

BOARD OF EDUCATION MEETING

May 4, 2015

Members	B	D	G	G	M	P	S	S	R	R	Agenda Item	Action Authorized
X			X	X	X	X	X		X	X	<p>I. Call to Order - Roll Call of Members</p> <p>The meeting was called to order at 6:33 p.m.</p> <p>II. Pledge of Allegiance</p> <p>III. Roll Call of Members PRESENT at this Regular Meeting of the New Britain Board of Education held at New Britain Educational Center.</p> <p>X X Mrs. Beloin-Saavedra stated that Mr. Sanders was still home recovering from his illness. She was hopeful that he will be able to join the Board at the next Board of Education Meeting.</p> <p>ADMINISTRATORS PRESENT: Dr. Carabillo, Mr. Stacy, Mr. Kane, Mr. Moore, Mr. Salina, Ms. Bruemmer, Ms. Cassada, Mr. Prokop, Mrs. Clerkin, Ms. Perez, Ms. Hill, Ms. Harris, Ms. Falvey, Mr. Verdi, Mr. Chambers, Ms. Robles, Ms. Torres, Mr. Miramant, Ms. Murray, Mr. Ortiz, Ms. Sarra, Mr. Foran, Ms. Major.</p> <p>IV. Meditation</p> <p>V. Public Participation None</p> <p>VI. Student Participation - Marie Mocket and Imari Watson Ms. Mocket stated that last week the juniors took an SBAC test and it was quite interesting. She said that the test had a certain level of difficulty to it and she was wondering if the students can have more days to complete the test. She believed that having more days for testing will help students focus more. Mrs. Beloin-Saavedra said that there are testing protocols, but it might be possible to look into time schedule to accommodate student needs, as those test are not timed. She believed it would not be a problem to split up the tests.</p>	

Mrs. Beloin-Saavedra
 Mr. Davis
 Mr. Gay
 Mrs. Greco
 Mr. Mercier

Mr. Pina
 Ms. Sanchez
 Mr. Sanders
 Ms. Rodriguez
 Ms. Rosado

VII. Awards

- Pro Start Culinary Program Awards

Mrs. Beloin-Saavdra said that the students from Pro Start Culinary Program prepared a meal for the Board Members. She said that the students introduced themselves to the Board and Board Members were very proud of them. Six students were present at the Board Meeting, five of them were seniors and one was a junior. Mrs. Beloin-Saavedra stated that she believed that the students will be a success in their post-secondary education. Mr. Cooper stated that he was very proud of the students' success and he said that the meal they prepared was very good. Mr. Cooper thanked all students for their great work. The following students were recognized for their accomplishments: Voshon Ashman, Dylon Flores, Luivanny Francisco, Shelimar Gonzalez, Shanell Luna, Efrain Morales. Jr., Juan Quinones, Genesis M. Santiago, Mario Hiloj. Ms. Eleanor Goldman, a teacher in charge of the program, was also recognized for her outstanding support of students in the program. Ms. Goldman said that it was her first year at NBHS and the best part of her year was teaching students in Pro Start Culinary Program. She added that the students are amazing, positive and very professional. On regards to the program, Ms. Goldman said that 2/3 of it are introductory classes and 1/3 is pre-professional (training to work in restaurant environment). The students competed State wide and won a second place. The students had to work for many hours after school for several weeks, they developed their own recipes and they did really well.

- Atsugi, Japan's Art Show

Mrs. Clerkin stated that Atsugi, Japan is one of five sister cities of New Britain. This sister city relationship was established on May 31, 1983. Atsugi is mainly known as a bedroom community for the Tokyo-Yokohama metropolitan area. Every year around November, the Atsugi Board of Education requests artwork from our students in New Britain to be sent from us to them for their art show in Japan. Mrs. Clerking added that each year she extends the invitation to all the art teachers In the District based on Atsugi's specification. The specifications include children ages six to fifteen, pictures and designs using any materials, with about ten pieces sent to them by January for display in February. The student pieces were selected and matted by their teachers then shipped out (usually in December) to ensure the delivery by the due date. Atsugi's Superintendent in turn sends a lovely thank you letter and token of appreciation to each child. The following students were recognized for their achievements: Xavier Ramirez (Gaffney school 5th grade), Daniel Torres (Vance school 4th grade), Aniyah Bishop (Vance school 4th grade), Adelisa Avdic (Chamberlain school 4th grade), Jeraline Ramirez (Smalley

Academy 1st grade), Julia Pokrywka (HALS Academy 7th grade), and Sara Colapietro (HALS Academy 6th grade). The following Art teachers were recognized for their outstanding support: Christine Wilmes, Ann Marie Stavola, Ursula Brodowicz, Elizabeth Emerson and Jayne DePole-Bogucki. The students that were present at the Board meeting described their art work and the materials they used for it. Mrs. Beloin-Saavedra congratulated all students on being part of the Art show and for being selected for their artwork to go Atsugi, Japan. She added that the Board looks forward every year for the students to present their art work. She stated that everybody was proud of the students and the teachers and their wonderful talents.

VIII. Update on ELL Programming: Position Statement/Curriculum

Ms. Cassada stated that there were some mis-conceptions in regards to the District’s ELD program and bilingual education. She stated that in regards to position statement on the education of students who are English language learners, the Connecticut State Board of Education believes that high-quality, comprehensive and effective English as a Second Language (ESL) and bilingual education programs are essential to acquire English language proficiency and academic proficiency for students who are English language learners. The Board believes that research-based instructional practices that supports ELLs in general education classrooms are essential while they are acquiring English and well after they have exited the intensive programs. Our State, districts and schools are mandated by the United States Civil rights Act of 1964, the No Child Left Behind Act of 2001 and the Connecticut Bilingual Statute to ensure that ELLs receive specialized services to meet their language and academic needs. The Board affirms the importance of all students becoming socially and academically prepared to be successful. ESL programs, taught exclusively in English, strive to help ELLs to acquire a level of English proficiency in listening, speaking, reading and writing that will allow them to master the same content and meet the same academic performance standards expected of students whose first language is English. ESL program models vary among districts (ELD is New Britain’s Model and SIOP). The type of program and amount of services students receive are determined by considering the language proficiency levels of students. For students who enter in grade 10 and come to the District from other countries or being transferred from other districts or States, a “sheltered” instruction model is being used. The type of program and amount of services that students receive are determined by considering the language proficiency level of students. Students must also be given

opportunities to interact socially with their English speaking peers, sports, clubs and other after school activities. The programs recognize native language assets that enrich lives and may be used to support academic instruction. Acceptance within the school community and a climate that promotes social and emotional well-being will enhance the school experience and student learning. Ms. Cassada added that the Connecticut Bilingual Statute requires bilingual education programs to be provided in schools that have 20 or more speakers of the same native language who are identified as ELLs. These programs enable students to become proficient in English and academic content areas through the instructional use of both English and student’s native language. The Board believes that bilingual instruction can provide a foundation to enhance student’s native languages and academic achievement while developing proficiency in English. These programs allow students to receive culturally responsive instructional curriculum and pedagogy and to develop English language skills while using their native languages to succeed academically (Push-in, Push-out, Native Language Support is provided in Spanish, Arabic and Polish, Dual language SLD at DiLoreto are New Britain’s bilingual programming). The Board values Connecticut’s diverse ethnic and linguistic populations and affirms that our educational system must respect the uniqueness of all students and the languages they speak. In Connecticut, 133 languages are spoken among the thousands of ELLs in our schools. To close the achievement gaps that have historically separated ELLs from native speakers of English, rigorous programs and services must be provided to every students who needs them. ELLs in general education classrooms must receive the differentiated instruction and ongoing support that will enable them to acquire content, academic vocabulary and English language skills simultaneously. A student’s level of English language proficiency must be taken into consideration and, when necessary, students will need extended learning time. Despite the exceptional rates at which young students can learn to speak a second language, the rate of acquiring cognitive academic proficiency in reading and writing differs among language learners. All certified and pre-service teachers, administrators and staff need professional development to become more effective when teaching ELLs. Strong partnerships with parents, community organizations, businesses and universities that respect and celebrate cultural and language differences can provide additional support for these students. Ms. Cassada stated that there is also misconception that the District does not have Spanish books. There are district wide Spanish curriculum materials. The following resources are available online through Think Central:
 - Journeys “Senderos” Reading teacher resources - English and

Spanish

- Reading student books - English and Spanish
- Math Expressions teacher resources - English and Spanish
- Math Expressions student books - English and Spanish
- Science Fusion Teacher Resources - English and Spanish
- Science Fusion student books - English and Spanish

MS. Cassada added that the following resources are available online or in print:

- Prentice Hall Literature book teacher resources - English and Spanish
- Prentice Hall Literature book student books - English and Spanish
- Connected Math teacher resources - English and Spanish
- Connected Math Student books - English and Spanish
- Interactive Science teacher resources (Gr. 6 and 7) - English and Spanish
- American History teacher resources (Gr. 8) - English and Spanish

Ms. Cassada stated that a small number of community members have raised concerns about the New Britain Public Schools’ programs of English as a second language and bilingual instruction. She added that Fox 61 mistakenly reported that thousands of parents were upset over District’s ELD program. In light of this misinformation circulating about the district’s program, it is important to clarify several key misconceptions about the important work the students and staff are doing. Second false claim about the district’s program is that the program does not comply with State and Federal law. That is not true as well as the District is compliant. Another false claim is that much of the criticism of the district’s selection of the ELD model is the result of what seems to be honest misapprehension. Critics claim that the program has been found to violate the law, that the program segregates students, and that students are denied access to core academic classes. None of these claims have any basis in fact or reality, and unfairly compare the district’s program to implementation failures in other states. Ms. Cassada stated that another misconception is that ELD took place of bilingual education. That is not true either. Another misconception is that the District eliminated bilingual and TESOL teachers. That is not true. Bilingual and TESOL teachers are now called ELD teachers and this past year the district has in fact added 26 teachers to 47 teachers supporting the district’s bilingual and ESL programs. The district has also added support assistants who provide push-in an pull-out native language support to students throughout the district. The district put in place a rigorous professional development series to provide training, coaching and support for the staff, who in turn can better support District Els. Ms. Cassada

added that every EL student in New Britain High School is enrolled in core academic courses (Math, Science, History), a high school student may receive his or her instruction in a mainstream core academic class, through sheltered instruction, or in a bilingual class, depending on the student’s level of proficiency and time spent/remaining in the bilingual program. Some EL students will be able to earn up to two credits for World Language. Current Grade 8 students and incoming high School students next school year can choose to be tested for language proficiency in a World Language course; if these students pass the proficiency assessment, they will earn the appropriate credit and corresponding language level. Ms. Cassada stated that three years ago DiLoreto school was among the State’s worst-performing schools. More than half of the students attending DiLoreto were classified as Els. DiLoreto dual language program was not being implemented with fidelity, and students suffered because of it. Now, as a member of the Commissioner’s Network, restructuring program designs and instruction at DiLoreto is a high priority, there is a strong focus on English language development as well as Spanish language development. The language teaching at DiLoreto features direct instruction of critical grammar components together with structured opportunities for student practice. Ms. Cassada answered all the questions from the Board.

IX. Executive Session if Needed

- DiLoreto Alliance Grant MOU

- Administrative Appointment - Director of Pupil Services

Mrs. Beloin-Saavedra stated that the Board will go into Executive Session after Academic Updates.

X. Academic Updates

- Satellite Careers Academy - Michael Foran

Mr. Foran stated that it was a first year of the program and in a lot of ways it was a pilot year. He said that the primary goal is to increase the graduations rate and the sub-goal is to make sure that students are earning credit at or exceeding the rate necessary to meet the graduation rate. Md. Foran stated that 93% of SCA students earned less than 5 credits in 2013-2014 school years and 52% earned less than 2 credits. The goal is that 70% of SCA students will earn 7 or more credits in 2014-2015 school year.

Current data for Semester 1:

- 4 + credits - 69%
- 3.5 + credits - 78% (SLO goal 70% earn 7 or more credits for the year)

Mr. Foran pointed out that 79% of SCA students earned more credits in Semester 1 of this year than they earned in all of last year. Mr. Foran pointed out that 74% of SCA students were chronically absent during the 2014-2015 school year. The goal is

to reduce that number by 25%. Mr. Foran gave an overview of current data (as of April 24, 2015). He said that 41% of SCA students have been absent less than 10% of the school year. This is a 15% improvement from last year which is 10% less than the goal. 61% of students are absent less than 20% and 82% have average daily attendance. There were 14 out of school suspensions as of April 24, 2015. Mr. Foran added that SCA engages families and other stakeholders to collaborate about school-wide and student specific learning needs:

- parents are contacted daily if students are absent
- parents are contacted regarding student's academic progress regularly
- students review progress towards graduation after each marking period
- students maintain their own graduation plan
- student advisory group meets with the principal to plan school-wide activities

Mr. Foran pointed out that SCA has a goal of accessing community resources that provide resources and opportunities for student

- Gaffney-student volunteers in classrooms and other school activities
- Tunxis (English and Math NBHS courses; Financial Aid Assistance)
- CCSU (TRIO, Science Field Trips)
- New Britain Youth Services (Boys Group)
- YWCA (Girls Program, Potential Summer Program)
- Boys and Girls Club
- Take Back the Streets Event May 2, 2015 (IC, HRA, Pathways, NBPD)

- Friendship Center

Planned Future Community Partnerships:

- Goodwin Tech evening classes
- Tunxis articulated CAD and business classes
- Partnership with Whitsons and the Boys and Girls Club for evening internships
- YWCA Girls Group
- Expanded credit for work opportunities

Mr. Foran pointed out future needs for 2015-2016 school year:

- Fine Arts Staff to support 2016 graduation requirement for fine arts credit
- Social Worker

Projected Graduations by August 2016:

- Graduated after Marking Period- 3 (3-5th year 2014 cohort)
- Projected graduates June or August -35-42 (15-17-5th year 2014 cohort; 20-25-4th year 2015 cohort).

Mr. Foran answered all the questions from the Board.

- Chamberlain Elementary School - Jane Perez

Ms. Perez gave an overview of Chamberlain Elementary School Campus Improvement Plan. She stated that strategy for Goal 1 is that the learning community will create a school wide positive learning climate in which all staff are responsible for focused contributions toward the district’s vision, mission and goals.

Action steps are:

- review school’s vision and mission for PreK-5 school
- utilize Project CHILD model
- publish weekly news to communicate district/school initiatives aligned with school’s goals and progress towards goals
- conduct morning announcements that reinforce school’s vision, mission, goals and Chamberlain CARES expectations
- review district’s academic updates to ensure compliance/shared understanding with initiatives, academic progress and social emotional progress
- meet with teacher teams on a scheduled rotation to ensure student progress towards goals

Strategies for Goal 2 are:

the learning community will:

- establish and grow a strong professional team to improve teaching and learning
- articulate and implement a core instructional program with a challenging standards-based curriculum and high expectations for students
- use assessment, data systems and accountability strategies to improve adult practice and student achievement

Action Steps are:

- data teaming and content area goal setting
- implement and refine development and evaluation systems for teachers (IDRIVE)
- professional development for teachers
- response to intervention process
- collaborative curriculum lesson planning
- English language development
- use of PowerTeacher/PowerSchool/NWEA Data for progress Monitoring

- Link student performance goals to teacher evaluations

Ms. Perez said that the strategies for Goal 3 are:

- establish, implement and monitor a school-wide positive behavior support system that includes effective Tier 1, Tier 2 and Tier 3 proactive behavior supports
- education leaders distribute responsibilities and supervise management of the building facilities and practices so that the environment is conducive to learning
- establish an infrastructure for finance and personnel that operates in support of teaching and learning

Action steps are:

- implement process for monitoring attendance
- biweekly school attendance committee meetings
- safe school climate/positive behavior system (PBIS)
- the chamberlain way - CARES expectations and love wins
- coordination of organizational management
- access and alignment of resources
- recruit, support and retain high quality educators to maximize student learning

Measurable Outcomes- reduce the number of students with chronic absenteeism by 10%, reduce the number fo ISS/OSS incidences by 10%.

Strategies for Goal 4 are:

- ensure the success of all students by collaborating with families and other stakeholders
- respond and contribute to community interests and needs to provide high quality education for students and their families
- access resources in conjunction with other organizations and agencies that provide critical resources for children and families

Action Steps are:

- communicate clear expectations to families about district and school expectations and goals
- collaborate and engage families in the educational process to support student learning
- support parent teacher organization/school governance council
- partner with community agencies to provide resources to assist families and support student learning

Ms. Perez gave an overview of Chamberlain school demographics: Asian - 1%, Black - 15%, White - 17%, two or more races - 3% and Hispanic - 64%. Meal eligibility is: full price - 14% and free and reduced - 86%. There are 22% of special education students at Chamberlain school and 78% non-special education. 8% of students are ELL and 92% are non ELL. Ms. Perez said that there are 3 Sunrise classrooms at Chamberlain school, 2 PreK classrooms, 4 Kindergarten classrooms, 12 Primary classrooms - grades 1-3 and 6 Intermediate classrooms - grades 4-5. In total as of March there were 288 students that entered and exited Chamberlain school. With a total population of 560 students that represents half of the school's population and the school year is not finished yet. The majority of students enter Chamberlain school from other New Britain schools. Ms. Perez added that Chamberlain students scored higher than the district's average on NWEA testing. There was a growth in Tier 1 (Mean RIT score) and decrease in Tier 3 percentages. For Reading there are 204 students in Tier 1 (Fall) and 241 students in Tier 1 (Winter), 107 students in Tier 2 (Fall) and 112 students in Tier 2 (Winter), 163 students in Tier 3 (Fall) and 142 students in Tier 3

(Winter). For Math: there are 137 students in Tier 1 (Fall) and 223 students in Tier 1 (Winter), 111 students in Tier 2 (Fall) and 97 students in Tier 2 (Winter), 213 students in Tier 3 (Fall) and 187 students in Tier 3 (Winter). Language Usage: 130 students in Tier 1 (Fall) and 153 students in Tier 1 (Winter), 73 students in Tier 2 (Fall) and 64 students in Tier 2 (Winter), 97 students in Tier 3 (Fall) and 99 students in Tier 3 (Winter). Ms. Perez pointed out that Math results were not reflecting the right information as the students were tested on the skills they have not been taught yet. There is a total of 43 ELD students at Chamberlain school (grade K-9, grade 1-5, grade 2-8, grade 3-7, grade 4-9, grade 5-5). 9 students this year moved up to an academic level and 4 students will be exited from the program for next school year. Chamberlain school is working to reduce the number of students with chronic attendance issues. The chronic attendance issues was reduced from 24 % (2012-2013 school year) to 6% (2014-2015 school year). This year there is an increase of the number of students with attendance issues due to several factors: many students that are new to Chamberlain community, increase in numbers of students with social/emotional issues and students that struggle with family issues, mental health issues and loss of parents. There were many more DCF cases this year and more families that are struggling. All of that has impacted the suspension rate at Chamberlain school.

Ms. Perez answered all the questions from the Board.

- Frank J. DiLoreto School - Alejandro Ortiz

Mr. Ortiz , Mrs. Robles and Ms. Torres gave a presentation on Frank J. DiLoreto Magnet School Campus Improvement Plan. Strategy for Goal 1 is to create a school wide positive learning climate in which all staff are responsible for focused contributions toward's the school's vision, mission and goals. Action Steps are:

- daily, weekly and monthly updates that communicate to all internal stakeholders the school and district initiatives that are in line with the school vision and mission, and advance toward the district and state goals
- monthly highlights of Good News; calendar of events, Web Bulletins, Blackboard Connect Calls, Student and Staff recognition from the staff or community leaders
- publish and provide communication of school academic progress data reports to stakeholders group

Mr. Ortiz stated that effective daily communication of the school and district initiatives coupled with focused timelines resulting in better informed, higher functioning teachers and support staff by way of daily morning announcement bulletins, emails and twice weekly professional development.

Strategies for Goal 2:

- establish and grow a strong professional team to improve

teaching and learning

- articulate and implement a core instructional program with a challenging standards-based curriculum and high expectations for students
- use assessment, data systems and accountability strategies to improve adult practice and student achievement

Action steps are:

- analysis of Math, Reading and Las Links outcome measures
- school-wide data teaming
- implement and refine the development and evaluation systems for teachers (IDRIVE)
- implement and refine English and Spanish language development programs
- school based intervention: RTI/SRBI
- School and district based professional development for Curriculum, Instruction and Assessment

Mr. Ortiz said that based of Fall NWEA Math results, 25 % of all DiLoreto students scored at or above the average band Math proficiency in the Fall (174 students out of 694). 53% of all DiLoreto students scored at the low band level math proficiency in the Fall (368 students out of 694). Based on Winter NWEA Math results 31% of students scored at or above the average band Math proficiency (6% increase or 37 more students that met the goal). 47% of students scored at the low band level Math proficiency in the Winter (6% decrease or 48 less students that are no longer at that low band). Based on Fall NWEA Reading results 38% of all DiLoreto students scored at or above the average band reading proficiency in the Fall (264 students out of 694). 37% of all DiLoreto students scored at the low band level reading proficiency in the Fall (257 students out of 694). Based on Winter NWEA Reading results, 47% of all DiLoreto students scored at or above the average proficiency (9% increase or 56 more students met that goal). 30% of students scored at the low band level reading proficiency (7% decrease or 53 less students that are no longer at the low band). Strategies for Goal 3:

- establish, implement and monitor a school-wide positive behavior support system that includes effective Tier 1, Tier 2 and Tier 3 proactive behavior support
- education leaders distribute responsibilities and supervise management of the building facilities and practices so that the environment is conducive to learning
- establish an infrastructure for finance and personnel that operated in support of teaching and learning

Action steps:

- stakeholder surveys (teachers, students, families)
- universal Code of Conduct for all staff and students
- clean, safe and orderly building

- positive behavior intervention system (PBIS)
- monthly student celebrations
- weekly attendance committee meetings
- hire and retain highly qualified teachers

Mr. Ortiz said that DiLoreto school will reduce the number of students with chronic absenteeism by 10%. Last year status - 93 out of 765, 12% with chronic absenteeism. Status as of 4/01/2015-69 out of 762 students-9% with chronic absenteeism. DiLoreto school reduce the number of OSS/ISS by 10%. Last year status - 158 of OSS and 318 of ISS. Status as of 4/24/015 - 86 of OSS (Latino-64, Black-10, White-12) and 165 of ISS (Latino-134, Black 13 and White-18).

Strategies for Goal 4 are:

- ensure the success of all students by collaborating with families and other stakeholders
- respond and contribute to community interest and needs to provide high quality education for students and their families
- access resources in conjunction with other organizations and agencies that provide critical resources for children and families

Action Steps are:

- establish PTA/School governance council
- parent facilitator
- parent workshops
- family nights
- establish parent 2 hour pledge
- attendance meetings
- establish partnerships with educational institutions
- establish partnerships with community agencies

The target is to increase PTA membership; full school governance council membership, cohesive educational partnerships, increase partnerships with community agencies

Mr. Ortiz said that there is a 96% attendance rate at Frank J. DiLoreto school. 13.18% of all DiLoreto students are chronically absent (69 students out of 762). Mr. Ortiz pointed out that 405 students (57%) at DiLoreto School were Tier 1, 85 students (12%) - Tier 2, 191 students (27%) - Tier 3 and 32 students (4%) are special education students. There is a total of 243 ELL students at DiLoreto school. The number of students that met exit criteris is K-0, 1-0, 2-2, 3-4. 4-3, 5-11, 6-7, 7-18, 8-22 (total - 67 students).

Mr. Ortiz answered all the questions from the Board.

XI. Old Business

- Superintendent’s Request for Contract Extension

Mrs. Beloin-Saavedra stated that the request came to the Board in March, then it was back on April Agenda, but Mr. Cooper was not able to attend the meeting, so the agenda item was postponed

Motion
Second
Ayes
Nays

X X X X X X X X

until May 4, 2015 BOE Meeting. Mr. Cooper is currently in a third year of his 4-year contract that will end on June 2016. She added that when a Superintendent is hired, it's a 3-year contract and at the end of that contract if the Superintendent requests, the Board can do a 1-year extension. Mr. Cooper received that 1-year extension. New Britain had Superintendents that stayed in the District for a long time, there were Interim Superintendents and there were some that did not stay for a very long time. Mrs. Beloin-Saaverda pointed out that the leaders come into the district with some specific expectations and sometimes it takes long time to accomplish those expectations and sometimes it does not. She said that at this time it will be for the Board to vote and whether the Board believes that Mr. Copper needs another year or not to accomplish the job he was hired to do.

Mr. Mercier said that over the past several years there were significant gains in the District, a lot of various programs were initiated and there were improvements in academics, Arts program, implementation of ELD and creation of Satellite Careers Academy. Mr. Mercier believed that in asking for a contract extension, Mr. Cooper feels that he has more to offer to the District. Mr. Mercier stated that he could see gains in the District in almost every measurable area. Mr. Mercier stated that he was fully supporting Mr. Cooper and his request for contract extension.

Roll call of Board Members.
Motion failed.

MOTION
CARRIED

XII. Information Sharing

- Attendance Report
- Suspension Data
- Budget Update/Financial Reports
- Class Size Report/Free and Reduced Percentages

Mr. Kane gave an update on budget and financial reports. He stated that he added a new column for budget transfers. All negative balances have been cleared if the pending budget transfers are approved by the Board. As part of the budget transfers, \$500,000 was needed to be transferred from the Health Insurance object code for deficit in the budget. Mr. Kane believed that the will incur addition deficit through June 30th year end. Accounts that he was projecting that will have deficit are: legal,

Mrs. Beloin-Saavedra	Mr. Pina
Mr. Davis	Ms. Sanchez
Mr. Gay	Mr. Sanders
Mrs. Greco	Ms. Rodriguez
Mr. Mercier	Ms. Rosado

Members	B	D	G	G	M	P	S	S	R	R	Agenda Item	Action Authorized
											<p>outside sub services (Kelly), transportation, communication, postage, advertising, heat and gas. The accounts that are projected to have surplus: salaries, FICA/Medicare- retirement contributions (projecting approximately \$400,000 expenditures will be moved from the operating budget to State and Federal grants), office supplies and instructional supplies. Mr. Kevin was hopeful that the budget surplus will cover the budget deficit and if not, then there will be a need to transfer an additional amount form the Health Insurance line item. Mr. Kane said that pending budget transfers require Board approval. These budget transfers are internal to the operating budget and will clear up all negative balances in total for each object code retroactive as of April 27, 2015. In March, many employees were moved from the operating budget to State and Federal grants and an object code. Mr. Kane stated that the goal for next year is to have transfers in front of the Board on a monthly basis along with having employees accounted for in the correct fund and position by September. IN regards to Self Insurance Fund, Mr Kane stated that as of today, the District has funded the Self Insurance Fund for 10 to 12 months from the operating budget and approximately 100% from the State and Federal. Employee/Retirement contributions are running higher than last year but the administrative expenses are expected to be higher and project a net effect of zero for these two in total. From July to March claims are running \$2.1 million lower than the previous year. Currently based on funding to-date and claims to-date, the district is projecting a net profit of \$1.6 million. Currently, based on funding to-date and claims to-date, the district is projecting a negative fund balance of \$0.6 million. The District will be making an additional contribution to the Self Insurance Fund, but that contribution has yet to be determined. It might be in the range of \$1.3 to \$1.9 million from the operating budget. Mr. Kane said that if claims for April through June run at the same level for last year and the District contributes an additional \$1.3 million the projected fund balance will be a positive \$700,000 or 4% of clams. A solid fund balance should be \$4.3 million or 25% of claims. Mr. Kane answered all the questions from the Board.</p> <p>The motion was made to suspend the rules and to amend the Agenda to add a report to it as an action item.</p>	
Motion										X		
Second											X	
Ayes	X		X	X	X	X	X			X	X	
												MOTION CARRIED

Mrs. Beloin-Saavedra
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Ms. Rosado

Members	B	D	G	G	M	P	S	S	R	R	Agenda Item	Action Authorized	
Motion Second Ayes	X		X	X	X	X	X			X	X	The motions was made to accept budget transfers as it was recommended by Mr. Kane.	MOTION CARRIED
Motion Second Ayes	X		X	X	X	X	X			X	X	<p>- Demographic Profile of the District</p> <p>Mrs. Beloin-Saavedra thanked MIS department staff for their assistance with demographic data that reflected minority enrollment and poverty rate. 62% of students in New Britain are Hispanic or Latino and that number has grown over the years.</p> <p>The motion was made for the Board to go into Executive Session to discuss DiLoreto Alliance MOU at 8:45 p.m.. Mr. Cooper and Mr. Stacy joined the Board at the Executive Session.</p> <p>The meeting reconvened at 9:05 p.m.</p> <p>XIII. New Business</p> <p>DISCUSSION/ACTION</p> <p>1. DiLoreto Alliance Grant MOU</p> <p>Mrs. Beloin-Saavedra stated that the item was an agreement with New Britain Federation of Teachers that was detailed in MOU. The item was directly related to the extended day that DiLoreto school runs due to the Commissioner’s Network grant.</p> <p>2. ELL Position Statement and Spanish Curriculum Materials</p> <p>Mrs. Beloin-Saavedra said that the item was presented by Ms. Cassada during ELL Programming Update.</p> <p>3. Position Specification - Tutor</p> <p>Dr. Carabillo stated that there is a variety of different tutors in the District. It was important to have a job description that would reflect job responsibilities of the tutor. She added that most of the tutors are grant funded.</p> <p>4. Position Specification - Instructional Computer Paraeducator (Monolingual/Bilingual)</p> <p>Dr. Carabillo said that there was not an Instructional Computer Paraeducator job description and it was important to outline all responsibilities that the job description included.</p> <p>5. Position Specification - School Readiness Liaison</p> <p>Dr. Carabillo stated that it was determined to have a full time School Readiness Liaison and additional responsibilities were added to the job description. No one was hired for the position as of yet, but Dr. Carabillo was hopeful that the person will be hired ASAP. The funding for the position is School Readiness Grant.</p>	MOTION CARRIED
Motion Second Ayes	X		X	X	X	X	X			X	X	MOTION CARRIED	
Motion Second Ayes	X		X	X	X	X	X			X	X	MOTION CARRIED	
Motion Second Ayes	X		X	X	X	X	X			X	X	MOTION CARRIED	
Motion Second Ayes	X		X	X	X	X	X			X	X	MOTION CARRIED	
Motion Second Ayes	X		X	X	X	X	X			X	X	MOTION CARRIED	

Mrs. Beloin-Saavedra	Mr. Pina
Mr. Davis	Ms. Sanchez
Mr. Gay	Mr. Sanders
Mrs. Greco	Ms. Rodriguez
Mr. Mercier	Ms. Rosado

Members	B	D	G	G	M	P	S	S	R	R	Agenda Item	Action Authorized
Motion Second Ayes	X		X	X	X	X	X			X	6. Position Specification - Elementary or Secondary School Media Specialist Mrs. Rodriguez explained that the title of the position was changed. The job description and the certification remained the same. The primary functions were updated as well.	MOTION CARRIED
Motion Second Ayes	X		X	X	X	X	X			X	7. Kelly Educational Staffing Contract Renewal - School Year 2015-2016 Mrs. Rodriguez said that the item was reviewed at the Personnel Committee Meeting. Mr. Stacy added that the contract was presented at the Personnel Committee Meeting as well. He added that there will be no increase in the mark-up that Kelly services charges. Mr. Stacy answered all the questions from the Board.	MOTION CARRIED
Motion Second Ayes	X		X	X	X	X	X			X	8. Legal Services - Shipman and Goodwin, LLP Mr. Stacy explained that two year ago the District shifted legal services to Shipman and Goodwin, LLP. The firm supplies the services of attorneys who are knowledgeable in labor relations and employment law, and who have litigation experience in employment law. Their services to the District were exceptional. The rate for services changes in January of each year and the Board has to review those rates every year.	MOTION CARRIED
Motion Second Ayes	X		X	X	X	X	X			X	9. Healthy Food Certification Statement Mrs. Beloin-Saavedra said that the statement reflected that the District will be following a food program again in terms of national standards. There is an exemption that excludes foods that are sold after school.	MOTION CARRIED
Motion Second Ayes	X		X	X	X	X	X			X	10. Filed Trip Approval - Belize, Central America Mrs. Beloin-Saavedra stated that the field trip was out of the country and needed Board approval. The Spanish class was requesting a field trip for next April during April vacation.	MOTION CARRIED
Motion Second Ayes	X		X	X	X	X	X			X	11. Board Policy 3-12 - Transportation of Pupils The motion was made to postpone the Policy till May 18, 2015 meeting for second reading. Dr. Carabillo stated that the medical form was added under temporary medical transportation section of the policy.	MOTION CARRIED
Motion Second Ayes	X		X	X	X	X	X			X	12. Board Policy 1-12 - Student Representation/Participation to the Board of Education Mrs. Beloin-Saavedra said that the Policy was discussed at the Policy Committee Meeting and there were some changes that were proposed in regards to the policy. Mr. Chambers was part of the policy discussion. The motion was made to postpone the policy till May 18, 2015 BOE Meeting for second reading.	MOTION CARRIED

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Members	B	D	G	G	M	P	S	S	R	R	Agenda Item	Action Authorized
Motion Second Ayes	X			X							13. Bid Waiver and/or Purchase Order Approval - Math Expressions Mrs. Beloin-Saavedra explained that the purchase order was for consumable Math books for elementary schools (K-5). The funding source is Local funds, Alliance and Title I grants.	MOTION CARRIED
Motion Second Ayes	X			X							14. Bid Waiver - Powerschool University Tuition Mrs. Beloin-Saavedra stated that the item was in regards to MIS going for PowerSchool training with CITs. The goal of the training is to build capacity in the system and subsystems to more effectively increase student achievement. The cost is \$14,000 and the funding source is an Alliance grant.	MOTION CARRIED
Motion Second Ayes	X			X							15. Bid Waiver and/or Purchase Order Approval - Houghton Mifflin Harcourt Journeys Program Mrs. Beloin-Saavedra explained that the purchase order was for consumables K-5 for elementary Language Arts. The funding sources are: Local funding, Alliance and Title I grants.	MOTION CARRIED
Motion Second Ayes	X			X							16. Community Eligibility Provisions Mr. Mercier stated that the item was discussed at Finance Committee Meeting. Mr. Kane added that the District is eligible to provide free lunch for all students next year. There will be 99.8% reimbursement to the District. He added that the feedback in regards to this change was very positive.	MOTION CARRIED
Motion Second Ayes	X			X							17. Bid Waiver and/or Purchase Order Approval for District Food Service Truck Mr. Kane explained that the current truck is a 1995, non-refrigerated. The truck is over miles, undersized, and with current food health and safety standards, obsolete. The new requested truck is Diesel with a refrigerated insulated box and lift gate. The unit meets all current health and sanitation standards for delivery of hot and cold daily meals for the students and staff.	MOTION CARRIED
Motion Second Ayes	X			X							18. Chamberlain Donation Ms. Perez explained that Chamberlain school has collaborated with Ana Grace Project of Klingberg Family Centers for the past two years. Through this collaboration, Klingberg began an on-site mental health clinic at Chamberlain in January of this year for parents and students. This year on Mother's Day, Ms. Marquez-Green will once again visit Chamberlain School to give back and thank the students for their caring. She will present a donation to the school in the amount of \$8,000 to continue the partnership, support the social emotional welfare of the students and families, and expand the mental health services that began in January.	MOTION CARRIED

Mrs. Beloin-Saavedra	Mr. Pina
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Mrs. Greco	Ms. Rodriguez
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CONSENT - APPROVE

1. Minutes of the Regular BOE Meeting April 6, 2015
2. Bid Award - Gymnasium Safety Pads - Frank J. DiLoreto School and Slade Middle School
3. State Contract Award/Acceptance - Frank J. DiLoreto School - Classroom Furniture
4. Bid Award - Purchase of Boilers - Frank J, DiLoreto School
5. Accept Donation - Berlin High School
6. Bid Award - Auditorium Sound System Upgrades - Frank J. DiLoreto and Pulaski Middle School
7. Bid Award - Auditorium Lighting Upgrades - Frank J. DiLoreto and Pulaski Middle School
8. Bid Award - Remove and Replace Auditorium Stage Curtains - Pulaski Middle School and Slade Middle School
9. Bid Award - Fitness Room Equipment - Slade Middle School

The motion was made to approve all the items on CONSENT/APPROVE agenda.

Motion Second Ayes X X X X X X X X

MOTION CARRIED

XIV. Personnel Transactions

The motion was made to approve Personnel Transactions

Motion Second Ayes X X X X X X X X

MOTION CARRIED

The motion was made to suspend the rules and add an item to the Agenda. The motion was made to approve the appointment of Maegan A. Adams to the position of School Readiness Liaison, Districtwide, effective on or about May 18, 2015. The rate of pay of this position is pro-rated at the rate of \$56,202 annually. The position is a new position and the funding source is School Readiness Grant Funding.

Motion Second Ayes X X X X X X X X

MOTION CARRIED

XV. Superintendent's Report

None

XVI. Board Report

- Public Recognition Night, May 11, 2015 at 7:00 p.m. - NBHS Café

- Kindergarten Summit - May 21, 2015 at 4:30 p.m. -6:30 p.m. - NBHS Lecture Hall

Mrs. Beloin-Saavedra reminded everyone of the two upcoming

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events listed above. She encouraged all Board Members to attend. Mr. Pina mentioned that he and Mrs. Beloin-Saavedra visited a Transition Center and it's an area that the Board needs to take a close look at. The building itself is very old and there were some serious safety concerns. He added that the Board will be looking into that and then will report back. Mrs. Rodriguez said that the Board need to take a look at online curriculum as some of the items are hard to navigate. Mrs. Greco stated that she was going to visit Slade School on May 5, 2015. She said that she and Mrs. Beloin-Saavedra visit those students once a month, sometimes twice and the students get very excited.

XVII. Committee Reports

- Policy Committee Meeting

Mr. Pina stated that next Policy Committee Meeting was scheduled for June 1, 2015 at 5:30 p.m.

- Finance Committee Meeting

Mr. Mercier said that the next meeting is scheduled for Wednesday, May 13, 2015 at 5:30 p.m.

- Personnel Committee Meeting

Mrs. Rodriguez said that all Personnel updates have been address on the Board Meeting Agenda. Next Meeting is scheduled for May 18, 2015 at 5:30 p.m.

- Curriculum Committee Meeting

Mrs. Greco stated that the next Curriculum Committee Meeting was scheduled for Monday, May 11, 2015 at 5:30 p.m. at the HS Media Center. She added that the committee of teachers believed that three times a year students should have an opportunity to go on field trips (New Britain Public Library visit is extremely important).

- Wellness Committee Meeting

Mr. Gay said that next meeting is scheduled for Thursday, May 28, 2015 at 12 noon at Community Health Center. Some of the members will be participating in the Kindergarten Summit.

XVIII. Legislative Report

- City/State Proposed Funding Status

- City Council Public Hearing on Mayor's Proposed Budget - May 12, 2015 at 6:00 p.m. at NBHS Auditorium.

Mrs. Beloin- Saavedra reminded everyone of the public hearing on Mayor's budget.

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Members	B	D	G	G	M	P	S	S	R	R	Agenda Item	Action Authorized
											XIX. Old Business None	
											XX. Other Business As Permitted by Law None	
Motion					X						XXI. Adjournment Moved to adjourn.	MOTION CARRIED
Second			X	X	X	X	X					
Ayes	X		X	X	X	X	X		X	X		
											The meeting adjourned at 9:45 p.m.	

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