

**Please Note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut**

Minutes of the Board of Education budget workshop on February 18, 2020 at 7:30 p.m. in the Reed Intermediate School library, 3 Trades Lane.

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|----------------------|---------------|
| M. Ku, Chair | L. Rodrigue |
| D. Delia, Vice Chair | A. Uberti |
| D. Cruson, Secretary | R. Bienkowski |
| D. Leidlein | 3 Staff |
| J. Vouros (absent) | 1 Press |
| R. Harriman-Stites | |
| D. Zukowski | |
| H. Jojo (absent) | |
| M. Chand | |

Mrs. Ku called the meeting to order at 7:30 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of January 28 and February 4, 2020, the Newtown High School Debate field trip, the donations to Newtown High School and Newtown Middle School, and the correspondence report. Mr. Cruson seconded.

Mrs. Zukowski asked that the minutes of January 28 and February 4 be removed from the consent agenda.

Motion passes unanimously for the field trip, donations and correspondence report.

Item 3 – Public Participation

Item 4 – Reports

Mrs. Ku shared a list of voting guidelines for our meetings. She and Dr. Rodrigue presented the budget to the Board of Finance last week, had questions and asked us to attend this Thursday's meeting. They will finalize their vote on the budget on February 27. Mrs. Ku also attended the CABE Board of Directors Retreat. George Coleman was the facilitator and they discussed strategic planning for CABE, spoke about diversity and inclusion, and voted on a consultant to work with them on this. She attended the PEAC meeting last week. Mrs. Harriman-Stites will be our liaison around diversity. Mrs. Ku hoped to have a meeting in March for a self-evaluation and setting goals for next year and may ask someone from CABE to attend. She was also elected Interim Board of Directors President.

Superintendent's Report:

Dr. Rodrigue is expecting to have school calendars at the next meeting for the next two years. She feels strongly that staff wellness and recognition are important. We do recognize staff in some ways but we are working on additional incentives for our staff members. For example, 10 years in our district would be a milestone.

The Partnership subgroup with PEAC wants to give students in other schools an opportunity to speak at Board meetings. The Budget subgroup of PEAC has supported a "Super Spotlight" to share clips of classroom activities. We are also working on a plan to start a community conversation on diversity. The State is working on a minority recruitment plan. She thanked Rebekah for her willingness to step in as a Board representative.

Committee Reports:

Mrs. Harriman-Stites said the Policy Committee was working on the rest of the 9000 series and will review the 5000 series.

Mrs. Ku said the Curriculum and Instruction Committee met and Statistics and Foundational Algebra I were presented by the high school. Mrs. Uberti gave an update on the textbooks.

Mrs. Zukowski attended the middle school PTA meeting. Their big effort is the Be Kind Ben's Bells mural and they are trying to raise money to help with the cost.

Newtown High School Student Representative Report:

Ms. Jojo was unable to attend the meeting.

Mr. Chand said there have been many recent athletics winners, senior nights events, and many clubs hosted events. There are new clubs starting this year and the English Department held a Poetry Out Loud Competition. We also hosted the eighth grade parent student night. Newtown High School was honored by a School Climate Committee Review Board who came in February to talk to everyone involved in the school environment. Regarding school climate there was a mental health fair in the lobby. At the State Board of Education meeting, the Commissioner asked him and another student to write a statement on something of importance. He shared his statement on mental health and education.

Mr. Delia reported that the CIP committee met January 29 and spoke about reviewing our responsibilities. We will have a meeting each month and address items on the CIP.

Mrs. Ku suggested the CIP committee address the non-lapsing fund.

Financial Report

MOTION: Mr. Delia moved that the Board of Education approve the financial report for the month ending January 31, 2020. Mr. Cruson seconded.

Mr. Bienkowski reported that the Excess Cost grant offset is estimated at 74.8% based on the initial estimates done by the State. This represents \$357,431 more than was budgeted. Energy is looking great because of the mild winter.

Mrs. Zukowski asked when they are paying out the grant.

Mr. Bienkowski said in February and May and the amount in this report is the calculation we got from the State. This payment will equal half and they can adjust the May payment.

Mrs. Zukowski referred to the \$160,000 for special education and asked if the special education contingency could be used.

Mr. Bienkowski said it could if we get to that point. We don't make a decision until the end of the year.

Mrs. Zukowski asked when we would get a detailed report.

Mr. Bienkowski said with the new system our primary focus was for payroll. Encumbrances are not in the report so we had to do a manual calculation. The reports also look different. We are going to try to develop a detailed report from eFinance.

Motion passes unanimously.

Item 5 – Old Business

Item 6 – New Business

MOTION: Mr. Delia moved that the Board of Education support the initiatives proposed for Newtown Public School's application for the Perkins IV Career and Technology Education Secondary Supplemental Enhancement Grant. Mr. Cruson seconded.

Dr. Rodrigue stated that this grant is to further develop the academic, career and technical skills of secondary students and postsecondary students who enroll in Career and Technical Education programs. It was developed from additional State funds. At Newtown High School, over 57% of our students take these courses. Thanks to Kristin Larson and Erik Holst-Grubbe we applied for this competitive grant to enhance our robotics program, support our future curriculum, site licensing for software and other technologies, and training.

Mrs. Larson summarized the grant and spoke about what the money would be used for. We can apply for funding between \$15,000 and \$50,000 and we are looking to update the computer lab for the video game design courses, purchase additional robotix supplies, purchase site licensing for software for computer science and coding courses, add new mobile devices, provide a stipend for a second FBLA advisor and expand the robotix curriculum.

Mrs. Harriman-Stites asked why this had to come to the Board.

Mrs. Larson said it's a requirement in the competitive proposal. Minutes need to be included.

Mrs. Harriman-Stites asked that after this one-time cost, how we would sustain it.

Mrs. Larson said most are sustainable because these courses are already running. The code licensing is \$5,400 and the advisor stipend is \$1,500.

Mr. Delia asked them to elaborate on how to update the curriculum for robotix.

Mr. Holst-Grubbe said Steve George teaches the major concepts. We had a robotix club and built a robot. Student Government paid for us to compete in the competition. To be competitive we will need better materials.

Motion passes unanimously.

First Read of Policies:

Mrs. Harriman-Stites spoke about each policy.

Policy 9326 Taping/Recording Board Meetings. A piece was added about notifying that meetings will be recorded by putting a permanent sign outside the door.

Mr. Delia asked about privacy for students if a student has a non-photo agreement.

Mrs. Harriman-Stites said that would be a separate issue and if the public was notified that the meeting was being recorded that would supersede the agreement.

Dr. Rodrigue spoke to Mr. Rosenthal and we are all set with a sign if this is approved.

Mrs. Zukowski asked about people like the press who record.

Mrs. Harriman-Stites stated this is just about our recording the meetings.

Mrs. Ku said anyone could be recording and we wouldn't know it. This would apply to subcommittee meetings also with the chair needing to say it was being recorded.

Mr. Cruson said regarding Board meetings, if there is a permanent sign the intent is to warn people that recordings are being made. It would also apply to subcommittees.

Mrs. Zukowski felt if people knew they were being recorded they might act differently. It would make sense to let everyone know they are being recorded.

Mr. Delia said we are focusing on our Board policy.

Mrs. Zukowski said the current policy says the presiding officer asks if anyone is recording. We are taking that out of the policy and she wasn't sure if that's what the Board wants to do.

Dr. Rodrigue said this is just a Board policy. The town didn't have to go along with having a sign. We wanted to be sure this was flagged.

Mrs. Harriman-Stites felt that with the availability of technology it's safe to assume you will be recorded.

Mrs. Leidlein said the current policy states we may be recording. It's not up to the Board to ask if anyone is recording. She was fine with the revision.

Mrs. Zukowski said as Mr. Cruson stated it would apply to our committee meetings also and she asked that the policy committee discuss this and get back to the Board.

Policy 9327 Electronic Mail Communications. We added pieces about security and language around Board members.

Mr. Cruson said we strengthened the wording around emails. If it's not a legal obligation to use the email service he feels it's best to keep the policy more flexible.

Mrs. Ku asked if they talked about Board members obligation to use the Newtown email account.

Mrs. Leidlein asked if it was legal to require us to use the Newtown email account.

Mrs. Harriman-Stites said they checked to see if it was legal.

Mrs. Leidlein felt we can recommend it but didn't think you could require it.

Mr. Cruson felt if we put it in a policy it becomes a bigger chore if the Board decides it doesn't have to use school email. He is in favor of keeping the policy more flexible.

Mr. Delia agreed with Mrs. Leidlein. This sets the tone for proper communication from the Board.

Mrs. Harriman-Stites said Board members should remember if they use their personal email that is also opened to FOIA.

Mrs. Leidlein suggested saying the Board's preferred method of communication.

Mrs. Harriman-Stites would come back with language.

Policy 9330 Board/School district Records. Mrs. Harriman-Stites said a lot was taken out of the policy after speaking with legal counsel. These are Rich Mills' suggestions.

Mr. Cruson said he also suggested striking the entire policy.

Mrs. Harriman-Stites stated that the pieces about Smart phones and hand held scanners are important for us. His concern was to ensure following the Connecticut Statutes.

Mrs. Zukowski requested to put the changes in red print.

Mrs. Harriman-Stites said they do but the section on hand-held was not because there were numerous changes and that was not picked up.

Mr. Delia referred to item five regarding test questions and if parents have the right to see this information.

Mrs. Harriman-Stites said those were not allowed. What is not allowed to share is in the Connecticut General Statutes.

Mrs. Zukowski asked if FOIA applied to minors and their parents and if parents have full access to tests.

Mrs. Harriman-Stites said parents can access student records in another policy.

Policy 9350 Hearings to be rescinded. This policy is in conflict with some of the other policies and is not necessary. Some are in direct conflict with our policies and public hearings on the budget.

Mrs. Ku asked if parents can request hearings for transportation.
Mr. Bienkowski said those would be covered by the State statute.

Mrs. Harriman-Stites said things not in our policies are covered in the State statutes.

Correspondence Report Discussion:

Mrs. Ku surveyed the Chair list through CAGE and 15 responded. Eight Boards do not have a correspondence report and, of the seven that do, none indicated that they automatically include the entire text of correspondence in the minutes. Three districts did not indicate how they handle the report, three indicated that the secretary reports highlighted them at the meeting for the minutes, and one district lists the correspondence and the Board votes to receive and place the content on file.

Mr. Cruson wondered about voting on the correspondence report. It was more appropriate to have it in the report section of the meeting. We would still have a report but the secretary would speak to their report and highlight items for the record.

Mrs. Zukowski agreed.

Mrs. Ku was seeking everyone's opinion.

Mrs. Zukowski said voting on it doesn't make sense. She liked Mr. Cruson's suggestion because it gives the secretary a report at the secretary's discretion as to what is addressed.

Mrs. Harriman-Stites said it's appropriate for the secretary to report on the correspondence and felt we could try to see how that works.

Mrs. Delia thought that would open a can of worms in how to decide what to share.

Mr. Cruson said he could choose to share things if there is a particular issue but also opens it up if someone from the public wants it shared.

Mr. Delia stated that if someone doesn't want something shared and they don't express that to the Board and it is shared, that would be a concern.

Mr. Cruson said it puts a lot of weight on the secretary but he wouldn't share the full text and we don't want to share something that the person doesn't want shared.

Dr. Rodrigue was concerned about this and felt that those writing need to know it will be brought more to the surface.

Mr. Delia asked how it would be handled if someone wants to share but have it not be part of our agenda or be a complaint.

Mr. Cruson said that this gives a voice to someone not coming to a meeting and it wouldn't be open to action.

Mrs. Leidlein said the more details you give, the more precarious a position you put the secretary and the Board in. Someone from the district office should look at the report before it went out. If you release information that shouldn't be released it could be difficult to deal with and explain. She cautioned that this could make more work for the district in determining what should be released. The district would have to do a check on the content being released to the public because it could be about staff or students.

Mr. Cruson said this was changed in 2013.
Mrs. Ku said if we change it, we want to public to know.

Mrs. Harriman-Stites said a simple response to the email would be to say the secretary would like to share this at the next Board meeting and they should let him know if they have an issue. We don't have to stay with this practice if it isn't working.

Mrs. Ku said it won't be put to the test until there is a hot issue. The way Mr. Cruson is handling the correspondence is very professional and she has a lot of trust in how he handles the emails. Dr. Rodrigue stated that parents have told her they receive timely responses thanks to Mr. Cruson.

Minutes of January 16, 2020:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of January 16, 2020. Mr. Cruson seconded.

Mrs. Harriman-Stites noted that her name was not listed.
Vote: 4 ayes, 2 abstained (Mrs. Leidlein, Mrs. Harriman-Stites)

Minutes of January 21, 2020:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of January 21, 2020. Mr. Cruson seconded. Motion passes unanimously.

Minutes of January 28, 2020:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of January 28, 2020. Mr. Cruson seconded.

Mrs. Zukowski said she had changes to these minutes
Mrs. Ku stated that minutes should not be corrected to say what you meant to say and suggested they view the video.

MOTION: Mrs. Zukowski moved to postpone the acceptance of these minutes at the next meeting and would send the times they were discussed on the video. Mrs. Harriman-Stites seconded.

Mrs. Harriman-Stites noted that there was a lot that was not in the minutes that she said but wanted to be clear that the minutes are not word for word. The spirit of what we say should be captured.
Mr. Delia said it was her right to change the record but have to be careful we say what we mean when recorded.

Motion passes unanimously.

Minutes of February 4, 2020:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of February 4, 2020. Mr. Cruson seconded.

Mrs. Zukowski augmented what Mr. Delia said about the contract on our thought process in choosing EdAdvance.
MOTION: Mrs. Zukowski moved to amend the wording. Mr. Cruson seconded.

MOTION: Mr. Delia moved to postpone the approval of these minutes and provide the times in the video. Mrs. Zukowski seconded. Motion passes unanimously.

Item 7 – Public Participation

MOTION: Mrs. Leidlein moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 8 – Adjournment

The meeting adjourned at 9:13 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary



FIELD TRIP BUS REQUEST FORM

Teacher Making Request: THOMAS Date: 1/23

Other Staff Involved: _____

Date of Proposed Field Trip: 2/14 - 2/17

Class/Group Involved: Debo

Number of Students Scheduled to Make Trip: 14

Other Adults (non-teachers) Chaperoning the Trip (list names): Laura Richards

Destination: Harvard DeGelo Tournament

Place and Time of Departure: NH 3:30 pm 2/14

Estimated Time of Return: NH 2:00 pm 2/17

Special Arrangements (i.e. stopping at a restaurant, picnic, etc.) Staying at Double Tree Boston Bayside
240 Mt. Vernon Ave
Boston MA

Estimated Cost of Transportation: \$1500

Estimated Cost per Student: \$335

Other Information: travel by bus via Carlos Correa

PRINCIPAL APPROVAL BY SIGNATURE: [Signature] DATE: 1/31/20

OVERNIGHT/OUT-OF-STATE FIELD TRIP BOE APPROVAL: _____ DATE: _____

Billing Information

Bill to: _____

**NO BUS
NEEDED**

Pricing: _____ Hours @ _____ per hour = _____

_____ Miles @ _____ per mile = _____

Minimum Charge: _____

Total Charge per Bus: _____

Confirmation

Information taken by: _____ Date Confirmed: _____

Confirmed by: _____ Recorded in Book: _____

January 23, 2020

TO: Dr. Rodrigue

FROM: Kim Longobucco

Please accept the donation of \$2,500 from Ingersoll Auto of Danbury to the Newtown High School Thespian Society. This is a very generous gift. Newtown High School students will certainly benefit from this donation.

Thank you.



Newtown Middle School

Thomas R. Einhorn
Principal



James E. Ross
Assistant Principal

11 Queen Street
Newtown, Connecticut 06470-2172
(203) 426-7642

January 27, 2020

Dear Dr. Rodrigue,

Please request the Board of Education to allow us to accept a monetary donation in the amount of \$10,000.00 dollars from an anonymous donor. These funds are donated to us to be used to offset the cost of the 8th grade trip to Washington DC to students in need.

Thank you in advance for your support

A handwritten signature in black ink, appearing to read "Tom Einhorn".

Tom Einhorn

Principal, NMS

MEMORANDUM

TO: Board of Education

FROM: Kathy June
Board Clerk



DATE: February 11, 2020

Please accept the following anonymous donations:

| | |
|-----------------------------------|----------|
| Newtown High School Marching Band | \$300.00 |
| Newtown Middle School Mural | \$250.00 |

Thank you.

Correspondence Report
01/21/2019 – 02/17/2020

| Date | Name | Subject |
|-------------|---------------------------|---|
| 1/21/20 | Donna Norling | C&I Minutes |
| 1/21/20 | Kathy June | Revised Policy for meeting approval |
| 1/21/20 | Kiley Gottschalk | BOF Canceled 1.23.20 |
| 1/21/20 | Israel De Leon | Sympathies on Tragedy |
| 1/21/20 | Anna Lawlor | Music teacher cut concerns |
| 1/22/20 | Kathy June | Budget Presentations |
| 1/24/20 | Kathy June | Board Mailing – Jan 28th Meeting |
| 1/27/20 | Kathy June | Parent Letter from Dr. Rodrigue and Michelle Hiscavich |
| 1/27/20 | Katie Burke | Questions/Comments on Proposed Education Budget |
| 1/27/20 | Julia Conlin | Proposed budget concerns |
| 1/27/20 | Meredith Campbell Britton | Music teacher reduction concerns |
| 1/28/20 | Kiley Gottschalk | Questions and Concerns about the proposed BoE Budget |
| 1/28/20 | Jessie Paulson | BoE Proposed Budget Concerns |
| 1/28/20 | Nancy Gabrielle White | 2020-21 -4 Specials Budget Proposal |
| 1/29/20 | Jacqui Kaplan | Concerns about budget reductions |
| 1/29/20 | Katie Michael | Superintendent Budget concerns |
| 1/29/20 | Shari Wright | Concerns about proposed changes to elementary specials/schedule |
| 1/30/20 | Donna & Neil Randle | American Legion Activities |
| 1/30/20 | Donna & Neil Randle | Other American Legion Events |
| 1/30/20 | Kathy June | Board Mailing – Feb 4 th Meeting |
| 2/3/20 | Donna Norling | C&I Minutes |
| 2/3/20 | Michelle Ku | Requested Maintenance Items for Budget Discussion |
| 2/4/20 | Joanne Morris | CIP Sub Committee Meeting Cancelled |
| 2/4/20 | Deborra Zukowski | Info for tonight's budget deliberation |
| 2/4/20 | Tina Jones | Letter about Newtown Music Program |
| 2/6/20 | Donna & Neil Randle | Memories from Post 202 Oratorical Awards |
| 2/7/20 | Kathy June | Enrollment Report Revised for |

| | | |
|---------|--------------------|--|
| | | January 31 st |
| 2/7/20 | Kiley Gottschalk | BOF 2.10.20 Agenda |
| 2/7/20 | Michelle Ku | Liason Opportunity |
| 2/11/20 | Michelle Ku | School Start Time Legislation |
| 2/12/20 | Kathy June | Budget Books Ready |
| 2/12/20 | Kiley Gottschalk | Public Hearing 2.13.20 and BOF Agenda |
| 2/12/20 | Michelle Ku | Follow Up to Wednesday's Legislative Council Meeting |
| 2/13/20 | Cynthia McArthur | Read Across America Guest Reader |
| 2/14/20 | Michelle Hiscavich | Invitation – Winter Extravagation |
| 2/14/20 | Kiley Gottschalk | BOF 2.18.20 Agenda |
| 2/14/20 | Michelle Ku | BOF Presentation Materials – Feb 13, 2020 |
| 2/17/20 | Michelle Ku | School Start Time Legislation |

Chair Summary of Board Voting Guidelines

Quorum of the Board of Education – four members

If a majority vote is required:

More than half is (1/1, 2/2, 2/3, ¾, 3/5, 4/6, 4/7)

More than 2/3 is (1/1, 2/2, 2/3, ¾, 4/5, 4/6, 5/7)

Usually, the requirement is for more than half of the members present and voting.

Special cases, requiring something other than more than half of members present

More than half of the full Board membership (4 or more) is required:

- To amend a bylaw (note that this is different from Robert's Rules and is determined by Policy 9311)
- To suspend a policy (only if the proposed suspension has been noticed) (Policy 9311)
- To direct the Superintendent to issue, amend, or delete a regulation if no written notice has been given (Policy 9311)
- To appoint a superintendent (CGS 10-157)
- To change a textbook (CGS 10-229)

Majority by 2/3 vote of those present and voting is required:

- To close or limit debate on a motion (Robert's Rules)
- To prevent the consideration of a motion (Robert's Rules)
- To add an item to the agenda (only for a Regular Meeting) (CGS 1-225)

Majority by 2/3 of the full membership is required (5 or more):

When no notice of the proposed suspension has been given (Policy 9311)

Changing a vote: A member may change their vote up to the point that the vote is announced. After it is announced, they may change their vote only with unanimous consent of the board

Note: Under Roberts Rules, "present and voting" means those members present for the vote and voting on the issue (not abstaining). For example, if six members are present at a particular meeting and one leaves early, leaving only a quorum (5) and then one member abstains from voting on a topic, the majority of those "present and voting" would be 3 (4 members present and voting - majority is 3).

Mental Health & Education Statement

Milan Chand, CT SBOE Student Board Member

A wave. A burden. An ocean of doubt, fear, and anxiety brewing in ones mind: and the feeling of helplessness above it all. The definition of a mental disorder is believed to be innate: fixed and only defined in one way. Yet that burden is so much more than what meets the eye. A wave that takes countless forms. And an impact that lasts a lifetime.

In the world of psychology, adolescence is seen as a time of discovery, a period in an individual's life where their identity is discovered, refined, and curated. Teenagers today however encounter countless barriers while shaping their path. These barriers are usually in the form of a similar wave; a wave that begins to tear them down and change their lives dramatically. The crippling control of mental health is at the forefront of our society's struggles: whether it be affecting an individual's life, causing impacts on a community, or resulting in a tragic suicide.

Therefore, promoting mental health awareness is more than just silencing the stigma, even though changing mindsets is also pivotal to making a difference in society. Nevertheless, advocating for positive brain health is about changing a culture: a culture filled with high suicide rates in teens, negative social media influence, and closed lines of communication. The Education System, Connecticut, and America as a whole need to recognize the importance of brain health and work to change our societal standards, especially for the lives of students.

Living in Newtown, Connecticut I have experienced the pain and the suffering of surviving a tragedy in school. My once safe haven as a child has now and forever become a war zone: a place filled with trauma and fear. Although our community has become stronger, the effects of this pain will never leave. Last year Jeremy Richman, founder of The Avielle Foundation, killed himself. As a mentor and friend, his suicide affected so many others and myself, but no one could ever imagine the pain he went through. Even as the leader of a non-profit fighting for better brain health, he couldn't fight the relentless grip of his pain.

Like so many other students, sometimes the pain is too much. Sometimes their anxiety, doubt, and fears are too strong. However, being an optimist, I don't believe it has

to be this way. I don't believe I can stand here and watch this happen without fighting for change. The struggles of mental health disorders are real, grief is real, pain and suffering is real, but how we cope with it and how we receive support is what truly matters. Because we *can* imagine their pain, and we need to empathize with those who are struggling.

As a monumental pillar of our great state of Connecticut I truly believe, especially after these past six months on the Board of Education, that it is our job to create the resources, the support, and the aid to every district, every school, and most importantly every student: because no one deserves to suffer in silence. No one deserves to live a life full of pain where no one is listening.

This support can take many forms, whether it means more budgeting for mental health aid, or creating relevant programs for districts to implement, or educating counselors and teachers on best practices. There are countless initiatives to continue to build upon and create the best school climate for students today. It shouldn't matter if you live in Greenwich or Bridgeport, all students should have equal opportunity to mental health support.

So I urge the Department of Education, the State of Connecticut, and even America as a whole to fight the preconceived notions on mental health, to create equal access of support for all, and to continue to advocate for awareness and understanding. We need to be the listening ear, to hear the pain and to respond with empathy: because everyone deserves a little a bit of compassion.

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
JANUARY 31, 2020**

SUMMARY

This seventh report for the 2019-20 school year continues to provide year to date actual expenditures, encumbrances, and anticipated obligations. Account-by-account analysis continues to update these estimates as operating conditions occur. Beyond salaries, benefits, and accounts that have not been thoroughly evaluated, the anticipated obligations continue to be listed approximately as full budget spend (*i.e., supplies, professional services, property services, contracted services, student and staff travel, printing*).

During the month of January, the Board of Education spent approximately \$9.1M; \$5.7M on salaries; \$2.2M on benefits (*the third quarter of our self-insurance deposit of \$2.0M was made this month*); and \$1.2M on all other objects.

The “Anticipated Obligation” column continues to include a calculated Excess Cost grant offset estimated at 74.8% based on the initial estimates done by the State. This information is reflected in the “Offsetting Revenue” schedule that follows the expenditure report. Overall, this represents \$357,431 more than what was budgeted. (*Keep in mind that this may be adjusted by the State*).

The activity that produced the balance decrease from the December report include several additional special education out-of-district commitments from mediated agreements which required an increased encumbrance of approximately \$160,000. This along with the Boards recent budget adjustments which pushed \$97,210 back to this year, are now included as anticipated obligations.

The increased Excess Cost Grant is primarily responsible for our positive balance taking overall financial activities into account at this time. We are optimistic that these balances will hold until the end of the year, and may even improve.

The emergency repairs required during this month which exceeded \$5,000 included; rooftop heat wheel motor replacement at Head O’Meadow, \$5,680; replacing Glycol at High School, \$27,914.

Additional receipts for local tuition and miscellaneous fees were booked.

The budget will continue to be closely monitored with any further impacts being shared as appropriate.

This is the first report using data from both the Phoenix and eFinance accounting systems. Currently there is no detail report that matches the previous report which you had been receiving. We will continue reviewing this to see what is available for additional backup.

Ron Bienkowski
Director of Business
February 14, 2020



TERMS AND DEFINITIONS

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2018-19 – unaudited expenditures from the prior fiscal year (for comparison purposes)
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers – identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.
- Current Transfers – identifies budget transfer recommended for current month action.
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.
- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.
- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost and Agency Placement Grants and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – (Current Formula) this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the Department of Child and Family Services (DCF) are reimbursed after the school district has met the prior year’s per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals.

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$37,700 for this year.

The last portion of the monthly budget summary reports school generated revenue that are anticipated revenue to the Town of Newtown. Fees and charges include:

- Local Tuition – amounts the board receives from non-residents who pay tuition to attend Newtown schools. Primarily from staff members.
- High school fees for parking permits.
- The final revenue is miscellaneous fees, which constitute refunds, rebates, prior year claims, etc.

**NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - JANUARY 31, 2020**

| OBJECT CODE | EXPENSE CATEGORY | EXPENDED 2018 - 2019 | 2019 - 2020 APPROVED BUDGET | YTD TRANSFERS 2019 - 2020 | CURRENT BUDGET | YTD EXPENDITURE | ENCUMBER | BALANCE | ANTICIPATED OBLIGATIONS | PROJECTED BALANCE |
|-----------------------------------|--------------------------|-------------------------|-----------------------------------|---------------------------------|-------------------|--------------------|---------------|--------------|----------------------------|----------------------|
| <u>GENERAL FUND BUDGET</u> | | | | | | | | | | |
| 100 | SALARIES | \$ 48,042,992 | \$ 50,205,315 | \$ - | \$ 50,205,315 | \$ 24,726,655 | \$ 24,425,454 | \$ 1,053,206 | \$ 842,740 | \$ 210,466 |
| 200 | EMPLOYEE BENEFITS | \$ 11,165,888 | \$ 11,093,340 | \$ - | \$ 11,093,340 | \$ 8,055,212 | \$ 2,086,969 | \$ 951,159 | \$ 957,970 | \$ (6,811) |
| 300 | PROFESSIONAL SERVICES | \$ 767,554 | \$ 797,835 | \$ - | \$ 797,835 | \$ 384,903 | \$ 153,332 | \$ 259,600 | \$ 259,600 | \$ - |
| 400 | PURCHASED PROPERTY SERV. | \$ 2,243,310 | \$ 2,292,742 | \$ - | \$ 2,292,742 | \$ 1,261,930 | \$ 428,149 | \$ 602,663 | \$ 602,348 | \$ 315 |
| 500 | OTHER PURCHASED SERVICES | \$ 8,901,602 | \$ 9,111,879 | \$ - | \$ 9,111,879 | \$ 5,697,002 | \$ 4,377,014 | \$ (962,137) | \$ (799,886) | \$ (162,250) |
| 600 | SUPPLIES | \$ 3,784,438 | \$ 3,671,332 | \$ - | \$ 3,671,332 | \$ 1,731,636 | \$ 208,470 | \$ 1,731,226 | \$ 1,592,419 | \$ 138,807 |
| 700 | PROPERTY | \$ 756,806 | \$ 757,572 | \$ - | \$ 757,572 | \$ 367,610 | \$ 196,330 | \$ 193,632 | \$ 248,842 | \$ (55,210) |
| 800 | MISCELLANEOUS | \$ 62,869 | \$ 74,395 | \$ - | \$ 74,395 | \$ 57,071 | \$ 4,905 | \$ 12,419 | \$ 12,419 | \$ - |
| 910 | SPECIAL ED CONTINGENCY | \$ - | \$ 100,000 | \$ - | \$ 100,000 | \$ - | \$ - | \$ 100,000 | \$ - | \$ 100,000 |
| TOTAL GENERAL FUND BUDGET | | \$ 75,725,459 | \$ 78,104,410 | \$ - | \$ 78,104,410 | \$ 42,282,019 | \$ 31,880,623 | \$ 3,941,769 | \$ 3,716,452 | \$ 225,317 |
| 900 | TRANSFER NON-LAPSING | \$ 328,772 | | | | | | | | |
| GRAND TOTAL | | \$ 76,054,231 | \$ 78,104,410 | \$ - | \$ 78,104,410 | \$ 42,282,019 | \$ 31,880,623 | \$ 3,941,769 | \$ 3,716,452 | \$ 225,317 |

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - JANUARY 31, 2020

| OBJECT CODE | EXPENSE CATEGORY | EXPENDED 2018 - 2019 | 2019 - 2020 APPROVED BUDGET | YTD TRANSFERS 2019 - 2020 | CURRENT BUDGET | YTD EXPENDITURE | ENCUMBER | BALANCE | ANTICIPATED OBLIGATIONS | PROJECTED BALANCE |
|-------------|--|-------------------------|-----------------------------------|---------------------------------|----------------------|----------------------|----------------------|---------------------|----------------------------|----------------------|
| 100 | SALARIES | | | | | | | | | |
| | Administrative Salaries | \$ 3,926,453 | \$ 4,156,163 | \$ - | \$ 4,156,163 | \$ 2,431,882 | \$ 1,719,410 | \$ 4,872 | \$ 3,953 | \$ 919 |
| | Teachers & Specialists Salaries | \$ 30,602,780 | \$ 31,770,823 | \$ - | \$ 31,770,823 | \$ 14,638,429 | \$ 17,050,146 | \$ 82,248 | \$ (68,579) | \$ 150,827 |
| | Early Retirement | \$ 40,000 | \$ 32,000 | \$ - | \$ 32,000 | \$ 32,000 | \$ - | \$ - | \$ - | \$ - |
| | Continuing Ed./Summer School | \$ 89,327 | \$ 94,514 | \$ - | \$ 94,514 | \$ 67,732 | \$ 0 | \$ 26,782 | \$ 25,946 | \$ 836 |
| | Homebound & Tutors Salaries | \$ 150,895 | \$ 162,236 | \$ - | \$ 162,236 | \$ 40,417 | \$ 37,222 | \$ 84,597 | \$ 77,639 | \$ 6,957 |
| | Certified Substitutes | \$ 629,852 | \$ 652,430 | \$ - | \$ 652,430 | \$ 311,748 | \$ 111,520 | \$ 229,162 | \$ 229,162 | \$ - |
| | Coaching/Activities | \$ 621,521 | \$ 652,752 | \$ - | \$ 652,752 | \$ 345,263 | \$ (1,143) | \$ 308,632 | \$ 308,632 | \$ - |
| | Staff & Program Development | \$ 226,225 | \$ 213,494 | \$ - | \$ 213,494 | \$ 68,861 | \$ 28,576 | \$ 116,056 | \$ 116,056 | \$ - |
| | CERTIFIED SALARIES | \$ 36,287,053 | \$ 37,734,412 | \$ - | \$ 37,734,412 | \$ 17,936,331 | \$ 18,945,731 | \$ 852,349 | \$ 692,810 | \$ 159,539 |
| | Supervisors/Technology Salaries | \$ 879,898 | \$ 934,371 | \$ - | \$ 934,371 | \$ 555,981 | \$ 346,664 | \$ 31,726 | \$ 17,633 | \$ 14,093 |
| | Clerical & Secretarial Salaries | \$ 2,261,580 | \$ 2,339,317 | \$ - | \$ 2,339,317 | \$ 1,310,411 | \$ 1,027,816 | \$ 1,090 | \$ - | \$ 1,090 |
| | Educational Assistants | \$ 2,577,377 | \$ 2,783,832 | \$ - | \$ 2,783,832 | \$ 1,407,711 | \$ 1,374,362 | \$ 1,759 | \$ 1,800 | \$ (41) |
| | Nurses & Medical Advisors | \$ 734,534 | \$ 779,871 | \$ - | \$ 779,871 | \$ 353,723 | \$ 387,847 | \$ 38,301 | \$ 38,301 | \$ - |
| | Custodial & Maint. Salaries | \$ 3,116,314 | \$ 3,212,091 | \$ - | \$ 3,212,091 | \$ 1,816,165 | \$ 1,316,625 | \$ 79,301 | \$ 23,064 | \$ 56,237 |
| | Non-Certied Adj & Bus Drivers Salaries | \$ 12,745 | \$ 25,022 | \$ - | \$ 25,022 | \$ 11,493 | \$ 13,529 | \$ - | \$ - | \$ - |
| | Career/Job Salaries | \$ 48,376 | \$ 141,195 | \$ - | \$ 141,195 | \$ 77,983 | \$ 112,481 | \$ (49,269) | \$ (52,964) | \$ 3,695 |
| | Special Education Svcs Salaries | \$ 1,172,425 | \$ 1,271,345 | \$ - | \$ 1,271,345 | \$ 656,655 | \$ 615,400 | \$ (710) | \$ 199 | \$ (909) |
| | Attendance & Security Salaries | \$ 580,533 | \$ 605,759 | \$ - | \$ 605,759 | \$ 315,177 | \$ 275,668 | \$ 14,914 | \$ 12,500 | \$ 2,414 |
| | Extra Work - Non-Cert. | \$ 104,484 | \$ 110,362 | \$ - | \$ 110,362 | \$ 100,784 | \$ 9,329 | \$ 249 | \$ 25,900 | \$ (25,651) |
| | Custodial & Maint. Overtime | \$ 228,815 | \$ 235,738 | \$ - | \$ 235,738 | \$ 168,112 | \$ - | \$ 67,626 | \$ 67,626 | \$ - |
| | Civic Activities/Park & Rec. | \$ 38,858 | \$ 32,000 | \$ - | \$ 32,000 | \$ 16,129 | \$ - | \$ 15,871 | \$ 15,871 | \$ - |
| | NON-CERTIFIED SALARIES | \$ 11,755,939 | \$ 12,470,903 | \$ - | \$ 12,470,903 | \$ 6,790,324 | \$ 5,479,723 | \$ 200,856 | \$ 149,930 | \$ 50,927 |
| | SUBTOTAL SALARIES | \$ 48,042,992 | \$ 50,205,315 | \$ - | \$ 50,205,315 | \$ 24,726,655 | \$ 24,425,454 | \$ 1,053,206 | \$ 842,740 | \$ 210,466 |

**NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - JANUARY 31, 2020**

| OBJECT CODE | EXPENSE CATEGORY | EXPENDED 2018 - 2019 | 2019 - 2020 APPROVED BUDGET | YTD TRANSFERS 2019 - 2020 | CURRENT BUDGET | YTD EXPENDITURE | ENCUMBER | BALANCE | ANTICIPATED OBLIGATIONS | PROJECTED BALANCE |
|-------------|-------------------------------------|-------------------------|-----------------------------------|---------------------------------|----------------------|---------------------|---------------------|-------------------|----------------------------|----------------------|
| 200 | EMPLOYEE BENEFITS | | | | | | | | | |
| | Medical & Dental Expenses | \$ 8,179,822 | \$ 8,058,967 | \$ - | \$ 8,058,967 | \$ 6,058,942 | \$ 1,977,388 | \$ 22,637 | \$ 16,095 | \$ 6,542 |
| | Life Insurance | \$ 84,680 | \$ 87,134 | \$ - | \$ 87,134 | \$ 50,199 | \$ - | \$ 36,935 | \$ 36,521 | \$ 414 |
| | FICA & Medicare | \$ 1,499,915 | \$ 1,534,045 | \$ - | \$ 1,534,045 | \$ 793,231 | \$ - | \$ 740,814 | \$ 740,814 | \$ - |
| | Pensions | \$ 809,692 | \$ 864,842 | \$ - | \$ 864,842 | \$ 779,807 | \$ 250 | \$ 84,785 | \$ 88,240 | \$ (3,455) |
| | Unemployment & Employee Assist. | \$ 59,858 | \$ 87,000 | \$ - | \$ 87,000 | \$ 23,082 | \$ - | \$ 63,918 | \$ 56,418 | \$ 7,500 |
| | Workers Compensation | \$ 531,920 | \$ 461,352 | \$ - | \$ 461,352 | \$ 349,951 | \$ 109,332 | \$ 2,069 | \$ 19,881 | \$ (17,812) |
| | SUBTOTAL EMPLOYEE BENEFITS | \$ 11,165,888 | \$ 11,093,340 | \$ - | \$ 11,093,340 | \$ 8,055,212 | \$ 2,086,969 | \$ 951,159 | \$ 957,970 | \$ (6,811) |
| 300 | PROFESSIONAL SERVICES | | | | | | | | | |
| | Professional Services | \$ 574,753 | \$ 590,802 | \$ - | \$ 590,802 | \$ 295,419 | \$ 126,535 | \$ 168,848 | \$ 168,848 | \$ - |
| | Professional Educational Serv. | \$ 192,800 | \$ 207,033 | \$ - | \$ 207,033 | \$ 89,484 | \$ 26,797 | \$ 90,752 | \$ 90,752 | \$ - |
| | SUBTOTAL PROFESSIONAL SERV. | \$ 767,554 | \$ 797,835 | \$ - | \$ 797,835 | \$ 384,903 | \$ 153,332 | \$ 259,600 | \$ 259,600 | \$ - |
| 400 | PURCHASED PROPERTY SERV. | | | | | | | | | |
| | Buildings & Grounds Services | \$ 694,509 | \$ 708,805 | \$ - | \$ 708,805 | \$ 436,476 | \$ 143,954 | \$ 128,374 | \$ 128,374 | \$ - |
| | Utility Services - Water & Sewer | \$ 132,669 | \$ 147,645 | \$ - | \$ 147,645 | \$ 89,777 | \$ - | \$ 57,868 | \$ 57,868 | \$ - |
| | Building, Site & Emergency Repairs | \$ 550,790 | \$ 460,850 | \$ - | \$ 460,850 | \$ 259,835 | \$ 94,388 | \$ 106,627 | \$ 106,627 | \$ - |
| | Equipment Repairs | \$ 300,958 | \$ 338,819 | \$ - | \$ 338,819 | \$ 128,804 | \$ 53,320 | \$ 156,695 | \$ 156,695 | \$ - |
| | Rentals - Building & Equipment | \$ 271,749 | \$ 272,923 | \$ - | \$ 272,923 | \$ 133,433 | \$ 95,625 | \$ 43,866 | \$ 43,551 | \$ 315 |
| | Building & Site Improvements | \$ 292,635 | \$ 363,700 | \$ - | \$ 363,700 | \$ 213,606 | \$ 40,862 | \$ 109,232 | \$ 109,232 | \$ - |
| | SUBTOTAL PUR. PROPERTY SERV. | \$ 2,243,310 | \$ 2,292,742 | \$ - | \$ 2,292,742 | \$ 1,261,930 | \$ 428,149 | \$ 602,663 | \$ 602,348 | \$ 315 |

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - JANUARY 31, 2020

| OBJECT CODE | EXPENSE CATEGORY | EXPENDED 2018 - 2019 | 2019 - 2020 APPROVED BUDGET | YTD TRANSFERS 2019 - 2020 | CURRENT BUDGET | YTD EXPENDITURE | ENCUMBER | BALANCE | ANTICIPATED OBLIGATIONS | PROJECTED BALANCE |
|-------------|---------------------------------------|-------------------------|-----------------------------------|---------------------------------|---------------------|---------------------|---------------------|---------------------|----------------------------|----------------------|
| 500 | OTHER PURCHASED SERVICES | | | | | | | | | |
| | Contracted Services | \$ 619,306 | \$ 631,536 | \$ - | \$ 631,536 | \$ 424,125 | \$ 52,274 | \$ 155,138 | \$ 155,138 | \$ - |
| | Transportation Services | \$ 4,180,892 | \$ 4,323,600 | \$ - | \$ 4,323,600 | \$ 2,288,379 | \$ 1,660,525 | \$ 374,697 | \$ 325,370 | \$ 49,327 |
| | Insurance - Property & Liability | \$ 400,457 | \$ 407,947 | \$ - | \$ 407,947 | \$ 298,513 | \$ 79,968 | \$ 29,466 | \$ - | \$ 29,466 |
| | Communications | \$ 140,237 | \$ 160,926 | \$ - | \$ 160,926 | \$ 84,192 | \$ 42,667 | \$ 34,068 | \$ 27,936 | \$ 6,132 |
| | Printing Services | \$ 32,114 | \$ 33,057 | \$ - | \$ 33,057 | \$ 10,145 | \$ 7,630 | \$ 15,282 | \$ 15,282 | \$ - |
| | Tuition - Out of District | \$ 3,330,730 | \$ 3,328,479 | \$ - | \$ 3,328,479 | \$ 2,494,940 | \$ 2,454,784 | \$ (1,621,246) | \$ (1,373,611) | \$ (247,635) |
| | Student Travel & Staff Mileage | \$ 197,866 | \$ 226,334 | \$ - | \$ 226,334 | \$ 96,708 | \$ 79,166 | \$ 50,460 | \$ 50,000 | \$ 460 |
| | SUBTOTAL OTHER PURCHASED SERV. | \$ 8,901,602 | \$ 9,111,879 | \$ - | \$ 9,111,879 | \$ 5,697,002 | \$ 4,377,014 | \$ (962,137) | \$ (799,886) | \$ (162,250) |
| 600 | SUPPLIES | | | | | | | | | |
| | Instructional & Library Supplies | \$ 885,366 | \$ 819,252 | \$ - | \$ 819,252 | \$ 459,872 | \$ 83,867 | \$ 275,513 | \$ 275,513 | \$ - |
| | Software, Medical & Office Supplies | \$ 189,356 | \$ 216,843 | \$ - | \$ 216,843 | \$ 104,232 | \$ 43,754 | \$ 68,857 | \$ 68,857 | \$ - |
| | Plant Supplies | \$ 366,651 | \$ 375,000 | \$ - | \$ 375,000 | \$ 178,311 | \$ 71,132 | \$ 125,557 | \$ 125,557 | \$ - |
| | Electric | \$ 1,433,462 | \$ 1,384,117 | \$ - | \$ 1,384,117 | \$ 649,424 | \$ - | \$ 734,693 | \$ 629,693 | \$ 105,000 |
| | Propane & Natural Gas | \$ 426,559 | \$ 434,914 | \$ - | \$ 434,914 | \$ 165,738 | \$ - | \$ 269,176 | \$ 217,854 | \$ 51,322 |
| | Fuel Oil | \$ 97,798 | \$ 81,000 | \$ - | \$ 81,000 | \$ 26,064 | \$ - | \$ 54,936 | \$ 54,936 | \$ - |
| | Fuel for Vehicles & Equip. | \$ 246,113 | \$ 203,992 | \$ - | \$ 203,992 | \$ 52,540 | \$ - | \$ 151,452 | \$ 126,967 | \$ 24,485 |
| | Textbooks | \$ 139,133 | \$ 156,214 | \$ - | \$ 156,214 | \$ 95,454 | \$ 9,717 | \$ 51,043 | \$ 93,043 | \$ (42,000) |
| | SUBTOTAL SUPPLIES | \$ 3,784,438 | \$ 3,671,332 | \$ - | \$ 3,671,332 | \$ 1,731,636 | \$ 208,470 | \$ 1,731,226 | \$ 1,592,419 | \$ 138,807 |

**NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - JANUARY 31, 2020**

| OBJECT CODE | EXPENSE CATEGORY | EXPENDED 2018 - 2019 | 2019 - 2020 APPROVED BUDGET | YTD TRANSFERS 2019 - 2020 | CURRENT BUDGET | YTD EXPENDITURE | ENCUMBER | BALANCE | ANTICIPATED OBLIGATIONS | PROJECTED BALANCE |
|-------------|-------------------------------|----------------------|-----------------------------|---------------------------|----------------------|----------------------|----------------------|---------------------|-------------------------|--------------------|
| 700 | PROPERTY | | | | | | | | | |
| | Capital Improvements (Sewers) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Technology Equipment | \$ 576,182 | \$ 550,000 | \$ - | \$ 550,000 | \$ 328,758 | \$ 46,700 | \$ 174,542 | \$ 174,542 | \$ - |
| | Other Equipment | \$ 180,624 | \$ 207,572 | \$ - | \$ 207,572 | \$ 38,853 | \$ 149,630 | \$ 19,090 | \$ 74,300 | \$ (55,210) |
| | SUBTOTAL PROPERTY | \$ 756,806 | \$ 757,572 | \$ - | \$ 757,572 | \$ 367,610 | \$ 196,330 | \$ 193,632 | \$ 248,842 | \$ (55,210) |
| 800 | MISCELLANEOUS | | | | | | | | | |
| | Memberships | \$ 62,869 | \$ 74,395 | \$ - | \$ 74,395 | \$ 57,071 | \$ 4,905 | \$ 12,419 | \$ 12,419 | \$ - |
| | SUBTOTAL MISCELLANEOUS | \$ 62,869 | \$ 74,395 | \$ - | \$ 74,395 | \$ 57,071 | \$ 4,905 | \$ 12,419 | \$ 12,419 | \$ - |
| 910 | SPECIAL ED CONTINGENCY | | \$ 100,000 | \$ - | \$ 100,000 | \$ - | \$ - | \$ 100,000 | \$ - | \$ 100,000 |
| | TOTAL LOCAL BUDGET | \$ 75,725,459 | \$ 78,104,410 | \$ - | \$ 78,104,410 | \$ 42,282,019 | \$ 31,880,623 | \$ 3,941,769 | \$ 3,716,452 | \$ 225,317 |

| | <u>REVENUES</u> | | | | |
|---|-----------------|--------------------------------|-----------------|-------------------|---------------|
| | | <u>2019-20 APPROVED BUDGET</u> | <u>RECEIVED</u> | <u>BALANCE</u> | |
| <u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u> | | | | <u>% RECEIVED</u> | |
| LOCAL TUITION | | \$38,950 | \$22,050 | \$16,900 | 56.61% |
| HIGH SCHOOL FEES FOR PARKING PERMITS | | \$20,000 | \$20,000 | \$0 | 100.00% |
| MISCELLANEOUS FEES | | \$5,000 | \$2,355 | \$2,645 | 47.09% |
| TOTAL SCHOOL GENERATED FEES | | \$63,950 | \$44,405 | \$19,545 | 69.44% |

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

"FOR THE MONTH ENDING - JANUARY 31, 2020"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

| OBJECT | EXPENSE CATEGORY | BUDGETED | CURRENT BUDGET | 1st ESTIMATE | STATE ESTIMATE - 13-Jan | Feb RECEIVED | May ESTIMATED |
|----------------------------------|-----------------------------------|-----------------------|----------------|-----------------------|-------------------------|-----------------------|---------------|
| 100 | SALARIES | \$ (54,463) | \$ - | \$ (54,463) | \$ (34,983) | \$ (34,856) | \$ - |
| 200 | EMPLOYEE BENEFITS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 300 | PROFESSIONAL SERVICES | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 400 | PURCHASED PROPERTY SERV. | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 500 | OTHER PURCHASED SERVICES | \$ (1,467,089) | \$ - | \$ (1,467,089) | \$ (1,850,850) | \$ (1,844,127) | \$ - |
| 600 | SUPPLIES | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 700 | PROPERTY | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 800 | MISCELLANEOUS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| TOTAL GENERAL FUND BUDGET | | \$ (1,521,552) | \$ - | \$ (1,521,552) | \$ (1,885,833) | \$ (1,878,983) | \$ - |
| 100 | SALARIES | | | | | | |
| | Administrative Salaries | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Teachers & Specialists Salaries | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Early Retirement | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Continuing Ed./Summer School | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Homebound & Tutors Salaries | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Certified Substitutes | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Coaching/Activities | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Staff & Program Development | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | CERTIFIED SALARIES | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Supervisors/Technology Salaries | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Clerical & Secretarial salaries | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Educational Assistants | \$ (5,386) | \$ - | \$ (5,386) | \$ - | \$ - | \$ - |
| | Nurses & Medical advisors | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Custodial & Maint Salaries | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Non Certified Salary Adjustment | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Career/Job salaries | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Special Education Svcs Salaries | \$ (49,077) | \$ - | \$ (49,077) | \$ (34,983) | \$ (34,856) | \$ - |
| | Attendance & Security Salaries | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Extra Work - Non-Cert | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Custodial & Maint. Overtime | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Civic activities/Park & Rec | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | NON-CERTIFIED SALARIES | \$ (54,463) | \$ - | \$ (54,463) | \$ (34,983) | \$ (34,856) | \$ - |
| | SUBTOTAL SALARIES | \$ (54,463) | \$ - | \$ (54,463) | \$ (34,983) | \$ (34,856) | \$ - |
| 200 | EMPLOYEE BENEFITS | | | | | | |
| | SUBTOTAL EMPLOYEE BENEFITS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

"FOR THE MONTH ENDING - JANUARY 31, 2020"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

| OBJECT | EXPENSE CATEGORY | BUDGETED | CURRENT BUDGET | 1st ESTIMATE | STATE ESTIMATE - 13-Jan | Feb RECEIVED | May ESTIMATED |
|---------------|-------------------------------------|-----------------|-----------------------|---------------------|--------------------------------|---------------------|----------------------|
| 300 | PROFESSIONAL SERVICES | | | | | | |
| | Professional Services | \$ - | \$ - | | | | \$ - |
| | Professional Educational Ser. | \$ - | \$ - | | \$ - | | |
| | SUBTOTAL PROFESSIONAL SVCS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 400 | PURCHASED PROPERTY SVCS | | | | | | |
| | SUBTOTAL PUR. PROPERTY SER. | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 500 | OTHER PURCHASED SERVICES | | | | | | |
| | Contracted Services | \$ - | \$ - | | \$ - | | |
| | Transportation Services | \$ (329,230) | \$ (329,230) | \$ (371,702) | \$ (370,351) | | \$ - |
| | Insurance - Property & Liability | \$ - | \$ - | | \$ - | | |
| | Communications | \$ - | \$ - | | \$ - | | |
| | Printing Services | \$ - | \$ - | | \$ - | | |
| | Tuition - Out of District | \$ (1,137,859) | \$ (1,137,859) | \$ (1,479,148) | \$ (1,473,776) | | \$ - |
| | Student Travel & Staff Mileage | \$ - | \$ - | | \$ - | | |
| | SUBTOTAL OTHER PURCHASED SER | \$ (1,467,089) | \$ (1,467,089) | \$ (1,850,850) | \$ (1,844,127) | \$ - | \$ - |
| 600 | SUPPLIES | | | | | | |
| | SUBTOTAL SUPPLIES | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 700 | PROPERTY | | | | | | |
| | SUBTOTAL PROPERTY | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 800 | MISCELLANEOUS | | | | | | |
| | Memberships | | | | | | |
| | SUBTOTAL MISCELLANEOUS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | TOTAL LOCAL BUDGET | \$ (1,521,552) | \$ (1,521,552) | \$ (1,885,833) | \$ (1,878,983) | \$ - | \$ - |

Difference, 1st estimate to States Estimate \$ (6,850) 0% 0%

Excess Cost and Agency placement Grants are budgeted at 75%. \$ (1,521,552)

The first state estimate is at 74.8% reimbursement (this represents \$6,850 less that our internal 1st estimate). \$ (1,878,983)

Amount beyond budgeted \$ (357,431)

Perkins IV Career and Technology Education Secondary Supplemental Grant

Due: March 3, 2020

The 2020 Perkins IV Career and Technology Education Secondary Supplemental Grant was recently offered to high schools that have at least a 40% non-duplicated Career and Technical Education enrollment for 2018-2019. At the high school, 57.4% of our (non-duplicated) students were enrolled in a Business, Enterprise, and Applied Technology (BEAT) department class last year. The state must spend these funds by June 30, 2020 or return unused funding to the federal funding agency. We can apply for funding ranging from \$15,000 to \$50,000 and have been encouraged by our State Consultant to apply for the larger amount. The purpose of the grant is to prepare students with the knowledge and skills necessary to compete in a global economy.

Perkins views the high school Program of Studies through the career cluster lens. Career clusters are a way of grouping careers with common features and skills. Our proposal is designed to modernize technology and develop work-based skills in the Business Management, Information Technology, and STEM clusters. The three goals with strategies are:

| Goal | Strategy |
|--|--|
| Students will demonstrate employability skills required in current industry practice. | <ul style="list-style-type: none"> ● Update the computer lab for Video Game Design courses and the esports club to reflect current industry practice. ● Purchase additional robotics supplies to support the Power Tech 2 (Robotics) course and a competitive VEX Robotics team. ● Purchase site licensing for software to support student-driven, self-directed learning in computer science (CS) and coding in the Python 1 & 2 courses and the AP CS Principles course. ● Purchase new mobile devices to support programming in the classroom in the Mobile App Design courses. |
| Expand opportunities for students to connect with business, industry, and community partners. | <ul style="list-style-type: none"> ● Provide a stipend for a second FBLA advisor. |
| Expand and develop curriculum to offer a curriculum that includes industry credentials and current industry practices in our labor market. | <ul style="list-style-type: none"> ● Using a Train the Trainer approach, have a Robotics teacher credentialed in the OSHA 10 hour General Industry Certification. ● Update the curriculum for the Power Tech 2 (Robotics) course. |

This proposal is sustainable because it is focused on modernizing existing curriculum and technology. It is expanding opportunities for students without increasing the number of classes. Working with the Technology Department, we are still finalizing the budget for supplies and equipment, but we estimate the grant request will be approximately \$50,000.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office

Career and Technical Education



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006
20 U.S.C. §2301 et seq.

CAREER AND TECHNICAL
EDUCATION SECONDARY
SUPPLEMENTAL ENHANCEMENT
GRANT

2020

Purpose: To prepare the next generation of students with the knowledge and skills necessary to compete in the global economy.

Applications Due: March 3, 2020

Published: January 2020

RFP # 818

DISTRICT NAME _____

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Dr. Miguel A. Cardona
Commissioner of Education

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

**CAREER AND TECHNICAL EDUCATION SECONDARY WORK-BASED LEARNING
ENHANCEMENT GRANT APPLICATION 2020
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CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006
20 U.S.C. §2301 et seq.

CAREER AND TECHICAL EDUCATION SECONDARY SUPPLEMENTAL ENHANCEMENT
APPLICATION

I. Overview

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV) sets a new vision of career and technical education (CTE) for the 21st century. Perkins IV promotes reform, innovation, and continuous improvement in CTE to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards. It prepares students for postsecondary education, further learning and a wide range of opportunities in high-skill, high-wage, or high-demand occupations in emerging professions.

Perkins IV supports the alignment of CTE with state and local efforts to reform secondary schools and improve postsecondary education. The implementation of Perkins IV promises to make CTE programs an integral part of these efforts.

II. Purpose of the Act

The purpose of Perkins IV is to further develop the academic, career and technical skills of secondary students and postsecondary students who elect to enroll in CTE programs by:

- building on the efforts of states and localities to develop challenging academic and technical standards within career pathways aligned with state economic projections;
- assisting students in meeting standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and link secondary and postsecondary education for participating students;
- increasing state and local flexibility in providing services and activities designed to develop, implement and improve linkages between CTE and postsecondary options, including College Career Pathways;
- conducting and disseminating national research, providing professional development and disseminating information on best practices that improve CTE programs, services and activities;
- supporting partnerships among secondary schools, postsecondary institutions, baccalaureate-degree-granting institutions and business and industry;
- providing technical assistance that promotes leadership, initial preparation and professional development and improves the quality of CTE teachers, administrators and counselors; and
- providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

In accordance with this purpose, Perkins IV funding will be utilized for students in secondary and postsecondary programs only.

III. Purpose of the Secondary Supplemental Enhancement Act

The Perkins IV legislation allows states to distribute a portion of the local funds (legislative reference P.L. 109-270 Sec. 112) to achieve an equitable balance of funding in the state. The Supplemental Enhancement Grant has been created to balance the needs of districts statewide through supplemental Perkins IV funding.

IV. Career and Technology Education Secondary Supplemental Enhancement Grant Eligible Participants

Only those districts having received Perkins IV funds during the 2018-19 school year may apply for the Career and Technology Education Secondary Supplemental Enhancement Grant.

Eligible participants must reside in a rural area* or have a high percentage and high number of career and technical students (at least 40 percent, unduplicated CTE enrollment for the 2018-19 school year). This funding source should assist in the advancement of goals established by the Connecticut State Board of Education and Perkins IV legislation to close the achievement gap for CTE students in eligible districts by offering an opportunity for program development.

This grant is being provided to develop or improve Work-Based Learning programs in CTE.

Table of Rural Towns in Connecticut*

| | | | |
|-------------|-------------|------------------|------------|
| Andover | Deep River | Lyme | Salisbury |
| Ashford | Durham | Marlborough | Scotland |
| Barkhamsted | Eastford | Middlebury | Sharon |
| Bethany | East Granby | Middlefield | Sherman |
| Bethlehem | East Haddam | Morris | Sprague |
| Bolton | Easton | New Hartford | Sterling |
| Bozrah | Franklin | Norfolk | Thompson |
| Bridgewater | Goshen | North Canaan | Union |
| Brooklyn | Haddam | North Stonington | Voluntown |
| Burlington | Hampton | Old Lyme | Warren |
| Canaan | Hartland | Pomfret | Washington |
| Canterbury | Harwinton | Portland | Westbrook |
| Chaplin | Hebron | Preston | Willington |
| Chester | Kent | Putnam | Woodbridge |
| Colebrook | Lebanon | Redding | Woodbury |
| Columbia | Lisbon | Roxbury | Woodstock |
| Cornwall | Litchfield | Salem | |

*(2014, November 14). Retrieved July 7, 2017, from <http://www.ruralhealthct.org/towns.htm>

The district must hold an approved local five-year Perkins Secondary Plan to be eligible to apply for the 2020 Career and Technology Education Secondary Supplemental Learning Enhancement Grant.

* In Connecticut rural areas are rural towns.

V. Available Competitive Funding

Selected districts will be awarded **a minimum of \$15,000 up to a maximum of \$50,000 to be encumbered by June 30, 2020.** See obligation and liquidation dates on page 4, Section IX. This funding will be made available contingent upon the availability of Carl D. Perkins grant funding from the U.S. Department of Education. A sustainability plan must be developed and submitted with the grant application showing how grant initiatives will continue with other than local funding. Also, please note that funding can be used for students participating in CTE courses in **Grades 9–12 only.**

VI. Eligibility Requirements

This is a competitive grant and is not an entitlement. The following must be met in order for a district to be eligible to apply for funding:

- size, scope and quality consistent with the approved local five-year Perkins Secondary Plan must be adhered to and administered under all projects funded by the Supplemental Enhancement Grant;
- programs are taught by certified CTE teachers or are interdisciplinary/team curriculum projects involving both CTE and academic certified staff; and
- career pathway(s) must be established or improved in the following career clusters:
 - Agriculture, Food and Natural Resources;
 - Architecture and Construction;
 - Business Management and Administration;
 - Education and Training;
 - Finance;
 - Health Science;
 - Hospitality and Tourism;
 - Information Technology;
 - Manufacturing;
 - Marketing;
 - Science, Technology, Engineering and Mathematics (STEM); and
 - Transportation, Distribution, and Logistics.

VII. Management Control of the Program and Grant Consultation Role of the State

The grantee has overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or subgrantee.

VIII. Grant Awards

The Connecticut State Department of Education (CSDE) reserves the right to make grant and contract awards under this program without discussion with the applicants; therefore, proposals should represent the applicant's best effort to ensure a quality proposal from both a technical and cost standpoint. All awards are subject to the availability of federal funds. Grants are not final until the award letter is executed. The manager of the CTE unit will issue notification of the grant award. The level of funding and effective dates of the project will be set forth in the notification of the grant award.

IX. Grant Period

Grants will be awarded on or after March 3, 2020. All funds must be expended or obligated by June 30, 2020, and liquidated by August 31, 2020. There are no exceptions or waivers to this requirement.

X. Technical Assistance by Cluster/Pathway

For content-specific information on career pathways and the application to the specific project area, contact the CSDE cluster leader below.

| | | |
|--|---|--|
| Harold Mackin Education Consultant | <ul style="list-style-type: none">• Agriculture, Food and Natural Resources• Architecture and Construction• Manufacturing• Science, Technology, Engineering and Mathematics (STEM)• Transportation, Distribution, and Logistics | 860-713-6779 Harold.Mackin@ct.gov |
| Suzanne Loud Education Consultant | <ul style="list-style-type: none">• Business Management and Administration• Finance• Marketing• Health Science | 860-713-6746 Suzanne.Loud@ct.gov |
| Kyllie Freeman Associate Education Consultant | <ul style="list-style-type: none">• Education and Training• Hospitality and Tourism• Information Technology | 860-713-6592 Kyllie.Freeman@ct.gov |

XI. Obligation of Grant Recipients

Recipients of this competitive grant will be required to provide technical assistance and/or participate in statewide workshops or conferences for other local school districts requesting help in developing replicable programs.

XII. End-of-Year Reports

Grant recipients will be required to complete an end-of-year report. An evaluation of progress may include on-site reviews.

XIII. Application Submission Requirements

Proposals, *irrespective of means of transmittal or postmark date*, must be received by 3 p.m. on Tuesday, March 3, 2020. The application is available on the CSDE Web site under Quick Links "Request for Proposals." Submitted proposals become the property of the CSDE and a part of the public domain. **One** grant application with original signatures and **one** hard copy of all sections of the grant, including the ED114 and budget narrative, must be sent to:

Mailing Address

Harold Mackin
Connecticut State Department of Education
Academic Office
P.O. Box 2219
Hartford, CT 06145-2219

Delivery Address

Harold Mackin
Connecticut State Department of Education
Academic Office
450 Columbus Blvd., Suite 603
Hartford, CT 06103-1841

**Career and Technical
Education Secondary
Supplemental Enhancement
Grant
2020
Grant Application Packet**

Career and Technical Education Secondary Supplemental Enhancement Grant 2020 Overview

Program Title:

Career and Technical Education Secondary Supplemental Enhancement Grant

Program Area:

The following Career Clusters:

- Agriculture, Food and Natural Resources;
- Architecture and Construction;
- Business Management and Administration;
- Education and Training;
- Finance;
- Health Science;
- Hospitality and Tourism;
- Information Technology;
- Manufacturing;
- Marketing;
- Science, Technology, Engineering and Mathematics (STEM); and
- Transportation, Distribution, and Logistics.

Funding Available:

Grant awards minimum of \$15,000 to a maximum of \$50,000

Purpose:

The purpose of the Career and Technical Supplemental Enhancement Grant is to further develop the academic, career and technical skills of secondary students who elect to enroll in CTE programs.

All grant expenditures must meet the criteria set forth in the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Examples of fundable Supplemental Enhancement options are listed below. *This list is not meant to be exhaustive nor is it meant to limit funding options.*

Examples:

- create or improve dual concurrent enrollment programming;
- embed competencies toward industry recognized credential attainment in curricula;
- provide professional learning for teachers to become certified to train students to earn industry-recognized credentials;
- improve technology across the career clusters;
- create or expand partnerships between high schools and businesses or not-for-profit organizations, to give students access to internships, pre-apprenticeships, Cooperative Work Education experiences, or other Work-Based Learning experiences;
- establish or expand a school-based enterprise such as an online or brick and mortar school store or banking institution;

- launch a Simulated Workplace Environment that fosters in-depth, first-hand engagement with the tasks required in a given career field;
- design a One-Credit Mastery-Based Diploma Assessment in Work-Based Learning;
- create a new Career and Technical Student Organization (CTSO);
- provide professional learning for CTSO advisor;
- purchase instructional supplies and materials (e.g., chapter handbooks, leadership development materials, and official recordkeeping handbooks);
- purchase equipment that is appropriate to the CTSO program and benefits all students in a program;
- develop of new courses in alignment with Perkins V; and
- improve the CTE programming through contextualized projects.

Secondary Supplemental Enhancement Grant Application Checklist

Town/Agency: _____

After completing the grant application, fill out the checklist to ensure that all necessary information has been provided and submit with the application.

Place a check where information has been completed:

- All pages are sequentially numbered
- Grant Application Cover Sheet is completed and signed
- Plan Summary
- Local Plan Narrative (**use template on page 11**)
- Sustainability Plan, including local board of education minutes*
- ED114 Budget Form
- Budget Narrative
- Secondary Equipment Request Form

The following forms are completed and signed by the superintendent:

- Statement of Assurances (original signature)
- Certifications

*If you are unable to obtain the local board of education minutes before the application deadline, you may submit the minutes after the next local board of education meeting.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office



**CARL D. PERKINS – SECONDARY SUPPLEMENTAL ENHANCEMENT GRANT
APPLICATION
RFP # 818**

**GRANT PERIOD
March 3, 2020, to August 31, 2020**

**GRANT COVER PAGE
To Be Completed and Submitted with the Grant Application**

| | |
|--|---|
| <p><u>Applicant</u> (<i>Fiscal Agent</i>) (Name, Address, Telephone, Fax, E-Mail)</p> | <p><u>Program Funding Dates:</u> March 3, 2020, to August 31, 2020</p> <p><u>Amount requested:</u> \$ _____</p> |
| <p><u>Contact Person</u> (Name, Address, Telephone, Fax, E-Mail)</p> | |

To be eligible for this grant the school must have at least 40% unduplicated CTE enrollment and/or reside in a rural area in the 2018-19 school year (see page two of the grant announcement). Check the appropriate box(es) below.

- 40% unduplicated enrollment: Total high school enrollment _____ Unduplicated CTE enrollment _____
- School resides in a rural town as listed on page 2 of the application.

I, _____, the undersigned authorized chief administrative official, submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this proposal, if funded, will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals, and objectives as stated herein.

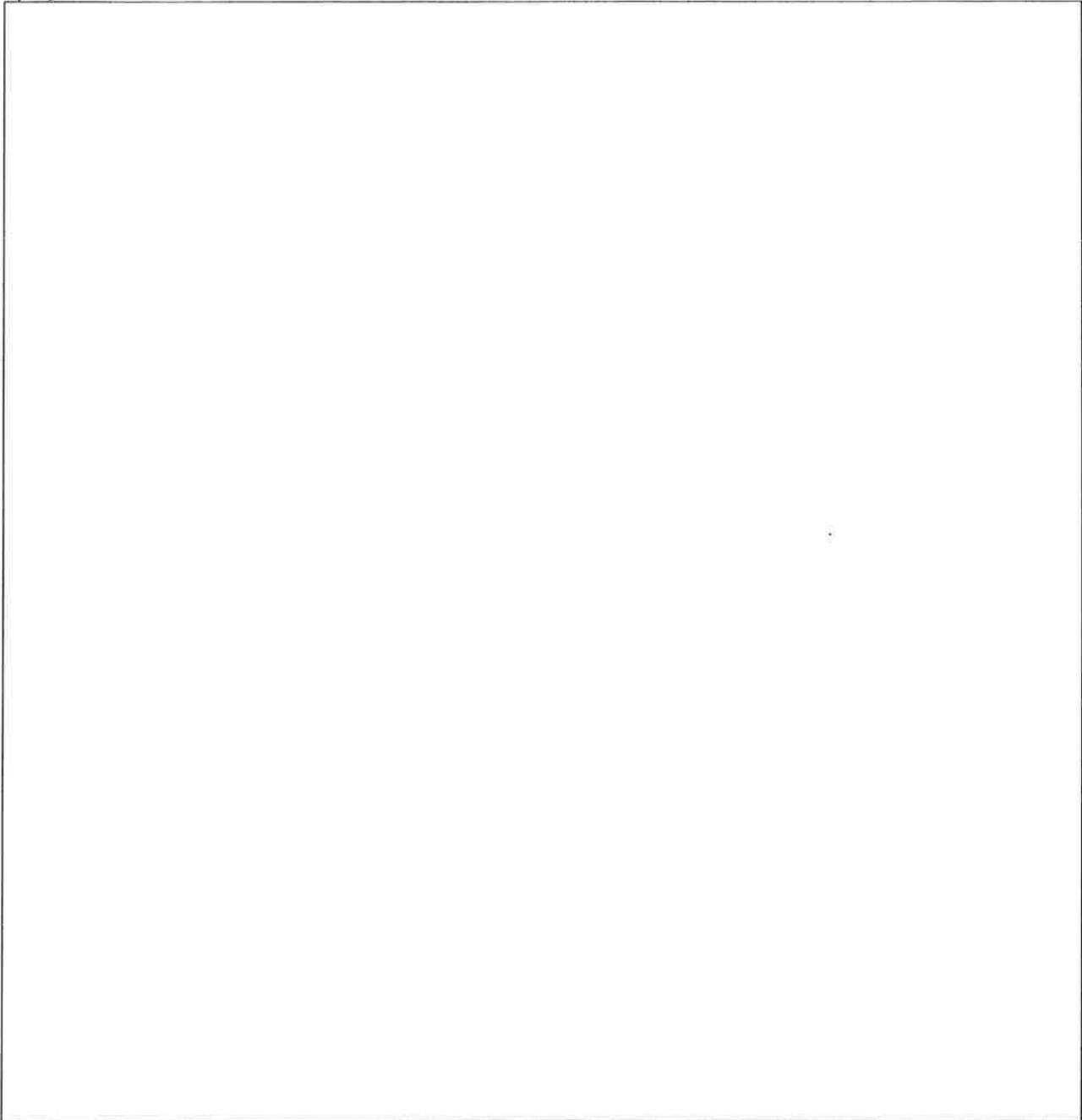
Signature of Authorized Administrative Official: _____

Name (typed): _____ Date: _____

Town/Agency: _____

Local Plan Summary

Describe the proposed project goals, objectives, and strategies. Include outcomes which are clearly specified and measurable. Clearly defined responsibilities, timelines, and milestones for accomplishing project tasks should also be listed.



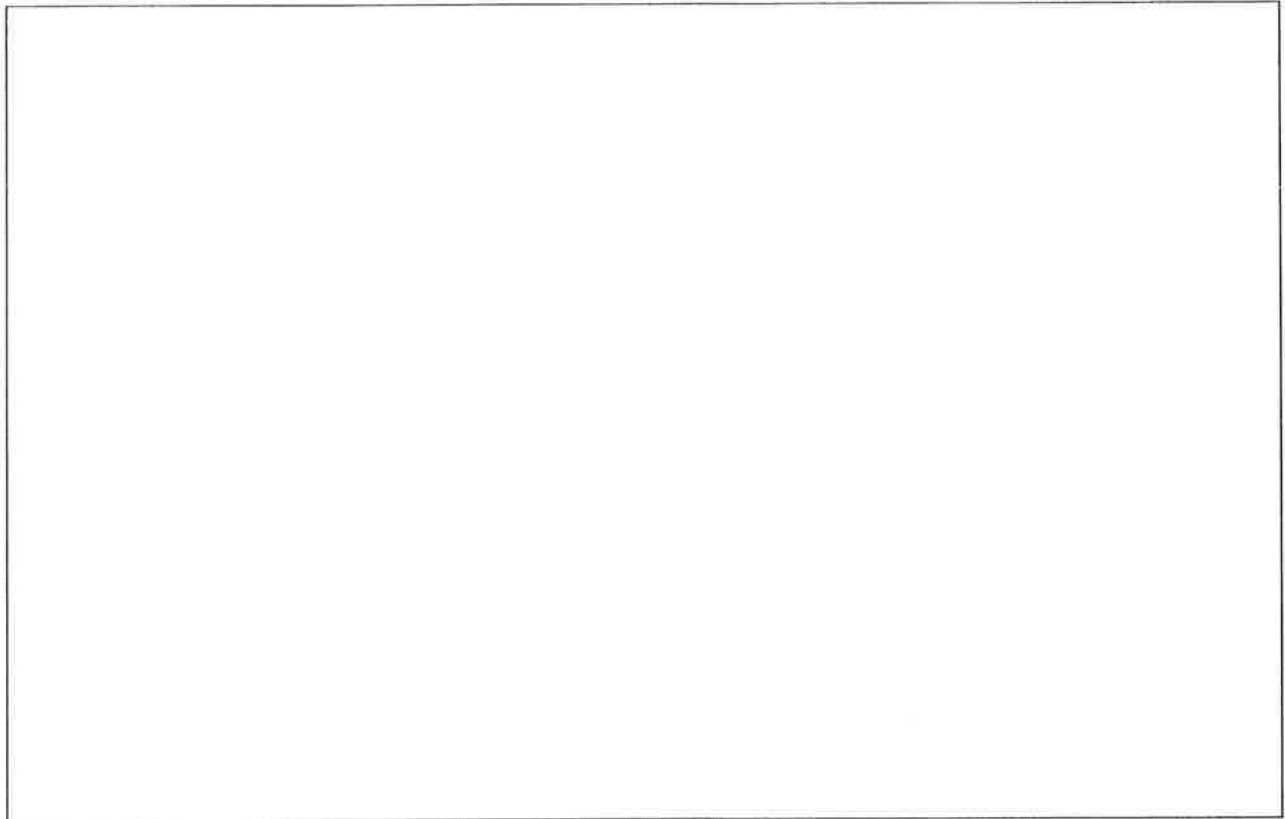
**Local Plan Narrative
Secondary Supplemental Enhancement Grant Application**

| Describe how the Secondary Supplemental Enhancement Grant implementation will: |
|---|
| 1. Improve and enhance CTE programs. |
| 2. Enhance, improve, and/or implement a career pathway(s). |
| 3. Improve students' academic and technical skill development through integration. |
| 4. Provide students with strong experience in, and understanding of, all aspects of an industry. |
| 5. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects. |
| 6. Provide opportunity for professional learning in this initiative. |
| 7. Ensure that the supplemental enhancement plan is of sufficient size, scope, and quality to bring about improvement in CTE. |
| 8. Develop a process to be used to evaluate the effectiveness of the initiative. |
| 9. Ensure that individuals who are members of special populations will not be discriminated against based on this status. |
| 10. Promote preparation for nontraditional training and employment. |
| 11. Provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities. |

Secondary Supplemental Enhancement Grant Sustainability Plan

Each school district should include minutes from a meeting of the local board of education that signal support for the initiatives put forward in the Request For Proposal.*

In the space below, please describe how the eligible recipient will demonstrate their commitment to continue the work of this project beyond the work of this grant.



*If you are unable to obtain the board of education minutes before the application deadline, you may submit the minutes after the next local board of education meeting.

Instructions for ED114 Budget Form

- GRANTEE NAME:** Enter grantee name.
- TOWN CODE:** Enter three-digit local education agency code assigned by the Connecticut State Department of Education.
- AUTHORIZED AMOUNT:** Enter total amount of grant allotment.
- BUDGET:** Enter amount of proposed expenditures on appropriate object code lines. Note: Round all amounts to the nearest whole dollar.
- TOTAL:** Enter the total of proposed expenditures. Note: This figure should equal the AUTHORIZED AMOUNT.
- EQUIPMENT NOTE:** Funds expended for Code 700. Single items under \$5,000 should not be charged to equipment unless they are an integral part of a larger piece of equipment. Items under \$5,000 should be listed as instructional supplies. **COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.**
- PROGRAM CATEGORIES:** List the amount of the grant that is being expended for each of the program areas. The total amount should equal the authorized amount and the amount listed on the total line above.

ED114

FISCAL YEAR 2020

BUDGET FORM

FUNDING STATUS:

| | | |
|---|--|-----------------------|
| GRANTEE NAME: | | TOWN CODE: |
| GRANT TITLE: <u>CARL D PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT</u> | | |
| PROJECT TITLE: SUPPLEMENTAL ENHANCEMENT GRANT | | |
| CORE-CT CLASSIFICATION: | FUND: 12060 | SPID: 20742 |
| | | PROGRAM: 84010 |
| BUDGET REFERENCE: 2019 | CHARTFIELD1: 170003 | CHARTFIELD2: SDE00006 |
| GRANT PERIOD: <u>3/3/2020-8/31/2020</u> AUTHORIZED AMOUNT: \$ | | |
| AUTHORIZED AMOUNT BY SOURCE: | | CURRENT DUE: \$ |
| | DESCRIPTIONS | BUDGET AMOUNT |
| 111A | NON-INSTRUCTIONAL | |
| 111B | INSTRUCTIONAL | |
| 200 | PERSONAL SERVICES-EMPLOYEE BENEFITS | |
| 320 | PROFESSIONAL EDUCATION SERVICES | |
| 322 | IN-SERVICE | |
| 330 | EMPLOYEE TRAINING AND DEVELOPMENT SERVICES | |
| 510 | STUDENT TRANSPORTATION SERVICES | |
| 580 | TRAVEL | |
| 600 | SUPPLIES | |
| 700 | PROPERTY | |
| 917 | INDIRECT COSTS | |
| | TOTAL | |

____ ORIGINAL REQUEST DATE

____ REVISED REQUEST DATE

____ STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

____ DATE OF
APPROVAL

Budget Narrative Instructions

In preparing the budget narrative, provide a complete description of the expenditure for each of the codes being used and identify the program area and course(s) of the required use of funds to which the expenditure applies. Please refer to the Perkins Budget Buddy Guide found at [Budget Buddy Guide.pdf](#) preparing the budget narrative.

- 1) Each line item in the budget narrative must identify the school(s) that will receive funds.
- 2) Program improvement line items in the budget narrative must stipulate the CTE program area and the course(s) being funded.
- 3) Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. Personnel costs should be shown by the number of positions, time involved, and hourly rate.
- 4) No more than 5 percent of the grant may be used for administrative purposes including approved indirect costs. Only school districts and regional educational service centers that have submitted indirect cost proposals for fiscal year 2017-18 may apply indirect costs.
- 5) Compute all expenditures to the nearest dollar by line item. Do not include cents.

Budget Narrative

| Code | Object | Amount of Code Line | | |
|---|--------------------------|---------------------------|--|-------|
| 111A | Non-Instructional | | | |
| <p>Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.</p> <p>No more than 5% of the total grant may be used for administrative purposes including indirect costs (917). Line item 111A is considered an administrative cost, and administrative expenses in other budget code lines including (200), (322), and (580) must be calculated into the 5% administrative cap.</p> | | | | |
| Position Name/Name of Individual | Description of Duties | Hourly Rate x Total Hours | How will this improve the CTE program? | Total |
| Position Name: Individual Name: | | | | |
| Position Name: Individual Name: | | | | |
| Position Name: Individual Name: | | | | |

| Code | Object | Amount of Code Line | | |
|---|-----------------------|--|--|-------|
| 111B | Instructional | | | |
| <p>Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals <u>while they are on the grantee payroll</u> including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Individuals whose services are acquired through a contract are <u>not included</u> in the category. A person for whom the grantee is paying employee benefits and who is on the grantee payroll is included in this budget code; a person who is paid a fee (such as a private consultant) with no grantee obligation for benefits is not.</p> | | | | |
| Name of Staff and Name of Position | Description of Duties | Compensation Formula: Hourly Rate x Total Hours or Set Stipend | How will this improve the CTE program? | Total |
| Name of Staff: Name of Position: | | | | |
| Name of Staff: Name of Position: | | | | |

| Code | Object | | | Amount of Code Line |
|--|--|------------------|----------------------|---------------------|
| 200 | Personal Services - Employee Benefits | | | |
| <p>Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and while not paid directly to employees, these payments are nevertheless part of the cost of personnel services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance. Benefits may not exceed 25% of the total salary/stipend paid.</p> | | | | |
| Position Name/Name of Individual | Career Cluster/ CTE Program Area | Type of Benefits | Compensation Formula | Total |
| Position Name: Individual Name: | | | | |
| Position Name: Individual Name: | | | | |
| Position Name: Individual Name: | | | | |

| Code | Object | | | Amount of Code Line |
|---|--|--|------------|---------------------|
| 320 | Professional Education Services | | | |
| <p>Service supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, contracted instructional services and substitute services.</p> | | | | |
| Individual and/or Organization Providing Service | Description of Service | How will this improve the CTE program? | Total Cost | |
| Individual/Organization Name: | | | | |
| Individual/Organization Name: | | | | |
| Individual/Organization Name: | | | | |
| Individual/Organization Name: | | | | |
| Individual/Organization Name: | | | | |

| Code | Object | | | Amount of Code Line |
|--|--|---|--|-------------------------|
| 322 | In-Service (Instructional Program Improvement Services) | | | |
| Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll. List each contractor separately. | | | | |
| Individual/Organization Providing Service | Name of Staff Receiving In-Service | Title of Event, Location and Date | How will this improve the CTE program? | Per Person x Cost=Total |
| Individual/Organization Name: | Staff Name(s): | Title of Event: Location: Date: | | |
| Individual/Organization Name: | Staff Name(s): | Title of Event: Location: Date: | | |
| Individual/Organization Name: | Staff Name(s): | Title of Event: Location: Date: | | |
| Code | Object | | | Amount of Code Line |
| 330 | Employee Training and Development Services | | | |
| Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors. | | | | |
| Individual/Organization Providing Service | Name of Staff Receiving Training | Title of Event, Location and Date | How will this improve the CTE program? | Per Person x Cost=Total |
| Individual/Organization Name: | Staff Name(s): | Title of Event: Location: Date: | | |
| Individual/Organization Name: | Staff Name(s): | Title of Event: Location: Date: | | |

| Code | Object | | | Amount of Code Line |
|-------------------------------|---|---|--|---|
| 510 | Student Transportation Services Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children. | | | |
| Name of Faculty Supervisor(s) | Courses Utilizing Student Transportation & Estimated Number of Students | Title of Event, Date and Location | How will this improve the CTE program? | Transportation Company Cost/per unit =Total |
| Name: | Course: Number of Students: | Title of Event: Location: Date: | | |
| Name: | Course: Number of Students: | Title of Event: Location: Date: | | |
| Name: | Course: Number of Students: | Title of Event: Location: Date: | | |
| Name: | Course: Number of Students: | Title of Event: Location: Date: | | |
| Name: | Course: Number of Students: | Title of Event: Location: Date: | | |
| Name: | Course: Number of Students: | Title of Event: Location: Date: | | |

| Code | Object | | | Amount of Code Line |
|---|----------------------------------|---|--|--|
| 580 | Travel | | | |
| Expenditures for transportation, hotel and other expenses associated with staff travel. | | | | |
| <ul style="list-style-type: none"> • Travel must be for instructional purposes, otherwise it is an administrative cost subject to the 5% cap. • Travel for CTSO advisors to National CTSO Conferences cannot utilize Perkins funds. • Perkins cannot pay for parking, rental cars, boat slips or docking fees. • Meals are not fundable expenses. | | | | |
| Staff Name Receiving Travel Funds | Courses to be Improved by Travel | Title of Event, Date and Location | How will this improve the CTE program? | Cost per unit- (list hotel, transportation, shuttles, etc.) x pp =Total |
| Name: | Course: | Title of Event: Location: Date: | | |
| Name: | Course: | Title of Event: Location: Date: | | |
| Name: | Course: | Title of Event: Location: Date: | | |
| Name: | Course: | Title of Event: Location: Date: | | |
| Name: | Course: | Title of Event: Location: Date: | | |

| Code | Object | | | Amount of Code Line |
|---|-----------------|--|--|----------------------------------|
| 600 | Supplies | | | |
| Expenditures for non-consumable items purchased for instructional use. List each item separately. | | | | |
| Career Pathway or Program Area | Name of Course | List each item, including description of item and vendor | How will this improve the CTE program? | Quantity x Cost per Unit = Total |
| Career Pathway or Program Area: | Course: | Item Name: Description: Vendor: | | |
| Career Pathway or Program Area: | Course: | Item Name: Description: Vendor: | | |
| Career Pathway or Program Area: | Course: | Item Name: Description: Vendor: | | |
| Career Pathway or Program Area: | Course: | Item Name: Description: Vendor: | | |
| Career Pathway or Program Area: | Course: | Item Name: Description: Vendor: | | |
| Career Pathway or Program Area: | Course: | Item Name: Description: Vendor: | | |

| Code | Object | | | Amount of Code Line |
|--|-----------------|--|--|----------------------------------|
| 700 | Property | | | |
| <p>In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment with a value of over <u>\$5,000</u> and the useful life of more than one year. All computers and peripherals (regardless of unit cost) should be listed in this category. No vehicles or drivable equipment may be purchased with Perkins funds.</p> | | | | |
| <p>Appendix B: Equipment Request Form must be completed for requested property by pathway or program area.</p> | | | | |
| Career Pathway or Program Area | Name of Course | List each item, including description of item and vendor | How will this improve the CTE program? | Quantity x Cost per Unit = Total |
| Career Pathway or Program Area: | Course: | Item Name: Description: Vendor: | | |
| Career Pathway or Program Area: | Course: | Item Name: Description: Vendor: | | |
| Career Pathway or Program Area: | Course: | Item Name: Description: Vendor: | | |
| Career Pathway or Program Area: | Course: | Item Name: Description: Vendor: | | |
| Career Pathway or Program Area: | Course: | Item Name: Description: Vendor: | | |

| Code | Object | Amount of Code Line |
|------|---|---------------------|
| 917 | <p style="text-align: center;">Indirect Costs</p> <ul style="list-style-type: none"> • Only grantees that have received indirect costs in 2017-2018 may use this line item. • Indirect costs are an administrative cost subject to the 5% cap. | |
| | | |

Instructions for Secondary Equipment Request Form

Equipment purchases must be part of an overall program improvement proposal for the CTE program. Equipment requests must be accompanied by a description of curriculum improvement/development within the program area where the equipment will be used.

In the budget narrative, indicate the amount of funds to be expended on property, Code 700. Single items under \$5,000 should not be charged to equipment in this grant unless they are an integral part of a larger piece of equipment, such as a computer system. These items should be listed as instructional supplies.

COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.

Complete the Equipment Request Form as follows:

- A. GRANTEE - Enter grantee's name.
- B. ADDRESS - Enter grantee's address.
- C. DATE SUBMITTED - Enter date submitted.
- D. PERSON COMPLETING FORM - Indicate the name, title and telephone number of person completing the form.
- E. PROGRAM CLUSTER - Submit a *SEPARATE* equipment form for each program area. Indicate the program cluster for which equipment is being requested.
- F. REQUEST FOR EQUIPMENT - The state program area consultant will review the equipment for appropriateness. Freight and installation costs and instructor training are permissible under this section. Leasing of equipment is allowable under Perkins IV. Equipment requiring accessories to become operational is to be grouped with other equipment that requires accessories and listed as a single unit.
- G. List only one type of equipment on each line. Describe the equipment, give the manufacturer's number, model number, quantity, unit cost, freight, installation (if any), and total cost for each item. State the intended location of equipment and indicate the number of such existing items on hand and give the estimated number of students who will use the equipment per day.
- H. Add the total cost for all line items and enter the total on the Equipment Request Form.

**Secondary Equipment Request Form 3/3/2020 – 8/31/2020
Supplemental Enhancement Grant**

1. Prepare a separate Equipment Request Form for each cluster.
2. Single component items under \$5,000 and all computers and computer peripherals should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more. Items that do not meet the definition of equipment are to be coded as instructional supplies.

| | | |
|---------------------------------|----------|-----------------|
| Grantee: | Address: | Date Submitted: |
| Name of Person Completing Form: | Title: | Telephone: |

Check the Career Cluster for which equipment is being requested. Check one program cluster only. For shared resources, indicate the primary cluster.

- | | | |
|--|---|---|
| <input type="checkbox"/> Agriculture, Food and Natural Resources <input type="checkbox"/> Architecture and Construction <input type="checkbox"/> Business Management and Administration <input type="checkbox"/> Education and Training | <input type="checkbox"/> Finance <input type="checkbox"/> Health Sciences <input type="checkbox"/> Hospitality and Tourism <input type="checkbox"/> Information Technology | <input type="checkbox"/> Manufacturing <input type="checkbox"/> Marketing <input type="checkbox"/> Science, Technology, Engineering and Mathematics (STEM) <input type="checkbox"/> Transportation, Distribution and Logistics |
|--|---|---|

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

| Item No. | Description | Qty | Unit Cost | Freight/Install/ Training Charge | Total Cost | Location of Equipment (What CTE area/room) |
|----------|-------------|-----|-----------|-------------------------------------|------------|--|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

TOTAL EQUIPMENT REQUEST: \$ _____ TOTAL EQUIPMENT APPROVED: \$ _____

Approved by CSDE Consultant

Date

Original Requested Amount

Amended Requested Amount

Local Uses of Perkins IV Funds

Required Uses of Perkins IV Funds to (section 135):

1. Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in
 - a. the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - b. career and technical education subjects;
2. link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
3. provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;
4. develop, improve, or expand the use of technology in career and technical education, which may include
 - a. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - b. providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - c. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—
 - a. in-service and preservice training on
 - i. effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - ii. effective teaching skills based on research that includes promising practices;
 - iii. effective practices to improve parental and community involvement; and
 - iv. effective use of scientifically based research and data to improve instruction;
 - b. support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - c. internship programs that provide relevant business experience; and
 - d. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

6. develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
7. initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8. provide services and activities that are of sufficient size, scope, and quality to be effective; and
9. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Permissible Uses of Funds to:

1. to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2. to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that
 - a. improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - b. provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
3. for local education and business (including small business) partnerships, including for
 - a. work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - b. adjunct faculty arrangements for qualified industry professionals; and
 - c. industry experience for teachers and faculty;
4. to provide programs for special populations;
5. to assist career and technical student organizations;
6. for mentoring and support services;
7. for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
8. for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
9. to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
10. to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including

- a. articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - b. postsecondary dual and concurrent enrollment programs;
 - c. academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - d. other initiatives
 - i. to encourage the pursuit of a baccalaureate degree; and
 - ii. to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
11. to provide activities to support entrepreneurship education and training;
12. for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
13. to develop and support small, personalized career themed learning communities;
14. to provide support for family and consumer sciences programs;
15. to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
16. to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
17. to support training and activities (such as mentoring and outreach) in non-traditional fields;
18. to provide support for training programs in automotive technologies;
19. to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include
- a. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors
 - b. establishing, enhancing, or supporting systems for
 - i. accountability data collection under this Act; or
 - ii. reporting data under this Act;
 - c. implementing career and technical programs of study described in section 122(c)(1)(A); or
 - d. implementing technical assessments; and
20. to support other career and technical education activities that are consistent with the purpose of this Act.

**CARL D. PERKINS CAREER AND TECHNICAL
EDUCATION IMPROVEMENT ACT ASSURANCES**

The Grant recipient will

1. improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education (CTE) components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education [Section 2354 (B)(4)];
2. provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; [Section 2354 (B)(5)(A)];
3. prepare CTE participants for non-traditional fields [Section 2354 (5)(B)];
4. provide equal access for special populations to career and technical education courses, programs, and programs of study [Section 2354 (B)(5)(C)];
5. ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations [Section 2354 (B)(5)(C)];
6. provide a CTE program sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient [Section 2354 (C)(2)(B)(i)];
7. provide to students participating in career and technical education work based learning programs and will work with representatives from employers to develop or expand work based learning opportunities for career and technical education students, as applicable [Section 2354 (B)(6)];
8. ensure all equipment purchased under the Act complies with Education Department General Administrative Regulations [34 CFR Sec. 74.34];
9. provide sufficient information to the State Department of Education to enable them to comply with the provisions of the Carl D. Perkins Career and Technical Education Act (Perkins Act) [20 U.S.C. §2301 *et. seq.*];
10. will utilize the available CTE standards and curriculum from the State Board of Education [C.G.S. Section 10-18€]; and
11. guarantee the funds made available under the Perkins Act shall be used to supplement not supplant non-federal funds used to provide CTE activities.

I, the undersigned authorized official hereby certify that these assurances shall be fully implemented.

Signature: _____

Name (typed): _____

Title (typed): _____

Date: _____

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE:

THE APPLICANT:

HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. “Commission” means the Commission on Human Rights and Opportunities;
- ii. “Contract” and “contract” include any extension or modification of the Contract or contract;
- iii. “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose.
- v. “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. “marital status” means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
- viii. “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s “Diagnostic and Statistical Manual of Mental Disorders”, or a record of or regarding a person as having one or more such disorders;
- ix. “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
- x. “public works contract” means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (2) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (3) the federal government, (4) a foreign government, or (5) an agency of a subdivision, state or government described in the immediately preceding enumerated items (1), (2), (3), or (4).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
- (c) Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56 as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion – Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary takeover- transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. **The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.**
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant

PR/AWARD Number and/or Project Name

Printed Name and Title of Authorized Representative

Signature

Date

APPENDIX A

**2020 Secondary Supplemental Enhancement Grant
Proposal Scoring Guide**

Connecticut State Department of Education
Academic Office

Total Score: ___/18

District Name: _____

Address: _____

Contact: _____

Evaluator: _____ Date Reviewed: _____

| Essential Elements | Dimension | Points Circle One |
|--|---|------------------------------|
| Plan summary/abstract provides a clear comprehensive description of plan. | Plan summary provides a clear, concise synopsis of the plan objectives. | 3 |
| | Plan summary is somewhat clear and provides satisfactory supporting details. | 2 |
| | Plan summary lacks clarity and the supporting details. | 1 |
| | Plan summary is missing or completely unclear. | 0 |
| Local Plan Narrative addresses all required activities with measurable objectives. | All 11 elements in the Local Plan Narrative are clear, concise, measurable, and meet legislative requirements. | 3 |
| | The 11 elements in the Local Plan Narrative are satisfactory, measurable, and meet legislative requirements. | 2 |
| | The 11 elements in the Local Plan Narrative are unclear, not measurable or do not meet legislative requirements. | 1 |
| | The 11 elements in the Local Plan Narrative are not provided, completely unclear, not measurable or do not meet legislative requirements. | 0 |
| Proposal reflects innovation directly improving the CTE programs in the district. | Proposal describes a new initiative, which strives to raise the bar for CTE students. | 3 |
| | Proposal reflects an innovative, insightful initiative developed for purposes of enhancing the current CTE district program in closing the achievement gap for CTE innovation students. | 2 |
| | Proposal is vague, lacks vision in addressing ongoing future needs of CTE students. | 1 |
| | Proposal is missing, completely unclear or does not offer improved opportunities for CTE students. | 0 |

| Essential Elements | Dimension | Points Circle One |
|---|---|----------------------|
| Acceptability of the sustainability plan. | District has provided a concise, acceptable sustainability plan. | 3 |
| | District has provided a sustainability plan. | 2 |
| | District's plan does not support sustainability or plan objectives. | 1 |
| | A sustainability plan is missing. | 0 |
| ED114 Budget Form is correct and complete and where appropriate Secondary Equipment Request Form. | ED114 Budget Form is correct and complete. | 3 |
| | ED114 Budget Form is missing some information or calculated incorrectly. | 2 |
| | ED114 Budget Form is incomplete or incorrect. | 1 |
| | ED114 Budget Form is missing. | 0 |
| Budget Narrative Form follows state procedures. | The Budget Narrative Form is allowable by law and supports the project's goals and objectives and matches the accounting structure. | 3 |
| | The Budget Narrative Form is allowable by law and supports the project's goals and objectives but there are inaccuracies. | 2 |
| | Some, not all, of the Budget Narrative Form supports the project's goals and objectives. | 1 |
| | The Budget Narrative Form does not match the project goals and objectives or is incomplete. | 0 |

COMMENTS:

Total Points: __/18

APPENDIX B

ANNIE E. CASEY FOUNDATION

All Request for Proposals for competitive grants related to at risk youth must contain the uniform language that follows:

Applicants that are part of a collaborative effort funded in whole or in part by the Annie E. Casey Foundation must submit documentation that:

- The collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the CSDE.
- The proposal or application submitted provides information detailing the activities, which assure priority access to services to children, youth, and families referred by the collaborative oversight entity.
- The application shall designate someone to act as liaison for the referral process.

Bylaws of the Board

Taping/Recording Board Meetings

1. Board of Education public meetings may be recorded or broadcasted. To protect privacy and to make the public aware, a sign will be posted or the presiding officer will announce whether the Board meeting will be recorded.

2. The recordings are not to be considered part of the minutes.

Recording Devices

1. Broadcasting and recordings of meetings are permitted and electronic and photographic audio and video devices may be used at meetings of the Board of Education according to the following guidelines:

2. Persons operating recording devices are asked not to

- a. Obstruct the view between members of the audience and the Board of Education,
- b. Disrupt the proceedings by holding interviews,
- c. Provide commentary in a manner that distracts Board members.

Adopted: 6/5/12

Bylaws of the Board

Meetings

Electronic Mail Communications

The Board of Education believes that Board members electronically connected to other Board members is an efficient and convenient way to communicate. The main goal of electronic mail (e-mail) is to expedite the passage of information. E-mail gives Board members quick access to one another. Communication among Board members via e-mail should conform to the same standards as other forms of communication. (i.e., committee meetings, etc.) as directed by the Freedom of Information Act. When used properly, e-mail is an effective communications tool and can provide a formal record.

Guidelines for Board E-Mail Usage

The Freedom of Information Act mandates that all meetings of public bodies such as school Boards be open to the public. It is the policy of the Board of Education that email shall not be used in such a manner as to deprive the public of the rights given to it under the Freedom of Information Act. For this purpose, this bylaw sets forth guidelines for the uses intended to be made of e-mail by Board members when communicating with other Board members.

1. E-mail, like other written forms of communication relating to the conduct of the public business, is subject to the Freedom of Information Act and subject to disclosure.
2. Board members shall not use e-mail as a substitute for deliberations at public Board meetings, and/or shall not discuss policy matters or vote informally on any issues.
3. E-mail should be used to pass along factual information.
4. Personnel issues and other sensitive subjects should never be discussed on-line. The confidentiality of employee data, student data, and other sensitive subjects must always be maintained.
5. Security of e-mail communication cannot be assured. Board members shall not reveal their passwords to others in the network or to anyone outside of it. If any Board member has reason to believe a password has been lost or stolen, or that e-mail is being accessed by someone without authorization, he/she shall notify the Superintendent, who will notify the district's technology specialist.

Any usage contrary to the aforementioned shall be reported immediately to the Superintendent.

Accessing E-Mail

In the event a Board member elects not to access e-mail, a hard copy of all e-mail directed to "Board" will be placed in the Board packet ~~delivered via courier~~, and will also be accessible in the Board of Education Office.

Legal Reference: Connecticut General Statutes
 The Freedom of Information Act. 1-200 Definitions.
 1-210 Access to public records. Exempt records.
 1-211 Disclosure of computer-stored public records.

Adopted: 6/5/12

Bylaws of the Board

Board/School District Records

Any recorded data or information relating to the conduct of the public's business prepared, owned, used, received or retained by the Board of Education or the school district, whether handwritten, typed, tape recorded, printed, photostated, photographed, or recorded by any other method is by definition a "public record" and access thereto during normal hours of business shall be granted to any citizen. The Board recognizes the need for its records to be stored as a blend of printed, bound and electronically recorded (i.e., audiotapes, videotapes, micro-fiche, computer disk) material. All such records shall be maintained at the office of the Superintendent of Schools, who shall be the custodian of all public records of the district.

~~Not included in the category of public records to which the privilege of access is given are the following:~~

- ~~1. Preliminary drafts or notes provided the custodian or the Board of Education has determined that the public interest in withholding such documents clearly outweighs the public interest in disclosure.~~
- ~~2. Personnel or medical files and similar files, the disclosure of which would constitute an invasion of personal privacy.~~
- ~~3. Records pertaining to strategy and negotiations with respect to pending claims and litigation to which the district is a party until such litigation or claim has been adjudicated or otherwise settled.~~
- ~~4. Trade secrets.~~
- ~~5. Test questions, scoring keys and other examination data used to administer a licensing examination, examination for employment or academic examinations.~~
- ~~6. The contents of real estate appraisals, engineering or feasibility estimates and evaluation made for or by the district relative to the acquisition of property or to prospective public supply and construction contracts, until such time as all of the property has been acquired or all proceedings or transactions have been terminated (except that the law of public domain is not affected by this provision).~~
- ~~7. Records, reports and statements of strategy or negotiations with respect to collective bargaining.~~
- ~~8. Records, tax returns, reports and statements exempted by federal law or state statutes or communications privileged by the attorney-client relationship.~~

~~9. Names or addresses of students enrolled in the public schools without the consent of each student whose name or address is to be disclosed who is eighteen or older and a parent or guardian of such minor student.~~

~~10. Records including engineering and architectural drawings; security systems' operational specifications (except a general description, cost and quality of the system); training manuals that describe security procedures, emergency plans or security equipment; internal security audits; and logs and other documents containing information on security personnel movement or assignments if reasonable grounds exist to believe their release would pose a safety risk, including harm to anyone, a facility or equipment.~~

~~11. Security manuals, emergency plans, emergency recovery or response plans and staff meeting minutes or records or portions of them that contain or reveal security information or otherwise exempt records.~~

~~12. Educational records not subject to disclosure under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 123g; as amended.~~

~~13. Records of standards, procedures, processes, software and codes not otherwise available to the public, the disclosure of which would compromise the security or integrity of an information technology system.~~

Availability of Records

Any person shall receive promptly on request, a plain or certified copy of any public record except those which access is not permitted under law ([C.G.S. 1-206 to 1-213](#)) a cost not to exceed fifty cents per page. If any copy requested required a printout or transcription, or if any person applies for a printout or transcription of a public record, the fee shall not exceed the cost to the school district. The district will require prepayment of the fee if the fee is estimated to be two dollars or more. There will be no sales tax for this service. There will be no charge if the person requesting the record is an indigent, the record requested is exempt from disclosure, or if, in the judgment of the custodian of records, compliance with the request benefits the general welfare.

An additional charge of one dollar for the first page and fifty cents for each additional page may be made for certification of any records or of any fact within the record.

An individual may use a "hand-held" scanner* to copy a public record. The Board establishes a fee structure not to exceed twenty dollars (\$20) for an individual to pay each time the individual copies records at the Board offices with a hand held scanner.

*A hand-held scanner is defined by C.G.S. 1-212(g) as a battery-operated electronic scanning device the use of which (1) leaves no mark or impression on the public record, and (2) does not unreasonably interfere with the operation of the public agency.

The Board considers the use of a "smartphone" as analogous to a hand-held scanner and therefore, subject to a twenty dollar (\$20) flat fee.

~~(Alternate position): The Board considers cell phones with camera capability not a hand-held scanner. Such phone cannot be used to take pictures of any records. The school district will make copies of the requested permissible records at the rate of fifty cents per page.~~

The Superintendent, on behalf of the Board of Education, shall notify an employee in writing when a request is made for disclosure of the employee's personnel, medical or similar files, if the Superintendent reasonably believes disclosure would invade the employee's privacy.

Designation of Records Access Officer (optional)

1. The Superintendent of Schools is will designate a Records Access Officer of the School District, who shall have the duty of coordinating the School District's response to public requests for access to records, in accordance with Connecticut Freedom of Information Commission rules and regulations.
2. The Records Access Officer is responsible for assuring that District personnel:
 - a. Assist the requester in identifying requested records, if necessary.
 - b. Upon locating the records, take one of the following actions:
 1. Make records promptly available for inspection; or
 2. Deny access to the records in whole or in part and explain the reasons therefore.
 - c. Upon the request for copies of records:
 1. Make a copy available upon payment or offer to pay established fees.
 - d. Upon request, certify that a transcript is a true copy of the records.
 - e. Upon failure to locate records, certify that:
 1. The District is not the legal custodian for such records.
 2. The records of which the District is a custodian cannot be found after diligent search.

Requests for Public Access to Records

1. Requests for inspection of records shall be made ~~at least four (4) working days in~~ advance to the Records Access Officer.

2. The Records Access Officer shall respond promptly to a request for records. ~~Except under extraordinary circumstances, the District shall make response no more than four (4) working days after receipt of the request.~~
3. A request shall reasonably describe the record or records sought. Whenever possible, a person requesting records shall supply information regarding dates, file designations or other information that may help to describe the records sought.
4. If the District does not provide or deny access to the record sought within four (4) business days of receipt of a request, ~~the District shall furnish a written acknowledgment of receipt of the request and statement of the approximate date when the request will be granted or denied. If access to records is neither granted nor denied within ten business days after the date of acknowledgment of receipt of a request,~~ the request may be construed as a denial of access that may be appealed in accordance with state statute (C.G.S. 1-206)

Denial of Access to Records (optional)

1. ~~If the District fails to respond to a request within four (4) business days of receipt of a request, such failure shall be deemed a denial of access by the District.~~
2. ~~Any person denied access to records may appeal to the State Freedom of Information Commission identifying:~~
 - a. ~~The date and location of a request for records;~~
 - b. ~~The records that were denied; and~~
 - c. ~~The name and return address of the appellant.~~

Legal Reference: Connecticut General Statutes

1 15 Application for copies of public records.

1-200 Definitions.

1 206 Denial of access to public records or meetings.

1 210 to 1-213 Access to public records. (as amended by PA 02-113)

1-211 Access to computer stored records.

1-212(g) Copies and scanning of public records

1-214 Public contracts as part of public records.

[1](#) 225 to [1](#) 240 Meetings of public agencies.

9330(e)

Paulsen v. Superintendent of Schools, Bethel Public Schools, #FIC 2015-663
(June 8, 2016)

Federal Rules of Civil Procedure - 2006 Amendments

Bylaw adopted by the Board:

Bylaws of the Board

Hearings

These rules shall apply to all formal hearings before the Board of Education in contested cases. Said rules shall not apply to conferences or other informal investigations or proceedings at or upon which no formal ruling or decision is made, or to any proceeding in a non-contested case.

Hearings or Appeals

All requests for hearing or appeals authorized under law, and regulations of the State of Connecticut or as otherwise provided for by resolutions of the Board of Education shall be in writing to the Board Chairperson and the Superintendent. Appeals from the decision of the Superintendent shall include the appellant's statement of the issues to be presented in said appeal. All hearings in personnel actions held under Notice of Hearing, 1., will not be public unless both parties agree. All hearings held under Notice of Hearing, 2., will be public.

Notice of Hearing

1. In personnel actions, written notice of hearing shall be sent by the Board Chairperson, or his/her designee, to all interested parties not less than 24 hours prior to the hearing. Such notice shall state the charges and/or issues. It shall also state the date, time and place of the hearing.
2. In all other cases involving appeals authorized by law, written notice of a hearing shall be sent by the Board Chairperson or his/her designee to all interested parties not less than 24 hours prior to the hearing and shall outline a counter statement of charges and/or issues, if any, involved in the proceeding, if the Superintendent shall deem such to be materially and substantially different from those previously raised or decided by said appellant before the Superintendent in the first instance. Any disagreement arising from the above shall be resolved by the Board.

Parties-Representation

1. "Party" includes any person or agency named or admitted as a party. Any person or agency may be admitted as a party for limited purposes upon the satisfactory demonstration of the nature and extent of its interest to the Board.
2. All parties appearing at formal hearings shall have the right to appear in proper person or with counsel. All such parties shall have the right to be accompanied, represented, and advised by counsel.

Records - Transcripts

1. The Board shall prepare an official record, which shall include all pleadings, testimony, exhibits, and other memoranda or material filed in the proceeding.
2. A stenographic record of the proceedings shall be made at the expense of the school system and shall be transcribed. Cost of copies of the transcript of any proceedings, or part thereof, shall be paid by the party requesting such copy.

Presiding Officer - Duties and Authority

Each hearing shall be held before not less than a quorum of the Board. The Board Chairperson, or in his/her absence the Vice-Chairperson, and in the absence of both a member designated by the Chairperson, shall be the presiding officer and shall have charge of the hearing, with authority to permit the examination of witnesses testifying in the proceedings.

Order of Procedure

The order in which the parties shall present their case shall be determined by the presiding officer except in cases of appeals as follows:

1. In an appeal on a dismissal or suspension, the Superintendent shall proceed first.
2. In all other appeals, the appellant shall proceed first.

Examination of Witnesses and Introduction of Evidence

1. The strict judicial rules of evidence shall not be applicable to hearings conducted hereunder, and, in each case, the test of admissibility shall be whether the evidence is reasonably relevant to a material issue and whether it has substantial probative value with respect to such material issue. The presiding officer may limit or refuse to omit cumulative or repetitive evidence, and may curtail redundant questioning. The presiding officer may encourage (but shall in no event coerce) the parties, where possible, to make proffers and stipulations in place of cumulative evidence. All testimony shall be given under oath.
2. Counsel for any party may submit evidence, examine and cross-examine witnesses, and file objections, exceptions, and motions; provided, however, that where a party is not represented by counsel, all such submission of evidence, examination of witnesses, and filing of objections, exceptions, and motions shall be done and presented by the party.

3. The presiding officer, or any person designated by him/her for the purpose, may examine all witnesses called by any party. The presiding officer may call as a witness any person whose testimony may be relevant. Any Board member may examine any witness.

Briefs

Any party may submit briefs of the issues of fact and law involved in the hearing in such form as the presiding officer may designate.

Counsel

The presiding officer of the Board may request the Board attorney to participate in any hearing as counsel for the Board.

Decision and Order

Each decision and order of the Board shall be delivered in writing, unless it shall immediately follow the hearing, in which case it shall be delivered orally and thereafter in writing, with copies to all parties. Each decision and order shall be accompanied by findings of fact, conclusions of law, and specific disposition of the case and shall be provided to the individual. Formal action of the Board shall be taken publicly at the next regular Board meeting following the hearing, but no other information will be released by the Board or school administration as noted above.

Legal Reference: Connecticut General Statutes

4-177 - re Contested Cases.

10-238 - Petition for hearing by board of education

Adopted: 6/5/12