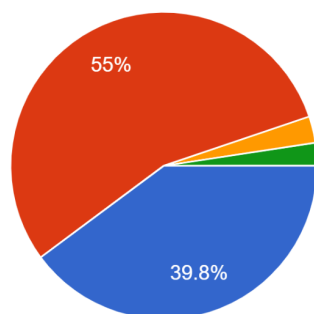
13. My teachers help me learn

251 responses



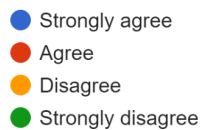
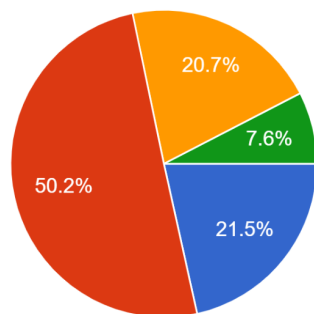
14. My teachers believe I can learn

251 responses



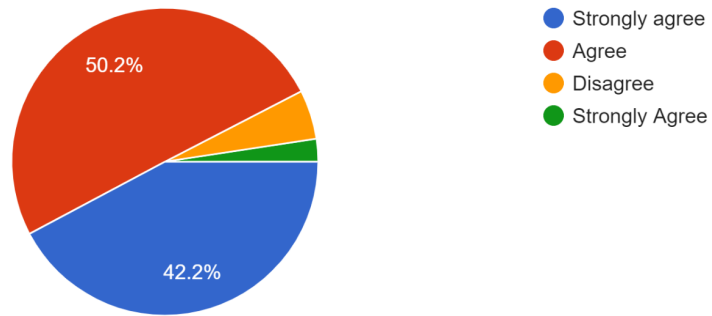
15. I am recognized for good work and/or good effort

251 responses



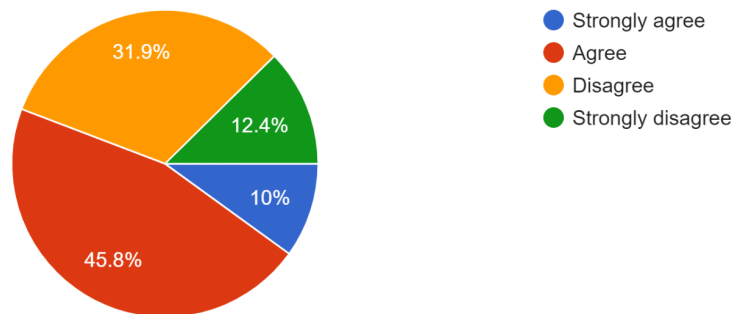
16. The adults care about student safety

251 responses



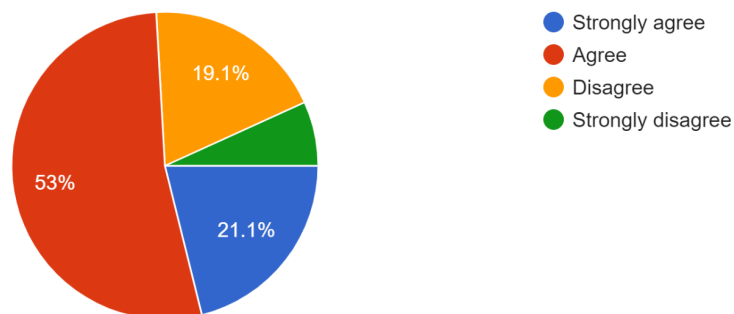
17. When I practice fire drills and lockdown drills it makes me feel safer

251 responses



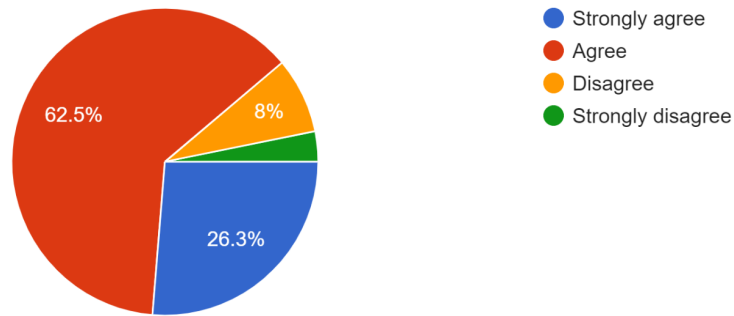
18. I am challenged by the work my teachers ask me to do

251 responses



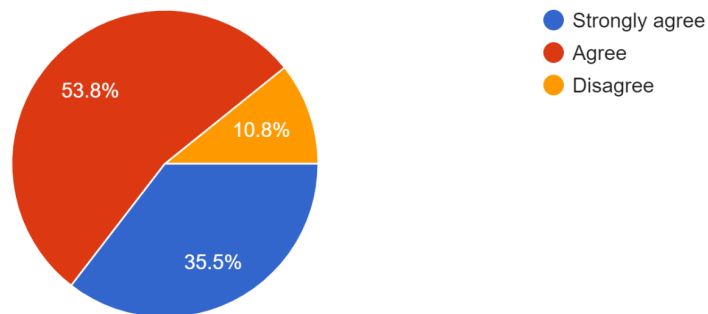
19. I know what I am supposed to be learning in my classes

251 responses



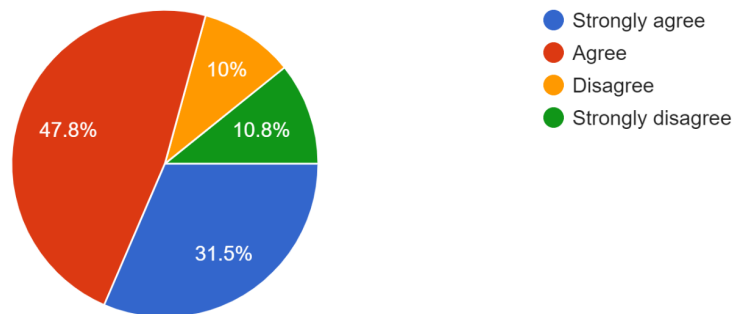
20. I am a good student

251 responses



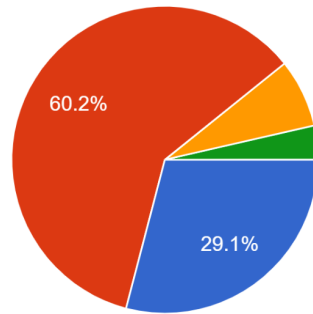
21. I could be a better student

251 responses



22. My teachers have high expectations of me

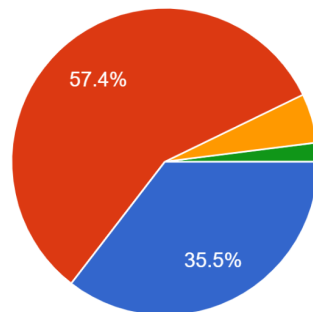
251 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

23. I behave well at school

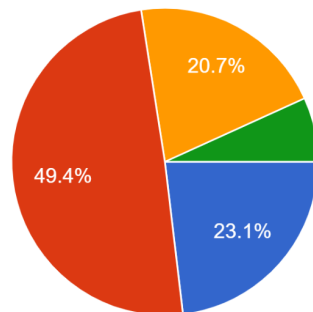
251 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

24. Students are treated fairly by teachers

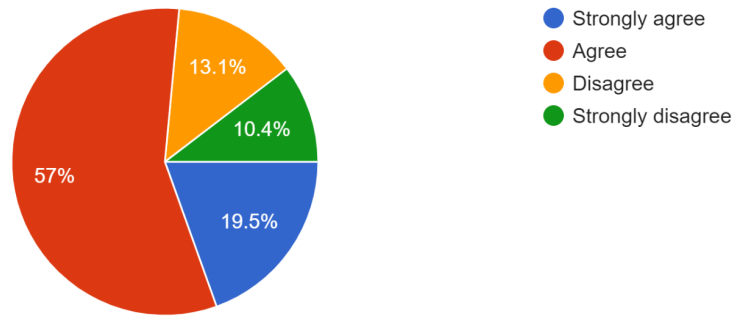
251 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

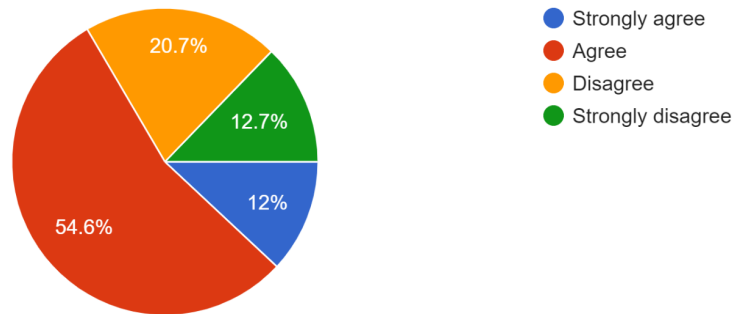
25. Students are treated fairly by the principals

251 responses



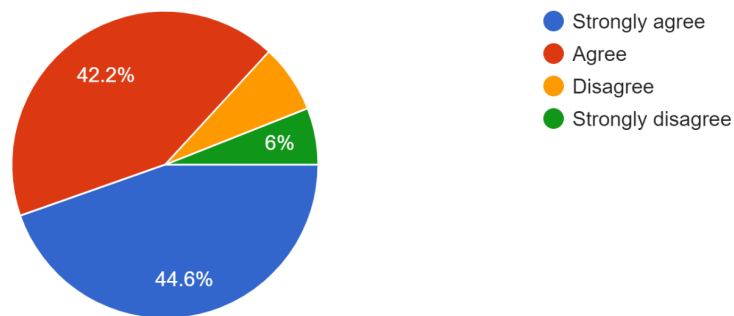
26. Students treat me with respect

251 responses



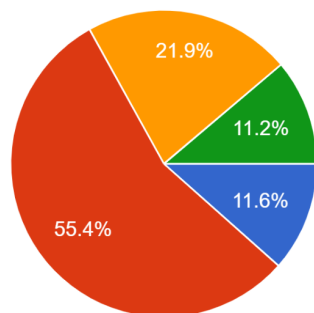
27. There is at least one adult I can go to if I need something

251 responses



28. Students at my school are friendly

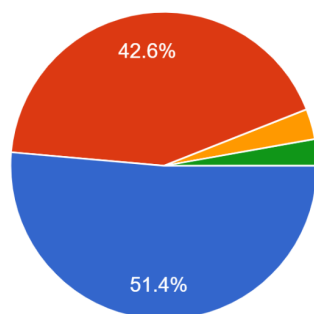
251 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

29. I have friends at school

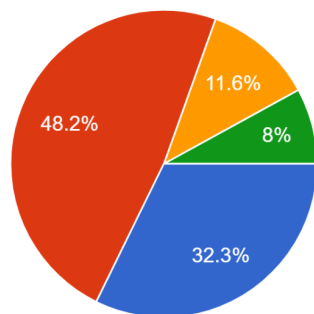
251 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

30. I have support for learning at home

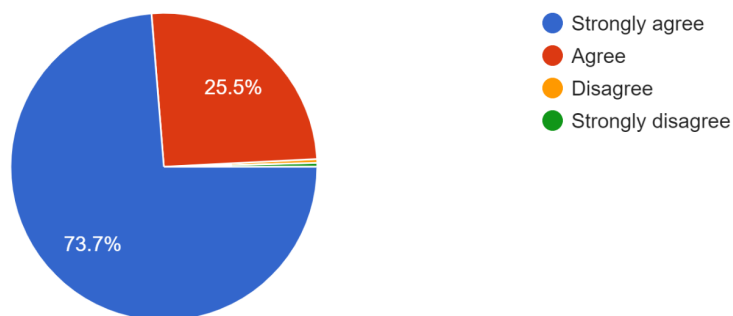
251 responses



- Strongly agree
- Agree
- Diagree
- Strongly disagree

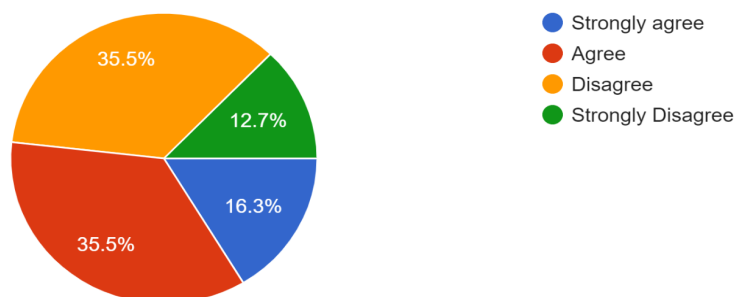
31. My family wants me to do well in school

251 responses



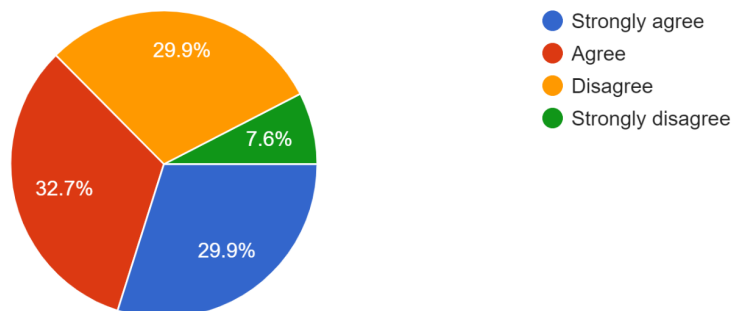
33. I have seen students being physically hurt more than once by other students (for example, pushed, slabs, punch, or beaten up)

251 responses



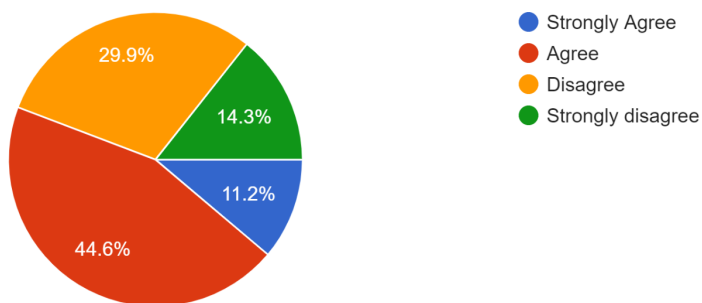
34. There are groups of students who exclude others and make them feel bad for not being a part of the group

251 responses



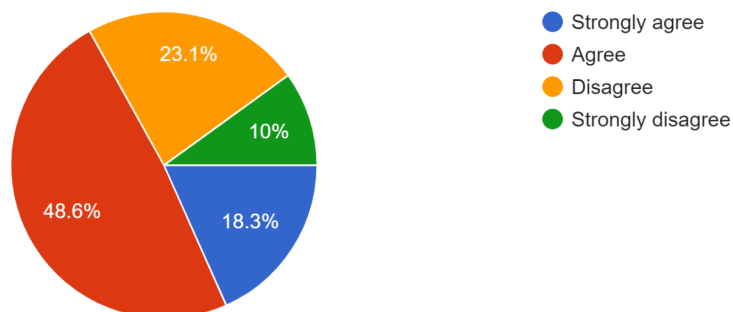
35. Students will try to stop student from insulting or making fun of others

251 responses



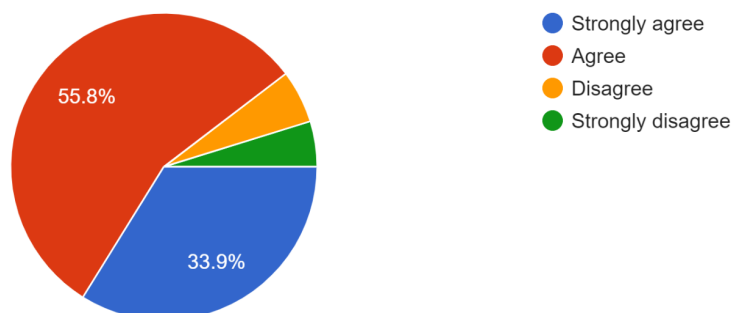
36. Students respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)

251 responses



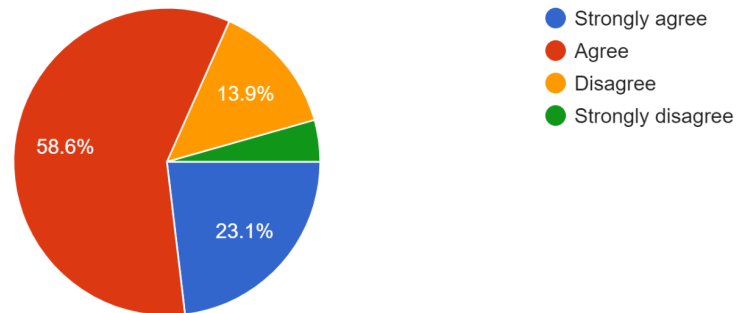
37. My parents/guardians are made to feel welcome at school

251 responses



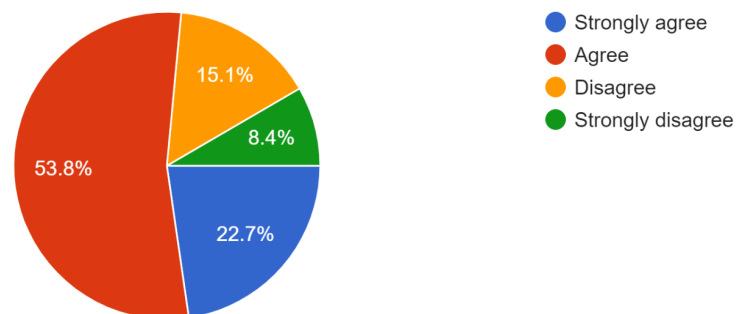
38. I feel safe in the hallways at school

251 responses



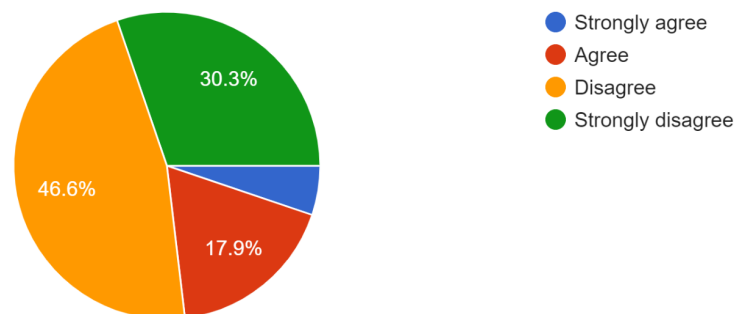
39. I feel safe in the bathrooms at school

251 responses



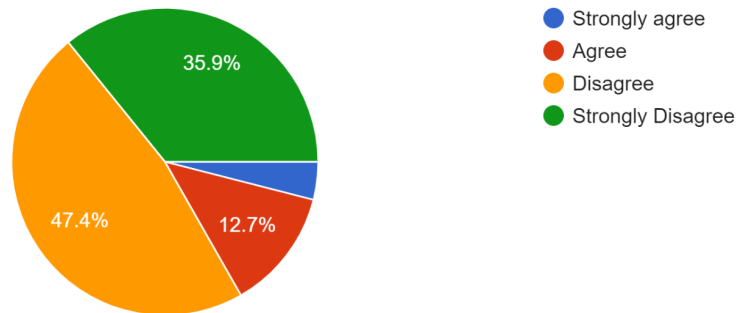
40. Students at the school are bullied or picked on because of their race or ethnicity

251 responses



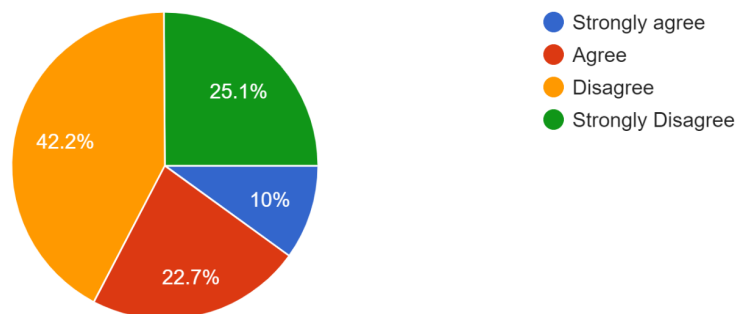
41. Students at the school are bullied or picked on because of their spiritual or religious beliefs

251 responses



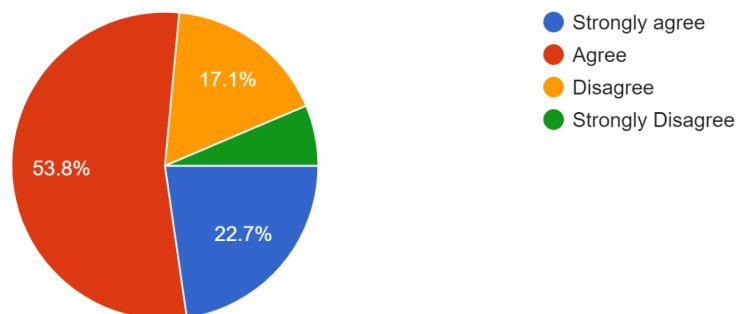
42. Students at the school are bullied or picked on because of their physical or learning disability

251 responses



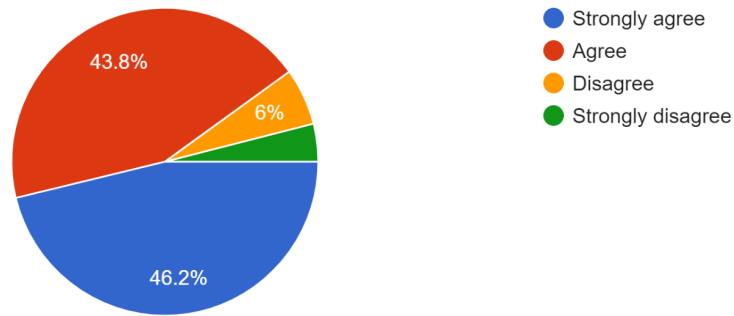
43. I report to an adult when I hear threats or bullying

251 responses



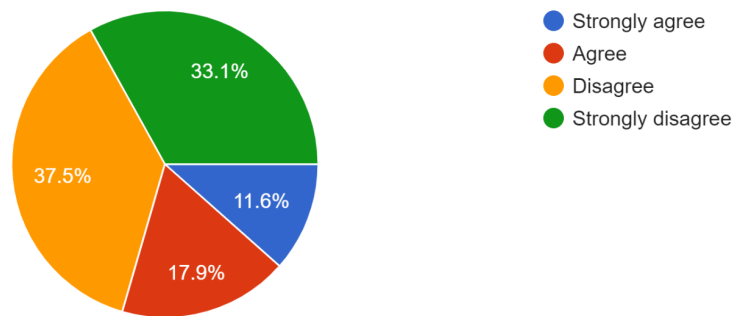
44. I feel I can use the bathrooms that fit my gender identity

251 responses



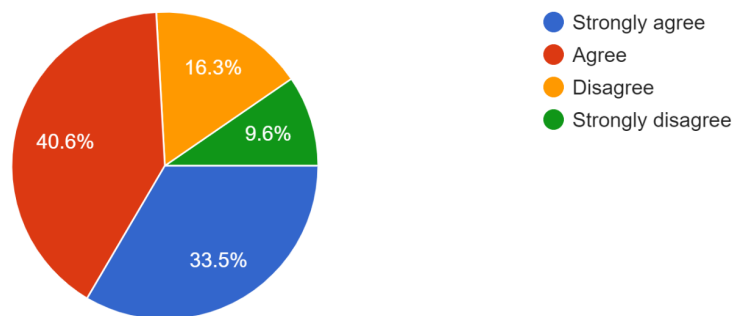
45. I have been bullied or harassed by other students at the school using the internet or social media

251 responses



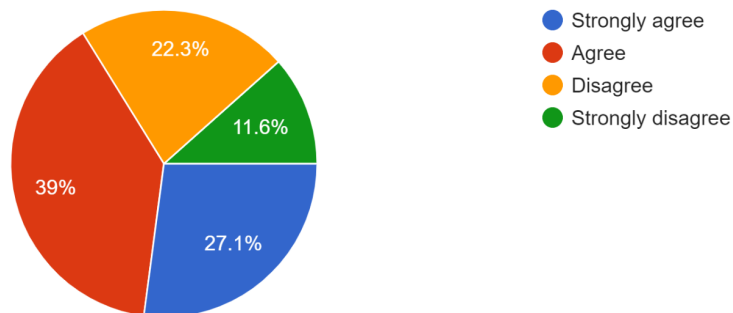
46. If I saw something on social media that was a threat or bullying I would tell my parents

251 responses



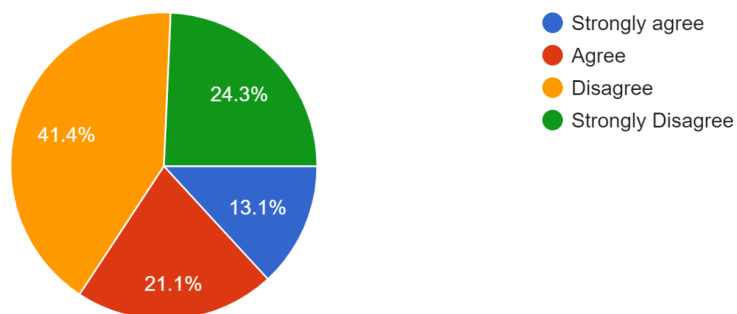
47. If I saw something on social media that was a threat or bullying I would tell an adult at school

251 responses



48. Students at the school are bullied or picked on because of their real or perceived sexual orientation

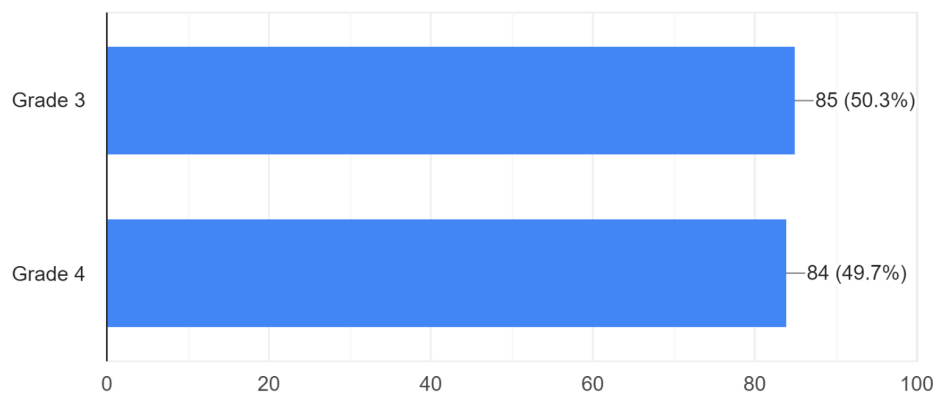
251 responses



BES Grades 3-4 School Climate Survey Responses 2021-2022

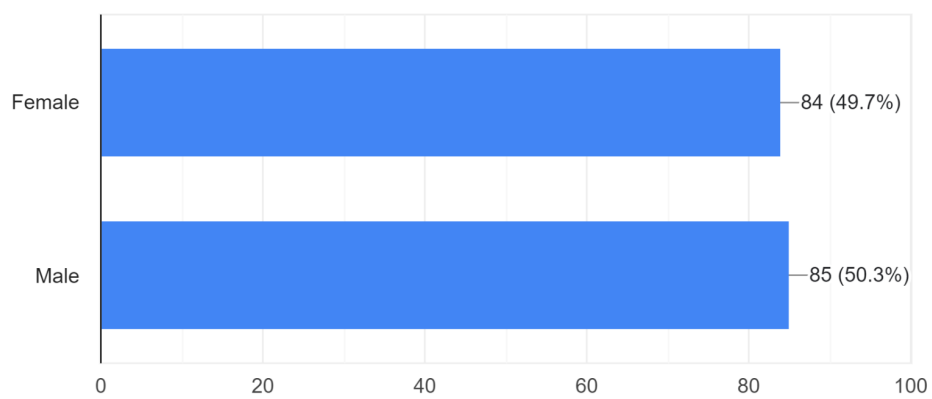
1. I am in grade

169 responses



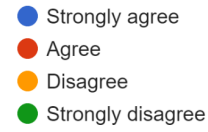
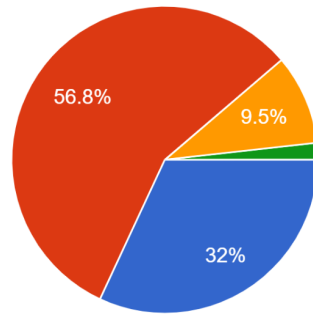
2. I am

169 responses



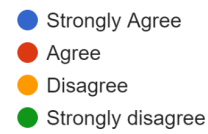
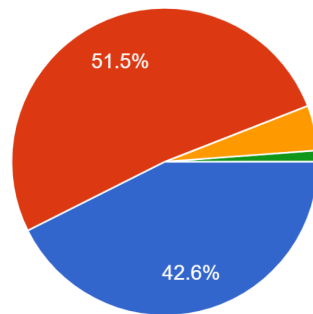
3. When I am at school I feel I belong

169 responses



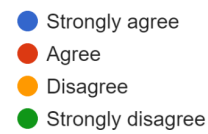
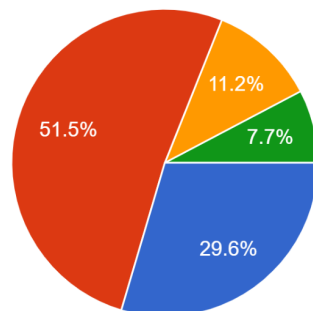
4. When I am at school I am safe

169 responses



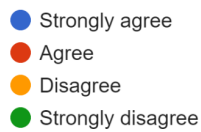
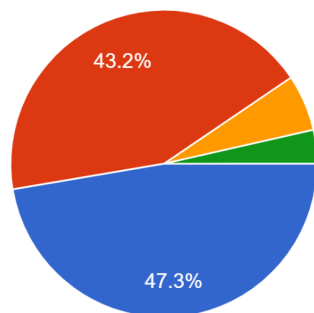
5. I enjoy learning

169 responses



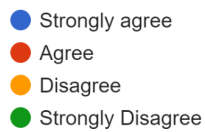
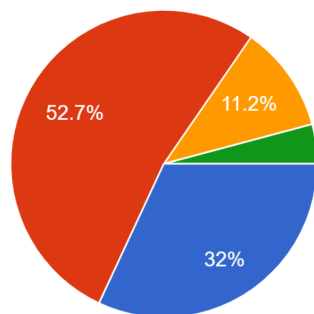
6. I like the school

169 responses



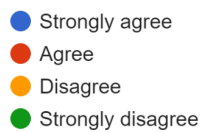
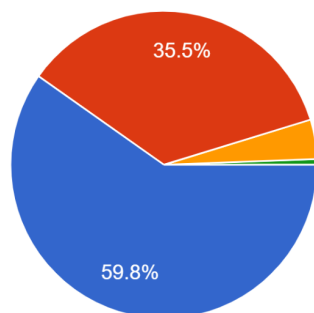
7. At school I have choices in how I learn

169 responses



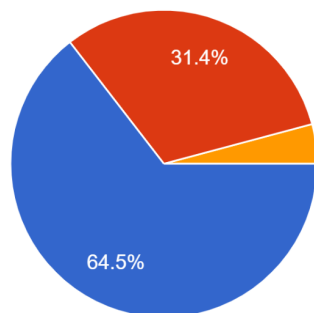
8. My teachers treat me with respect

169 responses



9. My teachers care about me

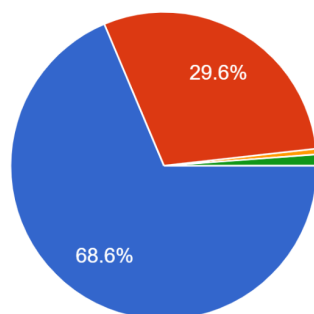
169 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

10. My principals care about me

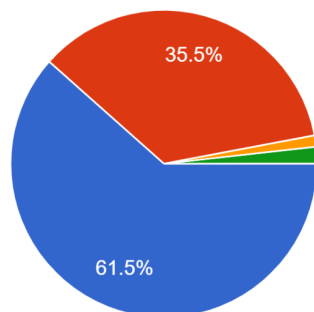
169 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

11. My teachers think I will be successful

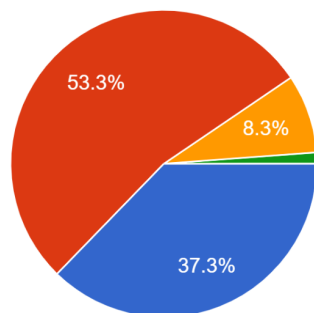
169 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

12. My teachers listen to my ideas

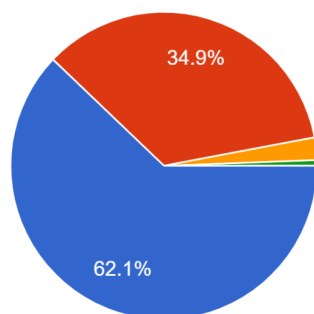
169 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

13. My teachers help me learn

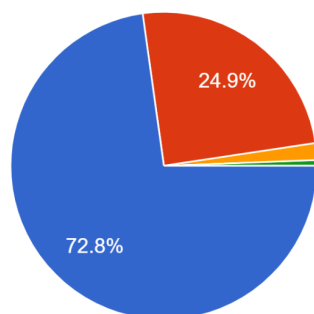
169 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

14. My teachers believe I can learn

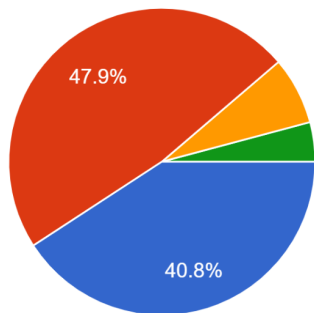
169 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

15. I am recognized for good work and/or good effort

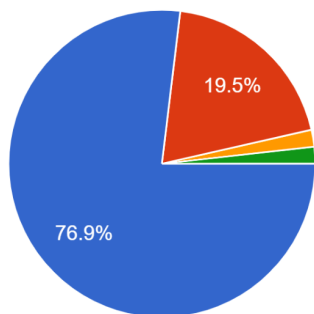
169 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

16. The adults care about student safety

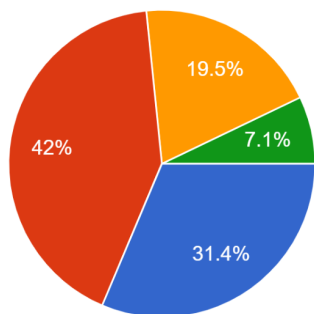
169 responses



- Strongly agree
- Agree
- Disagree
- Strongly Agree

17. When I practice fire drills and lockdown drills it makes me feel safer

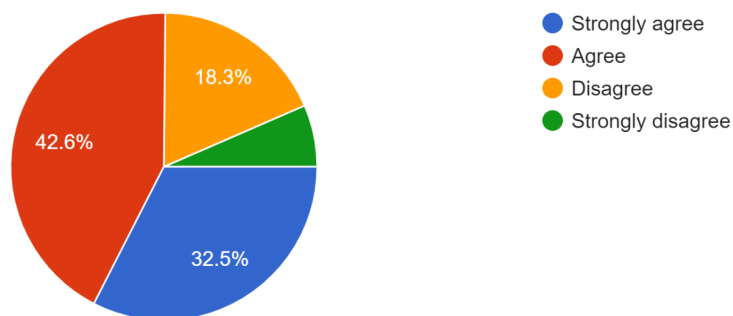
169 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

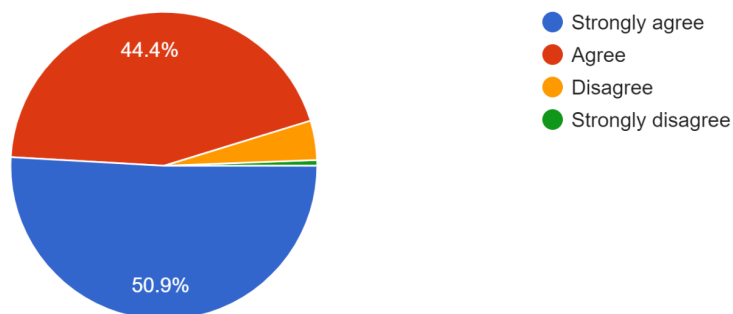
18. I am challenged by the work my teachers ask me to do

169 responses



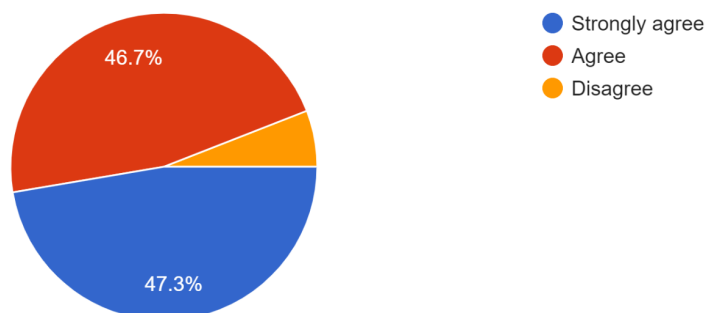
19. I know what I am supposed to be learning in my classes

169 responses



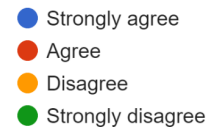
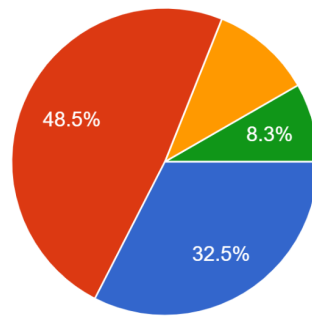
20. I am a good student

169 responses



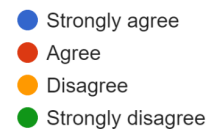
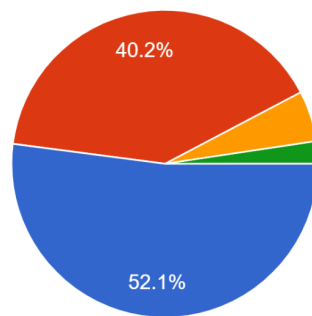
21. I could be a better student

169 responses



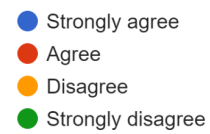
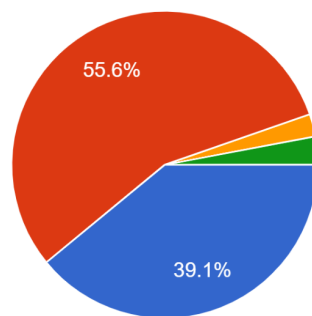
22. My teachers have high expectations of me

169 responses



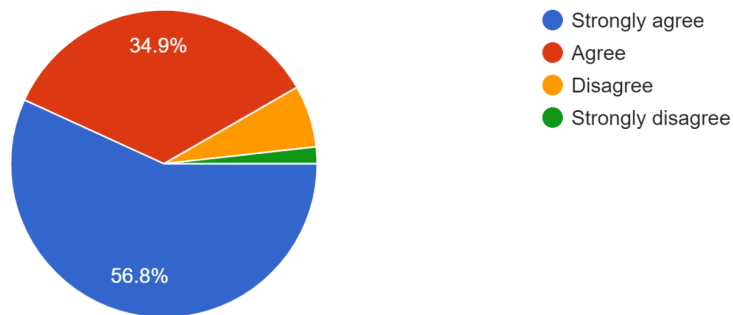
23. I behave well at school

169 responses



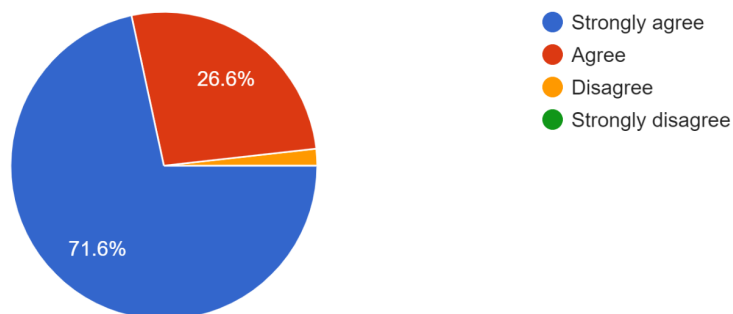
24. Students are treated fairly by teachers

169 responses



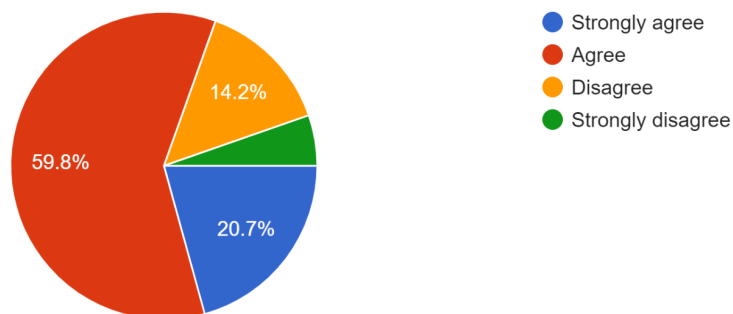
25. Students are treated fairly by the principals

169 responses



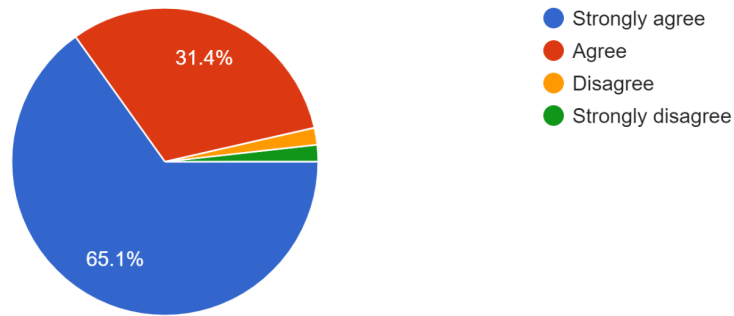
26. Students treat me with respect

169 responses



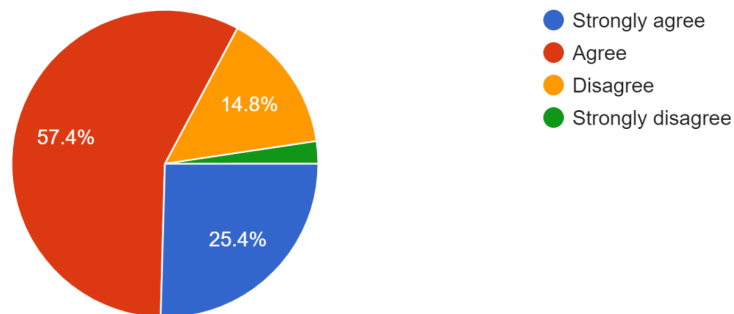
27. There is at least one adult I can go to if I need something

169 responses



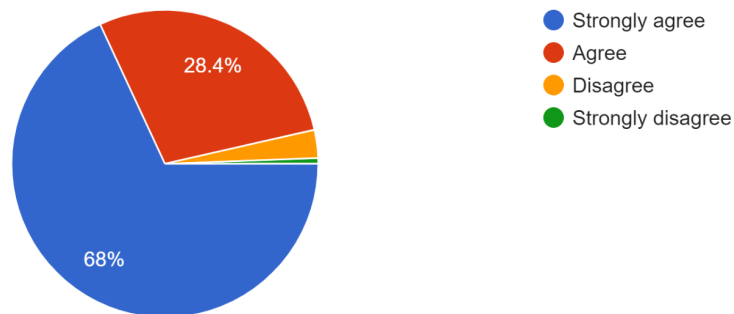
28. Students at my school are friendly

169 responses



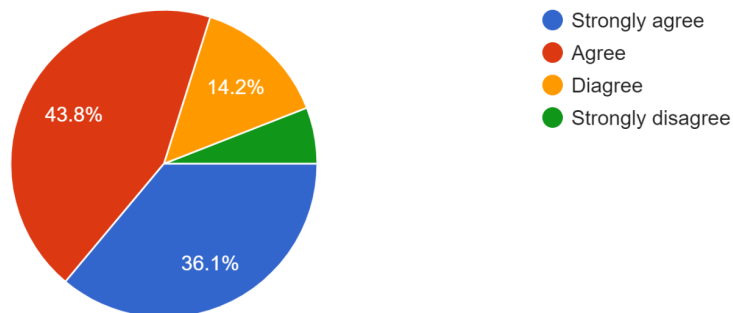
29. I have friends at school

169 responses



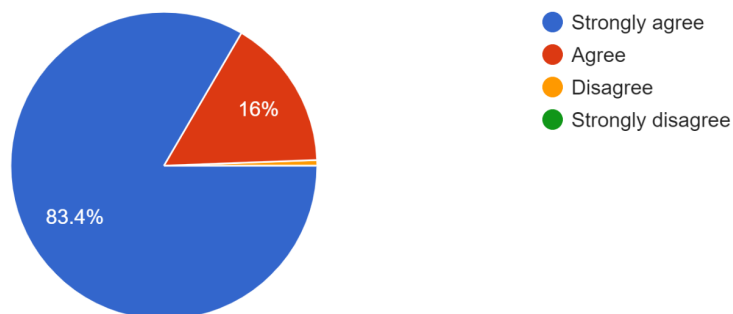
30. I have support for learning at home

169 responses



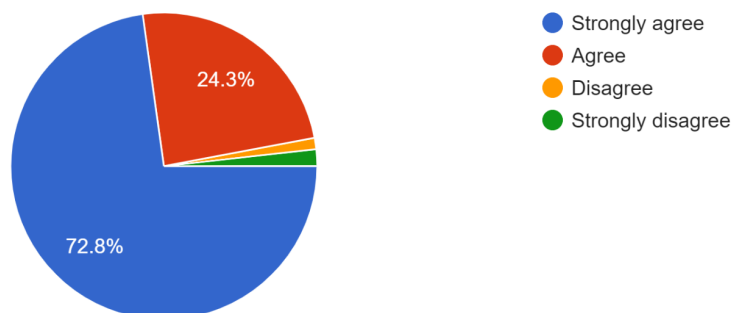
31. My family wants me to do well in school

169 responses



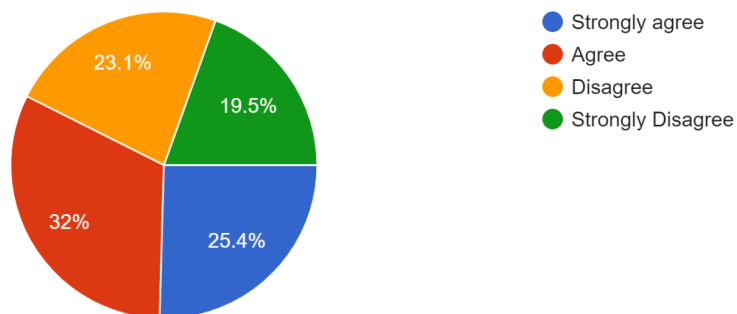
32. At school there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping)

169 responses



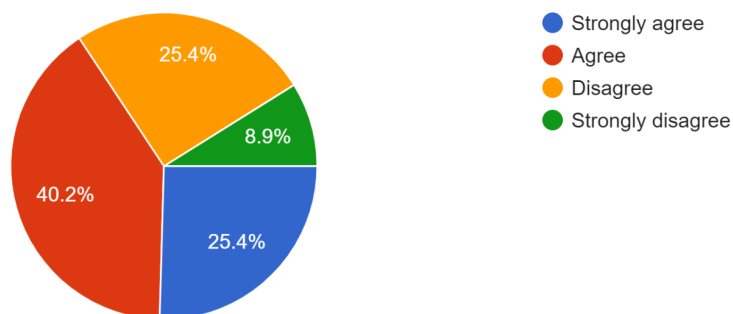
33. I have seen students being physically hurt more than once by other students (for example, pushed, slabs, punch, or beaten up)

169 responses



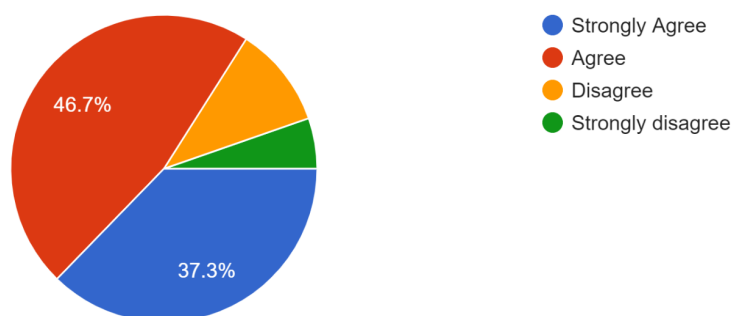
34. There are groups of students who exclude others and make them feel bad for not being a part of the group

169 responses



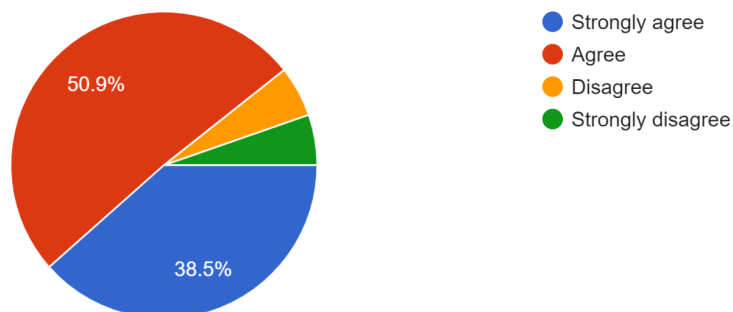
35. Students will try to stop student from insulting or making fun of others

169 responses



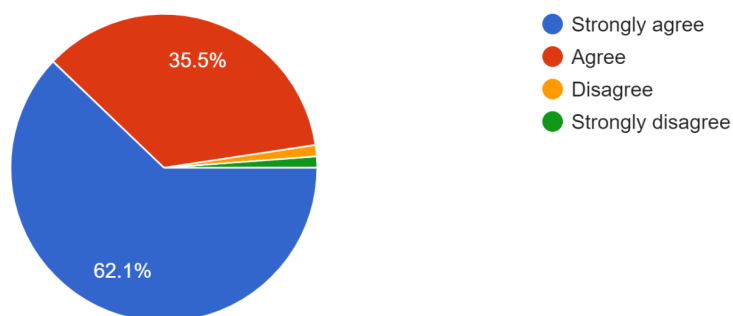
36. Students respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)

169 responses



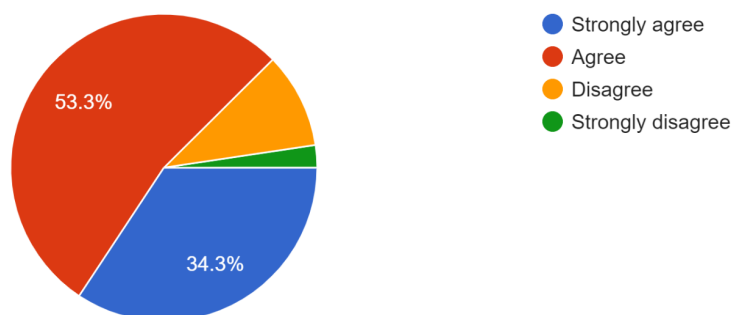
37. My parents/guardians are made to feel welcome at school

169 responses



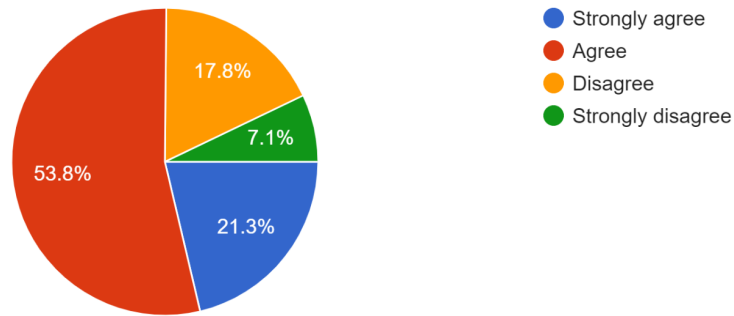
38. I feel safe in the hallways at school

169 responses



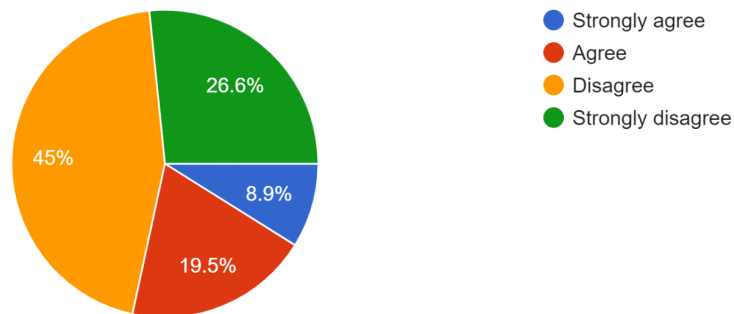
39. I feel safe in the bathrooms at school

169 responses



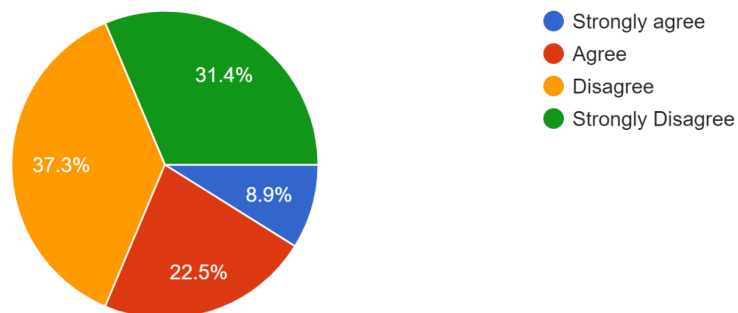
40. Students at the school are bullied or picked on because of their race or ethnicity

169 responses



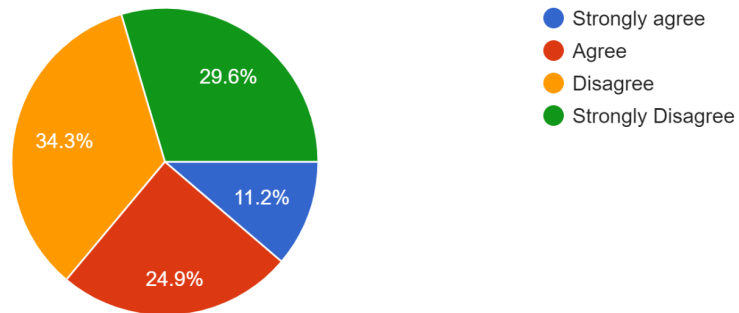
41. Students at the school are bullied or picked on because of their spiritual or religious beliefs

169 responses



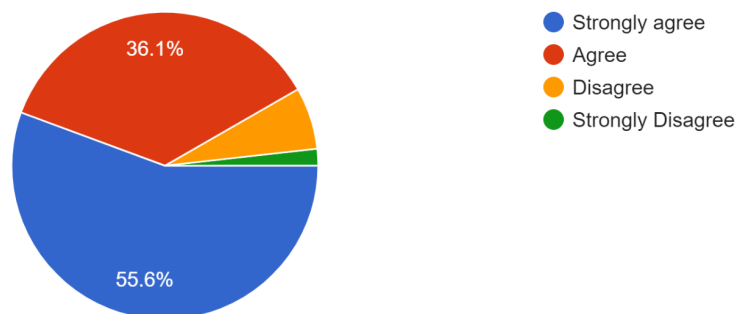
42. Students at the school are bullied or picked on because of their physical or learning disability

169 responses



43. I report to an adult when I hear threats or bullying

169 responses

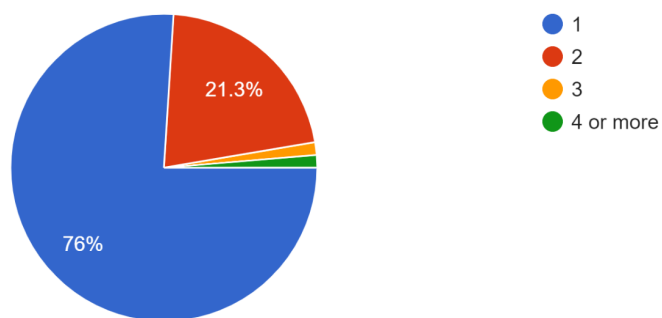


BMS Parent Survey 2021-2022, Pg 1-12
BES Parent Survey 2021-2022, Pg 13-27

BMS Parent Survey 2021-2022

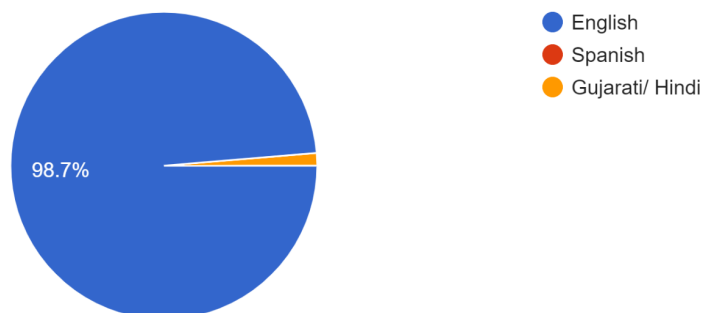
1. Number of children at Brooklyn Middle School

75 responses

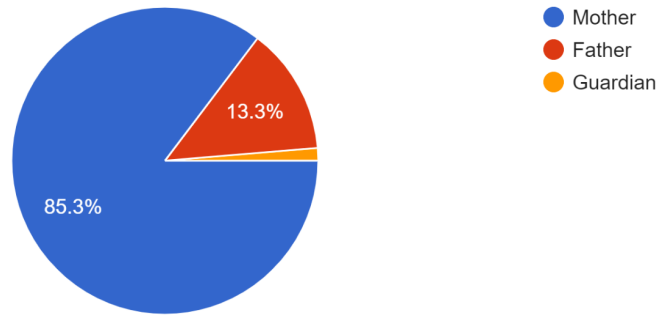


2. My native language is

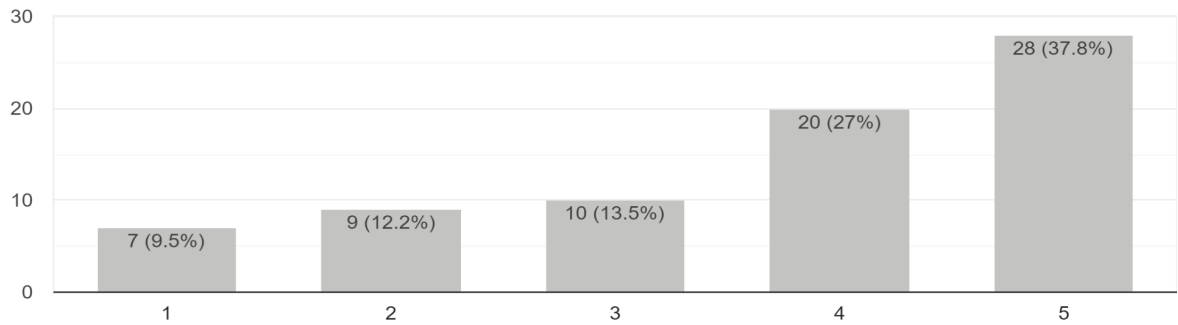
75 responses



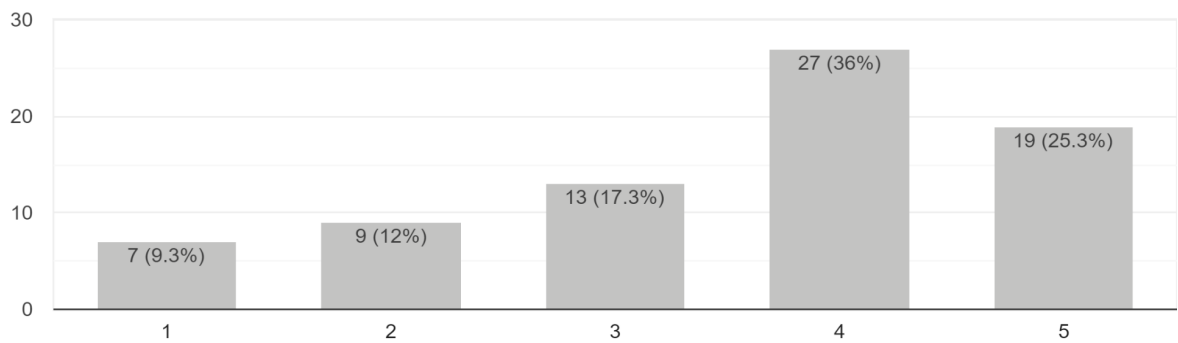
3. I am:
75 responses



4. I understand COVID has impacted my ability to enter the school but I feel the school cares about me and my family.
74 responses

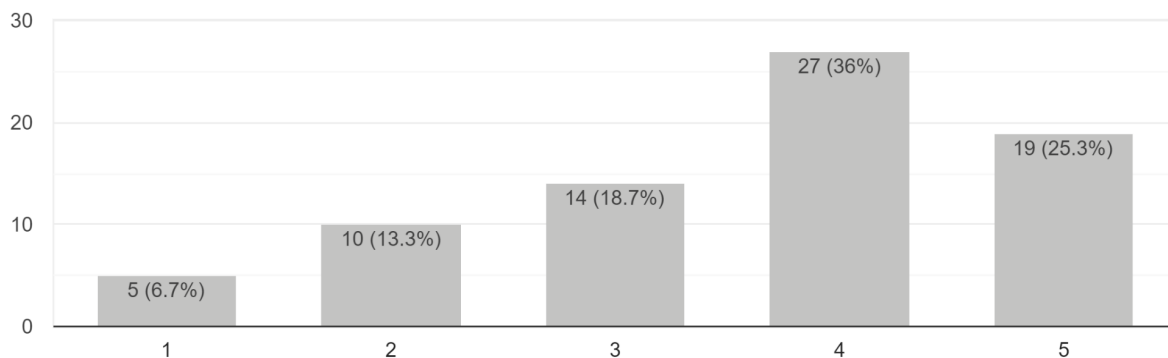


5. I feel informed about my child's progress
75 responses



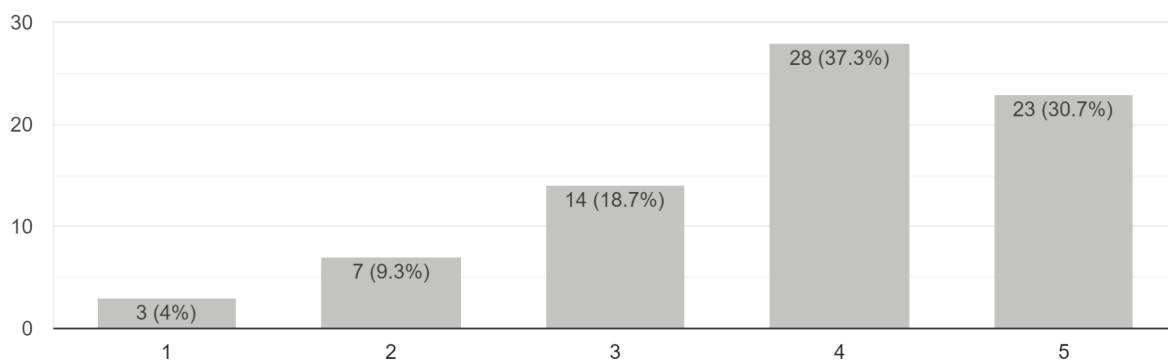
6. I know what my child's teacher expects from my child

75 responses



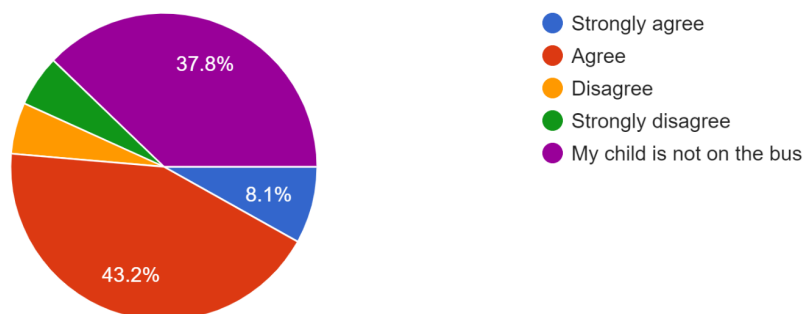
7. My child is safe at school

75 responses



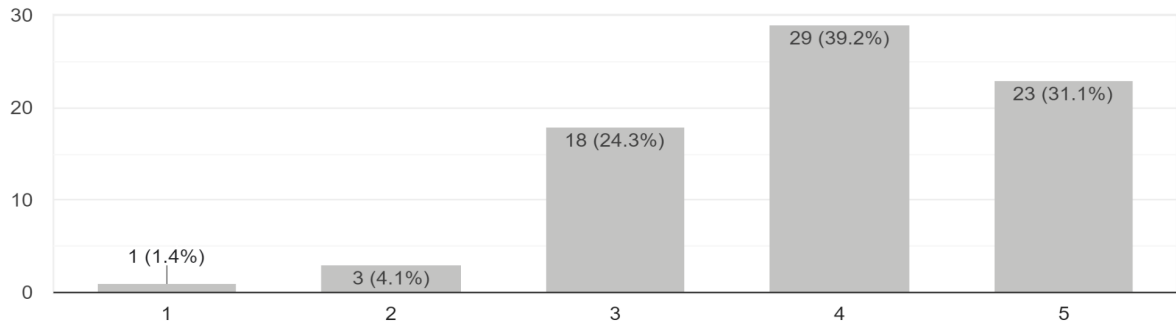
8. My child is safe on the bus

74 responses



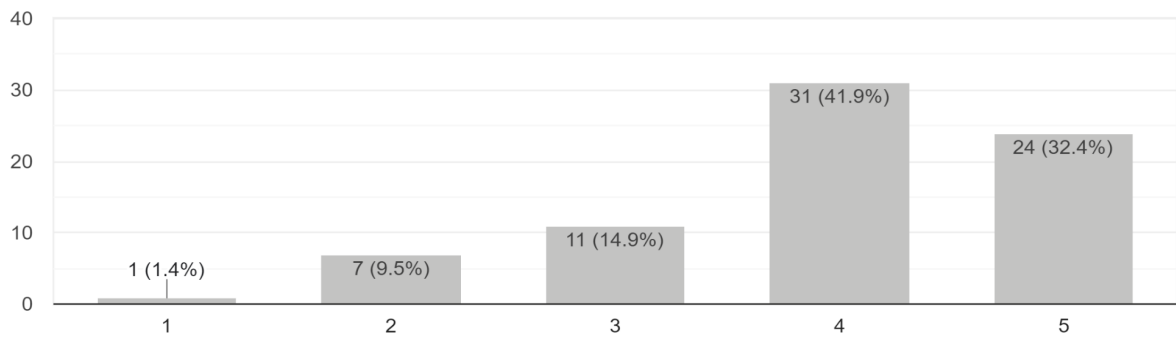
9. There is adequate supervision during school

74 responses



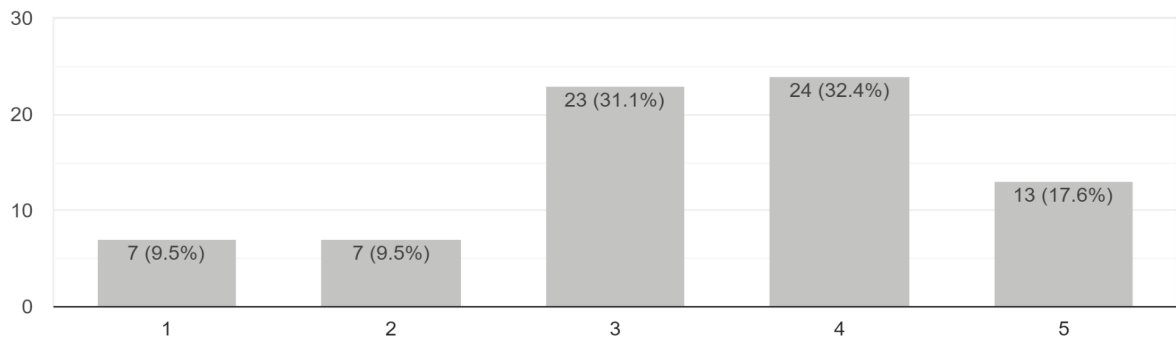
10. Teachers show respect for students

74 responses



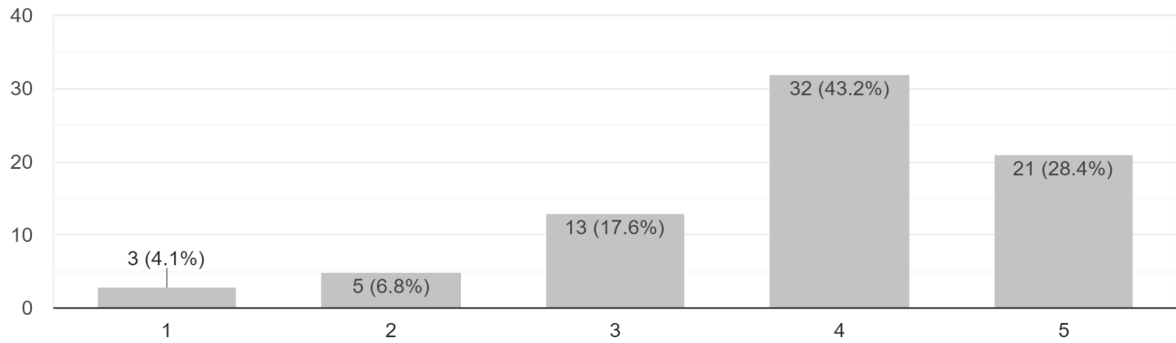
11. Students show respect for other students

74 responses



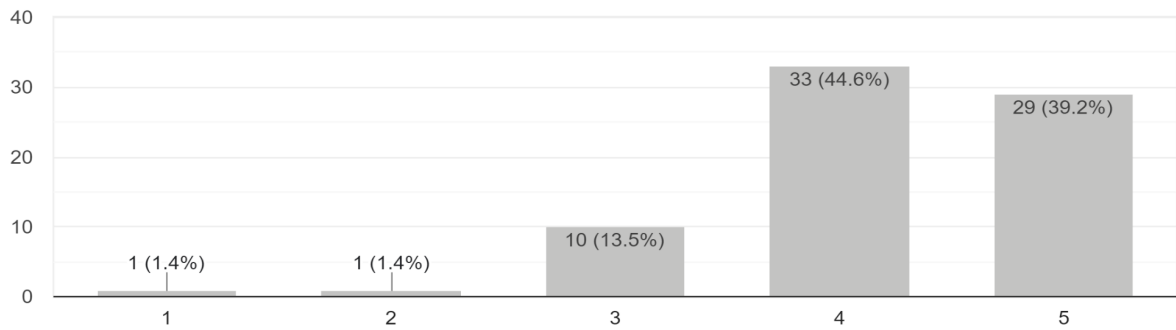
12. The school meets the academic needs of my child

74 responses



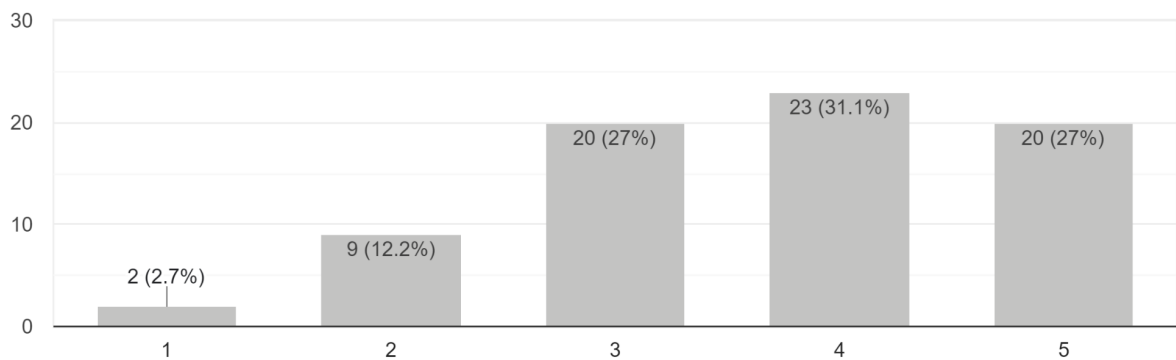
13. The school expects quality work of my child

74 responses



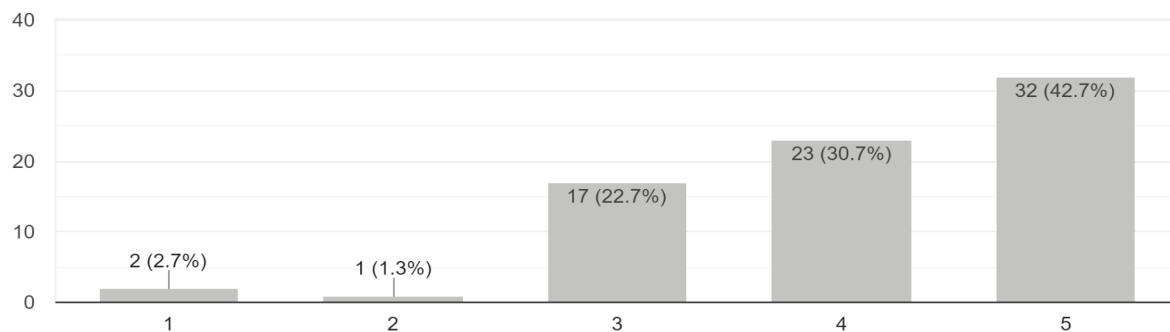
14. The school has an excellent working environment for my child

74 responses



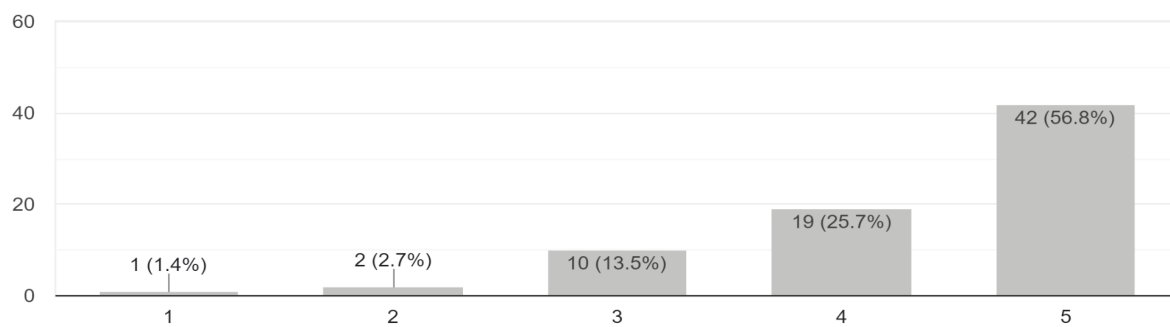
15. I like the schools report card/progress report

75 responses



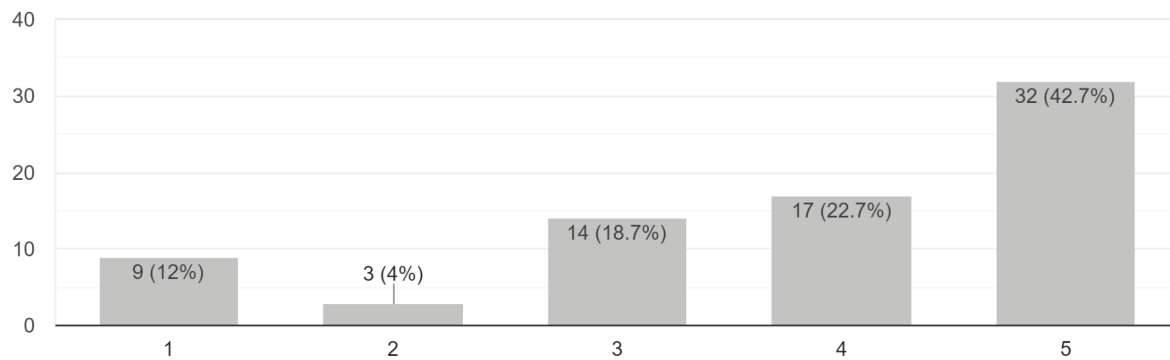
16. I respect the schools teachers

74 responses



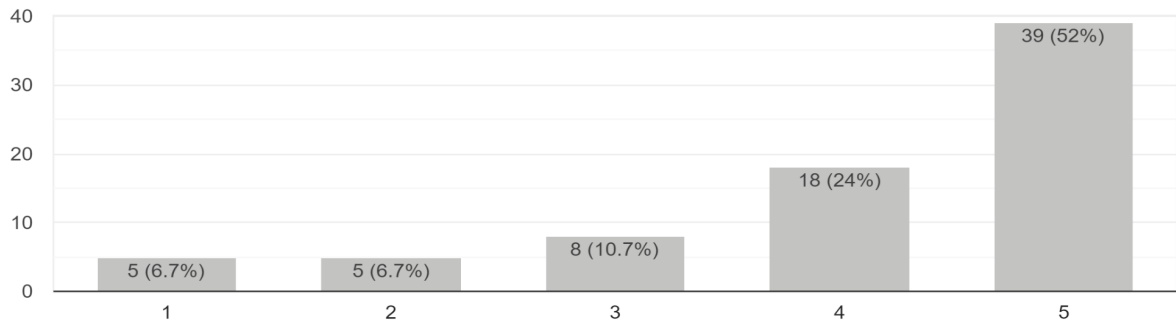
17. I respect the school's principal

75 responses



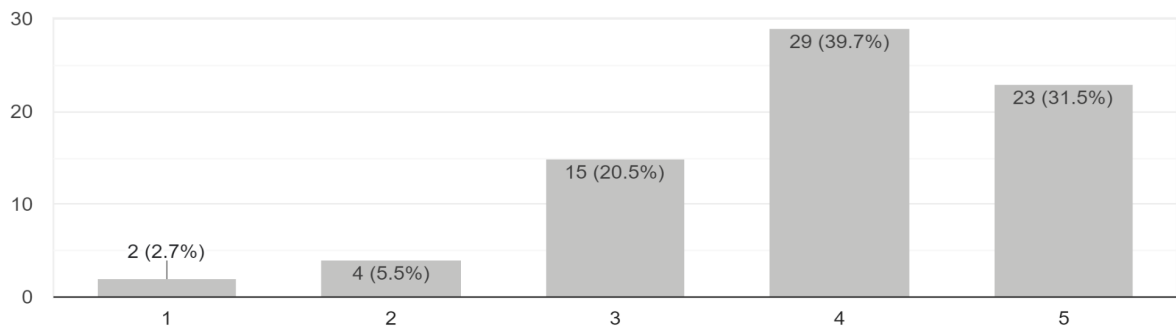
18. I respect the Superintendent

75 responses



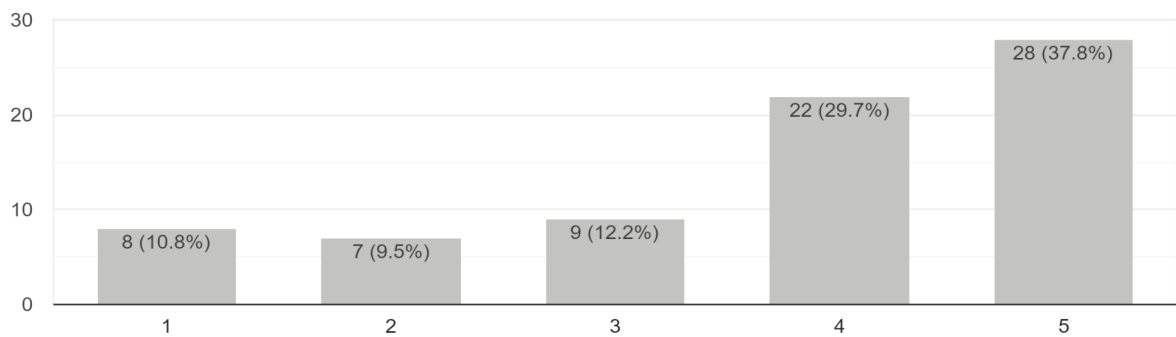
19. Overall, the school performs well academically

73 responses



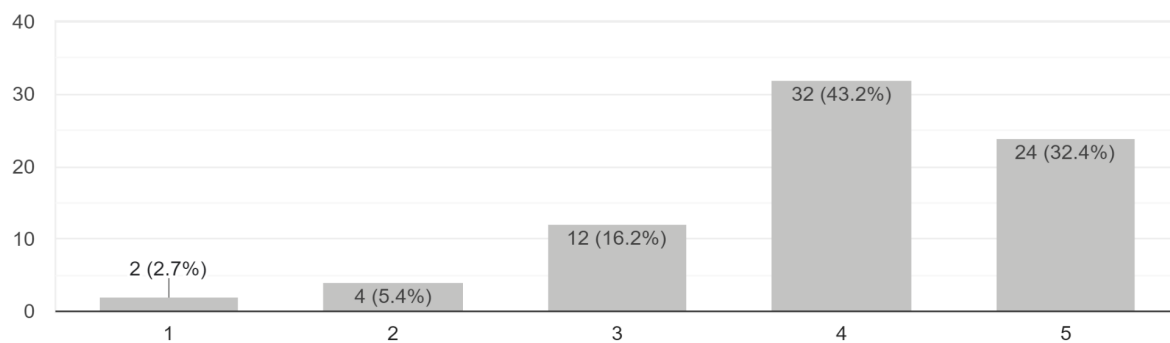
20. The school has a good public image

74 responses



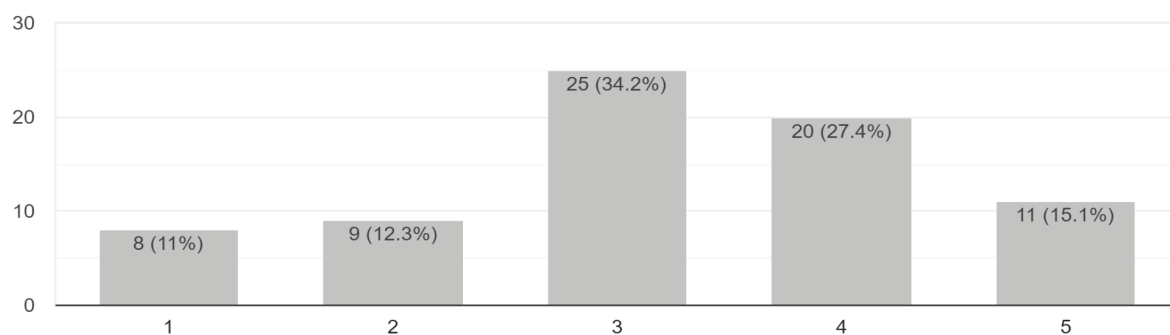
21. The school assessment practices are fair

74 responses



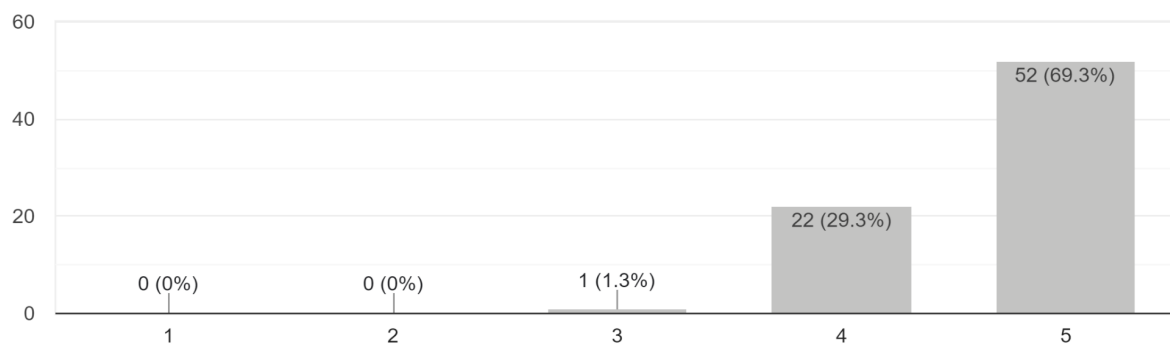
22. My child's teachers help me to help my child at home

73 responses



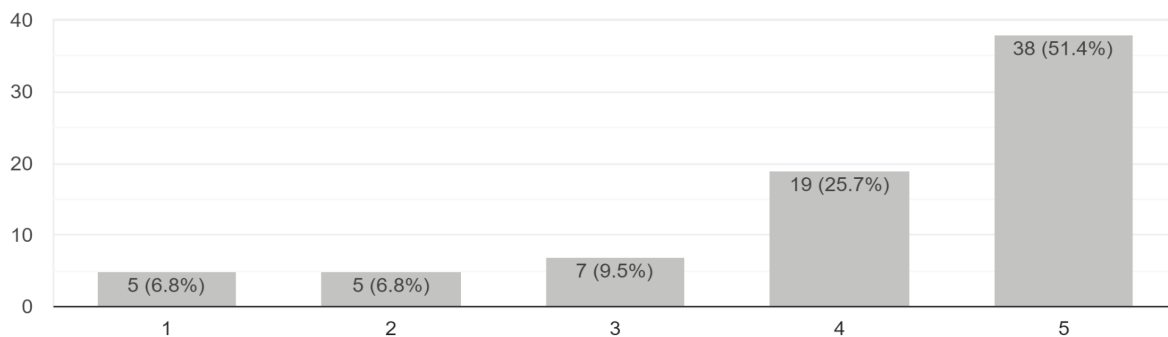
23. I support my child's learning at home

75 responses

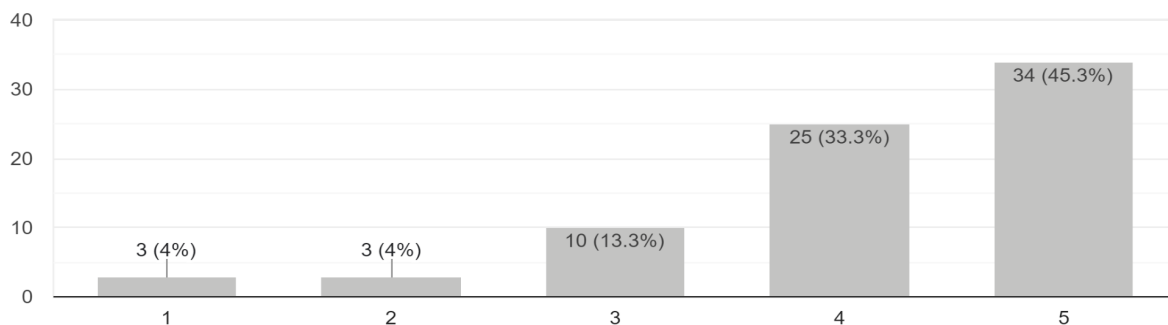


24. My calls/emails to school are returned in a timely manner

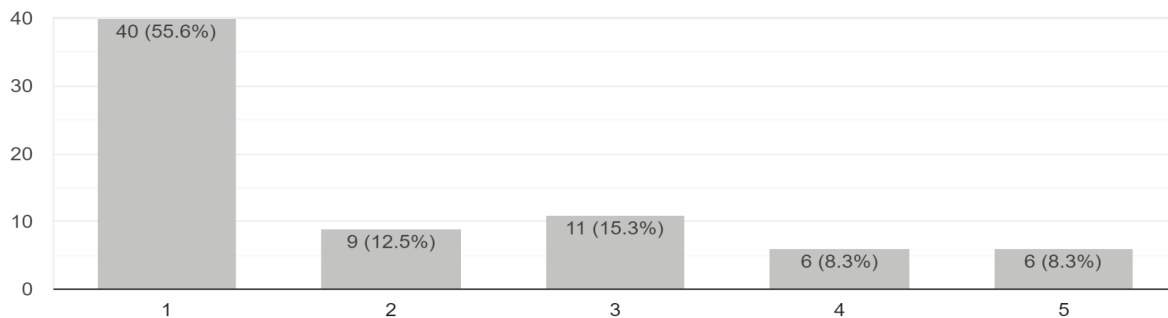
74 responses

**25. At my child's school there are clear rules against physically hurting other people (for example: hitting, pushing, or tripping)**

75 responses

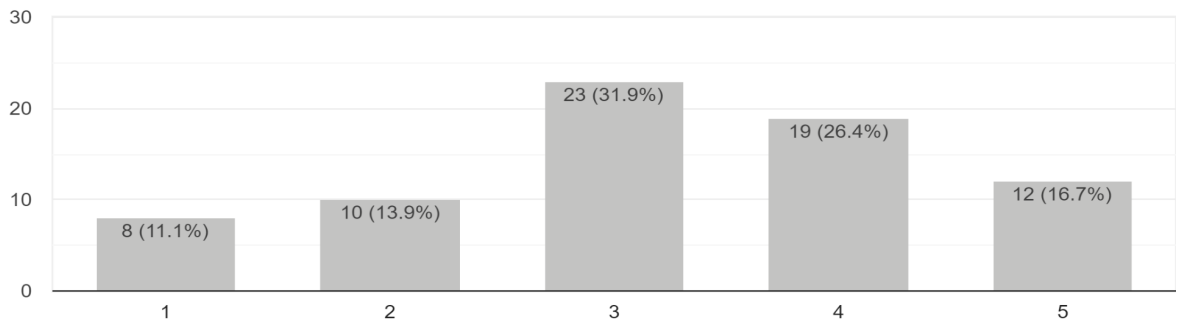
**26. I have seen students at my child's school being physically hurt by other students more than once (for example: pushed, slapped, punched, or beaten up)**

72 responses



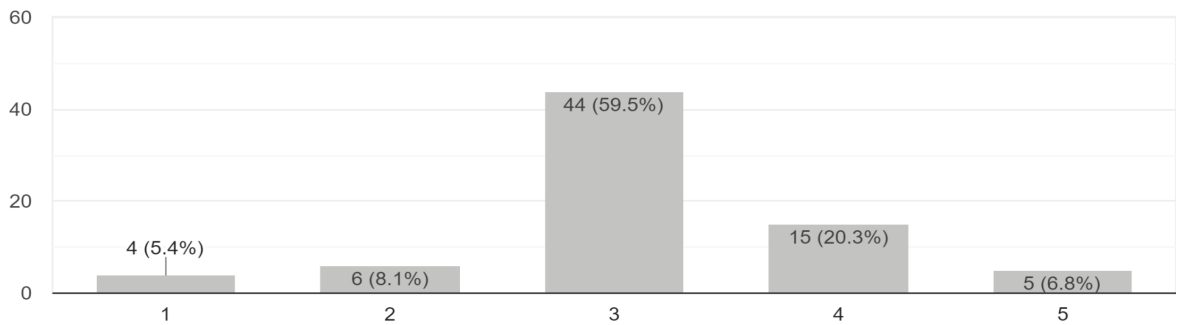
27. At my child's school there are groups of students in the school who exclude others and make them feel bad for not being part of the group

72 responses



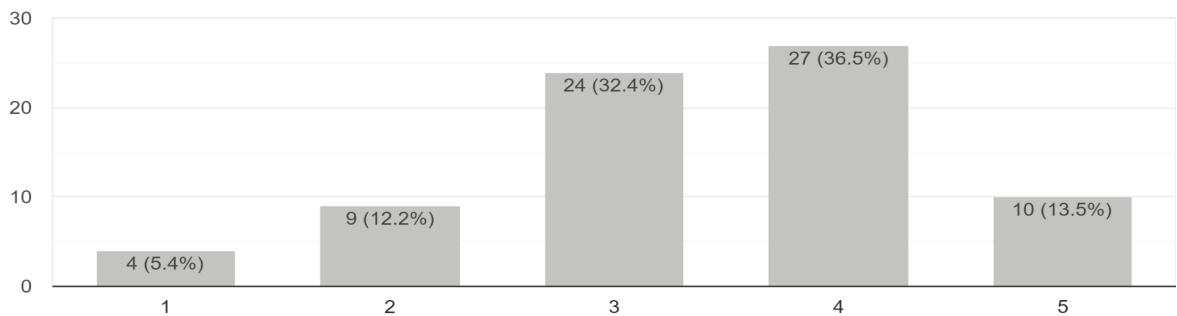
28. At my child's school, the students will try to stop students from insulting or making fun of others

74 responses



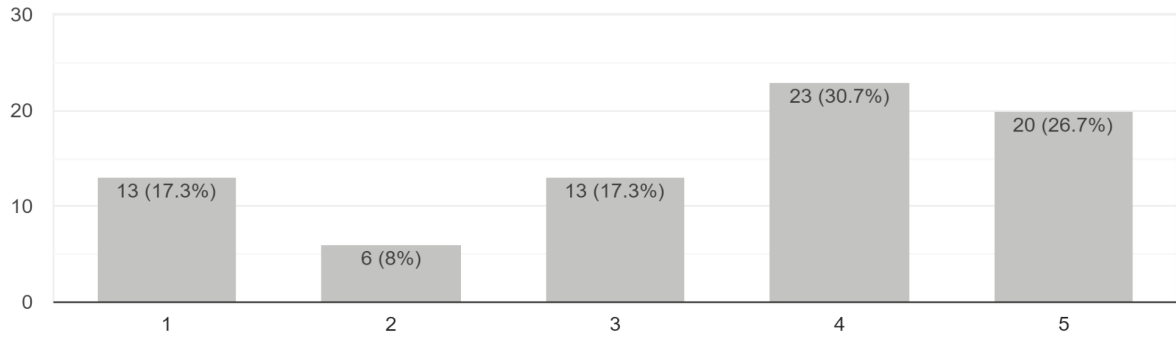
29. At my child's school, students respect each other's difference (for example: gender, race, culture, disability, sexual orientation, learning difference, etc.)

74 responses



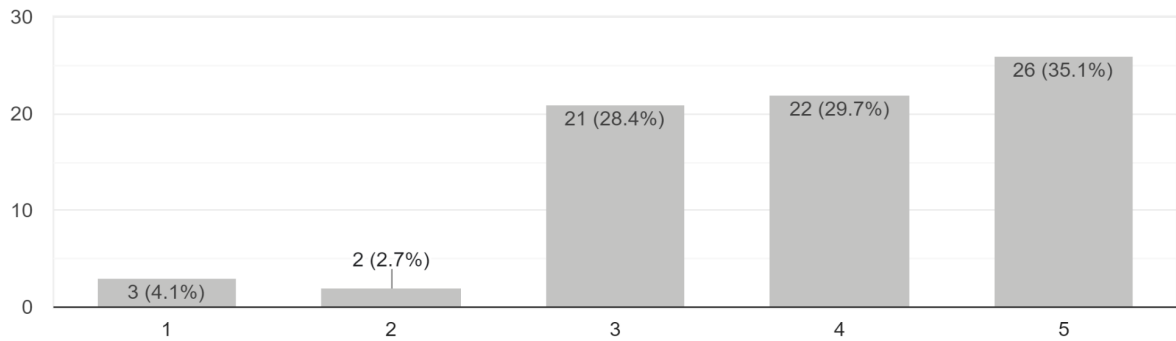
30. At my child's school, parents/guardians feel welcome

75 responses



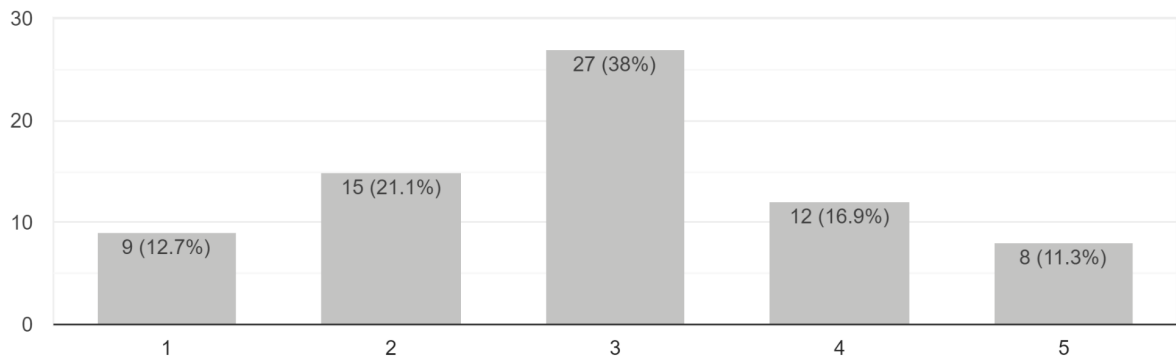
31. This school promotes a culture of respect for all students regardless of race, cultural origins, spiritual beliefs or practice, disability, gender identity or sexual orientation

74 responses



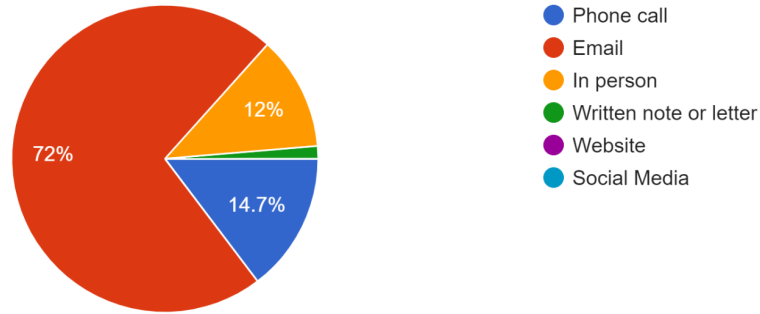
32. Students often bully or harass other students at the school using the internet or social media

71 responses



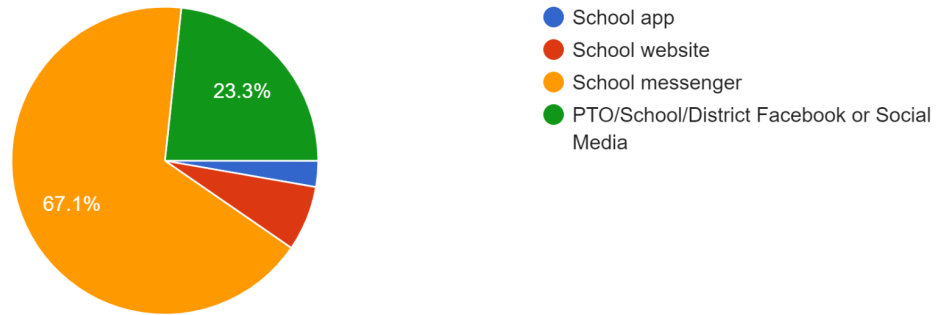
33. My preferred method of communication with the school is:

75 responses



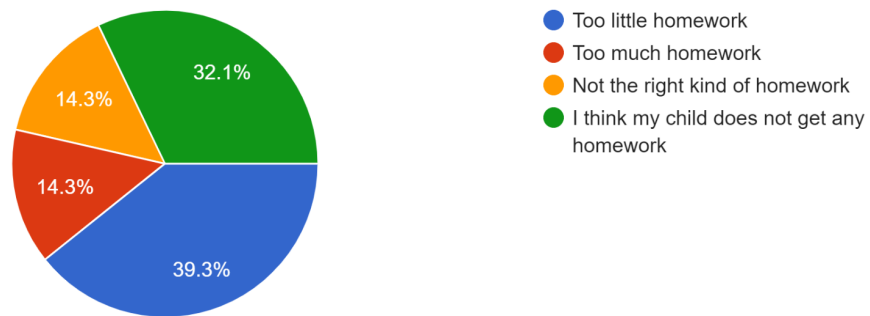
34. I get most of my information about school activities

73 responses



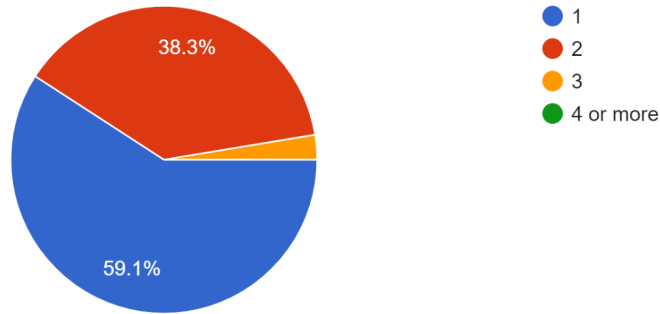
35. Homework: I think my child receives

56 responses

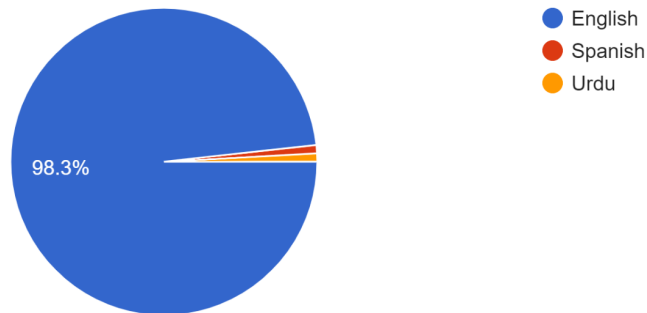


BES Parent Survey 2021-2022

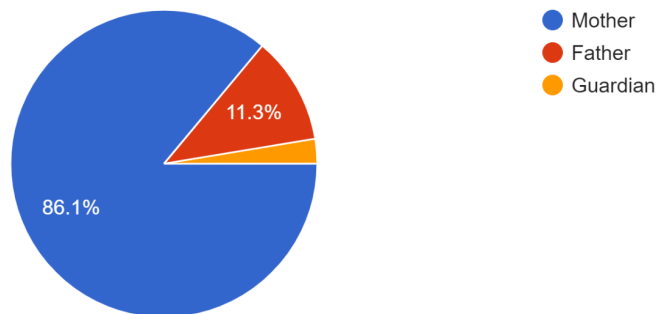
1. Number of children at Brooklyn Elementary School
115 responses



2. My native language is
115 responses

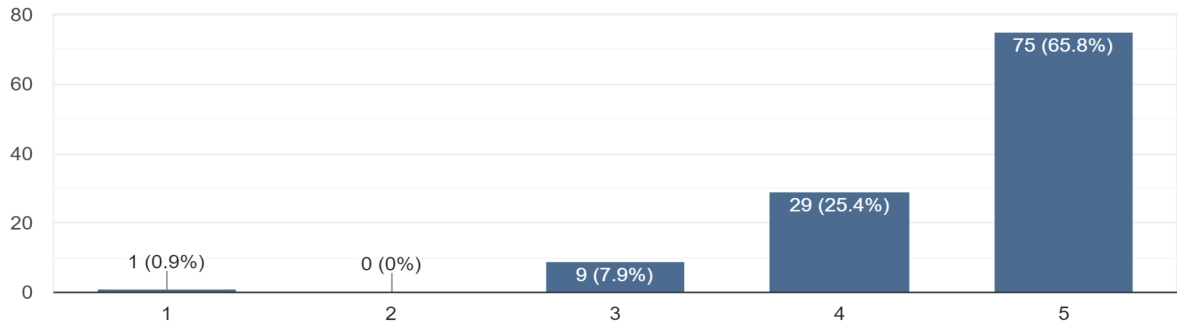


3. I am:
115 responses



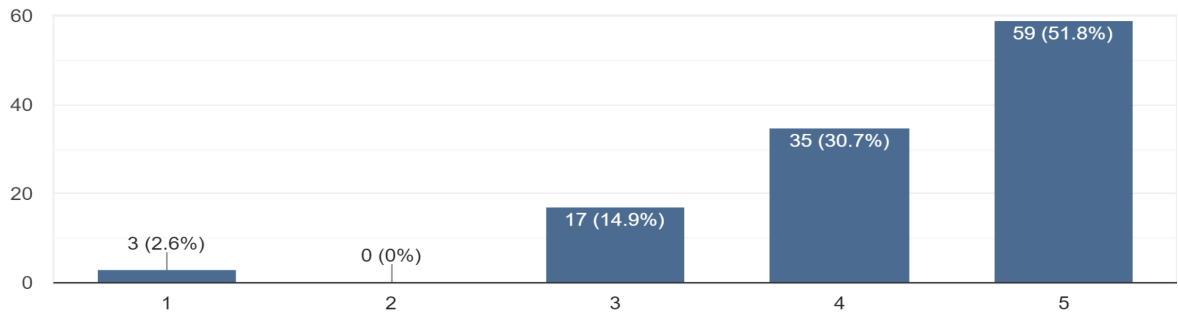
4. I understand COVID has impacted my ability to enter the school but I feel the school cares about me and my family.

114 responses



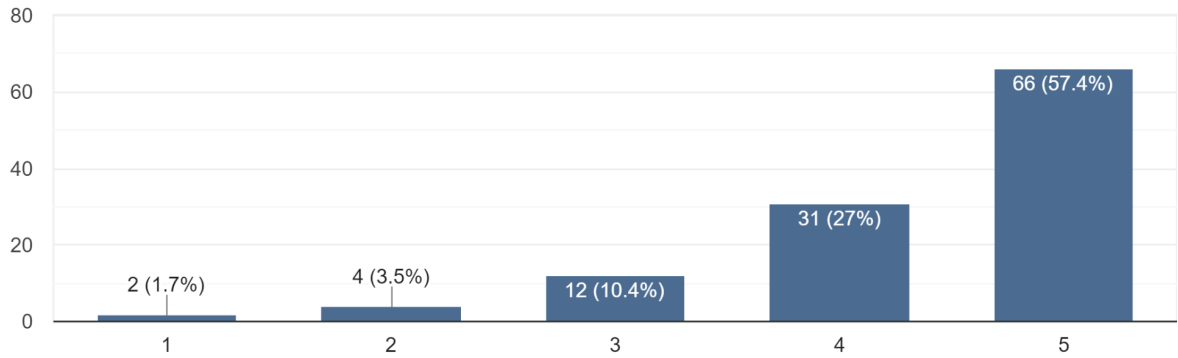
5. I feel informed about my child's progress

114 responses



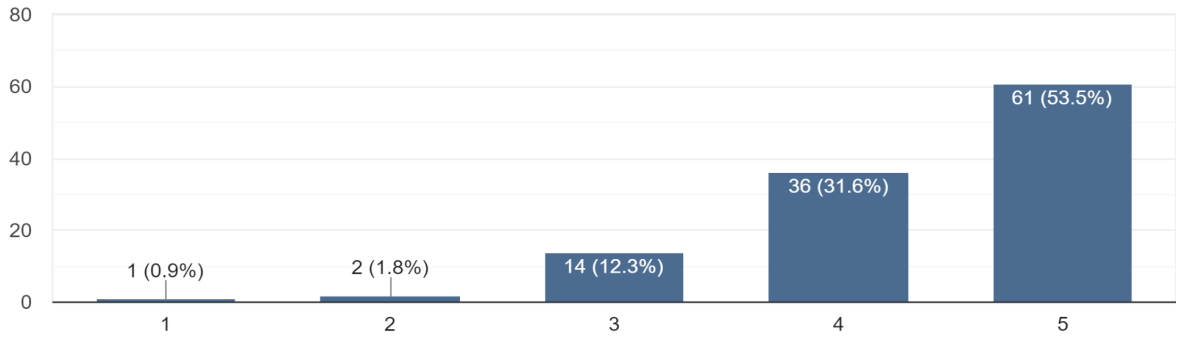
6. I know what my child's teacher expects from my child

115 responses



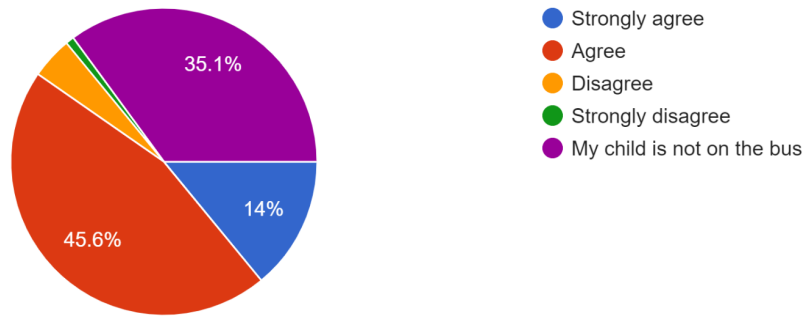
7. My child is safe at school

114 responses



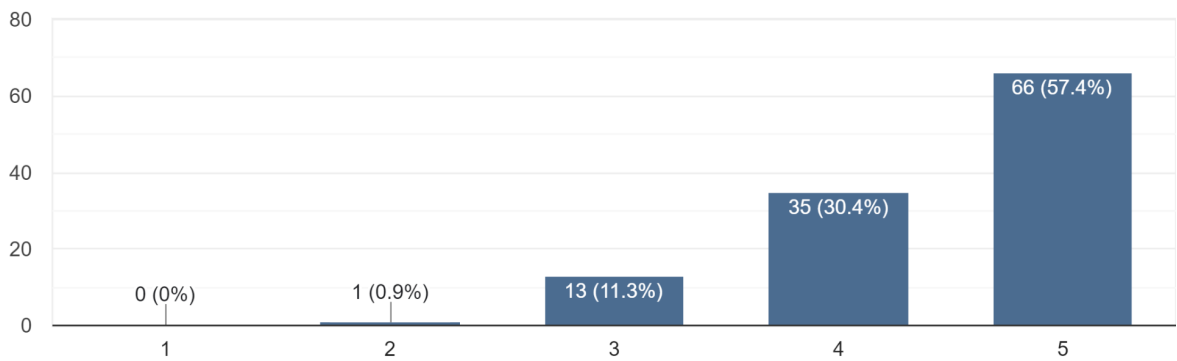
8. My child is safe on the bus

114 responses



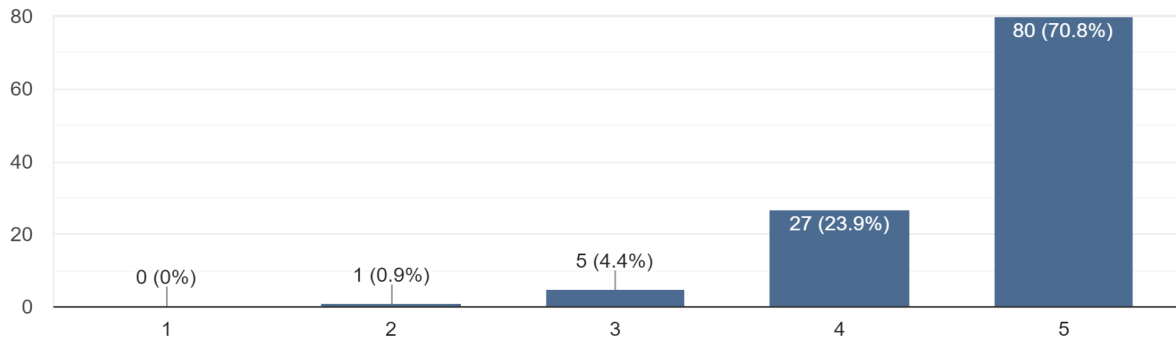
9. There is adequate supervision during school

115 responses



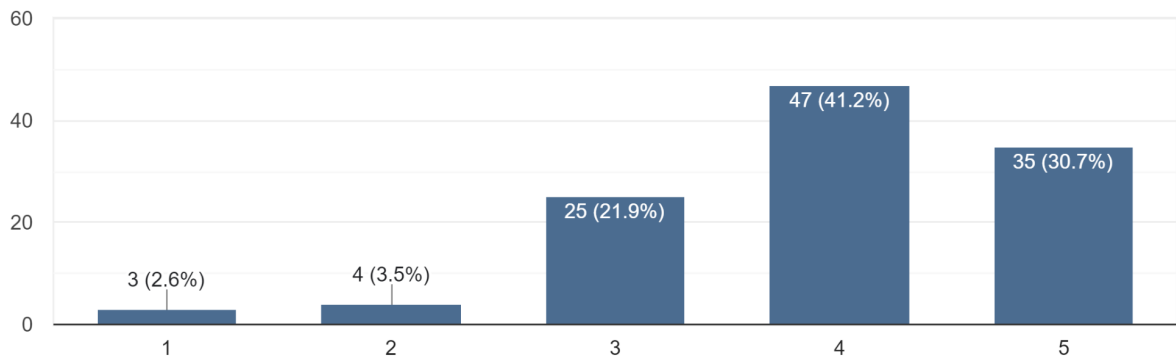
10. Teachers show respect for students

113 responses



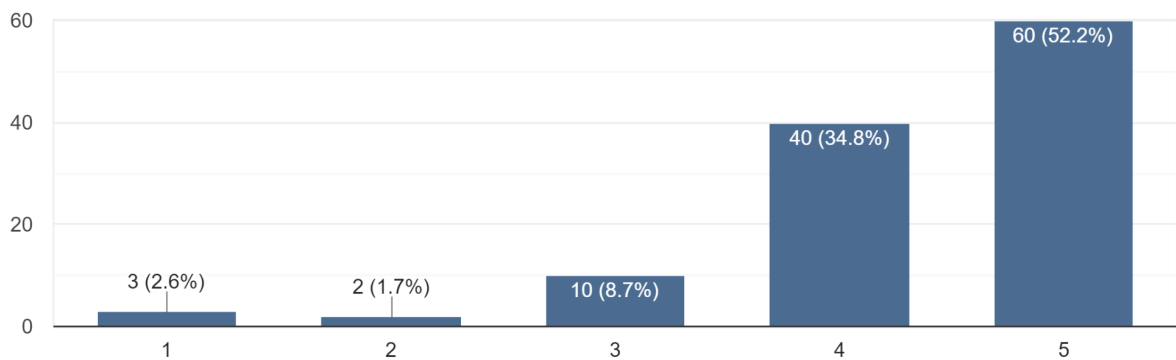
11. Students show respect for other students

114 responses



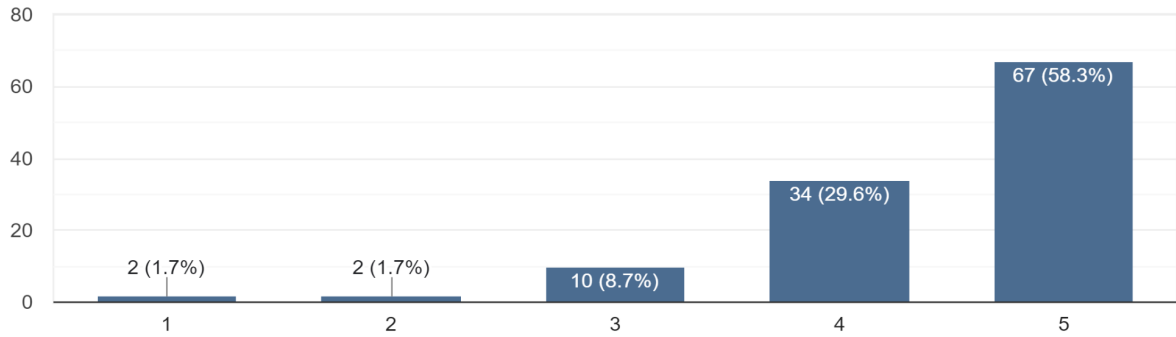
12. The school meets the academic needs of my child

115 responses



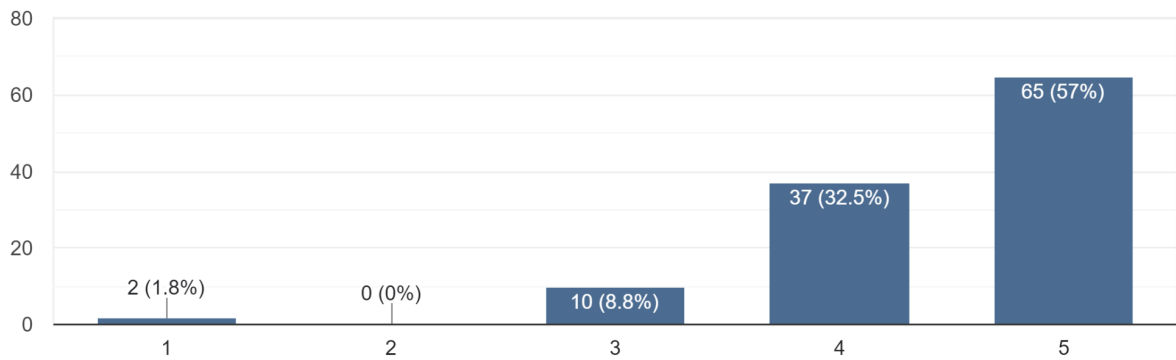
13. The school expects quality work of my child

115 responses



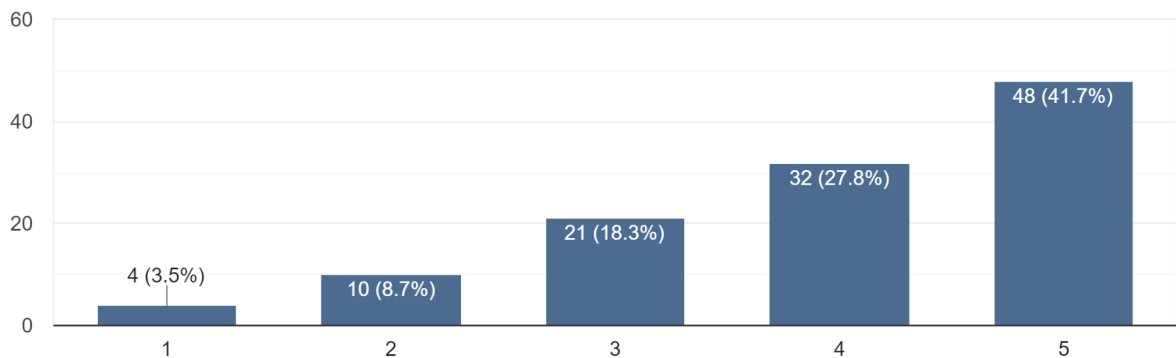
14. The school has an excellent working environment for my child

114 responses



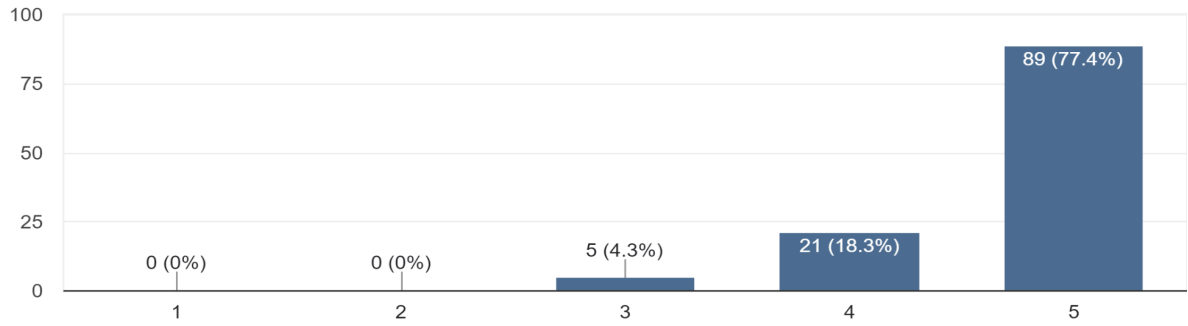
15. I like the schools report card/progress report

115 responses



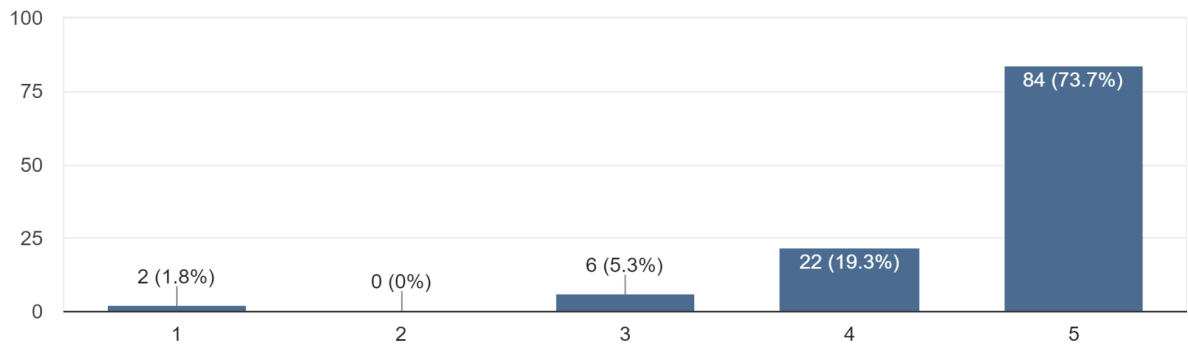
16. I respect the schools teachers

115 responses



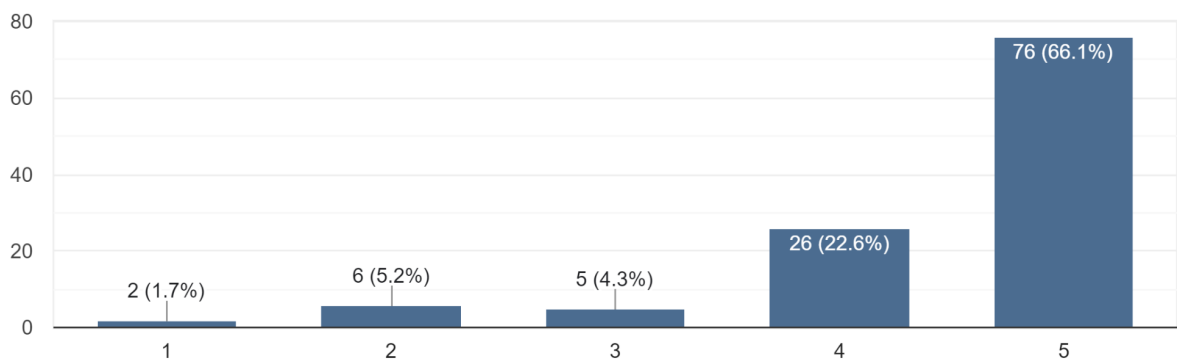
17. I respect the school's principal

114 responses



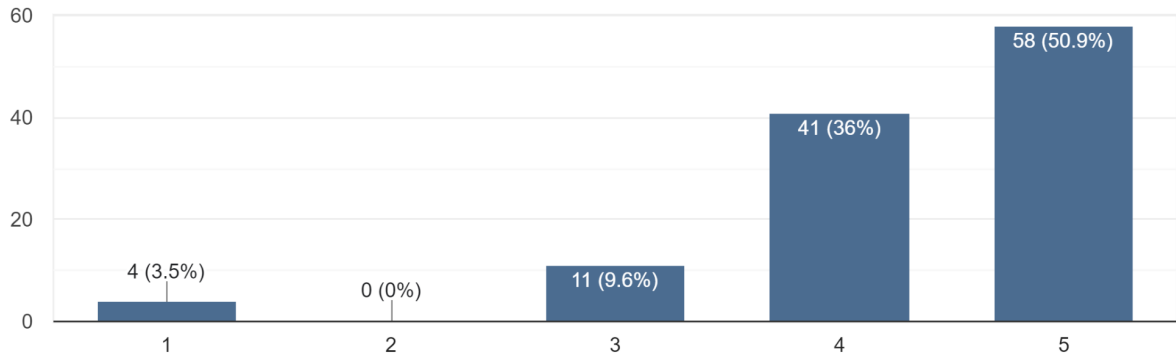
18. I respect the Superintendent

115 responses



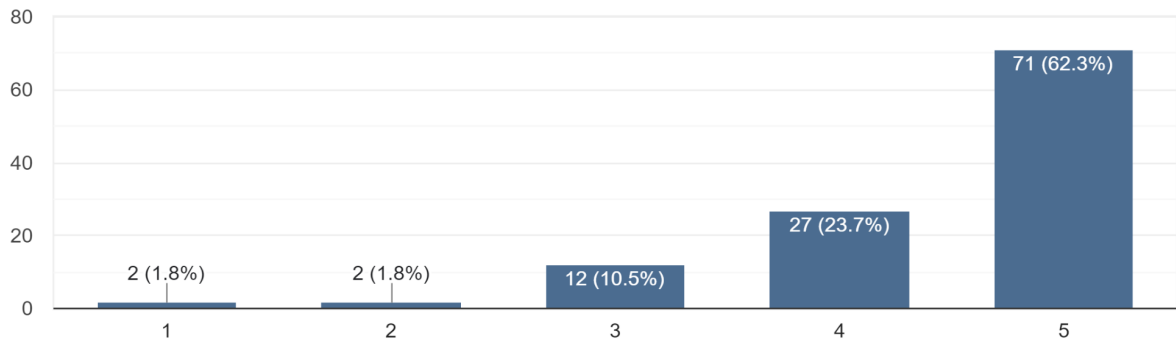
19. Overall, the school performs well academically

114 responses



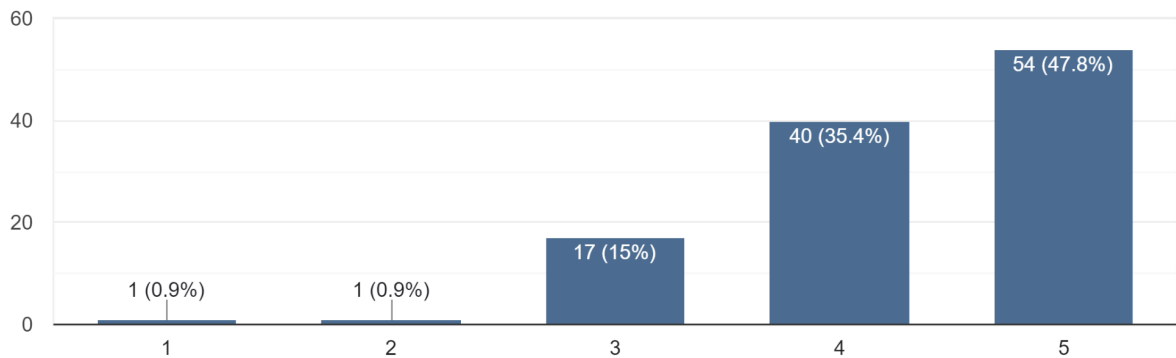
20. The school has a good public image

114 responses



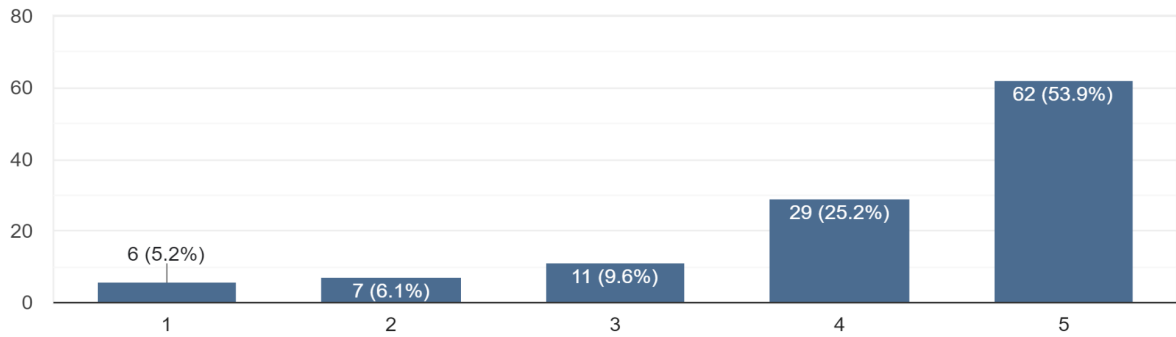
21. The school assessment practices are fair

113 responses



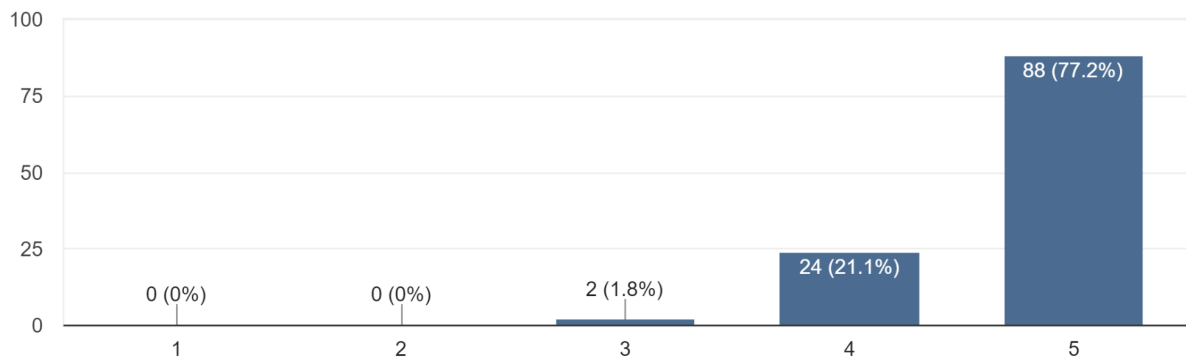
22. My child's teachers help me to help my child at home

115 responses



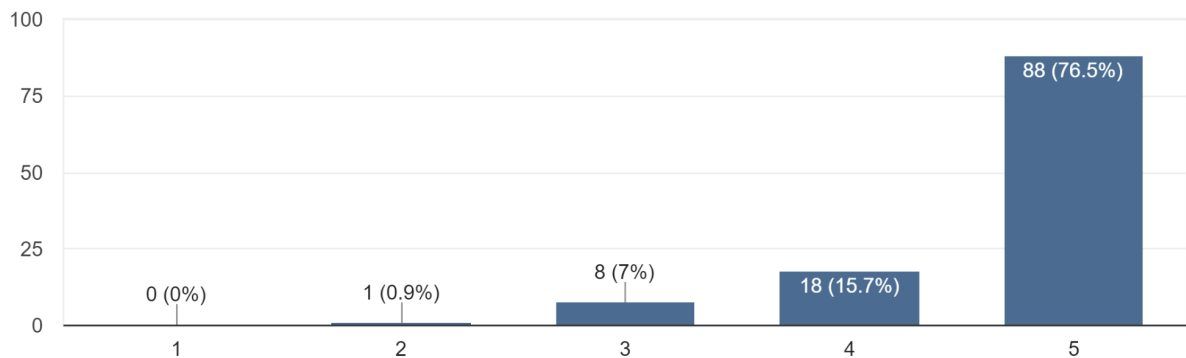
23. I support my child's learning at home

114 responses



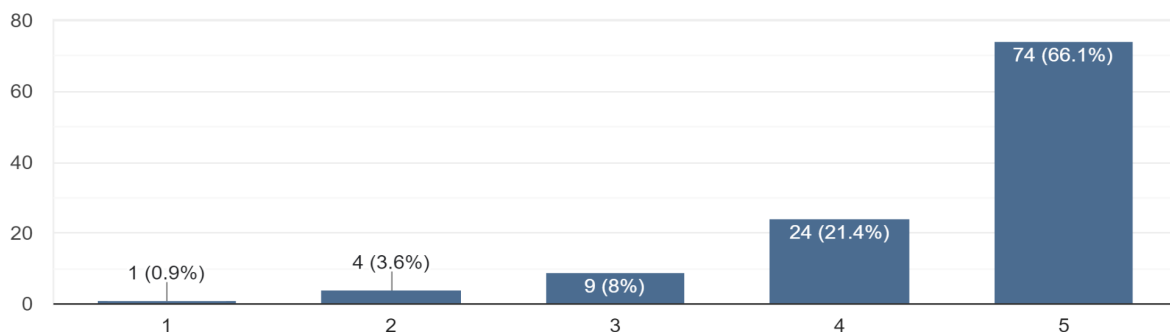
24. My calls/emails to school are returned in a timely manner

115 responses



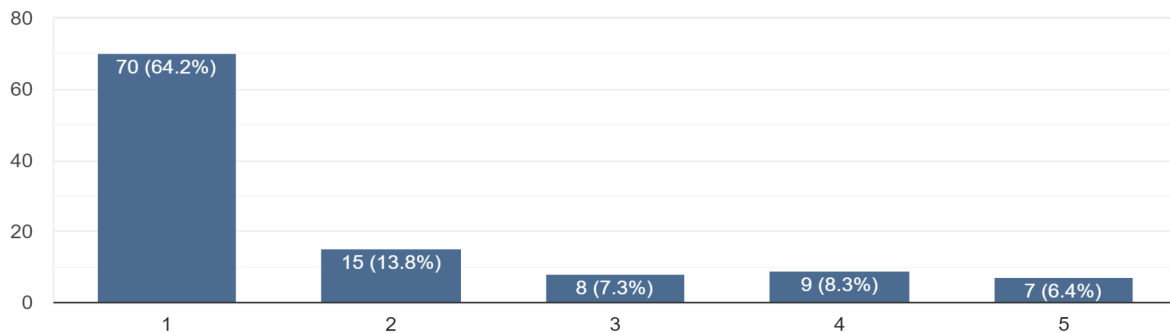
25. At my child's school there are clear rules against physically hurting other people (for example: hitting, pushing, or tripping)

112 responses



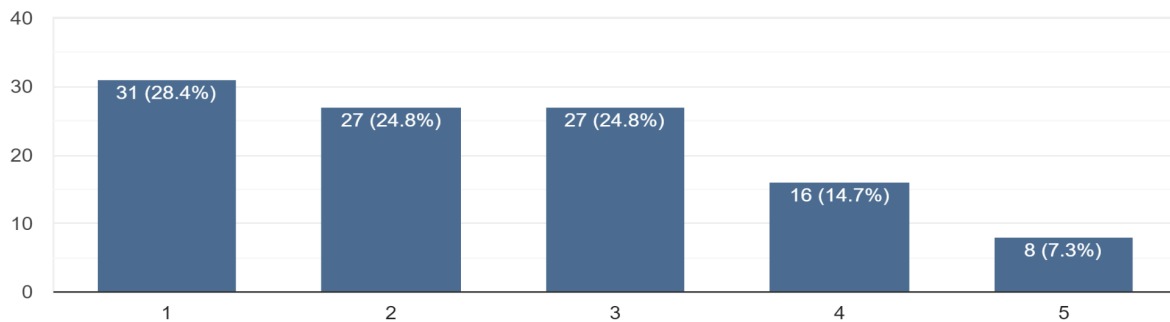
26. I have seen students at my child's school being physically hurt by other students more than once (i.e.: pushed, slapped, punched, or beaten up)

109 responses



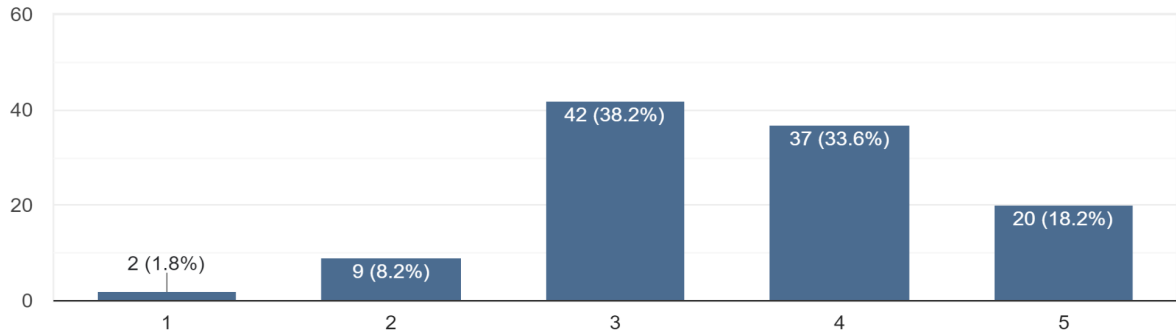
27. At my child's school there are groups of students in the school who exclude others and make them feel bad for not being part of the group

109 responses



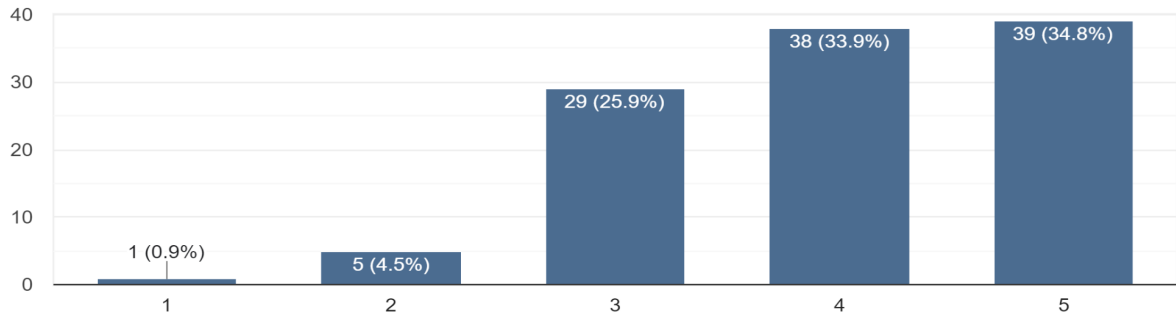
28. At my child's school, the students will try to stop students from insulting or making fun of others

110 responses



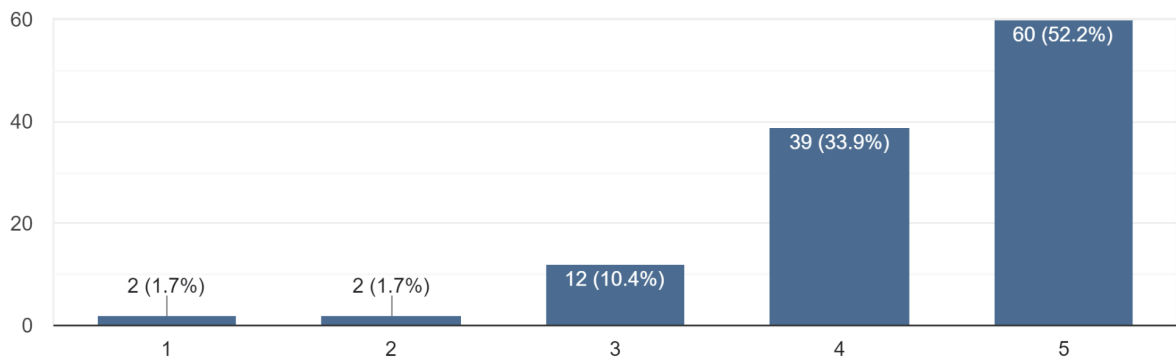
29. At my child's school, students respect each other's difference (i.e.: gender, race, culture, disability, sexual orientation, learning difference, etc.)

112 responses



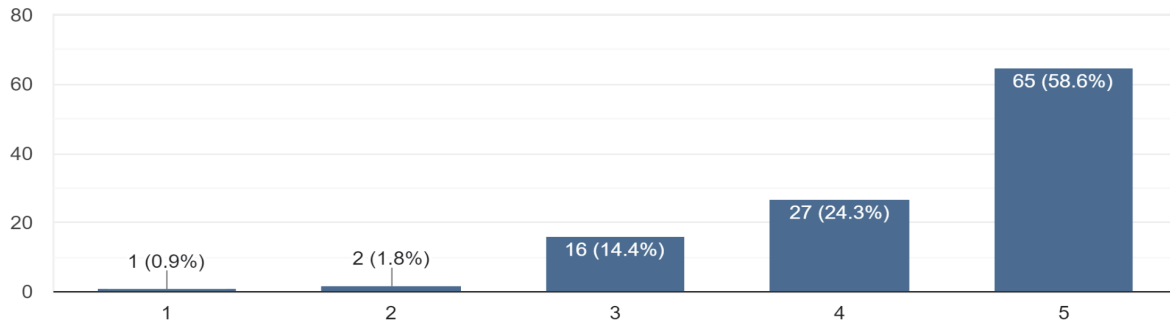
30. At my child's school, parents/guardians feel welcome

115 responses



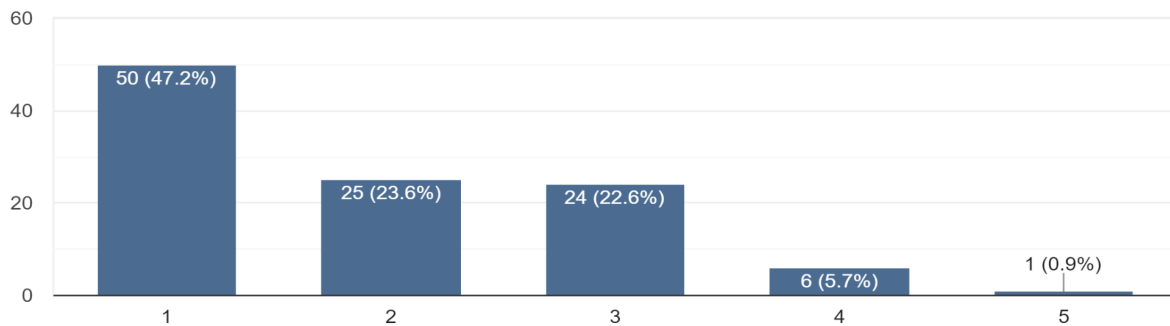
31. This school promotes a culture of respect for all students regardless of race, cultural origins, spiritual beliefs/practices, disability, gender identity or sexual orientation

111 responses



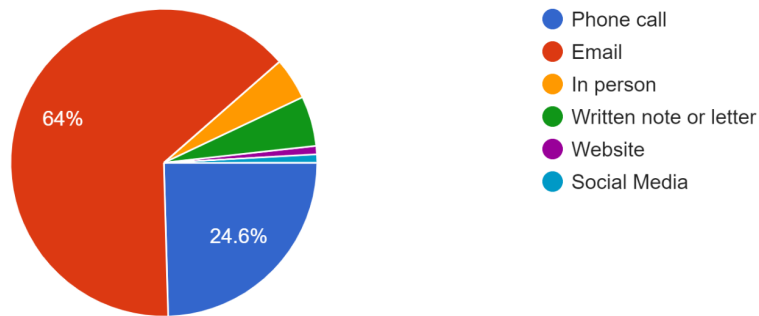
32. Students often bully or harass other students at the school using the internet or social media

106 responses



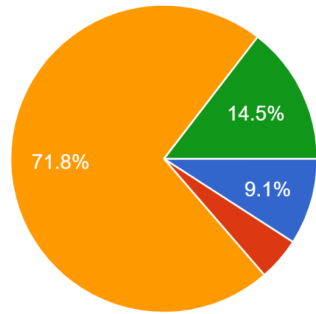
33. My preferred method of communication with the school is:

114 responses



34. I get most of my information about school activities

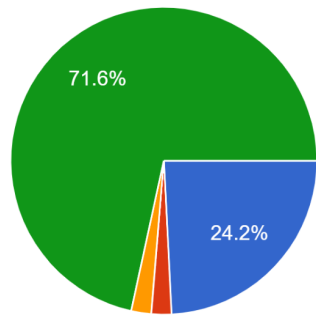
110 responses



- School app
- School website
- School messenger
- PTO/School/District Facebook or Social Media

35. Homework: I think my child receives

95 responses



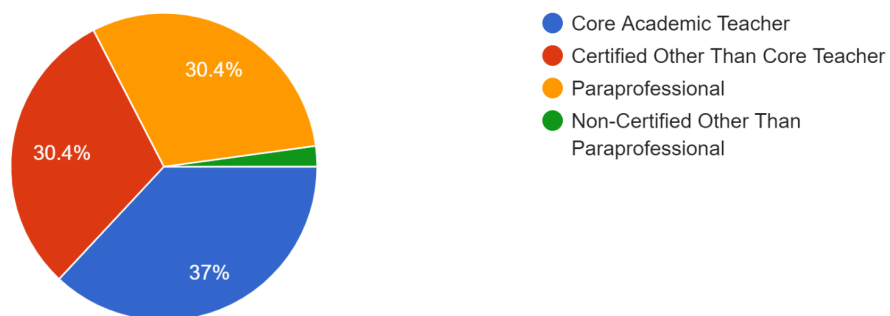
- Too little homework
- Too much homework
- Not the right kind of homework
- I think my child does not get any homework

BMS Staff Climate Survey Responses 2021-2022, Pg 1-18
BES Staff Climate Survey Responses 2021-2022, Pg 19-36

BMS Staff Climate Survey Responses 2021-2022

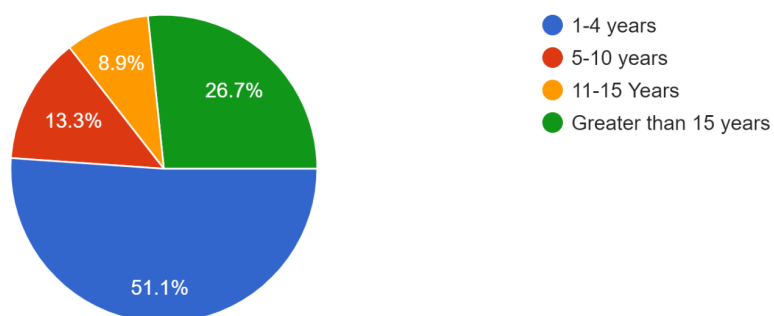
I am a...

46 responses



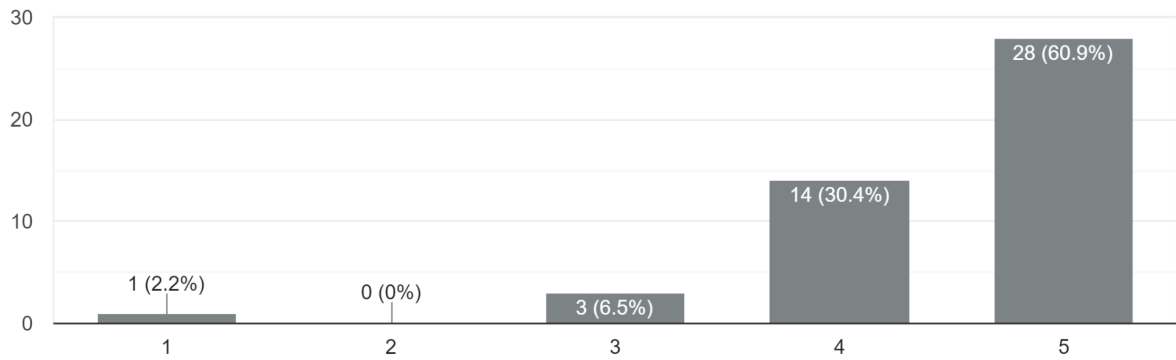
I have been in Brooklyn for...

45 responses



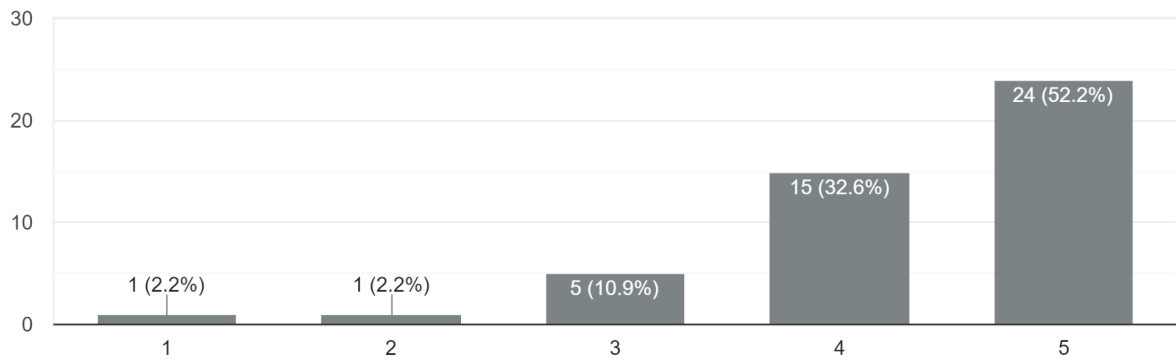
I feel I belong in this school

46 responses



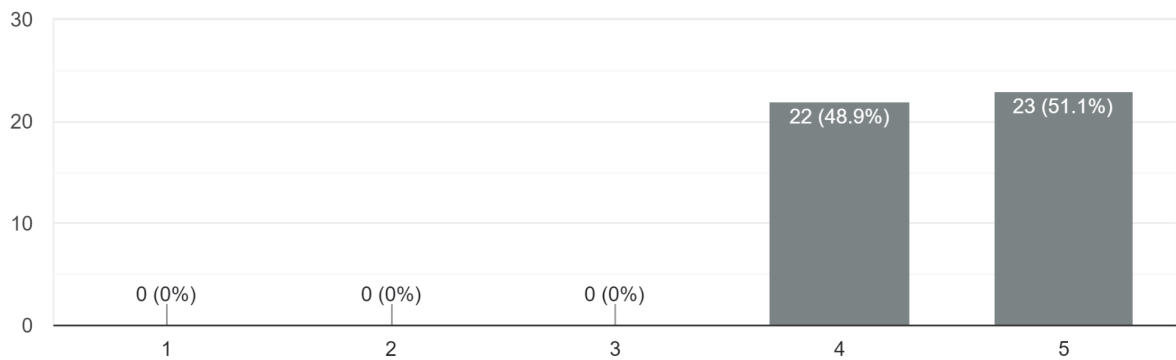
I feel supported by my colleagues

46 responses



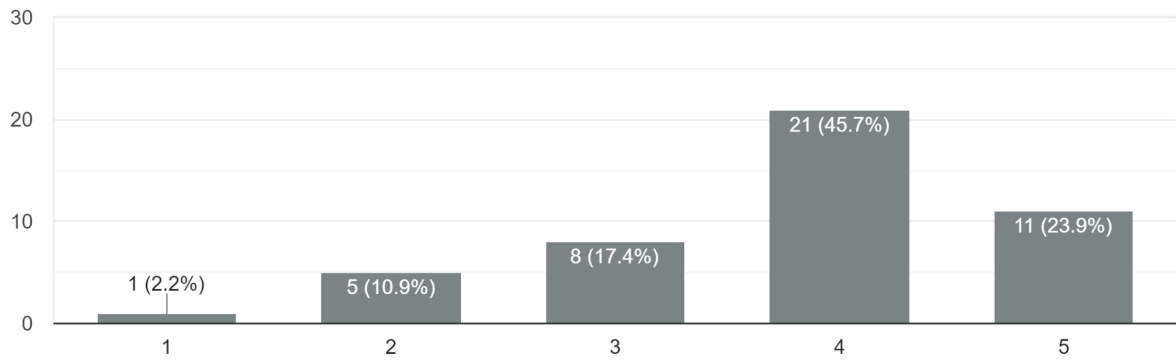
I make learning engaging

45 responses



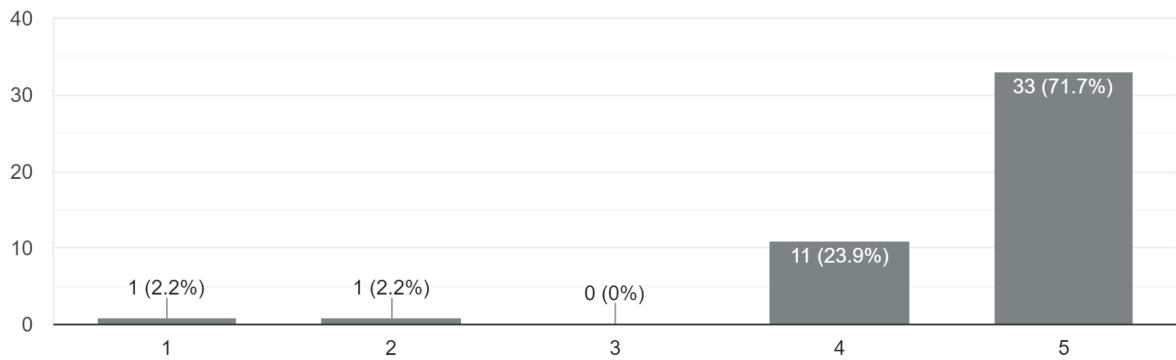
I am recognized for good work

46 responses



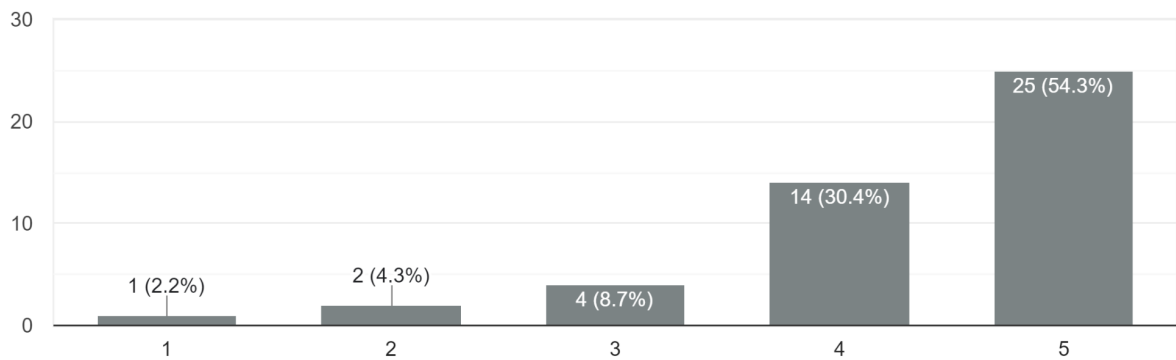
I am clear about what my role is

46 responses



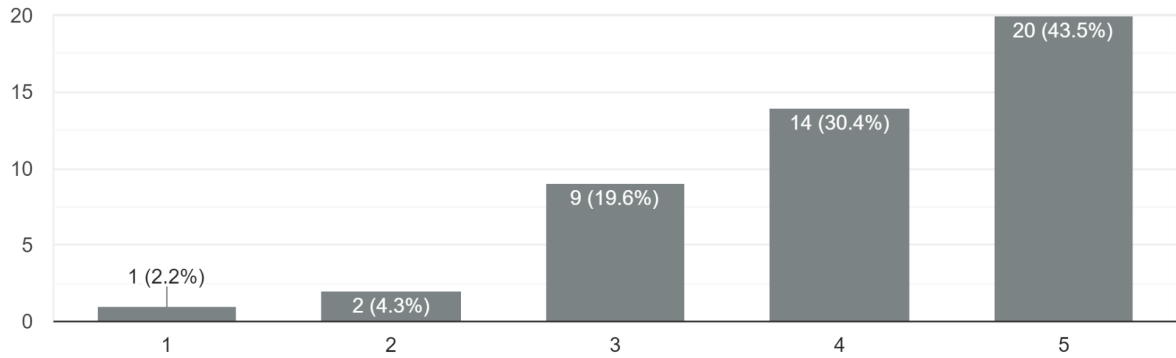
I feel I am treated with respect by my colleagues

46 responses



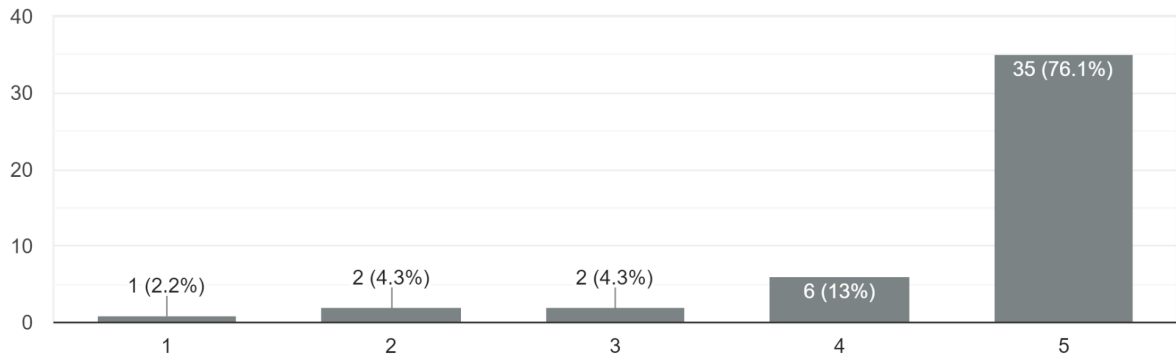
I feel I am listened to if I have an idea(s)

46 responses



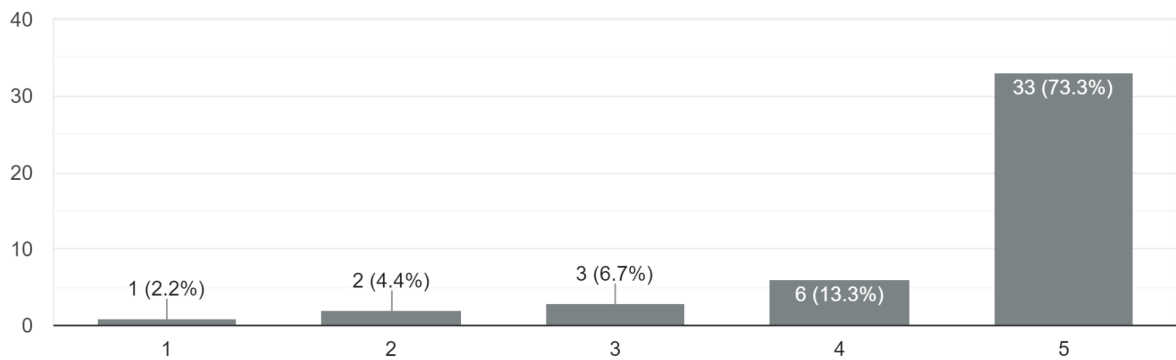
My building administrators treat me with respect

46 responses



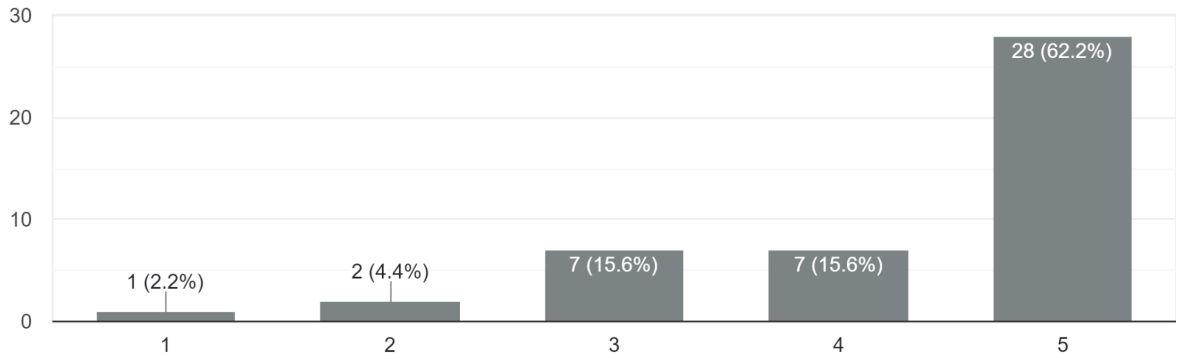
My building administrators support my work with my students

45 responses



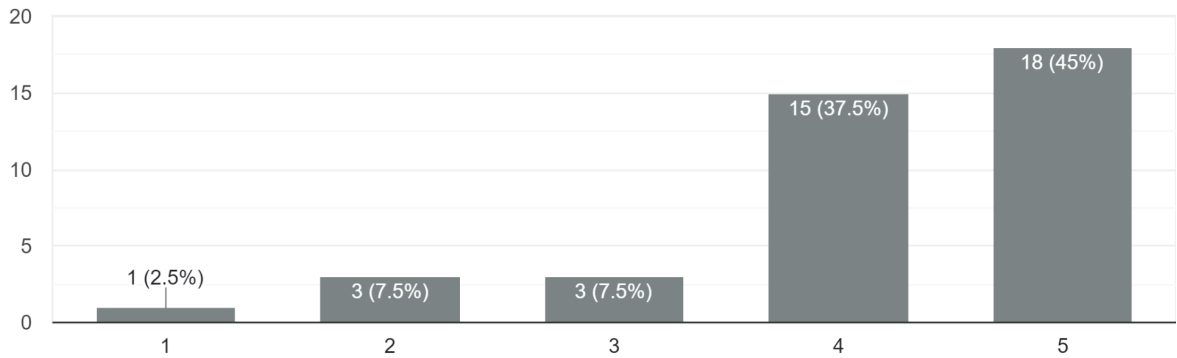
My building administrators value shared decision making

45 responses



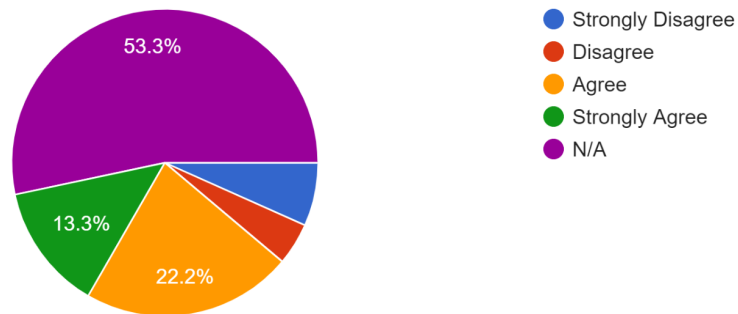
I have an opportunity to develop my skills as a teacher

40 responses



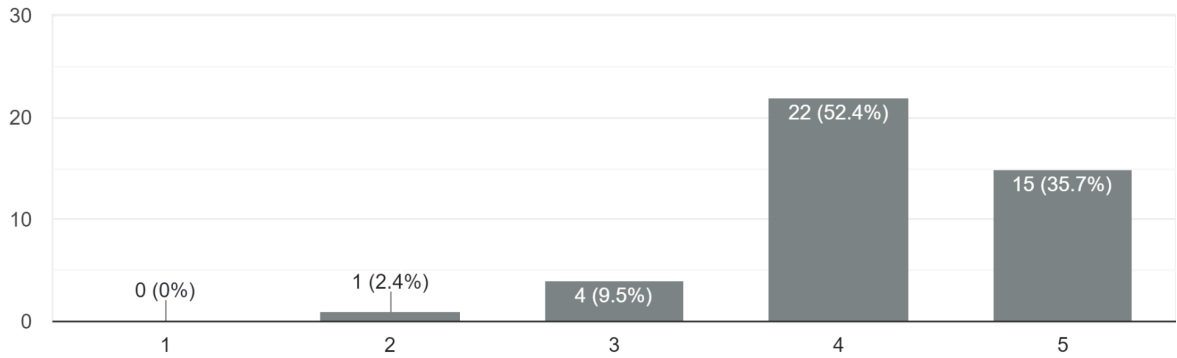
I have the opportunity to develop my skills as a paraprofessional or support staff

45 responses



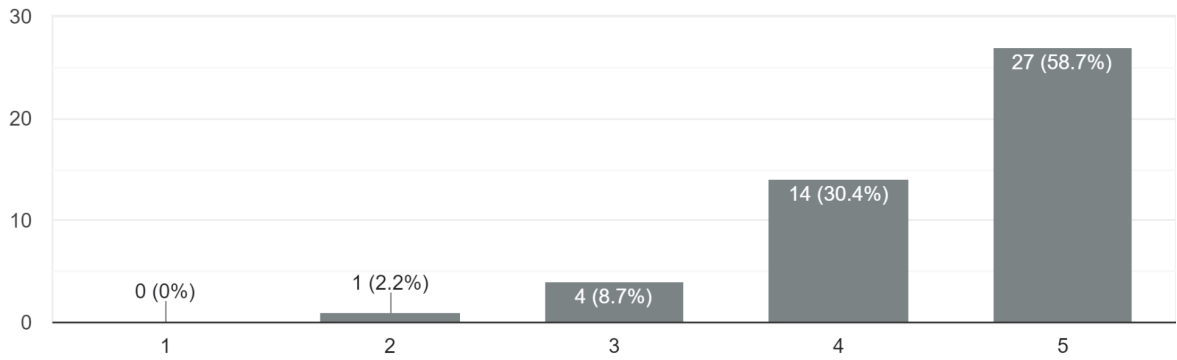
I believe that most of the instruction I provide is challenging

42 responses



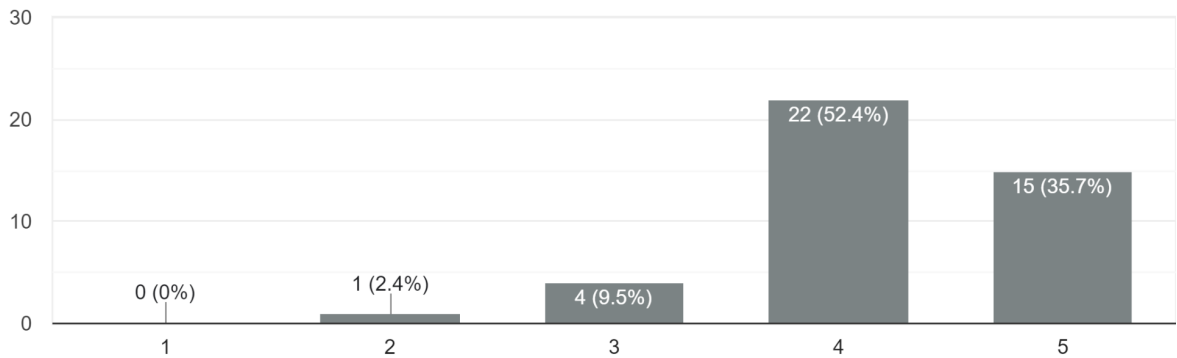
I love working at Brooklyn Middle School

46 responses



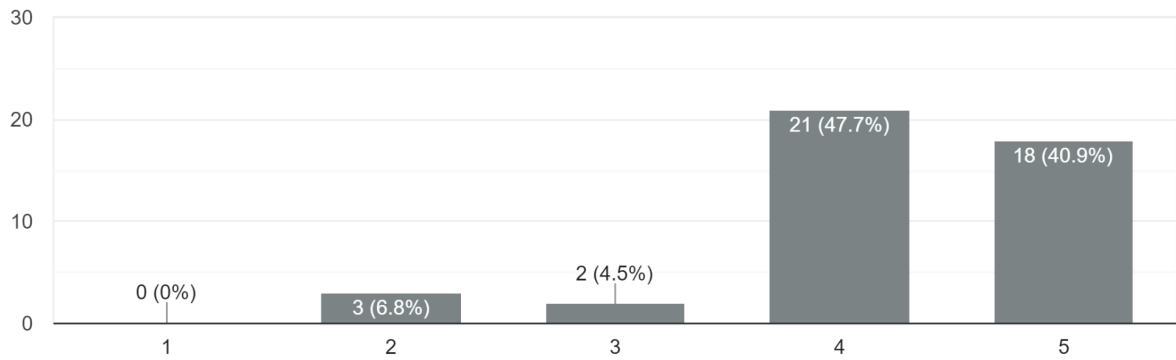
I believe that most of the instruction I provide is challenging

42 responses



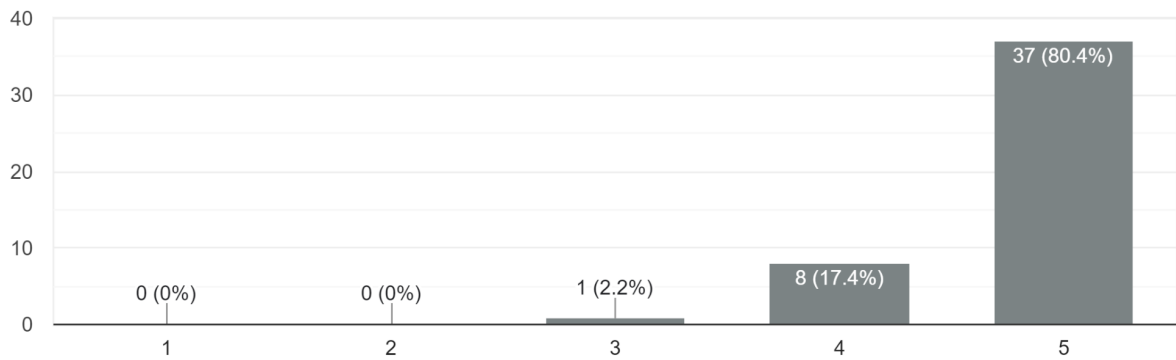
I believe that quality work is expected of all students in all classrooms

44 responses



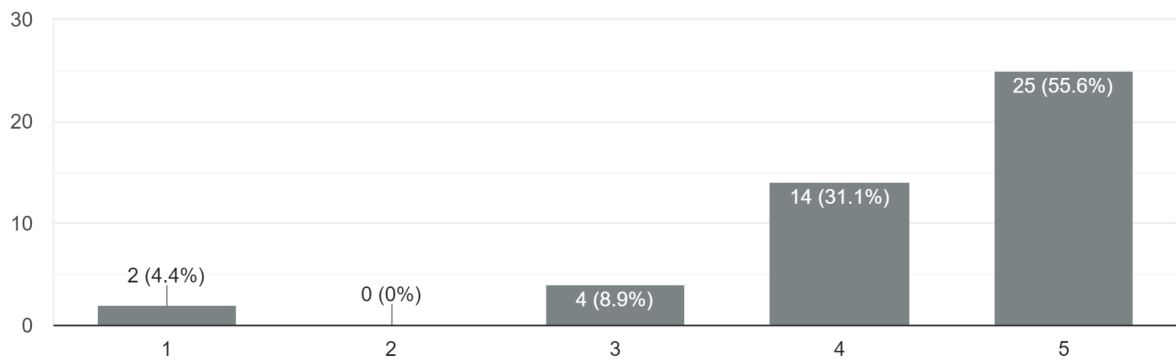
I believe that quality work is expected of me

46 responses



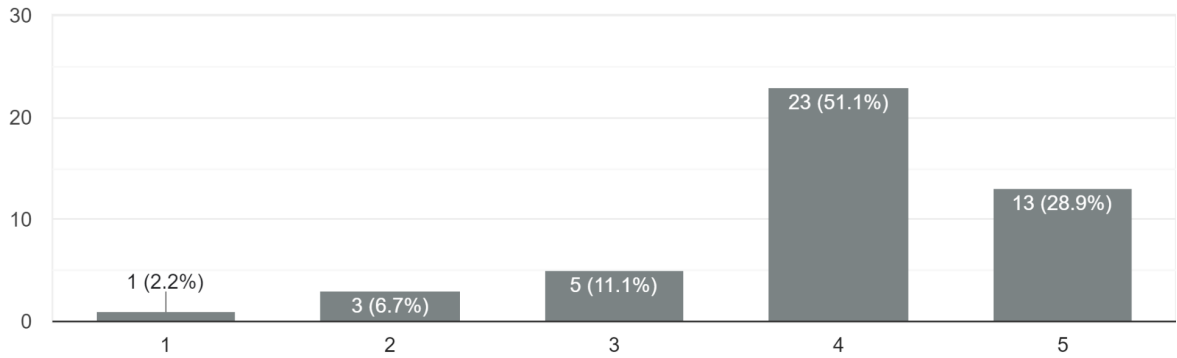
I believe the vision for my school year is clear

45 responses



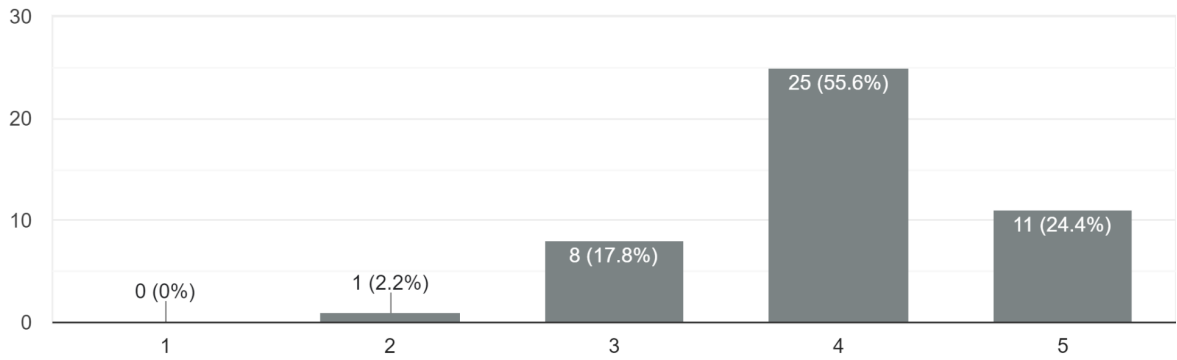
I believe the vision for my school is shared by most

45 responses



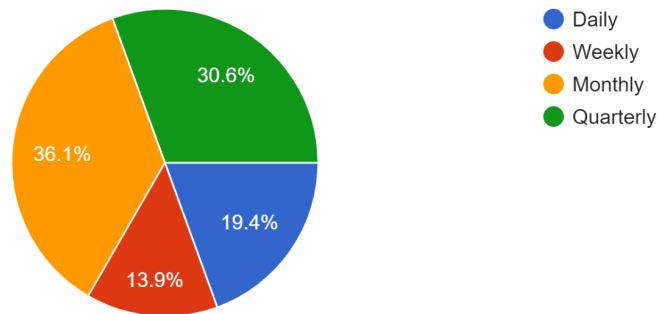
I believe the school has a good public image

45 responses



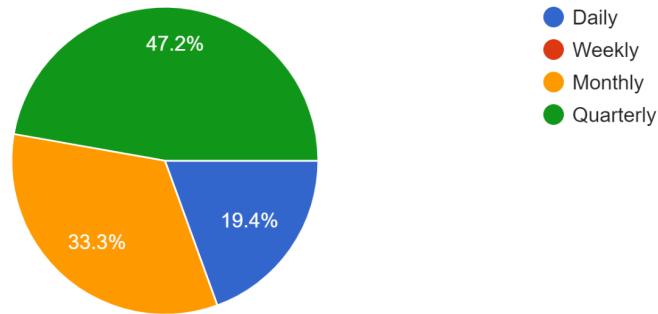
I communicate with all/most families about student progress

36 responses



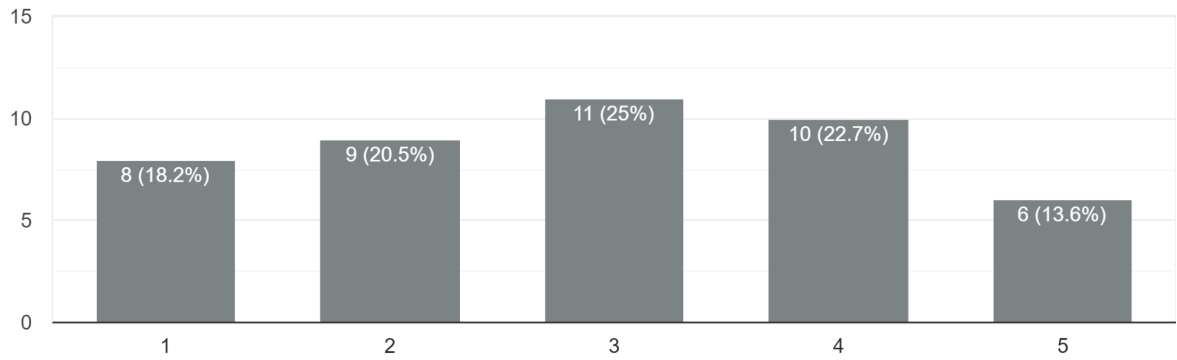
I communicate with all/most families about classroom activities

36 responses



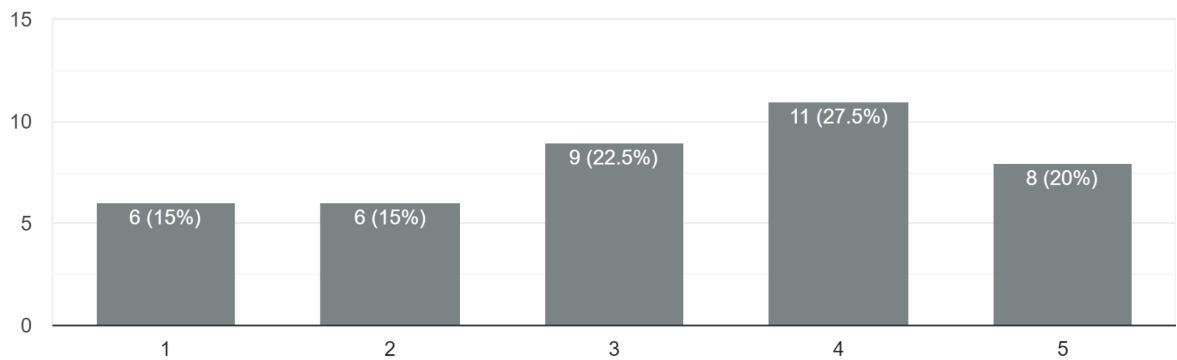
I need support to work effectively with students with special needs

44 responses



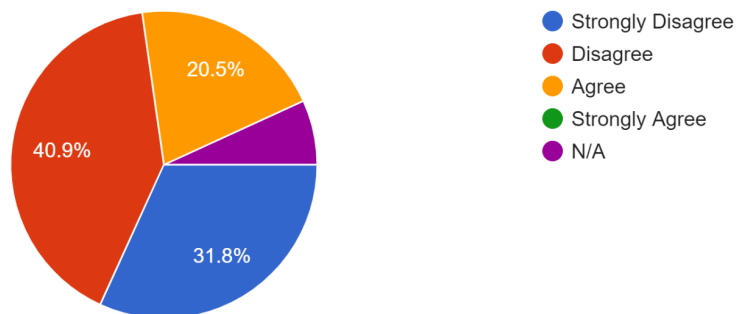
I need support to work effectively with EL students

40 responses



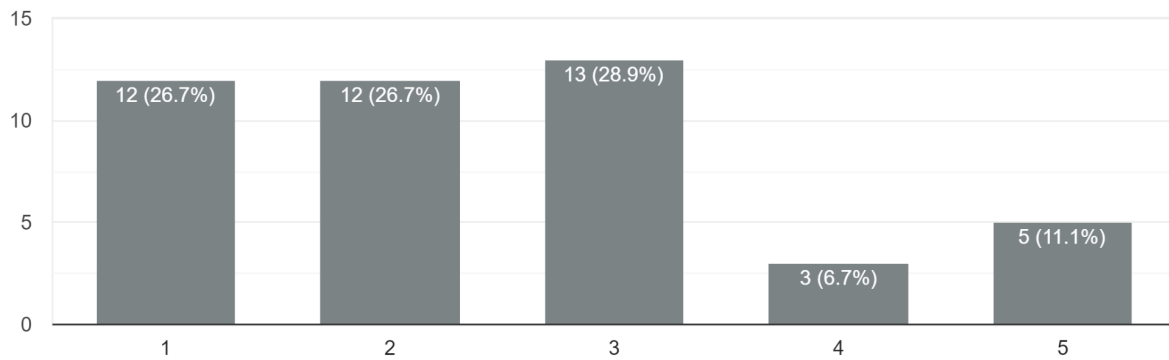
I need support to work with student of racially or diverse backgrounds

44 responses



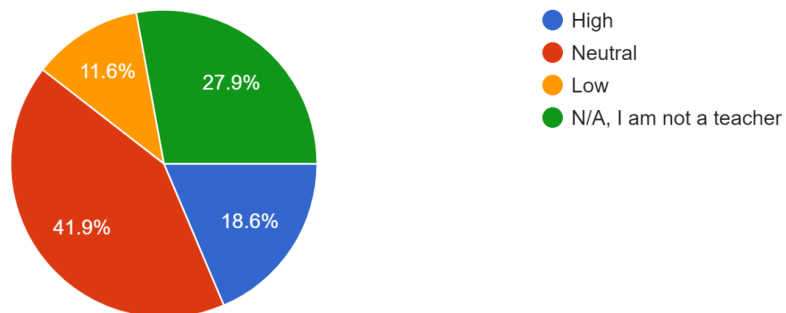
I need support to work effectively with low achieving students

45 responses



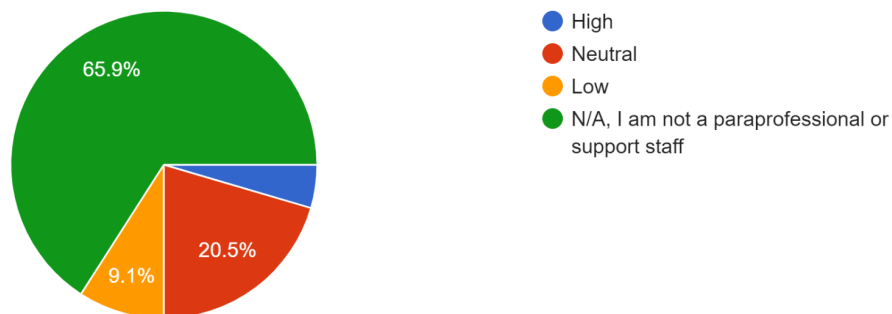
I am a certified staff member and I think morale is...

43 responses



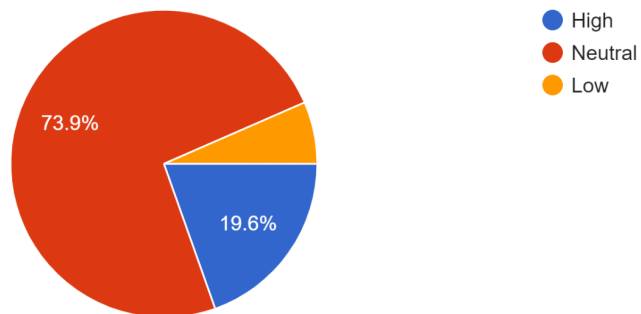
I am a non-certified staff member and I think morale is...

44 responses



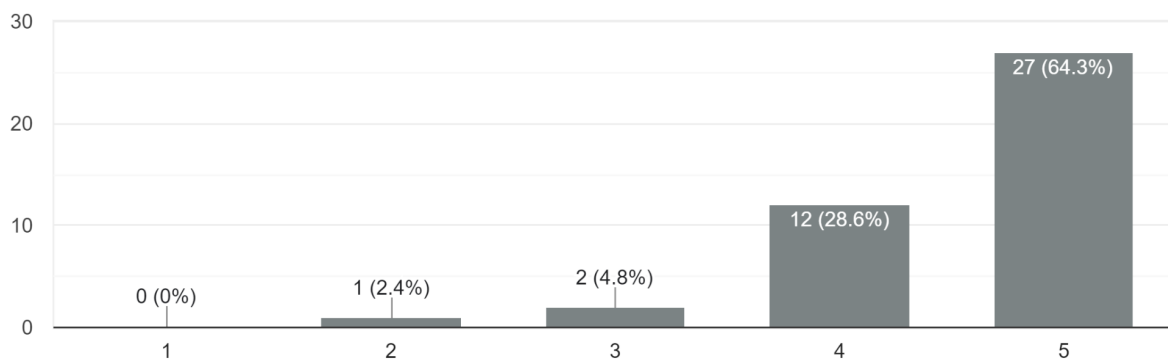
I think students would say morale is...

46 responses



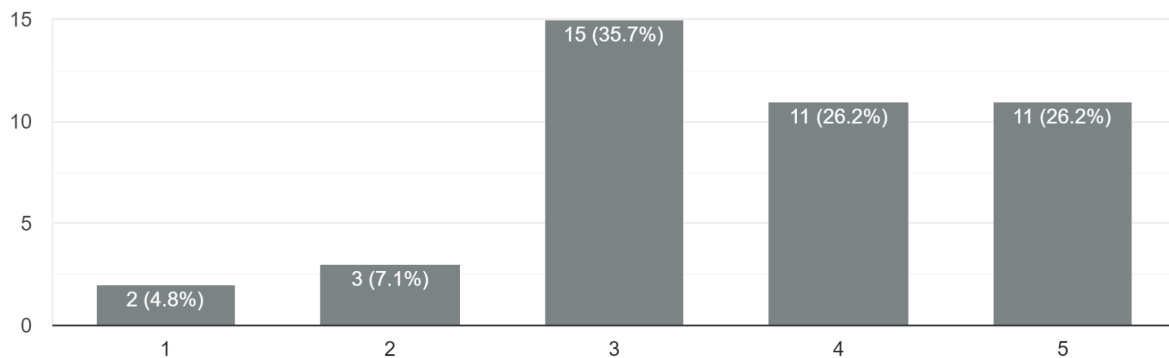
Expected student outcomes in my classroom are clear to me

42 responses



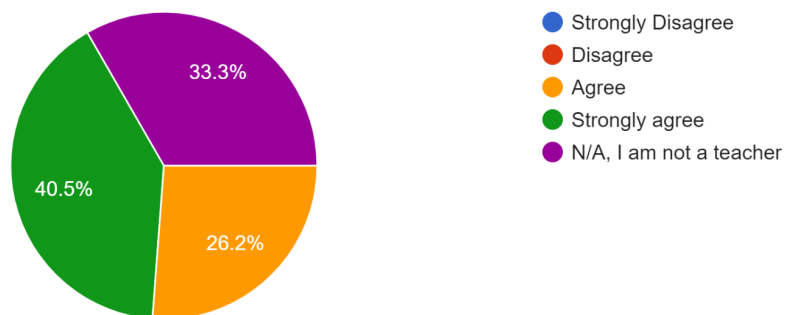
I think teacher collaboration across grade and team members is strong

42 responses



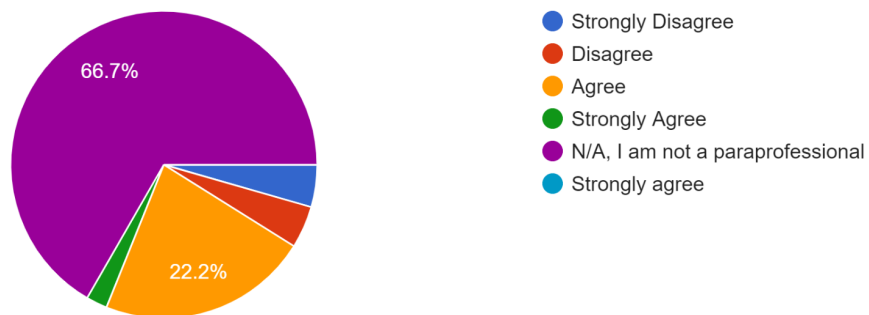
As a teacher, I know the state standards that I am expected to teach in all areas

42 responses



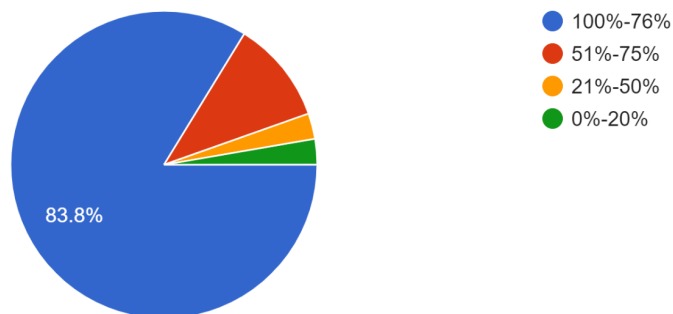
As a paraprofessional, I know the state standards that are taught to the students

45 responses



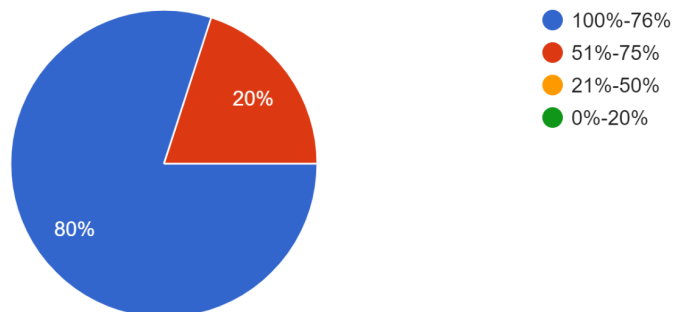
The percentage of lessons taught are clearly articulated and aligned to the state standards

37 responses



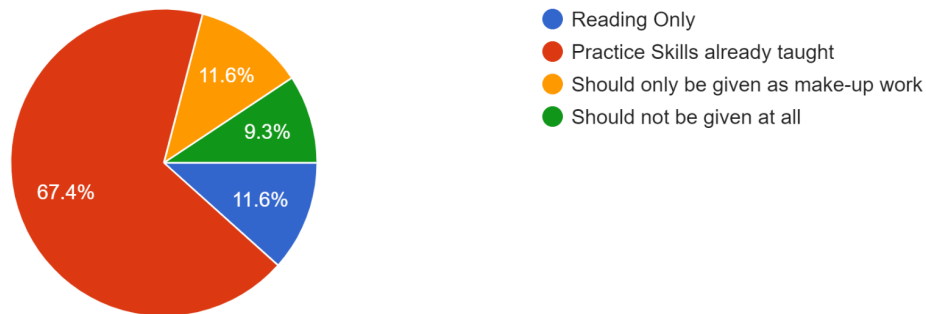
I provide meaningful feedback on student work/assignments

40 responses



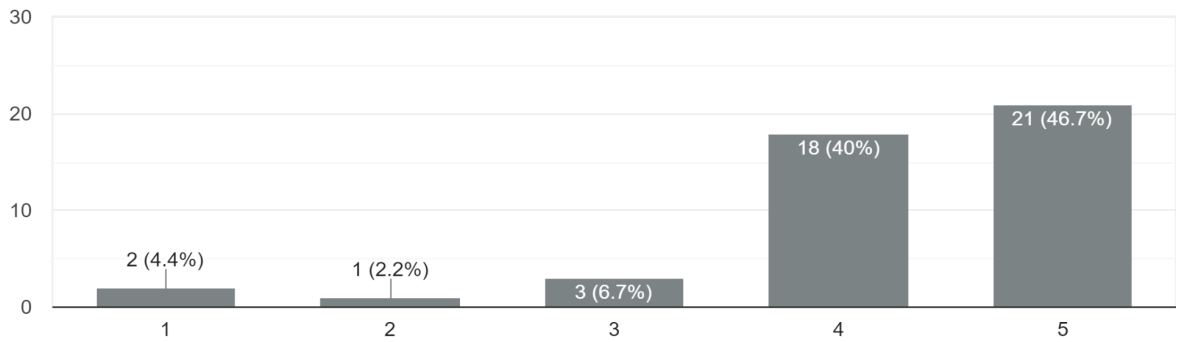
I think homework should be given to students nightly

43 responses



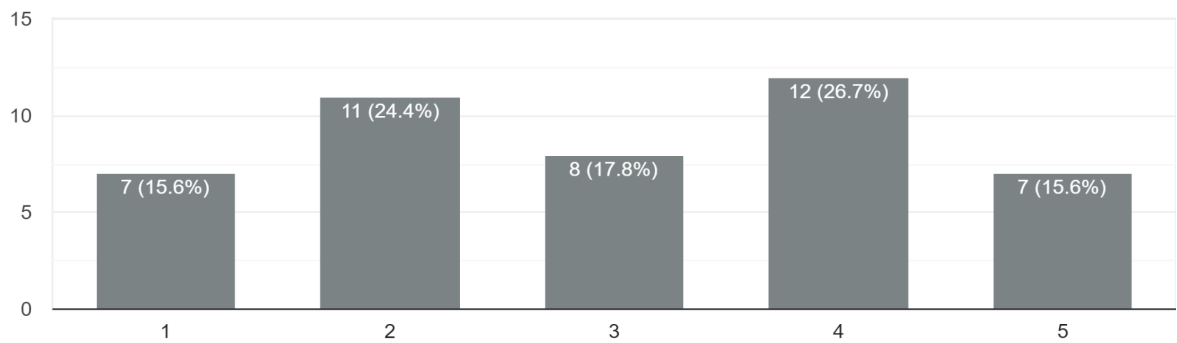
In Brooklyn Middle School, there are clear rules against physically hurting other people (i.e.: hitting, pushing, or tripping)

45 responses



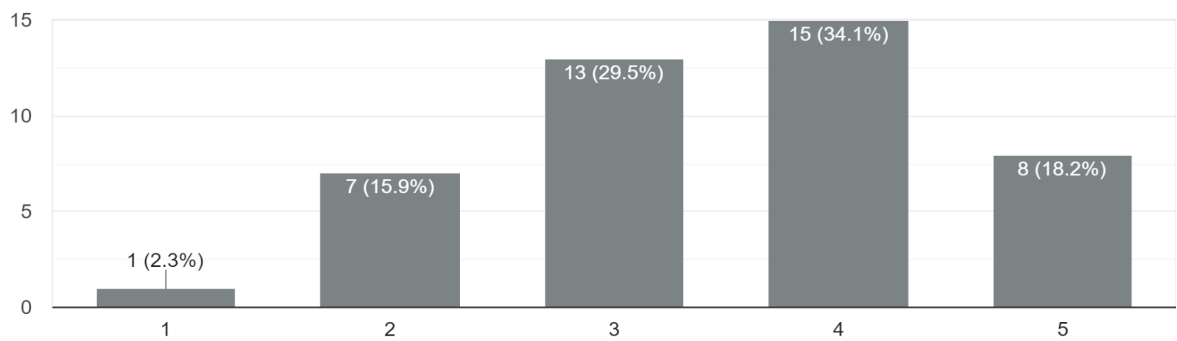
In Brooklyn Middle School, I have seen students push, slap, punch, or beat up other students more than once

45 responses



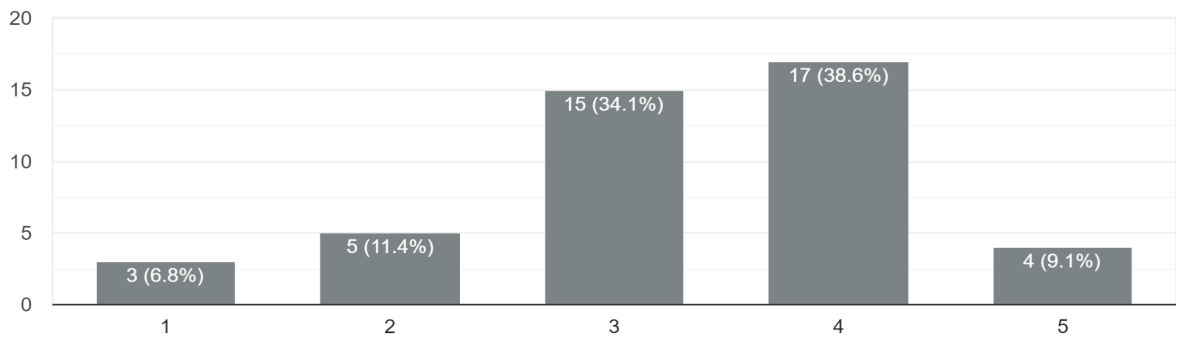
There are groups of students in this school who exclude others and make them feel bad for not being part of the group

44 responses



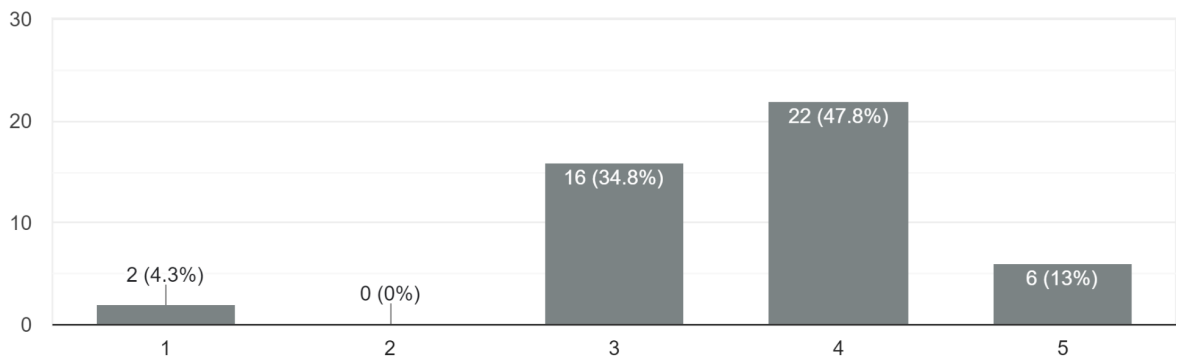
Students at Brooklyn Middle School will try to stop students from insulting or making fun of others

44 responses



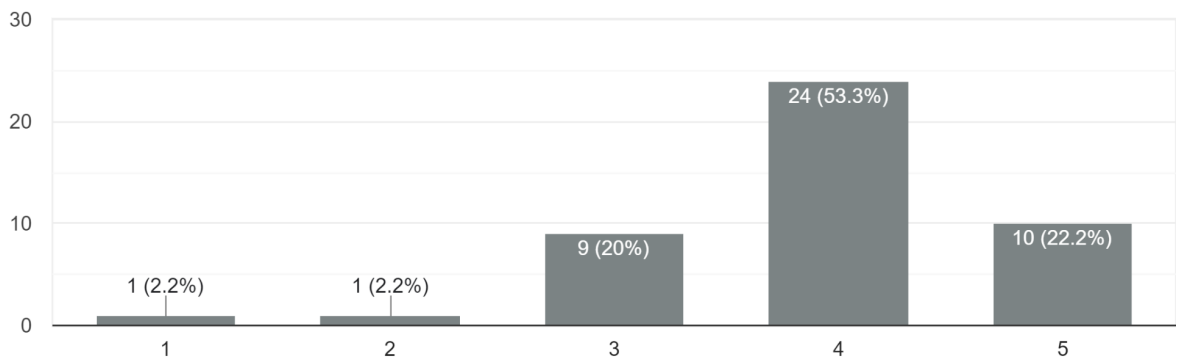
Students at Brooklyn Middle School respect each other's differences (i.e.: gender, race, culture, disability, sexual orientation, learning differences, etc.)

46 responses



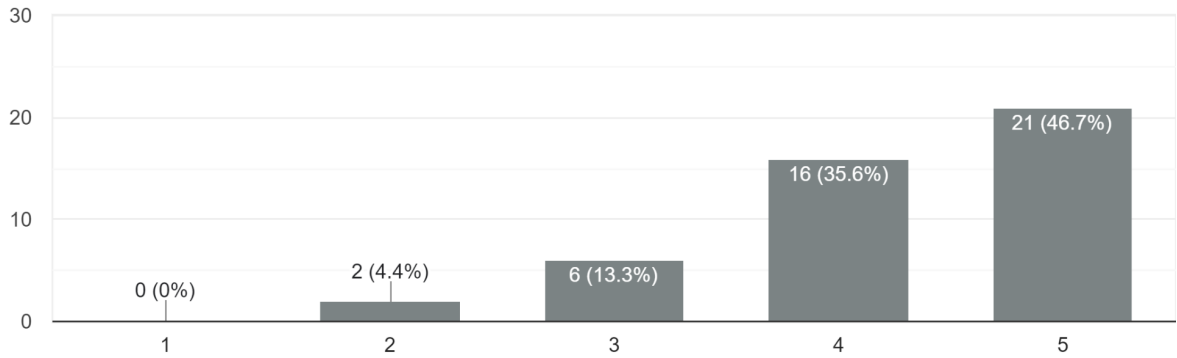
Parents and/or guardians are made to feel welcome at this school

45 responses



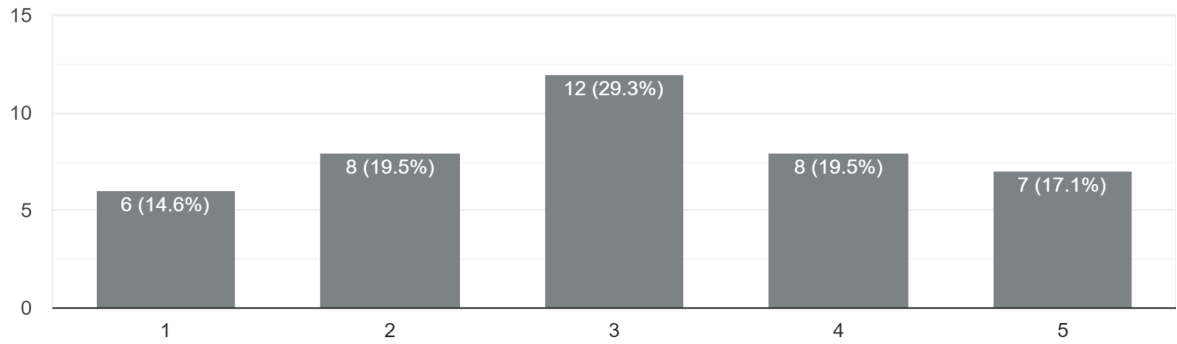
I feel safe in the classroom

45 responses



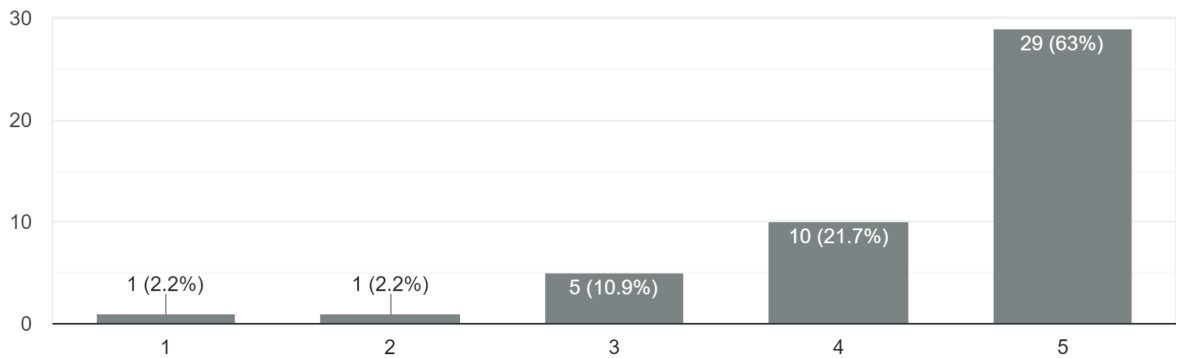
I feel I can discuss personal beliefs and philosophy in the context of classroom instruction

41 responses



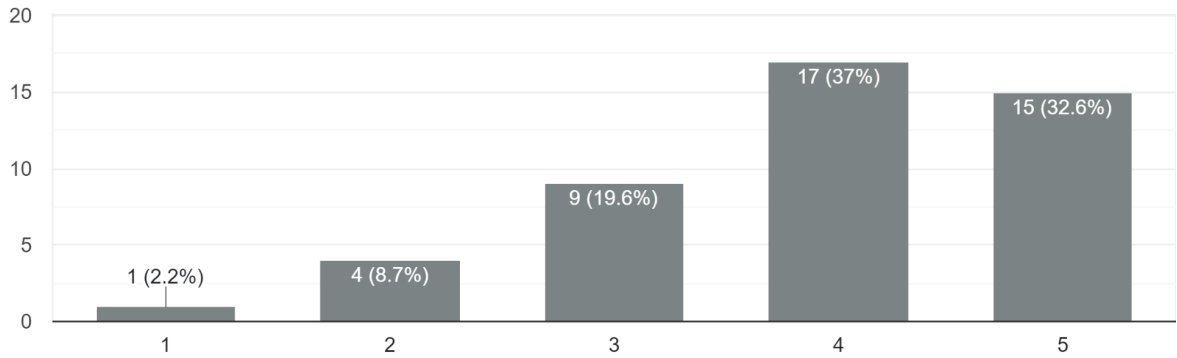
Brooklyn Middle School promotes a culture of respect for all staff, regardless of race, cultural origins, spiritual belief/practices, disabilities, gender identity or sexual orientation

46 responses



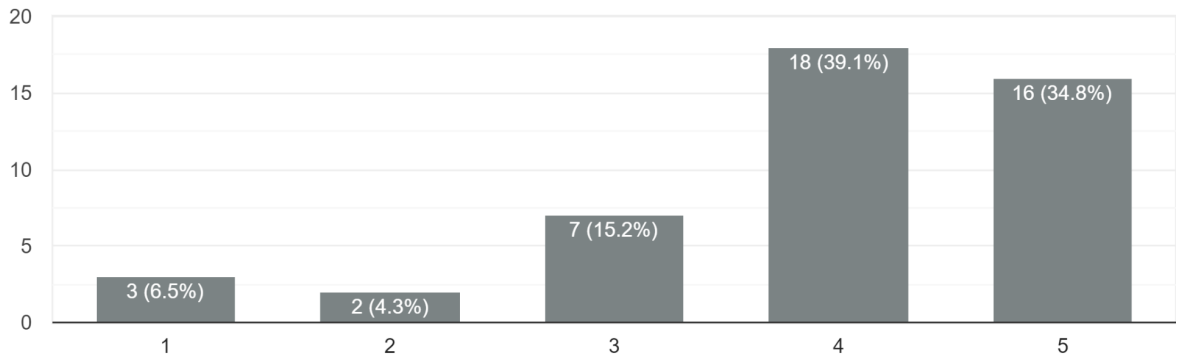
That staff in Central Office are helpful when I contact them

46 responses



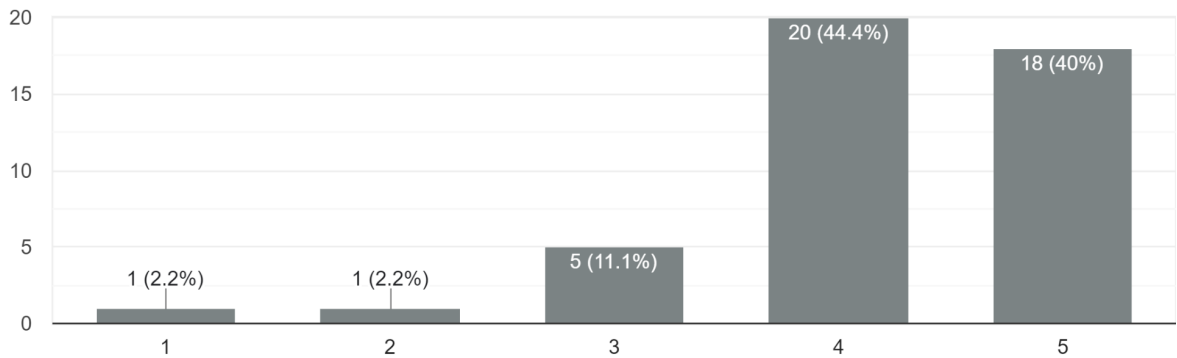
The Superintendent respects and fosters communication with all staff members

46 responses



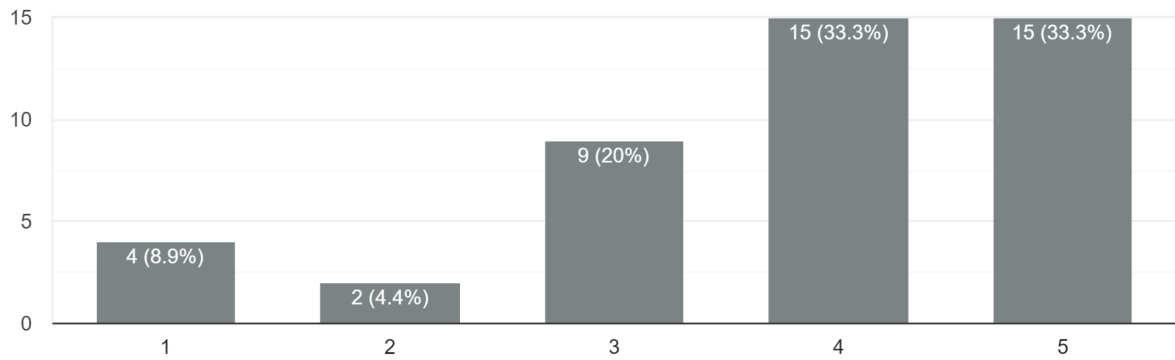
The Superintendent respects and fosters communication with all families

45 responses



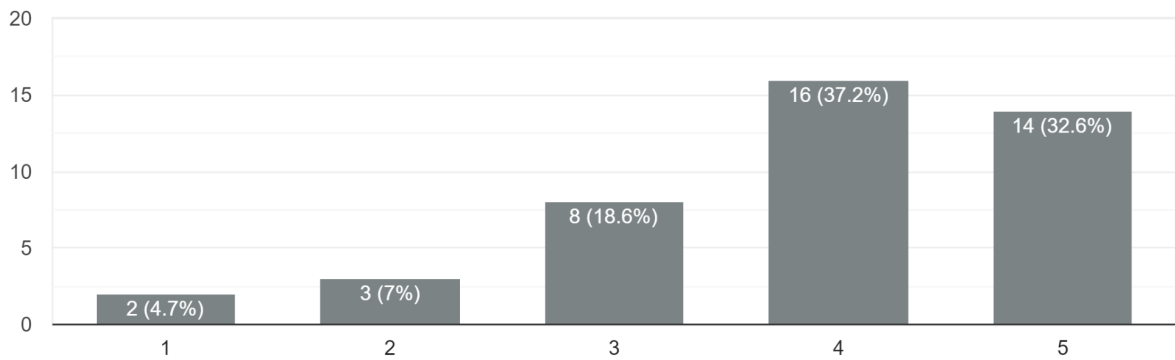
The Superintendent welcomes and listens to ideas and/or questions of others

45 responses



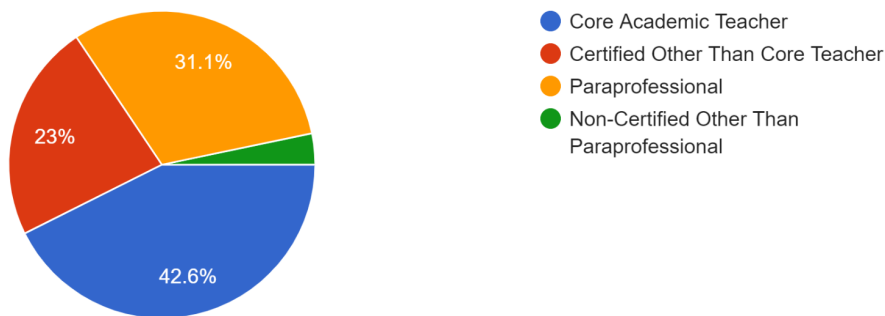
The Superintendent supports my work with students and student achievement

43 responses

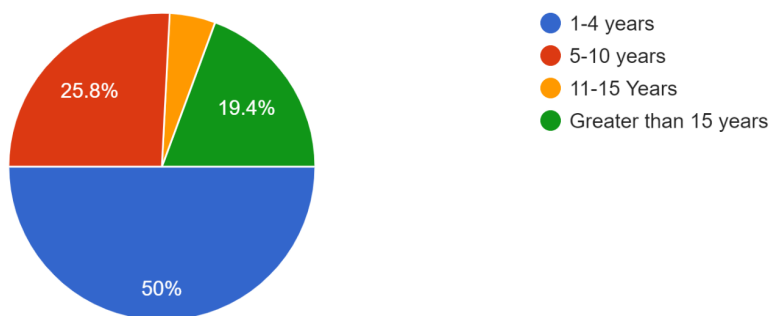


BES Staff Climate Survey Responses 2021-2022

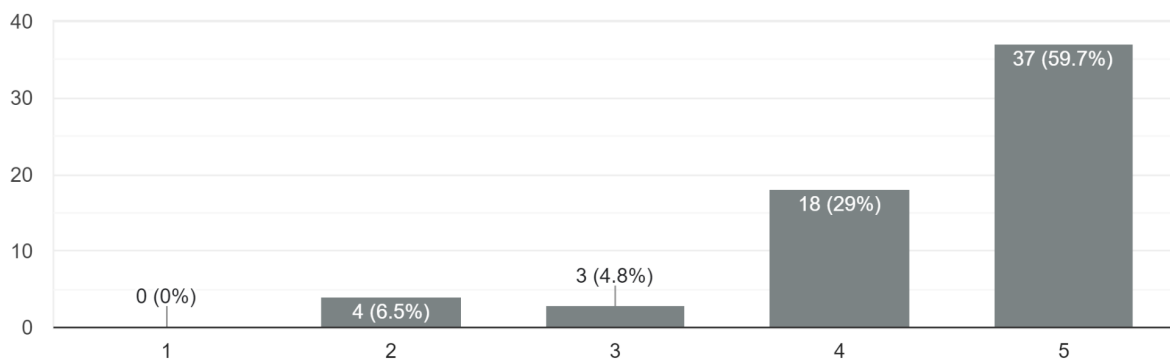
I am a...
61 responses



I have been in Brooklyn for...
62 responses

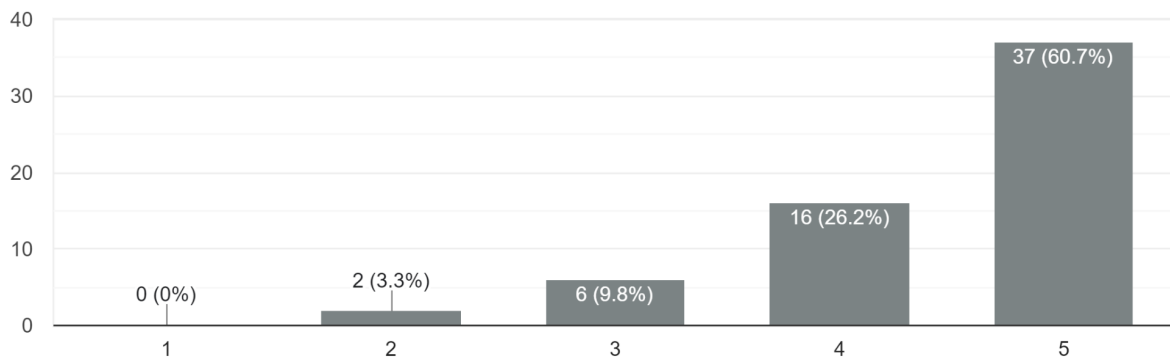


I feel I belong in this school
62 responses



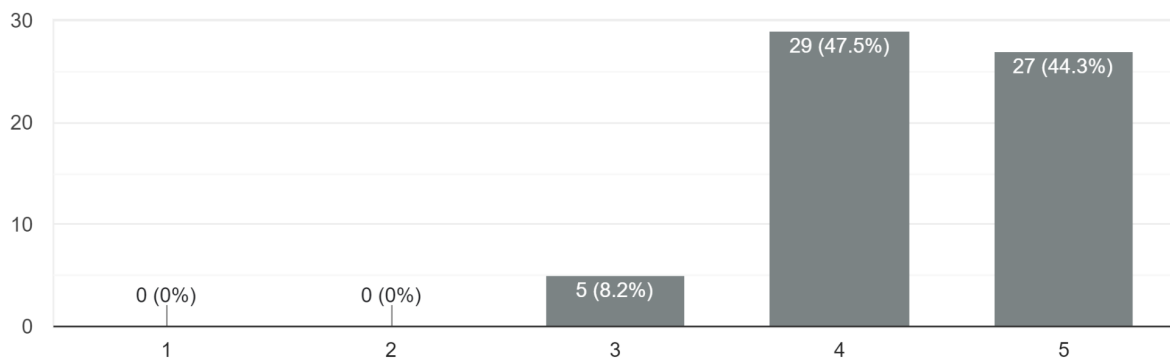
I feel supported by my colleagues

61 responses



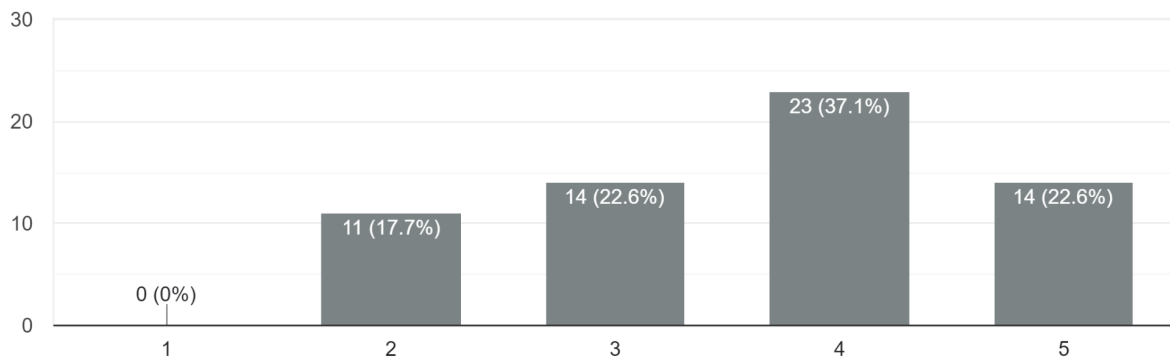
I make learning engaging

61 responses



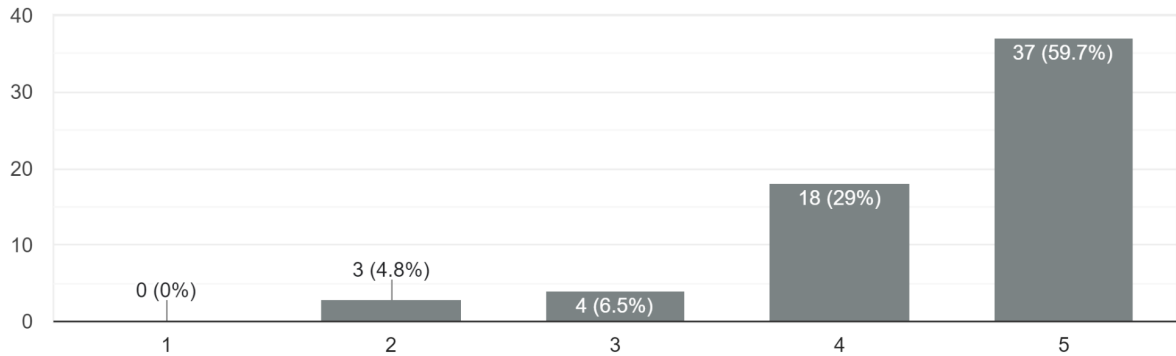
I am recognized for good work

62 responses



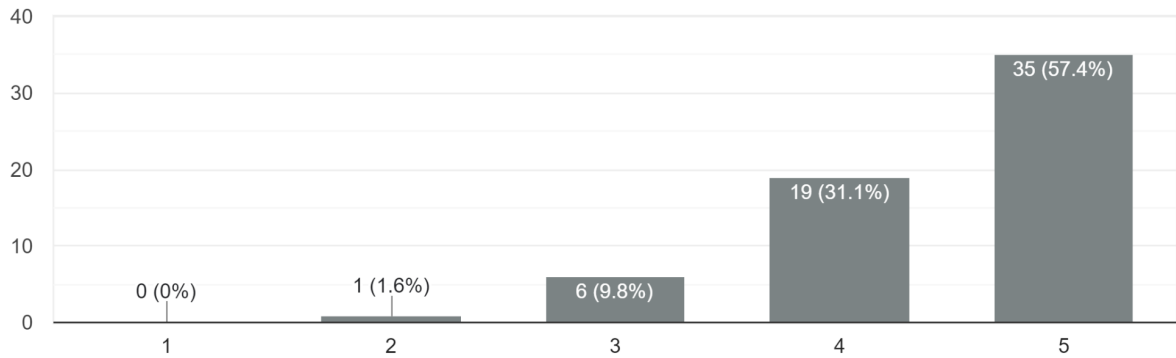
I am clear about what my role is

62 responses



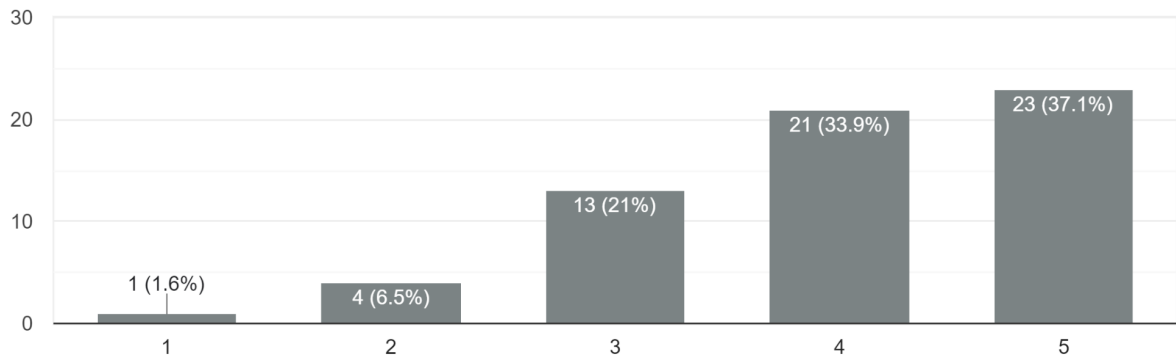
I feel I am treated with respect by my colleagues

61 responses



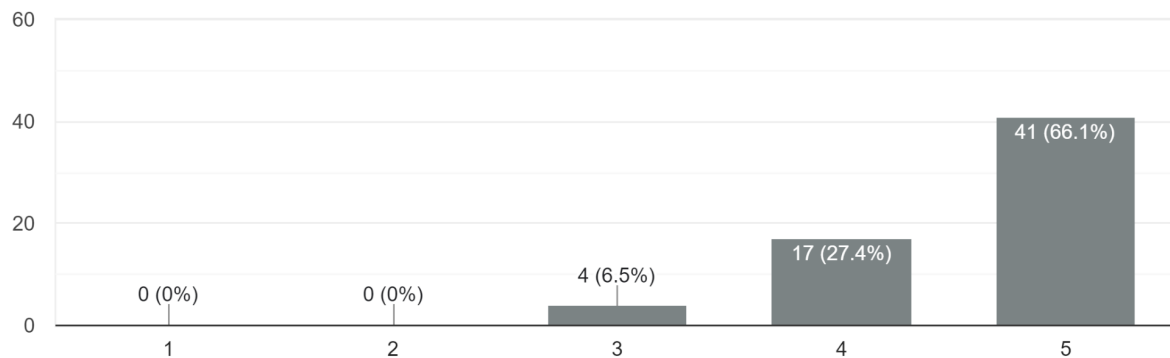
I feel I am listened to if I have an idea(s)

62 responses



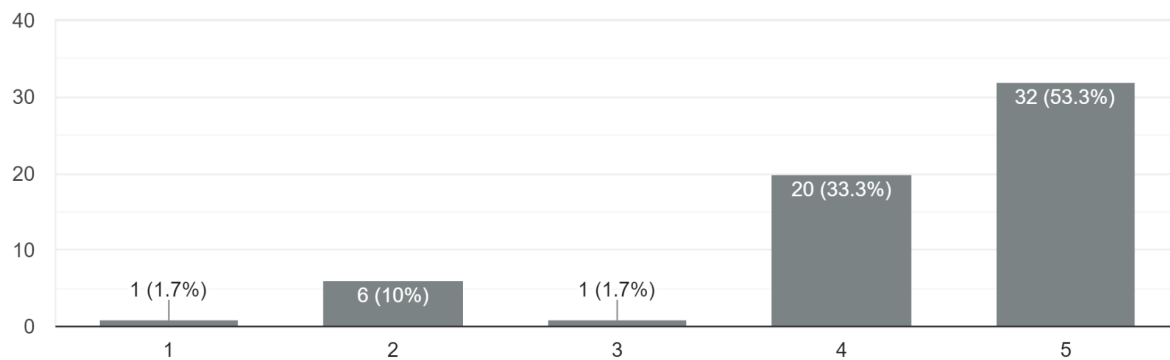
My building administrators treat me with respect

62 responses



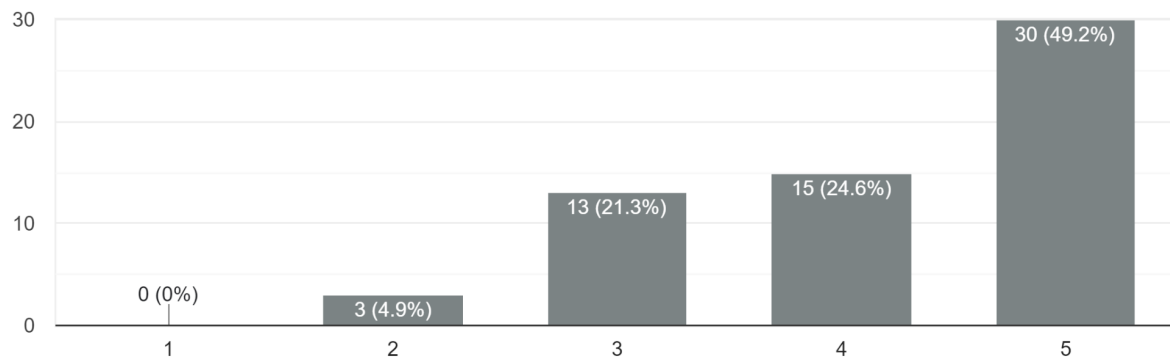
My building administrators support my work with my students

60 responses



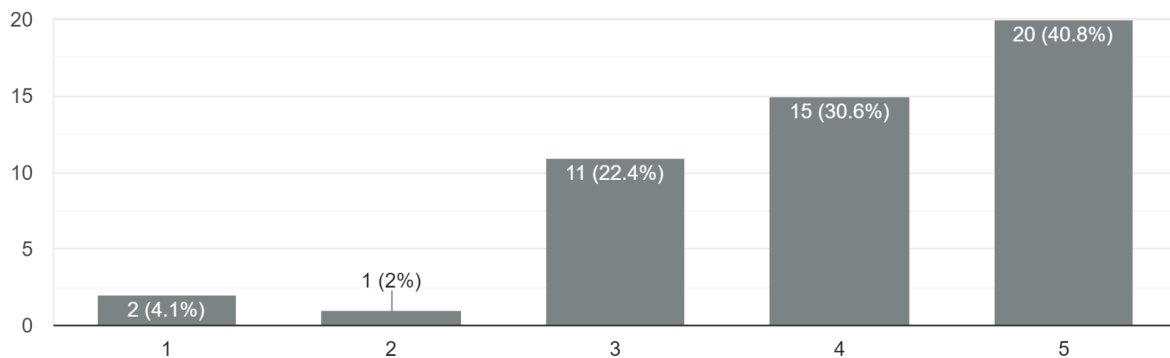
My building administrators value shared decision making

61 responses



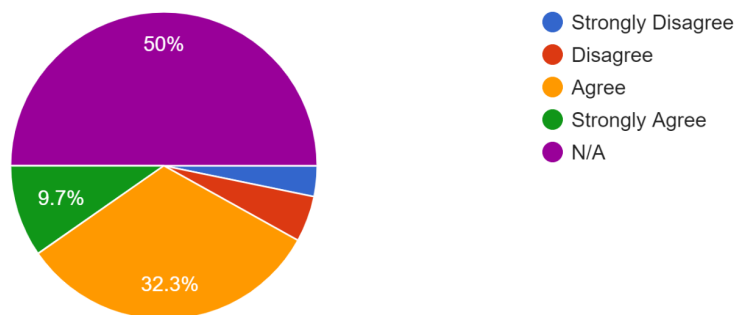
I have an opportunity to develop my skills as a teacher

49 responses



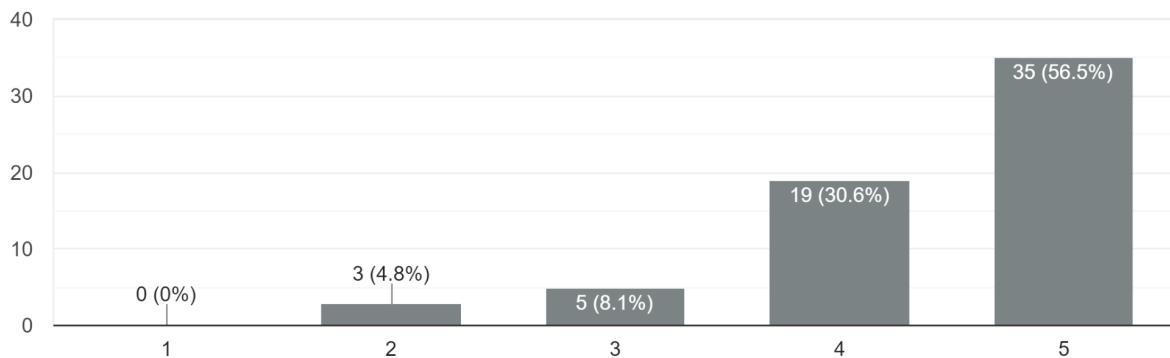
I have the opportunity to develop my skills as a paraprofessional or support staff

62 responses



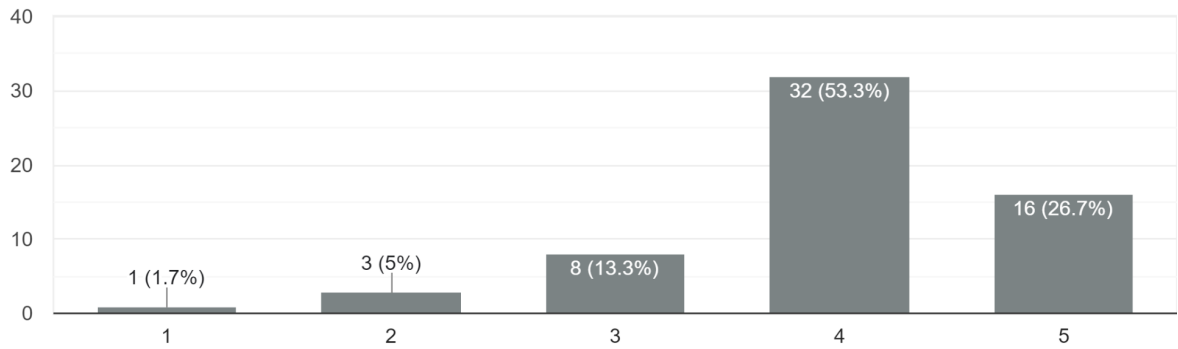
I love working at Brooklyn Elementary School

62 responses



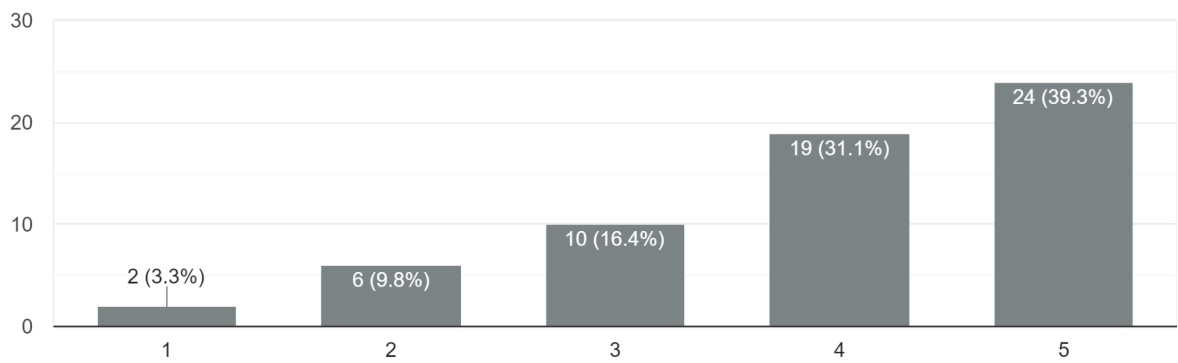
I believe that most of the instruction I provide is challenging

60 responses



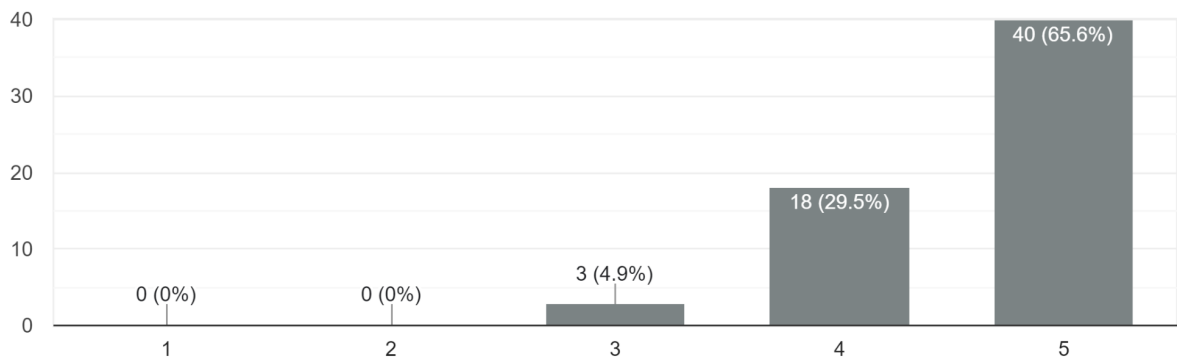
I believe that quality work is expected of all students in all classrooms

61 responses



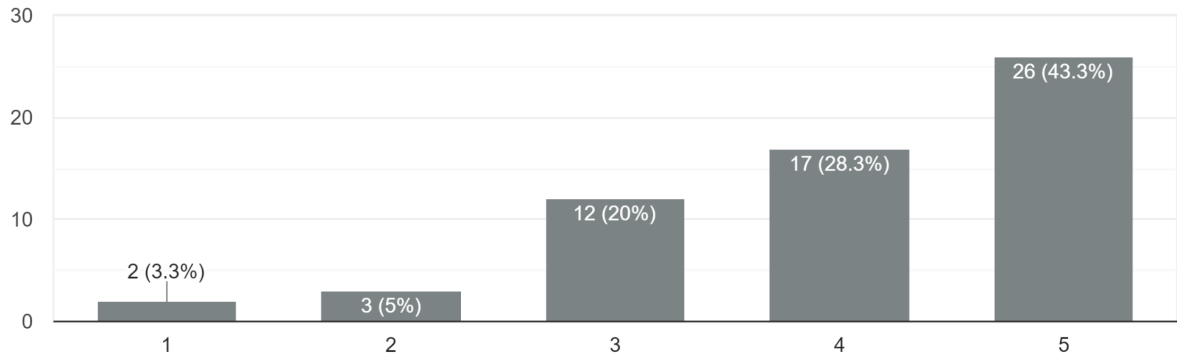
I believe that quality work is expected of me

61 responses



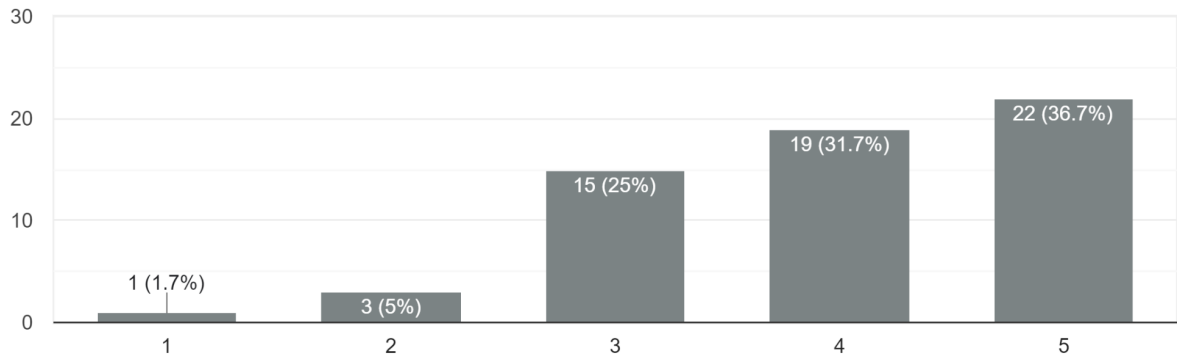
I believe the vision for my school year is clear

60 responses



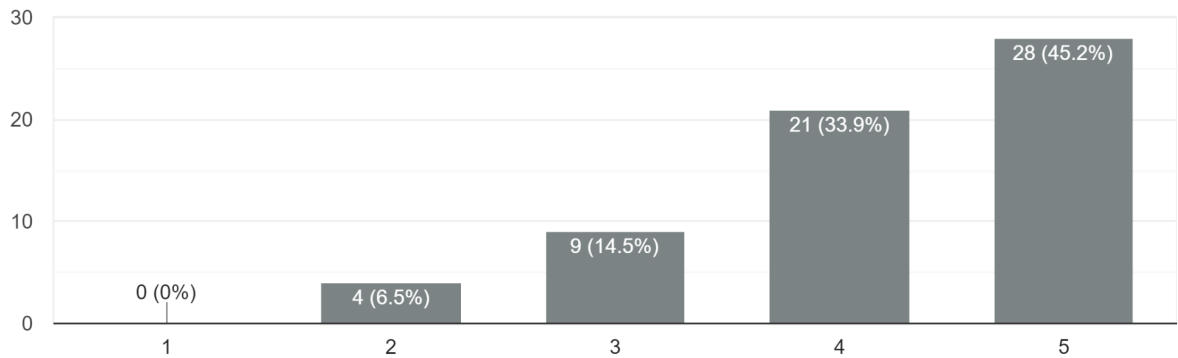
I believe the vision for my school is shared by most

60 responses



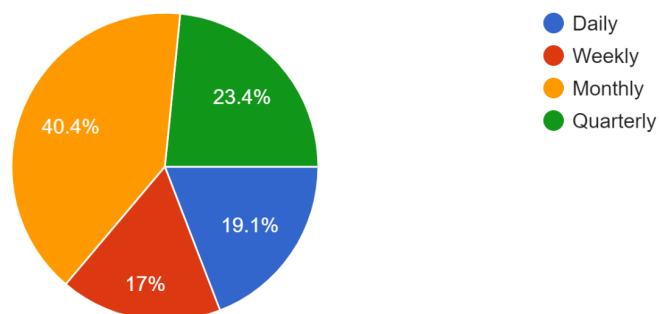
I believe the school has a good public image

62 responses



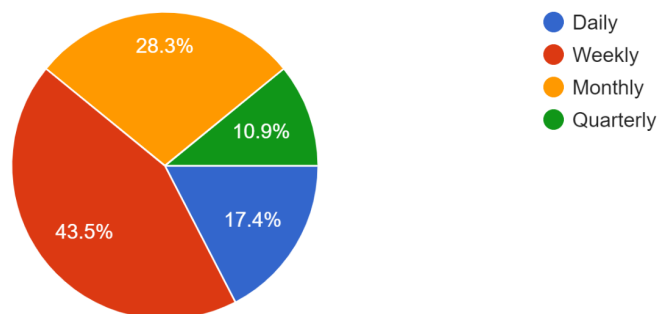
I communicate with all/most families about student progress

47 responses



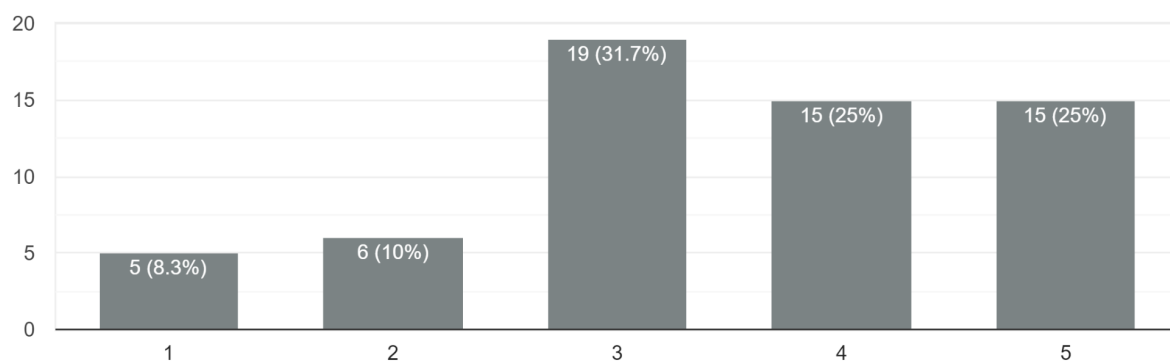
I communicate with all/most families about classroom activities

46 responses



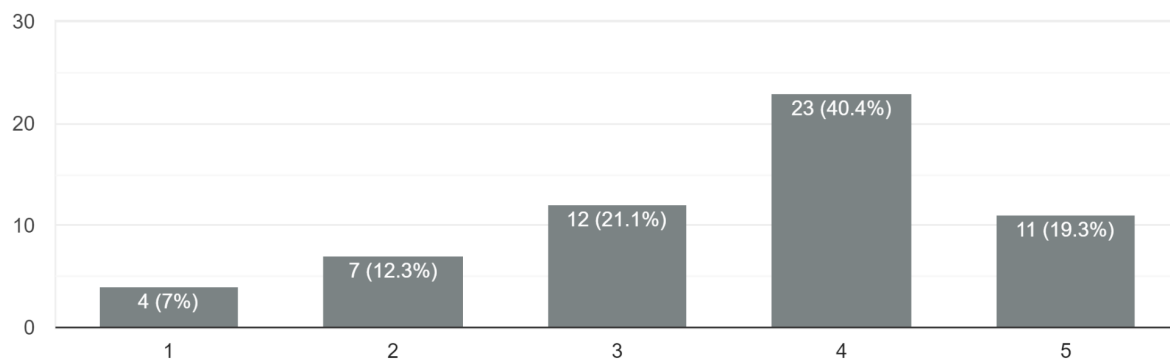
I need support to work effectively with students with special needs

60 responses



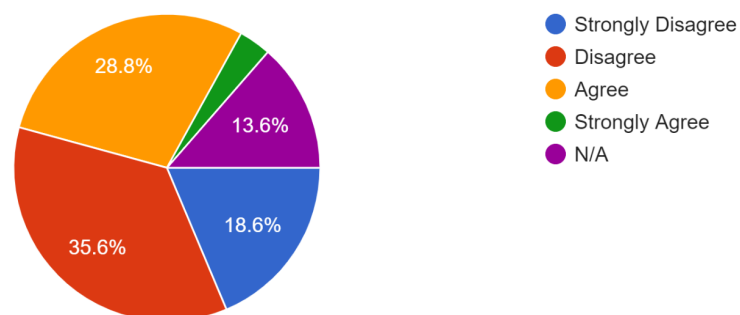
I need support to work effectively with EL students

57 responses



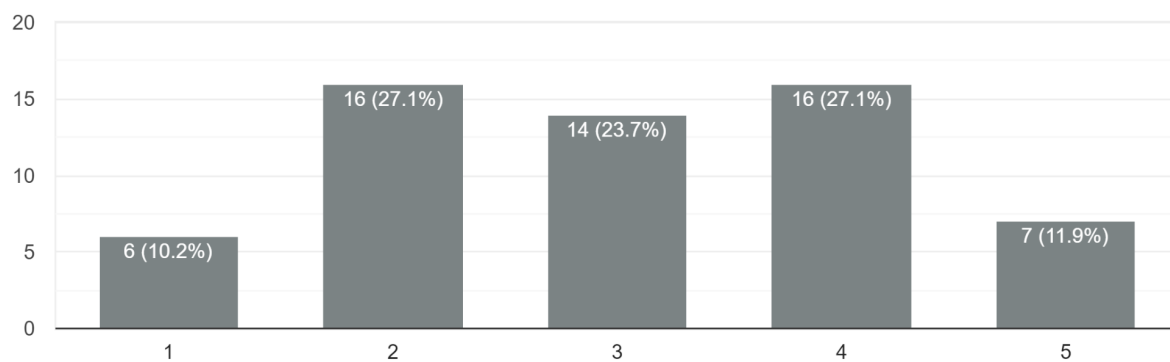
I need support to work with student of racially or diverse backgrounds

59 responses



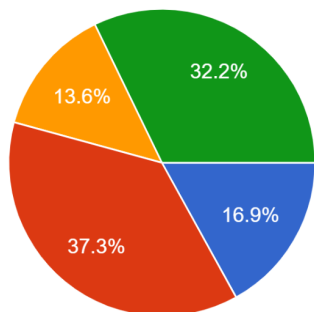
I need support to work effectively with low achieving students

59 responses



I am a certified staff member and I think morale is...

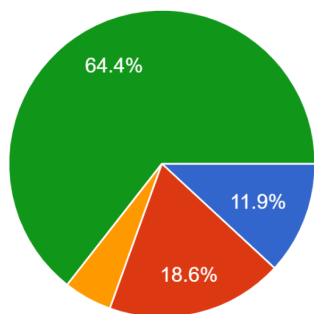
59 responses



- High
- Neutral
- Low
- N/A, I am not a teacher

I am a non-certified staff member and I think morale is...

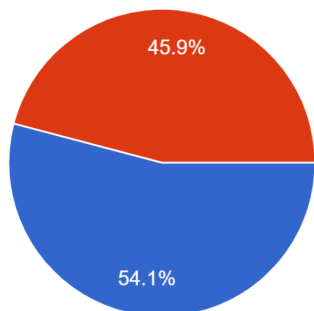
59 responses



- High
- Neutral
- Low
- N/A, I am not a paraprofessional or support staff

I think students would say morale is...

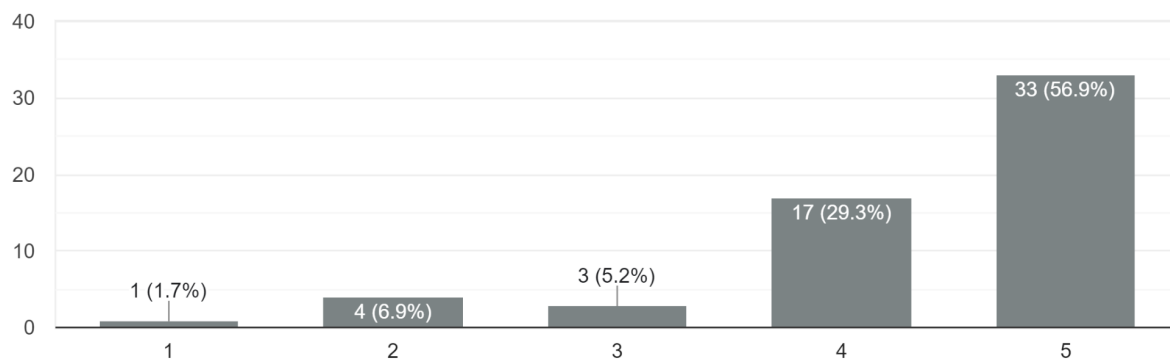
61 responses



- High
- Neutral
- Low

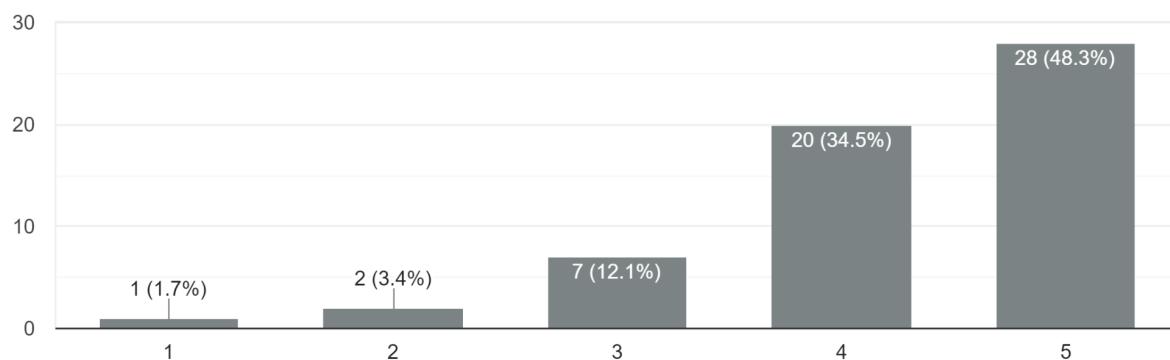
Expected student outcomes in my classroom are clear to me

58 responses



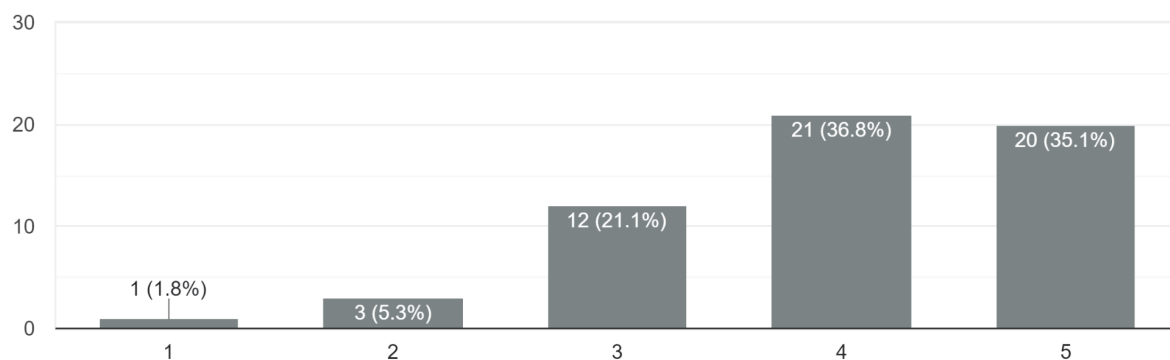
Expected student outcomes in my classroom are clear to students

58 responses



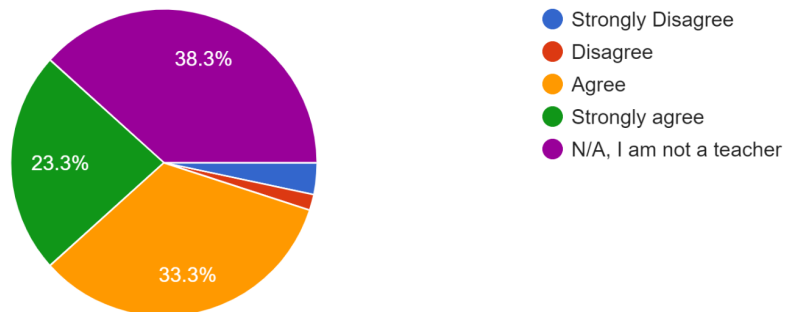
I think teacher collaboration across grade and team members is strong

57 responses



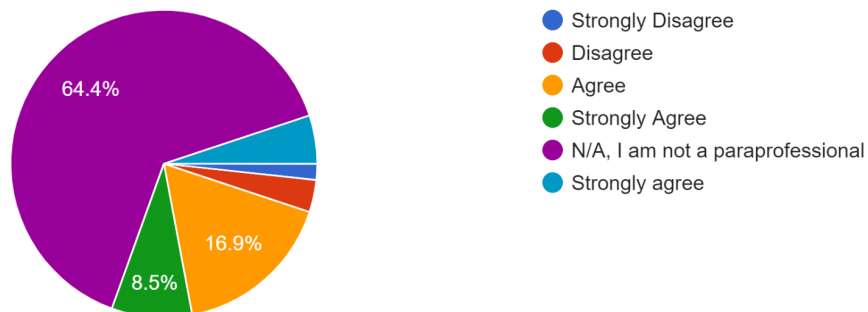
As a teacher, I know the state standards that I am expected to teach in all areas

60 responses



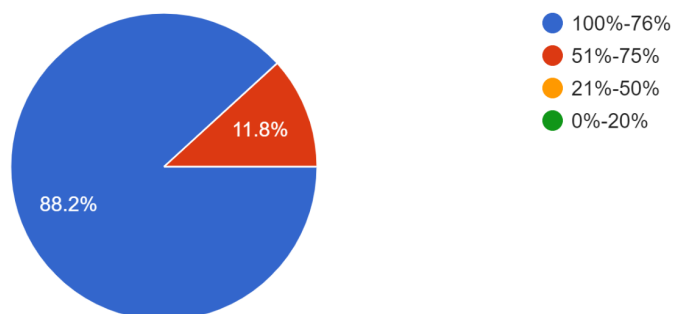
As a paraprofessional, I know the state standards that are taught to the students

59 responses



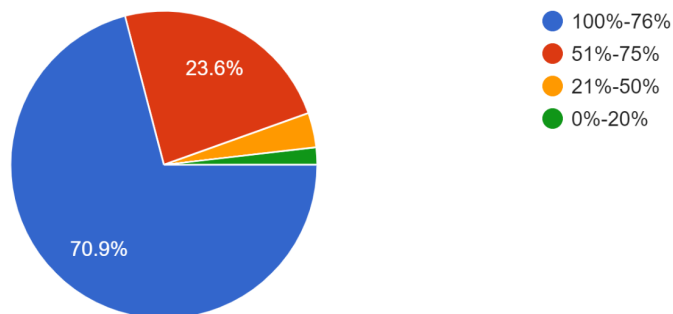
The percentage of lessons taught are clearly articulated and aligned to the state standards

51 responses



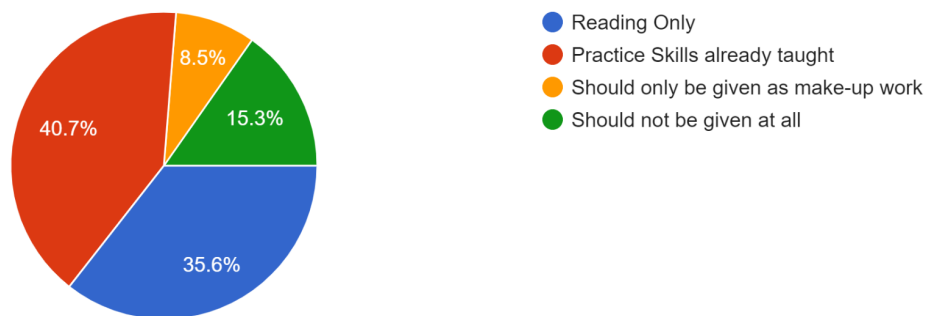
I provide meaningful feedback on student work/assignments

55 responses



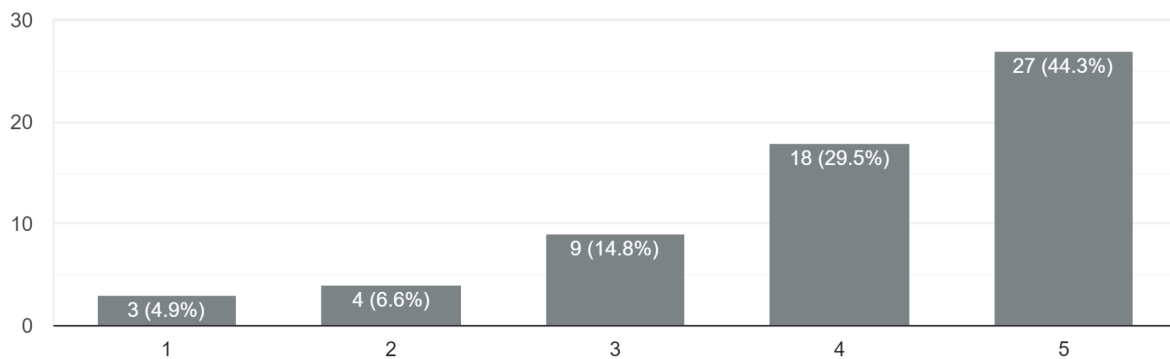
I think homework should be given to students nightly

59 responses



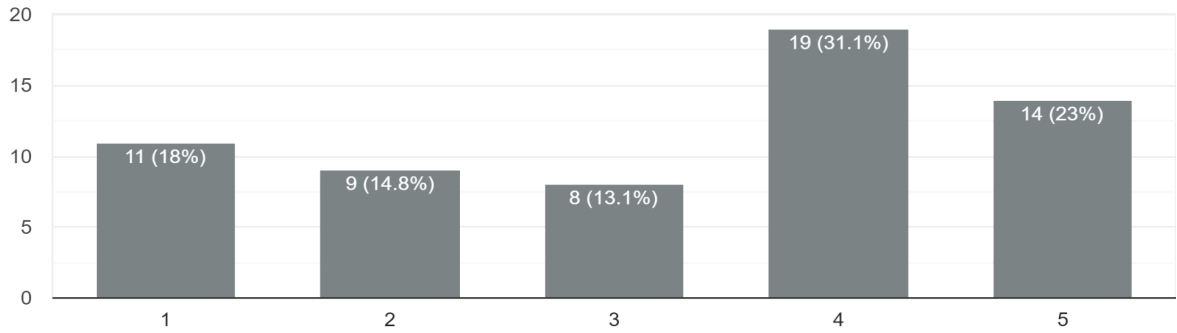
In Brooklyn Elementary School, there are clear rules against physically hurting other people (i.e.: hitting, pushing, or tripping)

61 responses



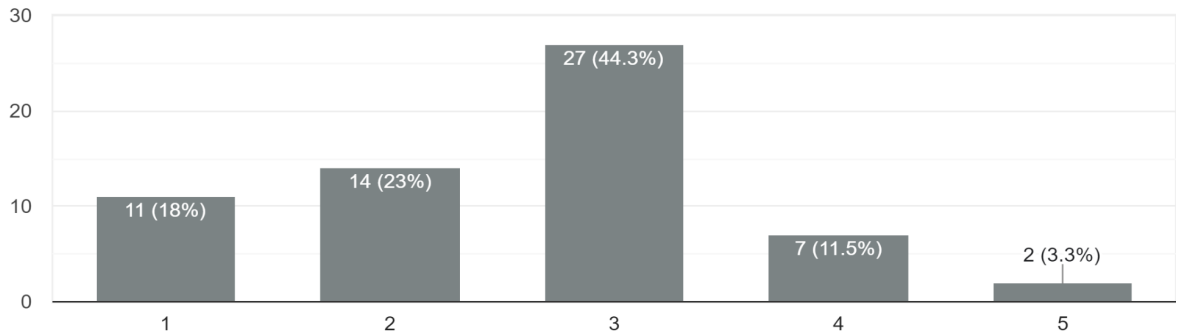
In Brooklyn Elementary School, I have seen students push, slap, punch, or beat up other students more than once

61 responses



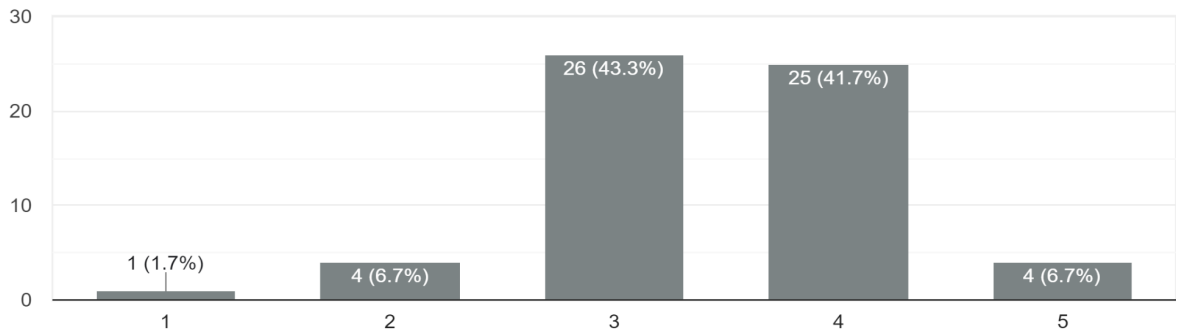
There are groups of students in this school who exclude others and make them feel bad for not being part of the group

61 responses



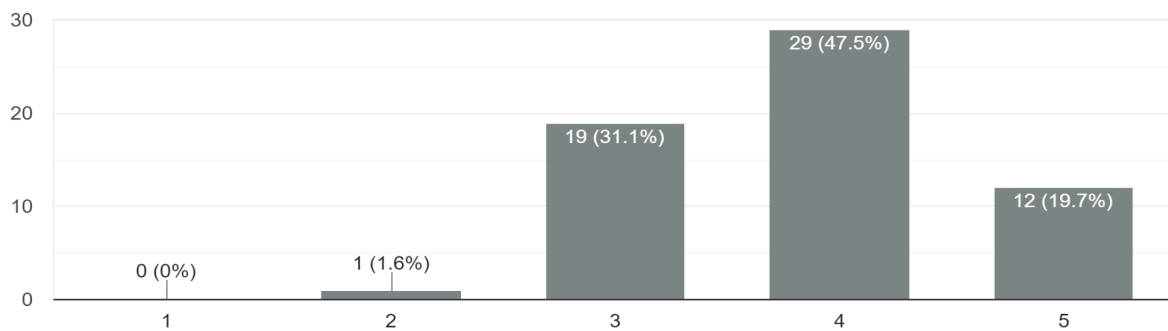
Students at Brooklyn Elementary School will try to stop students from insulting or making fun of others

60 responses



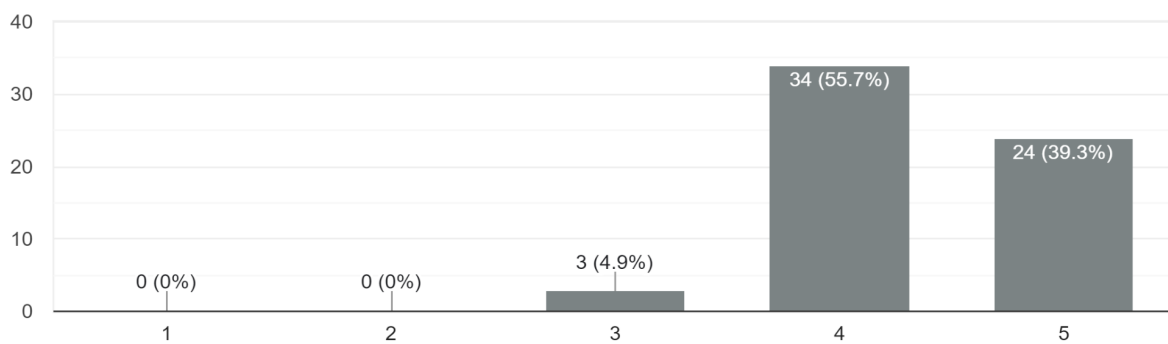
Students at Brooklyn Elementary School respect each other's differences (i.e.: gender, race, culture, disability, sexual orientation, learning differences, etc.)

61 responses



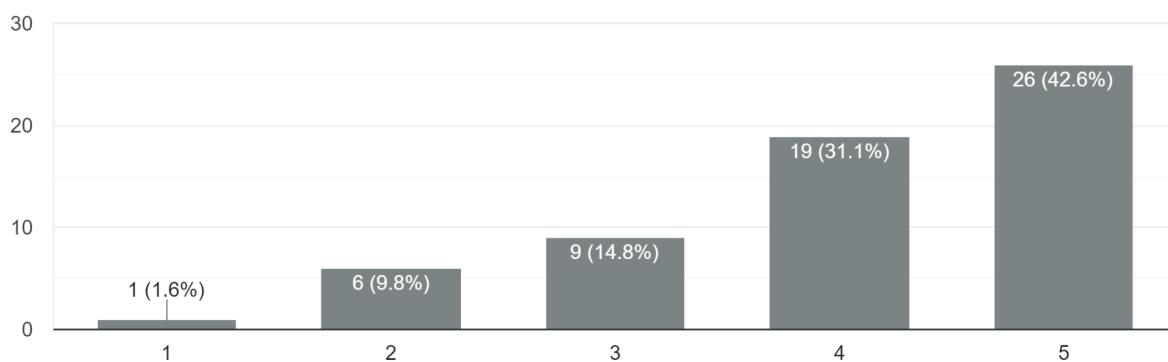
Parents and/or guardians are made to feel welcome at this school

61 responses



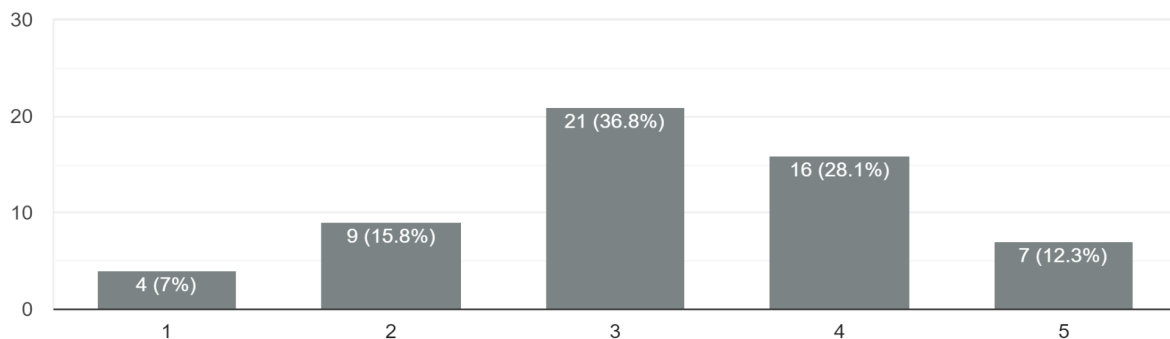
I feel safe in the classroom

61 responses



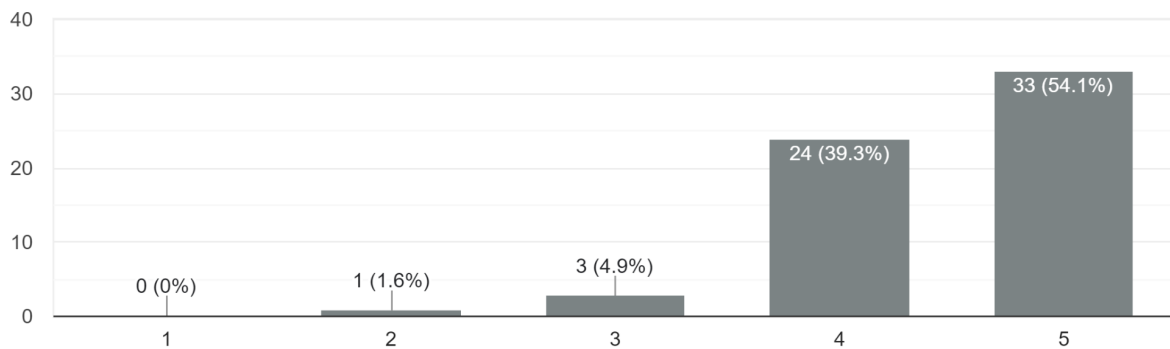
I feel I can discuss personal beliefs and philosophy in the context of classroom instruction

57 responses



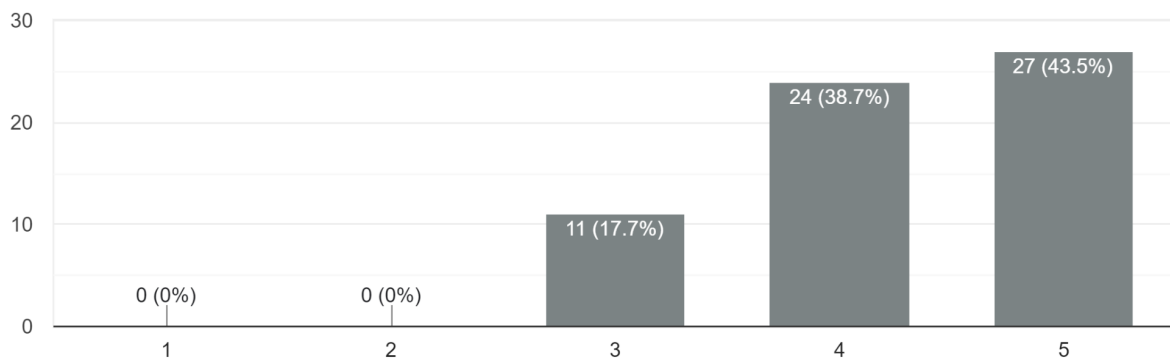
Brooklyn Elementary School promotes a culture of respect for all staff, regardless of race, cultural origins, spiritual belief/practices, disabilities, gender identity or sexual orientation

61 responses



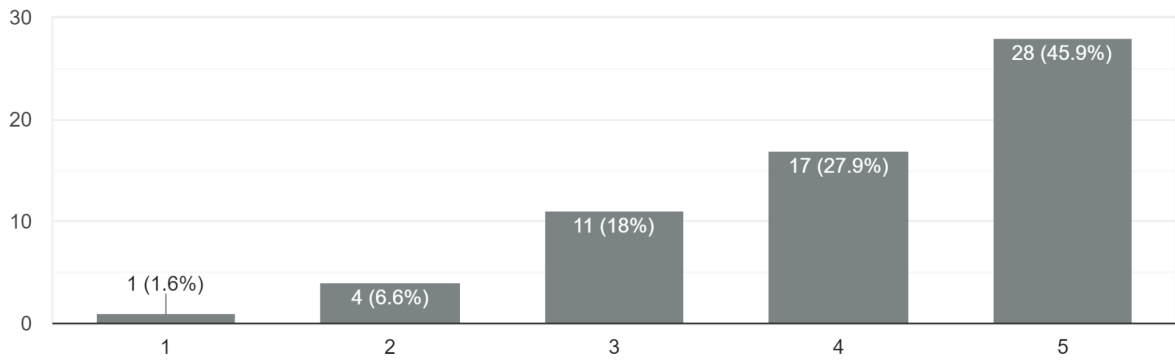
That staff in Central Office are helpful when I contact them

62 responses



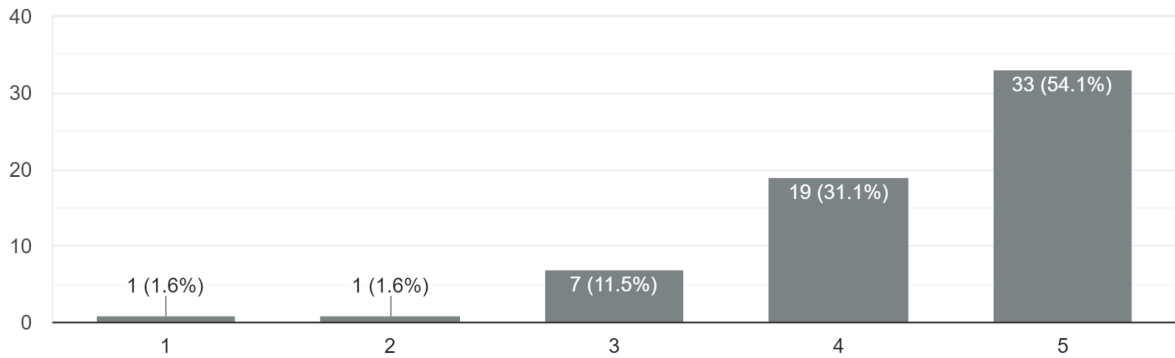
The Superintendent respects and fosters communication with all staff members

61 responses



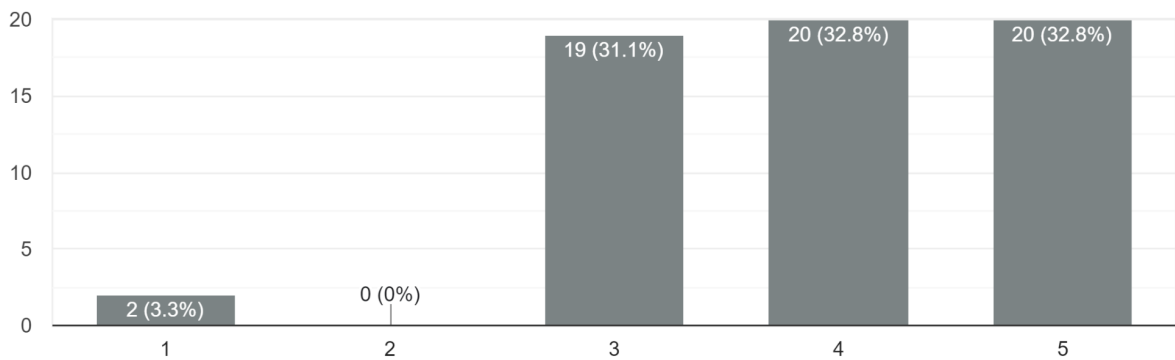
The Superintendent respects and fosters communication with all families

61 responses



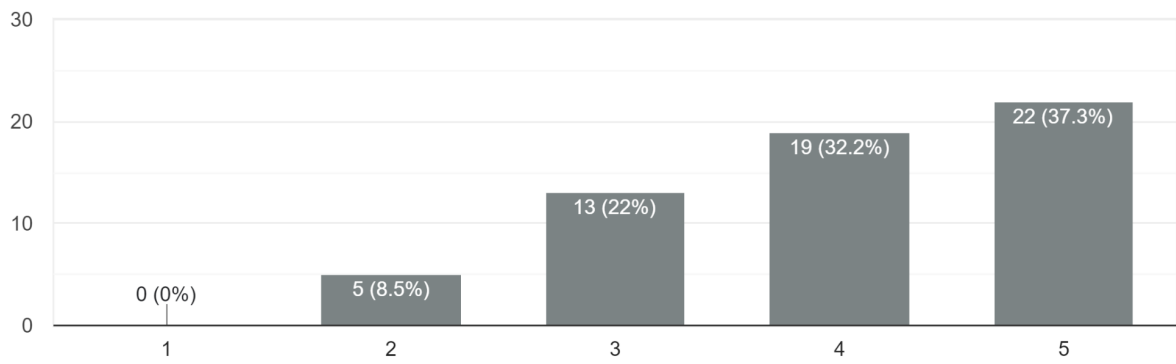
The Superintendent welcomes and listens to ideas and/or questions of others

61 responses



The Superintendent supports my work with students and student achievement

59 responses



Recommend following suggested "Shipman" policy and removing this.

Community Relations

Visitors

The Brooklyn Board of Education welcomes the interest of the community in the programs and activities within the public school and welcomes the observation of classes by parents and other interested member of the community. The Board also recognizes its responsibility to insure that students may learn in an educational environment free of unnecessary disruption and distractions and to provide a school environment that is safe for staff and students alike. In the interest of protecting the welfare of the students and staff, preserving the privacy rights of students, minimizing disruptions to the learning process and maintaining order and security on its premises, the following guidelines have been established.

1. Visitors to The Brooklyn School must first report to the office.
2. Anyone wishing to observe a class must contact the administration of the school prior to the observation. Where is possible, at least twenty-four (24) hours notice should be provided.
3. In addressing requests for classroom observation, the administration will consider its responsibility to avoid disruption to the learning environment.
4. Requests to observe a class shall not be unreasonably withheld.
5. Visitors are expected to follow school rules.
6. Visitors should not initiate conversations with students or otherwise interrupt normal activities. Any questions should be addressed after the class, outside the classroom, to the teacher and/or administrator.
7. Audio taping, videotaping or photographing of classroom activities by third parties may be disruptive to the educational process and may invade the privacy rights of students, and will therefore not generally be allowed. Exceptions to this guideline may be made by the administration, subject to reasonable restrictions, as the administration may in its discretion decide.
8. Any person violating any of these guidelines may be asked to leave the school premises. Failure to obey such a request may be grounds for arrest or trespass.

Policy adopted: 10/28/93

Suggested Policy

1250

SHIPMAN

Series 1000
Community/Board Operation

POLICY REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS

The Brooklyn Board of Education (the "Board") encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board requires all visitors to receive prior approval from the school Principal or designee before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the district, its educational programs or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board's schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board's Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, and complying with directives of school officials at all times. All visitors and observers permitted into school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening protocols.

Legal References:

"Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations," Connecticut State Department of Education (Mar. 28, 2018).

ADOPTED: _____
REVISED: _____

7/12/2021

Suggestions related to school safety

Business/Non-Instructional Operations

Community Use of School Facilities

The Board of Education recognizes that the school, building and grounds, is a community center and a valuable public resource. The Board is committed to making these facilities available to the community as much as possible under proper and appropriate conditions when such use does not conflict with school activities and functions. The Board of Education shall grant the use of school facilities for activities of an educational, cultural, civic, and other non-commercial uses consistent with the public interest when such use does not interfere with the school program or school-sponsored activities.

Any use of the school building and grounds by recognized community groups or organizations must be approved by the Superintendent of Schools.

If a community group is denied use of Board of Education facilities by a Principal, the group may appeal that decision to the Superintendent of Schools and if necessary appeal the Superintendent's decision to the Board of Education. School facilities will be allocated according to the following priorities with all possible efforts to adjust schedules for mutual convenience and maximum usage.

1. School groups
2. Brooklyn Parks and Recreation
3. Brooklyn-Based Non-Profit (scouts, youth, athletic organizations, fraternal, civic, social, and religious organizations)
4. Private organizations, private businesses, or enterprises located in Brooklyn
5. Profit-making organizations or businesses; out-of-town organizations

The use of school facilities by individuals or private groups will need the approval of the Board of Education.

Applications for the use of school facilities and grounds must be made in writing and submitted to the Superintendent of Schools at least two (2) weeks before the date of the intended use. Agencies using the school on a long term basis must submit applications annually.

For any group not included under the Board of Education and Town of Brooklyn's Blanket Insurance, evidence of liability insurance in the amount of a minimum of \$1,000,000 Personal Injury and Property Damage must accompany the Use of School Facilities application. In addition, the Brooklyn Board of Education is to be named as additional insured on the Certificate of Insurance.

A custodian must be present when the school building is being used to insure building security, proper maintenance, and to see that it is used appropriately and left in proper order. Any group or organization may be required to pay any maintenance costs, including the hourly rate for custodial services when and if a custodian time extends beyond regular employment hours.

The Boy Scouts of America, Big Sisters of America, Boys and Girls Club of America, Future Farmers of America, Girl Scouts of America, Little League Baseball, Inc. and any other group intended to serve youth under the age of 21 listed in Title 36 of the U.S. Code may use school property upon payment of suitable fees and costs according to the Board approved fee schedule.

Any group or organization using the school building, grounds, or equipment, is responsible for and must assume the cost of all damages to any school property.

→ School grounds shall not be available for use after sundown except by the permission of the Board,

Smoking or the possession or consumption of alcoholic beverages and/or illicit drugs on school grounds or

→ during the instructional day or unless it is part of a school sponsored or sanctioned event.

property is prohibited.

(cf. 3515 Use of School Facilities)

Legal Reference: Connecticut General Statutes

10-239 Use of school facilities for other purposes

Equal Access Act, 20 U.S.C. ss 4071-4074

Good News Club v. Milford Central School, Sup. Ct., 6-11-01

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)

Policy Adopted: October 22, 2008

8th Grade Trip options provided in survey

Please note, Nature's Classroom would be willing to accommodate refunds for any students who test positive for COVID before the trip and if the ENTIRE trip for BMS is canceled due to COVID there will be refunds issued

Option 1- Nature's Classroom 3 Days, 2 Nights

Price: \$400.00

Nature's Classroom is a residential environmental education program offering immersive programming tailored to the needs of each group. Days include field group hikes, low ropes course & other exploring activities, team building challenges, special interest classes (student choice), free time to play, fishing, sports, evening activities (science fair, night experience, Thursday Night Live), 3 meals & 1 snack a day (can meet any dietary restriction), cabins include individual beds in a bunk style, up to 18 students and 3 adults per cabin.

Option 2- Nature's Classroom 4 Days, 3 Nights with Whale Watch Excursion

Price: \$530.00

Same as information above **PLUS** 1 extra day. This would include an excursion to Providence town for a 2 hour Whale Watching experience as well as an additional night of programming!!

Option 3- Washington D.C. & Morning in Philadelphia 3 Days, 2 Nights

Price: \$650.00

Trip Includes:

Round Trip Motor-coach buses

2-Nights Hotel, Wyndham College Park North/Washington DC- Hotel will have 4 students rooming together, 2 queen beds

7 Meals: 2 Breakfasts | 3 Lunches (1 cash, 1 voucher, 1 box meal) | 2 Dinners (1 voucher, 1 dinner theatre)

Visit to Arlington Cemetery

Illumination Tour of DC (2 guides)

Toby's Dinner Theatre (Performance of "Grease")

Admission to the National Constitution Center (Freedom Rising)

2 Security Officers on duty for 2 nights at the hotel