

**DANBURY BOARD OF EDUCATION MEETING**  
**WEDNESDAY, MAY 13, 2020- 6:00 PM**  
**VIRTUAL MEETING VIA ZOOM**  
**LIVE STREAM**

<https://youtu.be/dpuYkSTNYP0>

**MISSION STATEMENT**

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

**2019-2020 District Goals**

- Goal 1: Growth in Student Learning and Achievement and College and Career Readiness for All Students*  
*Goal 2: Family and Community Engagement*  
*Goal 3: Fiscal Responsibility and Planning for Growth*  
*Goal 4: Professionalism, Accountability, and Organizational Learning*

**A G E N D A**

**I. CALL TO ORDER**

**II. PLEDGE OF ALLEGIANCE**

**III. ROLL CALL**

Joseph Britton, Rachel Chaleski, Kate Conetta, Gladys Cooper, Loren Daly, Joseph DaSilva, Kathryn Hodgdon, Richard Jannelli, Kathleen Molinaro, Albert Russo, Amy Spallino

**IV. RECOGNITIONS**

**EXHIBIT**

- CABE Student Leadership Awards 20-46 (pg.4)

Broadview Middle School	Jeyla Lantigua, Mikayla Murphy
Rogers Park Middle School	Yandiel Adames, Crismery Nunez
Westside Middle School	Kenneth Salem, Maria Eduarda-Sousa
Danbury High School	Larissa Almeida Costa, Aidan Louis Byrne
Alternative Center For Excellence	Tamara Souza, Amal El-Mogharbel
- New Assistant Principals  
Jennifer Blue, Westside Middle School  
Shelly Rinaldi, Broadview Middle School

**V. PUBLIC PARTICIPATION**

*Due to the unique nature of the COVID-19 crisis and the limitations of technology, members of the public who are Danbury residents are invited to send brief comments and questions via email in advance to*  
**DPS publiccomment BOE@danbury.k12.ct.us.**

**VI. CONSENT CALENDAR**

MOTION: that the Board of Education approves the items on the Consent Calendar, Exhibit 20-47 through Exhibit 20-49, as recommended:

MINUTES	
4/22/20 Regular Board Meeting .....	20-47 (pg.9)
4/29/20 Policy Committee .....	20-48 (pg.23)
5/8/20 Sites and Facilities Committee .....	20-49 (pg.24)

**VII. EMPLOYEE REPRESENTATIVE**

**VIII. STUDENT REPRESENTATIVES**

DHS Representatives: Larissa Costa, Claire Moreira, Jake Goodwin, Rebecca D'Ostilio;  
ACE Representative: Tamara Souza

**IX. PRESENTATION**

**X. ACTION ITEMS**

A. Education Specifications for Ellsworth Street School Annex

MOTION: that the Board of Education approve the Education Specifications for the Ellsworth Street School Annex, as recommended by the Sites and Facilities Committee in accordance with ..... 20-50 (pg.25)

B. Policy 6114.8 -Emergencies and Preparedness

MOTION: that the Board of Education accept for first reading Policy 6114.8 - Emergencies and Preparedness, as accepted by the Policy Committee. .... 20-51 (pg.43)

C. Policy 2131.1 - Appointment of Designee for Superintendent

MOTION: that the Board of Education accept for first reading Policy 2131.1 - Appointment of Designee for Superintendent, as accepted by the Policy Committee..... 20-52 (pg.47)

D. Board of Education Bylaw 9321- Time, Place and Notice of Meetings

MOTION: that the Board of Education accept for first reading Board of Education Bylaw 9321 - Time, Place and Notice of Meetings, as accepted by the Policy Committee..... 20-53 (pg.48)

**XI. SUPERINTENDENT'S REPORT**

- A. Closure of Academic School Year
- B. Summer School
- C. Grading Update
- D. Chromebook Distribution
- E. Danbury Teachers Deliver on Their Promise To Students

**XII. DISCUSSION**  
Re-Entry Plan Update

**XIII. INFORMATION**

**XIV. BOARD CHAIRPERSON'S REPORT**

**XV. BOARD REPORTS, COMMUNICATIONS AND COMMENTS**

**XVI. EXECUTIVE SESSION**

**XVII. PUBLIC SESSION**

**XVIII. ADJOURNMENT**

**FUTURE MEETINGS AND DATES TO REMEMBER**

May 27 Board of Education Meeting 6:00 pm  
June 10 Board of Education Meeting 6:00 pm  
June 24 Board of Education Meeting 6:00 pm

**CABE Student Leadership Awards 2020**  
**Danbury School District**  
**63 Beaver Brook Road**  
**Danbury, CT 06810**

**Broadview Middle School**  
Eddie Thomas, Principal

**Student 1:**

Jeyla Lantigua - Grade 8

Jeyla Lantigua is a caring, compassionate, and intelligent young lady. She has earned exceptional grades in all of her classes and has a thirst for knowledge and helping others. Jeyla is a part of the Excel Program. A competitive program with rigorous courses to prepare students for high school, college, and career planning. Jeyla is also a part of The National Junior Honors Society at Broadview Middle School. Jeyla uses this platform to help her fellow peers in the school through community service.

**Student 2:**

Mikayla Murphy - Grade 8

Mikayla Murphy is a young woman who exhibits integrity, determination, and compassion all while excelling academically. She has maintained exemplary grades in a demanding course schedule while going above and beyond in her extra-curricular and community service activities. She is a leader in its truest form, supporting others to reach success with a humble and kind demeanor. Mikayla has shown her discipline and leadership ability through her involvement in karate, and dance. Mikayla has excelled in these areas to the point that she now volunteers to teach others. Through her involvement in National Junior Honor Society and Student Leadership, she has shown a commitment to giving back to her community. There is no doubt that Mikayla will continue to thrive both academically and as a leader.

**Rogers Park Middle School**  
Kristy Zaleta, Principal

**Student 1:**

Yandiel Adames – Grade 8

Yandiel Adames is an 8th grade student at Rogers Park Middle School. Yandiel is one of our student ambassadors who helps support us and families during many evening events. Yandiel has also mentored some of our 6th and 7th grade students and supported them in their schoolwork. He is also an active class member of our Latinos in Action class where he goes to South Street school and works with first graders in reading and math. He is also an avid basketball and

**Exhibit # 20-46**

baseball player. Yandiel has been one of our students of the month and works hard at maintaining his schoolwork. Yandiel contributes his success to his family and friends.

**Student 2:**

Crismery Nunez- Grade 8

Crismery Nunez is an 8th-grade student at Rogers Park Middle School. Crismery is a leader not only in school, as a member of our Latinos in Action class, but also outside of school as an active Danbury Police Explorer. She believes an important part of being a leader is that she has to put herself out there, not be afraid to speak her thoughts and to challenge herself. She utilizes her leadership skills to help our bilingual students learn English, find their voice, and advocate for their learning. After school, her involvement in the Police Explorers provides her with opportunities to assist the police department as well as go on ride-alongs with real police officers. She is a great role model for other students at Rogers Park.

**Westside Middle School**

Frank LaBanca, Principal

**Student 1:**

Kenneth Salem – Grade 8

Kenneth Salem is a student who enjoys stepping out of his comfort zone. As a leader in the NJHS, he has helped out students in Mill Ridge to volunteer as a big brother for students who are struggling readers. He had a wonderful time during Dr. Seuss “Read across America” week! He ultimately has a concern for other students. He states that, “I have to be an upstander for others, it’s not cool to be mean or make fun of people. I’ve been in positions where I have to even tell my friends to cut it out” When it came to the National History Day; he delegated with his partner exactly what he needed to do. He planned effectively throughout the weeks leading up to the competition and was even selected to go on to the regional state competition. He states that, “My parents are responsible for shaping me into the person I am with their different and unique personalities which is a combination of the two, of being a caring, hard-working, and dedicated to my academics, my goals and dreams of where I want to go in life”

**Student 2:**

Maria Eduarda Sousa – Grade 8

Maria is an active member of the National Junior Honor Society. She excels in all classes and shows leadership in everything she does. She is kind, respectful, and empathetic. She strives for excellence and she receives anything less than 100% on an assignment, she asks her teachers for clarification on where she lost points. She insists that she does not want to gain back the points; she simply wants to learn for the next time. Maria has accomplished a great deal during middle school and has earned High Honors in every trimester of 6th and 7th grade and in the first two trimesters of 8th grade so far. The Presidential Award was bestowed upon her in both 6th and 7th grade. Her dreams are to succeed in the field of science, and she is well on her way. In 6th

grade, she was an Invention Convention Finalist. She placed 4th in the Life Science 7th grade category at the Connecticut State Science Fair and earned the Broadcom Masters Award. In 8th grade, Maria was a finalist for the Life Science 8th grade category. Each year, the Science Fair is an endeavor that requires an extensive amount of time, in and out of school, and a tremendous time commitment. Maria's achievements in Science demonstrate her willingness to take on challenges, her willingness to commit to a project, and her ability to honor those commitments. Maria is a bright girl and loves to share her intelligence and work ethic with her classmates. She is always willing to help peers with their schoolwork. She also offers help to teachers in many ways. But what makes Maria stand out most is the way she values and appreciates her education, which is evident as she thanks her teachers after every class, even during Distance Learning. If a teacher is busy, talking to another student after class, Maria patiently waits and says "Thank you." A teacher once commented to her how special it is that she does this and Maria's response was humble and heartfelt. "You put so much time and effort into making class fun and engaging. You don't just give us work. You give us an education and you are shaping my future. Why wouldn't I thank you?"

**Danbury High School**

Dan Donovan, Principal

**Student 1:**

Larissa Almeida Costa – Grade 12

Larissa Costa is a scholar who believes that anything can be accomplished through hard work and persistence. She is the president of the Board of Governors at Danbury High School and has a 3.9 GPA. Larissa shows an incredible work ethic and believes in ambitiously working to reach her goals, but her greatest comfort in helping others accomplish theirs. Her experience with tutoring young students through the National English Honors Society taught her that patience is a virtue and displayed how much of an impact she can make on my community. Her value is found in helping others around her and she is currently working along with members of my community to form a new portrait of a graduate for Danbury Public schools. Giving up is not in her vocabulary. She has always achieved her goals and pushed through my obstacles no matter how long and hard they may have been. This year alone in BOG, she has organized a successful homecoming dance at Danbury High school and created exciting activities which have helped raise money for organizations such as Special Olympics and Jerrico. Through the efforts of BOG, she has also contributed to strengthening our school community by conducting a virtual spirit week during such difficult times due to COVID-19. Overall, having such leadership opportunities has taught her that with helping hands, and a positive mindset, any goal can be accomplished.

**Student 2:**

Aidan Louis Byrne – Grade 12

Aidan Byrne is a scholar-athlete at Danbury High School. He has worked hard to achieve a 4.45 GPA and his position as a cross country team captain. Aidan has taken a challenging mix of

honors and AP classes, and is ranked 22nd in my class of over 772 students. This winter he received the FCIAC Exemplary Scholar-Athlete Award. He was also All-FCIAC 2nd-team his junior year of cross country and a varsity athlete in both indoor and outdoor track. Most of his time outside the classroom is spent at practice and competitions. He maintains his academic and athletic prowess while working as a cashier at Rite Aid. He also honors all of his commitments to National Honor Society, National Business Honor Society, and DECA. In addition, he is a member of Peer Leadership, where he has worked with other seniors to help make the school and community a better place. A couple other Peer Leaders and Aidan organized gift donations from DHS clubs and delivered them to child patients at Yale New Haven Hospital right before Christmas. Aidan's goal is to constantly improve himself and the lives of others around me.

### Alternative Center For Excellence

John Webber, Principal

#### Student 1:

Tamara Souza - Grade: 12

In looking at the criteria for the CAFE Award, it is evident that Tamara Souza is one who fits them quite nicely. She has also been representing ACE for at least 2 years as a STARS participant to work in collaboration with other area alternative schools. She has been the sole ACE student representative at monthly BOE meetings for the last two years, and through her participation and involvement, has become well known and respected by the superintendent, assistant superintendent and other cabinet members in the Danbury district. Tamara has earned the Youth of the Month award for November 2019 as recognized by the Danbury Exchange Club, and is now eligible to win the Youth of the Year in Spring 2020. She has been recognized several times for her achievements within school earning Student of the Month and similar ACE-specific awards for academic achievement for over 2 years. Tamara also is known for keeping her promises and does what she says she's going to do. She honors commitments she makes and has actively reached out to her peers to support them in any way she can. We are so proud of her accomplishments including being one of two from ACE to win this year's CAFE 2020 award and look forward to hearing more about her in the future!

#### Student 2:

Amal El-Mogharbel - Grade: 12

Amy is an exceptionally motivated and dedicated student who has often been known to put the needs of other people before herself. While this is often a respectable quality it can also present downfalls. That is what had happened to Amy as she had found herself struggling in school because she was busy taking care of everyone else leading to her decision to apply for admission and attend ACE. Since coming to ACE she has been trying to balance her own needs with the needs of others. She has volunteered to help for all the building wide community service events while maintaining the academic excellence she has pushed herself towards. Since arriving at ACE she has earned enough credits to catch up and is looking forward to graduating on time with her class in June.

## **DANBURY BOARD OF EDUCATION MEETING**

**WEDNESDAY, APRIL 22, 2020- 6:00 PM**

**VIRTUAL MEETING VIA ZOOM**

**LIVE STREAM**

**<https://youtu.be/Ctyj46FVW-o>**

### **PLEDGE OF ALLEGIANCE**

The Chairperson, G. Cooper, called the meeting to order at 6:01 pm and those assembled recited the Pledge of Allegiance.

### **ROLL CALL**

Present: Joseph Britton, Rachel Chaleski, Kate Conetta, Gladys Cooper, Joseph DaSilva, Richard Jannelli, Albert Russo, Amy Spallino, Loren Daly, Kathleen Molinaro, Kathryn Hodgdon

Also Present: Dr. Pascarella, Courtney Leborious, Kelly Truchsess, Kim Thompson, Kevin Walston, Kara Casimiro

### **RECOGNITIONS**

#### **Exhibit**

- Westside Students Excel at Regional Virtual CT History Day Competition 20-40 (pg.4)
- Dr. Frank LaBanca spoke on how the 7th and 8th grade Global Studies students had a chance to participate in History Day. The event is held at the school first and regional finalists are selected from there. Several students were able to attend the competition and are now heading to the state level competition which will also be held online. Hoping to advance to the national competition. Project based learning really gives students an opportunity to shine and they certainly did at the state level.
- Dr. Pascarella stated that there were a number of high school students that were also able to attend the competition and advanced to the state level.

### **PUBLIC PARTICIPATION**

- Kathy Snow emailed in the following statement:
  - Congratulations to Dr. Cronin on her retirement! It is well deserved.
  - Thank you Board of Ed members for all you are doing to help ensure our students success. I watched the recording of the last meeting and thought it went well, considering it was virtual. I do however feel the need to make note of something a few members commented about. Before I do, I would also like to say I also agree that teachers have been working non-stop and they need to have set hours in which they will respond to emails so they can log off and be with their families. With that having been said, the comments I am referring to had to do with young students doing online school work late in the evening and remarks about how parents shouldn't allow this. Board members need to also remember that the majority of folks are working from home so maybe the only

**Exhibit # 20-47**



time a parent has to work with their child one-on-one with school work is after dinner when the parent is done working, or when younger siblings have been put to bed, or perhaps the student is a natural night owl, or the family has only 1 computer that all siblings share, or the family has had to adjust to doing "night" school so the kids sleep in later in order for the parent to be able to get any of their own work done. Luckily, my two children are in high school, but I remember how it was when they were younger and I cannot fathom trying to work from home while they are with me and trying to help them with schoolwork and keep them entertained (plus cook all the time!). Never mind that they can't see their friends. So please, let's support everyone; administration, teachers, students and parents during this difficult time.

- Lastly and most important to my family - please postpone graduation is at all possible! Do not cancel it and I hope it isn't done virtually. Even if done in July or August, let these kids at least see each other, even from a distance. Just have the seniors there, no guests in the stands, parents can watch via a live stream. Use the entire football field and put the chairs far apart so they can all wear their caps and gowns and walk by Mr. Donovan and wave. Please, if you have any input on discussion of how graduation will be held - delay, do not cancel - my senior implores you!
- Rich Matzinger and Kathy Snow emailed in the following statement:
  - We are representing the Danbury High School PTO. We think everyone can agree that the Class of 2020 is missing out on a lot of activities that would have been happening in the next few months if it weren't for the COVID-19 quarantine. The PTO is selling yard signs to help celebrate the Senior Class of 2020. Signs are \$15 or \$20 for one that is personalized with a first name. Payment can be made by check or via Venmo to @dhs2020sign. The order form is available on the PTO page of the Danbury High School website and signs are available with the word "Congratulations" in English, Spanish or Portuguese, just indicate on the form which language. Orders are due by May 1st. We hope many Board of Ed members purchase signs as well as share this information. It would be great to see them popping up all over Danbury in the coming weeks! Link to order form: <https://sites.google.com/danbury.k12.ct.us/dhspto>

### CONSENT CALENDAR

MOTION: K. Conetta moved, seconded by J. DaSilva that the Board of Education approves the items on the Consent Calendar, Exhibit 20-41 through Exhibit 20-42, as recommended:

#### MINUTES

4/1/20 Special Board Meeting  
4/8/20 Regular Board Meeting

20-41 (pg.5)  
20-42 (pg.12)

**Motion passed at 6:10 pm**

## STUDENT REPRESENTATIVES

DHS Representatives: Jake Goodwin

- We had our virtual spirit week from April 6-10, right before Spring Break. Over 100 pictures were submitted and it was overall very successful! Over 16 students won gift cards, which will be sent to them.
- The Senior class officers have started an Instagram page to showcase where seniors have committed for college.
- Prom is not officially 'postponed' yet but we will keep everyone up to date on that.
- You can show your support to the senior class of 2020 by purchasing a \$15 yard sign. All information can be found on the Board of Governors Twitter page, and this is run by the PTO. Information on pick up for the signs will be disclosed soon.
- Danbury Girls field hockey and soccer teams worked together to give truck drivers snack bags.
- Chromebooks were distributed to students from mid March to early April.
- Distance Learning has been an adjustment to all students, but seems to be working itself out.
- All options for graduation are being considered currently, we will continue updating you as time moves forward.

## PRESENTATION

- Update on Distance Learning
- Dr. Pascarella stated that every day is a new adventure. The Cabinet members meet twice a day. Once in the morning where they make decisions and then again in the afternoon where decisions are updated or changed.
- K. Casimiro and G. Jasmine presented the following:
  - Connectivity/Engagement
    - Four phases of implementation.
      - Declare shift to Distance Learning and communicate to parents, teachers and students. Obtain working agreements with all union leaders.
      - Increase teacher and administrative capacity to successfully navigate in a digital platform and use distance communication tools & interactive web based student learning programs.
      - Provide ongoing digital support and communication to teachers, parents, and students via Peer Support Team. Provide additional content and digital curriculum support for K5.
      - Provide responsive and timely service and support to improve all aspects of transition for parents, teachers and staff.
    - Food, safety and security is first priority.
    - First steps the district took really met the safety and psychological needs.
    - Still ongoing as we move forward.
    - Phase 1

- Increased parent communication. Parent Portal numbers increasing. Parent engagement = student engagement. Prior to 3/13/2020 (first day of shut down), we had less than 30% of the district on the Parent Portal as well as correct parent email accounts. Portal was available at secondary level but not elementary level. As of 4/17/2020, 92% of parent emails and 85% of Parent Portal accounts were established. This helps expand the communication the district has with parents.
- Device distribution request form was created and posted at each school's website. Sent out robocalls for parents to request a device for their child. Tied these device pickup times to food pickup times so it was able to serve two big needs for families in one shot. None of this could have been done without the many volunteers. 93% of device requests have been fulfilled as of 4/22/2020. This is ongoing and the district is still getting devices to families. There are now enough devices to give to families with multiple children.
- Parent survey was also done.
  - 37% of all DPS families responded. The majority of families that answered had elementary level students.
  - Based on parents who answered, students are spending an average of one to four hours a day on school work.
  - Majority of families that answered said their children were pretty independently working and somewhat able to do work on their own. District will use this knowledge and pass it on to the teachers.
  - Majority who answered said students do have a device. District is still reaching out to families who need devices and still hearing from families who need additional devices.
  - Majority of families said they do have internet service. The families who have said no, DPS has reached out directly to these families to get hotspots in their areas. K. Casimiro stated that many families were able to get free internet access when the district sent out information but some were not able to get appointments until mid to late April.
  - 79% of families who answered said they were able to get to the food mobile distribution.
- A teacher survey was also done. The questions asked were based on the teacher's student roster.
  - 39.3% of teachers reported that 100% of their students were connected.
  - 31.2% of teachers reported that 95-99% of their students connected.

- 11% of teachers stated that 90-94% of their students connected.
- Almost 82% of the teacher reported that they had at least 90% of their rosters connected.
- Individual pie graphs have been created for each school by grade level so building principals can have a little bit more of a zoomed in information about the level of connectivity in each classroom.
- There is less connectivity in some of the ESL and bilingual classrooms as well as a few of the SPED and special service classrooms.
- Generally if a student does not check into an ESL or bilingual classroom, they are also not checking in to their core classroom as well.
- Goal is to create a mini action plan around why students are not connected, track down who those students are and create a plan to get them connected.
- Two highest reported reasons inhibiting connectivity is a language barrier and a lack of understanding how to connect to the platform. Each week the connectivity is increasing. Just a matter of making sure that families are able to function in our environment.

■ Phase 2

- Created very clear roles on what teachers and administrators had to do in this environment.
- Spent a lot of time in pre-launch on vision building.
- A lot of creativity coming out of this time period and people really stepping up to fulfilling pieces of that vision for the future.
- One of the things done really well was about building community in classrooms.
- Coaches have been main supports in K-5 creating lessons that are consistent and common.
- A lot of time spent on Google Classroom training, training on IXL, Raz Kids-ELL, Learning A-Z.
- Challenges continue to be SPED confidentiality, delivery of mandated services and getting K-2 students to submit work. K-2 is challenging for other districts in the region as well.
- Reinventing SRBI and figuring out how to use paras and tutors.

■ Phase 3

- Superuser teacher groups. Teachers are teaching peers to collaborate and provide professional training.
- Distance Learning workshops on Tuesdays.
- Weekly pushout common lessons on K-5 Google Classroom. Teachers have the option to use them but they are highly encouraged so it is consistent across K-5. Very successful!

- Parent and teacher tutorials with a link on the district webpage.
  - Professional development is being recorded for teachers to visit at a later time.
  - Challenges are balancing the flow of information and training in a strained environment. How much is too much and how much is too little?
  - Nine days in, the district checked to see how teachers were feeling. 79% of teachers were feeling confident. 4.5% are feeling lost and measures are in place to reachout to teachers who need additional support.
- Phase 4
- New virtual learning system and structures.
  - Redesigned Helpdesk.
  - Wednesday Grade Level and Department meetings.
  - Dr. Pascarella Friday updates.
  - Rapidly changing staffing needs. Meeting commitments with work life balance.
  - SPED:
    - Continuing to move forward with the one-on-one Google Classrooms for every student receiving services. This is to maintain student confidentiality. Each page is individually created for the student and their services outlined in IEP.
    - Also moving towards having teachers do more Google Hangout meetings. Can check in with students to see how they are doing socially and emotionally and able to deliver services.
    - Some students are still having difficulty with the online learning format. Making individualized decisions for those students. For some, there is more of a work packet format.
    - Working out a system in which we may look to provide services, with parental consent, in smaller groups. There are a lot of confidentiality pieces that go into those decisions so K. Truchsess is working that out with district legal counsel.
    - Trying to resume PPT meetings virtually. Putting structures and support in place.
    - Extended School Years. Summer school programming. Started conversations on what that may look like.
    - Concerns of compensatory services. For students that have had gaps or lapses in services due to school closure. Need to relook if any students are owed additional service time. Ongoing and will wrap around to next school year. This will have fiscal impacts on the amount of time and support needed for students.

- Making sure that district is connecting with ELL learners and providing support. SIOP coaches are providing tutorials for classroom teachers. Department Heads and K-5 ESL Bilingual supervisors are providing workshops, developing resources and classroom lessons for teachers.
  - Providing tutorials for families on how to get in Google Classroom and access work.
  - Looking for a way to test and identify new ELL students. We still have families registering for the district. How do we prevent a backlog by the time we do open. Make sure we are efficiently testing and placing ELL students in appropriate classes.
- Professional Development
  - Some topics that emerged were how to assess students in this environment, how to create more interaction and how to provide effective feedback. Focusing on those three main areas.
- Grading Update
  - State has issued guidance. Bottom line is encouraging pass/fail options. Decisions are still local and flexible. Districts need to articulate what they have done so colleges can interpret.
  - This is created so it will not hurt students trying to get into colleges.
  - Different colleges will have different requirements. Some are still counting SATs, some are not.
  - As long as we are clear on how we handle this time period, colleges will use that as part of their criteria.
  - CT SDE has crafted articulations and agreements with CT Universities.
  - NCAA will not penalize student athletes for pass/fail.
  - Final decisions will be made with clearer guidance from the governor around the 5/20/2020 target date.
  - All grades for Q3 at DHS and T2 for middle schools are available in PowerSchool. Elementary report cards are being sent out this month.
  - J. DaSilva asked if grade requirements were only for public institutions or all colleges in Connecticut?
  - K. Casimiro stated that this is for Connecticut community schools and state schools. There were some private schools in the webinar she attended that were out of Connecticut and they said no one will be harmed by pass/fail if it is on a transcript. That is taken into consideration as a moment in time. Other things are still held very importantly such as letters of recommendations.
- Next steps:
  - Monitoring Google Classrooms. Virtual Data Rounds to inform decisions and support teachers.
  - Still planning for the unknown as well as normal operations (grading, budgeting, staffing, scheduling, summer school).
  - Consideration for looping students at lower elementary if we have a delayed opening in the Fall. K. Casimiro gave MRP as an example as they do this for

K-2. The students would have the same teacher that they had the previous year. Seamless transition. The teacher knows exactly where the student is in education. They do not lose anytime with assessments. Teacher already knows the student's work habits and dispositions. When you loop students, you eliminate a lot of that so you can jump right in to teaching. Already have patterns, connections with students and families. Way to leverage growth and accelerate kids. Each school will be a little bit different. Has to be the right fit. Certification issues as some certifications are different for certain grade levels.

- Ongoing: assuring our students, families and staff members are safe and healthy.
- J. Britton asked what the verbage for is pass/fail. In his experience a pass does not affect your GPA but a fail does. K. Casimiro stated that we have a credit only option at the high school now and it would be similar. The pass would not hinder the student but the fail would have a number. There are other options as well. If it pertains to stress, job loss, health, there are other options like incompletes and health codes that don't necessarily equate to a fail on a report card.
- Dr. Pascarella stated that this is still just in conversation based on the guidance from the commissioner. Not necessarily a decision made for Danbury.
- Dr. Pascarella stated that Danbury was selected to give a state presentation on the initiatives that are being done in the district. He thanked K. Casimiro and her group for the great job getting us this far.
- Dr. Pascarella stated the question for next fall is monumental. We are deeply concerned about gaps and we have a responsibility to all of our students to do justice to their learning needs. We need to come up with a helpful model for them.

## **ACTION ITEMS**

### **A. Healthy Food Certification**

20-43 (pg.24)

**MOTION:** K. Conetta moved, seconded by J. Dasilva that the Board of Education approves the healthy food option: Pursuant to C.G.S. Section 10-215f, the Board of Education or governing authority certifies that all food items offered for sale to student in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2020, through June 30, 2021. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

**Motion passed at 7:00 pm**

MOTION: K. Molinaro moved, seconded by J. Dasilva that the Board of Education approves the food exemptions: The Board of Education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food sales.

**Motion passed at 7:03 pm**

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

**Motion passed at 7:04 pm**

B. March Operating Results Analysis (General Fund & Grants)

MOTION: K. Conetta moved, seconded by J. Dasilva that the Board of Education accept the March 2020 Operating Results Analysis (General Fund & Grants) in accordance with 20-44 (pg.29)

- C. Leborious stated that the big picture for the operating budget was that the district has a \$228,000 surplus at this point in the budget. But that is offset by a gap that we have with the school lunch program that results in a \$750,000 negative. The net is about negative \$521,000.



- Every month that we operate the food service program, we operate in the red. We do it because it is the right thing to do as we are feeding about 2000 families a day.
- We have not laid off any staff members in accordance with the Executive Order 7R by Governor Lamont.
- The school lunch program is a revenue supported program. We are not making any revenue.
- We will have to make up for that deficit.
- Net positive of about \$125,000.
- Savings in not paying for daily subs, transportation, fuel, electricity, and propane. That is offset on things we had to invest in such as chromebooks, food services, specific technology for SPED students, Distance Learning software investments and PD in remote learning.
- Big savings in benefits right now. Saw a savings of about \$1 million in health insurance because people are not going to doctors. That is uncertain for the upcoming months as people may get sick.
- Strategy is to be as prudent as possible so that we can put ourselves in the best position to be in a good fiscal place next year.
- Refining look at benefits piece, making further adjustments with fuel and utilities (might purchase propane now since it's cheap). A grant report attached for Board members showed 82.6% spent year to date of all the grant funding. Total grant budget is \$32 million.
- Looks like we will be able to roll some of that alliance money to next year.
- We don't have a number yet from the city as the mayor is still working on the budget. We will have to be very prudent and very careful when we plan for our budget next year.

**Motion passed at 7:16 pm**

### **SUPERINTENDENT'S REPORT**

- Graduation
  - This is a big issue across the state.
  - Commissioner said anything we plan has to be aligned with the health department.
  - We all want to have something for our students, but it has to be safe.
  - Might be a little difficult for districts to have control with the general public, so the commissioner is asking districts to be mindful.
  - Principal Donovan is getting input from the students.
  - Graduation right now is scheduled for 6/12/2020.
  - K. Walston stated that he will be speaking to Adult Ed as well on their graduation exercises to discuss at the next meeting.
  - J. DaSilva asked if we can bring students back for graduation so we can postpone instead of cancel. Dr. Pascarella stated that the commissioner spoke about that and some districts are thinking of postponing to July and even

December, when students return from colleges and winter break. The possibility is yes if the Board chooses to do so.

- School Opening
  - K. Walston stated that the district was invited to participate in a webinar to encourage districts to reconvene it's security and safety committee to develop an annex to the district safety plans. Reconstitution of schools post Covid-19.
  - First formal meeting will be held on 4/20/2020 from 2:30 to 4:00 pm. A. Russo volunteered as the liaison.
  - Purpose is to review the safety plan as it is currently written.
  - Typically an annex to plan. One of the annexes to this plan will be around safety and security post covid.
  - Some items the team will need to consider is to identify key community members and stakeholders to be on the team. Chief of Police, EMS representative, fire department, head of facilities, head of security, cabinet members, etc.
  - Looking to develop goals for the committee. Goals would focus on hazards, such as Covid-19. Clearly define the roles of members on the team.
  - Frankly, we need to anticipate another wave of Covid-19.
  - Address key prevention strategies in the plan and talk about how if we had to close schools again or if there was a modified school closing, have a plan in place for some type of academic engagement.
  - In addition, plan school events and what social distance looks like at those events.
  - Talk about how to get supplies in staff hands so that classrooms can be disinfected on a daily basis.
  - Consider staff and student absences and how to support in the event of those cases.
  - Tracking student and staff absenteeism to try to identify any trends in the data to see if we could learn anything.
  - Continue to promote social distancing throughout the district.
  - Look at the district calendar and talk about what a typical school calendar activity looks like. Perhaps reduce some of that school activity.
  - Phase 4 is anticipating when there is an announcement of return to school and what conditions will look like.
  - Continue communicating with the Health Department and ongoing collaboration with them.
  - Heightened surveillance.
  - Looking forward to getting back to school but also understands it will look very different when we come back.
  - Communication with the public will be very important.
- CARES Act Summary/Governor's Executive Order 7R 20-45 (pg.35)
  - We anticipate that the district will receive about \$2.2 million dollars based on our assumption with speaking to the State CFO. Application was submitted on 4/14/2020. Anticipated CT will get \$111 million of which Danbury will be allocated to get \$2.2 million (elementary and secondary relief fund). That

funding is flexible in that it can support any activities that are authorized by the IDEA, ESEA and for any Covid related activities or Perkins Grant. Have a little over a year to spend it up until 9/2021. It will offset the food gap we have now. 83% of our title one allocation.

- Governor's Emergency Act Fund. State will get \$28 million statewide. Broadly speaking, will go to most significantly impacted areas. Not sure how the governor will use that money.
- FEMA funding. District is working with the city to submit FEMA claims related to materials purchased for this pandemic (gloves, sanitizers, masks, etc).
- Memo will come through in regards to the \$111 million on 4/23/2020. 15% of that money will be set aside for governmental use. Rest will be distributed throughout the State of Connecticut. We have been arguing for categorical money, meaning it would come directly to the Board of Education. That has been achieved because the money is being distributed through Title I. That will be about \$2.1 million.
- Concerned about allocation from the city. Hopefully that money that we do receive, if we are careful, we will be able to utilize it next school year.
- Urban areas that are getting as much money as we are through Title I, probably will not see the other part of the money. That will likely be distributed to other districts that are not Title I eligible.
- Mayor Boughton is hiring czar for the Covid-19 money. Maybe we can find other grants to help bring other money into the district. Other than Title I \$2 million, don't see the district getting much more.
- Thanked L. Daly, Texas Roadhouse, E. Palmares, The Dream Foundation, United Way and Boehringer Ingelheim for providing lunches for students during Spring Break.

### DISCUSSION

- Sal also said he spoke to Joe Britton. Will need to work on ed specs. Glen is working on getting a draft together for the board. Facilities committee meeting. Granville contact is signed. June 2nd is the referendum date. Specs need to have that in the city by the end of June.

### INFORMATION

- K. Thompsin spoke about the upcoming interview process.
  - 4/28/2020 will start with two middle school assistant principal vacancies by interviewing a small group of internal applicants. J. DaSilva will be Board representative.
  - Then will look at what went well and what didn't go well and figure out how to run the elementary interviews.
  - Teacher applications will be harder.
  - The HR team is looking at different virtual platforms for teacher interviews.
  - At this point, we will digitally onboard staff once they accept the position.

### BOARD CHAIRPERSON'S REPORT

- Policy Committee meeting will be held 4/29/2020 from 5:30 -6:30 pm.

### **EXECUTIVE SESSION**

MOTION: J. DaSilva moved, seconded by J. Britton that the Board of Education convene in Executive Session for the purpose of discussing vendor negotiations and legal strategy.

**Motion carried at 7:30 pm**

Present: Joseph Britton, Rachel Chaleski, Kate Conetta, Gladys Cooper, Joseph DaSilva, Richard Jannelli, Albert Russo, Amy Spallino, Loren Daly, Kathleen Molinaro, Kathryn Hodgdon  
Also Present: Dr. Pascarella, Courtney Leborious, Kelly Truchsess, Kim Thompson, Kevin Walston, Kara Casimiro

### **PUBLIC SESSION**

K. Molinaro moved, seconded by J. DaSilva, that the Board of Education return to Public Session. The motion passed at 8:01 pm.

### **ADJOURNMENT**

K. Molinaro moved, seconded by J. Dasilva, that the Board of Education adjourn its Meeting of April 22, 2020 and the meeting was adjourned at 8:02 pm.

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Kathleen Molinaro, Secretary

(Meeting was videotaped)

# POLICY COMMITTEE MEETING

APRIL 29, 2020

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## Attendance:

G. Cooper, R. Chaleski, A. Russo, K. Conetta, K. Molinaro, K. Walston, R. Jannelli

Chair, R. Chaleski, called meeting to order at 5:30 p.m.

Opening statements from chair included a proposal to review and to include in DPS policies Emergency and disaster preparedness policy. An example was presented to committee for review. Ms. Molinaro asked that our Health Services Coordinator review a document for additions or deletions. Mr. Walston will ask Ms. O'Dowd to peruse document. Committee voted unanimously to bring document to full BOE for first reading asap.

Committee voted unanimously to bring item 2131.1 (Appointment of Designee for Superintendent) to full board as first reading

Committee asked that By-Law 9321, specifically about electronic participation, be looked at by council for review of language. A recommendation will be brought to next committee meeting for discussion and further action.

## Policy Updates:

Cabe has approved the following changes for full Board's first readings:

Series 1000 - Community Relations

Series 9000 - By-Laws

Series 3000 - Business/ Non- Instructional Operations

Mr. Walston updated committee on Strategic Planning as it pertains to portrait of a graduate

Code of Conduct is in draft form and circulation through principals, pilot schools and community via surveys for full BOE approval. Committee voted unanimously to have a full BOE workshop before final approval.

Motion to adjourn at 6:21 p.m. K. Conetta seconded G. Cooper

# MEETING SITES AND FACILITIES

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MAY 7, 2020

Attendance:

Chair:	Joe Britton
Committee members:	K. Molinaro, J. DaSilva, A. Russo, A. Spallino
Board Chair:	G. Cooper
20/20 Committee Member:	R. Chaleski
Superintendent:	Dr. Pascarella
Cabinet:	K. Walston, C. LeBorious, K. Truchsess
City Representatives:	A. Iadarola, D. Petrovich, R. Jalbert, G. Yeakel

Chair called committee meeting called to order @ 4:32 p.m.

Mr. Britton turned meeting over to Dr. Pascarella for introductions and brief overview.

Mr. Yeakel updated committee on the plans to annex the Osborne Street Building to Ellsworth Ave School. Mr. Yeakel shared the plans for renovation that will allow for 7 additional classrooms that will service Early Childhood and primary levels. Dialogue ensued regarding egress, safety parking and playground issues.

Mr. DaSilva asked that funding for this project be investigated with State Dept. regarding changes in reimbursement levels. Mr. Russo asked that Dr. Pascarella move forward with City to plan for Middle School overcrowding issues. Ms. Chaleski asked if the Osborne Street renovation will be flexible space as originally discussed

The Educational Specifications were discussed and formalized with all stake holders. The projected occupancy is scheduled for fall of 2022.

Storage issues were also discussed and an alternate plan for storage of records has been secured

Motion to send Ellsworth Ave. Specifications to full board for approval. J. Britton seconded by J. DaSilva. Motion Carried.

Dr. Pascarella asked K. Truchsess to update committee on the Granville Ave location. This location will allow for 2/3 of the preschool children to be in one space. Completion of project is scheduled for August 2020

Sacred Heart School will also be ready to accommodate School Readiness and Special Education

Mr. Britton thanked all for their dedication and hard work on behalf of the students that attend Danbury Public Schools

Motion to adjourn at 5:38 p.m. J. DaSilva, seconded A. Spallino.

**Danbury Public Schools**  
Danbury, Connecticut

**DRAFT**

EDUCATION SPECIFICATIONS  
For Ellsworth Street School Annex



Dr. Sai V. Pascarella, Superintendent of Schools  
Kevin Walston, Assistant Superintendent of Schools  
Marnie Durkin, Principal, Ellsworth Elementary School  
Courtney LeBorious, Director of Finance and Operations

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## **I. INTRODUCTION**

The City of Danbury and Danbury Public Schools intends to pursue school building projects that will provide the necessary classroom and related spaces for the education of the children living in the City of Danbury. The district has hired a demographer who has prepared comprehensive enrollment projections for all grade levels which clearly indicate significant (and in some cases immediate) student growth in the district across all grade levels.

Appreciation is extended to:

Mark D. Boughton, Mayor, City of Danbury

City of Danbury Department of Public Works

City of Danbury 2020 Committee

Danbury Board of Education Facilities Committee

City of Danbury Building Committee

Danbury Board of Education

Dr. Sal V. Pascarella, Superintendent of Schools

Kevin Walston, Assistant Superintendent of Schools

Marnie Durkin, Principal, Ellsworth Elementary School

Courtney LeBorious, Director of Finance and Operations

## II. LONG RANGE PLAN / PROJECT RATIONALE

Over the last ten years, the Danbury Public School enrollment has increased 17%. During this time, the City and Board of Education have completed seven school construction projects to accommodate the increased enrollment. These projects include additions and alterations to three elementary schools, installation of modular classrooms at two schools, creation of a new middle school, and substantial additions to Danbury High School. Unfortunately, the enrollment growth has continued to climb beyond the eight year projections that drove these previous projects, and is now outpacing the new spaces that were previously created to accommodate the eight year projection at the time they were built.

Overall, new projections show a 10% peak increase over the next ten years, with a district-wide student population peak increase of 1,208 students. The largest enrollment for each grade level peaks at different years, and is broken down as follows:

- **Grades PK:** 81 student increase in school year '22-'23.
- **Grades K-5:** 192 student increase in school year '22-'23.
- **Grades 6-8:** 328 student increase in school year '27-'28.
- **Grades 9-12:** 559 students increased in school year '24-'25, continuing to increase to 688 in '29-'30.

The City and Board of Education have determined how to best accommodate the enrollment growth for each grade level on a short-term and long-term basis.

**Grades PK:** Identified short-term lease options for pre-K programs currently occupying elementary school classrooms to accommodate enrollment increase in the short-term.

**Grades K-5:** Concurrently to the above, immediately repurpose existing City-owned buildings adjacent to Ellsworth Avenue Elementary School and construct seven new classrooms within this building with a connecting corridor to Ellsworth Avenue School to accommodate the soon to hit future peak. This plan requires the existing school facility office to be relocated to a new building located on the City Public Works property.

**Lease Avoidance/Mitigation:** Currently the Board of Education is leasing private space for some of the district's Pre-K programs, with a second lease to free up space in existing K-5 schools in order to accommodate the future enrollment growth and better centralize Pre-K programming.

The City and Board of Education's long term plan is to construct an Early Childhood Center to accommodate all Pre-K programs and needs into one central location. This would be accomplished with a future building addition on to one of the district's elementary schools, allowing for the Board of Education to eliminate all leased spaces and meet all program and educational requirements more effectively and more economically.

### III. THE PROJECT

The work that needs to be undertaken to design the Ellsworth Elementary School Annex will include the following:

- a. The existing space at the Osborne Street facility will be altered to accommodate all program needs of the school and move classrooms out of areas designated as storage space at Ellsworth Avenue School. The Osborne Street facility is located adjacent to Ellsworth Avenue School and will serve as an Annex to Ellsworth School to better support an Early Childhood/School Readiness and Ellsworth Elementary student growth. The existing Osborne Facility is currently occupied by the BOE facilities department, school lunch, district registration and three early childhood classrooms. The facility department staff and functions will be relocated to another City owned building. Early Childhood, School Lunch and Registration will be temporarily relocated during construction but will return.

The new project shall provide for seven classrooms, office space, restrooms and a lobby space on the first floor. The second floor space will be for district wide registration and administrative offices that supervise early childhood programming located on the first floor. In addition, restrooms and a meeting space for Early Childhood staff will also be added to the second floor. The Osborne Street facility (now called Ellsworth School Annex) will be linked with an enclosed corridor to Ellsworth School allowing students to utilize core spaces such as the Media Center, Gymnasium and Cafeteria.

- b. Building design that conforms to current codes and standards.
- c. Energy conservation incorporated in the building design, equipment and energy management system.
- d. Site improvements will be limited. The existing Ellsworth School has 82 parking spaces. Approximately 36 additional parking will be added to the Ellsworth School parking to accommodate additional staff in the Annex Building. Existing parking located at the Annex site will remain and modified as needed. The play area will be expanded, and the existing play area will be modified to accommodate added play features such as a new playscape and hardtop play

areas. The existing site adjacent to the Annex will be modified to allow construction of the linking corridor from the Annex to the school.

- e. Hazardous materials at the Annex will be abated.
- f. Special attention to natural lighting and acoustics will be given to the new space in the Annex.
- g. Handicap accessibility will be accommodated for all building areas. An elevator will be added to accommodate access to the second floor
- h. Upgrade all electrical, heating and cooling systems to a modern standard, improving efficiency, indoor air quality and capacity.
- i. Increase building security and safety, including the installation of a fire sprinkler system, improved communications, systems, and security cameras.
- j. Improve instructional technology providing teachers with modern equipment to teach children such as LCD projectors, modern computers, interactive touch screen whiteboards, and other interactive instructional tools.

#### **IV. CAPACITY DATA**

The original 2009 design capacity of Ellsworth is 391. Enrollment has increased to the current 2019-2020 enrollment of 522 and is projected to grow to 634 in the 2024/25 school year. The project will yield seven classrooms in the Annex. The plan will devote three classrooms for early childhood education and four primary classrooms for Ellsworth Avenue School. The plan will return Ellsworth Avenue back to its design capacity of 391 students and the Ellsworth Avenue Annex will accommodate up to 100 primary grade students. The remaining 143 future enrolled students from the projected peak of 634 will be relocated to schools capacity gained from relocating existing Special Education Pre-Kindergarten programs as previously mentioned in Section II, Lease Avoidance/Mitigation (Milone & MacBroom Enrollment Report, November 2019/February 2020 addendum).

##### **Early Childhood** (Ages 3-5)

Due to children's needs all the furnishings, toilets and sinks should be at a level appropriate for children ages three to five. This classroom should have space to accommodate gross and fine motor activities as well as pre-academic lessons and an area for the children to sit together as a group. A coat area with large hooks and storage for each child's belongings is required. The classroom needs ample space to accommodate up to 20 children.

The outside play area for Early Childhood must be age appropriate to accommodate activities.

##### **Primary** (Grades K-1)

The Primary classrooms must accommodate large-group and small-group teacher-directed instructional activities. A horseshoe style table with six age appropriate chairs is required for reading instruction. Space will also be provided for students to read, write, research, and study for either individual or small group projects. Study areas will be identified by bookcases, as well as tables and chairs.

Primary instructional classrooms require storage space for classroom libraries, textbooks, reference materials, supplemental books, supplies, charts, globes, computers, calculators and audio-visual equipment. Coat and personal storage areas should be provided in the classroom.

Appropriate audiovisual, instructional technology (e.g. interactive touchscreen white board, LCD projector, computers, wireless tablets), projection screens, and maps will be needed in every classroom with room darkening window treatments. Maximizing display areas, bulletin boards and whiteboard space is recommended for these rooms.

The outside play area for the primary level must be extensive and varied to accommodate activities that range from the minimal space demands of jump rope to larger areas.

Grades K-1 require that the students change classes periodically during the day. Consideration should be given to the student traffic that will result from this academic arrangement. Student proximity to the library/media center, gymnasium, instrumental music and art/music rooms should also be noted.

## **V. LEARNING ACTIVITIES AND SPACE SPECIFICATIONS**

### **Elementary Instructional Space**

For the purposes of this education specification. The features of regular elementary classrooms that must be considered when housing groups of school children for instructional purposes will be divided into two (2) classifications:

- 1) Early Childhood (Ages 3-5).
- 2) Primary Grades (Including Grades K-1)

### **Technology Considerations**

A contemporary elementary school must be able to support varied uses of technology. In particular, the school's infrastructure should reflect the latest in wiring and cabling which would support current technology applications as well as future requirements. The school should have a networking capability as well as being adaptable for single computer use. Computers should support the full range of educational and operational functions in the school. Wireless tablets and charging stations should also be considered.

### Space Specifications

Primary Grade Classrooms	
Space – 850 SF minimum per classroom, each	
Quantity – Four (4) classrooms	
Access	<ul style="list-style-type: none"> <li>• Provide enclosed access to the main school for all core space usage</li> </ul>
Sinks	<ul style="list-style-type: none"> <li>• In-room sink with laminate countertops</li> <li>• Soap and towel dispenser</li> </ul>
Classroom Storage	<ul style="list-style-type: none"> <li>• Built-in bookcases and storage cabinets</li> </ul>
Teacher Storage	<ul style="list-style-type: none"> <li>• Lockable teacher storage wardrobe</li> </ul>
Toilet	<ul style="list-style-type: none"> <li>• Toilet with sink located in each classroom at a level appropriate for primary grade classrooms</li> </ul>
Student Storage	<ul style="list-style-type: none"> <li>• Coat and Cubby storage for each student</li> </ul>

Early Childhood Classrooms	
Space – 770 SF minimum per classroom, each	
Quantity – Three (3) classrooms	
Access	<ul style="list-style-type: none"> <li>• Provide enclosed access to the main school for all core space usage</li> </ul>
Toilet	<ul style="list-style-type: none"> <li>• Toilet with sink located in each classroom at a level appropriate for children ages 3-5</li> </ul>
Sinks	<ul style="list-style-type: none"> <li>• In-room sink with laminate countertops</li> <li>• Soap and towel dispenser</li> </ul>
Classroom Storage	<ul style="list-style-type: none"> <li>• Built-in bookcases and storage cabinets</li> </ul>
Teacher Storage	<ul style="list-style-type: none"> <li>• Lockable teacher storage wardrobe</li> </ul>
Student Storage	<ul style="list-style-type: none"> <li>• Coat and Cubby storage for each student</li> </ul>

Staff Room	
Space – 230 SF	
Quantity – One (1)	
Access/Location	<ul style="list-style-type: none"> <li>• Adjacent to the Annex entrance</li> </ul>
Sinks	<ul style="list-style-type: none"> <li>• In-room sink with laminate storage / counter-top</li> <li>• Soap and towel dispenser</li> </ul>
Storage	<ul style="list-style-type: none"> <li>• Lockable storage wardrobe</li> </ul>

Security Office	
Space – 108 SF	
Quantity – One (1)	
Access/Location	<ul style="list-style-type: none"> <li>• Adjacent to the Annex entrance</li> </ul>
Storage	<ul style="list-style-type: none"> <li>• Lockable storage wardrobe</li> </ul>

Early Childhood Offices	
Space – 150 SF, each	
Quantity – Four (4) offices	
Access/Location	<ul style="list-style-type: none"> <li>• To be located on the second floor</li> </ul>

Testing Room	
Space – 110 SF, each	
Quantity – Two (2)	
Access/Location	<ul style="list-style-type: none"> <li>• To be located on the second floor</li> </ul>
Acoustic	<ul style="list-style-type: none"> <li>• Room wall shall have an SCT rating of 55</li> </ul>

District-Wide Administration Open Office Space	
Space – 700 SF 6 work stations	
Access/Location	• To be located on the second floor

Early Childhood Conference Room (2nd Floor)	
Space – 120 SF, each Quantity – One (1)	
Access/Location	• To be located on the second floor

Registration Waiting Room	
Space – 450 SF, each Quantity – One (1)	
Access/Location	• To be located on the second floor
Seating	• Seating for twelve (12)

Storage	
Space – 350 SF, each Quantity – One (1)	
Access/Location	• To be located on the second floor

## VI. SUPPORT FACILITIES

Support facilities for the Ellsworth School Annex will be provided in the main Ellsworth Avenue School. The Annex facility will provide a separate, secure entrance for parents to enter for the purpose of registering their child for school. Space for this function will be provided on both the first floor and second floor of the Annex. The support facilities listed below already exist in the Ellsworth Avenue School.

- Principal's Office
- Main Office (Secretarial Area)
- Health Suite
- Faculty Room – Lounge
- Teacher Workroom
- Kitchen / Cafeteria
- Food Service / Manager Office
- Custodian Area

## VII. AFTER-SCHOOL COMMUNITY USES

All of the schools are used by the community. Some of the groups that regularly use the facilities include:

- a. Parks and Recreation Department.
- b. Civic organizations.
- c. School functions.
- d. PTA / PTO.

## VIII. ENVIRONMENT / SYSTEMS / EQUIPMENT

### Building Systems

The building systems incorporated into the new construction will be designed in accordance with green building standards.

#### Heating / Cooling (HVAC) System

- a. A new boiler will be installed to provide adequate heating capacity for the building.
- b. All spaces are to receive air conditioning with split AC systems.
- c. In-line water heaters for domestic hot water shall be provided during non-heating season usage.
- d. Perimeter heating will be provided by finned tube radiation and the possible use of ceiling-mounted radiant panels.

#### Climate Controls / Ventilation System

- a. The building will be designed with Direct Digital Control (DDC) systems, centrally tied into the Energy Management System via Graphical User Interface.
- b. Spaces should have independent, on demand heating, cooling and ventilation control for operational efficiency.
- c. Climate controls and ventilation systems need to meet current codes and standards.

#### Lighting System

- a. Efficient and appropriate natural lighting will be maximized within the facility as appropriate for the programmatic use of the spaces.
- b. Motion sensors and dual switching will be installed in classrooms.
- c. Use LED lights throughout.
- d. Attention should be given to security lighting for both the interior and exterior of the building.
- e. Emergency back-up will be via local battery ballasts.

#### Electrical (Power) System

- a. Power to be provided by a local utility company. The existing electrical service will be upgraded as needed.
- b. Distribution will include customer metering.

#### Technology

- a. There shall be a combined voice/data system with "VOIP" (Voice Over Internet Protocol) design.
- b. The school shall have ceiling-mounted projectors with media controlled both locally from the teacher's station and with a centralized media system at the head end.
- c. Head equipment shall be housed in an MDF with 24-hour environmental control.
- d. Horizontal cabling shall be Cat. 6.
- e. Cable shall be run in corridors to support horizontal cable structure.
- f. Fiber back bone between the MDF and IDF rooms shall be multi-media type.
- g. Provide fiber optical cable from street to MDF.



### **Security**

- a. Digital video surveillance of exterior and interior areas of the building, and an electronic security system with keypad enabling access control should be installed into the school.
- b. Design the plan in such a way to prevent access to instructional areas of the school when community events take place in assembly areas during non-school hours.
- c. Motion sensors shall be mounted in corridors.

### **Phone System**

- a. The existing Ellsworth Avenue School phone system will be upgraded. The comprehensive phone system will be integrated within the technology component of the project to be upgraded to today's technology standards to permit a voice over IP system.
- b. Install phones in every room of the Annex occupied by teachers or students at any given time, including all support and instructional spaces, integrated into the proposed Ellsworth Avenue phone system

### **Public Address**

- a. The building's public address system is comprehensive and will be addressed as part of the technology component of the project to incorporate internal building communications as well as external communications.
- b. The PA system should be developed in conjunction with the phone, clock, data, voice and video systems of the school.

### **Clocks**

- a. Clocks, similar to the existing phone system, will be integrated into the technology component of the project.
- b. All support and instructional spaces will include clocks.

### **Plumbing System**

- a. The plumbing fixtures/system will be designed per current and applicable codes.
- b. Fixtures will be self operating.
- c. Plastic piping shall be considered for domestic water and heating where possible.

### **Fire Protection**

- a. Both schools, Ellsworth Avenue School and the Ellsworth Avenue Annex will be fully protected by an integrated sprinkler system installed per NFPA 13.

### **Fire Alarm**

- a. Both schools, Ellsworth Avenue School and the Ellsworth Avenue Annex buildings will be protected by a fully-addressable analog, manual and automatic fire alarm system tied into the existing school.
- b. System design must be 100 percent compatible with current district standards.

### Acoustics

- a. Suspended acoustical ceilings will be installed throughout the building.
- b. Corridor and office walls should provide adequate separation for sound control.

### Windows / Doors

- a. Windows should be high efficiency, operational, and low e-glass.
- b. Windows and rated doors will be installed in accordance with applicable codes.

### Primary Level Classrooms

Each space should provide:

- a. Classroom flooring to be vinyl enhanced tile (no wax) and student carpet tile for on floor activities
- b. Adequate wall space to accommodate learning centers (tackboards / whiteboards).
- c. Age appropriate color schemes.
- d. Classroom lighting specific to instructional needs.
- e. Windows with screens providing ventilation and natural light.

#### *Furnishings (Each Classroom)*

Each space should provide:

- a. Room darkening blinds.
- b. Maximum number of display areas, bulletin boards and whiteboard space (recommended).
- c. Several large bulletin boards positioned around the room.
- d. Space and electrical outlets for four (4) computer stations with computer tables and student chairs plus internet accessibility.

#### *Furniture (Each Classroom)*

Each space should provide:

- a. Pupil tables and chairs (adjustable - movable).
- b. Three (3) small tables with four (4) chairs each positioned around the room for center instruction.
- c. Two (2) kidney-shaped tables with six (6) chairs each for activity groups.
- d. Four (4) drawer vertical file cabinets (two per classroom) with locks.
- e. Adult size visitor's chair.
- f. One (1) teacher desk/chair/technology workstation.

#### *Equipment (Each Classroom)*

- a. Magnetic whiteboards, accessible to children.
- b. Cabinets with large drawers to handle large posters, big books, etc.
- c. Adult-level counter as teacher workstation.
- d. Sturdy, movable easel/whiteboard (child size).
- e. Appropriate Audio-Visual Instructional Technology.
- f. Four (4) computers with appropriate wiring and power.
- g. Tablet charging station for 25 tablets.

### Early Childhood Classrooms

Each space should provide:

- a. Classroom flooring to be vinyl enhanced tile (no wax) and student carpet tile for on floor activities
- b. Adequate wall space to accommodate learning centers (tackboards / whiteboards).
- c. Age appropriate color schemes.
- d. Classroom lighting specific to pre-kindergarten needs.
- e. Windows with screens providing ventilation and natural light.

*Furnishings (Each Classroom)*

Each space should provide:

- a. Room darkening blinds.
- b. Maximum number of display areas, bulletin boards and whiteboard space (recommended).
- c. Several large bulletin boards positioned around the room.
- d. Space and electrical outlets for four (4) computer stations with computer tables and student chairs plus internet accessibility.
- e. Tablet charging station for 10 tablets.

*Furniture (Each Classroom)*

Each space should provide:

- a. Early Childhood pupil tables and chairs (adjustable - movable).
- b. Three (3) small tables with four (4) chairs each positioned around the room for center instruction.
- c. Two (2) rectangular tables with eight (8) chairs each for activity groups.
- d. Four (4) drawer vertical file cabinets (two per classroom) with locks.
- e. Adult size visitor's chair.
- f. One (1) teacher desk/chair/technology workstation.
- g. Dedicated Reading Area (individual carpet tiles) providing room for students to sit in front of an easel and a teacher's chair. Note: Book storage consisting of built-in low bookshelves with space for small book bins, or free standing low bookshelves would be beneficial in this area.

*Equipment (Each Classroom)*

- a. Magnetic whiteboards, accessible to children.
- b. Cabinets with large drawers to handle large posters, big books, etc.
- c. Adult-level counter as teacher workstation.
- d. Sturdy, movable easel/whiteboard (child size).
- e. Full length mirror (Mylar).
- f. Block carts plus an area where children can leave their completed block projects.
- g. Easel for "Big Books" and large posters.
- h. Appropriate Audio-Visual Instructional Technology.
- i. Play equipment for centers.
- j. Four (4) computers with appropriate wiring and power.
- k. Tablet charging station for 10 tablets.

### Staff Room (first floor)

Each space should provide:

- a. Flooring to be vinyl enhanced tile (no wax)

- b. Windows with screens providing ventilation and natural light.
- c. Air conditioning.

#### Furnishings

Each space should provide:

- a. Room darkening blinds.
- b. Magnetic whiteboard.
- c. Bulletin board.
- d. Multiple wall outlets.

#### Furniture

Each space should provide:

- a. Table and chairs for 6.
- b. Refrigerator and microwave

### Early Childhood Office (second floor)

Each space should provide:

- a. Flooring to be vinyl enhanced tile (no wax)
- b. Air conditioning.

#### Furnishings

Each space should provide:

- a. Multiple wall outlets.

#### Furniture

Each space should provide:

- a. One (1) desk/chair.
- b. Four (4) drawer vertical file cabinets with locks.

#### Equipment

Each space should provide:

- a. Appropriate technology.

### Testing (second floor)

Each space should provide:

- a. Flooring to be vinyl enhanced tile (no wax)
- b. Air conditioning.

#### Furnishings

Each space should provide:

- a. Multiple wall outlets.

#### Furniture

Each space should provide:

- a. One (1) table /chair for four
- b. Four (4) drawer vertical file cabinets with locks.

#### Equipment

Each space should provide:

- a. Appropriate technology.

#### Early Childhood Conference Room (second floor)

Each space should provide:

- a. Flooring to be vinyl enhanced tile (no wax)
- b. Air conditioning.

##### Furnishings

Each space should provide:

- a. Multiple wall outlets.
- b. Magnetic white board

##### Furniture

Each space should provide:

- a. One (1) table /chair for six
- b. Appropriate technology.

##### Equipment

Each space should provide:

- a. Appropriate technology.

#### Criteria For Selective Demolition

- a. Abatement of all hazardous materials.
- b. Selective demolition of existing wall as required to accommodate the new room layout.
- c. Selective demolition of existing mechanical, electrical and plumbing as required for the new layout design.
- d. Selective demolition of existing exterior wall as required to accommodate the new windows.
- e. Evaluate existing Ellsworth Avenue School structure to determine best practices for connector construction

#### Site Development

- a. Parking: Parking for visitors will be accommodated at the existing parking area. Staff will park in the expanded parking lot at Ellsworth School. In determining the existing size of the lot, consideration will be given to use of the building for community access. ADA and other code requirements will be addressed in design of parking.
- b. Drives: Consideration will be given to community access, parking locations, and student safety.
- c. Walkways: Walkways will be featured around the perimeter of the school. Access to the parking lots, playfields. Student safety is a key concern in design of walkways as well as ADA compliance.
- d. Playgrounds: The existing play area is limited in area due to site constraints not permitting open grass ball fields. The play area will be expanded, and the existing play area will be modified to accommodate added play features such as a new playscape and hardtop play areas. The existing playscape will remain in place.
- e. Landscaping: Landscaping will be designed to allow the school to blend with the environment

as well as provide passive cooling and windbreaks when possible. Trees and other greenery will be of a hearty variety and require little maintenance and which complement the building and site. Trees will be planted a sufficient distance from the building to avoid future maintenance problems. Consideration will be given to safety and security when placing foliage around walkways and areas of building access.

#### Construction Bonus Requests

The Ellsworth Avenue School houses the following special programs (as noted), and is eligible for a school construction bonus.

School Readiness:	C.G.S. 10-285a(e)- - Applicable.
Full-day Kindergarten:	C.G.S. 10-285a(h)- - Applicable.
Reduced Class Size:	C.G.S. 10-285a(h)- - Applicable.







**Instruction**

**Emergencies and Disaster  
Preparedness**

**Pandemic/Epidemic Emergencies**

The Board of Education (Board) recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the town/municipality and/or school district is threatened by a reasonably likely pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be of foremost concern along with the health, safety and welfare of the District employees and mindful of the overall health and welfare of the community.

**Planning and Coordination**

The Superintendent shall designate the head School Nurse or other appropriate staff members who in conjunction with the School Medical Advisor, shall serve as a liaison between the school district and local and state health officials. This designee and the School Medical Advisor are jointly responsible for connecting with health officials to identify local hazards, determine what crisis plans exist in the school district and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials and shall keep the Superintendent advised when the risk of a pandemic or an epidemic of a serious illness has materially increased.

The Principals and/or school nurse or other designee shall develop a curriculum component to health classes that is designed to teach students about preventing or limiting the spread of communicable diseases.

The District shall purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by the school Health and Nursing Services Coordinator and/or School Medical Advisor and the Connecticut Department of Public Health.

The Superintendent shall develop procedures and plans for the transportation of students in the event of an evacuation. Such procedures shall include provisions for students who cannot be

transported to home at the time of the evacuation.

## **Response**

In the event anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic, that person shall be immediately quarantined pending further medical examination, as recommended by state and national protocols. Local and state health officials shall be notified immediately.

In conjunction with local and state health officials, the Superintendent shall ascertain whether an evacuation (school closing), lockdown, or shelter-in-place needs to be established. As soon as such a decision has been made, the school district shall notify the parents/guardians of all students.

**P6114.8(b)**

## **Instruction**

### **Emergencies and Disaster Preparedness**

#### **Pandemic/Epidemic Emergencies (continued)**

In the event of an evacuation (school closing), the Superintendent is charged with determining when District schools shall re-open. In the event of a lockdown or shelter-in-place, the Superintendent shall notify all proper authorities and relief agencies to seek their assistance for the duration of the lockdown or shelter-in-place.

#### **Infection Control**

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by that individual's primary care physician or other medical personnel indicating that that person does not bear the risk of transmitting the communicable disease.

Students with excessive absences due to a communicable disease shall be given a reprieve from other Board policies relative to excessive student absences. Efforts will be made by the staff to determine what, if any, school work the student can complete while absent.

Staff members who are forced to miss excessive days of work shall first use any leave entitled to them through the Family and Medical Leave Act and/or accrued sick leave. If a staff member has still not received medical clearance to resume his/her work duties, absences in excess of a staff member's allotted leave be managed through existing contract provisions and will not affect the employee's right to continued employment.

### **Continuance of Education**

The Superintendent shall develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include, but are not limited to, providing students with assignments via mail or by email, local access cable television, or the school district's website.

The Superintendent, in consultation with the Board of Education, may amend the traditional class schedule and schedule of days. Such a plan may include extending the school day, having school days held on Saturdays if Connecticut statute changes, the use of previously scheduled vacation days, and/or extend the school year beyond the previously established end of school year, within applicable statutory requirements.

(cf. 5141.22 – Communicable/Infectious Diseases)  
(cf. 5141.6 – Crisis Management Plan) (cf. 6114 –  
Emergencies and Disaster Preparedness) (cf. 6114.6  
– Emergency Closings)

**P6114.8(c)**

## **Instruction**

### **Emergencies and Disaster Preparedness**

#### **Pandemic/Epidemic Emergencies**

Legal Reference: Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

10-221 Boards of education to prescribe rules.

19a-221 Quarantine of certain persons.

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Policy adopted: cps 1/07 rev 12/09 rev 2/20

**Administration Appointment of Designee for Superintendent of Schools**

In order to provide for unforeseen circumstances, the Superintendent shall appoint a designee. This designee shall function only when the Superintendent is out of the District. The designee shall function only in emergency situations. The Superintendent will inform the Board when he/she is out of District and who will be the lead administrator. If there is an unforeseen emergency situation, the Assistant Superintendent will be in charge of the District.

DANBURY PUBLIC SCHOOLS  
Danbury, Connecticut

9321(a)

**Bylaws of the Board**

**Time, Place and Notification of Meetings**

**Regular Meetings**

The Board of Education shall file with the Town Clerk, not later than January 31st of each year, the schedule of the regular meetings of the Board of Education, and shall post the schedule on the District's Internet website. No meeting shall be held sooner than thirty days after such filing.

**Special Meetings**

Notice of each special meeting of the Board of Education shall be filed not less than twenty-four hours in advance of the meeting with the Town Clerk and be posted in the Office of the Clerk giving the time and place of the special meeting and the business to be transacted. The special meeting shall also be posted on the District's Internet Website. No other business shall be considered by the Board at that special meeting. Each member of the Board of Education shall be notified by the Superintendent or the Clerk not less than 24 hours prior to the time of the special meeting and shall be advised of the time, place and business to be transacted, although any Board member may waive the 24-hour notification by a written waiver of notice or a telegram to the purpose.

**Notice of Meetings**

Notice of meetings will be mailed to persons filing a written request renewable in January of each year. The Board of Education will charge a fee for these notices based upon cost of the service, as provided by law.

**Electronic Participation**

The Board of Education allows electronic participation whenever there is communication by or to a quorum of the Board, whether the communication is in person or by means of electronic

Exhibit # 20-53

equipment. Meetings in which some Board members participate electronically are subject to the requirements of the Freedom of Information Act.

The Board may allow members to participate in meetings by telephone or other electronic means. Board members may not simply vote electronically, but must be connected with the meeting throughout the discussion of business. If a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate until the next item of business is opened.

9321(b)

## **Bylaws of the Board**

### **Time, Place and Notification of Meetings**

#### **Electronic Participation (continued)**

When a Board member participates electronically, the member will be considered present and will have his or her actual physical presence excused. The member shall be counted present for purposes of convening a quorum. The Board Secretary will document it in the Minutes when members participate in the meeting electronically.

Any Board member wishing to participate in a meeting electronically will notify the Board Chairperson and Superintendent as early as possible. The Superintendent will arrange for the meeting to take place in a location with the appropriate equipment so that Board members participating in the meeting electronically may interact and the public may observe or hear the comments made. (Each part of the telephone conference call meeting shall be audible to the public at the location specified in the notice for the meeting. The location designated in the notice as the location of the meeting shall provide two-way communication during the entire telephone conference call and the identification of each party to the telephone conference call shall be clearly stated prior to the meeting.) The Superintendent will take measures to verify the identity of any remotely located participants.

The Board of Education authorizes that the Board Chairperson or presiding officer may allow Board members to participate electronically in a Board meeting if there is good cause why the Board members cannot attend in person and the request is received sufficiently in advance to allow a good quality electronic connection to be set up. Members who participate in a Board meeting through electronic means may be counted in the quorum. The location of the meeting must be in the normal location to allow the public to adequately monitor the meeting. Due to security concerns, electronic participation in closed executive sessions will not be permitted.

(cf. 9327 - Electronic Mail Communications)

9321(c)

## **Bylaws of the Board**

### **Time, Place and Notification of Meetings**

Legal Reference: Connecticut General Statutes 1-200

- 1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3
- 1-227 Mailing of notice of meetings to persons filing written request.
- 1-228 Adjournment of meetings. Notice.
- 1-229 Continued hearings. Notice.
- 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
- 10-218 Officers. Meetings



Bylaw adopted by the Board: rev 11/10 rev 8/12

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.