



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

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

FEBRUARY 20, 2024– 6:00 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 15, 2024

RE: New Britain Board of Education Committee Meetings

The following Board of Education committee meetings will be held:

- **The New Britain Board of Education Policy Committee** will hold a regular meeting on Tuesday, February 20, 2024 at 6:00 PM at the New Britain Educational Administration Center, located at 272 Main Street in New Britain, Connecticut.
- **The New Britain Board of Education Curriculum Committee** will hold a regular meeting on Tuesday, February 20, 2024 at 6:15 PM at the New Britain Educational Administration Center, located at 272 Main Street in New Britain, Connecticut.

Members of the public may attend meetings in person or view a live broadcast of the proceedings online via the livestream link:

<https://www.csdnb.org/board/>

The agendas and board packets in their entirety can be found on the Board of Education website:
<https://www.csdnb.org/board/BOE-2024-Meetings-Documents-Calendar.php>





CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

New Britain Board of Education | Policy Committee Regular Meeting

February 20, 2024 – 6:00 PM | New Britain Educational Administration Center

Members of the public may attend meeting in person or view a live broadcast of the proceedings online via the livestream link:
<https://www.csdnb.org/board/>

1. Call to Order and Opening

- A. Meeting Called to Order

2. New Business

- A. Review and approve minutes from Policy Committee meeting on January 22, 2024
Submitted by Ms. Aja Edwards | Page 5
- B. Review board policy 6141.51 – Policy on Advanced Coursework
Submitted by Ms. Ivelise Velasquez | Page 7
- C. Review and possible action on board policy P6115.3 – Flag (Display)
Submitted by Ms. Barbara Marino

3. Closing and Adjournment

- A. Other Business as Permitted by Law
- B. Adjournment



**CONSOLIDATED
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NEW BUSINESS



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

New Britain Board of Education | Policy Committee Regular Meeting

January 22, 2024 – 6:00 PM | New Britain Educational Administration Center

Members of the public may attend meeting in person or view a live broadcast of the proceedings online via the livestream link:
<https://www.csdnb.org/board/>

1. Call to Order and Opening

Vice President Ms. Barbara Marino called the meeting to order at 6:00 pm

Board Members Present

Salvador Escobales*, Anthony Kane*, Joseph Listro, Barbara Marino*, Diana Reyes*, and Tina Santana*#

*Committee member #Attended remotely

CSDNB Staff Present

Ms. Kristie Bourdoulous, Ms. Leona Clerkin, Ms. Aja Edwards, Dr. Anthony Gasper, Dr. Silvia Mayo-Molina, Mr. Jeff Prokop#, Mr. Tyrone Richardson, Dr. Nicole Sanders, Mr. Paul Salina, Mr. Mark Spalding, Ms. Lillie Stuart, Mr. Russell Taylor, and Ms. Ivelise Velasquez

2. Executive Session

Executive session for the purpose of discussing matters pertaining to school security
Submitted by Dr. Tony Gasper

Ms. Reyes motioned to go into executive session for the purpose of discussing matters pertaining to school security, seconded by Mr. Cane. Superintendent Gasper, Academics and Accountability Officer Tyrone Richardson, and Manager of Security Russell Taylor were invited into executive session with the full Board.

3. New Business

- A. Review and approve minutes from Policy Committee meeting on December 11, 2023
Submitted by Ms. Aja Edwards

Ms. Reyes motioned to approve minutes from Policy Committee Meeting on December 11, 2023, seconded by Mr. Kane. Motion carried.

- B. Review board policy 6172.121 – DiLoreto Dual Language Program
Submitted by Mr. Tyrone Richardson

The Policy committee recommended to add board policy 6172.121 – DiLoreto Dual Language Program to the regular agenda for the February meeting.

C. Review and possible action on recommending policies to the full Board of Education for adoption:

Policy P6115.3 - Flag (Display)

Mr. Kane motioned to table Policy P6115.3 - Flag (Display), seconded by Ms. Reyes. Motion carried.

Policy 5145.12 - Student Search & Seizure

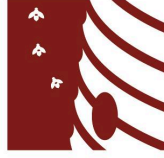
Ms. Marino motioned to table Policy 5145.12 - Student Search & Seizure, seconded by Mr. Kane. Motion carried.

Policy 6153 – Field Trips

The committee recommended to add Policy 6153 – Field Trips to the regular agenda in February.

4. Closing and Adjournment

- A. Other Business as Permitted by Law
- B. Adjournment



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Ivelise Velazquez () for approval at the Regular Board Meeting on March 5, 2024.
Senior Leadership Sponsor: Tony Gasper Staff Presenter: Ivelise Velazquez

Type of Memorandum

Board Policy Review

Background and Purpose/Rationale

6141.51

The BOE is asked to review the draft Policy for Advanced Coursework. The State, Public Act 21-199, requires that all CT Districts adopt a policy to define how students and parents are made aware of advanced coursework and how staff enroll students into advanced coursework. Advanced coursework is defined in the policy broadly as any course that can lead to students earning college credit or industry-recognized certificate.

New policy to comply with new legislation, Public Act 21-199.

Financial Information

N/A

Committee Review

To be reviewed by the Policy Committee on February 20, 2024

[2.20.2024 Policy on Advanced Coursework Slides \(1\) - Diana Rios.pdf](#), [DRAFT CPS6141.51 Advanced Coursework.docx \(1\) - Diana Rios.pdf](#)



Policy on Advanced Coursework Board of Education *Policy Committee*

February 20, 2022

Policy Committee for Advanced Coursework and Grading



Evie Velazquez,
Deputy
Superintendent



Cindy Mazzotta,
8th Gr. Science,
Pulaski



Lara Bohlke
6-12 Curriculum
Coordinator



Eileen Marquez
NBHS Education
Pathway Teacher



Alondra Planas
NBHS Student



Danyelix
Echevarria-Figueroa
NBHS Student



Marisa Cartiera
NBHS,
Multilingual Learners



Yvonne Giarnella
NBHS,
Language Arts



Kimberly Bodnar
NBHS,
Social Studies



Jenny Pooler
7th & 8th Math
Pulaski Middle



Damon Pearce,
NHBS, Principal

with
Colm Duffin, NBHS, Mathematics
Carrie Dubree, NBHS, Special Education
Tyrone Richardson, Academic & Accountability Officer, 6-12
Iwona Hayes, NBHS, Multilingual Learners
Ana Davila, Pulaski Middle School, Multilingual Learners
Sondra Sanford, Coordinator of Programs and Community Partnership

Background on Legislation



“Public Act 21-199 requires that by July 1, 2022, boards of education adopt a policy, or revise an existing policy, concerning the eligibility criteria for student enrollment in an advanced course or program. The statute defines advanced course or program as “an honors class, advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by a local or regional board of education in grades nine to twelve, inclusive.”

CSDE District Guidance on Developing Advanced Course Participation Policy



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Advanced Coursework in CSDNB

- Honors Algebra courses in middle school that prepare students to take the high school Algebra 1 final exam and place into a more advanced class in 9th grade.
- Spanish courses that prepare students to take a placement exam and enroll in a more advanced class in 9th grade.
- Advanced Placement in all core content areas are offered.
- Early College Experience with UCONN is offered across content areas.
- Dual credit courses are offered with dual enrollment at CT Central State University (CCSU) and the CT State Community Colleges (CSCC).
- Currently 629 students are enrolled in advanced courses across those categories. Of these, 250 are enrolled in more than one advanced course to earn college credits.
- Enrollment in the courses varies from year to year.
- *No policy or procedure that requires that all students be enrolled in at least one advanced course.*

Demographics of CSDNB Enrollment in Advanced Courses, 2023-2024

Race/Ethnicity SPED/ML	Number in AP/ECE/DE*	% in AP,ECE,DE	Number in school	% in school
Asian	38	6.04%	74	3.15%
Black/African American	94	14.94%	338	14.37%
Hispanic/Latino	335	53.26%	1542	65.56%
American Indian	3	0.48%	12	0.51%
Pacific Islander	1	0.16%	6	0.26%
White	158	25.12%	380	16.16%
SPED	26	4.13%	497	21.13%
ML	48	7.63%	466	19.81%
Male	244	38.79%	1184	50.34%
Female	385	61.21%	1165	49.53%

*AP/ECE/DE: Advanced Placement/Early College Experience/Dual Enrollment



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What does the draft policy change?

- At the high school, counselors must ensure the creation of an academic plan for every student. The plan must be designed to enroll each student in one or more advanced courses or programs, allowing students to earn college credit or result in career readiness before graduation from high school. *
- Requires that the Board of Education review a report on advanced coursework enrollment and credits earned by students each year.
- Requires the District to offer opportunities as early as middle school.
- Requires that schools work with parents to increase awareness about the benefits of advanced coursework and the various offerings starting in middle school.
- It changes the definition of “honors” to include middle school and course content that is not typically college preparatory but demands greater depth and breadth than other courses of its kind.





CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

6141.51 – Policy on Advanced Coursework

BOE Submitted for Approval on March 5, 2024

Purpose

The Board of Education (Board) believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in the academic environment. The Board supports advanced courses and programs that promote academic acceleration. As early as middle school, students will be provided an opportunity to participate in a rigorous and academically challenging curriculum.

The Board encourages students to pursue rigorous, challenging academic coursework such as, but not limited to, honors classes, dual enrollment, dual credit, advanced placement classes, International Baccalaureate courses, UCONN Early College Experience, industry credentials and work-based learning opportunities.

The Board, to encourage student participation in advanced courses or programs, will communicate information about advanced courses or programs to students and parents; offer district-wide counseling to students about the benefits of advanced level courses and programs; and annually report on District progress toward increasing students' readiness and participation for advanced courses or programs.

The benefits of advanced coursework opportunities are not limited to one particular model.

Definitions

An “**advanced course or program**” may be defined as one or more of these categories: honors classes, advanced placement classes (AP), Project Lead the Way (PLTW), dual enrollment, dual credit, concurrent enrollment, UCONN Early College Experience, International Baccalaureate program, Cambridge International Program, industry credentialing classes, work-based learning, or any other advanced or accelerated course or program offered by the Board of Education in grades 9-12, inclusive of some courses offered in middle school that can lead to advanced placement in 9th grade.

“Prior academic performance” means the course or courses that a student has taken, the grades received for each course, and a student’s grade point average.

“Early College Experience” means a course for which a student is dually enrolled, a course in which a student has the potential to earn dual credit (high school and college), and a course taught online, at a college, or by high school staff.

“Honors Class” means a course whose rigor has been determined to be above and beyond the expectations of the regular course of its kind in middle school or the high school’s Program of Studies. These classes are available to students who desire to work in greater depth and breadth than is offered at other levels. These courses may start as early as middle school.

Procedures/Criteria/Guiding Principles

The Board is aware that students from racially, ethnically, linguistically and economically diverse backgrounds are chronically underrepresented in advanced level high school courses and programs of similar rigor. Low awareness of advanced courses and programs, insufficient preparation, and fear of social isolation prevent low-income students and students from diverse backgrounds from enrolling in such courses or programs. Further, other barriers to participation include the failure to identify students with potential, insufficient motivation and incentives on behalf of teachers and/or students, and funding.

An emphasis on equity must include a focus on increasing students’ access to rigorous learning opportunities to assist all students to be prepared for success after high school. The following District and school-level principles will contribute to fostering greater equity in student participation in advanced courses or programs:

1. Provide a course sequence and foundation-building in middle school grades, ensuring high expectations for all students, that makes later advanced coursework a viable option;
2. Create multiple access points, in middle school, high school, at local universities or with industry partners, to advanced courses and programs, allowing students to access these programs at various points of their middle school and high-school experience;

Procedures/Criteria/Guiding Principles (continued)

3. Use only enrollment access criteria that are educationally necessary such as prerequisites set by our partnering universities and colleges or that are necessary in a course sequence;
4. Use multiple methods by which a student may satisfy eligibility criteria for enrollment, including but not limited to:
 - a. Student interests and persistence;
 - b. Recommendations from teachers, administrators, school counselors, or other school personnel (alone will not exclude entry);
 - c. Criteria not exclusively based on a student's prior academic performance;
 - d. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program (academic portion of grades only);
 - e. GPA improvement over time;
 - f. Scoring at or near benchmark on local assessments;
5. Offer a robust set of student supports, which can include tutoring, access to technology, and support from school counselors, that help all students succeed in advanced courses or programs; and
6. Publish and disseminate materials in multiple languages that encourage all students to participate in advanced courses and programs.

In order to access advanced courses or programs some students may complete rigorous coursework at the middle school level and receive placement in a more advanced course when they enter high school. This equitable course enrollment policy is based on rigorous learning opportunities for all students in elementary and middle grades.

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students, who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge with a recommendation (preferred not required) from a current instructor to participate, will be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the school counselor.

District administrators and school counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in this policy. When students' success plans are prepared and revised, the academic component shall include

Procedures/Criteria/Guiding Principles (continued)

appropriate preparatory courses and advanced course and program participation. Teachers shall also encourage students to take advanced courses.

The Board seeks an equitable course enrollment policy that limits prerequisites and entrance requirements to those that are directly related to a student's potential for success. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

Advanced courses or programs must comply with applicable District policies and state standards and this policy must be in accordance with Connecticut State Department of Education promulgated guidance.

The Superintendent or his/her designee shall ensure the development and/or identification of program stipulations, eligibility criteria, student attendance and discipline standards/expectations and criteria for continuation in advanced courses or programs, and shall ensure the development and/or identification of procedures for students encountering difficulty and/or wishing to drop advanced courses.

Evaluation

The Board will review annually data on student participation in advanced courses or programs, the data shall be disaggregated by gender, ethnicity, and free/reduced lunch participation. Such data will be used during the planning process for course and program offerings in the upcoming school year.

(cf. 6146.11 - Grading and Weighted Grading for Honors Classes)

(cf. 6146.13 – Academic Credit for Special Programs)

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 3
10-221r Advanced placement course program. Guidelines.
District Guidance for Developing an Advanced Course Participation
Policy



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

6141.51 – Regulations for Policy on Advanced Coursework

for BOE Approval on March 5, 2024

Regulations:

1. Each Spring, school counselors in middle school and high school will collaborate to promote opportunities for students in middle and high school to enroll into early offerings in the middle school, such as Algebra or Spanish, and in advanced coursework at the high school leading to dual credit or industry recognized certificates.
2. At the high school, counselors must ensure the creation of an academic plan for every student per state statute. The plan must be designed to enroll each student in one or more advanced courses or programs, allowing students to earn college credit or result in career readiness before graduation from high school¹.
3. School counselors and administration will reach out specifically to currently underrepresented groups (by race, by Multilingual Learner status, by Special Education status, and by gender).
4. All early college experience (dual enrollment/dual credit) course offerings will be highlighted each year in the high school's Program of Studies.
5. School Counselors will collect teacher recommendations, starting as early as 5th grade, to schedule students for advanced coursework.
6. Families and students will be made aware of the Policy on Advanced Coursework and will be notified of their right to request access if a student is interested in a course but has not been recommended by staff.
7. School counselors will notify students of the process by which students can request a course and drop a course prior to the start of each semester in high school or trimester in middle school. This process will also be published in the Program of Studies.
8. The high school's Program of Studies will be revised each Spring with the goal of expanding opportunities for students to gain dual credit with partnering institutions such as community colleges and universities.
9. Each Spring, administration will present information to the BOE on the enrollment trends in advanced courses, including all early learning, dual credit courses, and coursework leading to an industry-recognized certificate.

¹ District Guidance for Developing an Advanced Course Participation by CSDE
Policychrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://portal.ct.gov/-/media/SDE/Performance/Professional-Learning/AdvancedCourseParticipationGuidance.pdf