

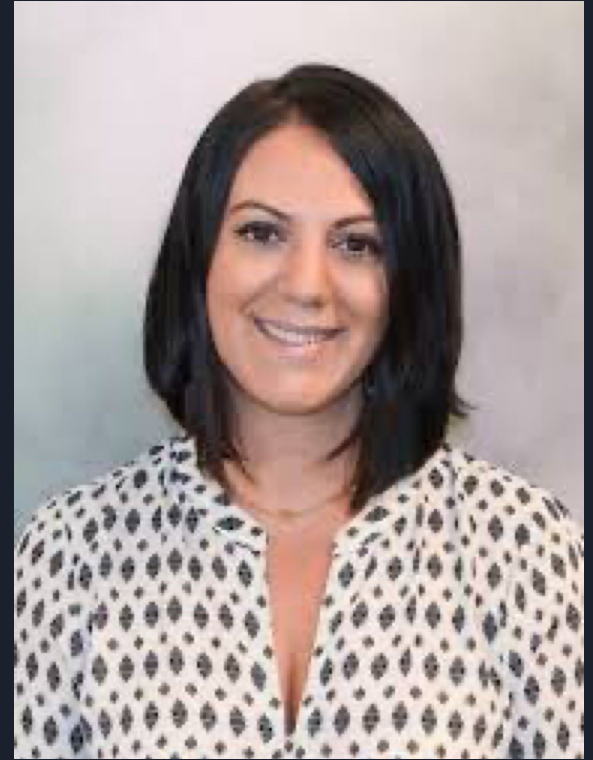
**Jim
Gildea**

**Chairman
Board of Education
2025**



**Melissa
Mongillo**

**Vice Chair
Board of Education
2025**



**Laura
Harris**

**Secretary
Board of Education
2025**



**Daniel
Foley**

**Board of Education
2025**



**Karla
Malerba**

**Board of Education
2025**



**Ken
Marcucio**

**Board of Education
2025**



**Erica
Nuzzo**

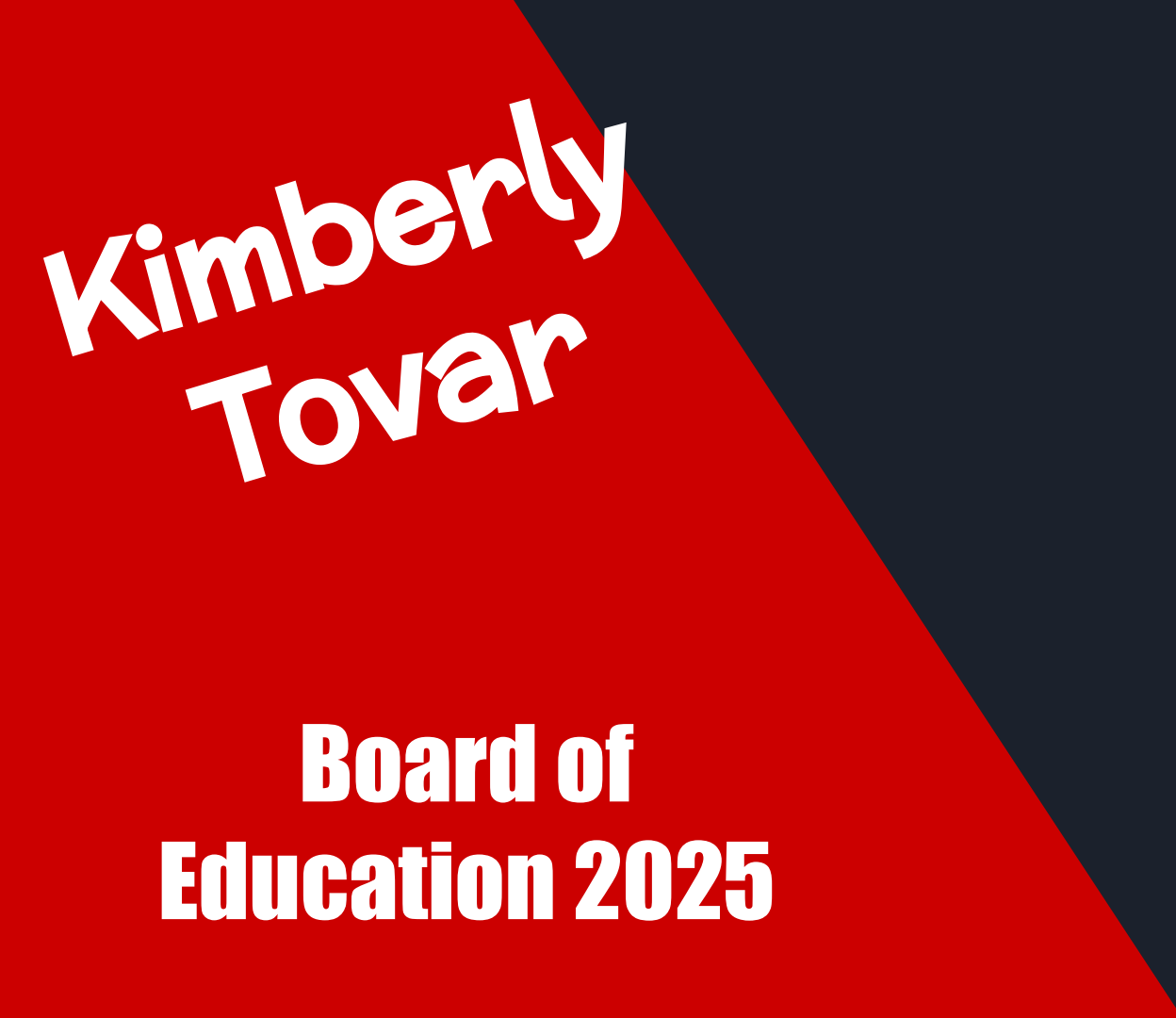
**Board of Education
2025**



**Rebecca
O'Hara**

**Board of
Education 2025**





**Kimberly
Tovar**

**Board of
Education 2025**





Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road, Wethersfield, CT 06109-1242 - (860) 571-7446 - Fax (860) 571-7452 - www.cabe.org

To: Bonnie B. Carney Award of Excellence for Educational Communications
Honorable Mention Recipients

From: Lisa Steimer
Deputy Executive Director

Date: February 18, 2025

Re: Bonnie B. Carney Award of Excellence for Educational Communications

Once again, it is a privilege to congratulate you and your district team on winning multiple **Honorable Mentions** in the **Bonnie B. Carney Award of Excellence for Educational Communications** contest!

Your Honorable Mention certificates are enclosed with this memo. It would be wonderful recognition for your talented staff members if you or your board chairperson would present these certificates to the Board of Education and display them proudly.

CABE wants to bring recognition to the talented staff members who create these outstanding examples of Educational Communication, as well as to your entire district. Therefore, we believe by making the presentation at your board meeting you will have the opportunity to invite the local media, and members of the staff and the community to join in the honor.

If you have any questions, please contact me at 860-571-7446 or lsteimer@cabe.org.

Enclosure

**Connecticut Association
of Boards of Education**

presents to the

Derby Public Schools

an

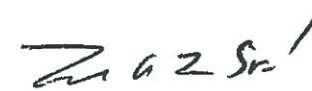
Honorable Mention

in the

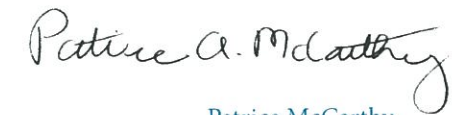
2024 Bonnie B. Carney Awards of Excellence
for Educational Communications program for its

Newsletter

Derby Board of Education Community Newsletter



Leonard Lockhart
President



Patrice McCarthy
Executive Director and General Counsel

**Connecticut Association
of Boards of Education**

presents to the

Derby Public Schools

an

Honorable Mention

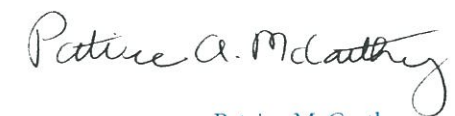
in the

2024 Bonnie B. Carney Awards of Excellence
for Educational Communications program for its

Special Project
Derby Public Schools Strategic Plan



Leonard Lockhart
President



Patrice McCarthy
Executive Director and General Counsel

DERBY PUBLIC SCHOOLS

35 Fifth Street

Derby, Connecticut 06418

(203) 736-5027 fax (203) 736-5031 www.derbypride.org

Dr. Matthew Conway, Jr.

Superintendent of Schools

March 2024

Academics

- Held Administrative Council Meeting
- Attended CAPSS Board of Directors Meeting
- Held weekly meeting Director of Teaching and Learning
- Held monthly meeting with Special Education Supervisors
- Held Academic and Curriculum Committee
- Attended meeting of Office of Early Childhood Education
- Attended Aspiring Educators Panel
- Attended Affinity Science of Reading Session

Human Capital

- Visited All Schools
- Held Administrative Council Meeting
- Participated in PDEC Meeting
- Attended Superintendent Network Meeting
- Met with Derby Educator Association Officers
- Attended Negotiations and Personnel Committee
- Held Principal meeting with SERC on TEVAL
- Participated in the Derby Middle of the Year Monitoring meeting with the State

Operations

- Attended Monthly Department Head Meeting with Mayor
- Held Weekly Business Manager meetings
- Held a Public Excess Cost Workshop with State Leaders
- Attended Committee of the Whole Meeting
- Attended Finance Committee Meeting
- Attended Athletic Committee Meeting
- Attended Board of Education Meeting
- Presented the FY25 Budget to the Board of Apportionment & Taxation
- Attended School/Community Relations and Policy Committee
- Testified at Appropriations Public Hearing Regarding Elementary and Secondary Education Agencies
- Meeting with Security Consultant
- Attended MFAC Meeting
- Testified at the State Capitol on Education Bills

Culture/Climate

- Attended CAPSS Executive Board meetings and BOD meetings
- Chaired CAPSS Legislative Committee Meeting
- Attended SCASA Meeting
- Attended Superintendent Network Site Visit
- Attended Valley Community Foundation 20th Celebration
- Attended CAPSS Student Awards Banquet
- Attended Albarella Football Banquet
- Held a meeting on a student matter
- Attended Irving School McTeacher Night
- Attended Derby High School's production of Aladdin
- Held School/Community Relations and Policy Committee Meeting

Athletics

Football

- Gabe Wyszowski was accepted as a Scholar-Athlete for the National Football Foundation and College Hall of Fame Casey-O'Brien New Haven County Chapter. The banquet will be in April

Indoor Track

- Indoor Track & Field State Championship Meet Results:
Medal Winners were:
 - (1st) Byron McLean, State Champion, 55M Hurdles
 - (4th) Byron McLean, Jaylen Titus, Joel Capelle & Quincy Carter in the (SMR) Split Medley Relay
 - (5th) C.J. Rouse in Shot Put
- Indoor Track & Field State Open Championship Meet Results:
Medal Winners were:
 - (1st) Byron McLean, State Open Champion, 55M Hurdles
- Byron McLean finished 10th at the New England Championships for Indoor Track 55m hurdles

Unified Sports

- DHS Unified Sports are scheduled to play in the NVL Basketball Tournament on 3/7 at Torrington HS. We will extend our winter season if we are chosen to play at Mohegan Sun during the CIAC Playoff game. We are looking forward to flag football, volleyball, kickball and the league picnic this spring. We completed the CIAC Mountains to

Inclusion Challenge and we climbed Mt. Rainer. The CIAC sent the student athletes and their buddies fidget spinners to award their effort

- DMS Unified Sports have begun. They recently attended a Basketball Tournament at Wilcox Tech on 2/27.
- DHS Unified Sports will be playing on March 17th at 10:00 a.m. during halftime of the Class M Girls State Championship Basketball Game.
- We will be hosting a Volleyball Tournament at DMS on 5/17

Wrestling

- Wrestling hosted the Berkshire League Tournament on 2/10:
Medal Winners were:
 - (1st) Anthony Shivas (HC) Champion 285 lbs and he was named the Tournament Most Outstanding Wrestler by the league coaches
 - (2nd) OT Brown 138 lbs; Nate Wolyniec (OX) 144 lbs; Savion Gaywood 190 lbs; Ben Iannantuoni (HC) 215 lbs
 - (3rd) Gabe Wyszowski 150 lbs; Britain Calvert (Sey) 132 lbs
 - (4th) Sophie Mraz 106 lbs; Brandon Kecko (OX) 175 lbs
- Wrestling competed at State Championships on 2/16 & 2/17
Medal Winners were:
 - (1st) Anthony Shivas (HC), State Champion 285 lbs
 - (3rd) Nate Wolyniec (OX) 144 lbs
- Wrestling competed at State Open Championships and Girls State Championships on 2/23 & 2/24
Medal Winners were:
 - (2nd) Anthony Shivas (HC) 285 lbs, State Open Runner-up

Girls Basketball

- Congratulations to Freshman Shea Gray on earning 2nd Team All-NVL honors for girls basketball

Boys Basketball

- Completed the Season with 4 Wins

Baseball

- Team has been chosen to play at Dunkin Donuts Park again this year. We will be playing Naugatuck on May 2nd at 6:30 p.m.

Running Clubs

- Bradley and Irving School running clubs will start back up on April 1, 2024 for the Spring

Update:

- All Spring Coaching positions are filled and DHS will begin pitchers and catchers on 3/9 and practices on 3/16. DMS will begin practices on 4/1
- Celebrated with our football team and cheerleaders on 2/25 at the 63rd Annual Albarella Banquet at the A.M. Club
- Celebrated the Cross Country team banquet at Much Eatery on 2/25 and celebrated winning seasons for both the girls and the boys

For Information on School Events:

Little Raiders University:

<https://www.derbypride.org/our-schools/little-raiders-university#h.gj07dzf6p0r7>

March: Women's History Month

- 3/13 – Early Dismissal for Parent Conferences
- 3/18 – St. Patrick's Day Party

Bradley School: <https://www.derbypride.org/our-schools/bradley-school#h.fc3zn7up45xr>

March: Women's History Month

- 3/4 - Read Across America Week Begins
- 3/13 - PTA meeting
- 3/27 – All City Chorus and Art Show

Irving School: <https://www.derbypride.org/our-schools/irving-school#h.3sgf6fd5kmc7>

March: Women's History Month

- 3/4 - Read Across America Week Begins
- 3/6 - McTeacher Night, McDonalds on Rt. 34
- 3/27 - All City Chorus and Art Show

Derby Middle School:

<https://www.derbypride.org/our-schools/derby-middle-school#h.z4nyo2f9doub>

March: Women's History Month

- 3/3 – Best Buddies Ball @ Aqua Turf
- 3/6 – Early Dismissal Day for Students Staff Professional Development
- 3/7 – CAS/Derby Leadership Academy
- 3/14 - PTA meeting
- 3/21 – CT State Department of Education Visit to Derby Middle School as part of Commissioners Network
- 3/27 – All City Choir Concert

Derby High School:

<https://www.derbypride.org/our-schools/derby-high-school#h.edwh8wnag2na>

March: Women's History Month

- 3/8 & 3/9 - Aladdin the Musical
- 3/12 - Baseball Fundraiser at Copper City
- 3/13 - Spring Concert
- 3/27 – All City Choir Concert

Derby Public Schools Facilities Report

March 2025

Prepared by: Jim Hoffman

Date: 3/13/2025

Bradley

1. Kitchen Grease Trap Cleaning

- Description: Kitchen grease trap cleaned and serviced.
- Responsibility: Pal's
- Cost: \$350
- Completion Date: 3/11/2025

2. Playground Landing Repairs

- Description: Lower landing on the playground near the zip line and monkey bars had broken decking. Replaced wood support and top decking with composite board.
- Responsibility: In-house
- Cost: \$800
- Completion Date: 3/10/2025

3. Access Control

- Description: Alert Alarms installing badge readers. Initial delay; parts arrived on 3/10/25, pushing installation to 3/21 at 3:00 PM.
- Responsibility: Alert Alarms
- Cost: \$3,000
- Completion Date: 3/21/2025

Irving

4. Kitchen Grease Trap Cleaning

- Description: Kitchen's Big Dipper grease trap cleaned and serviced.
- Responsibility: Pal's
- Cost: \$350
- Completion Date: 3/8/2025

DMS

5. Rooftop Unit #5

- Description: Freeze stat on rooftop unit #5 failed on 3/2, causing unit shutdown and cold temperatures on the south end of the second floor (C2-C3-C4-C5-C6-C1). Freeze stat replaced, and room temperatures cleared 65°F by 9:20 AM on 3/3.
- Responsibility: In-house
- Cost: \$650
- Savings: \$1,350
- Completion Date: 3/3/2025

6. Chiller Replacement

- Status: Out to public bid.
- Update: Only Controlled Air has submitted a bid. Blizzard Mechanical completed a site survey and is submitting a bid on 3/14.
- Bids Due: 12/20

7. Building Management System

- Description: Preventive maintenance and service completed on all "ABS" controls and sensors for the HVAC system.
- Responsibility: ABS
- Completion Date: 3/4/2025

DHS

8. Temperature Regulation Issues

- Description: Updates by room available in the DHS Heat Update report. 10 PTAC units were ordered with a 2/24 ETA. Next replacements scheduled for rooms G-06 and G-07 on 3/15 and 3/16.
- Responsibility: In-house
- Status: Ongoing

District-Wide

9. 65" Screen Installations

- Description: JCI completed the installation of three 65" monitors. Final inspection completed on 3/6/25.
- Responsibility: JCI
- Completion Date: 3/6/2025

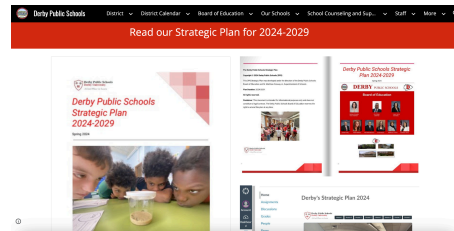
10. Playground Inspections

- Description: Playground Medic 2024-25 inspection contract completed. Inspections start on 3/28 at Irving, followed by Bradley and LRU on 3/31.

- Responsibility: Playground Medic
- Cost: \$2,500
- Completion Date: 3/31/2025



Derby Strategic Planning



[Derby GC Source Document](#)

School Year 2024-2025

Yale Partnership ([Letter](#) and [Draft Unit](#)) **New: Mar 14, 2025**

Mentoring Update (Draft Cohort for 8-9) **New: Mar 14, 2025**

[PDEC Update and TOY](#) **New: Feb 25, 2025**

[MLE Live from DHS](#) **New: Feb 27, 2025**

Tutoring Study (West Ed Update) **New: Mar 12, 2025**

[Affinity Cohort Meeting \(Writing Focus\)](#) **New: Feb 10, 2025**

[TNTP Reading Support Update](#) **New: Feb 20, 2025**

CREC Coaching Support **New: Feb 20, 2025**

Summer School Planning Update **New: Feb 20, 2025**

[National Network of Partnership Schools](#) (John Hopkins) **New: Feb 20, 2025**

[Mentoring Manual](#) **New: Jan 10, 2025**

TNTP Reading Partnership PD for Teachers **New: Jan 17, 2025**

MOY Assessment Window Opens **New Jan 15, 2025**

Yale Med School Supporting Health Curriculum Connecting **New: Jan 30, 2025**

PDEC and MLE for 2025 **New: Jan 28, 2025**

[MOY Teacher Growth Process](#) **New: 1-22-25**

JANUARY 7, 2025 COMMITTEE OF THE WHOLE MEETING

CALLED TO ORDER

Mr. Gildea: Opened meeting at 6:37.

OPENING CEREMONIES

Pledge of Allegiance

ROLL CALL

Mr. Gildea: Kim Tovar; Ken Marcucio; Dan Foley and Jim Gildea. Karla Materba is here at 6:43 p.m.

Four members of the Board of Education are here. We will not transact business until that member signs on.

Also Present:

Dr. Matthew Conway, Superintendent of Schools

PUBLIC PORTION

Is there anyone from the public who wishes to speak before the Board of Education this evening. Anyone from the public twice. Anyone from the public three times. Anyone from the public remote, once, twice, three times. If we could just flip flop and do the student representative report.

STUDENT REPRESENTATIVE REPORT

Ms. Mitchell: So, first of all we are starting a committee to plan to become involved in planning in celebration for Derby's 350th anniversary on May 13th. More information will follow up because we're just putting the information together today. Another special committee within our school council that our students is going to talk about our students life at DHS and improvements we can make. But it's a committee that allows students to do the leg work behind the scenes for improvement in our schools. Student council is also providing scholarships for the Hoby Leadership Conference in June. Seniors are going to start up their prom committee which is getting hard to fundraise because we are getting behind and in debt so, we're working up building money to pay the debt off and doing fundraisers for prom. But even with fundraising, there's never enough so we can't fully fundraise for prom until it's fully paid off. And midterms are coming up the 21st of January so teachers and students are getting prepared for that.

Mr. Gildea: So, you said you were fundraising for the prom.

Ms. Mitchell: Yes.

Mr. Gildea: So, do students pay for their own tickets?

Ms. Mitchell: Yeah.

Mr. Gildea: So, you guys fundraise to make cost of tickets cheaper.

Ms. Mitchell: Yes.

Mr. Gildea: And have you started to fundraise yet? Do you know how much have you raised?

Ms. Mitchell: I'm not sure.

Mr. Foley: How do you have a debt?

Ms. Mitchell: I think because last year student council, I think they put too much more like money for stuff like we didn't pay off.

Mr. Foley: Do you know how much debt?

Ms. Mitchell: I think it's 1,000 maybe two. I'm not sure.

Mr. Foley: 6,000?

Ms. Mitchell: No. No. Not 6,000.

Ms. Olson: Cost of ticket for the prom is flat cost.

Mr. Gildea: So, the prom, the students will pay like they usually do?

Ms. Olson: Correct. The purchase for the ticket, that includes the DJ. The tickets, the menu.

Mr. Gildea: Does the classes make that 75 cheaper?

Ms. Olson: No. Believe it or not. We looked at schools in the area. We have one of the cheapest tickets prices for junior prom. We have certainly been able to work with students, that is the only expense to students. Seniors are given a yearbook. We're very grateful for the PTO.

Dr. Conway: Going back we started receiving COVID funds. We took on a number, we redid our fee policy. We took on our number of the costs that were previously borne by students.

Mr. Foley: We're not collecting past dues?

Dr. Conway: Not class dues but specific events, which are outside of what used to be some. So, we removed some of them from the policy.

Ms. Tovar: The Derby High School PTO is actually doing a super bowl so that goes towards post prom.

Mr. Gildea: Thank you.

Ms. Malerba: I know we raised a lot of money. What did we end up giving the cheerleaders? Did we give them a monetary donation?

Mr. Gildea: I think the Inaugural ball gave the cheerleaders \$500. Yes. Go back to the regular order, number four.

ROTARY YOUTH LEADERSHIP AWARDS

Ms. Olson: It gives me great pleasure to introduce two students who participated in the Rotary Youth Leadership. Vincent Trinh and Christian Castellini. We are very lucky to have a partnership with Derby/Shelton Rotary. One of the programs that they want for students in the area is a leadership conference. One in the fall. One in the spring. It brings students around the State

together to explore leadership. To explore service to others. And student engagement. We have Christian and Vincent come to share with the Board and their experience and give a little sense of what the conference is.

Vincent: Sharing his experience with the Board about his experience with the Rotary Youth Leadership.

Christian: Sharing his experience with the Board about his experience with the Rotary Youth Leadership.

Mr. Gildea: It sounds like you had an amazing time. And it certainly sounds like you're an amazing representative of the Derby School System. So, thank you very much.

Ms. Tovar: Can anyone become part of this group or do they get chosen to become part of it?

Mr. Gildea: She's going to answer your question.

Ms. Olson: So, each of the program we put it out to everyone grades 11 and 12. We were very excited to have Christian and Vincent.

ADDITIONS/DELETIONS

Mr. Gildea: Any additions, deletions or corrections to the agenda?

Motion that the Board of Education add item number ten, Derby School Plaque update before, add Item Number Ten, add that right before the adjournment, Passed with a motion made by Mr. Jim Gildea and a second by Ms. Kim Tovar.

Jim Gildea	Yes
Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Karla Malerba	Yes
Laura Harris	Absent
Melissa Mongillo	Absent
Rebecca O'Hara	Absent
Erica Nuzzo	Absent

Mr. Gildea: Add item number 10 Derby School Plaque update.

Ms. Tovar: Second.

Mr. Gildea: Motion carries.

BIRTHDAY

Alison Conway

EXECUTIVE SESSION

Motion that the Board of Education move into Executive Session to review the Appointment List of New Hires and the Superintendent of Schools is invited to attend. Passed with a motion made by Mr. Jim Gildea and a second by Ms. Kim Tovar.

Jim Gildea	Yes
Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Karla Malerba	Yes
Laura Harris	Absent
Rebecca O’Hara	Absent
Melissa Mongillo	Absent
Erica Nuzzo	Absent

Mr. Gildea: Making motion.

Ms. Tovar: Second.

At 6:54.

Back in regular session at 6:59.

Motion the Board of Education approve the Appointment List of New Hires. Passed with a motion made by Ms. Kim Tovar and a second by Mr. Dan Foley.

Jim Gildea	Yes
Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Karla Malerba	Yes
Laura Harris	Absent
Rebecca O’Hara	Absent
Melissa Mongillo	Absent
Erica Nuzzo	Absent

Ms. Tovar: Making motion.

Mr. Foley: Second.

Mr. Gildea: Motion carries. Welcome to Derby.

Ms. Abakumova: Welcoming and introducing Audrey Anderson, joining us as our Eighth Grade Special Ed Teacher at Derby Middle School.

Ms. McCoart: Welcoming and introducing Cristine O'Connor who will be joining us at Irving School as a long-term substitute paraeducator for our kindergarten class. She will be covering while another paraeducator needs to take a leave to conduct her student teaching.

Mr. Gildea: How many vacancies of paraeducator's do we have?

Ms. Abakumova: Eight.

Mr. Gildea: I would like this report to reflect that, doc. Doc did show me that they are posted. We need to keep the postings up and front and center on our vacancies. Thank you.

ADMINISTRATOR'S REPORTS

ATHLETIC REPORT

Ms. Moffat: Biggest thing to report accomplishment end of fall season, beginning of winter season. Going over all sports. Jayzier Rivera was recently named Connecticut High School Coaches Association Class S All-State for his defense at the d-back position. New rivalry in Powder Puff which is a huge event for us every year is with Oxford. Ended up with a win. Senior Brianna Quiles was MVP. That was an awesome event for her as well. Winter sports are kicked off along with our Unified Sports. At the high school, basketball has started. The Unified Team was picked at the Middle School after their Thanksgiving Day break under new Coach Heather Landolfi. On December 6th, Mrs. Sheridan and I brought 12 students leaders to Southern Connecticut State University. The experience of being at Southern and get to see people and make friendships that will last forever.

EARLY CHILDHOOD PROGRAM

Ms. Conway: So, December was all things holidays. We celebrated all the holidays in December. We had a spirit week. We also did a holiday extravaganza, which all the families came. We did a potluck luncheon and the students all performed for the parents. It was the best day ever. But the best part of it was Santa Claus came and he handed out gifts to all the students and they just were in awe.

Mr. Gildea: We start registration for next year soon?

Ms. Conway: We do that usually in March.

Mr. Gildea: All right.

Ms. Conway: We have a really, long waitlist. There's like 14.

Mr. Gildea: And how many people move up?

Ms. Conway: I think there's 26.

Mr. Gildea: So, the 14 waitlist. So, 26 move out and you move the 14 in. I'm sure there's a lot of competition for those spots.

Ms. Conway: A lot. So, the kindergarten age has changed. So, the three of those are there for three years.

BRADLEY SCHOOL

Dr. Ciccarini: Good evening, everyone. I just want to highlight one particular December event. The beginning of December, we hosted our first literacy night of the year. And it was as impressive as a literacy night I ever intended. We've been doing it for a few years. We have a partnership with Literacy out in Trumbull. We had over 125 students and families. All part of getting our parents involved. Getting the children the type of education we've given them. Shout out to our Literacy Team. We have our next literacy evening I believe in March. We're already looking forward to our next event in March.

DERBY HIGH SCHOOL

Ms. Olson: All right. Before Vincent closed his program, I should have asked him to share with you about his project that he's worked on. They created bags for children entering foster care. And did that as their self-selected project to support the community.

So, at Derby High School we are just ready about to wrap up our second quarter. Our semester two classes will be coming up soon. This past month we rolled out a new tool called the student self-reflection tool. It's really designed by two teachers, Ryan Adams and Molly Sullivan who participated in the cast leadership program. This was their personal leadership project. Students started thinking about their work and monitor their grades and attendance and had feedback from people, help them to be able to set better goals, be able to help them set up and monitor their private progress and make adjustments during this semester. We actually rolled this out school-wide. It is done every Monday. It's actually facilitated to be a tool to facilitate a conversation between the advisory teacher and the student.

Next month I've invited my mock trial students to come here on December 13th our students in the new US Legal Class participated in mock trial. They did outstanding. They were competing against Fairfield Prep. Our actually all-female team was against all-male team from Fairfield Prep on our prosecution and defense competed against Fairfield Prep, excuse me, achievement first. They won both competitions. That was a requirement to be able to advance, you had to win both competitions but then you had to score a certain amount of points. So, they didn't score enough to get to the next level but as a first-year team to win both of their competitions was absolutely amazing. This case this year was a criminal case. You will hear more about it when they come next month, but it was very exciting. And I went to the courthouse to watch them compete and pretty impressive. You'll hear more about that later.

The other thing that our students participated in was mock legislative day. And students from our student council and Ms. Bell took students from student council go to Hartford. It was a program hosted by the Connecticut General Assembly and it really focused on bill analysis, fiscal analysis

and creating legal language to have a bill passed. So, they were on the floor and being able to help advocate for different bills. So, our students were there for a full day. They didn't get back home until 5 o'clock. And that was an exciting opportunity for them. They shared about their ability to share with students around the State, to be able to see law in action and again, civic engagement.

The high school we also had our instant decision week. We had six universities and all of the community colleges represented a hundred percent of our students who participated received one yes and lots of scholarship opportunities.

Vincent and another student are going to be participating in the American Legion Oratorical Contest that is coming up in January. We are really excited to be partnership with American Legion last year we had three students who participated. One actually advanced to the next level. This is a very intense experience. Kids have to be very knowledgeable about the US Constitution. Have to make a claim and defend their position. There can be no notes in front of them. They just have a stage and they have three to five minutes to present to the Judges. Additionally, Hoby Youth Leadership applications are open. We are very excited. We have seven students get accepted into the program. Hoby has gifted us three partial scholarships. And then we've also been able to use some grant money to be able to send more students to experience these great programs. This will be held in June at Southern Connecticut State University. The additional funding very generously came from student council has also offered to sponsor a student. We are very fortunate about that. There is one student that they have a conflict, so we may only have six attend that program.

We want to extend Unified Sports into a Unified Band. We were able to create a beginner class from our Learning Center to come into the band. They learned five pieces for the holidays and are continuing on to learn some beginner music. That program was a startup this year. We purchased new recorders and some other beginner instruments that will be introduced over time and sheet music for those students.

The last thing I wanted to share is the climate and culture committee at Derby High School is something that we started last year. It's a small group of teachers. It has now expanded. We are a 20 person deep group that is represented by teachers, paraeducators, administrators, our nurse and some other support staff that participate. We meet monthly during the school day but the team has actually been working on some large-scale projects to support the overall school community. The project that right now we are finalizing is the sub folder to really help our guest teachers to be able to feel confident about leading a classroom on an absence. And then also really outstanding work that they had done in creating onboarding documents for students so that when we receive students in October versus in September or in February, there's a way to make sure that they have all the same experiences as a new person who might have had an orientation if they came over the summer. And additionally, for new staff members who get hired at any point during the school year.

SPECIAL EDUCATION REPORT

Ms. McCoart: So, I feel like December flew by in the blink of an eye. Lots of events going on. We were able to celebrate Mary Jane's retirement after her 30 years of serving as a paraeducator in District which was a wonderful service to our students. I've been busy as you can tell interviewing for our special education position, which is now filled. Next week our students have a field trip to

Lincoln Tech. They'll be exploring some post-secondary options for some vocational avenues after high school. I've been working to train and support both the PPT Chair and the PPS Department Leader at the Middle School to kind of get them situated in those new roles. I was able to go with Derby High School's team to go visit Ansonia's transition program where the students are creating the uniform shirts for all of the students in the District so that was fabulous to see. I noticed RAISE did not make it on to my report, so I apologize for that. But RAISE is holding right now about 11 students. So, no major changes in or out of the program.

Culture and climate, we did a lot of celebrations for the holidays. Celebrated with students and staff. Best buddies had an event where they made some cupcakes. They made some cupcakes in the lunchroom and in the kitchen and they were able to decorate it with their peers. We're starting to think about planning our autism walk that's going to be coming up in May. So, that's always an exciting thing to start thinking about and start fundraising. It's usually like May 19th. The date hasn't been official yet. It's a Quinnipiac University. We always have a good turnout every year. I'd like to continue with that. So, we already have a team starting to think about our theme, our shirts and all that fun stuff.

December was also a fun month. We were able to provide some professional development. We had some of our bus drivers and bus monitors come to Irving School. We provided some behavioral strategies for some kids that were having issues on the bus so we were able to provide them with some support. We held a paraeducator in-house training on our professional development day. Our coaches at Irving School led that. That was nice to see. Well, also thinking about other ways where we're thinking about purchasing licenses for some online modules to get our paraeducators more support so how they can best support our students during the course of the day.

In operations, we continued our weekly finance meeting with Robbie to go over our budget constantly and how we can make any changes on how we can save money. I have had no new students.

IRVING SCHOOL

Mr. Russo: So, for Irving School in December everyone said really a busy month. Just to highlight a few things. First, in academics, we started our project teach lessons with first grade this past December. Project Teach is run by the Rape Crisis Center in Milford and it is an age-appropriate lesson for kids on how to be safe in many different areas. It's really well done. They use some puppets and some games and it really is a valuable experience. The partnership with the Rape Crisis Center in Milford is excellent and it's continuing.

In human capital, we had our December community meeting, normal community meeting except we did highlight a staff game that was played this December run by our Stem teacher, Holly Smith and our administrative assistant, Ali Vargas Malia (phonetic) who recently got engaged. And she will be changing her name soon. They did a grinch game and it was a one-day they played a flash game where staff members really had to interact with one another. It was awesome. And we're going to do another one in a couple of weeks with a different theme. But it really was a culture building game.

In operations, we had the CT TSG Team out to Irving School to assess our speaker PA System and give some options to increase the level of safety within the building at Irving School. The Team was really great. One of the people that work for CT TSG is a former IT employee here, Gary, he's very knowledgeable and does a good job with that.

And then for culture and climate, tons of things in December. I'm going to let Mrs. Ghiardini talk about.

Ms. Ghiardini: So, Irving School also began its partnership with Literacy How and we held our first literacy night run by our administrative assistant and one of our literacy coaches. The theme was juicy words. And we are not only assisting students and families being able to help their children with their literacy skills and being able to increase their vocabulary and enhance their descriptive writing skills. It was a great night. It really was a lovely night. We'll have another one. We don't have the date yet.

DERBY MIDDLE SCHOOL

Ms. Quartiano: A lot of things happening. To wrap up November and December, continuing working with our Commissioner's Network really focusing on kids about their learning experiences and getting their feedback and looking for ways that can improve their overall learning experiences. We had our parent teacher conferences. We welcome Jackie Carlson. She is our new health teacher. Very exciting event at the end of November. Rachel and I did attend the Untied Shoes Concert at the Islanders game at the Total Mortgage Arena and we've been invited back again.

Also in the arts for Christmastime and the holidays, Mr. Atkinson took a few members of the band around some classrooms and wanted them to do some call caroling. That was fun. We took the kids on a field trip to rise up for the arts to downtown Bridgeport to look at the murals. Our Martin Luther King essay contest is wrapping up. We've got over 50 submissions at this point in time. So, looking forward to seeing what that entails and if we get a winner again. And on a personal note of gratitude and thankfulness for this wonderful family. I was personally able to hand over a \$1,573 to Seymour Pink. Thank you all.

Mr. Gildea: Thank you for all the administrators. We appreciate your time.

FY26 BUDGET UPDATE

Mr. Gildea: I think the City would like to give it to us on the 17th. Have most of our Board members on the 23rd and be able to vote on it.

Dr. Conway: One additional student PPT for Special Ed. Should we be putting forward a budget that's right to the bottom line. Knowing that number could be going up at any time. It's not the norm.

Mr. Gildea: Right now, as of January, we're only at 19.

Dr. Conway: For '25 and '26 we budgeted for 18.

Mr. Gildea: We've never been at 18 in five years. Can we see what our budget looks like at our next meeting with 20?

Dr. Conway: Yes.

Mr. Gildea: I get it. The cost.

Mr. Marcucio: Does he have to send us an update.

Dr. Conway: We'll send you one with the changes.

Mr. Gildea: There'll be a finance meeting. We'll get back together on the 23rd.

IRVING SCHOOL PLAQUE

Dr. Conway: Jack shared this yesterday. We talked about it last meeting. This is a draft with a plaque the 350th placing on Irving School as part of recognizing Irving as part of the celebration. This is the wording on there, the sample that Jack sent.

Motion the Committee of the Whole approve the wording on the plaque that will be mounted on Irving School as part of the Derby's 350th recognition. Passed with a motion made by Ms. Kim Tovar and a second by Mr. Dan Foley.

Jim Gildea	Yes
Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Karla Malerba	Yes
Laura Harris	Absent
Rebecca O'Hara	Absent
Melissa Mongillo	Absent
Erica Nuzzo	Absent

Ms. Tovar: Making motion.

Mr. Foley: Second.

Mr. Gildea: Motion carries.

ADJOURN

Motion that the Board of Education adjourn its meeting. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Karla Malerba.

Jim Gildea	Yes
Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Karla Malerba	Yes
Laura Harris	Absent
Rebecca O’Hara	Absent
Melissa Mongillo	Absent
Erica Nuzzo	Absent

Ms. Tovar: Making motion.

Ms. Malerba: Second.

Mr. Gildea: Adjourned. At 7:51.

Marianne Samokar, Recording Secretary

JANUARY 23, 2025 BOARD OF EDUCATION MEETING

CALL TO ORDER

Mr. Gildea: Called Derby Board of Education meeting at 6:32.

OPENING CEREMONIES

Pledge of Allegiance

ROLL CALL

Mr. Gildea: Laura Harris, Kim Tovar; Dan Foley; Erica Nuzzo; Melissa Mongillo; Jim Gildea.

Karla Malerba, Ken Marcucio, Rebecca O'Hara, absent.

We have six of nine members. We have a quorum.

ADDITIONS/DELETIONS TO THE AGENDA

Mr. Gildea: Any additions/deletions/corrections to the agenda. Any additions/deletions/corrections to the agenda. Seeing none. I'll move to public portion.

PUBLIC PORTION

Mr. Gildea: Anyone from the public who wishes to speak before the Board this evening. Anyone from the public who wishes to speak before the Board. Anyone from the public who wishes to speak before the Board.

SUBCOMMITTEE REPORTS

Academic and Curriculum Committee: Ms. Harris: We did not meet. We will meet for February.

Athletic Committee: Ms. Tovar: We did not meet in January. We will also meet in February.

Finance Committee: Mr. Gildea: Met before last meeting. Yesterday meeting got cancelled. A few things we'll talk about during the budget.

Negotiations and Personnel: Ms. Mongillo: We are working on a date for February. We did not meet in January.

Plants and Facilities: Mr. Foley: We just met tonight. We talked about the Food Pantry and when it would start. We decided or some people decided that we would put the Food Pantry for Irving School where the old flag pole was. And then we talked about the Budget. Right now, 310,000 in the budget. We're in pretty good shape. Some, a little higher than others in water, gas and electric. Robbie pointed out that we're in very good shape. The heating system at Middle School, we do have money for it as long as we get it started. At the high school, Jim said that they're putting in, still not sure of it, for the downstairs in the High School to save money.

Dr. Conway: PTAK Units.

Mr. Gildea: So, the classrooms are on individual units.

Dr. Conway: Yes.

High school is already electric.

Ms. Mongillo: We are waiting for additional bids for Derby Middle School. We only have one currently.

Mr. Gildea: That's the one we went to the City with.

Dr. Conway: Yes.

Student Health and Safety Committee. Mr. Gildea: We met last week with a different company. We see things under the perspective and under the lens of Derby. We have the experience with the same company. It's really a fact finding mission to see what other school systems are doing. See what other possibilities are. See what other school systems have. Just really to see what other school systems are doing and what other possibilities we can bring to the school. Low key, we met with someone from Chart Wells and we're looking to plan a site visit.

Mr. Foley: Chart Well was at Yale New Haven. They discontinued use of Chart Well. In fact it was a former Board member that pointed that out.

School Community Relations and Policy Committee: Ms. Harris: We met on January 14th had a wonderful discussion on cell phone boxes for DHS. It is a policy first read tonight.

SUPERINTENDENT'S REPORT

Dr. Conway: You have the report. Had a month full of meetings. Hope to lead to some Legislation down the road as well as special education as well as ECS, funding and pre-K funding. Out and about in the schools quite a bit as well as attending athletic events as well as other organizational meetings for CAPPS.

Mr. Gildea: I will tell you that very subtle change in last year's budget. If you recall, the General Statutes used to say that Cities are able to keep up to two percent of their budget surplus providing the Town's financial authority votes to allow them to do that. I just wanted to point out. These relationships are super important. Meeting with the budget people.

Dr. Conway: All the Department Heads together on a Monday morning.

ADMINISTRATOR REPORTS

FACILITIES REPORT

Mr. Hoffman: Bradley School. In the process of installing two card readers with alert alarms. So, they go out by the fields. On the playground side. These other alarms, hope to have them completed. Honeywell.

Mr. Gildea: Are you happy you have it. How far back is it located.

Mr. Hoffman: There are better systems out there now we can upgrade to. They can go back to the gym now.

Irving School: The concrete is being replaced.

Derby Middle School: The chiller replacement. We've been working on it.

Ms. Mongillo: Are they working on it.

Mr. Hoffman: They are working on it. I know originally Controlled Air two years. Big job.

Derby High School, having issues with the control system that operates the electric heat. Certain areas of the building we cannot regulate temperatures. They're either on or off. We have Controlled Air helping us out. In the meantime we had come up with the PTAK units in the classroom. Inspections are completed. JCI looking to be February 18th, part of the solar project.

Dr. Conway: Jim mentioned the high school we're were having most issues. Put together a spread sheet Jim has and it's by status, room by room. This goes out to teachers every week. It's a live link. If interested where their room is on the list. Trying to make it easier for staff to know exactly what's going on. The link is on the website. Update weekly to the schools as well.

Mr. Gildea: Any questions. How long on the job now.

Mr. Hoffman: Two years next month.

Mr. Gildea: Any questions. Thank you.

STRATEGIC REPORT

Dr. Rafferty: Going to give you a update from the Office of Teacher and Learning. The first thing I want to update you on, I have been working with a leader from the Middle School and the High School. And we're going through training to set up and develop a mentoring program. Our focus is going to be on helping students understand the transition from 8th grade to the high school. I'll be meeting with the administrators and did that. So, one of the things they do is help us and understand to create all this front loading development of resources so people understand what mentoring is all about. How you have to apply for it. How you do this thing? How you don't do these things? Once we have our targeted students, which we have a good idea, we're going to start small. We're going to start internally. Only those folks will go. We'll run the original mentoring session that have a training built in over and over. So, that's our first draft of our manual. You can look through it. But there will be an application process. I think it will be really powerful and I think it will help. Some of the 8th graders were telling me that sixth grade and ninth grades were the hardest grades in school. We were lucky enough to get grant funding for this. We're looking to expand this and take it to scale especially if kids that are interested in certain industries and backgrounds there's mentorships to bring people from the outside community to help mentor some kids who are really interested in things that we don't know enough about. So, we're well on our way. We hope to have that up and running next month, going live kind of working out all the kinks so that next year we can kind of go to scale.

The second thing I wanted to talk to you about is the State had presented an opportunity to provide support for our teachers. That was free. It's what a national organization called TNTP. I can tell you what it stands for but not at this moment. And it was kind of interesting because they said, well, put it out there and apply and see if you'll get it. I don't know how many districts applied, quite a few. But they only selected 11 and we wanted them. So, what's kind of nice about it is the support is tailored just for us. We met twice already virtually. Given the context, they're going to come visit us next week. I've already spoken with the principals and the literacy and coaches. So, we're trying to, based on the stuff

that teachers have said to us, that they would like support with. And when they come, put some teachers in front of them to make sure we're serving our teachers right. We applied for something and we were lucky enough to get it. So, I'm really hopeful that will be a good support for our teachers. And our teachers will get to weigh in and as we go along and make adjustments.

Third thing I want to highlight you is I think we've gotten to the point where we have a pretty clear assessment practices and windows so, it's the middle of the year and I know high school is in mid-terms but all our K-8 students are actually doing a middle of the year assessments check on progress and some of those are normed, but many of those are linked to curriculum based measures we've been experimenting with and I think we're getting to a much better place.

The fourth thing I wanted to highlight for you, they call it a doodle. We're trying to find common time. We have an opportunity to partner with Yale Medical School. And they want to come and support our teachers and our curriculum to be resources. In certain units we study in the health curriculum like healthy lifestyles or something like that. One of the things I know they're working on at the high school is to develop a health fair. We'd like them to come in and be judges. And they talk about helping kids who have certain interests in certain pathways from being a resource. We're meeting again to flesh that out. They're really interested in partnering with us. They believe the work that they're doing to support the whole community by going through schools as opposed to meeting people. We're pretty excited about it for it to be another resource for teachers and students.

Explaining about PDAC, Professional Development and Evaluation Committee. That Committee helps drive the professional learning. Our teachers were telling us that we're on the right track.

Dr. Conway: There are several things with this. A different way of developing excitement about growth. Also introduce a way for teachers what they do is impact. So, we're measuring what we do for teachers We want teachers to become comfortable with measuring students. But the book that kind of drove us to this happy or not, the excerpt from the book that was getting released in January just received two copies yesterday.

Mr. Gildea: We went over ELA scores and our math scores.

Dr. Rafferty: The State standardized test will be in May. I could come back with mid-year results. I could update you on the progress of the screeners.

APPROVAL OF MINUTES

Motion that the Board of Education approve the minutes from the November 6th, 2024 Committee of the Whole Meeting and the November 20th, 2024 Board of Education Meeting. Passed with a motion made by Ms. Melissa Mongillo and a second by Mr. Dan Foley.

Jim Gildea	Yes
Melissa Mongillo	Yes
Kim Tovar	Yes
Dan Foley	Yes
Erica Nuzzo	Yes

Laura Harris	Yes
Rebecca O’Hara	Absent
Ken Marcucio	Absent
Karla Malerba	Absent

Ms. Mongillo: Making motion.

Mr. Foley: Second.

Mr. Gildea: Motion carries.

FINANCIAL REPORT

Motion that the Board of Education approve the financial report for the period through December 31st, 2024 as recommended by the Superintendent. Passed with a motion made by Ms. Melissa Mongillo and a second by Ms. Erica Nuzzo.

Jim Gildea	Yes
Melissa Mongillo	Yes
Kim Tovar	Yes
Dan Foley	Yes
Erica Nuzzo	Yes
Laura Harris	Yes
Rebecca O’Hara	Absent
Ken Marcucio	Absent
Karla Malerba	Absent

Ms. Mongillo: Making motion.

Ms. Nuzzo: Second.

Mr. Trainor: We have big news with finance.

Dr. Conway: First big news.

Mr. Trainor: I had my second child. Everybody is doing wonderful. But we’re all doing well. Yeah, we live on the beach. Very exciting. And he’s doing really well. So, in terms of the numbers. We’ve talked about the encumbrances over the last few meetings and what are we actually looking at. So, for those who don’t know when we start the school year we have contracts, substitutes, special ed. We put up encumbrances for our utilities. And it’s based on a few different things. Last year’s numbers, any rate changes, we take a guess. So, we’re about halfway through the year now. So, starting to look at the contracts that are larger and looking at what we’ve spent year to date, how much is remaining and then making some estimates based on whether it’s utilities or the weather, whether it’s our substitutes, how

are we trending. We look at our special ed contractors. Are we still contracting out for the same amount of individuals, what we initially planned to have there been any changes.

So, after going through all of those, I believe we have about 160,000 that we're over encumbered. So, we're about 161,000 under budget. So, I mentioned the utilities and focus on the utilities because the weather can swing it, right. So, natural gas right now we are about 91,000 over encumbered based on the numbers we spent. This, obviously, subject to change. Water, I believe we're about 14,000 over-encumbered. And then electricity, I think we're going to be a little over budget based on what we've used so far. High school is all electric. It's been pretty cold. We'll see next months invoice paying for this month of January, but we're continuing to monitor this very closely. Any questions on the encumbrance?

So, thinking about this moving forward, I think six months is a really great indicator, halfway through the year. We look at it again in nine months. So, the April meeting we look at it, you know, July through March and we have this conversation again. A lot can change from now until then. So, what we hope to do is track these monthly. We'll have a better idea of where we're going starting in six months, nine months and again at the end of the year.

Mr. Foley: Is the State lowering the reimbursement rate for special ed?

Dr. Conway: They are. Because special education number of outplaced students has risen, the excess cost grant has not. It was not underfunded at the beginning of a biennium budget, so even in the first year of the biennium budget it was underfunded. In the second year that gap is even larger because the number of cases and the need for funds went up. So that same spot of money gets spread a little thinner. So, last year if you received 72 percent of your eligible reimbursed costs as opposed to 100 which it should have been we got about 72 and one of the districts that received, those of the districts that received the 72 are expected to receive about 64. Now this is a number one priority that each of the Legislatures that we've met with over the past couple of weeks, we'll find out when the Governor presents his budget how much weight he is given to this particular adjustment is needed. It's a new biennium budget that's coming out in June. So, this would be the first opportunity to increase the funds in those excess costs. We'll have to wait and see where the Legislature will go with that. Every February you'll get your first installment of your excess cost grant for this year. Once you see that, that will be added to our budget that you'll see for February of this year.

Mr. Foley: Regardless what they give us, they don't give us the cost of special ed.

Dr. Conway: No, it doesn't. Not even close. The City has to bear the majority of that cost. So, even to receive any of this 688, it's not until you spent four and a half times your per pupil expenditure. So, for us we're going to have to spend 80,000 before we even get one dollar in reimbursement.

Ms. Mongillo: Have they done anything to regulate the transportation cost?

Dr. Conway: Transportation is a huge component of this.

Mr. Gildea: Motion carries.

FY26 BUDGET

Mr. Gildea: Some talk about it at the last meeting. Dr. Conway and I spoke to Brian Hall. Governor will be submitting his budget on February the 5th. Better understand where the Governor is. We would vote on the final budget on the 20th.

Dr. Conway: Adjustments made since we met with the Finance Committee last week. Best guess estimate at this time. Met with Brian Hall at City Hall going over the City's funds and how for us to record the excess costs. Those two items go back and forth year over year and how it's being recorded. Adjustments in this just last week. Met with Brian today to go over with him again and wants to set up a zoom or in person meeting to see how we're doing it as well.

APPROVAL OF POLICIES

Policy 5131.81 – Electronic Devices- First Read

Motion the Board of Education review policy 5131.81 – electronic devices as a first read as recommended by the School Community Relations and Policy Committee. Passed with a motion made by Ms. Melissa Mongillo and a second by Ms. Kim Tovar.

Jim Gildea	Yes
Melissa Mongillo	Yes
Kim Tovar	Yes
Dan Foley	Yes
Erica Nuzzo	Yes
Laura Harris	Yes
Rebecca O'Hara	Absent
Ken Marcucio	Absent
Karla Malerba	Absent

Ms. Mongillo: Making motion.

Ms. Tovar: Second.

Mr. Foley: Going over cell phone policy.

Mr. Gildea: Again, first read. On the first read, five to one. Vote again.

Policy 6145.42 Sunday Activities

Motion the Board of Education review Policy 6145.42 Sunday Activities as a first read recommended by the School Community Relations and Policy Committee. Passed with a motion made by Ms. Melissa Mongillo and a second by Ms. Laura Harris.

Jim Gildea	Yes
Melissa Mongillo	Yes

Kim Tovar	Yes
Dan Foley	Yes
Erica Nuzzo	Yes
Laura Harris	Yes
Rebecca O’Hara	Absent
Ken Marcucio	Absent
Karla Malerba	Absent

Ms. Mongillo: Making motion.

Mr. Gildea: Is there a second.

Ms. Harris: Second.

Dr. Conway: The updated one would read Interscholastic Activities as recommended by the CIAC.

Ms. Harris: It’s suspended.

Mr. Gildea: Bring this up at our next meeting.

ADJOURN

Motion that the Board of Education adjourn its meeting. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Erica Nuzzo.

Jim Gildea	Yes
Melissa Mongillo	Yes
Kim Tovar	Yes
Dan Foley	Yes
Laura Harris	Yes
Rebecca O’Hara	Absent
Ken Marcucio	Absent
Karla Malerba	Absent

Ms. Tovar: Making motion.

Ms. Nuzzo: Second.

Mr. Gildea: Motion carries at 7:40.

Marianne Samokar, Recording Secretary



Derby Public Schools Business Manager's Report March 20th, 2025

This financial detail provides the operating budget information as of March 13th, 2025 as follows:

Operating Financial Report

Line	Description	Budget	Estimated Costs through Year End	
100	Salaries (Certified and Non Certified)	\$12,980,578	\$12,942,776	
200	Benefits	\$810,180	\$811,692	
300	Professional Services	\$560,717	\$607,003	
400	Property Services	\$1,128,473	\$1,099,790	
500	Other Purchased Services	\$4,381,784	\$4,468,396	
600	Supplies and Materials	\$522,738	\$452,911	
700	Equipment	\$29,000	\$12,395	
800	Dues and Fees	\$34,978	\$20,092	
Total		\$20,448,448	\$20,415,055	\$33,393 Under Budget

Opportunities

- Additional Excess Cost funds have been allocated. Derby's anticipated amount went from 64.2% to 78.8%. This provides an additional \$156,679 in funding.

Challenges

Transportation.

- Regular Transportation is projected to be over budget due to Homeless Transportation. We will be reimbursed some money from other districts. We also have needed to find additional vendors as one went out of business.
- Electrical Costs are significantly higher due to the chiller/turbine not being functional. It was shut down in November, with only a few hours of operation in December. Here is an analysis of [Year over Year comparison](#)

Special Education

SPED	Students	Budget	YTD	
FY24	32	2,900,688.59	2,607,056.00	Robert Trainor: This is due to Excess Cost
FY25	32	2,971,601.00	1,939,904.09	
Currently	25			
Excess Cost Budget		771,818		
Actual		845,054		

Motion: *The Board of Education approve the financial report dated March 20th, 2025 as recommended by the Superintendent of Schools.*

Respectfully submitted,
Robbie Trainor

3/13/25

Derby Food Service

Statement of Activity

February 2025

	TOTAL	
	FEB 2025	JUL 2024 - FEB 2025 (YTD)
Revenue		
Income		
Catering Income	1,728.00	15,636.74
Intergovernmental		
Government - NSL	70,101.83	475,647.17
Government-Breakfast	30,165.80	188,452.73
Matching Funds		10,690.00
Total Intergovernmental	100,267.63	674,789.90
Revenue	1,237.06	8,173.99
Revenue-Mealpay	330.75	2,003.25
Total Income	103,563.44	700,603.88
Uncategorized Income	213.91	213.91
Total Revenue	\$103,777.35	\$700,817.79
Cost of Goods Sold		
Cost of Goods Sold		-182.18
Beverage Purchases	9,958.73	33,427.50
Food Purchases	44,880.43	332,737.88
Paper Supplies	1,116.46	21,891.34
Purchases		1,725.00
Total Cost of Goods Sold	55,955.62	389,599.54
Total Cost of Goods Sold	\$55,955.62	\$389,599.54
GROSS PROFIT	\$47,821.73	\$311,218.25
Expenditures		
Bank Charges & Fees		353.06
Computer Expense		5,816.40
Laundry and Cleaning		4,515.30
Maintenance		955.54
Office Supplies	38.06	218.59
Other Business Expenses		100.00
Outside Services		881.25
Payroll		
Salaries & Wages	45,119.99	312,799.18
Total Payroll	45,119.99	312,799.18
Purchases	426.00	8,440.92
Repairs & Maintenance		6,817.89
Total Expenditures	\$45,584.05	\$340,898.13
NET OPERATING REVENUE	\$2,237.68	\$ -29,679.88
Other Expenditures	\$0.00	\$ -380.43
NET OTHER REVENUE	\$0.00	\$380.43
NET REVENUE	\$2,237.68	\$ -29,299.45

Bank Account Balance as of February 28, 2025 = \$75,142.64

Accounts Receivable = \$310,846.63

Accounts Payable = \$21,426.32

Estimated cash position = \$364,562.95

Accrual Basis Thursday, March 13, 2025 08:14 AM GMT-04:00

Grant Narratives

Alliance District

Under Connecticut General Statute Section 10-262u(d), the following focus areas for spending are defined for Alliance District funds that may include, but not be limited to the following:

1. A tiered system of interventions.
2. Foundational reading programs (Grades K-3).
3. Additional learning time, either extended day or extended year.
4. A talent strategy designed to "attract, retain, promote and bolster the performance of staff," including allowable \$500 stipends for mentor teachers in the TEAM program.
5. Training for school leaders and staff on new teacher evaluation models.
6. Coordination with early childhood education providers, including funding for Head Start.
7. Coordination with governmental and community programs for student support and Wraparound Services.
8. Implementing and furthering statewide education standards and associated activities and initiatives.
9. Minority teacher/administrator recruiting.
10. Enhancement of bilingual education programs.

Priority School Districts

Connecticut General Statute Section 10-266q(b) defines that Priority School District funds shall be used for any of the following:

1. Development or expansion of scientifically-based reading research and instruction.
2. Numeracy instruction.
3. Support to chronically absent students.
4. Programs or activities related to dropout prevention.
5. Alternative and transitional programs.
6. Academic enrichment, tutorial and recreation programs or activities during non-school hours and during the summer.
7. Development or expansion of extended-day kindergarten programs.
8. Enhancement of the use of technology to support instruction or improve parent-teacher communication.

9. Initiatives to strengthen parent and community involvement in school and district programs.
10. Obtaining accreditation for elementary and middle schools from New England Association of Schools and Colleges.

Priority Schools District Extended School Hours

Each PSD must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals. Each district application shall:

1. Demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
2. Ensure equal program access for all students and necessary accommodations and support for students with disabilities;
3. Provide a summer component, unless it is able to document that sufficient summer opportunities already exist;
4. Include a schedule and total number of hours determined to be reasonable and sufficient for individual school programs;
5. Support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
6. Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

Priority Schools District Summer School

Connecticut General Statute § 10-265m establishes grants for summer school programs in PSDs. C.G.S. §§ 10-265g and 10-265l, relating to summer reading programs and student promotion, require PSDs to:

1. Offer a summer reading program to children enrolled in kindergarten who are determined by their school to be substantially deficient in reading; evaluate students in Grades 1 through 3 in October, January and May using an approved assessment. For each student who is determined to be substantially deficient in reading on the January or May assessment, the district must notify the student's parent or guardian of the assessment results and the school must develop a personal reading plan for the student;
2. Develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school program, school vacation, weekend program or summer program, as described in Section 10-265f of the C.G.S. Personal reading plans must be reviewed and revised as appropriate and shall be monitored by school literacy teams. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
3. Promote students with personal reading plans from Grades 1 through 3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school

principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;

4. Require students in Grades 1 through 3 who are determined to be substantially deficient in reading based on the May administration of the approved assessment to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
5. Submit to the CSDE approved assessment data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;
6. Submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
7. Require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3 through 5 Smarter Balanced, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
8. May require, within available appropriations, students in Grades 4 through 6 who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

ARP ESSER Dual Credit Expansion

1. Our primary goal, if awarded this grant, is to expand our pathways programming to create course sequencing and trajectories specific to some of the following career cluster areas in which students have expressed interest, including: Health Science; Education and Training; STEM; Business Management and Administration; Law, Public Safety, Corrections and Security; and Arts, A/V Technology & Communication.

Commissioner's Network

The Turnaround Committee, in consultation with the School Governance Council, develops the Turnaround Plan in accordance with C.G.S. § 10-223h(d) and the guidelines issued by the Commissioner. Accordingly, the Turnaround Plan must include:

1. Provide a rigorous needs analysis informed by the operations and instructional audit.
2. Identify an evidence-based turnaround model, aligned to school needs and growth areas.
3. Provide robust strategies to secure, support, develop, evaluate, and retain top talent.

4. Summarize the school's academic model, including curricula, assessments, and data-driven instruction.
5. Outline a comprehensive approach to build a positive school culture and climate.
6. Develop operational structures to effectively utilize time and resources.

Title 1

1. The purpose of Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
2. improve academic achievement;
3. improve English proficiency rates for Connecticut's English learners; and
4. increase 4 and 6-year Cohort Graduation rates for all students.

Title 2

1. The purpose of Title II, Part A is to:
2. increase student achievement consistent with the challenging state academic standards;
3. improve the quality and effectiveness of teachers, principals and other school leaders;
4. increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and
5. provide low-income and minority students greater access to effective teachers, principals and other school leaders.

Title 3 – Consortium with ACES

The allocated Title III funds will be used for:

1. EL teacher sharing her time between Irving and Bradley elementary schools (0.06 FTE to the Title III grant funds): Purpose of the position is to provide instruction in English proficiency for our elementary school students.
2. Workbooks and instructional supplies for St. Mary/St. Michael (SMSM) School to facilitate increasing English language proficiency.

Title 4

1. provide all students with access to a well-rounded education, as defined in ESSA section 8101(52); 2) improve school conditions for student learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

IDEA

1. Derby Public Schools will continue its ongoing review, calibration, and enhancement of specialized programs in place within the district to ensure that all eligible students are provided a thoughtfully-designed, comprehensive, and thorough individualized educational program. The district will strive to provide each child a free and appropriate public education, maximum access to the general education

curriculum and his or her peers in the least restrictive environment. Further, all eligible students will be provided specialized instruction that ensures appropriate annual progress, given each child's unique set of circumstances, which promotes independence and prepares each individual for post-secondary success. Derby Public Schools will continue its partnership with and support of special education and related service programming for students in private school settings. Specifically, the focus with these schools will remain on bolstering the scope of specialized instruction available to each child in the event that he/she has been unilaterally placed by a parent/guardian in such a program.

Opportunity District ESSA SIG Cohort 2

1. District Capacity and Organizational Structure

The district has the organizational structure and leadership capacity to support turnaround efforts in its lowest-performing schools. In addition to the Superintendent, the district leadership team includes the position of Director of Teaching and Learning. The Director supports teaching & learning while ensuring academic programming is rigorous and engaging. The Director also provides coaching support to the administrators in the lowest performing schools through regular job-embedded coaching sessions, monthly administrative work sessions and supporting the implementation of new curriculum. The district also has two (2) Supervisors of Special Education to support teaching and learning and improve outcomes for students with IEP's. The district staff also includes two (2) instructional coaches and has secured funding for staff development.

2. District Support for Development of School Improvement Plans

The Director of Teaching and Learning, Derby Middle School (DMS) Principal, DMS Assistant Principal, Secondary Special Education Supervisor, and a team of teachers completed the "Needs Assessment Tool" and came to a consensus to identify the school's areas of strength and weakness. The district Data Coordinator supported the development of the Improvement Plan by providing relevant demographic and achievement data. The Business Manager collaborated on the application to align the proposed funding with the improvement priorities. The Director of Teaching and Learning and DMS Principal collaborated to identify the root causes for each of the highest-leverage growth areas, develop SMART Goals aligned to the priorities, and identified strong, evidence-based Interventions. The Commissioner's Network Audit report was also used in the development of the school improvement plan.

Community Relations

Use of School Facilities

In accordance with Conn. Gen. Stat. § 10-239, the Derby Board of Education (the “Board”) may permit the use of any school facility for nonprofit educational or community purposes whether or not school is in session. The Board may also grant the temporary use of any school facility for public, educational or other purposes, including the holding of political discussion, at such time the facility is not in use for school purposes. The Board permits and encourages the use of school facilities by the Derby community in accordance with the law and Board policies and regulations when such use does not interfere with school programming or school-sponsored activities. Use of school facilities shall be governed by this policy. Subject to Board of Education (BOE) approval, and at the discretion of the Superintendent, or the Superintendent’s designee, whom shall have the authority to limit or deny access to school facilities or to impose such restrictions as the Superintendent or the Superintendent’s designee considers appropriate, community use will be allowed as long as such use does not interfere with school activities. School facilities shall be in the control and charge of the Principal or his/her the Principal’s designee.

The individual or organization seeking use of school facilities must be specific in requesting exactly what facilities are desired. Approval will be for those specific facilities and rooms only. The BOE-Board reserves the right to deny use to any organization.

Eligible Organizations and Priority of Use

1. Educational programs.
2. Student activities.
3. Administrative, faculty, or staff activities (includes PTO).
4. City of Derby - department or agency activities.
5. Activities sponsored by and for organizations promoting the physical, political or cultural well-being of the citizens of Derby.
6. Private organizations, private businesses or enterprises located in or taxpayers to the City of Derby.
7. Out-of-town organizations.

Prohibited Uses Of School Facilities

1. Activities which are unlawful in nature.

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2. Activities advocating the overthrow of the United States, the State of Connecticut or of local governmental agencies.

3. Any activity which promotes violence or violent behavior.

4. Activities constituting religious worship services.

5. Any activities which are inconsistent with the health and welfare of the public and/or the policies delineated by the Board.

Restrictions on Use Of School Facilities

1. Illegal activities will not be tolerated and any violations may justify permanent restriction of the organization involved.
2. Use or possession of alcoholic beverages or unauthorized controlled substances shall not be permitted on school property.
3. Vendors shall be prohibited from any form of selling sales in school buildings or on school grounds.
4. Refreshments can be served or consumed only in areas designated by the Building Principal or their designee.
5. Advertising and/or decorations held not to be in good taste by the Board of Education, the Superintendent, or the Building Principal shall not be allowed in school facilities or on school grounds.
6. Games of chance, which are contrary to the law of the State of Connecticut, are forbidden on school premises.
7. There shall be no nails or screws driven into any part of the building without permission of the building principal or facilities manager.
8. All decorations and equipment used for entertainment must conform to fire code and be removed following the event.
9. Smoking, vaping and e-cigarettes on school premises is prohibited.
10. Parties using the facilities shall see to it that law and order are maintained by employing police officers for the occasion as indicated on the building use form.
11. User must provide own equipment. School equipment may not be used.

Process

1. Form is to be filled out by Requestor.
2. Individual or organization requesting use of facility contacts either Superintendent, Principal, or Athletic Director.

3. Contacted Party communicates with Facilities.
4. Facilities checks availability of space as well as Janitorial coverage.
5. Principal of requested facility, Facilities Manager, and Business Manager sign off on form.

Fee Policy for Community Use of School Facilities

It shall be the general policy of the Board of Education to grant use of facilities to all Derby community-based groups as follows:

- Group I Derby Public Schools, City of Derby, or local non-profit to benefit children
- Group II Other Derby Groups
- Group III Non Derby Groups
- Group IV Private After School Program Provider

Facility Use Fee Schedule:	Group I	Group II	Group III	Group IV
Auditorium	None	\$ 500	\$1,000	20%
Gymnasium	None	300	600	20%
Cafeteria	None	100	200	20%
Each Classroom	None	50	100	20%

For Group II or Group III users, at the time of making application a deposit of 50% of the facility use fee (if applicable) is required with balance payable one (1) week prior to the event; An invoice for custodial fees will be sent after the event to the user point of contact.

The user is also responsible for custodial costs, with a three-hour minimum, reflecting current contractual rates. Saturdays will be billed at time and a half, Sundays at double time and Holidays at double time plus holiday differential payable to Derby Public Schools.

In the case of Group II or Group III facility use, on the day of the event, the User on Site Supervisor will walk through the space with a Board of Education representative before the event to review the condition of the rental space. The User on Site Supervisor will complete the appropriate section of the Facilities Use Form Rental Agreement indicating the space to be used is in satisfactory condition, or noting any apparent damage. The User on Site Supervisor will then walk through the space with the Board of Education representative immediately after the event, at which time the Board of Education representative will complete the appropriate section of the Facilities Use Form Rental Agreement indicating that the space is in satisfactory condition or noting any apparent damage for which the User is responsible.

Additional services such as police shall be the responsibility of the user.

Insurance

At the time of making application, organizations must submit a certificate of public liability insurance in the amount of \$1,000,000 naming the Board of Education of the City of Derby and its agents and employees as insured parties.

Legal Reference: Connecticut General Statutes

[10-220](#) and [10-239](#)

Policy Adopted: December 20, 2001

Revised: February 16, 2017

Revised: January 17, 2019

Revised: January 19, 2023

DERBY PUBLIC SCHOOLS

Derby, Connecticut

Instruction

Sunday Activities

Graduation and other ceremonial occasions may be scheduled on a Sunday afternoon or evening. Otherwise the scheduling of student activities on a Sunday shall be discouraged. When an activity begins on Friday or Saturday and by its very nature spans an entire weekend, or when an activity spanning a number of days begins or ends with a Sunday, as in the case of educational trips, concert tours or outing club activities, exceptions may be made. Routine activities, such as rehearsals and club meetings shall not be scheduled on a Sunday. Interscholastic athletic activities shall ~~not~~ be scheduled on Sunday ~~unless necessary~~ to comply with CIAC scheduling exigencies.

Legal Reference: Connecticut General Statutes

[10-221](#) Boards of education to prescribe rules, policies and procedures

Policy adopted: September 21, 2017

**DERBY PUBLIC SCHOOLS
Derby, Connecticut**

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Derby Public School District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

Students

Connecticut School Climate Policy

Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) 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 school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

Students

Connecticut School Climate Policy

Definitions (continued)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

Students

Connecticut School Climate Policy (continued)

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

Students

Connecticut School Climate Policy

School Climate Specialist (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

Students

Connecticut School Climate Policy

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Students

Connecticut School Climate Policy

Training (continued)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

¹ School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

² School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

³ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁴ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Legal Reference: Connecticut General Statutes

10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.

10-222g Prevention and intervention strategy re bullying and teen dating violence

10-222h Analysis of school districts' efforts re prevention of and response to bullying in schools. School climate assessment instruments 10-222i State-wide safe school climate resource network. [Repealed, Effective 7/1/2025 State-wide safe school climate resource network]

10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14) 10-222p Review of safe school climate plans by Department of Education. Approval or rejection.

PA 23-167 An Act Concerning Transparency in Education

Policy adopted: April 20, 2017
Policy Revised: May 16, 2024

DERBY PUBLIC SCHOOLS
Derby, Connecticut

⁴ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here for any **student** who would like to submit anonymously.

I am a: Student, Parent and/or Guardian or School Employee

Email: _____

Phone Number: _____

Contact me by: Phone Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- | | |
|--|--|
| <input type="checkbox"/> On school property | <input type="checkbox"/> On a school bus |
| <input type="checkbox"/> At a school-sponsored activity or off school property | <input type="checkbox"/> On the way to/from school |
| <input type="checkbox"/> Electronic communication, internet, and social media | <input type="checkbox"/> Outside of school |
| | <input type="checkbox"/> Other _____ |

Approximate date of incident (if known): _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- | | |
|--|---|
| <input type="checkbox"/> Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | <input type="checkbox"/> Making intimidating, and/or threatening gestures or remarks |
| <input type="checkbox"/> Spreading rumors or gossip | <input type="checkbox"/> Getting another person to do any of the behaviors listed above |
| <input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | <input type="checkbox"/> Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

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Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: _____

Today's Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES NO

Was this a verified act of bullying? YES NO

Was this investigated as cyberbullying? YES NO

Was this a verified act of cyberbullying? YES NO

Was this investigated as teen dating violence? YES NO

Was this verified teen dating violence? YES or NO

Was this investigated as an assault? YES NO

Was this a verified assault? YES or NO

Was this investigated as an act of physical violence?

YES NO

Was this a verified act of physical violence?
YES or NO

Was this investigated as a protected class violation/
harassment? YES NO

Was this a verified protected class violation/harassment?
YES NO

Was this investigated as a Title IX violation? YES NO

Was this a verified Title IX violation? YES or NO

Was this a verified act of challenging behavior not listed
above? YES NO

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What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

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Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the "Challenging Behavior Reporting Form".

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

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