

**CONSOLIDATED
SCHOOL DISTRICT
— OF —
NEW BRITAIN**

**NEW BRITAIN BOARD OF EDUCATION
POLICY SUBCOMMITTEE MEETING**

February 18, 2020 – 5:30 PM | NEW BRITAIN EDUCATIONAL ADMINISTRATION CENTER



NOTICE OF MEETING

TO: New Britain Board of Education Members
Mayor Erin Stewart
Mr. Mark H. Bernacki, Town and City Clerk
New Britain Common Council Members

DATE: February 13, 2020

RE: New Britain Board of Education Subcommittee Meeting

The following subcommittee meeting will be held:

- **The New Britain Board of Education Policy Subcommittee** will hold a regular meeting on Tuesday, February 18, 2020 at 5:30 PM at the New Britain Educational Administration Center, located at 272 Main Street in New Britain, CT.





CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

New Britain Board of Education | Policy Subcommittee Regular Meeting

February 18, 2020 – 5:30 PM | New Britain Educational Administration Center

1. Call to Order and Opening

- A. Meeting called to order

2. New Business

- A. Review and approve minutes from Policy Subcommittee Meeting on December 16, 2019 | Page 5
- B. Review Policy 4111.3 – Process for Hiring Head Coaches | Page 7
- C. Review Policy 0521.00 – Equal Employment Opportunity – Non-Discrimination | Page 8
- D. Review Policy 2151.00 – Recommendations for Administrative Positions | Page 19
- E. Review Policy 4111/4211 – Hiring of Staff | Page 21
- F. Review and/or Re-affirm Policies
 - a. 4131.00 – Professional Staff Development (April 28, 1986) | Page 31
 - b. 5141.50 - Attempted Suicide and Suicide Prevention (May 4, 1992) | Page 41
 - c. 5134.00 - Students who are Pregnant, Married and/or Parents (May 4, 1992) | Page 49

3. Closing

- A. Other Business as permitted by law
- B. Adjournment

New Britain Board of Education

Merrill Gay – President | Nicholas Mercier – Vice President | Violet Jiménez Sims – Secretary

Monica Dawkins | Anthony Kane | Diane Leja | Annie S. Parker | Diana Reyes | Nancy Rodriguez | Gayle Sanders-Connolly



**CONSOLIDATED
SCHOOL DISTRICT
— OF —
NEW BRITAIN**

NEW BUSINESS



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

New Britain Board of Education Policy Subcommittee Meeting

December 16, 2019 – 5:30 PM | New Britain Educational Administration Center

Call to Order and Opening

Mr. Nicholas Mercier, Policy Subcommittee Chair, called the meeting to order at 5:40 PM.

Committee Members Present

Ms. Diane Leja, Mr. Nicholas Mercier, Ms. Gayle Sanders-Connolly, Dr. Violet Jiménez Sims

CSDNB Staff Present

Mr. Michael Foran, Mr. Damon Pearce, Ms. Kristin Salerni, Ms. Nancy Sarra, Mr. Mark Spalding

New Business

Mr. Mark Spalding, Director of Pupil Services, informed subcommittee members that Ms. Rebecca Adams, an attorney from CABE, has been hired by the district to review the Guiding Principles and the Family Handbook and ensure that the content in both documents is consistent with the law and our Board of Education policies. Ms. Adams will also be reviewing the district policies to make sure that they are up to date. Review of the documents and policies should be completed by January 15, 2020. Mr. Spalding will share any CABE recommendations and findings with subcommittee members when available.

It was recommended that Mr. Spalding will provide Dr. Sanders, Assistant Chief Talent Officer, with policy updates or revisions when they occur so that they can be included in the Talent Update that is emailed weekly to administrators in the district. Administrators will then be able to disseminate this information to their staff at staff meetings.

Old Business

Continue Review of CABE Legislative Updates

Mr. Mercier continued to share information from the CABE/CAPSS Convention workshop he attended regarding recent legislative actions and potential district policy implications. The subcommittee continued review of the following legislative acts:

1. P.A. 19-100: AAC The Inclusion of Instruction in Culturally Responsive Pedagogy and Practice in the Preservice Training, Professional Development and In-service Training Provided to Teachers
2. P.A. 19-117: AAC The Implementation of the Budget
3. P.A. 19-120: AAC The Inclusion of Additional Mandated Reporters, the Duration of Child Abuse and Neglect Investigations, Child Abuse and Neglect Registry Checks and the Repeal of Certain Reporting Requirements of the Department of Children and Families
4. P.A. 19-128: AAC Computer Science Instruction in Public Schools

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5. P.A. 19-139: AAC Education Issues
6. P.A. 19-146: AA Requiring the Provision of Information Concerning Domestic Violence Services and Resources to Students, Parents and Guardians
7. P.A. 19-166: AAC School Climates
8. P.A. 19-173: AAC The Inclusion of Additional Time Devoted to Undirected Play to the Regular School Day
9. P.A. 19-179: AAC Homeless Students' Access to Education
10. P.A. 19-184: AAC The Provision of Special Education
11. P.A. 19-195: AAC The Establishment of a Firm Graduation Date

The Policy Subcommittee recommended future review of Policy 4131.00 – Professional Staff Development with regard to the shift in language from “cultural competency” to “culturally responsive pedagogy and practice” in recent legislation (P.A. 19-100).

The Policy Subcommittee recommended future review of Policy 5141.40 - Suspected Abuse/Neglect of Students with regard to the inclusion of additional mandated reporters in recent legislation (P.A. 19-120).

The Policy Subcommittee recommended that the establishment of the NBHS 2020 graduation date be included on the agenda for the next regular Board of Education Meeting.

New Business

Review and approve minutes from the Policy Subcommittee Meeting on November 18, 2019.

There were no recommended changes to the minutes from the Policy Subcommittee Meeting on November 18, 2019.

Review Policy 4118.11 – Sexual, Racial, or other Unlawful Harassment of Employees

This policy will be reviewed by Ms. Rebecca Adams from CABE to ensure that it is up to date.

Review Policy 0200.00 – Statement of Educational Goals and Objectives

Mr. Mercier recommended that discussion of this policy be included on the agenda for the Board of Education Retreat scheduled for Saturday, January 4, 2020.

Review Policy 6146.20 – Graduation Requirements for the Class of 2020 and 2021

Mr. Michael Foran, Assistant Superintendent, and Mr. Damon Pearce, New Britain High School Principal, presented recommended changes in graduation requirements that are being proposed beginning with the Class of 2023 in response to changes in state law. The overall credit requirement is increasing to a minimum of twenty-five total credits with the addition of specific requirements in some areas and a general increase in flexibility in other areas. Mr. Pearce would like to finalize approval of these new graduation requirements as soon as possible since it will impact course selection for next year starting in February. It was recommended that the new graduation credit requirements be forwarded to the full Board of Education for approval at the next regular meeting. Revisions to the current board policy regarding graduation requirements will be made at a later date.

Closing and Adjournment

The meeting was adjourned at 6:38 PM.

New Britain Board of Education

Merrill Gay – President | Nicholas Mercier – Vice President | Violet Jiménez Sims – Secretary

Monica Dawkins | Anthony Kane | Diane Leja | Annie S. Parker | Diana Reyes | Nancy Rodriguez | Gayle Sanders-Connolly



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

4111.3 - Process for Hiring Head Coaches

Approved on June 2, 2014

- A. The Human Resources department shall post the position both internally and externally.
- B. Once the interested candidates have applied, the Coordinator of Athletics, in consultation with the High School Principal, shall determine whether the interested candidates possess the required qualifications necessary for the position.
- C. The Coordinator of Athletics and the High School Principal shall review the background of each candidate and the Coordinator of Athletics shall then notify candidates whether or not further consideration will be given to their application.
- D. The Coordinator of Athletics and the High School Principal will interview the candidates to determine the best candidate for the position.
- E. After reviewing applicants, a pool of candidates will be selected using the following order of preference whenever practicable:
 - a. Certified faculty assigned to the building in which the coaching vacancy exists;
 - b. Certified faculty assigned to a building other than where the vacancy exists;
 - c. Certified Substitute teachers;
 - d. Non-faculty school employees;
 - e. Individuals who are not employed by the school district in any capacity.
- F. The Coordinator of Athletics and the High School Principal will then recommend the candidate selected using the application for extra-curricular assignment form originally submitted by the candidate.
- G. The application form and recommendations will be reviewed by the Chief Academic Officer and Chief Human Resources Officer.
- H. The recommendation will then be reviewed by the Superintendent and, if approved, will be submitted to the Board for approval on the personnel transaction sheets (blue sheet).
- I. All coaches who are hired from outside the school district will be processed through a criminal background check and other orientation process, which are given to regular employees.



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

0521.00 – Equal Employment Opportunity – Non-Discrimination

Approved on May 19, 2014

The Board of Education provides equal employment opportunities for all employees and applicants for employment. Except in the case of a bona fide occupational qualification or need or as otherwise permitted or required by law, all employment decisions are made without regard to race, color, national origin, sex, age, disability, religion, sexual orientation, marital status, ancestry, genetic information, veteran status, or any other basis prohibited by law. Employment decisions include, but are not limited to, recruitment, hiring, promotion, transfer, compensation, benefits, training, layoff and termination.

The school district hires people based on their qualifications for the position being filled by virtue of job-related standards of suitability. Unless provided otherwise by contract, the school district's promotional decisions are based upon an employee's performance and qualifications as they relate to the new responsibilities.

Reasonable accommodations shall be available to disabled employees in a manner consistent with state and federal law. Pre-employment inquiries shall be made only regarding an applicant's ability to perform job-related functions. Medical records shall be kept separate from other employee information and shall be treated confidentially in accordance with applicable state and federal law.

Any employee or applicant who feels he or she has been denied an equal opportunity with regard to employment decisions in violation of this policy should bring the matter to the immediate attention of the Building Principal or the Title IX Coordinator. Any staff member or administrator who receives a complaint should bring the matter to the immediate attention of the Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the complaint should be brought to the attention of the Superintendent of Schools.

The district's Title IX Coordinator for students is the Director of Pupil Services. The Pupil Services Department is located at 272 Main Street, P.O. Box 1960, New Britain, CT 06050. The phone number is 860-827-2234.

The Title IX Coordinator shall have responsibility for coordinating compliance with this policy and investigating or supervising the investigation of complaints.

A copy of this policy shall be distributed to all present and future employees.

Legal References/Citations

10-153 Discrimination Based on Marital Status
46a-60(a) Connecticut Fair Employment Practices Act
46a-81c Sexual Orientation Discrimination- Employment
R.S.C.A. 46a-54-200 through 46a-54-207
20 U.S.C. 1681 Title IX of the Education Amendments of 1972
29 U.S.C. 623 Age Discrimination in Employment Act
29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973

38 U.S.C. 4311 Uniformed Services Employment and Re-employment Rights Act
42 U.S.C. 2000d and 2000e Titles VI and VII of the Civil Rights Act of 1964
42 U.S.C. 2000ff Genetic Information Nondiscrimination Act of 2008
42 U.S.C. 6101 Age Discrimination Act of 1975
42 U.S.C. 12101 Americans with Disabilities Act
29 C.F.R. 1604.11 EEOC Guidelines on Sexual Harassment



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Administrative Procedure

0521.00 – Equal Employment Opportunity – Non-Discrimination

Approved on May 19, 2014

I. Regarding Employee Complaints of Discrimination

The Board of Education provides equal employment opportunities for all employees and applicants for employment. All employment decisions are made without regard to race, color, national origin, sex, age, disability, religion, sexual orientation, marital status, ancestry, genetic information, veteran status, or any other basis prohibited by law.

Although discrimination also includes sexual, racial or other unlawful harassment, the prohibition of such conduct is governed by a separate Board policy. Please refer to Board Policy 7-11 and administrative procedures for complaints of sexual, racial or other unlawful harassment.

Employees who believe they have suffered discrimination in violation of this policy are encouraged to promptly report such incidents to a Building Principal or the district's Title IX Coordinator. Timely reporting of incidents of unlawful harassment enables the school district to properly investigate and resolve such complaints.

Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Any reprisals or retaliations found to have occurred as a result of reporting discrimination may result in disciplinary action against the retaliator.

II. Reporting a Complaint of Discrimination

Any applicant or employee who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, age, disability, religion, sexual orientation, marital status, ancestry, genetic information, or veteran status or should immediately bring his/her complaint to the attention of one of the following school officials within 30 days of the alleged incident: Building Principal or Title IX Coordinator.

The district's Title IX Coordinator for students is the Director of Pupil Services. The Pupil Services Department is located at

272 Main Street, P.O. Box 1960, New Britain, CT 06050. The phone number is 860-827-2234.

Although there is no requirement that the complaint be in writing, the school official should encourage the complainant to submit the complaint in writing and may assist the complainant in writing the complaint.

The written complaint should state the following (the form in Appendix A may be provided for the convenience of the complainant, but is not required):

1. Name of the complainant;
2. Date that the complaint was made;

3. Name(s) of the person(s) who discriminated against complainant;
4. Date and place of the alleged discriminatory conduct;
5. Names of any witnesses;
6. List of documentary evidence, if any;
7. Statement of the facts supporting the complaint of discrimination.

III. Investigation of Complaints of Discrimination other than Harassment

A. Investigator

The Title IX Coordinator is responsible for designating the investigator of any complaint, which may be himself/herself or a properly trained staff member, administrator or outside investigator. The advice of legal counsel should be sought as necessary. The designation of the investigator, if other than the Title IX Coordinator, shall be done promptly. During any stage of the investigation, the investigator may attempt to resolve the complaint in the least disruptive, most prompt and confidential manner.

B. Interim measures

The investigator shall assess whether there is a necessity to take immediate interim measures to prevent further allegations of discrimination or retaliation of any kind while the investigation is pending.

C. Investigation

The investigation shall be conducted with objectivity and completed in a timely manner. The investigator shall consult with all individuals believed to have relevant information including the complainant, the person(s) accused of the discriminatory conduct, potential witnesses and other possible victims of the alleged conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the investigative process, the due process rights of the person(s) accused of discrimination shall be respected. The investigator shall keep the complainant apprised of the status of the investigation on a periodic basis.

D. Documentation

The investigator should carefully document all aspects of the investigation, including any informal resolution of the complaint. Documentation should be maintained in an investigative file. Documentation of disciplinary actions taken should be maintained in the employee's personnel file or the student's disciplinary file.

E. Written Report

After an impartial and prompt investigation of the complaint, the investigator should ascertain (1) whether the alleged discrimination occurred and (2) whether such conduct constitutes a violation of the Board's policy. If there is a violation, the investigator should recommend any remedial action appropriate to redress the discrimination and/or prevent any recurrence of such conduct in the future. The investigator should commit the findings and recommendations to writing and forward the report to the Title IX Coordinator and Superintendent of Schools. Unless unusual circumstances exist, the written report shall be completed within 10 school days of receipt of the complaint. If the Superintendent is the subject of the investigation, the Board of Education shall receive the findings and recommendations.

F. Notification of Results of Investigation

The results of the investigation will be promptly communicated to the parties involved in a manner consistent with state and federal laws regarding data and records privacy.

G. Request for Review

If the complainant is unsatisfied with the results of the investigation, he/she may request a review by the Superintendent of Schools within 10 school days of the notification of the results of the investigation. The

Superintendent (or designee) shall review the investigator's written report and further investigation may be conducted if necessary. The complainant may present additional evidence or witnesses for the reviewer to consider. Absent unusual circumstances, the review process shall be completed within 20 days of the request for the review. The Superintendent shall promptly notify the complainant in writing of the results of his/her review.

H. Corrective Action

If discrimination in violation of Board policy has been determined to have occurred, the school district will take prompt remedial action to redress the discrimination. School district action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, state and federal law, and other school district policies.

IV. Alternative Complaint Procedures

There are various federal and state agencies that investigate complaints of discrimination of employees. If you believe you have been discriminated against on the basis of race, color, national origin, sex, age, disability, religion, sexual orientation, marital status, ancestry, or genetic information, you may file a complaint with the Connecticut Commission of Human Rights and Opportunities (CHRO), located at 21 Grand Street, Hartford, CT 06106 (860-541-5737).

If you believe you have been discriminated against by an employer when applying for a job or while on the job because of your race, color, sex, religion, national origin, age, or disability, you may file a complaint with the U. S. Equal Employment Opportunity Commission (EEOC) located at John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203, 1-800-669-4000.

If you have a complaint of discrimination based upon veteran status, you may file a complaint with the U. S. Department of Labor, Veteran's Employment and Training Service at 1-866-4-USA-DOL.

The EEOC and CHRO apply a statute of limitation of one hundred and eighty (180) days to such complaints.

CABE CORE POLICY MANUAL

0521

Mission-Goals-Objectives

Nondiscrimination

The District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, marital status or age or because of the race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, genetic information, marital status or age of any other persons with whom the individual associates or status as a Veteran. The District provides equal access to the Boy Scouts and other designated youth groups.

In keeping with requirements of federal and state law, the District strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; in accommodating the public at public meetings; as well as the District website.

The Board encourages staff to improve human relationships within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

(cf. [4111](#) – Recruitment and Selection)

(cf. [4111.1/4211.1](#) – Affirmative Action)

(cf. [4118.11](#) – Nondiscrimination)

(cf. [4118.113/4218.113](#) – Harassment)

(cf. 5145.4 – Nondiscrimination)

(cf. [5145.5](#) – Sexual Harassment)

(cf. [5145.51](#) – Peer Sexual Harassment)

(cf. 5145.52 – Harassment)

(cf. [5145.6](#) – Student Grievance Procedure)

(cf. [6121](#) – Nondiscrimination)

(cf. [6121.1](#) - Equal Educational Opportunity)

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.

Age Discrimination in Education Act, 29 U.S.C. §621

Americans with Disabilities Act, 42 U.S.C. §12101

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794

Title II of the Genetic Information Act of 2008

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et. Seq.

34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)

Gebser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)

Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

The Vietnam Era Veteran's Readjustment Act of 1974, as amended, 38 U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Connecticut General Statutes

[46a](#)-51 Definitions

[46a](#)-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127)

[46a-60](#) Discriminatory employment practices prohibited.

[46a-81a](#) Discrimination on basis of sexual orientation: Definition

[10-15c](#) Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. [11-55](#) to include "gender identity or expression")

[10-153](#) Discrimination on account of marital status.

[17a-101](#) Protection of children from abuse.

P.A. 17-127, An Act Concerning Discriminatory Practices Against Veterans, leaves of Absence for National Guard Members...

Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Policy adopted:

R0521

Mission-Goals-Objectives

Nondiscrimination

Grievance Procedure for Section 504, Title IX, and Title VII Regulations

The Board of Education does not knowingly condone discrimination on the basis of an individual's race, color, religion, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, marital status or age or because of the race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, genetic information, marital status, status as a Veteran or age of any other persons with whom the individual associates in admission or access to, or treatment, or employment in its programs or activities.

Inquiries regarding compliance, including receipt and investigation of any complaint alleging non-compliance may be directed to the Superintendent of Schools, or in the Superintendent's absence, the Supervisor of Special Services.

Definitions

A "grievance" is a complaint by an employee, or group of employees, or a student or group of students based upon an alleged violation of the provisions of Section 504, Title IX, or Title VII.

The term "employee" is considered to apply to any employee of the Nutmeg Board of Education. The term "student" is considered to apply to any student enrolled in the Nutmeg Public Schools. The term "teacher" is considered to apply to any teacher employed by the Nutmeg Board of Education. The "teacher", "employee", or "student" may include a group of teachers or a group of employees or a group of students who are similarly affected by a grievance.

An "aggrieved person" is the person or persons making the claim.

The term "days", when used in this article, shall, except when otherwise indicated, mean working days.

Purpose

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may arise under the provisions of Section 504, Title IX, or Title VII.

The parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

Nothing herein contained shall be construed as limiting the right of the complainant having a problem to discuss the matter informally with any appropriate member of the administration.

Any complainant shall have the right at any time to present any grievance to such persons and through such channels as are designated for that purpose in this article.

Time Limits

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement in writing.

If a complainant does not file a grievance in writing as provided herein within 30 days after the aggrieved person knew or should have known of the act or condition on which the grievance is based, then the grievance shall be considered waived.

Informal Procedure

Any student, employee or applicant to a program who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, sexual orientation or handicap shall contact the building Principal/supervisor within 30 days of the alleged occurrence to discuss the nature of the complaint.

The Principal/supervisor shall maintain a written record which shall contain the following:

1. Full name and address of complainant.
2. Full name and position of person(s) who allegedly discriminated against the complainant.
3. A concise statement of the facts constituting the alleged discrimination.
4. Dates of the alleged discrimination.

At the time the alleged discrimination complaint is filed, Principal/supervisor shall review and explain the grievance procedures with the complainant and answer any questions. An investigation of the complaint shall begin as soon as practical, but in no case, more than ten (10) working days from the time the complaint was received. Within this time limit, the Principal/supervisor shall meet informally with the complainant and the individual(s) against whom the complaint was lodged and shall provide confidential counseling where advisable and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level.

If the complainant is not satisfied with these initial informal procedures, within twenty (20) school days from the date of the original discussion with the principal/supervisor, more formal procedures may be initiated by the complainant to further explore and resolve the problem.

Formal Procedure

1. Level One - School Principal

If a complainant is not satisfied with the disposition of the problem through informal procedures, he/she may submit his/her claim as a formal grievance in writing to the Principal.

The Principal shall within five (5) days render a decision and the reasons therefore in writing to the complainant, with a copy to the Superintendent of Schools.

2. Level Two - Superintendent of Schools

If the complainant is not satisfied with the disposition of his/her grievance at Level One, or if no decision has been rendered within five (5) days after presentation of the grievance in writing, the complainant may file a written appeal for a hearing by the Superintendent of Schools within five (5) days.

The Superintendent of Schools shall represent the administration at Level Two of the grievance procedure. Within ten (10) days after receipt of the written appeal for a hearing by the Superintendent, the Superintendent shall meet with the complainant for the purpose of resolving the grievance. A full record of such hearing shall be kept by the Superintendent. The Superintendent shall within three (3) days of the hearing render the decision and the reasons therefore in writing to the complainant.

3. Level Three - Board of Education

If the complainant is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within three (3) days after first meeting with the Superintendent, the person may file the grievance again with the Board of Education within five (5) days.

Within fifteen (15) days after receiving the written appeal, the Board shall meet with the complainant for the purpose of resolving the grievance. The decision of the Board shall be rendered in writing within three (3) days.

General Provisions

Decisions rendered at all levels of the formal grievance shall be in writing setting forth the decision and the reasons therefore.

All documents, communications and records dealing with the processing of a grievance shall be filed separately from the existing files of the participants.

Any person may also file a complaint of illegal discrimination with the Office for Civil Rights, Washington, D.C., at the same time he/she files the grievance during or after use of the grievance process, or without using the grievance process at all. If a complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination.

The _____ is the Title VII, Title IX and Section 504 Coordinator and may be contacted at

_____.

Regulation approved:

SAMPLE



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

2151.00 – Recommendations for Administrative Positions

Approved on December 15, 2014

The Board of Education will approve all assignments/appointments to Administrative positions, to include temporary and interim assignments. Recommendations for temporary or interim assignments must include both current and proposed salary and must specify a duration for the assignment.

In filling administrative vacancies, both certified and non-certified, the Superintendent shall submit the names and background information of his/her recommended candidate in writing to the Board of Education in study session prior to any public release of such information and before any action is required. The study session will typically be the executive session of the Board Meeting prior to the Board Meeting the candidate will be presented for approval. The entire process up until the public vote is confidential. A breach of this confidentiality could result in an ethics violation.

The Board of Education will typically act on any recommendation at a subsequent Board Meeting following the study session. The selection process shall be equal and fair to all candidates.

Administration

Hiring School Administrators

The Board of Education will appoint qualified persons to all administrative positions in the School System, based on recommendations made by the Superintendent.

The appointment of all administrators is valid only when made in such a manner, and the Superintendent will submit his/her recommendations to the Board in writing if so requested. The Board will accept or reject the Superintendent's recommendation at a regular or special Board meeting not later than thirty-five (35) calendar days from their submission. (If more than one candidate is available for nomination, for any supervisory or administrative position, the Superintendent shall submit a list and may place the candidates in the order in which the Superintendent recommends them.) If the Board should reject the Superintendent's nomination, she/he will make another recommendation to the Board. The Board shall accept or reject such nominations not later than one month from their submission.

The Superintendent will be responsible for the posting of positions, recruitment and screening of candidates, and to bring at least three finalists, when possible, including the recommended candidate, to the Board.

At the time of deciding to fill a vacant administrative position, the Board will determine whether the full Board, a committee of the Board or appropriate administrators will interview finalists for the position.

Legal Reference: Connecticut General Statutes

[10-151\(b\)](#) Employment of teachers. Definitions. Tenure, etc. (as amended by P.A. [12-116](#), An Act Concerning Education Reform)

Policy adopted:



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

4111/4211 - Hiring of Staff

Approved on May 19, 2014 | Revised on November 4, 2019

The primary factor to be considered above all else in the Superintendent's recommendations for hiring of certified teaching and administrative staff and for noncertified positions shall be the individual's qualifications for the position. The Board recognizes the ethnic and cultural diversity of the people who live in the School District.

The Superintendent will seek to employ a diverse group of individuals who have a range of background and experience. The selection process shall be equal and fair to all candidates. Special consideration will be given to candidates who demonstrate knowledge of the educational system of the City of New Britain. All appointments of Administrative staff (such as, but not limited to, Directors, Building Administrators, etc.) shall require approval of the full board.

Legal References/Citations

Conn. Gen. Stat. Section 10-151(b)



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Administrative Procedure

4111/4211 - Hiring of Staff

Revised on October 28, 2019

I. Purpose

The purpose of these procedures is to establish a process and guidelines for ensuring the hiring of fully qualified staff from diverse backgrounds to serve in certified positions in the school district. In accordance with that purpose, the administration will conduct an active search to find candidates for positions that it believes can most effectively translate into action the policies of the Board.

II. Recruitment

Applicants who are most qualified and can best fulfill the duties and responsibilities of each position will be sought from within the school system and from outside sources. The goals outlined in the Board's equal opportunity and affirmative action policy and administrative procedure will be followed during this process. The Superintendent shall maintain an effective recruitment program to attract, secure, and retain qualified personnel for all certified staff positions. The recruitment effort shall seek a diversified group of candidates who will devote themselves to the education and welfare of children in the school district.

III. Search Committee

A. Administrative Positions

The Administration will follow Board Policy 2-1 when filling Administrative vacancies.

B. Teaching Positions

The Superintendent will establish a search committee of adequate size consisting of Administrators who oversee the responsibility center in which the vacancy or vacancies exist (e.g. elementary school, middle school, high school, special services, special education) and teachers.

C. Orientation

The search committee will receive an orientation related to the issues surrounding an appropriate recruitment and hiring process. The orientation is designed to ensure a consistent screening and interview process, as well as to reduce the possibility of bias or stereotyping by search committee members.

D. Screening, Interviewing and Recommendations

The search committee will screen applicants and interview candidates as selected. It will then recommend a candidate to the Superintendent for hire. All appointments of Administrative staff (such as, but not

limited to, Directors, Building Administrators, etc.) shall require approval of the full board. The search committee will make its recommendations to the Superintendent based upon predetermined criteria, demonstrated skills, background and experience which are pertinent to the responsibilities of the position. The search committee also will take into account the Board's commitment to employing a multicultural staff to work in the school system.

IV. Board Approval

A. Administrative Positions

The Superintendent shall submit a recommendation to the Board in accordance with Policy 2-1.

CABE CORE POLICY MANUAL

4111

4211

Personnel - Certified/Non-Certified

Recruitment and Selection

The Board desires the Superintendent to develop and maintain a recruitment program designed to attract and hold the best possible personnel who are "effective teachers" as defined by federal law in the District's schools. All District teachers must meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternate routes to certification.

The school district recognizes the heterogeneity of the people who live in the school district and believes that this characteristic should have an important bearing on all aspects of the school district's activities.

The Board of Education believes it is especially important that this heterogeneity of population be recognized in the recruitment and assignment of personnel.

To this end, the Board of Education shall develop and implement a written plan for minority staff recruitment. The administration is directed to make a serious effort to see that the recruitment procedures of the district produce a total staff representative of the total population of the district and that the assignment procedures of the district bring to each school staff members representative of the population represented by the student membership in each local school.

The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection and appointment procedures.

The Superintendent shall insure that the District is in compliance with the provisions of Title I and the Every Student Succeeds Act. Manuals and handbooks shall comply with federal law as to the qualifications for instructional personnel. Parents/guardians of students in Title I schools shall be informed annually, at the beginning of each school year, of their right to request information about whether their child's teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; is teaching under emergency or other

provisional status through which state qualifications or licensing criteria have been waived; and is teaching in the field of discipline of the certification of the teacher. The qualifications of services provided by paraprofessionals shall also be provided. Timely notices shall also be provided to parents/guardians that the student has been assigned, or has been taught in a Title I school for 4 or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Hiring of Retired Teachers

A retired teacher receiving benefits from the Teachers Retirement System (TRS) may be reemployed by the Board for up to one full school year in a position (1) designated by the Commissioner of Education as a subject shortage area, or (2) at a school located in a priority school district for the school year in which the teacher is being employed. Such employment may be for up to one full school year. Such reemployment may be extended for an additional school year, provided the Board (a) submits a written request for approval to the Teachers' Retirement Board, (b) certifies that no qualified candidates are available prior to the reemployment of such teacher and (c) indicates the type of assignment to be performed, the anticipated date of rehire and the expected duration of the assignment.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service.

Except as indicated below, and in the first paragraph in this section, a certified educator receiving retirement benefits from the Teachers Retirement System (TRS) may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes except that such educator may be employed in such a position and receive no more than forty-five percent of the maximum salary level for the assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess.

Commencing July 1, 2016, to June 30, 2020, the exemption from the limitation on the compensation of a reemployed certified educator apply to an educator who (A) is receiving retirement benefits from TRS based on thirty-four or more years of credited service, (B) is reemployed in a district designated as an alliance district (pursuant to C.G.S. [10-262u](#)), and (C) was serving in the district on July 1, 2015.

On and after July 1, 2016, a certified educator receiving retirement benefits from the system may be employed and receive compensation, health insurance benefits, and

other employment benefits provided to active teachers employed by such school system provided such teacher does not receive a retirement income during such employment. Payment of such teacher's retirement income shall resume on the first day of the month following the termination of such employment.

Note: TRB has indicated that a six month break in service is required before a retired teacher, who has retired before age 62 or normal retirement (20 years of service and age 60 or 35 years of service) can be reemployed by any Connecticut school district.

Optional language to consider

The Board wishes to avoid the appearance of cronyism in its hiring practices. "Cronyism" is defined as "the giving of special treatment, preference, jobs, political appointments, or contracts to people who are friends, donors, or political cohorts rather than to people based on their abilities or qualifications."

On the application form, an applicant for any position in the school district shall disclose any previous relationship with the Superintendent or any Board member. Previous relationships will include any business, financial, personal, political or family connections. This will also include school relationships such as knowing the individual in high school, college, or graduate school.

The Superintendent shall provide the Board with full disclosure of any prior knowledge or relationship with any candidate recommended for employment.

The Board of Education authorizes the Superintendent to employ teachers. (A Superintendent not authorized to employ teachers will submit to the Board of Education nominations for individuals to be hired by Board action. Boards shall accept or reject such nominations not later than thirty-five (35) calendar days from such submission.)

Legal Reference: Connecticut General Statutes

[10-151](#) Employment of teachers. Notice and hearing on termination of contract. (as amended by P.A. 12-16 An Act Concerning Educational Reform)

[10-153](#) Discrimination on account of marital status.

[10-183v](#) Reemployment of teachers, as amended by PA 10-111, An Act Concerning Education Reform in Connecticut and P.A. 16-91, An Act Making Changes to the Teacher's Retirement System, and PA 17-173 An Act Concerning Minor Revisions and Additions to the

Education Statutes and PA 18-42 An Act Concerning a Provision Concerning Reemployment of Certain Teachers.

[10-220](#) Duties of Boards of Education. (as amended by PA 98-252)

[46a-60](#) Discriminatory employment practices prohibited.

34 C.F.R. 200.55 Federal Regulations

P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56

Policy adopted:

4111

4211

Personnel — Certified/Non-Certified

Recruitment and Selection

In the employment of teachers and other certified personnel, special consideration is given to professional training, teaching experience, and personal characteristics desirable in good teachers.

Each candidate will:

1. Submit evidence of meeting the certification requirements of the state.
2. Submit an official college transcript to the personnel office.
3. Submit a record of teaching and other work experience to the personnel office. Salary increments are based upon years of creditable service.
4. Appear, unless unusual hardship prevents, for a personal interview.

The Superintendent will ensure that all employee manuals or handbooks are in compliance with federal law and include:

- The education and experience required of all new instructional employees;
- Any credentials that current instructional employees must acquire;

- A timetable for the satisfaction of any new requirements;
- The consequences for employees who fail to comply.

All employees are to be advised of the revisions of the handbooks or manuals and of any implications for existing personnel.

The Superintendent will ensure that parents/guardians of students in Title I schools are informed of their right to know the professional qualifications of their child's teacher and will describe where and how this information may be obtained. The Superintendent will monitor Title I schools to ensure that parents/guardians of all students are notified when those students are taught for 4 or more consecutive weeks by a teacher who is not highly qualified as defined by law.

Staffing patterns will be reviewed annually to ensure that poor and minority students are not, at higher rates than are other children in the district, taught by inexperienced, unqualified, or out-of-field teachers. If such patterns are noted, strategies to correct the problem will be developed.

Determining “Highly Qualified” Teachers

Beginning in school year 2006-2007, all teachers teaching a core academic subject area must be “highly qualified.” As defined in the No Child Left Behind Act (NCLB), core academic subjects include:

English	World Languages
Reading/language arts;	Civics and Government;
Science;	History;
Mathematics;	Geography; and
The arts (music, fine arts, dance and theater);	Economics.

To be considered “highly qualified,” individuals who are **currently employed** must:

1. Hold full state certification; and
2. Hold a bachelor's degree; and
3. Demonstrate competency in the core academic subject area(s) they teach using **one** of the following four methods:

- Holds a major in the core academic subject area(s) that they teach; or
- Holds a master's degree in the core academic subject area(s) that they teach; or
- Has successfully completed the Praxis II exam in the core academic subject area(s) that they teach; or
- Has successfully demonstrated competency in the core academic subject area(s) using the district's High Objective Uniform State Standard of Evaluation (HOUSSE).
- Has successfully demonstrated competency in the core academic subject area(s) using the district's High Objective Uniform State Standard of Education. (HOUSSE)

The reauthorized IDEA law includes special education teachers as teachers of core academic content. Therefore, special education teachers must demonstrate competency in the core academic subjects that they teach to one or more students. IDEA has provided some flexibility for special education teachers hired subsequent to July 1, 2006. In order to hire a special education teacher who will be a primary teacher of core academic content knowledge either in a resource room or self-contained classroom, that person must be “highly qualified” in one of the following core academic content areas prior to being hired: reading/language arts/English, mathematics or science. Special education teachers then have up to two years to become “highly qualified” in the additional core academic subjects they will be teaching. The District may use the HOUSSE process for special education teachers to become designated as “highly qualified” in additional content areas.

Teachers who teach one or more core academic subject area(s) who have not successfully passed the CONNECT or Praxis II exam, must demonstrate competency in the core academic subject area(s) that they teach through one of the three remaining options provided under NCLB (e.g. hold a major in the core academic subject area(s), hold a master's degree in the core academic subject area(s) or demonstrate competency through the district's HOUSSE process).

Teachers who do not hold either a major or a master's degree in the core academic subject area(s) they teach, must demonstrate competency in the core academic subject area(s) they teach through the District's HOUSSE process. This applies to teachers who have not successfully passed a state approved teacher assessment, or who do not hold a major or master's degree, or its equivalent, in all of the core academic content area(s) that they teach. These teachers can demonstrate subject matter competency in all core academic subjects that they teach to become “highly qualified” through the

“High Objective Uniform State Standard of Evaluation (HOUSSE) process. HOUSSE is accomplished through the District's teacher evaluation plan.

(cf. 4115 – Evaluation)

Legal Reference: Connecticut General Statutes

[10-145](#) Certificate necessary to employment.

[10-151](#) Employment of teachers.

[10-153a](#) to [10-153n](#); Rights concerning professional organization and negotiations.

20 USCA §6311(h)(6)(A) – No Child Left Behind Act

34 C.F.R. 200.55 Federal Regulations

Circular Letter C-6, Series 2004-2005, Determining “Highly Qualified” Teachers

Circular Letter C-9, Series 2004-2005, “No Child Left Behind” and Districts' **H**igh **O**bjective **U**niform **S**tate **S**tandard of **E**valuation (HOUSSE) Plans.

Circular Letter C-9, Series 2007-2008, “Discontinued Use of Districts' **H**igh **O**bjective **U**niform **S**tate **S**tandard of **E**valuation (HOUSSE) Plans.”

Circular Letter C-13, Series 2007-2008, “Construction of HOUSSE Plans for Highly Qualifying Veteran Teachers”

Regulation approved:



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

4131.00 - Professional Staff Development

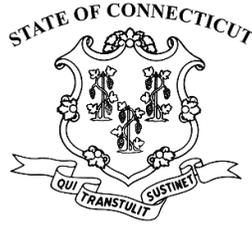
Approved on April 28, 1986

All professional staff shall be provided opportunities to develop increased job competence beyond that which they may achieve through the performance of their assigned duties. Sufficient funding, time and staff to implement a planned systematic and ongoing professional staff development program shall be provided. The program's purpose shall include:

- Improving the ability of staff members within their fields of specialization to better contribute to the District's goals and objectives.
- Increasing staff member's awareness of and sensitivity to the needs and aspirations of the District's diverse student population.
- Assisting staff in the identification, assessment and implementation of new curricula and instructional practices.
- Providing for the ongoing assessment of staff and program needs leading to the improvement of student performance.

In support of these purposes the Board of Education will:

- Commit, to the extent possible, funds for professional staff development activities.
- Support a school calendar that provides, to the extent possible, time for professional development activities.



Substitute Senate Bill No. 1020

Public Act No. 19-100

AN ACT CONCERNING THE INCLUSION OF INSTRUCTION IN CULTURALLY RESPONSIVE PEDAGOGY AND PRACTICE IN THE PRESERVICE TRAINING, PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING PROVIDED TO TEACHERS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Subsection (a) of section 10-148a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2019*):

(a) For the school year commencing July 1, [2013] 2019, and each school year thereafter, each certified employee shall participate in a program of professional development. Each local and regional board of education shall make available, annually, at no cost to its certified employees, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. Such program of professional development shall (1) be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement, (2) focus on refining and improving various effective teaching methods that are shared between and among educators, (3) foster collective responsibility for improved student performance, [and] (4) be comprised of professional learning

Substitute Senate Bill No. 1020

that (A) is aligned with rigorous state student academic achievement standards, (B) is conducted among educators at the school and facilitated by principals, coaches, mentors, distinguished educators, as described in section 10-145s, or other appropriate teachers, (C) occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and (D) includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating, and (5) include training in culturally responsive pedagogy and practice. Each program of professional development shall include professional development activities in accordance with the provisions of subsection (b) of this section.

Sec. 2. Subsection (a) of section 10-220a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2019*):

(a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of alcohol and drugs, as defined in subdivision (17) of section 21a-240, to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence and child abuse, (3) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the

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identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (c) of section 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160, shall not be required to provide in-service training on the identification and prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life saving procedures, (5) the requirements and obligations of a mandated reporter, [and] (6) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d, and (7) culturally responsive pedagogy and practice. Each local or regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section.

Sec. 3. Subsection (h) of section 10-145a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2019*):

(h) On and after July 1, [2012] 2019, any candidate entering a program of teacher preparation leading to professional certification shall be required to complete training in competency areas contained in the professional teaching standards established by the State Board of Education, including, but not limited to, development and characteristics of learners, evidence-based and standards-based instruction, evidence-based classroom and behavior management, assessment and professional behaviors and responsibilities and the awareness and identification of the unique learning style of gifted and talented children, social and emotional development and learning of children, and [cultural competency] culturally responsive pedagogy and practice. The training in social and emotional development and

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learning of children shall include instruction concerning a comprehensive, coordinated social and emotional assessment and early intervention for children displaying behaviors associated with social or emotional problems, the availability of treatment services for such children and referring such children for assessment, intervention or treatment services. The training in [cultural competency] culturally responsive pedagogy and practice shall include instruction concerning the awareness of students' background and experience that lead to the development of skills, knowledge and behaviors that enable educators and students to build positive relationships and work effectively in cross-cultural situations.

Sec. 4. Subdivision (1) of subsection (d) of section 10-145b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2019*):

(d) (1) On and after July 1, [2016] 2019, in order to be eligible to obtain an initial educator certificate, each person shall be required to complete (A) a course of study in special education comprised of not fewer than thirty-six hours, which shall include [an understanding of] (i) instruction on the growth and development of exceptional children, including children with a disability, gifted and talented children and children who may require special education, and (ii) methods for identifying, planning for and working effectively with special needs children in a regular classroom, and (B) a course or courses of study in special education relating to instruction on classroom techniques in reading, differentiated instruction, social-emotional learning, [cultural competencies] culturally responsive pedagogy and practice and assistive technology. The provisions of this subdivision shall not apply to any person who has been issued an initial educator certificate prior to July 1, [2016] 2019.

Sec. 5. Subsection (b) of section 10-145w of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July*

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1, 2019):

(b) The Department of Education, in consultation with the Office of Higher Education, shall develop or review and approve proposals for alternate route to certification programs for persons from an alternate profession. Any alternate route to certification program developed or approved under this section shall (1) include instruction in classroom management and [cultural competency] culturally responsive pedagogy and practice, (2) align with the standards of teaching competencies adopted by the State Board of Education, and (3) meet such other criteria as the department requires.

Approved July 8, 2019

Personnel — Certified

Staff Development

“Staff development” is viewed by the Board of Education (Board) as a continuous systematic effort to improve educational programs in this school district through (1) staff involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning.

Each certified employee, shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group settings. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance;
4. be comprised of professional learning that is aligned with rigorous state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating; and
5. include training in culturally responsive pedagogy and practice.

Staff development experiences, made available by the Board directly, or through a RESC, with another Board of Education or through a provider approved by the

Commissioner, and shall be consistent with any goals identified by the certified employees and the Board.

The Board believes that staff development experience should be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and foster collective responsibility for improved student performance.

Teachers must constantly review curricular content, teaching methods and materials, educational philosophy and goals, social change and other topics related to education to enhance the capabilities of educators to improve student learning. The Board of Education recognizes that it shares with its certified staff responsibility for the upgrading and updating of teacher performance and attitudes. The Board of Education and teachers' organizations support the principle of continuing training of teachers and the improvement of instruction.

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

The Board, in order to determine its professional development program seeking the advice and assistance of teachers, shall establish a professional development and evaluation committee, consisting of certified employees, including representatives of the exclusive bargaining representative for such employees. Committee membership shall consist of at least one representative from each of the teachers' and administrators' unions and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, participation in the development of a teacher evaluation and support program for the District, the development, evaluation and annual updating of a comprehensive local professional development plan, in fulfillment of the statutes, for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. [10-220\(b\)](#), (2) be developed in full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the Board's professional staff members, including personnel management and evaluation training or experiences for administrators, shall be related to regular and special student needs and may include provisions concerning career incentives and parent involvement.

The members chosen by the Board to be on the professional development and evaluation committee shall serve at the pleasure of the Board.

Special effort shall be made to prepare teachers and other school personnel to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs shall be done cooperatively by administration, teachers and parent advisory groups. Special effort shall also be given to administrators and/or supervisors in training pursuant to their obligations in the evaluation of the teacher.

Staff development activities should respond directly to the educational needs of the student body. The in-service program shall fulfill all applicable statutory requirements, especially those delineated in CGS [10-220a](#), as amended.

Such in-service training program for certified staff shall provide information on (1) the nature and the relationship of drugs and alcohol to health and personality development and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence and child abuse, (3) school violence prevention, conflict resolution, the prevention of an response to youth suicide and the identification, prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life-saving procedures, (5) the requirements and obligations of a mandated reporter, and (6) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as define in CGS [10-3d](#).

The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. [10-220a](#), subsection (a).

The Superintendent is to report annually to the Board of Education on the professional development program and its effect with recommendations for changes as needed.

Professional Development Pertaining to Human Trafficking

The Board, in compliance with PA 17-32, shall provide training pertaining to human trafficking to those staff members who have contact with students. These individuals must complete the initial educational training by July 1, 2018 and refresher training annually thereafter. New hires must complete the initial training within six months after their start date, or by July 1, 2018, whichever is later. This training shall use the training program, which includes a video presentation developed by the Department of Children and Families (DCF) pertaining to the awareness of human trafficking

issues and how to accurately and promptly identify and report suspected human trafficking.

(cf. [4115](#) - Evaluation)

Legal Reference: Connecticut General Statutes

[10-27](#) Exchange of professional personnel and students.

[10-220a](#) In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act No. 09-1, PA 10-91, PA 12-116, PA 13-145, PA 15-215, PA 17-37 and PA 19-100)

[10-153b](#) Selection of teachers' representatives

[10-226f](#) Coordinator of intergroup relations.

[10-226g](#) Intergroup relations training for teachers.

[10-145b](#) Teaching certificates (as amended by PA 01-173)

[10-148a](#) Professional development (as amended by PA 17-37 and PA 19-100)

[10-151\(b\)](#) Employment of teachers. Definitions. Tenure

PA 17-32 An Act Concerning Human Trafficking

PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and In-service Training Requirements for Educators

Policy adopted:



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

5141.50 - Attempted Suicide and Suicide Prevention

Approved on May 4, 1992

I. Philosophy

The District's philosophy regarding youth suicide prevention emanates from an appreciation that suicide and other self-destructive behaviors have become critical problems for children and youth, for families, for school personnel and for the community. Furthermore, the philosophy stems from the recognition that students who are experiencing stress or depression are less available for learning and that students who are engaging in self-destructive behaviors are jeopardizing not only their health and well-being, but also their academic achievement. Finally, because a continuum of factors underlie many youth suicides, there are sometimes opportunities to recognize in students the potential for suicide and to intervene in order to prevent self-destructive behavior and death.

II. Commitments

In order for the District's youth suicide prevention program to be effective, the district makes the following commitments:

- A learning environment that promotes the physical and mental health of students and staff;
- Collaboration with families and community providers in all program components for youth suicide prevention;
- An educational program that is effective in reaching students, staff and parents;
- High quality intervention services for students;
- Interagency cooperation that enables schools personnel to identify and access appropriate community resources for use in times of crisis;
- Effective reintegration of high risk youth into school following a crisis, hospitalization or residential treatment;
- Leadership and planning to ensure appropriate responses to attempted or completed suicides; and
- Regular evaluation and revision of the policy and procedures.

III. Specific Requirements

All school district personnel must act in accordance with the district's policy and procedures and timelines whenever there is any suspicion that a student may be at risk for suicide. All pupil services staff have annual update training in the Board Policy and Procedures regarding the suicide prevention program. In addition, pupil services staff annually update the faculty and administration of every school with regard to Board Policy and Procedures regarding suicide prevention.

Staff within the district will address the issue of attempted suicide and suicide prevention in a manner that is consistent with strong efforts to identify students at risk, to provide preventative measures and to cooperate with community mental health professionals.

IV. Suicide Prevention Program Components

The District's youth suicide prevention program includes the following components: education, intervention and evaluation.

The education component includes instructional programs for staff, for students, for parents and community that are aimed at the primary prevention of youth suicide. Annual instructional programs are offered for staff, parents and community. All students in grades K-12 receive education, training, awareness and prevention instruction through the district's comprehensive health education curriculum.

The intervention component refers to those activities that the school district staff will take in order to prevent self-destructive behaviors of students. These interventions will vary depending on the stages of vulnerability or risk that an individual student is in, or on the needs of a school community following a crisis.

The evaluation component refers to the District's process of regular review and revision, as appropriate, of policy, procedures and curriculum related to all aspects of the youth suicide prevention program.

V. Levels of Prevention

The district's suicide prevention program provides four levels of prevention services to individual students or groups of students:

The first level of prevention, often referred to as primary prevention, is achieved through educational program for students, staff and parents. Suicide prevention skills have been integrated through the district's comprehensive health education curriculum, according to the students' developmental levels.

Level II, or secondary prevention, is achieved through identification and clinical intervention with students who are identified as at risk for suicide. Secondary prevention occurs through the district's early intervention program for grades K-8 and through student assistance teams at the high school level.

Level III, or tertiary prevention is achieved through emergency and follow-up clinical intervention to prevent the death of students who attempt suicide.

The fourth level of prevention is aimed at the school-wide community following the suicide attempt or death of an individual. Its goal is to provide support through the grieving process and to promote healthy responses to a tragedy with the school and community so that the potential for further crisis is diminished.

Assessments and interventions for high risk students and post-intervention for completed suicide or sudden deaths are carried out by crisis teams in each school. Crisis teams function according to the administrative procedures for implementing this policy described in the district's handbook.

CABE CORE POLICY MANUAL

5141.5

Students

Suicide Prevention

The Board of Education recognizes that suicide is a complex issue and that, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide in depth counseling. Instead, the Board directs school staff to refer students who may be at risk of attempting suicide to an appropriate service for professional assessment, counseling, and treatment services outside of the school.

The Board of Education recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in these programs.

Any school employee who may have knowledge of a suicide threat, attempt or ideation must take the proper steps to immediately report this information to the building principal or his/her designee who will, in turn, notify the appropriate school officials, the Crisis Intervention Team, the student's family and appropriate resource services outside and within the school system.

Information concerning a student's suicide attempt, threat, or risk will be shared with others to the degree necessary to protect that student and others.

Legal Reference: Connecticut General Statutes

[10](#) 221 Boards of education to prescribe rules, policies, and procedures. (e) re "policy and procedures for dealing with youth suicide prevention and youth suicide attempts."

Policy adopted:

Students

Suicide Prevention

Guidelines

All school district professionals should share with Principals any observations of student behavior which may be related to the possibility of suicide.

The Principal, in turn, has a responsibility to follow guidelines in Board of Education policy and this regulation on suicide prevention. If circumstances indicate actions other than those described, Principals may consult with the designated Student Assistance Team (SAT), Planning and Placement Team (PPT) and/or other appropriate personnel and shall document the circumstances and resulting decisions.

For elementary schools, the term Student Assistance Teams should be replaced with Student Personnel Services Designee or school nurse.

Special Issues in Using Procedures

- 1. Principal.** Principal shall mean Principal or Principal's designee.
- 2. Communication.** The building Principal shall maintain communication with the Superintendent of Schools concerning all suicide attempts and shall call on the Central Office for advice on how to proceed as such assistance is needed. In turn the Superintendent will keep the Board informed about suicide related issues as appropriate. All communications must be kept confidential.
- 3. Documentation.** All actions taken by school personnel will be carefully documented with factual information, observable behaviors, and actions and placed in the student's supplementary health file. Following an attempt or completed suicide, a daily log of student behavior should be maintained until no longer needed.
- 4. Contagion.** Sometimes a suicide attempt or suicide will trigger other suicide attempts. The best preventive measure against the contagion effect involves careful identification and monitoring of students who may be in a risk category, efforts to reduce glamorization of the suicide, and carefully planned follow up activities.

5. Anniversary Dates. The week, month or year anniversary of the death may trigger a delayed grief reaction or suicide attempts modeled after the first. School personnel should be sensitive to this and intensify student monitoring at these times.

6. Support. Student Assistance Team members should be sensitive to each other's needs for support, and it can also be helpful to have an outside professional available during and following crisis periods to "debrief" the team and offer support to individual members as needed.

7. Suicide at School. Most experts agree it is better to keep students at school where adult support systems are available than to send them home where no adult supervisors might be available to them. Students should only be released to their parents or other responsible adults should they ask to leave school early.

General Procedures During School Hours

School staff who have identified a potentially suicidal student or who have other reason to believe the student is at risk of suicide must immediately bring the student's name to the attention of the Principal or his/her designee even if the student has confided in the staff person and asked the staff person to keep their discussion confidential. In such cases, the staff person would explain that he/she cannot maintain confidentiality under the circumstances.

Appropriate staff members gather background information prior to contacting a student identified with suicidal tendencies - unless there appears to be imminent risk of self-harm. This background check should be done on the same day as the referral and may include:

1. Further discussion with the person who made the referral.
2. Contact with other staff members for data on recent student performance.

At the earliest possible moment following the collection of information, contact with the student will be made to determine the seriousness of the situation.

Critical Situation

The student has the intent to kill himself/herself, a specific plan for how he/she will do it, and immediate access to the method; in addition, he/she exhibits feelings of loneliness, hopelessness, helplessness, and the inability to tolerate more pain.

1. A staff member will stay with the student to offer support. In addition, he/she will explain to the student that someone will be contacting parent(s) because of deep concern.
2. A staff member will notify parents and request that they come to the school immediately. The following points should be covered in the meeting with the parents:
 - (a) The seriousness of the situation.
 - (b) The need for immediate outside professional help.
 - (c) The need for continued monitoring.
 - (d) A request for parent(s) to sign a release of information form for communication between the school and the facility to which the student will be taken, the student's therapist, and other individuals as appropriate.
3. When parents cannot be contacted, or if they refuse to come to the school, and a medical emergency exists, normal procedures will be followed for such emergencies. If parents refuse to come to school, the Principal will explain that the school may be required to file a medical neglect report with the Department of Children and Families. In addition, the Principal may inform parents that the student will not be accepted back into school until a formal mental health evaluation has taken place.

This exclusion will be done in compliance with state regulations and only if it is deemed to be in the best interest of the student.

4. As a follow up, a staff member will contact the family to discuss plans for professional assistance and support to the student, and permission for communications between school and therapist will be requested. A plan of action for in school support and monitoring of the student will be discussed at the next Student Assistance Team meeting.

Potential Suicide Situation

The student has some intent to kill himself/herself and has thought about how he/she would do it. He/she has access to the method but does not have everything in place. Although the student may exhibit feelings of hopelessness, helplessness, and unbearable pain, he/she shows some willingness to accept help. The following action will be taken, the order to be determined by the specific situation:

1. A staff member will explain to the student that his or her parents will be contacted to arrange for professional help and to develop an appropriate support system. The staff member will offer to speak on the student's behalf.
2. The Principal or designees will ask the student to sign an agreement not to harm himself/herself.
3. Following the meeting with the student the Principal or designee will:
 - (a) Convene the Student Assistance Team to plan a course of action.
 - (b) Contact the student's parents to inform them of the seriousness of the situation and request an immediate meeting the same day.
 - (c) Obtain further information from parents concerning the student's mental health history, including therapy and previous suicidal attempts or threats. If the student is currently being seen by a mental health professional, the Principal will ask for parental permission to speak with that professional.
 - (d) Communicate the need for suicidal risk evaluation.
 - (e) If the parent refuses to come to school, the Principal will explain that the school should file a medical neglect report with DCF.
 - (f) As follow up, a team member will contact the family to discuss plans for professional help to the student. The team will meet to develop a plan for in school support.

General Procedures After School Hours

If a staff member has become aware of a potentially suicidal student during after school hours, he/she should consider and decide the following actions:

1. Contact parents.
2. Contact police.
3. Contact student's therapist.
4. Contact 24 hour crisis center.
5. Contact Principal.

Students Who Have Attempted Suicide

1. In school Attempt:

- (a) The staff person who becomes aware of the attempt will remain with the student and immediately send for the nurse and Principal.
- (b) The nurse and Principal will follow school medical emergency procedures to get immediate medical help for the student.
- (c) Parents will be contacted.
- (d) Principal will refer to the Crisis Intervention Plan and Media guidelines.

2. Out of school Attempt:

- (a) The staff person who receives information concerning an attempted suicide will immediately contact the school Principal who will verify the information and actions taken by the parents.
- (b) The Principal will determine if the situation warrants informing the faculty.
- (c) If the attempted suicide is causing visible distress among students, a school meeting may be held to identify others at risk with students and discuss concerns.
- (d) The Principal, in conjunction with the Student Assistance Team, will develop a plan to monitor and support high risk students.
- (e) A team member will be assigned to follow up and monitor the student upon his/her return to school.
- (f) As appropriate, information will be shared with Principals of sibling's schools.

Legal Reference: Connecticut General Statutes

[10](#) 221(e) Boards of education to prescribe rules.

Regulation approved:



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

5134.00 - Students who are Pregnant, Married and/or Parents

Approved on May 4, 1992

The New Britain Board of Education shall not discriminate against its students on the basis of their sex, marital status, parental status, or medical conditions relating to pregnancy. Married students shall be offered the same educational opportunities and have the same rights and responsibilities as their peers. Further, a pregnant student may be eligible for special education services due to a disability which arises as a result of her pregnancy. Staff should refer to the Pupil Services Policy and Procedure Manual (Sections VII. And X.) for School District services which are available to pregnant students and young parents.

Legal References/Citations

Connecticut Constitution Amendments at Article XXI
Conn. Gen. Stat. Section 10-15c
Conn. Gen. Stat. Section 10-76A et Seq.
Conn. Agencies Regs. 10-76a-2(1)
Conn. Gen. Stat. Section 10-208a
Title IX of the Education Amendments of 1972
(20 U.S.C. 1681 et seq.) and Regulations at 34 C.F.R. 86.40

Students

Married/Pregnant Students

Married students shall have the same educational opportunities as unmarried students, and the Board of Education's responsibility for the education of all school-age children includes pregnant students whether married or unmarried who shall be allowed to remain in school and provided appropriate support services as a part of the school program. School administrators shall provide assistance and support to encourage pregnant and parenting students to remain enrolled in school and graduate.

Alternate language:

The _____ Board of Education will provide all pregnant and parenting students with the same educational instruction or its equivalent as other students. Pregnant and parenting students shall not be discriminated against or excluded from school or any program, class, or extracurricular activity because they are pregnant or parenting students.

The school system may provide programs to meet the special scheduling and curriculum needs of pregnant and parenting students. Student participation in these programs shall be voluntary, and the instruction and curriculum must be comparable to that provided to other students.

A pregnant girl may remain in her regular school program as long as her physical and emotional condition permits. Any variation from a pregnant student's continuance in regular classes shall be based upon her specific needs. In addition, per state regulations, pregnant students must be identified as eligible for special education. Homebound and hospitalized instruction shall be provided only when the Planning and Placement Team finds that it is in the best interest of the student.

Homework and make-up work shall be made available to pregnant and parenting students to ensure that they have the opportunity to keep current with assignments and avoid losing course credit because of their absence from school, and to the extent necessary, as described above, a homebound teacher will be assigned.

Pregnant and parenting students shall be given excused absences from school for pregnancy and related conditions for the length of time the student's physician finds medically necessary. This includes absences due to illness or medical appointment during school hours of a child for whom the student is the custodial parent.

A student who is under age 16 and a mother may request permission from the Board to attend adult education class in lieu of the regular school program.

Optional language to consider:

The Board is committed to providing to expectant and parenting students and their children a comprehensive, continuous, community-linked program that reflect the cultural and linguistic diversity of the community. (*or: The Board assumes responsibility for providing continuing educational opportunities for pregnant and parenting students.*)

The Superintendent or his/her designee shall collaborate with other community agencies and organizations to ensure that appropriate educational and related support services are available to meet the needs of expectant and parenting students and their children.

In addition to providing a quality education program for expectant and parenting students, the District's program shall provide parenting education and life skills instruction.

(cf. [6173](#) - Homebound Instruction)

(cf. [6200](#) - Adult Continuing Education)

Legal Reference: Connecticut General Statutes

[10-184](#) Duties of parents.

[10-186](#) Duties of local and regional boards of education re school attendance.

State Board of Education Regulations

[10-76a-35](#) Educationally exceptional children.

[10-76d-15](#) Homebound and hospitalized instruction (subsection b4).

[10-76d\(e\)\(2\)](#) Duties and powers of boards of education to provide special education programs and services.

Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688.

Policy adopted:

