



## CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

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### Regular School Board Meeting Minutes from May 8, 2017 New Britain Educational Administration Center

#### Call to Order and Roll Call

##### Call to Order

This meeting was scheduled for Monday, May 8 at 6 PM but was adjourned to Tuesday, May 9 at 6 PM by Mr. Nicholas Mercier, President of the Board of Education. Mr. Mercier called the meeting to order on May 9 at 6:06 PM.

##### Board Members Present

Ms. Sharon Beloin-Saavedra, Mr. Merrill Gay, Mr. Nicholas Mercier, Ms. Nicole Rodriguez, Ms. Daisy Sanchez, Ms. Gayle Sanders-Connolly.

##### Board Members Absent/Excused

Ms. Grisselle Aponte, Ms. Mallory Deprey, Ms. Miriam Geraci, Ms. Elaine Zottola

#### New Business

##### Personnel: Approve contract from Kelly Personnel Services

Submitted by Dr. Shuana Tucker | Reviewed at Personnel Committee Meeting on April 28

Ms. Beloin-Saavedra motioned to approve the contract from Kelly Personnel Services, seconded by Ms. Rodriguez.

Ms. Sanders-Connolly motioned to amend that this did not go through Finance Committee but instead, Personnel, seconded by Ms. Sanchez. Motion carried unanimously.

Ms. Eileen Candels, representative from Kelly Services, spoke about the new contract and answered all questions from members of the Board of Education.

Mr. Beloin-Saavedra motioned to amend this be also considered a bid waiver, seconded by Ms. Sanders-Connolly. Motion carried unanimously.

All were in favor of the original motion.

#### Presentations

##### Update on Mayor's Proposed 2017-2018 General Fund Budget

Presented by Kevin Kane

Mr. Kevin Kane, Chief Financial Officer, presented an update regarding the Mayor's Proposed 2017-2018 General Fund Budget and the impact it has on the Consolidated School District of New Britain. He answered all questions from members of the Board of Education. A copy of the presentation has been attached.

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## Superintendent's Report from Ms. Nancy Sarra

Ms. Sarra gave board members a detailed handout of the progress that has been made over the past several weeks. She also reported the following:

- Stipend positions are year-to-year positions and are like a one-year contract. This includes clubs, sports and all other activities that have a stipend. Coaching positions have been rolled out and lead teacher positions will be rolled out next, followed by club positions.
- Special thanks to Paul Whitcomb, Jeff Taddeo, Mike Koch and the entire crew at Whitsons Culinary Group for their generous donation of \$5,000 to the New Britain Bees Baseball Organization to allow nearly 5,000 grade 3-8 students to attend the game on April 27.
- The Turnaround Committee has met three times - March 29, April 19, and April 26 - to review the Commissioner's Network Audit, discuss the data and uncover root causes for areas of growth. Areas of growth stated in the audit were presented to the New Britain High School staff on May 3rd by Joe Pinchera and Sondra Sanford. NBHS teachers were asked to work in groups to write a root cause for each area of growth. All feedback is included in the plan. On May 31 (fourth meeting), the first draft of the Commissioner's Network Plan will be presented to the Turnaround Committee for their approval. It will then go to the New Britain High School staff for a vote. A Board presentation will be scheduled in late June pending approval of the NBHS staff.
- Chris Herren of The Herren Project spoke at New Britain High School on May 8 about his addiction to drugs and the way he overcame his struggles. There was standing room only and Ms. Sarra said that sometimes, it takes events like this to draw people in.
- Music MAYnia was an amazing show and was a great success for our students and the NBHS Music Department.
- Today was National Teacher Appreciation Day and teachers received original artwork that were turned into notecards. Paraeducator Appreciation Day was celebrated on May 5 and all were treated to Frisbie's Ice Cream.
- The day was spent in Providence, Rhode Island with others from the New Britain Community for a conference on after-school programming for students in grades 8-12.
- Mr. Paul Salina, Chief Operations Officer, said that Ms. Sarra is being honored this Friday evening at the OIC Gala.
- The food truck will debut on May 24 before the New Britain High School Baseball Game. The debut will take place at 4:30 PM and the event will run up until the start of the baseball game.

## Committee Reports

- Ms. Sanders-Connolly reported that the **Finance Committee** met on April 26 and approved a lot of various items that are in the agenda packet for the evening
- Ms. Daisy Sanchez reported that the **Personnel Committee** met on April 25 and they had discussions with representatives from Kelly Services about staffing and updates. They also discussed vacant positions and administrative procedures with CSDNB Administration.

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## Board Reports

- Ms. Rodriguez reported that she has heard a lot of positive feedback about engagement throughout the district.

## Upcoming Events

- Mr. Mercier gave a list of upcoming events throughout the district through May 22. For a complete listing of events, please visit [www.csdnb.org](http://www.csdnb.org) and view the Calendar tab > Upcoming Events.

## Consent Agenda

The following items were removed from the consent agenda:

- Item L: Monthly Financial Report ending March 31, 2017

There were no objections and/or requests from board members to move the following items off the Consent Agenda. Therefore, these items were approved.

### **Approve minutes from the Regular Board of Education Meeting on April 17, 2017**

The minutes of the Regular Board of Education Meeting from April 17, 2017 can be found online at [www.csdnb.org](http://www.csdnb.org).

### **Academics: Approve Memorandum of Understanding between CSPPT and CSDNB**

**Submitted by Tricia Putnam | Reviewed at Curriculum Committee Meeting on April 24**

The Connecticut State Departments of Education, Public Health and Social Services, Capitol Region Education Council and Hispanic Health Council have established the Connecticut Supports for Pregnant and Parenting Teens (SPPT) Leadership Council, which has guided the development and implementation of the SPPT Program in Bridgeport, Hartford, New Britain, New Haven, Waterbury and Windham. OIC of New Britain will join in partnership with the Consolidated School District of New Britain in order to expand the outreach and operation of supports and services to expectant and parenting teen mothers and fathers and their children, who are served by the SPPT Program.

Selection will be based on need, as well as demonstrated commitment to remaining in school and graduating i.e. school attendance, SPPT group participation. The goal is to identify students who, with this assistance, have the greatest likelihood for success. The program should operate for a minimum of four weeks with funds being spent or obligated by July 31, 2017.

A specific community-based jobs program/driver education program will be addressed. Funding may also be used to provide well-defined links to the supports needed for teens to successfully participate in these services i.e. childcare and transportation. Incentives (not including earnings) should be a minimal part of the budget.

This is a Mini Grant: \$8,668.00 Expanding Life Skills and Workforce Development paid out of the office of Adolescent Health, Pregnancy Assistance Fund.

### **Academics: Bid Waiver and Purchase Order Approval for Words Their Way Classroom Packages**

**Submitted by Melissa Abate | Reviewed at Curriculum and Finance Committee Meetings on April 24 and 26**

Summer Enrichment Experience (S.E.E.) serves over 600 students for three weeks in July/August at three different schools. Our goal is to accelerate students' academic success through focused academic intervention and enrichment activities. In order to gauge student progress teachers administer the Primary Spelling Inventory (PSI) from the Words Their Way book. The Inventory determines a spelling stage and students utilize word sorts to learn phonics skills at that particular stage. In 2015, of the 400 S.E.E students who took both the pre and post Words Their Way DSA, 293 students (73.25 %) showed an increase in skill level.

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While this is good progress, our goal is to increase the percentage to 80%. An important part of the Words Their Way program includes word sorts. This is a hands-on activity where students sort words into categories such as short vowel sounds, digraphs, blends, or some other phonics feature. The teacher can increase the interest level by having students engage in speed sorts, blind sorts, or open sorts.

The Words Their Way Classroom Package provides all materials to support sorts including: 20 word study notebooks, 36 guided reading titles/6 copies of each, Teacher Resource CD with sorts and games, and rhyming posters. The benefit of these materials is that:

- Materials are fully aligned to the Primary Spelling Inventory
- They provide grade appropriate guided reading books for EACH class to support the transfer of phonics skills in isolation to connected text
- There is a multitude of books for EACH class that will allow enough books for independent practice and partner reading
- Our intent is to purchase these materials to provide appropriate support for each spelling stage. We plan to purchase enough Classroom Packages for one site, (Lincoln), to monitor students' progress on the PSI prior to purchasing materials for the two other sites.

The purpose is to provide S.E.E. students with the necessary materials to support language acquisition with a focus on phonics, word analysis, and application to reading. This goal aligns with the Academic pillar because the Words Their Way materials engage students through hands-on activities that are appropriate for their spelling stage in order to make gains toward grade-level reading skills. These materials also align with the Culture and Climate pillar because they promote an engaging culture where students can read individually or with partners, play literacy games, and read leveled text in guided reading groups led by their teacher.

The total cost is \$19,790.77 and the funding source is the School Improvement Grant - SIG 1003(a).

### **Academics: Bid Waiver and Purchase Order Approval for Composition Books**

**Submitted by Amy Anderson | Reviewed at Curriculum and Finance Committee Meetings on April 24 and 26**

Four years ago, on the direction of Nancy Sarra, the Department of Academics created Explicit Phonics and Word Study lessons for grades K-5 in order to enhance New Britain's students' foundational reading and writing skills. The journals were ordered to align with this initiative to offer students appropriately sized lines to practice handwriting, and allow students to record information for future reference.

This directly relates to district goals to increase proficiency in foundational reading and writing skills including phonics, handwriting, spelling and vocabulary, so that students will be successful in school and beyond.

Students must learn that there are systematic and predictable relationships between letter combinations and spoken sounds. Once phonics skills are mastered, students will be able to decipher words encountered in reading and spell the various words they wish to write. When students are focusing less on decoding, they can spend more attention on making meaning from the print they are reading. Additionally, just as effortful word decoding may impair reading fluency and comprehension, labored handwriting creates a drain on mental resources needed for higher-level aspects of writing, such as attention to content, elaboration of details, and organization of ideas. Because handwriting is a basic tool used in many subjects, poor handwriting can have a pervasive effect on school performance. Finally, research shows handwriting in the earliest grades is linked to basic reading and spelling achievement; for example, when children learn how to form the letter m, they can also be learning its sound. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas.

The district Explicit Phonics and Word Study lessons contain all the components mentioned above. With this in mind, we would

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like to order various grade-dependent writing journals for students. The journals will vary in line-spacing and size to match the developmental level of students of a particular grade. The explicit phonics and word study lessons require students to:

- Practice handwriting skills in either manuscript (K-2) or cursive (3-5) in lined journals
- Record dictated words and sentences, applying their newly acquired skills in their journals
- Document their learning of word origins and record their components, such as syllables, base/root words, and affixes in their journals, so that they use these as future references when needed

The total cost is \$17,526.78 and the funding source is Alliance Carryover, 234196910001-56110

**Academics: Bid Waiver and Purchase Order Approval for DRA2 Kits and Progress Monitoring Assessment Classroom Packages Submitted by Amy Anderson | Reviewed at Curriculum and Finance Committee Meetings on April 24 and 26**

Over 15 years ago, the state mandated priority school districts assess students K-3 three times a year with the DRA (and later the DRA2) to support reading instruction and set grade level goals that would satisfy NCLB. The teachers found the process very informative, but time intensive. The state moved to requiring computer adaptive tests (like the NWEA Map assessment) rather than the DRA2. Since that time, teachers have been frustrated with the lack of instructional information the results from NWEA Map test provides.

This directly relates to district goals to help students become proficient readers, who are able to read for a variety of purposes. In order to accomplish that teachers need a method for assessing and documenting students' development as readers over time.

Presently, students K-5 are administered the NWEA Map test for benchmarking students' progress three times a year at grade level. Teachers are finding that the results are not helpful in providing information that reflects on the students' strengths or instructional needs. Some are electing to use the DRA2 or the DRA2 progress monitoring to guide their teaching. The DRA2 will allow them to systematically observe, record and evaluate changes in students' reading performance. They will be able to determine the student's independent or instructional reading level and identify what a student needs to learn next. The progress monitoring version, (available for grades 1-5) has abbreviated assessments in the form of one-page passages rather than books, that can also be used to confirm effective teaching practices, as well as document student progress towards established benchmarks. We are hoping with this purchase, we can supplement the number of DRA2 kits we presently have so that all kindergarten teachers will have a kit available to assess their students in January (baseline) and May, and grades 1-5 will have access to the Progress monitoring assessment they may utilize monthly to assess their students.

The total cost is \$13,603.01 and the funding source is Academics-Textbooks 101097322004-56410

**Academics: Bid Waiver and Purchase Order Approval for Guided Reading Materials (Grades K-5) Submitted by Amy Anderson | Reviewed at Curriculum and Finance Committee Meetings on April 24 and 26**

Every K-5 school has a book room where guided reading materials are housed for use by teachers. Some of these book rooms have been dismantled or depleted over the years. In addition, teachers maintain their own classroom libraries which vary greatly from teacher to teacher. In an effort to replenish both the book room libraries and classroom libraries, the Department of Academics asked reading teachers at each school to review their needs for materials and submit requests for necessary resources.

These resources will provide students and teachers with the books they need to improve literacy acquisition and prepare students with the strategies and skills they need to meet the demands of grade level expectations. This purchase aligns with our district's goals of improving literacy, educating the whole child, and increasing student engagement. When students have access to books they can read, they feel more successful and their engagement increases. Multiple copies of book club and guided reading books provide opportunities for students to interact with one another as they discuss, question, and opine on story elements.

- Some teachers who are new to a grade level have very few books for students to read independently. (Allington recommends at least 500 books in each classroom.) This is problematic because when a teacher takes a guided reading

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group, the other students who are sitting at their desks may be given low-level tasks, rather than books to read at their levels to reinforce fluency, word analysis, sight words, and comprehension.

- Guided reading provides a structure for teachers to utilize small group instruction to address students' weaknesses, model word analysis or comprehension strategies, and support students in their zone of proximal development.
- Book clubs allow students to choose their own novels and engage in critical thinking, discussion, and written response.

Our purpose for purchasing these resources is to provide leveled reading materials for students to read during independent reading time, in guided reading groups, and book clubs (grades 3-5). In Richard Allington's book, *What Really Matters for Struggling Readers*, he cites research that shows that independent reading is a powerful contributor to accurate, fluent, high-comprehension reading. He notes that the higher-achieving students read three times as much each week as their lower-achieving classmates. In addition, McQuillan (1998) asserts that library adequacy is among the better predictors of reading achievement with a correlation of .85 between library adequacy and NAEP reading achievement scores. In conclusion, children from lower-income homes especially need rich and extensive collections of books in classrooms and bookrooms because these are the children least likely to have a supply of books at home.

The total cost is \$157,162.93 and the funding source is Academics - Textbooks 101097322004-56410.

**Academics: Bid Waiver and Purchase Order Approval for Math Expressions Consumables (Grades K-5)**  
**Submitted by Amy Anderson | Reviewed at Curriculum and Finance Committee Meetings on April 24 and 26**

The Houghton Mifflin Math Expressions Program is a researched, scientifically-based program that promotes number sense and mathematical thinking. It is aligned with the Common Core State Standards. Math Expressions contain a technology application component with additional access to assessments and resources. Math Expressions was adopted as the core program for Grades K-5 throughout the district. This program requires the purchase of yearly consumable materials for all K-5 classrooms.

In partnership with family and community, the Consolidated School District of New Britain works to provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future. This purchase is directly aligned to our goals in the academic pillar: We prepare all students to be future-ready through an engaging, personalized, and comprehensive education. As part of the education of elementary students for Mathematics, textbooks, which are used as the main resource to support the curriculum, are required for each child in grades K-5.

The total cost is \$170,513 and the funding source is Academics - Textbooks 101097322004-56410.

**Academics: Bid Waiver and Purchase Order Approval for Journeys Consumables (Grades K-5)**  
**Submitted by Amy Anderson | Reviewed at Curriculum and Finance Committee Meetings on April 24 and 26**

The Houghton Mifflin Harcourt Journeys Program is a researched, scientifically-based program that promotes the essential components of reading and oral language development. It is aligned with the Common Core State Standards. Journeys contains a technology application with additional access to assessments and resources. Journeys was adopted as the core program for Grades K through 5 throughout the district. The program requires the purchase of yearly consumable materials for all K-5 classrooms.

In partnership with family and community, the Consolidated School District of New Britain works to provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future. This purchase is directly aligned to our goals in the academic pillar: We prepare all students to be future-ready through an engaging, personalized, and comprehensive education. As part of the education of elementary students for Reading, textbooks, which are used as the main resource to support the curriculum, are required for each child in grades K-5.

The total cost is \$55,905 and the funding source is Academics - Textbooks 101097322004-56410.

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**Academics: Bid Waiver and Purchase Order Approval for READ 180 and System 44 Programs**  
**Submitted by Amy Anderson | Reviewed at Curriculum and Finance Committee Meetings on April 24 and 26**

The READ 180 and System 44 programs are research-based reading intervention programs designed to meet the needs of our most challenged readers. The programs are currently being used at Slade, Pulaski and DiLoreto Middle Schools, Brook Side School, Satellite Career Academy, and New Britain High School. READ 180 and System 44 use computer-adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of our students.

Our long-term goal in the Academics pillar is to 'prepare all students to be future-ready through an engaging, personalized, and comprehensive education.'

These materials help us accomplish this goal by addressing the needs of our most fragile readers at the secondary level. In addition, Board Policy 9-3 requires purchases in excess of \$7500 to be bid, to attend to fiscal responsibility. The policy allows the Board to waive bidding if it determines it is in the best interest of the District. Houghton Mifflin is the sole supplier of the consumable books. We reorder to replenish supplies each year.

The total cost is \$11,388.63 and the funding source is Alliance Grant, Instructional Supplies, 234196910001-56110.

**Academics: Bid Waiver and Purchase Order Approval for Exhaust Bender (Automotive Pathway at NBHS)**  
**Submitted by Sondra Sanford | Reviewed at Finance Committee Meeting on April 26**

As part of the development of the Automotive Pathway at New Britain High School, Perkins grant has approved new equipment to establish the program. The Exhaust Bender is one of the items approved by the state for purchase.

To purchase necessary equipment in the Automotive Lab at NBHS. The exhaust bender was approved by the State as part of the Career & Technical Education Continuous Improvement Plan (CIP).

The total cost is \$8,177 and the funding source is Perkins Line Item 700 – Property.

**Finance: Approve AXA Advisors – Retirement Benefits Group as a vendor for 403B**  
**Submitted by Paul Salina | Reviewed at Finance Committee Meeting on April 26**

AXA Advisors will be added to the vendor list for investment products, including 403(b)/457 accounts.

## New Business

**Removed from Consent Agenda | Finance: Accept Monthly Financial Report – March 31, 2017**  
**Submitted by Kevin Kane | Reviewed at Finance Committee Meeting on April 26**

Ms. Beloin-Saavedra motioned to accept the Monthly Financial Report ending March 31, 2017, seconded by Ms. Sanders-Connolly. Mr. Kane answered all questions from members of the Board of Education. The monthly financial report ending March 31, 2017 can be found online at [www.csdnb.org](http://www.csdnb.org). Motion carried unanimously.

**Personnel: Approve Personnel Transactions**  
**Submitted by Dr. Shuana Tucker | No committee review**

Ms. Sanders-Connolly motioned to approve the personnel transactions, seconded by Ms. Sanchez. Motion carried unanimously.

**Operations: Accept Attendance Reports**  
**Submitted by Jeff Prokop | No committee review**

Ms. Beloin-Saavedra motioned to accept the attendance reports, seconded by Ms. Sanchez. Motion carried unanimously.

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**Operations: Accept Class Size Report**  
**Submitted by Paul Salina | No committee review**

Ms. Beloin-Saavedra motioned to accept the class size report, seconded by Ms. Sanders-Connolly. Mr. Salina answered all questions from members of the Board of Education. Motion carried unanimously.

**Academics: Bid Waiver and Purchase Order Approval for Document Cameras**  
**Submitted by Jeff Prokop | Reviewed at Finance Committee Meeting on April 26**

Ms. Sanders-Connolly motioned to accept the bid waiver and purchase order approval for document cameras, seconded by Mr. Gay.

As the district has increased technology universally throughout the schools and classrooms, the next logical piece of equipment that every classroom could benefit from would be document cameras (also known as ELMOS which is a particular brand) They provide the class to project written work for everyone to see as well as demonstrating something that is difficult for all students in a classroom to see from their seats.

I have seen this simple tool turn a drawing class into a very lesson with full student engagement. Several schools already have deployed document cameras into every classroom. The chosen model is affordable and easy to use, but is sold exclusively by the dealer, so multiple bids were not possible. This purchase will almost put a document camera in every classroom. Local funds in the coming year can complete this objective.

The total cost is \$28,947.60 and the funding source is \$13,735.17, Alliance Carryover, Instructional Supplies, 234196910002-56110 and \$15,214.43, Alliance, Instructional Supplies, 234196910001-56110.

Mr. Jeff Prokop, MIS Director, gave a demo of how the document camera works and answered all questions from members of the Board of Education.

Motion carried unanimously.

**Academics: Bid Waiver and Purchase Order Approval for Chromebook Carts for Smalley School (Pope John Paul II)**  
**Submitted by Jeff Prokop | Reviewed at Finance Committee Meeting on April 26**

Ms. Beloin-Saavedra motioned to accept the bid waiver and purchase order approval for Chromebook carts for Smalley School (Pope John Paul II), seconded by Mr. Gay.

As the school district prepares for the temporary move of Smalley Elementary School, we need to accommodate for the school's technology needs with a building not wired to the typical specifications. To accomplish these needs with this building, the district will purchase an additional seven chromebook carts and will eliminate student computer labs and classroom student computer stations. The district will leverage the previous bid award process to purchase these additional carts.

The total cost is \$74,286 (Two quotes, based on device choices of touch screen and non-touch screen). There is one for \$38,808 and one for \$36,018. The funding source is Chromebook (Touch Screen Modes), Alliance Carryover, Instructional Supplies, 234196910002-56110 and \$36,018 - Chromebook (Non Touch Screen Model), Alliance Carryover, Instructional Supplies, 234196910002-56110, respectively.

Motion carried unanimously.

**Finance: District Action to apply for a maximum of up to two percent ECS Grant Set-Aside Award**  
**Submitted by Kevin Kane | Reviewed at Finance Committee Meeting on April 26**

Ms. Beloin-Saavedra motioned to approve district action to apply for a maximum of up to two percent ECS Grant Set-Aside Award, seconded by Mr. Gay. Mr. Kane answered all questions from members of the Board of Education.

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With board approval, this will be the eighth consecutive year the district has received the 2 percent ECS grant set-aside award. The approximate amount is \$1,478,586.

Motion carried unanimously.

**Academics: Memo of Understanding: Engaging Schools Schoolwide Climate, Culture, Discipline Diagnostic (Audit)  
Submitted by Tricia Putnam | No committee review**

Ms. Sanders-Connolly motioned to accept the Memorandum of Understanding: Engaging Schools Schoolwide Climate, Culture, Discipline Diagnostic (Audit), seconded by Ms. Beloin-Saavedra. Ms. Sarra and Mr. Kane answered all questions from members of the Board of Education.

Engaging Schools has provided high-quality services for districts and schools nationwide for over 30 years and has a proven track record of working with middle and high schools.

In collaboration with the Consolidated School District of New Britain, Engaging Schools will facilitate a diagnostic process to help four schools (New Britain High School, Pulaski Middle School, Slade Middle School, and HALS Academy) learn more deeply about successes and challenges among their schoolwide policies, systems, structures, practices, and interventions that are currently in place to support caring and engaging instruction, and a restorative and accountable climate. The diagnostic learning (audit) will be used for preliminary planning.

In collaboration with the Consolidated School District of New Britain, Engaging Schools will facilitate a diagnostic process to help four schools (New Britain High School, Pulaski Middle School, Slade Middle School, and HALS Academy) learn more deeply about successes and challenges among their schoolwide policies, systems, structures, practices, and interventions that are currently in place to support caring and engaging instruction, and a restorative and accountable climate. The diagnostic learning (audit) will be used for preliminary planning.

**Desired Outcomes**

- Identify and leverage existing assets to address and mitigate specific challenges
- Begin preliminary planning to support the diagnostic (audit) needs assessment, planning, consensus building, implementation, and preparation for sustainability

**Engaging Schools Responsibilities**

Engaging Schools will provide two consultants per school to facilitate a targeted series of activities over the course of one or two days, which is contingent on the size of the school. The diagnostic is an opportunity to partner with school and district leaders to examine the schoolwide policies, systems, structures, practices, and interventions that are currently in place to support caring and engaging instruction, and a restorative and accountable climate. A report will be generated to share data trends, which highlight strengths and problems of practice. A consultant will meet with district and school administrators for one half-day session to review the report and think strategically about a vision for the work.

**CSDNB Responsibilities**

- Site Administration to be ready and available to receive scheduled phone conversations
- Site administration to be present during all scheduled meetings
- Site administration to have all requested documents ready for Engaging Schools
- Site administration to ensure all communication is disseminated in a timely manner

**Data will be collected from the following sources:**

- Sensing Interviews: Administrators, student support staff, teachers/teacher leaders, special education and ELL staff, security and cafeteria staff
- Classroom Observations: Teacher and student behaviors
- Public Space Observations: Hallways, school entries/exits, cafeteria, bathrooms, and visual postings (vision, mission, core values and beliefs, school rules, schedule, cafeteria procedures, transition signage, etc.)

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- Quantitative Data: Grades, graduation rates, office disciplinary referrals, suspensions (ISS, OSS), expulsions, attendance, chronic absenteeism, and tardies
- Documents: School Code of Conduct, school handbook, referral forms, multi-tiered interventions, organizational staff chart, re-entry protocol (class, school), etc.
- External Partners: Identify the external partners and their goals/outcomes for the school

### Summary of onsite visits

- Diagnostic site visit: One or two full-day visits which include the activities above and a meeting with the principal and key leaders
- Data analysis review and initial planning/next steps: One half-day site visit and a follow-up 60 minute call

### Communication Plan

The Engaging Schools' consultants will meet with project leadership and key stakeholders to coordinate and communicate for planning purposes prior to the diagnostic. This communication will take place via phone, email, and electronic media. Tentative Plan and Timeline: May 15-19, 2017

The following budgets for the schoolwide discipline and student support services diagnostics include all honoraria and administrative fees, consultant travel, and related expenses.

#### New Britain High School

Honoraria and Administrative Fee: \$16,521.66  
 Workshop and Consultant Travel Expenses: \$2,395.67  
 Curricula Materials \$0.00  
**TOTAL: \$18,917.33**

#### Pulaski Middle School

Honoraria and Administrative Fee: \$16,521.66  
 Workshop and Consultant Travel Expenses: \$2,395.67  
 Curricula Materials: \$0.00  
**TOTAL: \$18,917.33**

#### Slade Middle School

Honoraria and Administrative Fee: \$16,521.66  
 Workshop and Consultant Travel Expenses: \$2,395.67  
 Curricula Materials: \$0.00  
**TOTAL: \$18,917.33**

#### HALS Academy

Honoraria and Administrative Fee: \$11,234.38  
 Workshop and Consultant Travel Expenses: \$1,300.00  
 Curricula Materials: \$0.00  
**TOTAL: \$12,534.38**

#### Total

Honoraria and Administrative Fee: \$60,799.36  
 Workshop and Consultant Travel Expenses: \$8,487.01  
 Curricula Materials: \$0.00  
**TOTAL: \$69,286.37**

The funding source will be the Alliance Carryover. Motion carried unanimously.

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### New Britain Board of Education

**Nick Mercier – President | Nicole Rodriguez – Vice-President | Daisy Sanchez- Secretary**

Grisselle Aponte | Sharon Beloin-Saavedra | Mallory Deprey | Merrill Gay | Miriam Geraci | Gayle Sanders-Connolly | Elaine Zottola

## Partnerships: Acceptance of Donations

Ms. Beloin-Saavedra motioned to accept the following donations, seconded by Ms. Sanders-Connolly.

**a. American Savings Foundation (\$50,000) for Summer Enrichment Experience**

A proposal was written to the American Savings Foundation (ASF) outlining the planning, implementation and evaluation process of the district's summer school program, Summer Enrichment Experience (SEE). This program outline was deemed worthy of the Foundations requirements for innovation, utilizing best practices in reducing the summer learning slide, and promoting community partnerships to improve student academics and engagement in learning during the summer months.

The District is mandated to provide summer school to students in grades post K – post 3, who score substantially deficient in reading. This grant funding will be utilized to support the afternoon enrichment portion of SEE, which is led by Community Based Organizations. Although the traditional academic learning occurs during the morning session, it is important to note that our strong school-community partnership ensures that speaking and listening standards are integrated into the students' afternoon enrichment experiences as well. This practice supports the Partnership Pillar of the DIP, "we cultivate and sustain engaging family-school-community partnerships for student and staff success".

**b. Community Foundation of Greater New Britain (\$20,000) for Summer Enrichment Experience**

A proposal was written to the Community Foundation of Greater New Britain (CFGNB) outlining the planning, implementation and evaluation process of the district's summer school program, Summer Enrichment Experience (SEE). This program outline was deemed worthy of the Foundations requirements for innovation, utilizing best practices in reducing the summer learning slide, and promoting community partnerships to improve student academics and engagement in learning during the summer months.

The District is mandated to provide summer school to students in grades post K – post 3, who score substantially deficient in reading. This grant funding will be utilized to support the afternoon enrichment portion of SEE, which is led by Community Based Organizations. Although the traditional academic learning occurs during the morning session, it is important to note that our strong school-community partnership ensures that speaking and listening standards are integrated into the students' afternoon enrichment experiences as well. This practice supports the Partnership Pillar of the DIP, "we cultivate and sustain engaging family-school-community partnerships for student and staff success."

**c. The Ana Grace Project (\$4,000) for Chamberlain Elementary School**

Chamberlain Elementary School has collaborated with the Ana Grace Project of Klingberg Family Centers, New Britain, CT for the past three years. Through this collaboration, Klingberg began an on-site mental health clinic at Chamberlain in January 2015 for our parents and students, and January 2016, the LOVE WINS Family Resource Center opened at Chamberlain School.

Again this year Nelba Marquez-Greene will present a donation to the school to continue our partnership, support the social emotional welfare of our students and families, and provide LOVE WINS student activities and needed resources/materials.

Nelba Marquez-Greene, founder of the Ana Grace Project and Licensed Marriage and Family Therapist at Klingberg Family Centers, celebrated what would have been her daughter Ana's 11th birthday with a fundraiser to help and support children and promote her message of "Love Wins", empathy and compassion. Proceeds from the fundraiser would go to the Love Wins schools with which she is partnering in New Britain and The CREC Ana Grace Academy of the Arts. As a result, \$4,000 will be donated to Chamberlain!

**d. Liberty Bank Foundation (\$2,000) for New Britain Adult Education**

Liberty Bank Foundation is donating \$2,000.00 to support scholarships for low-moderate income graduates who attend New Britain Adult Education.

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**e. Ryan T. Lee Memorial Foundation (\$760) for the Academy of Finance at NBHS**

The AOF at New Britain High School's financial skills lab currently as a TV/monitor tracking global business news and the financial market. The current monitor/TV size makes it difficult to read preventing the ability to sufficiently use as part of the AOF course work. After observing the room and noticing the obstacle, The Ryan T Lee Memorial Foundation has donated funds to purchase a larger monitor/screen.

Part of the course work within the Academy of Finance is to understand the global business and financial market. Modeling our classroom after many universities, our labs include financial ticker display with global business news. The donation provided by the Ryan T. Lee Memorial Foundation will be utilized to purchase a larger monitor to display the financial market and global news.

Motion carried unanimously.

## **Executive Session**

Ms. Beloin-Saavedra motioned to enter executive session at 8:03 PM, seconded by Ms. Sanders-Connolly. Motion carried unanimously.

### **Personnel: Addendum to Chief Talent Officer Contract Submitted by Nancy Sarra | No committee review**

Ms. Beloin-Saavedra motioned to accept the addendum to the Chief Talent Officer Contract, seconded by Ms. Rodriguez. The only change is that it aligns it with most current contracts with vacation carryover days. All were in favor with the exception of Ms. Sanders-Connolly.

**Ms. Beloin-Saavedra motioned to re-consider the previous item, seconded by Ms. Rodriguez. Motion carried unanimously.**

### **Re-Consideration - Personnel: Addendum to Chief Talent Officer Contract Submitted by Nancy Sarra | No committee review**

Ms. Sanders-Connolly motioned to accept the addendum to the Chief Talent Officer Contract, seconded by Ms. Rodriguez. Motion carried unanimously.

### **Personnel: Addendum to Assistant Chief Talent Officer Contract Submitted by Nancy Sarra | No committee review**

Ms. Rodriguez motioned to accept the addendum to the Chief Talent Officer Contract, seconded by Mr. Gay. All were in favor with the exception of Ms. Sanders-Connolly.

## **Closing and Adjournment**

Ms. Beloin-Saavedra motioned to adjourn at 8:26 PM, seconded by Ms. Sanders-Connolly. Motion carried unanimously.