

REGULAR MEETING
BERLIN BOARD OF EDUCATION
TUESDAY, OCTOBER 10, 2023
7:00 P.M. – BERLIN HIGH SCHOOL AUDITORIUM
139 PATTERSON WAY, BERLIN



Click on this link to be able to view the livestream of the meeting:
https://www.youtube.com/channel/UCBMUXMxSi05OrZUdfNpMAnw?view_as=subscriber

AGENDA

- I. CALL TO ORDER**
Pledge of Allegiance
- II. STUDENT PRESENTATION – EMMA HART WILLARD SCHOOL**
- III. SPECIAL PRESENTATION**
Connecticut Association of Boards of Education – Patrice McCarthy, Executive Director and General Counsel
- IV. COMMITTEE REPORTS/CORRESPONDENCE TO THE BOARD**
 - A. Report of Student Representatives
 - B. Committee Reports
 - C. CREC Report
 - D. Correspondence to the Board
- V. AUDIENCE OF CITIZENS**
Members of the Berlin community are encouraged to share their thoughts with the Board of Education and are invited to do so during this segment of the meeting. When appropriate to do so, members of the Board and the administration may respond to comments; however, in consideration of those in attendance and in an effort to proceed in a timely manner, follow-up discussion may need to take place outside of the meeting setting. Residents speaking during this portion of the meeting will be limited to 3 minutes per resident.
- VI. PERSONNEL**
Retirements
 - 1. Teacher of Health, Wellness and Physical Education – Catherine M. McGee School
 - 2. Occupational Therapist – Catherine M. McGee School, Mary E. Griswold School, and Richard D. Hubbard School
 - 3. Teacher of World Language – Berlin High School
- VII. NEW BUSINESS**
 - A. Official 2023-2024 District Enrollment Report
 - B. Choice Report
 - C. Approval of Requests for Capital Funding
 - D. Policy Review/Revision – First Reading
 - 1. Policy 1011 – Non-Discrimination (Community)
 - 2. Policy 4112.51 – Employment and Student Teacher Checks
 - 3. Policy 4152.6 – Family and Medical Leave
 - 4. Policy 4118.11 – Non-Discrimination (Employees)
 - 5. Policy 5131.911 – Bullying Prevention and Intervention

AGENDA – REGULAR MEETING – OCTOBER 10, 2023 – CONTINUED

- 6. Policy 5145.4 – Non-Discrimination (Students)
- 7. Policy 5144 – Student Discipline
- 8. Policy 6146.11 – Weighted Grading and Calculation of Grade Point Averages
- E. Approval of Educational Specifications for HVAC Upgrades
 - 1. Mary E. Griswold School
 - 2. Richard D. Hubbard School
- F. Board Goals
- G. Proposed Revisions to the Board Member Handbook

VIII. CONSENT AGENDA

- A. Approval of Minutes – Regular Meeting of September 11, 2023
- B. Monthly Budget Report – Period ending September 30, 2023
- C. Request for Leave of Absence – Teacher of Grade 2 – Mary E. Griswold School
- D. Facilities Update

IX. ADJOURNMENT

Each meeting is live streamed by the Berlin Public School District on YouTube. The meetings are available to be viewed on the BHSTV Broadcast YouTube channel immediately after the meeting has taken place. You can view any meeting by visiting <http://bit.ly/bhstv-live>.

2023-2024

Chart #1

BERLIN PUBLIC SCHOOLS OFFICIAL ENROLLMENT AS OF 10/1/2023

Grade	Griswold	Hubbard	Willard	GRADE TOTALS					
PLC	5	0	55	60					
K	75	38	57	170					
1	94	31	66	191					
2	88	43	71	202					
3	84	29	75	188					
4	86	45	54	185					
5	90	37	74	201					
K-5 TOTAL	517	223	397	1137					
SCHOOL TOTAL	522	223	452	1197					
McGee Middle School									
6				206	206				
7				184	184				
8				200	200				
6-8 TOTAL				590	590				
Berlin High School									
9					206	206			
10					196	196			
11					239	239			
12					216	216			
9-12 TOTAL					857	857			
10/1/2023	522	223	452	590	857	2644	-14	-0.53%	

RECENT HISTORY OF ENROLLMENT

NUMBERS BELOW INCLUDE PRE-K STUDENTS

	Griswold	Hubbard	Willard	McGee	B H S	Total	+/-	% change	PreK-5 total
10/1/2023	522	223	452	590	857	2644	-14	-0.53%	1197
10/1/2022	528	227	437	582	884	2658	13	0.49%	1192
10/1/2021	509	213	436	601	886	2645	-43	-1.60%	1158
10/1/2020	494	208	444	632	910	2688	-47	-1.72%	1146
10/1/2019	503	213	460	644	915	2735	-52	-1.87%	1176
10/1/2018	502	220	476	685	904	2787	6	0.22%	1198
10/1/2017	505	211	492	664	909	2781	-11	-0.39%	1208
10/1/2016	491	213	482	714	892	2792	-71	-2.48%	1186
10/1/2015	497	238	503	672	953	2863	-35	-1.21%	1238
10/1/2014	547	225	505	702	919	2898	-53	-1.80%	1277

Printed:

10/3/2023

1-7

File: ENRB100123

BERLIN PUBLIC SCHOOLS OFFICIAL ENROLLMENT AS OF 10/01/2023

ELEMENTARY CLASSROOM SIZES

						TOTAL	AVG.
	Griswold					Remote	
K	16	15	14	16	14	75	15.00
1	18	18	20	19	19	94	18.80
2	22	23	21	22		88	22.00
3	21	22	20	21		84	21.00
4	21	22	21	22		86	21.50
5	23	23	22	22		90	22.50
TOTAL: K-5						517	19.88
	Hubbard					Remote	
K	19	19				38	19.00
1	15	16				31	15.50
2	21	22				43	21.50
3	14	15				29	14.50
4	22	23				45	22.50
5	19	18				37	18.50
TOTAL: K-5						223	18.58
	Willard					Remote	
K	18	19	20			57	19.00
1	21	22	23			66	22.00
2	17	17	19	18		71	17.75
3	19	20	19	17		75	18.75
4	18	19	17			54	18.00
5	19	19	18	18		74	18.50
TOTAL: K-5						397	18.90

2023-2024 CHOICE STUDENT ENROLLMENT - as of October 1, 2023
As of September 29, 2023, Choice is unable to fill the remaining open seats

School	K	1	2	3	4	5	6	7	8	9	10	11	12	CCTA	Total
BHS Returning										4	1	11	6	0	22
<i>New Seats Offered</i>															0
<i>New Seats Filled</i>															0
Total										4	1	11	6	0	22
McGee Returning							4	6	6						16
<i>New Seats Offered</i>							1	1							2
<i>New Seats Filled</i>							1	0							1
Total							5	6	6						17
Griswold Returning	0	4	1	3	3	2									13
<i>New Seats Offered</i>	4														4
<i>New Seats Filled</i>	3														3
Total	3	4	1	3	3	2									16
Hubbard Returning	0	1	4	4	4	3									16
<i>New Seats Offered</i>	2	5													7
<i>New Seats Filled</i>	2	1													3
Total	2	2	4	4	4	3									19
Willard Returning	1	5	0	2	1	4									13
<i>New Seats Offered</i>	8	3	1												12
<i>New Seats Filled</i>	7	1	1												9
Total	8	6	1	2	1	4									22
Returning	1	10	5	9	8	9	4	6	6	4	1	11	6	0	80
<i>New Seats Offered</i>	14	8	1				1	1							25
<i>New Seats Filled</i>	12	2	1				1	0							16
Total Enrolled	13	12	6	9	8	9	5	6	6	4	1	11	6	0	96

Capital Planning Requests for FY 2025

School or Department	Name of Person Making Request	Project Category	Project Information and Description	Preliminary Budget Estimate
McGee Middle School	Salvatore Urso	Building Construction/Renovation Projects	Renovate & Repurpose 5 Science Classrooms. Rationale: Old, outdated and needs to be better aligned with the current curriculum	TBD
Hubbard Elementary School	Al Souza	Building Construction/Renovation Projects	LMC Renovation. Rationale: Last library in the district to be renovated	TBD
Berlin High School	Craig Szymanski	Site Maintenance & Construction	Fire Suppression systems for Network Closets. Rationale: Existing sprinkler system would destroy network gear	\$210,000.00
District Business Office	Ashley Dorsey	Equipment Requests	Student Transportation Vehicles. Rationale: To replace vehicles in fleet	\$150,000.00
Priority Requests for Upcoming Fiscal Year:				\$360,000.00
Berlin High School	Katie Amenta	Site Maintenance & Construction	Building Room Numbering System. Rationale: Renumber room in numbers to be in sequential order	\$120,000.00
District Elementary Schools	Principals	Site Maintenance & Construction	Bathroom Upgrades: Rationale: Sinks, toilets, urinals, partitions, flooring and mirrors are in need of full replacement	TBD
Hubbard Elementary School	Al Souza	Site Maintenance & Construction	School Ceiling Tile Replacement. Rationale: Ceiling tiles are sagging in several areas	\$100,000.00
McGee Middle School	Salvatore Urso	Building Fixture Requests	Locker Refurbishing/ Replacement. Rationale: Hinges, locks and frames no longer function in several areas	TBD
McGee Middle School	Salvatore Urso	Building Fixture Requests	Auditorium Renovation. Rationale: Outdated, broken seats, poor lighting and sound	TBD
Security Department	John Schmaltz	Equipment Requests	Emergency Alert System. Rationale: Districtwide emergency communication	\$130,000.00
Security Department	John Schmaltz	Equipment Requests	Touchless Security Screening/Weapons Detection. Rationale: School Security	\$188,000.00
Willard Elementary School	Megan Sirosis	Equipment Requests	Playground Equipment. Rationale: Last playground in need of updates	\$195,000.00
Other Requests				\$733,000.00
*All Capital Requests:				\$1,093,000.00

* Number will be adjusted as pricing becomes available

Project Priority List for FY 2024

School or Department	Name of Person Making Request	Project Category	Project Information and Description	Preliminary Budget Estimate
Berlin High School	Katie Amenta	Building Fixture Requests	Swipe Pads on Outside Entrances (6 entry areas). Rationale: safety concern - staff access to building during emergencies/reverse evacuations	\$30,000.00
Berlin High School	Katie Amenta	Building Construction/Renovation Projects	Window and Door Blind Replacement. Rationale: Blinds are breaking and bending; this is a safety concern as view access cannot be fully restricted during emergencies	\$25,000.00
Berlin High School	Katie Amenta	Site Maintenance & Construction	Athletic Director Office Expansion. Rationale: The Athletic Director is a district administrator and needs space to hold meetings	\$35,000.00
Berlin High School	Katie Amenta	Site Maintenance & Construction	Floor Tile Replacement/various areas. Rationale: Floor tiles are cracking and discolored in hallways, classrooms, and other areas	\$50,000.00
Berlin High School	Katie Amenta	Site Maintenance & Construction	Bathroom Tiles (all bathrooms). Rationale: Floors are settling/buckling causing tiles to crack	\$25,000.00
Griswold Elementary School	Jon Campbell	Site Maintenance & Construction	Sound Proof Principal's Office. Rationale: Confidential conversations can be heard in the main office	TBD
Griswold Elementary School	Jon Campbell	Site Maintenance & Construction	Permanent Wall in School Social Worker's Office. Rationale: Current setup does not allow privacy and confidential conversations	TBD
Griswold Elementary School	Jon Campbell	Equipment Requests	Replace Auditorium Sound System- Rationale: Does not function at times, old/outdated	TBD
Griswold Elementary School	Jon Campbell	Site Maintenance & Construction	Carpet Replacement: Chorus room, Library media center, conference room, principal's office. Rationale: Old, severely stained, exceeded expected lifetime	TBD
Griswold Elementary School	Jon Campbell	Site Maintenance & Construction	Office Millwork: Rationale: Current setup is not conducive to the school office environment	TBD
Griswold Elementary School	Jon Campbell	Site Maintenance & Construction	Health Office Renovation. Rationale: To allow for privacy and confidentiality	TBD
Griswold Elementary School	Jon Campbell	Building Construction/Renovation Projects	Seclusion Room. Rationale: Move closer to SNAP Room	TBD
Griswold Elementary School	Jon Campbell	Equipment Requests	Auditorium Lighting Replacement. Rationale: Does not function at times. Old/outdated. Used for chorus concerts, band concerts, assemblies	TBD
Griswold Elementary School	Jon Campbell	Site Maintenance & Construction	Painting of walls, door trim, other areas in building. Rationale: Routine maintenance	TBD
Hubbard Elementary School	Al Souza	Site Maintenance & Construction	Paint all classroom doors, door trims, and classroom sink cabinetry. Rationale: Routine maintenance	\$50,000.00
Hubbard Elementary School	Al Souza	Site Maintenance & Construction	Cafeteria Flooring & Tiles. Rationale: Tiles are cracked or chipped	\$25,000.00
Hubbard Elementary School	Al Souza	Site Maintenance & Construction	Soundproof Music Room. Rationale: To be less disruptive to classrooms in the area	\$25,000.00
Hubbard Elementary School	Al Souza	Site Maintenance & Construction	Exterior Blue Aluminum Siding Replacement: Rational: Routine maintenance	\$50,000.00

Project Priority List for FY 2024

School or Department	Name of Person Making Request	Project Category	Project Information and Description	Preliminary Budget Estimate
McGee Middle School	Salvatore Urso	Building Fixture Requests	Outdoor Spotlighting, Uplighting on Building. Rationale: Safety and security	\$30,000.00
McGee Middle School	Salvatore Urso	Building Construction/Renovation Projects	Renovated Conference Area. Rationale: Secure access to additional conference room	\$55,000.00
McGee Middle School	Salvatore Urso	Building Construction/Renovation Projects	Paint All Walls. Rationale: Routine Maintenance	\$30,000.00
McGee Middle School	Salvatore Urso	Building Fixture Requests	Access Controls for Vestibule Area. Rationale: Secure vestibule	\$55,000.00
Willard Elementary School	Megan Sirolis	Site Maintenance & Construction	Carpet Replacement: Pre-K, Chorus room, Library media center, conference room, Principal's office. Rationale: Old, severely stained, exceeded expected lifetime	TBD
Willard Elementary School	Megan Sirolis	Site Maintenance & Construction	Paint Exterior Poles and Trim. Rationale: Routine Maintenance	TBD
Willard Elementary School	Megan Sirolis	Building Construction/Renovation Projects	Office Reconfiguration. Rationale: Transaction window does not function as designed	\$30,000.00
Security Department	John Schmaltz	Equipment Requests	Campus Safety System. Rationale: Safety and Security	\$45,250.00
Security Department	John Schmaltz	Equipment Requests	Evacuation maps. Rationale: Safety and Security	\$14,182.00
			Priority List Requests	\$574,432.00

AD-HOC COMMITTEE FOR POLICY REVIEW/REVISION – OCTOBER 4, 2023

POLICY REVIEW/REVISION – FIRST READING – OCTOBER 10, 2023

SECOND READING/ADOPTION – NOVEMBER 27, 2023

Shipman & Goodwin LLP is recommending revisions to current policies or new policies as noted below:

Policy 1011	Non-Discrimination (Community) - <i>including Administrative Regulations</i> This policy is being revised to add definitions of discrimination and harassment and include examples of the types of conduct that may be considered Protective Class harassment prohibited by the policy. While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. Further, Public Act 22-82 added domestic violence victims as a protected class under Connecticut's anti-discrimination laws. The policy is being revised to reflect this new protected class and to include the definition of "domestic violence victim." In addition, the regulations and the complaint procedures are being revised consistent with a recently issued resolution from the U. S. Department of Education Office of Civil Rights regarding a school district's obligations to ensure that students are not subjected to a hostile environment on the basis of a protected class. Finally, numerous technical revisions are being made for clarity.
Policy 4112.51	Employment and Student Teacher Checks Effective January 1, 2023, the definition of erased records has been expanded. In addition, CGS Section 31-51i now requires that employment applications that contain a question concerning the criminal history of the applicant also contain a specific notice in "clear and conspicuous language." This policy is being revised to identify this notice requirement and to include the required notice language. Revisions are also being made to reflect gender-neutral language and other technical edits.
Policy 4152.6	Family and Medical Leave This policy is being revised to provide additional details regarding eligibility for and administration of leave consistent with the requirements of the federal Family and Medical Leave Act (FMLA) and applicable state law. While this policy does not, and cannot, recite every statutory and regulatory requirement, the revisions are designed to provide additional guidance in areas that are often the subject of inquiry. Districts should be aware of any applicable collective bargaining agreement provisions, which may provide greater benefits to the employee than the requirements of law, which are reflected in this policy.

Policy 4118.11	<p>Non-Discrimination (Employees) - <i>including Administrative Regulations</i></p> <p>This policy is being revised to add definitions of discrimination and harassment and include examples of the types of conduct that may be considered Protective Class harassment prohibited by the policy. While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. Further, Public Act 22-82 added domestic violence victims as a protected class under Connecticut's anti-discrimination laws. The policy is being revised to reflect this new protected class and to include the definition of "domestic violence victim." In addition, effective January 1, 2023, it became unlawful discriminatory practice for an employer to make decisions based on an employee's or job applicant's erased criminal record and language has been added reflecting this new prohibition. In addition, the regulations and the complaint procedures are being revised consistent with a recently issued resolution from the U. S. Department of Education Office of Civil Rights regarding a school district's obligations to ensure that students are not subjected to a hostile environment on the basis of a protected class. Finally, numerous technical revisions are being made for clarity.</p>
Policy 5131.911	<p>Bullying Prevention and Intervention - <i>including Administrative Regulations</i></p> <p>This policy and the model Safe School Climate Plan is being revised to add definitions of "discrimination" and "harassment." Clarification that the policy is applicable to both schools and alternative school programs operated by a board of education has also been included. Additional technical revisions are being made for clarity.</p>
Policy 5145.4	<p>Non-Discrimination (Students) - <i>including Administrative Regulations</i></p> <p>This policy is being revised to add definitions of discrimination and harassment and include examples of the types of conduct that may be considered Protective Class harassment prohibited by the policy. While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. Optional language regarding biased conduct and/or communications by students and a school district's obligation to address such biased conduct and/or communications has been added. Further, Public Act 22-82 added domestic violence victims as a protected class under Connecticut's anti-discrimination laws. The policy is being revised to reflect this new protected class and to include the definition of "domestic violence victim." Additional revisions are being made to clarify that parents/guardians, staff members, and other students may report discrimination or harassment on behalf of a student. The regulations and the complaint procedures are being revised consistent with a recently issued resolution from the U. S. Department of Education Office of Civil Rights regarding a school district's obligations to ensure that students are not subjected to a hostile environment on the basis of a protected class. Numerous technical revisions for clarity are also being made.</p>

Policy 5113	<p>Student Attendance, Truancy and Chronic Absenteeism - <i>including Administrative Regulations</i></p> <p>In the fall of 2022, the State Board of Education revised its definition of “in attendance.” Model regulations are being revised to reflect the new definition. In addition, the regulation’s documentation requirements to allow districts greater flexibility, while still following the guidelines established by the CSDE, are being revised. The revised language allows districts to accept delivery of written documentation to support a student’s absence through a scanned copy sent by email under “certain circumstances.”</p>
Policy 5144	<p>Student Discipline - <i>including Administrative Regulations</i></p> <p>This policy is being revised to add a definition of “Protected Class Harassment” and clarify that Protected Class Harassment is an offense that may lead to disciplinary action. Further, pursuant to changes in Connecticut law regarding the legalization of cannabis under certain circumstances, clarification is made that the sale or distribution of less than one kilogram of cannabis is not subject to mandatory expulsion pursuant to CGS Section 10-233d. Additional technical revisions have been made for clarity.</p>
Policy 6146.11	<p>Weighted Grading and Calculation of Grade Point Averages</p> <p>In 2021, Connecticut passed legislation directing the Board of Regents for higher Education (“BOR”) to establish the Connecticut Automatic Admissions Program (“CAAP”) to permit eligible Connecticut high school students to be admitted automatically to Connecticut’s state universities (other than the University of Connecticut) and other Connecticut post-secondary institutions of higher education that choose to participate. On October 31, 2022, the CSDE released helpful information and resources to guide school districts in the process of identifying and notifying students of their eligibility for the CAAP and other details about the new program, which must be implemented beginning in the 2022-2023 school year. Under the CAAP, public high schools must calculate high school seniors’ grade point averages according to the standardized method established by the BOR (“CAAP GPA”) and determine their corresponding class rank percentile (“CAAP percentile rank”). In addition, schools must identify the participating universities to which students are eligible for automatic admission, and send students who qualify for automatic admission letters confirming their eligibility. Under the new law, schools may continue to use their existing GPA formulas for all other purposes. The policy is being revised to (1) identify the Board’s obligation to calculate and notify students of their CAAP GPA and CAAP percentile rank for purposes of the CAAP and (2) allow Boards to continue to identify how GPA will be calculated for all other purposes.</p>

The chart above is a summary of the revisions that are being made to each policy, or in the case of a new policy, the reason why the policy was developed. For each policy revision listed above, there is a “red-lined” copy of the sample policy from Shipman & Goodwin provided. Not all sample policies will mirror our current policies, as some of our policies have been customized for our district. Refer to your policy book or our website for current policies. The revisions shown on the “red-lined” sample policies are being incorporated into our current policies, unless otherwise noted. Revisions in blue are additions, revisions in red are deletions, and

revisions in green show language that is being moved within the policy. The “red-lined” policies are provided should you want to see more details for the revisions summarized above.

**Berlin Board of Education
Berlin, CT**

**EDUCATIONAL SPECIFICATIONS
(Statement of Need)
For**

Design and Construction for Upgrades to the HVAC System

At

**Griswold Elementary School
133 Heather Lane
Berlin, CT 06037**

October 10, 2023 (Resubmitted)



Introduction

Mary E. Griswold Elementary School is one of three elementary schools in the Town of Berlin. It services grades Kindergarten through grade 5, and has a student population of 523.

The building's original construction was completed in 1964 with the latest renovations completed in 1991. Although the Town and Board have taken pride in maintaining the building, the outdated and inefficient HVAC systems are a pressing concern, making it increasingly challenging to maintain a comfortable and conducive learning environment.

Classroom ventilators, which are now 32 years old, have exceeded the ASHRAE's recommended life expectancy, resulting in costly repairs and the need for obsolete parts are difficult to source.

Statement of Need

In June of 2020, Berlin Board of Education requested that the Town refer a new HVAC project to its Public Building Commission (the standing School Building Committee).

Pursuant to available State funding for HVAC upgrades, the Berlin Board of Education hereby resubmits the request for planning, code compliance, design, budgeting, construction, installation and commissioning for HVAC upgrades at Mary E. Griswold Elementary School.

Project Rationale

Friar Associates Inc. completed a Facilities Condition Assessment for Mary E. Griswold Elementary School in 2013. Excerpts from the assessment relating to the condition of the HVAC Systems at the time of the report are presented in Exhibit II.

Additionally, in 2020 the school district commissioned Sustainable Engineering Solutions (SES) to complete an air quality study, which tested components of the controls to verify proper operations, noting any deficiencies to complete repairs to maximize energy efficiency and indoor air quality (IAQ). System upgrades would improve efficiencies at Mary E. Griswold Elementary School. Proposed improvements included:

- New and efficient fan coils.
- Efficient air-cooled chillers.
- New and efficient pumps and motors.
- Enhanced building automation controls for setback temperatures during unoccupied times and energy management.

Upon the completion of the project, critical success indicators include the installation of optimal HVAC systems at Mary E. Griswold Elementary School and a safe learning environment for all students.

The Project

The proposed project's scope includes replacing existing DX stand-alone classroom ventilators, with wet heat, which have exceeded their thirty-year life expectancy. The planned installation of four-pipe fan coil units and chilled water plants in all classrooms will maximize efficiency associated with the HVAC units.

The project includes installing unit ventilators with hot water heating coils and chilled water-cooling coils. The unit ventilators will be provided with high efficiency MERV 13 filters and a connection to an outdoor air louver for the introduction of ventilated air. Two (2) air-cooled chillers will be installed on grade outside the building to provide a level of redundancy. The chillers will have an EER=10.4 and IPLV=15.5 and will be piped to a plate and frame heat exchanger located within the building. This design allows for glycol within the outdoor piping to prevent freezing while also allowing chilled water, without glycol, to be distributed to the unit ventilators in order to meet the required cooling load. Chilled water pumps would be located within the building to distribute chilled water to the unit ventilators via chilled water piping distribution.

Conclusion

Upgrades to the HVAC system at Mary E. Griswold Elementary School are essential for the safety and good health of our students, faculty and staff. The creation of a safe and deserved learning environment is needed to foster the growth and development of our students. A deserving and comfortable school atmosphere is contributive to effective teaching and learning.

The Mary E. Griswold Elementary School HVAC Project represents a vital investment in the future of our children and the dedicated staff who nurture their, and our, future. It is a testament to our commitment to provide a safe, supportive, and enriching educational experience for students and it is a step toward optimizing the well-being of our school community. It is the responsibility of the Board of Education to ensure the Griswold community has access to a quality and safe learning environment and therefore requests the necessary support and resources to proceed with this critical project; it is long overdue.

EXHIBT II**Berlin Facilities Condition Assessment
Mary E. Griswold Elementary School****HVAC Conditions**

System	Condition	Comments
Heating System	Fair-Poor	2, 1991 Dual Fuel Hot Water Boilers Well Beyond ASHRAE Life Expectancy
Heating System Elements	Fair-Poor	HW Coils, HW Baseboard, Unit Heaters
A/C	Fair-Poor	1991 Packaged DX RTUs, DX Split Systems, Pkg DX Unit Ventilators Well Beyond ASHRAE Life Expectancy
Hot Water Piping	Good to Excellent	Blk Steel, Copper
Condensate Piping	Fair	
Exhaust Fans	Fair	
Controls	Fair	1991 DDC System with Electric Actuators

This school is fully air conditioned and is equipped with a central hot water heating plant and various packaged gas/electric DX rooftop units and split systems. Most equipment is from 1991 and well beyond ASHRAE's recommended life expectancy but some rooftop units are newer. Classrooms and some offices are equipped with 1991 unit ventilators configured with packaged DX cooling and HW coils. Automatic temperature control is provided by a 1991 DDC system with electric actuators.

The central hot water heating plant consists of two 70% Effc 3.2 MMBH gas/oil cast iron boilers but gas is the primary heating fuel source. Each boiler is equipped with an inline primary constant volume pump; secondary constant volume pumps distribute hot water to various air handlers, baseboard radiation units and convectors via three way modulating valves. All equipment is original from 1991 and is beyond their life expectancy.

Air handlers are equipped with electric steam humidifiers and duct-mounted steam distributors. Some, if not all, air handlers with cooling coils do not have auxiliary drain pans which is required by code. Condensate pans should also be installed on systems equipped with humidifier steam tubes.



**Berlin Board of Education
Berlin, CT**

**EDUCATIONAL SPECIFICATIONS
(Statement of Need)
For**

Design and Construction for Upgrades to the HVAC System

at

**Hubbard Elementary School
139 Grove Street
East Berlin, CT 06023**

October 10, 2023 (Resubmitted)



Introduction

Richard D. Hubbard Elementary School is one of three elementary schools in the Town of Berlin. It services grades Kindergarten through grade 5, and has a student population of 223.

The building's original construction was completed in 1965 with the latest renovations completed in 1992. Although the Town and Board have taken pride in maintaining the building, the outdated and inefficient HVAC systems are a pressing concern, making it increasingly challenging to maintain a comfortable and conducive learning environment.

Classroom ventilators are 31 years old and have exceeded the ASHRAE's recommended life expectancy, resulting in costly repairs and the need for obsolete parts are difficult to source.

Statement of Need

In June of 2020, Berlin Board of Education requested that the Town refer a new HVAC project to its Public Building Commission (the standing School Building Committee).

Pursuant to available State funding for HVAC upgrades, the Berlin Board of Education hereby resubmits the request for planning, code compliance, design, budgeting, construction, installation and commissioning for HVAC upgrades at Richard D. Hubbard Elementary School.

Project Rationale

Friar Associates Inc. completed a Facilities Condition Assessment for Hubbard Elementary School in 2013. Excerpts from the assessment relating to the condition of the HVAC Systems at the time of the report are presented in Exhibit III.

Additionally, in 2020 the school district commissioned Sustainable Engineering Solutions (SES) to complete an air quality study, which tested components of the controls to verify proper operations, noting any deficiencies to complete repairs to maximize energy efficiency and indoor air quality (IAQ). System upgrades would improve efficiencies at Richard D. Hubbard Elementary School. Proposed improvements included:

- New and efficient fan coils.
- Efficient air cooled chillers.
- New and efficient pumps and motors.
- Enhanced building automation controls for setback temperatures during unoccupied times and energy management.

Upon the completion of the project, critical success indicators include the installation of optimal HVAC systems at Richard D. Hubbard Elementary School and a safe learning environment for all students.

The Project

The proposed project's scope includes replacing existing DX stand-alone classroom ventilators, with wet heat, which have exceeded their thirty-year life expectancy. The planned installation of four-pipe fan coil units in all classrooms with chilled water plants will maximize efficiency associated with the HVAC units. Heating will be maintained by the existing natural gas fired boilers.

The project includes installing unit ventilators with hot water heating coils and chilled water-cooling coils. The unit ventilators will be provided with high efficiency MERV 13 filters and a connection to an outdoor air louver for the introduction of ventilated air. Two (2) air-cooled chillers will be installed on grade outside the building to provide a level of redundancy. The chillers will have an EER=10.4 and IPLV=15.5 and will be piped to a plate and frame heat exchanger located within the building. This design allows for glycol within the outdoor piping to prevent freezing while also allowing chilled water, without glycol, to be distributed to the unit ventilators in order to meet the required cooling load. Chilled water pumps would be located within the building to distribute chilled water to the unit ventilators via chilled water piping distribution.

Conclusion

Upgrades to the HVAC system at Richard D. Hubbard Elementary School are essential for the safety and good health of our students, faculty and staff. The creation of a safe and deserved learning environment is needed to foster the growth and development of our students. A deserving and comfortable school atmosphere is contributive to effective teaching and learning.

The Richard D. Hubbard Elementary School HVAC Project represents a vital investment in the future of our children and the dedicated staff who nurture their, and our, future. It is a testament to our commitment to provide a safe, supportive, and enriching educational experience for students and it is a step toward optimizing the well-being of our school community. It is the responsibility of the Board of Education to ensure the Hubbard community has access to a quality and safe learning environment and therefore requests the necessary support and resources to proceed with this critical project; it is long overdue.

EXHIBT III
**Berlin Facilities Condition Assessment
 Richard D. Hubbard Elementary School**
HVAC

The following is a data summary of the HVAC system's existing conditions that were observed and noted during the survey. This information was gathered by a field survey, reviewing the existing drawings and discussions with various building personnel.

Condition Codes	
Excellent	7-10 years useful life
Good	Good at present (5-7 years)
Fair	Minor / cosmetic repairs needed to maintain condition (3-5 years)
Poor	Immediate repairs needed to prevent deterioration (1-3 years)

HVAC Conditions

System	Condition	Comments
Heating System	Fair-Poor	Two 1992 Dual Fuel Cast Iron HW Boilers Are Well Beyond ASHRAE Life Expectancy
Heating System Elements	Good	HW Coils, HW Baseboard Terminal HW Heating Units
A/C	Fair-Good	1992 Packaged DX RTUs, DX Split Systems, Pkg DX Unit Ventilators
Humidification	Fair-Poor	Electric steam humidifiers
Hot Water Piping	Fair to Good	Black Steel, Copper
Condensate Piping	Fair	
Exhaust Fans	Fair	
Controls	Fair	Elec/Pneumatic

This school is conditioned by heating and ventilating systems that were installed in 1992. Very few systems have been replaced since then and have reached their end of life. The central hot water heating plant consists of two 70% efficient, 3.2 MMBH Gas/3.1 MMBH Oil cast iron boilers. Gas is primary fuel throughout the heating season and has been for several years. During the winter holidays, boilers are switched over to #2 fuel oil and operate continuously during this period to prevent oil from sludging in tank, lines and burners.



Berlin Board of Education Board Goals

The Berlin Board of Education will:

- Maintain broad, rigorous performance standards in all areas of curriculum that facilitate independent critical thinking and strategic problem solving among students.
- Engage our community through effective communication utilizing a multitude of means that reach all stakeholders.
- Develop and adopt a responsible, fiscal annual budget, develop and maintain a ten-year capital plan encompassing both facility maintenance and technology equipment to ensure that the ever-changing educational needs of students are met, and provide feedback and oversight to fiscal decisions.

Objectives for 2023-24 School Year

Community Engagement Committee

1. Submit columns to the Berlin Citizen and other relevant sources on a regular basis.
2. Work with the district media director to develop digital content of events that showcase many aspects of the Berlin Public Schools to be posted to social media on a consistent basis.

Curriculum Committee

1. Commit to building an organization that focuses on the learning of all members resulting in the optimal growth of each student.
2. Integrate the vision of the graduate competences into daily learning experiences as outlined in the district curriculum.
3. Support the development of the social emotional well-being of all members of the school community.

Finance and Operations Committee

1. Review current budget process, including ongoing discussion with stakeholders, and make recommendations for changes/improvements as necessary.
2. Coordinate with the Town on capital, building, and site budgeting to support effective long-range planning.



BOARD OF EDUCATION MEMBER HANDBOOK

Adopted October 2011
Revised October 2023

Education is not preparation for life; education is life itself.

- John Dewey

Preamble

The Berlin Board of Education understands that access to a quality public education is not just a constitutional requirement, but is also a moral imperative to ensure that all individuals have an opportunity to fully develop their talents, moral imagination and essential humanity. Accordingly, all Berlin students are entitled to a quality educational experience that prepares them to be lifelong learners.

In order to provide the necessary and appropriate leadership for the Berlin Public Schools, the Berlin Board of Education, both collectively and individually, is committed to governing as a professional board of directors. This means a commitment to the principles and practice of professional governance, the sharing of a common understanding of Board policies, practices, procedures and principles, a focus on continuous learning and improvement, and a willingness to serve as a model of effective moral leadership to students, staff and the community. This handbook is an attempt to set down in writing the Board's procedures and principles for the benefit of current and future members of the Berlin Board of Education.

Mission Statement

The mission of the Berlin Board of Education is to **empower our students to be enthusiastic, curious learners and kind, compassionate leaders in our community and the world.**

Board Goals

The Berlin Board of Education will:

- Maintain broad, rigorous performance standards in all areas of curriculum that facilitate independent critical thinking and strategic problem solving among students.
- Engage our community through effective communication utilizing a multitude of means that reach all stakeholders.
- Develop and adopt a responsible, fiscal annual budget, develop and maintain a ten-year capital plan encompassing both facility maintenance and technology equipment to ensure that the ever-changing educational needs of students are met, and provide feedback and oversight to fiscal decisions.

Board Governance

The Berlin Board of Education will institutionalize a focus on continuous improvement leading to student achievement and student success through its development of policy, ongoing evaluation, and commitment to individual and Board professional growth.

Core Values

Core Values	Our Practices Supporting these Core Values
Personalized pathways for learning allow students to experience success.	<ul style="list-style-type: none">● We will create opportunities to learn from and with adults who have experienced success in a variety of career fields.
Social-emotional learning is critical for the current and future success of our students.	<ul style="list-style-type: none">● We will ensure that students have consistent opportunities to develop and practice social skills.
Flexible use of resources (e.g., time, space) provides opportunities for exploration, reflection, and independence.	<ul style="list-style-type: none">● We will create schedules that provide students with time to explore new ideas and interests as well as to process their learning.

Guiding Principles

The Board will:

1. Deliberate in many voices, but govern in one.
2. Cultivate a sense of group responsibility; understanding that it is the Board, not the staff or administration, which is responsible for excellence in governance.
3. Be an active part of the school district's leadership team, striving to lead the district through a clear mission statement, an articulated vision for the district, shared and commonly understood goals, broad and clearly written policies, and a continual monitoring of the school and student performance.
4. Be willing to hold itself to high standards of excellence in governance and professional responsibility, including a willingness to hold individual Board members and the Board itself accountable for its actions.
5. Continually monitor its own process, performance and progress.
6. Vigorously and intelligently advocate for the school district and its students on the local, state and national level.
7. Commit, both individually and collectively, to being well-informed and educated on local, state and national educational issues, initiatives and practices.

8. Regularly communicate with all stakeholders about school district performance, direction, initiatives, issues and ideas.
9. Formally and informally recognize and celebrate school, staff and student success.
10. Insist on the pursuit of excellence on the part of all with a role in the school district staff, students and board members.
11. Always strive to act in the interest of what is best for all students, believing that all students can learn and succeed at a high level.
12. Serve as a model of positive professional and ethical conduct.

Key Work of School Boards

In addition to its Mission Statement and Board Goals, as well as responsibilities defined by law, the Board subscribes to the *Key Work of School Boards*. This framework for planning and action, developed by the National School Board Association, is based on the system's concept that no action or progress is accomplished in isolation. The eight essential areas for Board focus and action are as follows:

Vision – establishing a clear vision of student achievement as a top priority of the Board, staff and community.

Standards – setting clear standards for student performance.

Assessment – establishing regular and valid assessments to measure district and student progress.

Accountability – establishing a process that holds the school system accountable for student success.

Alignment – aligning of all district resources to focus on student performance.

Climate – creating a positive climate throughout the school district to promote student success.

Collaborative Relationships – building collaborative relationships with the community to promote and develop a consensus and understanding of the priority of student achievement.

Continuous Improvement – committing all individuals within the school district to the idea of continuous improvement in the pursuit of student achievement and success.

Board Authority and Responsibility

The Board of Education is ultimately responsible for ensuring that Berlin residents have access to a free, quality education through high school. Connecticut law imbues the Board with specific and often broad authority over the administration of Berlin schools. For example, the Board of Education exercises control over school buildings and property, employs and supervises the superintendent of schools, adopts a budget, and approves textbooks. A lengthier and more specific listing of the Board's authority can be found in Chapter 10 of the Connecticut General Statutes.

While the Board has broad authority over the Berlin schools, much of this authority is delegated to the superintendent of schools and other district employees. The Board of Education functions, not as management responsible for the administration of the school district, but as a board of directors responsible for establishing a vision for Berlin's schools, and monitoring its progress in reaching that vision.

Reference: BOE Policy 9075

Authority of Individual Board Members

Individual Board members have no authority except when they are meeting as a Board of Education. The Board of Education is a collective body and, by statute, can only act when a quorum is assembled in a legally constituted meeting. The statements or actions of individual Board members do not bind the Board of Education, except when that statement or action has been authorized by an official act of the Board. Board members should be careful not to act or speak in a manner that suggests they are speaking or acting on behalf of the board of education or the school district when they have not been so authorized by the Board.

Reference: BOE Policy 9075

Board Committees

The Board understands that not all of its work can be accomplished at regularly scheduled meetings of the entire Board, and that in order to dedicate the necessary time, expertise and focus on individual issues it is necessary to utilize committees of the Board. The Board's committee structure was developed so that it is aligned with the Board's goals to better focus Board activity and action on its stated priorities.

The Board of Education has three standing committees. These committees are: Curriculum; Community Engagement; and Finance and Operations. Each committee is composed of three Board members appointed by the Board president, with each member serving on one committee.

In addition to the three standing committees, when a particular issue calls for the expertise of more than one committee – such as the review of proposed Board bylaws – the Board will utilize a Leadership Committee consisting of the chairs of the three standing committees and the Board president, if the Board president is not a chair of one of the three standing committees. The Board will also rely on ad hoc committees, appointed by the Board president, for those tasks that require a committee of the Board and do not fall within the parameters of the standing committees (i.e. disciplinary and residency hearings).

Reference: BOE Policy 9001

Curriculum Committee

The Curriculum Committee is responsible for reviewing and overseeing the overall instructional program of the district. The responsibilities of this committee include; but are not limited to: (a) work with the administration on the development of new instructional programs and courses; (b) work with the administration concerning the development, establishment and maintenance of a program for curriculum review; (c) actively participate in the review, evaluation, and development of the district's curriculum, including the revision or elimination of programs or courses; and (d) review and make recommendations for revision of policies related to curriculum, instruction, and assessment.

Reference: BOE Policy 9001

Community Engagement Committee

The Community Engagement Committee is primarily responsible for developing strategies to share information with all constituencies regarding the work of the Board. The responsibilities of this committee include; but are not limited to: (a) developing and maintaining a system-wide engagement and communication plan; (b) monitoring of the effectiveness of communications, citizen involvement and community awareness of Berlin's schools and their goals; and (c) keeping abreast of current educational information and best practices relating to continuous improvement and student achievement.

Reference: BOE Policy 9001

Finance and Operations Committee

The focus of the Finance and Operations Committee is to obtain, direct and manage the funds and resources that are needed to operate the business and labor functions of the

district, as well as provide the Board, administrators and staff with the tools necessary to manage the school system and its facilities. The responsibilities of this committee include; but are not limited to: (a) monitoring of information to ensure that district resources are utilized effectively, efficiently, and equitably to improve operations, programs and student achievement; (b) work with the superintendent of schools and director of business operations regarding the development and management of the district's annual budget and associated contracts; and (c) monitor community demographic information, changes in instructional and curricular needs, and facility usage to ensure a safe and optimal learning environment.

Reference: BOE Policy 9001

Election of Board of Education Members

The Berlin Board of Education is a nine member, non-partisan Board. Board members serve three-year terms, with three members up for election each year.

In order for an individual to be placed on the November ballot, the individual must obtain a petition form from the town clerk and obtain the signatures of 1% of the registered voters in Berlin. Upon the certification of candidate's signatures by the town clerk, the individual's name will go on the ballot with no party designation. The top three vote-getters fill the three vacancies on the Board.

Reference: Town of Berlin Charter, Section 2-8.

Board Member Qualifications

Individuals must be registered voters in Berlin in order to serve on the Board of Education. Employees of the Board of Education may not serve on the Board.

Beyond the minimum statutory requirements for Board service, it is expected that Board of Education members will share a commitment to providing an exceptional educational experience for each student, a willingness to work and study to become well-versed in public education and Berlin schools, and a sincere desire to be part of a high-functioning governing body that takes the responsibilities of public service seriously.

Resignation of Board Members

Board members who wish to resign from the Board of Education must submit a letter of resignation to the town clerk, with a copy to the Board president. A member's resignation is not effective until it is filed with the town clerk. The Board of Education does not have the authority to either accept or reject a member's resignation.

Reference: BOE Policy 9015

Exit Interview

Board members who leave the Board, either through resignation or election, will be asked to complete an exit interview questionnaire. It is hoped that the honest and thoughtful reflections of departing members will provide valuable information and ideas for Board self-evaluation and improvement efforts.

Filling a Vacancy on the Board

A vacancy may be filled by a vote of the majority of the members of the Board. If the Board intends to fill a vacancy on the Board, it will publicize the vacancy and interview candidates. New members are appointed by a majority vote of the Board members present. The appointment by the Board of an individual to fill a Board vacancy will only be until the next general election, when the appointed member's seat will be on the ballot.

Reference: BOE Policy 9015

Conflict of Interest

A Board member has a conflict of interest when the Board member has an interest which is in substantial conflict with the proper discharge of the Board member's duties or employment in the public interest and of the Board member's responsibilities as prescribed in the Connecticut General Statutes and the laws of the Town of Berlin, if the Board member has reason to believe or expect that the Board member will derive a direct monetary gain or suffer a direct monetary loss, as the case may be, by reason of the Board member's official activity. The Board member does not have an interest which is in substantial conflict with the proper discharge of the Board member's duties in the public interest and of the Board member's responsibilities as prescribed by the Connecticut General Statutes and the laws of the Town of Berlin if any benefit or detriment accrues to the Board member as a member of a business, profession, occupation or group to no greater extent than any other member of such business, profession, occupation or group.

In addition to the definition set forth in the Town Charter, Board members are expected to identify whenever they have a personal or professional interest in an issue that might compromise or call their judgment into question. In all of their actions and statements, Board members are asked to be beyond reproach.

Reference: Town of Berlin Charter, Section 9-3

Discipline of Board Members

Although the Board of Education cannot remove individuals from service as Board members, it does have the authority and ability to discipline individual members. Since service as a Board officer is a privilege and not a right, Board officers can be removed from their position as an officer by a majority vote of the membership of the Board.

Board members who violate the rules, regulations or policies of the Board, interfere with the orderly and efficient operation of the Board, or act in ways that are contrary to the best interests of the school district can be subject to a vote of censure by the Board. A censure vote is an expression of disapproval concerning an individual member by the Board and, hopefully, will be used rarely, if at all.

Reference: BOE Policy 9070

Board Member Orientation

As part of its commitment to having highly-trained individuals as part of a professional governing board, the Board will provide orientation opportunities for new members and candidates. Once the list of candidates is finalized, the Board president (or other Board member if the president is a candidate) and the superintendent of schools will offer candidates an opportunity to learn about service on the Board of Education by providing a candidate orientation. **This orientation will include: the roles and responsibilities of a board member; the duties and obligations of a board of education; and school district budgeting and education finance. First-time elected board members must complete the training at a time and manner determined by the CSDE, but no later than one year after assuming office.** As part of the orientation, candidates will be provided a package of materials including the Board Member Handbook, the Board of Education budget document, a copy of the most recent Board self-evaluation, and other appropriate materials.

Upon their election to the Board, newly elected Board members will be provided an additional orientation opportunity, including the opportunity to attend professional development opportunities such as the CABA/CAPSS Convention.

Board Member Professional Development

The Board is committed, both individually and as an organization, to the principles of continuous improvement and ongoing education, and understands that in order to perform as a high-functioning professional organization its members must be well educated about the Berlin schools, board governance and educational best practices. The Board will look to identify and provide professional development opportunities for Board members, and Board members will be encouraged to participate in these learning

opportunities. The Board will reimburse members for reasonable, pre-approved expenses for professional development.

Examples of these professional development opportunities, but by no means the only opportunities, are the CABA/CAPSS Annual Convention, as well as seminars conducted by the Connecticut Association of Boards of Education.

Board members are also expected to read the same professional articles that are utilized by school administrators, as well as share and exchange professional articles among themselves.

Board Officers

The Board of Education has two officers, president and secretary. The Board elects officers at its Annual Meeting held in November following the election. Officers are elected by a majority vote of those members present and voting.

The Board president presides at all meetings and serves as the Board spokesperson. He/she is responsible for appointing Board members to committees, and signs documents, contracts and checks on behalf of the Board. The Board president works closely with the superintendent of schools to plan meeting agendas and may call special meetings of the Board.

The Board secretary is responsible for the minutes of Board meetings and shall attend to the official correspondence of the Board. The secretary presides over meetings when the president is absent.

Reference: BOE Policies 9050, 9050.1, 9050.2

Student Representation on the Board of Education

The Board seats two students from Berlin High School in a nonvoting capacity at all Board of Education meetings during the school year. Student opinion is solicited to give an added dimension to the Board's decision-making process. The student representatives do not attend executive session nor do they have access to associated back-up material.

Representatives are recommended by the Student Council, subject to the approval of the principal, superintendent, and Board of Education. One student should be a member of the senior class and one student should be a member of the junior class. In order to be considered, the representatives must have met the requirement for participating in Berlin co-curricular activities. The election of student representatives will be held in May and the representatives will be seated at the first Board meeting in September. Student representatives will be given an orientation session by the superintendent of schools and an officer of the Board after the students have been approved.

Student representatives may be removed from their position by an affirmative vote of two-thirds of the Board of Education and the Board of Education has the right to dismiss a student representative due to poor attendance without a valid reason. Should a student representative be removed or dismissed, a new member will be selected. At least one student representative should be present at each regular meeting. If this is not possible, the representatives must advise the principal and the superintendent's office in advance of the meeting. Student representatives are expected to deliver a report at each meeting. The student representatives will report to the student body, through their Student Council representatives, on the deliberations of the Board of Education. The term of office shall normally be for one school year. Student representatives are expected to submit a written report to the Board at the conclusion of their term highlighting their experience.

Reference: BOE Policy 9051

Superintendent's Responsibilities

The superintendent of schools, pursuant to state law, is the CEO of the Berlin Public Schools. The superintendent of schools is responsible for leading and managing the school district, hiring and supervising personnel, developing and administering the budget, and advising the Board on educational developments, board policies and applicable laws. The superintendent of schools shall regularly communicate to the Board the status of student learning and the district's progress in meeting its stated goals.

The superintendent of schools attends all meetings of the Board and works closely with the Board in developing goals and initiatives, and is responsible for the implementation of these initiatives. Although the superintendent of schools is directly employed and supervised by the Board, the superintendent's working relationship with the Board is such that the superintendent is generally considered the Board's "tenth member."

Board Policies

One of the primary responsibilities of the Board is to develop policies to govern the school district and the Board, which will serve as guideposts and guidelines for the effective and efficient operation of a school district committed to providing an exceptional educational experience for each student. Board policies are developed according to requirements set forth in Connecticut Statutes, State Department of Education recommendations, and the Board's own bylaws, policies and mission statement. In order for Board policies to effectively perform their stated purpose, it is important that they are regularly reviewed and updated. In order to ensure that Board policies are current and in compliance with statutory requirements, the Board may utilize attorneys or other outside consultants. While the Board may be advised concerning its policies by the superintendent of schools, its attorney or other

consultants, the adoption of new policies, or the revision or repeal of existing policies is the sole responsibility of the Board.

The adoption of Board policies is governed by Board Policy 9030. Board policies require an initial public reading at a Board meeting, followed by a subsequent second reading and vote at a subsequent meeting before they can be adopted by the Board.

Board policies and bylaws may be suspended for a specific purpose and limited time by a majority vote of Board members in attendance when there is prior written notice; absent such written notice, suspension of Board policies requires a majority vote of the entire Board. The suspension of Board bylaws requires a two-thirds vote of the entire Board absent prior written notice.

Reference: BOE Policy 9030

Board Hearings

One of the responsibilities of the Board of Education is to conduct hearings. For many of these hearings, such as student expulsion hearings, school accommodation hearings, and teacher termination hearings, the Board serves as an impartial hearing board. In these instances, Board members who serve on the panel must make their decision based only on the evidence and information presented at the hearing. Regardless of whether the Board is serving as an impartial panel, or in grievance hearing, Board members have an obligation to treat those before them respectfully and fairly, adhering to the highest standards of professional conduct.

Search, Selection and Appointment of Superintendent

The Board of Education is responsible for the appointment of the superintendent of schools. When conducting a search for a superintendent, the Board may vote itself as the personnel search committee. If so, it may meet as the personnel search committee without public notice of its meetings or a requirement to allow the public to attend.

The search for, and selection of, a superintendent of schools is one of the most important decisions that a board of education can make. Accordingly, this process should be thoughtful and informed, made with a clear understanding of the needs of the school district and the corresponding characteristics of an ideal superintendent, as well as an awareness of the availability of potential candidates. Although each search process is unique, generally the Board would be well advised to consult with the public and other informed individuals, both in and outside the district, when conducting a superintendent search.

Board Role in Hiring Process

Generally speaking, the Board does not have the primary role in the hiring process, except for the superintendent of schools. It is Board policy to authorize the superintendent of schools to hire teachers and other personnel without direct involvement on the part of Board members.

When hiring school administrators, the Board has a more direct role. A Board member(s) selected by the Board president can participate in the interview process. The Board interviews the superintendent's recommended finalist for administrative positions and votes to approve. The Board's role is one of approval of the superintendent's selected candidate; it cannot hire certified personnel without the prior recommendation of the superintendent of schools.

Budget Process

The Board is responsible for the adoption of a budget for the school district. The superintendent of schools presents a proposed budget to the Board in January. During the month of January, the Board will hold a series of meetings in which it will consider presentations from school district administrators, prior to adoption of its budget in February.

Upon adoption, the Board of Education forwards its budget to the town manager and the town manager submits the Town budget and the Board budget to the Board of Finance. The Board of Education presents its budget to the Board of Finance and the community at the Town Budget Hearing. After the hearing, the Board of Finance shall recommend the budget to the Town Council. Upon final adoption of the Town Budget, if the final allocation to the Board of Education is less than the budget originally adopted by the Board, the Board will vote on budget adjustments to ensure that the Board of Education's budgeted expenditures do not exceed its allocation from the Town Council.

The Board is statutorily prohibited from expending more on its operating expenses than the amount allocated by the Town Council. When making its budget decisions, the Board should be guided by its stated goals and educational priorities.

Superintendent Evaluation

As the superintendent of schools is the only school district employee directly supervised by the Board of Education, the Board is responsible for evaluating the superintendent's performance, as well as making decisions concerning his/her contract of employment, such as compensation and extending the term of the contract. Following the conclusion of the school year, the Board shall conduct an evaluation of the superintendent's

performance, utilizing a process and standards of performance that has been agreed upon in advance with the superintendent of schools.

Board Self-Evaluation

Following the conclusion of the school year, the Board shall meet to conduct a self-evaluation of its own performance. The self-evaluation shall be based, in large part, on the Board's success in making progress towards meeting its stated goals. As part of the self-evaluation process, the Board will solicit input from the district administrators as to the Board's performance over the past year.

An essential part of the self-evaluation process is a focus on board governance. It is expected that the Board will look carefully at its conduct at board meetings, its adherence to policy, its treatment of the public, staff and one another, the Board's focus on student achievement, and the Board's ability to distinguish between governance and management.

Board Retreat

The Board recognizes that in order to properly develop a long range and in-depth plan for school improvement, it will be necessary to regularly meet in a retreat setting to allow for a more focused discussion of school district performance and initiatives. Although they are considered special meetings of the Board of Education, retreats are generally held at times and/or locations that are different from regularly scheduled meetings. In addition to the attendance of all Board members, the Board may invite the superintendent of schools, school administrators or other individuals to participate in its retreat.

Board Members Visiting Schools

Board members are encouraged to be informed about Berlin schools, and visits to our schools can be part of that process. If a Board member wishes to visit one or more of our schools, the Board member should first inform the superintendent of schools of the Board member's desire to visit a school(s) and the superintendent of schools will then work with the school principal to schedule a school visit for the Board member. When visiting any of our schools, Board members must be mindful that they do not serve in an administrative function and should not attempt to direct, criticize or discipline staff members.

Board Member Request for Information

It is important for Board members to be informed about the school district and the performance of our students. The superintendent of schools and school administrators regularly provide Board members with data and information via the weekly Board packet and presentations at Board meetings. Board members who seek additional information are encouraged to work through the standing Board committees to obtain this information. If the information sought by individual Board members is not readily available through the work of the committees, Board members are to coordinate their information requests with the Board president to ensure that the information requests submitted to the superintendent of schools and schools do not overwhelm them so as to distract them from their primary responsibilities.

Student Information

Except for statutorily mandated exceptions, such as expulsion and residency hearings, Board members do not get involved with individual student matters. Individual student information is confidential and Board members only have access to this information when that information is necessary for Board members to perform a function in their official capacity.

Indemnification of Board Members

Connecticut law provides that the school district must indemnify and hold school employees, volunteers and board members harmless from any claim, demand or judgment from negligence in the performance of their duties and responsibilities. This protection includes legal fees, expenses and other costs.

Reference: CGS 10-235

Board Meetings

Meeting Schedule

The Board of Education establishes its annual meeting schedule at its annual meeting in November. [The Board meets on the second Monday of each month, except in the months of August, November and April, when it meets on the fourth Monday.](#)

Reference: BOE Policy 9046

Regular Meetings

Regular meetings of the Board of Education are those meetings listed on its annual schedule of meetings voted on at the annual meeting. Board meetings start at 6:00 p.m. and are held at the Board of Education or in the schools. At regular meetings, the Board can add items to the meeting agenda.

Special Meetings

Meetings of the entire Board that are not on the annual schedule of meetings are special meetings. At a special meeting, the Board cannot add items to the meeting agenda for discussion or action.

Meeting Agendas

The superintendent of schools, in conjunction with the Board president, develops an agenda for each Board meeting. Meeting agendas, along with necessary documents and materials, are distributed to Board members prior to the meeting. Board agendas are designed to minimize votes and discussion on matters that are unnecessary, trivial, or are best addressed at the non-board level. Ideally, Board agendas are designed so that meeting time is dedicated to a focused, informed discussion on student achievement and educational priorities.

Reference: BOE Policy 9010

Robert's Rules of Order

The Board conducts its meetings utilizing the *Robert's Rules of Order*, 12th Edition, for the conduct of its meetings, except when these rules are in conflict with Board policy or Connecticut law. The Board president serves as the Board parliamentarian, unless another board member is chosen as parliamentarian by a majority of the Board.

Reference: BOE Policy 9035

Board Quorum

Five members of the Board shall constitute a quorum. Unless otherwise specified by Board policy, a majority of board members voting on a particular item is sufficient for approval.

Reference: BOE Policy 9065

Consent Agenda

Agenda items that require a vote by the Board, but may not require discussion are to be placed on the consent agenda. The consent agenda is an item on the meeting agenda in which all voting items that do not require Board discussion or debate are listed. A vote to approve the consent agenda by the Board shall approve all items listed on the consent agenda. If a Board member wishes to discuss an item, the Board member shall request that the item be taken off the consent agenda, and it will be discussed and voted on separately following a vote on the consent agenda.

Board Votes

The Board of Education is a collective body and, as such, can only act via a vote by its members. Board votes must be in public at a properly noticed meeting of the Board and recorded in writing. Pursuant to Robert's Rules, all motions must be made by one board member and seconded by another. Members may vote in favor, against or abstain from voting. Members may explain their vote, but are not required to explain it.

Reference: BOE Policy 9065

Board Member Attendance

Board members are expected to attend meetings of the Board, including meetings of their assigned committee. While it is almost inevitable that, on occasion, an individual member will have a personal or professional conflict that prevents the Board member from attending a meeting, ideally this is a rare and unavoidable circumstance. Service on the Board of Education is a public trust on behalf of the community and children of Berlin, and it is expected that Board members will make this service a priority. The Board of Education functions best when all nine members devote the time, energy, preparation and seriousness of purpose necessary to accomplish exceptional work and that is called for by public service.

Meeting Minutes

Pursuant to the Freedom of Information Act (FOIA), minutes must be taken at all meetings of the Board of Education. These minutes must be available within seven days of the meeting, but all votes of the Board must be reduced to writing and available within forty-eight hours. The FOIA requires that minutes must contain the recording of votes and the names of those members in attendance. These requirements apply to meetings of Board committees as well.

In order to appropriately apprise the public of the Board's work, Board minutes should contain the time of the meeting; members in attendance; a brief description of any business transacted by the Board, along with any Board action; the recording of Board

member votes; and a description of any executive session held, along with the names of all individuals present for the executive session.

Reference: BOE Policy 9040

Executive Session

Although, as a public agency, the Board must meet and conduct its business in public, under certain narrowly-defined exceptions, the Board may exclude the public from a portion of its meeting by calling an executive session. The Freedom of Information Act provides that a board of education may hold an executive session by a two-thirds vote of those members in attendance and voting. Although the law allows for discussion in executive session, any action by the Board must be taken in open session.

The permissible reasons for holding an executive session are limited and, when in doubt, the Board should consult with its counsel. Some reasons are to discuss documents with respect to collective bargaining, personnel matters (with the permission of the individual who is the subject of the discussion), pending claims and litigation, confidential documents and student matters.

Reference: BOE Policy 9060

Notice of Meetings

The regular schedule of Board meetings, established at the Board's annual meeting, is forwarded to the town clerk. All Board meetings must be posted at least twenty-four hours prior to a meeting, except in emergency circumstances. Board members are to receive meeting agendas and relevant documents and materials prior to meetings.

Open Meeting Requirements

As a public agency, the Freedom of Information Act (FOIA) requires that all meetings of the Board be posted at least twenty-four hours in advance and that members of the public are allowed to be present. Additionally, the FOIA requires that all Board documents be made available to the public promptly upon request, with limited provisions for the redaction of confidential information.

Reference: BOE Policy 9060

Public Comment at Meetings

The Board may designate a meeting agenda item to allow for public comment, permitting any individual or group to address the Board concerning any subject that lies within its jurisdiction. Three minutes may be allotted to each speaker and a maximum

of nine (9) minutes per topic, although the Board president may extend this time, as appropriate. The Board may modify these limitations at the beginning of a meeting if the number of persons wishing to speak makes it advisable to do so. No inappropriate or disrespectful conduct shall be permitted at any Board of Education meeting. Persistence in such conduct shall be grounds for summary termination, by the president, of that individual's privilege of address and, if disruptive behavior continues, removal from the meeting. All speakers must identify themselves by name and address.

The public comment, or Audience of Citizens, portion of a meeting is an opportunity for Board members to hear from the public. It is not an opportunity for Board members to engage in discussion or debate with members of the public. Accordingly, Board members will not comment on or respond to public comments during Audience of Citizens.

Reference: BOE Policy 9035

Meeting Norms

It is the expectation that the Board of Education is a professional organization whose meetings model appropriate behavior for the school district. Members will be prepared for meetings and arrive on time, with those individuals who cannot timely attend giving prior notice to the Board president. Board members will be dressed professionally for all public meetings. Board meetings will be conducted via understood and established procedures as set forth in Board policy and bylaws.

In order to ensure that meetings of the Board are as effective and useful as possible, members will avoid surprises by articulating specific concerns in advance. The Board believes that informed, respectful discussion and debate is the best means of arriving at good decisions for the school district. Accordingly, during discussion Board members will listen attentively, consider all points of view, support their positions with facts when possible, be prepared to answer questions from other Board members, focus on the issue at hand, avoid negative and personal comments, and be prepared to compromise, understanding that the goal of debate among Board members is not to prevail but to arrive at the best possible decision for the school district.

Board meetings, following the Pledge of Allegiance, begin with the introductions of Board members and school administrators present at the meeting, followed by a restatement of the Board's mission statement. Copies of materials and handouts will be made available to the public so that they can better follow the proceedings.

Annual Meeting

The November Board meeting following the election is the Board's Annual Meeting. At this meeting, the newly-elected Board members will sit with the Board for the first time and the Board will elect officers and select legal counsel. The Board will also

recognize teachers of the year, student award winners, staff members and school volunteers.

Reference: BOE Policy 9046

Electronic Participation at Meetings

Board members may participate in meetings **virtually**, with any Board member participating **virtually** counted for the purpose of constituting a quorum. In order for a Board member to participate **virtually**, the following conditions must be met: (a) the facility that is made available to the public that wishes to attend the meeting must be located where the greatest number of Board of Education members are located; (b) any physical or demonstrable material that is used in the course of the proceedings must be present in the place where the public is located; and (c) all those in attendance at the meeting, at whatever location, must be able to hear and identify all participants in the proceeding, including their individual remarks and votes.

When a Board member is participating in a meeting **virtually**, the meeting chair shall take the necessary steps to ensure that the three conditions enumerated above are met. In addition, the chair shall take the necessary steps to ensure that a Board member participating **virtually** has adequate opportunity to express themselves in Board discussion, including the opportunity to take the floor and make motions.

Reference: BOE Policy 9035

Glossary

Connecticut Association of Boards of Education

The Connecticut Association of Boards of Education serves local and regional boards of education. It is a membership organization made up of Connecticut boards of education, including approximately 150 school districts representing 90% of the state's public school population.

Connecticut Association of Public School Superintendents

The Connecticut Association of Public School Superintendents is a statewide, nonprofit, educational administration organization whose membership includes Connecticut public school superintendents, assistant superintendents, central office administrative personnel, state department of education officials, and college and university professors.

Connecticut's Next Generation Accountability System

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a school or district is preparing its students for success in college, careers and life. The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time. In addition to measuring academic achievement, this system also focuses on student growth over time. Measuring growth provides a more accurate picture than just looking at a snapshot in time of student performance. This accountability system also includes additional key indicators, such as chronic absenteeism, physical fitness and arts access.

Data-Driven Decision Making

Data-driven decision making uses student assessment data and relevant background information to make informed decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels.

District Reference Groups

To assist in reporting and analyzing school district data, the State Department of Education developed District Reference Groups, which are designed to compare groups of districts that have similar characteristics. The state's 166 school districts and three academies have been divided into nine groups, based on socioeconomic status, indicators of need and enrollment.

Freedom of Information Act

The Freedom of Information Commission was created by the General Assembly in 1975 with the passage of the Freedom of Information Act. The Act provides the public with rights of access to records and meetings of public agencies.

Net Current Expenditure Per Pupil

Net current expenditures are calculated as defined in Connecticut General Statutes Section 10-261(a)(3). Net Current Expenditure includes all current public elementary and secondary expenditures from all sources, excluding reimbursable regular education transportation, tuition revenue, capital expenditures for land, buildings and equipment, and debt service. The information for determining Net Current Expenditure is provided from the End of Year School Report (ED001).

Next Generation Science Standards

Next Generation Science Standards (NGSS) is the standardized assessment administered to students in Grades 5, 8, and 11. Students are assessed in the content area of science.

Regional Educational Service Centers

Connecticut is divided into six independent Regional Educational Service Centers (RESCs). These centers are composed of towns from within the service center's region. A town's choice to join the Regional Educational Service Center is voluntary. Each service center tries to provide a variety of special services that address the educational needs of their cooperating towns. Each Regional Educational Service Center is maintained by state and federal funds and through membership dues.

Robert's Rules of Order

Robert's Rules of Order is designed as a parliamentary guide and it is the most commonly adopted parliamentary authority among societies in the United States. It is a codification of the present-day, general parliamentary law.

Scholastic Aptitude Test

Scholastic Aptitude Test (SAT) is the standardized assessment administered to students in Grade 11. Students are assessed in the content areas of mathematics, reading, writing and language arts.

Smarter Balanced Assessment

Smarter Balanced Assessment (SBA) is the standardized assessment administered to students in Grades 3-8. Students are assessed in the content areas of English, language arts, literacy and mathematics.

School Profile and Performance Report

The Connecticut General Assembly passed Section 10-220(c) of the Connecticut General Statutes, an act concerning the reporting of school and district strategic profile reports, in May 1990. The law provides that: "...each local and regional board of education shall submit to the commissioner of education a strategic school profile report for each school under its jurisdiction and for the school district as a whole. Each profile report will contain information on measures of student needs, school resources, and student and school performance." Reports will be available annually on November 1st.

Acronyms

CABE – Connecticut Association of Boards of Education

CAPSS – Connecticut Association of Public School Superintendents

CAS – Connecticut Association of Schools

CEA – Connecticut Education Association
CHRO – Commission on Human Rights and Opportunities
CIAC – Connecticut Interscholastic Athletic Conference
DRG – District Reference Group
DSAP – Durational Shortage Area Permit
ECS – Educational Cost Sharing
ELL – English Language Learners
ESL – English as a Second Language
ESOL – English for Speakers of Other Languages
FERPA – Family Educational Rights and Privacy Act
FOIA – Freedom of Information Act
FOIC – Freedom of Information Commission
GED – General Educational Development
IDEA – Individuals with Disabilities Education Act
IDT – Interdisciplinary Team
IEP – Individualized Education Program
MER – Minimum Expenditure Requirement
MERA – Municipal Employee Relations Act
MTSS - Multi Tiered System of Support
NCEP – Net Current Expenditures per Pupil
NCLB – No Child Left Behind Act
NEASC – New England Association of Schools and Colleges
NESDEC – New England School Development Council
NGSS – Next Generation Science Standards
NSBA – National School Board Association
OCR – Office of Civil Rights

PPT – Planning and Placement Team
RESC – Regional Educational Service Center
SAT – Scholastic Aptitude Test
SBA – Smarter Balanced Assessment
SRBI – Scientific Research-Based Intervention
TEAM – Teacher Education and Mentoring Program
TNA – Teacher Negotiations Act
TRB – Teacher Retirement Board

Resources

Robert’s Rules of Order, 12th Edition

A Practical Guide to Connecticut School Law, Thomas B. Mooney, 9th Edition

See You in Court – the Annals of the Nutmeg Board of Education, Thomas B. Mooney

“CABE/CAPSS Governance Statement,” February 2004

“School Boards and Student Achievement,” Iowa Association of School Boards

“The Lighthouse Inquiry,” Iowa Association of School Boards

Becoming a Better Board Member, National Association of School Boards

www.cabe.org

www.nsba.org

www.sde.ct.gov

BERLIN BOARD OF EDUCATION
September 11, 2023
MINUTES
REGULAR MEETING

Attendance: Julia Dennis
Melissa Gibbons
Jaymee Miller – Absent
Gina Nappi
Adam Salina
Kari Sassu, Ph.D.
Tracy Sisti – Absent
Matthew Tencza
Peter Zarabozo
Student Representatives: Ian Saunders
Anousha Hashim

Also in attendance: Superintendent of Schools Brian J. Benigni; Director of Business Operations Jeffrey Cugno; Finance Director Ashley Dorsey; Director of Human Resources Denise Parsons; Director of Pupil Personnel Services Linda Holian; Supervisor of Special Education – Elementary Michelle Zeuschner; Co-Directors of Curriculum Laurie Gjerpen and Kara Watson; Principal of Berlin High School Katie Amenta; Principal of McGee Middle School Salvatore Urso; Principal of Griswold School Jonathan Campbell; Principal of Willard School Megan Sirois; and Principal of Hubbard School Alfred Souza.

I. CALL TO ORDER
Pledge of Allegiance

Ms. Dennis called the meeting to order at 6:05 p.m. in the Board of Education (“the Board”) meeting room at 238 Kensington Road, Berlin, CT. The Pledge of Allegiance was recited. A moment of silence was held to mark the anniversary of September 11, 2001.

II. COMMITTEE REPORTS/CORRESPONDENCE TO THE BOARD
A. Report of Student Representatives

Mr. Saunders reported, on August 24, 2023, teachers, students and staff began the 2023-2024 academic year and many students are excited to see what this year brings at Berlin High School as they continue to carry on many of the traditions—Senior Sunrise, Homecoming and Spirit Week. Mr. Saunders reported this coming Thursday through Saturday is the Berlin Fair at which Upbeat will provide over 50 hours of community service.

Miss Hashim reported on August 31, 2023, Berlin High School had the joy of being asked to give a tour of the high school to United States Secretary of Education Dr. Miguel Cardona, Governor Ned Lamont, Commissioner of Education Charlene Russell-Tucker, Mayor Mark Kaczynski and Superintendent Brian Benigni to highlight the beginning of classroom learning for the new school year. Miss Hashim extended thanks to Superintendent Benigni, Principal Amenta and Assistant Principals Testroet and Despres for giving students this wonderful opportunity.

B. Committee Reports

There were no Committee reports this evening.

C. CREC Report

There was no report this evening.

D. Correspondence to the Board

Superintendent Benigni shared a thank you noted from Cindy Martin.

III. AUDIENCE OF CITIZENS

None

IV. PERSONNEL

Retirement – Teacher of Grade 4 – Mary E. Griswold School

Graham Seekamp, teacher of Grade 4 at Mary E. Griswold School, has submitted his letter of intent to retire at the end of the 2023-2024 school year.

Moved by Mr. Salina, seconded by Dr. Sassu, to accept the retirement of Graham Seekamp, teacher of Grade 4 at Mary E. Griswold School, effective June 30, 2024. Also to thank him for the 26 years of service he has provided to the youth of Berlin and wish him good health and happiness in his retirement years.

FAVOR: ALL

MOTION CARRIED: 7:0; including President Dennis

V. NEW BUSINESS

A. Update on Summer Programs

Director of Pupil Personnel Services Linda Holian and Supervisor of Special Education Michelle Zeuschner reported on the ESY program offered to students qualifying for these services. Board members were provided with a handout, which provided an overview of the program over the last three years. Ms. Holian stated the program has not changed, although the numbers do fluctuate based on the students recommended for ESY services. Ms. Holian stated staff needs to be identified before the district knows how many students will attend. Ms. Holian stated this past year there were 15 students recommended who indicated they were going to attend and did not. Ms. Holian stated the district has to hire staff knowing that it may have those additional 15 students.

Ms. Holian stated the district has approximately 440 students identified with IEPs; however, only those students, who without this extra instruction would regress, whether academically, socially or emotionally over the summer, are recommended for the ESY Program. Ms. Holian stated this past year two students attended the Preschool BLAST program as students attending in 2022 advanced to the Elementary BLAST program.

In response to Mr. Salina's question, when students do not show for the ESY Program on day one, is there follow up, Ms. Zeuschner responded the district tries to follow up and sometimes hears back and sometimes does not.

In response to Ms. Nappi's question what happens to the funding when students, recommended for the ESY Program, do not attend, Superintendent Benigni stated staffing is based on the number of students potentially eligible for the ESY Program, and if students do not show, they are then utilized in other areas.

In response to Mr. Salina's and Mr. Tencza's questions concerning the teacher cost for 2023 (\$94,967) and 2022 (\$75,027), Superintendent Benigni will provide the Board with a report for 2022 and 2023, by individual teacher (not specifying name), which will reflect where the difference is. Superintendent Benigni stated, although it seems as though the cost for the program does keep going up and the student population is the same, the needs of the student population is what can differ.

B. Summer Curriculum Work Update

Curriculum Directors Laurie Gjerpen and Kara Watson provided a brief overview of the work that was done during the summer of 2023 to update the district curriculum and highlighted some of the projects chosen.

At the elementary level, Ms. Watson stated, with the newer initiatives at the state, work was done with literacy and phonics instruction, and with new resources the district is using in math and science, work was done in those areas as well.

At the elementary and middle school, technology integration did some curriculum work with social media and artificial intelligence.

At the high school level, the Rise Program curriculum was updated to include a new Spanish course and with the block schedule, the science curriculum was redesigned to accommodate students to enroll in more elective courses as some science courses no longer have separate labs.

Ms. Gjerpen stated all of the schools identified teams that needed to do RULER work, which helped them plan for the entire year. The high school redesigned their advisory to the Red Sea Block and time was used to look at the outcomes for Capstone and what needs to change for the year forward.

Ms. Watson stated at the high school there were adjustments in the Technology Education Department, Business Department and the Firefighting and EMS Programs.

C. Application for CAFE Board Recognition Awards

The 2023 application for CAFE Board Recognition Awards has been received. Board members were provided with a copy. To be eligible for the Board of Distinction Award (a level two recognition), a motion must be made at a Board meeting to approve the application, and the minutes of the meeting must be submitted with the application.

Moved by Mr. Salina, seconded by Dr. Sassu, that the Board approve the application for the 2023 CABA Board Recognition Awards.

In response to Ms. Gibbons' question, why does the Board submit this application, Superintendent Benigni stated, in the past, it has always been a recognition to say the Board is adhering to the standards set by Connecticut Association of Boards of Education (CABA), which represents all Boards of Education. Out of the 169 towns in the State of Connecticut, Superintendent Benigni stated 150 are members of the organization, and to receive an award is a way for CABA to recognize high functioning Boards of Education.

Ms Dennis stated when the Board does receive an award the *Berlin Citizen* is notified, and it is an opportunity to engage with the community concerning the work the Board is doing.

Superintendent Benigni stated, beyond this award, the district has received numerous recognitions for educational communications.

Ms. Dennis stated she has requested the required criteria be provided much sooner than when it is released in July or August so the Board can work collectively in satisfying any of the criteria.

In response to Ms. Nappi's question, would the Board be able to set its own standards and not be a member of CABA, Superintendent Benigni stated there are two ways to look at it (1) if the Board believes in CABA and believes the standards set are meaningful and designed to show Boards are doing quality work then the Board would want to apply for the recognition and (2) if the Board does not believe these are the right standards, is it relevant to be a member of CABA. Ms. Dennis stated Patrice McCarthy will be attending the next Board meeting at which time Board members will have an opportunity to ask questions.

Dr. Sassu stated there is a way to benefit from looking to a higher standard that is set for all Boards of Education and then personalize it to what is relative for this Board's purposes.

FAVOR: ALL

MOTION CARRIED: 7:0; including President Dennis

- D. Selection of Subcommittee to Review Proposal in Accordance with Board Policy 1181 – Naming/Renaming of School Buildings, Components of Buildings and/or School Grounds

Last December, Christine Rose submitted a letter, on behalf of registered voters of the town of Berlin, requesting that the Board of Education consider naming the Berlin High School band room in honor of Paul J. Karam and the McGee School band room in honor of Ronald A. Campanario. Petitions with the signatures of 100 registered voters, in accordance with Board Policy 1181, were submitted to initiate action by the Board of Education. At the January 9, 2023 Board meeting, the Board discussed what spaces within the school buildings warrant naming and Board members were asked to email the Board president if they were interested in serving on the subcommittee to review the request. Selection of the subcommittee is the next step.

Ms. Dennis stated, in addition to herself, Superintendent Benigni and Adam Salina will serve on the subcommittee. In addition, one administrator, one teacher, one parent of a student enrolled in the Berlin Public Schools and one resident of the community who is not serving in one of the roles above will serve on the subcommittee.

VI. CONSENT AGENDA

- A. Approval of Minutes
 - 1. Special Meeting of August 25, 2023 – BOE Retreat
 - 2. Special Meeting of August 28, 2023
 - 3. Regular Meeting of August 28, 2023
- B. Monthly Budget Report – Period ending August 31, 2023

Director of Finance Ashley Dorsey provided a report that has been posted in Schoology.

- C. Facilities Update

Director of Operations Jeffrey Cugno provided a Facilities Update that has been posted in Schoology.

- D. Overnight Field Trip Request – BHS Upbeat – Camp Jewell - October 14-15, 2023

Berlin High School Principal Katie Amenta and Upbeat Director Sheel Patel requested permission for approximately 60 students to attend the Upbeat October Training Workshop at Camp Jewell, in Colebrook, CT, on October 14-15, 2023. Students will participate in activities facilitated by BHS staff and senior members of Upbeat to work on team-building and communication skills.

Moved by Ms. Gibbons, seconded by Mr. Zarabozo, to approve the consent agenda as presented.

FAVOR: ALL

MOTION CARRIED: 7:0; including President Dennis

VII. ADJOURNMENT

Prior to adjournment, Superintendent Benigni informed Board members that at their seat are two complimentary tickets from the Berlin Lions Club for the Berlin Fair.

At 6:53 p.m., a motion was made by Mr. Salina, seconded by Dr. Sassu, to adjourn.

FAVOR: ALL

MOTION CARRIED: 7:0; including President Dennis

Respectfully submitted,

Kari Sassu, Ph.D., Berlin Board of Education

Berlin Board of Education
Monthly Budget Report
September 30, 2023

Description	General Fund Budget	Budget Adjustments	Adjusted GL Budget	Current Month Expenditures	YTD Expenditures	Unexpended Balance	Encumbrances	Uncommitted Balance	Percentage Remaining	Proposed Transfers
10 Administrative Salaries	\$2,865,490.71	\$324,520.00	\$3,190,010.71	\$234,378.59	\$700,257.52	\$2,489,753.19	\$2,401,554.80	\$88,198.39	2.76%	
11 Certified Salaries	\$22,662,492.82	(\$324,520.00)	\$22,337,972.82	\$1,884,619.71	\$2,855,276.22	\$19,482,696.60	\$19,467,793.43	\$14,903.17	0.07%	
12 Non-Certified Salaries	\$8,073,331.06	\$0.00	\$8,073,331.06	\$659,852.11	\$1,068,513.27	\$7,004,817.79	\$6,051,357.87	\$953,459.92	11.81%	
20 Benefits	\$7,612,575.00	\$0.00	\$7,612,575.00	\$470,786.45	\$5,830,721.73	\$1,781,853.27	\$1,172,008.39	\$609,844.88	8.01%	
30 Contracted Services	\$2,007,536.11	(\$850.00)	\$2,006,686.11	\$86,686.84	\$229,854.54	\$1,776,831.57	\$162,866.21	\$1,613,965.36	80.43%	
40 Utilities	\$485,915.00	\$0.00	\$485,915.00	\$5,887.53	\$41,962.01	\$443,952.99	\$0.00	\$443,952.99	91.36%	
51 Transportation	\$3,345,950.00	\$0.00	\$3,345,950.00	\$34,642.21	\$119,354.54	\$3,226,595.46	\$2,797,114.32	\$429,481.14	12.84%	
56 Tuition	\$2,572,543.00	\$0.00	\$2,572,543.00	\$86,611.65	\$367,780.59	\$2,204,762.41	\$1,600,000.00	\$604,762.41	23.51%	
60 Supplies	\$951,824.90	(\$3,775.60)	\$948,049.30	\$78,410.91	\$181,095.71	\$766,953.59	\$37,901.91	\$729,051.68	76.90%	
70 Equipment	\$208,725.00	\$4,625.60	\$213,350.60	\$12,451.67	\$25,731.19	\$187,619.41	\$1,328.62	\$186,290.79	87.32%	
80 All Other Expenditures	\$68,687.00	\$0.00	\$68,687.00	\$22,727.71	\$30,620.65	\$38,066.35	\$1,066.86	\$36,999.49	53.87%	
Total	\$50,855,070.60	\$0.00	\$50,855,070.60	\$3,577,055.38	\$11,451,167.97	\$39,403,902.63	\$33,692,992.41	\$5,710,910.22	11.23%	\$0.00

Town of Berlin Board of Education

11BOE REPORT#####GRANTS

Fiscal Year: 2023-2024

- ☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range
- ☐ Exclude Inactive Accounts with zero balance

From Date: 9/1/2023 To Date: 9/30/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
00500.00.00.0000.00.0000.00	YMCA Book Sponsorship	\$1,783.46	\$0.00	\$0.00	\$1,783.46	\$0.00	\$1,783.46	100.00%
00501.00.00.0000.00.0000.00	Cromwell Public Schools	\$115,315.40	\$17,474.13	\$22,588.49	\$92,726.91	\$159,236.55	(\$66,509.64)	-57.68%
00502.00.00.0000.00.0000.00	Special Education Reim.	\$255,726.71	\$7,385.49	\$7,385.49	\$248,341.22	\$0.00	\$248,341.22	97.11%
00503.00.00.0000.00.0000.00	Chromebok Contracts	\$37,554.50	\$0.00	\$4,192.20	\$33,362.30	\$325.80	\$33,036.50	87.97%
00504.00.00.0000.00.0000.00	School Counseling Resource Acc	\$2,744.42	\$0.00	\$0.00	\$2,744.42	\$0.00	\$2,744.42	100.00%
00505.00.00.0000.00.0000.00	Adult Education Grant	\$19,538.57	\$0.00	\$0.00	\$19,538.57	\$0.00	\$19,538.57	100.00%
00506.00.00.0000.00.0000.00	Early Childhood Grant	\$5,482.51	\$215.12	\$1,698.31	\$3,784.20	\$0.00	\$3,784.20	69.02%
00508.00.00.0000.00.0000.00	Para Deductible Program	\$29,620.64	\$27,504.83	\$27,504.83	\$2,115.81	\$0.00	\$2,115.81	7.14%
00509.00.00.0000.00.0000.00	Metro Charities/Willard Curric	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
00511.00.00.0000.00.0000.00	Marjorie Moore/Blast outdoor 1	\$16,000.00	\$0.00	\$0.00	\$16,000.00	\$0.00	\$16,000.00	100.00%
00512.00.00.0000.00.0000.00	McGee Blast Program-Syta	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
00514.00.00.0000.00.0000.00	Consolidated	\$31,706.70	\$0.00	\$0.00	\$31,706.70	\$0.00	\$31,706.70	100.00%
00515.00.00.0000.00.0000.00	McKinney Vento Grant	\$3,054.51	\$0.00	\$0.00	\$3,054.51	\$0.00	\$3,054.51	100.00%
00516.00.00.0000.00.0000.00	Prior Years Return	\$5,983.10	\$0.00	\$0.00	\$5,983.10	\$0.00	\$5,983.10	100.00%
00520.00.00.0000.00.0000.00	TEAM Mentor Salaries	\$1,215.00	\$0.00	\$0.00	\$1,215.00	\$0.00	\$1,215.00	100.00%
00524.00.00.0000.00.0000.00	Medicaid Funding	\$165,573.44	\$8,050.88	\$12,564.67	\$153,008.77	\$92,097.49	\$60,911.28	36.79%
00555.00.00.0000.00.0000.00	E-RATE	\$54,377.81	\$71.74	\$1,107.32	\$53,270.49	\$0.00	\$53,270.49	97.96%
00602.00.00.0000.00.0000.00	IdeaPartB,Section 611 Grant	\$665,961.00	\$6,000.00	\$6,000.00	\$659,961.00	\$0.00	\$659,961.00	99.10%
00603.00.00.0000.00.0000.00	Idea,PartBSection 619 Grant	\$24,338.00	\$0.00	\$0.00	\$24,338.00	\$0.00	\$24,338.00	100.00%
00700.00.00.0000.00.0000.00	Title I Grant	\$78,076.59	\$8,720.82	\$13,081.23	\$64,995.36	\$82,847.77	(\$17,852.41)	-22.87%
00701.00.00.0000.00.0000.00	Shelf Settlement	\$113,345.00	\$3,440.09	\$3,932.98	\$109,412.02	\$21,702.54	\$87,709.48	77.38%
00702.00.00.0000.00.0000.00	Idea Part B, Section 611 Grant	\$247,504.26	\$51,653.31	\$71,749.02	\$175,755.24	\$530,646.06	(\$354,890.82)	-143.39%
00703.00.00.0000.00.0000.00	Idea Part B Section 619	\$22,286.00	\$2,803.55	\$3,295.40	\$18,990.60	\$22,969.42	(\$3,978.82)	-17.85%
00704.00.00.0000.00.0000.00	Title II Grant	\$46,124.00	\$0.00	\$0.00	\$46,124.00	\$0.00	\$46,124.00	100.00%
00706.00.00.0000.00.0000.00	Choice Grant	\$675,326.51	\$68,014.18	\$97,581.46	\$577,745.05	\$796,180.75	(\$218,435.70)	-32.35%
00711.00.00.0000.00.0000.00	Title III	\$7,809.20	\$1,242.58	\$1,305.45	\$6,503.75	\$459.08	\$6,044.67	77.40%
00709.00.00.0000.00.0000.00	ESSER II FUNDS	\$107,847.28	\$0.00	\$107,839.24	\$8.04	\$0.00	\$8.04	0.01%
00712.00.00.0000.00.0000.00	ESSER II STATE SET ASIDE	\$3,461.00	\$0.00	\$3,461.00	\$0.00	\$0.00	\$0.00	0.00%
00713.00.00.0000.00.0000.00	P Card Rebate	\$5,592.34	\$0.00	\$0.00	\$5,592.34	\$0.00	\$5,592.34	100.00%
00715.00.00.0000.00.0000.00	ARP ESSER	\$412,054.66	\$15,731.45	\$24,804.05	\$387,250.61	\$48,347.52	\$338,903.09	82.25%
00716.00.00.0000.00.0000.00	ARP IDEA 611	\$45,869.20	\$45,869.20	\$45,869.20	\$0.00	\$0.00	\$0.00	0.00%
00800.00.00.0000.00.0000.00	Special Grants	\$101,809.64	\$0.00	\$0.00	\$101,809.64	\$0.00	\$101,809.64	100.00%
Grand Total:		\$3,304,331.45	\$264,177.37	\$455,960.34	\$2,848,371.11	\$1,754,812.98	\$1,093,558.13	33.09%

End of Report

Facilities Update

Business Office

Berlin Public Schools

Berlin Board of Education (BOE) Meeting – October 10, 2023

The following information has been compiled for the purpose of providing a monthly summary update and status on various construction and improvement projects being planned and/or implemented at our educational facilities; as well as any current matters affecting our Custodial, Security or Food Service Depts. Please note that previously reported projects or planning efforts that may be underway will not be addressed herein unless there are significant changes to the work, schedule, or funding; or if the implementation has been completed.

- **Capital Plan Requests**

- The **BOE Finance and Operations (F&O) Committee** met on September 29th to review and address the proposed funding requests for capital projects to the Town for FY 2025 (2024-2025). Following a presentation by the Director of Finance, the Committee deliberated on various requests and prioritized certain projects for consideration by the BOE at its October 10th meeting. A report will be presented during the planned Agenda.

- **Berlin High School**

- The renovated space for the District's new **Certified Nursing Accreditation (CNA) and Allied Health Program** has been substantially completed, and the staff is now providing instruction to the first student enrollees. A portion of the Program and training is offered in conjunction with the Jerome Home in New Britain.
- The construction of the newly renovated **Practice Field** on site is close to completion. Installation of the turf has begun and the completion of the final site work is underway.

- **McGee Middle School**
 - The **Outdoor Classroom Project** is soon to start construction. The Contractor, the Town Facilities Dept. and our engineering firm have agreed on some modification to the plans and specification, and the Construction Agreement is under final review. In addition, the Pavilion material has been delivered and stored at the Town Garage, awaiting erection after the concrete slab is installed on the School grounds.
- **Willard Elementary School**
 - The **HVAC Project** is progressing on schedule, although the work will not be completed until the Fall of 2024. Construction crews are generally working fulltime during the night shift (4PM to 12AM) since the facility is occupied by staff and students during the day.
- **Griswold Elementary School**
 - The BOE Finance and Operations (F&O) Committee met September 29th to review and discuss a report submitted by the Business Office regarding the condition of the **Portable Classrooms**. Although the report was generally favorable, it recommended some maintenance for the deck and gutters, installation of a sprinkler system, as well as an engineer's structural report on the existing piers and footings.
 - A new **Climbing Wall** was delivered and installed in the gymnasium for the students' Physical Education Classes.
- **Central CT Transition Academy (CCTA)**
 - Following the receipt of information from the Town's Consultant that the receipt of the anticipated funds for renovation from the State's Challenge Grant may not be available until the Summer of 2025, the Business Office decided to currently go forward with installing a new Main Entrance Door and vestibule access door with appropriate security equipment. A cost estimate from a local contractor has been received and is currently review for scope of work and price.