



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

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

APRIL 22, 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: April 19, 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 Monday, April 22, 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 Monday, April 22, 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

April 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

- A. Meeting Called to Order

2. New Business

- A. Review and approve minutes from Policy Committee meeting on March 18, 2024
Submitted by Ms. Aja Edwards | Page 4
- B. Board policy review – Electronic payment apps (*Paypal, Venmo, CashApp, ect.*) for fundraisers
Submitted by Dr. Tony Gasper | Page 5
- C. Board policy review - 5118.00 – Residency/ Registration
Submitted by Dr. Tony Gasper | Page 6
- D. Review and discuss audit results from CABE
Submitted by Ms. Barbara Marino | Page 14
- E. Board policy review – 5131.911 – Safe School Climate
Submitted by Ms. Keira Soler | Page 38
- F. Review proposed policy P6115.3 – Flag (Display)
Submitted by Ms. Barbara Marino | Page 58

3. Closing and Adjournment

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



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

New Britain Board of Education | Policy Committee Regular Meeting

March 18, 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 and Policy Chair, 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. Amy Anderson, Ms. Kristie Bourdoulous, Ms. Lara Bohlke, Ms. Erin Eatmon, Ms. Aja Edwards, Dr. Anthony Gasper, Ms. Maryellen Manning, Ms. Silvia Mayo-Molina, Mr. Jeff Prokop#, Mr. Tyrone Richardson, Dr. Nicole Sanders, Ms. Lillie Stuart, Ms. Terry Turcotte, and Ms. Ivelise Velasquez

2. New Business

- A. Review and approve minutes from Policy Committee meeting on February 20, 2024
Submitted by Ms. Aja Edwards

Mr. Kane motioned to approve minutes from Policy Committee meeting on February 20, 2024, seconded by Ms. Reyes.
Motion carried.

- B. Review board policy P6115.3 – Flag (Display)
Submitted by Mr. Joseph Listro

Superintendent Gasper recommended to the board, in order to keep flag inquiries at Board level rather than designating the responsibility of what can be displayed in schools to the Superintendent, requests should be made 90 days in advance to allow the Board members time to convene.

Board President Joe Listro requested that once the policy has been approved by the Board, the DEI Advisory Council review it for further insight.

The policy committee recommended to add this item to the regular agenda for the upcoming meeting in April.

3. Closing and Adjournment

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

Ms. Reyes motioned to adjourn at 6:16pm, seconded by Mr. Kane. Motion carried.



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Tony Gasper () for approval at the Regular Board Meeting on May 6, 2024.
Senior Leadership Sponsor: Tony Gasper Staff Presenter: Tony Gasper

Type of Memorandum

Board Policy Review

Background and Purpose/Rationale

N/A

Discussion of possible policy on electronic payment apps (PayPal, Venmo, CashApp, etc.) for fundraisers, events, etc

Shipman & Goodwin will be present to aid in this discussion. Fundraisers and events (such as retirement parties) are asked to be promoted and include links to personal payment apps. BOE policy is warranted.

Financial Information

N/A

Committee Review

To be reviewed by the Policy Committee on April 22, 2024



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Tony Gasper () for approval at the Regular Board Meeting on May 6, 2024.
Senior Leadership Sponsor: Tony Gasper Staff Presenter: Tony Gasper

Type of Memorandum

Board Policy Review

Background and Purpose/Rationale

5118.00

Review policy allowing non-resident parents to request that their child attend CSDNB
Shipman & Goodwin attorney will be present. Request from staff member. Need for greater detail.

Financial Information

N/A

Committee Review

To be reviewed by the Policy Committee on April 22, 2024

[5118.00-Residency-Registration - Anthony Gasper.pdf](#)



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement **5118.00 - Residency/Registration** Approved on December 7, 2015

All parents and guardians who have the care of children shall instruct them or cause them to be instructed in those courses required by law and taught in the public schools. Parents or guardians having control of a student five years of age and over and under sixteen years of age shall cause such student to attend a public day school regularly unless the parents or guardians having control of such student is able to show that the student is elsewhere receiving equivalent instruction in the studies taught in the public schools; provided that the parents or guardians having control of a student five years of age shall have the option of not sending the student to school until the student is six years of age and the parents or guardians of a student six years of age shall have the option of not sending the student to school until the student is seven years of age. Such parents or guardians having control shall exercise this option by personally appearing at the school district office and signing an option form; the school district shall provide that parents or guardians with information on the educational opportunities available within the school system.

Connecticut General Statutes Section 10-186 directs the Board of Education to provide education for all persons residing in New Britain who are five years of age and older and under twenty-one years of age and who have not graduated from a high school or vocational school. The Board is not required in certain circumstances to provide educational services for children who have been expelled.

Connecticut General Statutes Section 10-76d (b)(2) and federal law requires special education to be provided for children who have not attained school age but have reached the age of 2.8 years by September 1, or three years of age prior to the following September and who have been identified as being in need of special education and whose educational potential will be irreparably diminished without special education.

The school district shall not provide education for any child whose legal residence is another town, state, commonwealth or country. The parents or guardians of a non-resident student may request admission to the New Britain Public Schools in writing. A written request with a statement of the reasons for the request shall be signed by the parent or guardian of the student, or by the student if of legal age, and forwarded to the Chief Operations Office. If admission is granted into New Britain Public schools to a non-residential student, the Board of Education shall inform the parents or guardians of the established tuition rate for the academic year(s) of attendance.

School assignments are made based on the residential address of the parents or guardians and the neighborhood school attendance zones as identified by the school district.

Parents or guardians of students age three years and older, who are residents or in a doubled-up classification within the City of New Britain, must register their children at Central Registration regardless if the student attends

a vocational school, magnet school, participates in the Choice Program, or attends a school within this district. Parents or guardians will bring the required documentation to Central Registration which is located at 183 Steele Street, in the back of Slade Middle School.

Please refer to the administrative procedures for this policy for more detailed information on admission to the Consolidated School District of New Britain, the registration process and residency requirements.

Legal References/Citations

- Conn. Gen. Stat. 10-76d(b)(2) and Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
- Conn. Gen. Stat. 10-15c Conn. Gen. Stat. 10-76a to 10-76h Special Education
- Conn. Gen. Stat. 10-184 Duties of Parents amended
- Conn. Gen. Stat. 10-186 Duties of Local and Regional Boards of Education
- Conn. Gen. Stat. 10-233a to 10-233c Suspension of Pupils
- Conn. Gen. Stat. 10-233d Student Discipline/Expulsion
- Public Act No. 87-179 School Accommodations
- Connecticut State Plan, revised August 1991
- Stewart B. McKinney Homeless Assistance Act.
- Subtitle VII-B (Sections 721-722) as amended November 29, 1990
- Objective 1 & 7: Current Status Regulations
- Objective 6:6:3 Residency Requirements



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Administrative Procedure **5118.00 - Residency/Registration** Approved on December 7, 2015

The Assistant Superintendent for Business and Operations or his designee shall receive and act upon the application in accordance with the above policy. Any questioned application shall be reviewed and resolved by the Superintendent of Schools with appeal to the Board of Education.

I. General Considerations

- A. A permanent resident shall be defined as one who resided in New Britain and who has an intention to remain with the District. Therefore, a student who would be residing in New Britain for a short period of time would not be considered a permanent resident. Final determination regarding residency will be made by the Superintendent of Schools or designee.
- B. Once the appropriate documentation has been completed (see registration), children residing with relatives or non-relatives when it is the intention of all concerned that such residence is to be permanent and provided without pay and not for the purpose of obtaining school accommodation, shall be entitled to all free school privileges accorded to resident children in the school where they reside.
- C. The school district is not required to provide education for any child whose legal residence is another town, state or country provided that a child residing in a dwelling located in both New Britain and another town shall be considered to be a resident of New Britain and may attend the District's schools.
- D. When the student in question is an emancipated minor, he/she may be requested to complete all forms and provide all necessary information.
- E. When a non-special education student is placed by a state agency in a foster home or other placement in New Britain, educational services will be provided. The Director of Pupil Services will be notified by the state agency and a copy of that notification will be forwarded to the school the student will attend. However, the nexus town shall be responsible for the cost of such educational services, unless otherwise provided by law.
- F. If a regular education student is placed by the Department of Children and Families (DCF) in foster placement in New Britain and at any time requires referral to special education, the nexus town (community responsible for the child, usually being the town in which the parent/guardian reside) shall be notified.
- G. Note: if any outside agency makes a placement of a special education student in New Britain, and the legal guardian(s) live in another community, the community is responsible for determining the program, the

cost of the program, and shall convene the PPT to determine the appropriate program for the student. The school district may cooperate with the responsible school district space is available and all other factors are acceptable.

- H. A situation may arise where a student is in the last quarter of a given school year, or is a senior at the high school and has attended New Britain High School since grade 9, and a request is made for the student to finish the year in New Britain even though the student has moved to another community. The Assistant Superintendent for Instruction may approve the request of the parent agrees to provide transportation to and from school and the student's continuation in the school is recommended by the school administration.
- I. If any child or emancipated youth is denied accommodations by the school district on the basis of residency, he/she may request a hearing by the Board of Education. The parent, guardian, child, or emancipated youth shall have the burden of establishing residency. At the time the parent, guardian or child, if emancipated, is informed of the school district's intention to deny accommodation, such individual shall also be informed of the school district's intention to deny accommodation, such individual shall also be informed of his/her right to a hearing before the Board of Education. The decision of the Board of Education may be appealed to the Stated Board of Education's impartial hearing board. If, at the time the child is denied accommodation on the basis of residency, the child is enrolled in the school district, the child may continue in attendance, upon request, pending the hearing decision.

II. Eligibility

When an issue arises concerning eligibility of a student to receive educational programming in New Britain due to issues concerning residency, the following administrative procedure should be followed:

- A. Inquire of the parent/guardian, the child if emancipated, or the person with whom the child is residing if the request is being made for the sole purpose of obtaining an education in New Britain. If the answer is in the affirmative, the request is to be immediately denied and the individual advised of his/her rights.
- B. Inquire of the parent/guardian, the child if emancipated, or the person with whom the child is residing if the request for enrollment is due to temporary residency. If the answer is affirmative, the request is to be immediately denied and the individual will be advised of his/her rights.
- C. Inquire of the parent/guardian, the child if emancipated, or the person with whom the child is residing if the parent or legal guardian is providing payment for the support of the child to the family where the student will be residing. If the answer is yes, the request is to be immediately denied and the individual will be advised of his/her rights.
- D. If a response is provided which indicates other factors are the cause of the request for education in the district schools, the residence certifications for enrollment (affidavit of parent and affidavit of in loco parentis) are to be given to the individual (parent, guardian, child if emancipated, or the person with who, the child is residing) making the request. The student in question will be enrolled when the residence certification for enrollment has been properly completed and submitted to the building administrator. All other records, such as medical and educational records, must also be in place prior to enrollment.
- E. If, during the course of the student's enrollment there is a reason to believe or suspect that the current affidavit of compliance with the District residency requirement is no longer accurate, written notification of such evidence will be submitted to the Superintendent of Schools or designee for further study and possible action. The District may request further documentation to support or prove the student's

residence. The person with whom the child is residing shall be notified of the possible actions and, if disenrolled, informed of their right to appeal. The student shall be allowed to remain in the District until the local and/or State hearing process have been concluded under Conn. Gen. Stat. §10-186.

III. General Considerations

The Superintendent of Schools is authorized to accept non-resident students on a differentiated tuition basis for attendance in the New Britain elementary and secondary schools annually. Tuition fees will be set by the Superintendent and provided to the Board of Education. Admissions are dependent on space available and must not require additional staff. The Superintendent shall be responsible for determining the school assignment of tuition students. Such admissions must be reviewed by the Superintendent annually. It is the intent of the District to maintain continuity in enrollment for those students whenever possible, subject to the conditions listed above. Parents are responsible for the transportation of students attending school as tuition students.

IV. Hearing Process

An adjudicative review embodying due process of law is available to any parent, guardian, emancipated minor, pupil eighteen years of age or older, or an agent or officer charged with the enforcement of the laws concerning attendance at school in the event a pupil is denied school accommodations, including a denial based on an issue of residency. The parent whose child is denied school accommodations may initiate a review in the form of a hearing before the New Britain Board of Education. A hearing must be held within 10 days of the request for a hearing. The Board of Education must render a decision within 10 days after the conclusion of the hearing. If the parent is aggrieved by the decision of the New Britain Board of Education, then an appeal may be filed with the State Board of Education. The entire appellate process including the conduct of a hearing, and the rendering of a decision, must be completed within forty-five (45) calendar days unless otherwise provided through an extension of time.

V. Registration

A. Elementary and Middle School Registration

- a. Determine new address (verify district school child should be attending)
- b. Determine where student previously resided and/or where he/she is coming from (have parent/guardian sign release of records form if needed or necessary)
- c. Determine whether child has previously attended district schools
- d. Determine if child is mono-lingual, bi-lingual, English or foreign speaking
- e. Determine who child lives with
- f. Proof of age required (birth certificate) (copy for file)
- g. Immunization record completed (checked by district physician or school nurse)
- h. Physical examination (Middle School)
- i. Residency documentation
 - i. Bill of sale
 - ii. Rental agreement

- j. Utility bill (with date)
- k. Forms for Parent/Guardian to Complete
 - i. 064-2114-1 Student Census
 - ii. State of CT – Health Assessment Record (blue form to be completed by parent & physician)
 - iii. District Free/Reduced Lunch Waiver application
- l. Forms/Information to be provided to parent/guardian by district school
 - i. Board of Education/school policies on attendance/discipline
 - ii. Provide District calendar, school time schedule
 - iii. Classroom assignment
 - iv. Bus route number (if qualified and available)
- m. Other school office procedures
 - i. Assign identification number and enter data into District computer
 - ii. Notify lunch/cafeteria personnel
 - iii. Type student record
 - iv. Notify teacher

B. High School Registration

Please note: It is the responsibility of the registering student (and parent) to produce, at registration time, a copy of the registering student's:

- a. Transcript – this must include a complete record of high school courses taken to date and credits earned beginning with grade 9. Students entering grade 9 for the first time must present written proof of completion of grade 8.
- b. Health record – registering student must present a complete health record with proof of immunizations. This is required by State law. All incoming health records must be reviewed by the school physician/school nurse before students are allowed to attend school.
- c. Residency documentation
 - i. Bill of sale
 - ii. Rental agreement
 - iii. Utility bill (with date)
- d. Language assessment – citizenship status, check with ESL/bilingual office.
- e. New Britain Board of Education census form completed.
- f. Elective blank – to be filled out by the registering student with appropriate course numbers and course names listed. A minimum of 5.5 academic credits must be taken for each academic year.
- g. Note: Schedule subject to change based upon verification of incoming record.

VI. Transfer of Student Records

- A. Whenever a student transfers to another Connecticut public school district, the following student records shall be forwarded upon written notification of the student's enrollment from the other district
 - a. The student's Mandatory Permanent Student Record or a copy thereof. The original or a copy shall be retained by this district.
 - b. The student's entire mandatory interim student record.
- B. The student's records shall be transferred to the new school district no later than ten (10) days after receipt of such notification.
- C. Whenever a student transfers to a new school district in another state or to a private school, the district shall transfer the student's mandatory permanent student record upon receipt of a written request.
- D. Permitted student records may be forwarded.
- E. Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or the student's parent or guardian.
- F. All student records shall be updated prior to transfer.
- G. Parent notification
 - a. If a student's parent/guardian did not give authorization for the transfer of such records, the District shall send notification of the transfer to the parent/guardian at the same time it transfers the records.
 - b. If the transfer is within-state transfer, the receiving school shall notify the parents of the record transfer.
 - c. If the student transfers out-of state, the custodian of student records shall notify the parents or guardian at their last known address of the rights accorded them. (34 C.F.R. 99.34 disclosure to other agencies or institutions)
 - d. The notification shall include a statement of the parent's or guardian's right to review, challenge, and receive a copy of the student record, if desired.



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Tony Gasper () for approval at the Regular Board Meeting on May 6, 2024.
Senior Leadership Sponsor: Tony Gasper Staff Presenter: Tony Gasper

Type of Memorandum

Board Policy Review

Background and Purpose/Rationale

N/A.

Review the report from CAFE policy audit
Begin process of addressing mandated and recommended policies that are absent or in need of review.

Financial Information

N/A

Committee Review

To be reviewed by the Policy Committee on April 22, 2024

[CAFE Policy Audit - 2024 - Anthony Gasper.pdf](#)

CONNECTICUT ASSOCIATION OF BOARDS OF EDUCATION
81 Wolcott Hill Road, Wethersfield CT 06109
(860) 571-7446 – Fax (860) 571-7452

Policy Audit Report



NEW BRITAIN PUBLIC SCHOOLS

March 28, 2024

prepared by:
Paul C. Gagliarducci, Ed.D.
*Acting Staff Associate
for Policy Service*

CABE POLICY AUDIT REVIEW

for the
**Consolidated School
District of New Britain
New Britain, CT**

March 28, 2024

The CABE Policy Service is pleased to present this Audit Report for the Consolidated School District of New Britain Connecticut Board of Education policy manual. The Report represents a review of all existing policies, administrative regulations and Board of Education bylaws contained in the current policy manual. Our objectives are to determine the following:

- a) Review existing policies to determine appropriateness for successful organizational operations;
- b) Review policies that should be modified and/or replaced; and
- c) Identify mandated policies that are missing and/or identified as needed due to the ever changing educational environment.

The attached charts indicate, using CABE's codification numbers cross-referenced to your district's codification numbers and policy titles, where your policy has met or falls short of a sufficient standard. An audit of a district's policy manual usually includes an analysis of any administrative regulations (referred to in New Britain as Administrative Procedures), which are a part of the current manual. Administrative regulations were a part of the District's current manual and were included in this audit review. The attached charts indicate for each policy in the current manual whether the policy as written is "appropriate as written" or whether revision or replacement is recommended.

As stated on its website, the New Britain schools are proud of its accomplishments and achievements. The district's goal simply states:

In partnership with family and community, the Consolidated School District of New Britain works to provide the best personalized and comprehensive whole-child education at every level so students will be prepared for, and positively contribute to a profoundly different future. The Consolidated School District of New Britain strives to pursue excellence one student at a time.

The district's policy manual is missing a number of mandated and suggested policies in policy categories important and relevant to maintaining a thorough policy manual. This may be a result of many of these policy objectives being covered in the student handbook, City of New Britain charter, or collective bargaining agreements. This is not unusual but it remains important to develop policies approved by the Board of Education even though this would seem redundant to some. Therefore, CABE recommends that the District review these policies and consider drafting policies that conform to standards and then adding them to your policy manual. This will ensure the Superintendent and other Central Office personnel, whose job it is to implement policy, have a less cumbersome and confusing task. Importantly, established policies not only assist the district's administration but also provide legal protection to the Board of Education. Today's society has become extremely litigious and parents and community members are not shy in expressing their views. A clear and complete policy manual helps the Board of Education and Administration respond to concerns and criticism.

The CABE chart indicates the status of a policy as reviewed. The comment, "appropriate as written," specifies that the policy fulfills current statutory language and/or is in compliance with judicial action. However, the term, "appropriate as written," should not be viewed as implying this is the "best" wording or necessarily the best and/or only position on the specific policy topic. Only a process involving the complete review of the existing manual or electing to review specified policies will determine whether the District would want to alter its currently stated policy position and statement on a given policy issue. In short, a policy audit represents the initial step in a complete review of all district policies.

In some instances, while the policy was judged to be “appropriate as written,” it may have also been recommended that the policy be “reviewed or updated” for possible modification. The term, “appropriate as written,” means that as written, the current policy provides sufficient direction and reflects the Board’s current philosophy on the topic. If CABE is contracted to work with the New Britain Board of Education in the total or partial revision of this existing manual, other sample policies, bylaws and/or administrative regulations would be given to provide a basis for comparison and for consideration of new policy language and direction. However, as CABE members, the Board at any time could request additional policy models to consider comparing to the existing policy language.

A key issue to consider regarding policy statements pertains to the amount of content or detail contained within. By law, only a Board can adopt policy; the broadness, meaning the succinctness of policy statements, is reserved to the Board’s judgment. A broad policy statement, for example, succinctly stated, gives the Superintendent considerable discretion in its execution, while a detailed lengthy statement gives less. If a policy is too narrowly stated, it may not appropriately address the needs of the organization. If too broad or vague, the Board may be neglecting its legal responsibility for governance. Therefore, Board policy should contain sufficient content to reflect the Board’s views or philosophy on a given topic and to clearly provide direction to the Superintendent, administrative staff, employees, the district it serves, and the many neighborhoods within the community. The goal is to achieve a balance. Other factors impacting the detail contained within policy include the amount of discretion allowed by law, the clarity of the issue, community sensitivity to the issue and the amount of support the administrator may need. This can vary, depending on the policy topic, or at times, conditions within the local district. Moreover, recent legislative action, on the state and federal level, has exhibited a continuing trend for more detailed, prescriptive policies to comply with the requirements of the new legislation. CABE sees this trend continuing.

Policies may also be related to articles or conditions found in a collective bargaining agreement between a school board and an employee group. For example as previously stated, CABE believes that collective bargaining language should not replace policy but the two, policy and contract language, can exist in a mutual and complimentary fashion. The majority of the current policies and bylaws were judged to be “appropriate as written” within the meaning of the phrase as described above. This will be expanded upon in this report. CABE recommends that policies with a ten (10) year approval date be reviewed as a matter of practice. For this audit, however, CABE identified polices approved within a 15 year window or 2009 or before. Again, in today’s litigious society and with public pressure often creating concern toward school districts across the country, CABE recommends that the New Britain Board of Education review these policies and note that they have been reviewed and approved on/at a more current date.

Changes in federal and state legislation, judicial decisions, or positions that are not in compliance with current recommended policy directions or fully compliant with the current statutory language are reasons for a comprehensive review. For example, the recent pandemic, changes in social norms, and the impact of the cannabis industry have created much change regarding laws and policies within our public schools. It cannot be understated then, that the New Britain Board, as with other Connecticut school districts, needs to review its entire policy manual to ensure compliance not only to statutes but to societal trends. We have seen policies/statutes change rapidly in the past five years. We believe this trend will continue which will force school districts to be more diligent regarding modifying policies.

SUMMARY OF ANALYSIS

1. Overall many policies are written clearly and meet their intended purposes. Our review indicates that sixty-one percent (61%) of the policies were deemed to be appropriate (81 of 145).
2. We believe however that there are some series where the District needs to determine if the number of policies are sufficient. Specifically, the following series: 3000-Business and Non-Instructional Operations, 4000-Personnel, 5000-Students, 6000-Instruction and 9000-Bylaws.

SUMMARY OF ANALYSIS (continued)

3. There are several policies that require updating or review. Policies written fifteen (15) years or more years ago may still be appropriate, for example, but a review is recommended. A review of this type does not require substantial time but merely a brief examination to determine if a policy, older than fifteen years, meets today's standard. Of the 145 policies in the manual, twenty-one percent (21%) were found to have been approved on or before 2009.
4. The current manual attempts to address what is considered an appropriate number of policy areas believed necessary to provide sufficient direction for administrative decision-making and action based on Board policy direction. However, it's advisable the manual include additional policies in various series of the manual to ensure that the District can conduct successful operational practices. Since both state and federal legislative bodies are consistently changing statutes, Boards of Education must stay current with mandates. For the size and complexity of the Consolidated Schools of New Britain, there are a significant number of mandated policies missing. Twenty-five (25) policies that are mandated by the state or federal government need to be added to the manual. CABA also recommends an additional number of policies, one hundred-six (106) that cover important topics be reviewed and considered to determine if they would benefit your manual.
5. This summary reflects the recommendations and concerns CABA has for the district:
 - a. Missing mandates: 25
 - b. Missing recommended: 106
 - c. Policies dated 2004: 28

Overall Summary, Conclusions and Recommendations:

Summary:

1. Series 0000: Mission-Goals-Objectives

- a. This Series has one (1) missing mandated policy and consider adding four (4) additional policies. No policies are dated beyond 2009.
 - i. Mandated policies missing: 1
 - ii. Recommended policies: 4
 - iii. Dated policies: 0

2. Series 1000: Community Relations

- a. This Series has no missing mandated policies. However CABA recommends adding eight (8) suggested policies and review one (1) policy dated beyond 2009.
 - i. Mandated policies missing: 0
 - ii. Recommended policies: 8
 - iii. Dated policies: 1

3. Series 2000: Administration

- a. This Series has no missing mandated policies. CABA recommends consider adding 7 additional policies. There are no policies that are dated beyond 2009.

Note: *Within the CABA policy manual guidelines there can be upwards to 45 policies in this series. We do not recommend strict adherence to the CABA guidelines, however this important series lacks a sufficient number of policies that cover the important roles and responsibilities for administrators. It is good practice to include these in a policy manual.*

- i. Mandated policies missing: 0
- ii. Recommended policies: 7
- iii. Dated policies: 0

Overall Summary, Conclusions and Recommendations:

Summary: (continued)

4. Series 3000: Business/Non-Instructional Operations

- a. Many operational issues are not covered in the New Britain policy manual. CABE has identified a number of policies for consideration. This section of a policy manual is crucial, as it protects the integrity of the business department and fund management. In addition, non-instructional issues that deal with matters involving district liabilities should be covered to protect the district from claims.

- i. Mandated policies missing: 3**
- ii. Recommended policies: 17**
- iii. Dated policies: 5**

5. Series 4000: Personnel

- a. There are five (5) mandated policies missing in this important section that addresses many personnel needs. CABE is recommending a review of nine (9) suggested policies.

- i. Mandated policies missing: 5**
- ii. Recommended policies: 9**
- iii. Dated policies: 1**

6. Series 5000: Students

- a. Policies relating to students are ever-changing. This is especially true since the pandemic, changes to our social systems, and changes within public policy. CABE has identified six (6) missing mandated policies and sixteen (16) policies for possible inclusion. With the increasing controversies related to political and social issues impacting schools, it is imperative that districts conduct reviews of their student policies often. Inadequate or old policies may leave a district vulnerable for potential legal problems.

- i. Mandated policies missing: 6**
- ii. Recommended policies: 16**
- iii. Dated policies: 8**

7. Series 6000: Instruction Elementary and Secondary

- a. Instruction is also an area of operations that requires regular review. The New Britain policy manual is missing eleven (11) mandated policies. CABE is also strongly recommending a review of twenty-three (23) “good practice” policies for your review. There are eight (8) dated policies that should be reviewed.

- i. Mandated policies missing: 10**
- ii. Recommend policies: 21**
- iii. Dated policies: 8**

8. Series 7000: New Construction

- a. There are no policies covering the 7000 series covering new construction. CABE’s assumption is that the City ordinances speak to any new school construction. CABE does recommend that the New Britain Board of Education include policies that will detail the Board’s role and the Superintendent’s role in presenting the need for new projects or possible expansion or renovation. The Board and Central Office should play a major role in this construction process.

- i. Mandated policies missing: 0**
- ii. Recommend policies: 5**
- iii. Dated policies: 0**

9. Series 9000: Governance and Administration

- a. Mandated policies covering Governance and Administration found in statute guide the roles and responsibilities of local school boards. CABE recommends a review of twenty (20) suggested policies and a review of the five (5) dated policies.

i. Mandated policies missing:	0
ii. Recommend policies:	19
iii. Dated policies:	5

Conclusions:

1. One hundred forty-five (145) policies and administrative regulations were reviewed. This is a smaller number of policies than similar districts or even smaller districts. CABE recommends a review of this audit to determine specific gaps in policy coverage.
2. The current manual lacks twenty-five (25) mandated policy topics and one hundred six (106) policy areas that are recommended by CABE for possible inclusion in the manual. The missing mandated policies needs to be addressed immediately by the Board of Education and Administration.
3. The current manual is codified using CABE's nationally based numerical system for the most part. It is appropriately divided into the major sections or series which correspond to the major series contained within the CABE codification. Some policies are not codified correctly or are placed in the wrong series. This is not viewed as a major problem but should be considered if the manual is reviewed.
4. All policies are appropriately titled and their placements, with some exceptions, are in the proper topical settings or series of the existing policy manual.
5. The great majority of the policies in the manual have listed a specific adoption date. The adoption date reflects the date formal Board action was taken and recorded in the minutes as such, giving the policies legal status. In many cases, however, the dates exceed a standard ten-year review period. As previously stated, using a 15-year approval period, twenty-one percent (21%) of the district's policy have an approval date at or more than fifteen years (15).
6. Additional policies need to be added to the 7000 Series (School Construction) and 9000 series (Board of Education Bylaws). As previously stated, it the Board functions under policies in a municipal charter, CABE believes it is important to have corresponding policies in the Board's manual.
7. There are instances where a policy can be appropriate for two different series. This occurs primarily in the 4000 and 5000 series. CABE suggests that the Board consider dual codification for appropriate policies.

RECOMMENDATIONS:

1. As per the agreement for this Policy Audit Service, this report provides a summary detailing the existing policies which should be kept, those that should be modified or replaced and the identification of policy areas which are mandated and/or recommended but are lacking in the existing manual. Sample policy language for consideration is not provided as part of this contracted audit service.
2. As previously mentioned in this audit report, the majority of policies contained in the existing manual are considered appropriate as written. The major issues requiring correction according to this reviewer are:
 - a. Mandated policies (25) which are lacking and need to be added to the manual.
 - b. Consideration for possible inclusion in the existing manual of those identified policies considered "good practice" recommended policies by CABE are one hundred-ten (106).

3. Also indicated in the policy review is the fact that several policies contain an approval date either at or prior to 2009. While these policies may still be appropriate, we strongly recommend that the Board and the Superintendent review these policies, make modifications or indicate in your policy manual that a review was conducted.
4. The Board should select a time period for a full policy review. CABE recommends a five-year cycle to ensure compliance and relevance. However, if new policies are mandated or determined that there is a need to add a policy, this should occur on an as needed basis.

SPECIFIC COMMENTS:

Series 1000- Community Relations

- **Recommend adding good practice policies to this section.**

Series 2000- Administration

- **This series needs attention. While only suggesting 7 “good practice” additions, CABE’s policy manual has 45 policies for Administration. Policies regarding roles, responsibilities of administrator (job descriptions) should be included although possibly mentioned in a collective bargaining agreement or employee handbook.**

Series 3000- Business and Non-Instructional Operations

- **This series also reflected many suggested dated policies that CABE feels is necessary to fulfill the district’s obligation. CABE notes this issue needs to be reviewed or addressed.**

Series 7000- New Construction

- **Consider adding policies to this section that illustrate the BOE’s role in the new construction process.**

Series 9000- Bylaws of the Board of Education

- **CABE believes that the 9000 series is an important component of the policy manual. We suggest that New Britain consider adding good practice policies to this section. For example, the attached chart includes twenty-plus (20+) policies that are often found in this series.**

CABE’S objective in providing this Audit Service is to assist the Board and Superintendent in determining the strength and clarity of their policies. Policies have the unique objective of guiding the daily administrative tasks of a school district. CABE believes that a policy manual should not include a policy for the sake of having a policy but only for the purpose of providing guidance that is either mandated by statute or “good practice”. In short, a policy manual should capture the essence or reflect the mores of a district and the community which it serves and contain the number of policies necessary.

CABE is prepared to discuss any aspect of this report and its recommendations and is anxious to be of further service to the New Britain Board of Education in meeting your policy needs and responsibilities. Thank you for the opportunity to provide this report.

Respectfully submitted,



Paul C. Gagliarducci, Ed. D
Staff Associate for Policy Services (Audit Division)
Connecticut Association of Boards of Education

**CABE's Policy Review of New Britain's Existing Policy Material
Series 0000 Mission, Goals, Philosophy**

<i>Policy Topic Title</i>	<i>CABE Policy Number</i>	<i>District Policy Number</i>	<i>Appropriate as Written</i>	<i>Based on a CABE Model</i>	<i>Requires Codification</i>	<i>Add &/or Update Legal Refs</i>	<i>Needs Modification</i>	<i>Dual Codify to Cover all Staff – Certified and Non-certified</i>	<i>Appropriate Adm. Reg.</i>	<i>Add &/or Update Adm. Reg.</i>	<i>Comments</i>	<i>Date Last Adopted</i>
Equal Employment Opportunity Nondiscrimination	0521	0521.00					X			X	Policy needs clarification and should identify all forms of discrimination. Human Resource Department should be referenced in the policy for employee issues.	4/6/20
Equity and Diversity	0523	0523.00	X	X								11/5/18
Multi-Cultural Education		0523.10									Blend with 0523, does not need to stand alone.	11/4/19

Mandated Policies Lacking:

1. #0200 – Goals for the Public Schools

Recommended “Good Practice” Policies Lacking:

1. #0050 – Code of Ethics
2. #0100 – Mission Statement
3. #0521.1 – Grievance Procedure for Section 504, Title IX and Title VII
4. #0521.2 – Commitment to Religious Neutrality (Prayer in the Schools)

Mandated policy numbers are bolded.

CABE's Policy Review of New Britain's Existing Policy Material

Series 1000 Community Relations

<i>Policy Topic Title</i>	<i>CABE Policy Number</i>	<i>District Policy Number</i>	<i>Appropriate as Written</i>	<i>Based on a CABE Model</i>	<i>Requires Codification</i>	<i>Add &/or Update Legal Refs</i>	<i>Needs Modification</i>	<i>Dual Codify to Cover all Staff – Certified and Non-certified</i>	<i>Appropriate Adm. Reg.</i>	<i>Add &/or update Adm. Reg.</i>	<i>Comments</i>	<i>Date Last Adopted</i>
Parent/Family Involvement	1110.1	1110.10	X						X		Policy includes parent councils. Many districts choose to include a separate policy, #1110.3 for Parent Councils.	11/19/18
Automated Calls/Text Messages (Auto-Notification System Robocalls)	1110.4	1110.4	X	X								4/5/21
Public Participation at Board of Education Meetings	1120	1120.00				X	X			X	Consider specific procedure related to public speakers in policy.	4/10/06
Visiting, Loitering or Causing a Disturbance at the Workplace	1250	1250.00	X						X			10/2/23
Visits to the School – Administrative Procedures	1250	1250.10									Regulations for policy 1250 does not require Board of Education approval.	10/2/23
Advertising and Promotion	1325	1325.00					X			X	Adopted in 2013. Requires review with consideration of new technologies.	4/8/13
Free Admission for Honored or Wounded Veterans		1351.00	X									8/17/92

Mandated Policies Lacking:

None

Recommended “Good Practice” Policies for Consideration:

1. #1110.3 - School Governance Councils
2. #1112.5 – Media Access to Students
3. #1140 – Distribution of Materials by Students
4. #1312 – Public Complaints
5. #1314/1324 – Soliciting Funds by Students
6. #1330 – Use of School Facilities
7. #1411 – Relations with Law Enforcement
8. #1700 – Otherwise Lawful Possession of Firearms

**CABE's Policy Review of New Britain's Existing Policy Material
Series 2000 Administration**

<i>Policy Topic Title</i>	<i>CABE Policy Number</i>	<i>District Policy Number</i>	<i>Appropriate as Written</i>	<i>Based on a CABE Model</i>	<i>Requires Codification</i>	<i>Add &/or Update Legal Refs</i>	<i>Needs Modification</i>	<i>Dual Codify to Cover all Staff – Certified and Non-certified</i>	<i>Appropriate Adm. Reg.</i>	<i>Add &/or update Adm. Reg.</i>	<i>Comments</i>	<i>Date Last Adopted</i>
Assignment and Organization of Personnel		2120.00	X									7/1/14
Board Communication		2121.10									Consider this policy to be recodified as a bylaw for the board of education for easier reference. May wish to consider using policy language referenced in the "Increasing Educator Diversity Plan". CABE model policy #4111.3.	2/7/22
Recommendations for Administrative Positions	2151	2151.00	X									4/6/20

Mandated Policies Lacking:

None

Recommended "Good Practice" Policies for Consideration:

1. #2000.1 – Board- Superintendent Relationship
2. #2112 – Professional Development
3. #2131 – Job Description of Superintendent of Schools
4. #2140.1 Superintendent Succession
5. #2210 – Administrative Leeway in Absence of Board Policy
6. #2300 – Code of Ethics
7. #2400 – Evaluation of Administrators and Administration

**CABE's Policy Review of New Britain's Existing Policy Material
Series 3000 Business/Non-Instructional Operations**

<i>Policy Topic Title</i>	<i>CABE Policy Number</i>	<i>District Policy Number</i>	<i>Appropriate as Written</i>	<i>Based on a CABE Model</i>	<i>Requires Codification</i>	<i>Add &/or Update Legal Refs</i>	<i>Needs Modification</i>	<i>Dual Codify to Cover all Staff – Certified and Non-certified</i>	<i>Appropriate Adm. Reg.</i>	<i>Add &/or update Adm. Reg.</i>	<i>Comments</i>	<i>Date Last Adopted</i>
Transfer of Funds between Categories; Amendments	3160	3160.00	X	X								7/9/07
Tuition Rates	3240	3240.00				X	X				Expand to include more topics/circumstances. Should include non-resident opportunities.	11/22/11
Parent Sponsored Fund-Raising Activities		3280.00									Needs to cover all fundraising issues.	6/6/16
Raffles, Bazaars, etc.		3280.10	X									6/5/23
Crowdfunding	3281.2	3281.00	X									11/19/18
Contract Approvals		3320.00	X									6/5/23
Bids, Quotations and Purchase Orders	3324	3324.00					X				Reads like an administrative regulation/procedure. Policies that read like an administrative regulation would benefit from a broader, more aspirational Board policy and review of the regulatory language by administration.	6/1/20
Ordering Goods & Services, Purchase Orders and Contracts	3326	3324.50					X				Rewrite.	3/2/09
Financial Reporting and Transparency	3430	3432.00					X					5/16/16
Self-Insurance Fund, Fund Policy		3432.10	X									3/8/21
Inventory of Fixed Asset	3440	3440.00					X				May wish to reconsider a fixed asset value. Current value of \$10,000 seems above the norm for this policy.	5/17/10
Student Activity Fund	3453	3453.01	X									5/1/95
Music Instruction Rental		3453.05	X								Consider a rewrite. Currently reads like a regulation/procedure. Policies that read like a n administrative regulation would benefit from a broader, more aspirational Board policy and review of the regulatory language by administration.	12/18/17
Energy Management and Conservation	3513.1	3513.10	X						X			10/3/11
Community Use of School Facilities	3515	3515.00	X						X			8/10/15
Naming an Area Within or on School Property	7551	3515.10										10/8/19
Sex Offender Notification	3516.4	3516.40	X			X					Review due to age of policy and new legal requirements.	11/2/98
Pesticide Application	3524.1	3524.10	X			X					The administrative regulation requires updating.	5/16/11
Transportation of Pupils	3541	3541.00				X	X				Should include reference to bus drivers.	6/1/15
Food Service Personnel – Code of Conduct	3542.22	3542.22	X	X								1/3/17

**CABE's Policy Review of New Britain's Existing Policy Material
Series 3000 Business/Non-Instructional Operations**

Mandated Policies Lacking:

1. #3541.5 – Reporting of Transportation Safety Complaints
2. #3542.41 – Food Service Personnel Professional Standards
3. #3542.43 – Charging Policy Food Service

Recommended “Good Practice” Policies for Consideration:

1. #3152 – Spending Public Funds for Advocacy
2. #3160 – Budget Transfers
3. #3260 – Sale and Disposal of Books, Equipment and Supplies
4. #3280 – Gifts, Grants and Bequests
5. #3233 – Soliciting Prices/Bids
6. #3326.3 – Board of Education Credit Card
7. #3435 – Fraud Prevention and Investigation
8. #3516 – Safe and Secure School Facilities, Equipment, Grounds
9. #3516.11 – Hazardous Materials Communication
10. #3517 – Security of Building and Grounds
11. #3520.1 – Data Security in Schools
12. #3520.11 – Electronic Information Security
13. #3520.13 – Protection and Privacy/Cloud-Based Issues
14. #3524.2 – Green Cleaning Program
15. #3542.31 – Food Service – Free and Reduced Price Lunches
16. #3542.33 – Food Sales by Students and Others
17. #3543.31 – Retention of Electronic Records

**CABE's Policy Review of New Britain's Existing Policy Material
Series 4000 Personnel**

<i>Policy Topic Title</i>	<i>CABE Policy Number</i>	<i>District Policy Number</i>	<i>Appropriate as Written</i>	<i>Based on a CABE Model</i>	<i>Requires Codification</i>	<i>Add &/or Update Legal Refs</i>	<i>Needs Modification</i>	<i>Dual Codify to Cover all Staff – Certified and Non-certified</i>	<i>Appropriate Adm. Reg.</i>	<i>Add &/or update Adm. Reg.</i>	<i>Comments</i>	<i>Date Last Adopted</i>
Recruitment and Selection - Hiring of Staff	4111 4211	4111.00 4211.00				X	X		X		Requires updating to reflect additional protected classes and new legislation.	11/4/19
Affirmative Action	4111.1 4211.1	4111.1 4211.1				X	X		X		Requires updating to reflect legislation and court cases.	5/19/14
Process for Hiring Head Coaches		4111.3									Needs legal references.	4/6/20
Health Examination	4112.4 4212.4	4112.4 4212.4				X	X				Update and add legal references to ensure compliance.	5/19/14
Security/Credit Check	4112.5 4212.5	4112.5 4212.5					X				Review wording should include references to DCF and FBI Requirements.	5/19/14
Employment of Relatives	4112.8 4212.8	4112.8 4212.8	X	X		X					Review legal references. Consider reviewing to ensure consistent with current practice. Consider reviewing regulations to ensure compliance.	6/2/14
Job Accommodation and Accommodation Transfers		4114.00 4214.00	X									5/19/14
Evaluation of Personnel	4115 4215	4115.00 4215.00				X	X				May be to brief. Should be reviewed. Language requires updating to comply with new statutes. Review and update of regulations required to comply with new statutes. Review protected classes language.	5/19/14
Continuing Employment Policy for Certified Staff	4117.5	4117.5	X									5/19/14
Prohibition of Harassment (Employees)		4118.11									Review regulations to ensure Title IX compliance.	4/5/21
Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel)	4000.1 4200.1	4118.112 4218.112	X						X		Continue to monitor for Title IX compliance.	4/5/21
Personnel Conduct and Dress	4118.23 4218.23	4118.23 4218.23	X								May wish to review and update legal references such as the Crown Act.	5/19/14
Drug-Free Workplace	4118.232 4218.232	4118.231 4218.231	X						X			11/8/21
Possession of Firearms or Deadly Weapons on School Property	4118.233 4218.233	4118.233 4218.233	X									6/19/17
Face Masks/Coverings	4118.237 4218.237	4118.237 4218.237	X									2/24/22
Electronic Mail	4118.4 4218.4	4118.4 4218.2	X	X							CABE's model policy revised in 2004.	2/9/98
Use of Social Media	4118.51	4118.51	X									8/17/20

CABE's Policy Review of New Britain's Existing Policy Material

Series 4000 Personnel

Policy Topic Title	CABE Policy Number	District Policy Number	Appropriate as Written	Based on a CABE Model	Requirements Codification	Add &/or Update Legal Refs	Needs Modification	Dual Codify to Cover all Staff – Certified and Non-certified	Appropriate Adm. Reg.	Add &/or update Adm. Reg.	Comments	Date Last Adopted
Personal Relationships		4119.1 4219.1	X								Consider reviewing policy last updated 2014.	2/10/14
Staff Development	4131	4131.00	X	X							Review to ensure compliance with Evaluation and Support Plan.	4/6/20
Grievance/Complaints	4135.4 4235.4	4136.00 4236.00	X									4/5/21
Outside Employment	4138 4238	4138 4238	X	X					X		May wish to review and update to reference new technologies and opportunities.	5/19/14
Salary Guides	4141		These 5 policies are required if not covered in negotiated agreements (31-71f)									
Salary Checks and Deductions	4142											
Extra Pay for Work	4143											
Insurance/Health & Welfare Benefits	4144											
Retirement Compensation	4145											
Reasonable Physical Force		4148.00 4248.00	X									12/6/21
Leaves and Vacations – Uniformed Services LOA	4150	4150.00									Consider simplifying title from “Uniformed Services Leaves of Absences” to “Leaves and Vacations”. Consider adding policies that cover various leaves of absence: short-term, illness, military, family illness, etc. While these may be covered in collective bargaining agreements, it is good practice to also include in policy manual.	6/2/14
Family and Medical Leave Act	4152.6 4252.6	4152.6 4252.6	X			X			X		Update legal references, include federal and state statutes. Update to ensure compliance. Requires administrative regulations per policy.	10/28/19
Drug and Alcohol Testing for School Bus Drivers	4212.42	4212.42	X	X							Requires administrative regulations per policy.	12/5/16
Unpaid Internships		4228.00	X									12/19/16
Salaries and Working Conditions for Classified Personnel		4300.00	X									5/19/14

**CABE's Policy Review of New Britain's Existing Policy Material
Series 4000 Personnel**

Mandated Policies Lacking:

1. #4112.52 – Fingerprinting and Criminal Justice Information
2. #4113.12 – Minimum Duty-Free Lunch
3. #4115.3 – Evaluation and Employment of Coaches
4. #4117.3 – Reduction in Force
5. #4118.11 – Nondiscrimination

Recommended “Good Practice” Policies Lacking:

1. #4111.3 – Recruitment of Minority
2. #4112.6 – Access to Records
3. #4112.61 – HIPAA
4. #4117.4 – Non-Renewal
5. #4118.14 – Nondiscrimination/Disabilities
6. #4118.21 – Academic Freedom
7. #4118.24 – Staff Student Relations
8. #4118.51 – Responsible Computer Use
9. #4134 – Tutoring

**CABE's Policy Review of New Britain's Existing Policy Material
Series 5000 Students**

<i>Policy Topic Title</i>	<i>CABE Policy Number</i>	<i>District Policy Number</i>	<i>Appropriate as Written</i>	<i>Based on a CABE Model</i>	<i>Requires Codification</i>	<i>Add &/or Update Legal Refs</i>	<i>Needs Modification</i>	<i>Dual Codify to Cover all Staff – Certified and Non-certified</i>	<i>Appropriate Adm. Reg.</i>	<i>Add &/or update Adm. Reg.</i>	<i>Comments</i>	<i>Date Last Adopted</i>
Admission	5111	5111.00	X						X		Policy should be reviewed for statutory changes.	1/8/24
Protection of Undocumented Students	5111.3	5111.3	X	X								2/10/18
School Attendance	5113	5113.00	X								Policy references administrative regulations, but they did not follow the policy. Review due to age of policy.	9/17/01
Suspension/Expulsion; Student Due Process Student Discipline Code	5114 5114	5131 5131	X						X		Covered in #5131 through Administrative Regulation. Add legal references to protected classes. Districts will be required to adopt restorative practices policy.	12/6/21
School Assignment	5117	5117.00	X							X	Brief administrative procedure can be included in the general policy. Review for continued relevance.	12/7/15
Residency/Registration	5118	5118.00							X		Consider a rewrite. Initial three (3) paragraphs are redundant and covered in other policies.	12/7/15
Homeless Students	5118.1	5118.10					X				References regulations/procedures but they are missing. Statutes have changed significantly in this area.	5/2/11
Reporting to Parents/Guardians	5124	5124.00	X						X			12/7/15
Privacy Rights of Parents and Students	5125	5125.00	X						X		Approval date is thirty years old (30). Suggest a review and legal reference check. There are two policies with the same reference number. Suggest a review.	8/15/94
Video Surveillance	5131.11	5131.11	X								Legal references may be useful.	4/30/01
Vandalism	5131.5	5131.2									Add legal references.	11/17/14
Drugs and Alcohol	5131.6	5131.60	X	X							There is a statement that includes specific guidelines. This should be re-written for a Statement and separate Regulations/Procedures.	2/20/18
Safe School Climate	5131.911	5131.911					X				The Bullying Policy has been renamed to Connecticut School Climate Policy and has been revised. Revised policy is mandated.	12/19/11
School Attire	5132.1	5132.10	X									7/11/22
Students who are Pregnant, Married and/or Parents	5134	5134.00	X									4/6/20
Administering Medication	5141.21	5141.21	X			X				X	Update and review. Approval date is 1996.	6/17/96
Occupational Exposure to Bloodborne Pathogens	4147.1	5141.22	X								Belongs in the Personnel section of the manual.	5/19/14
Distribution of Contraceptive Devices		5141.211	X									6/19/17

**CABE's Policy Review of New Britain's Existing Policy Material
Series 5000 Students**

<i>Policy Topic Title</i>	<i>CABE Policy Number</i>	<i>District Policy Number</i>	<i>Appropriate as Written</i>	<i>Based on a CABE Model</i>	<i>Requires Codification</i>	<i>Add &/or Update Legal Refs</i>	<i>Needs Modification</i>	<i>Dual Codify to Cover all Staff – Certified and Non-certified</i>	<i>Appropriate Adm. Reg.</i>	<i>Add &/or update Adm. Reg.</i>	<i>Comments</i>	<i>Date Last Adopted</i>
Psychotropic Drug Use	5141.231 4118.234	5141.23	X			X					Dual codify for placement in the 4000 Series 4118.234.	12/1/01
AIDS/ARC	5141.24	5141.24				X	X				Requires a review.	5/3/93
School Health - Immunizations, Physical Exams and Tests	5141.3	5141.30	X						X		Should include recent statutes, and regulations/procedures.	5/17/10
High School Athletic Team Medical Coverage and Student Physical Examinations	5141.31	5141.31	X						X		Separate policy statement from regulations/procedures and review for statutory updates.	11/17/14
Individualized Health Care Plans	5141.32	5141.32	X			X						6/20/16
Suspected Abuse/Neglect of Students	5141.4	5141.40	X			X			X			10/7/02
Attempted Suicide and Prevention	5141.5	5141.5				X	X				Review approval date. Recently passed statutory requirement, now a mandated policy.	5/4/92
Face Masks/Coverings	5141.8	5141.8	X									2/24/22
School Resource Officers	5142.4	5145.11				X	X				Add use of body cameras. New statutory language.	6/1/09
Use of Physical Force	5144.1	5144.1	X	X						X	Needs legal reference.	3/4/19
Search and Seizure	5145.12	5145.12				X	X		(X)		Needs updating.	11/17/14
On-Campus Recruitment	5145.14	5145.14	X	X								5/3/21
Title IX	5145.44	5145.51					X		X		Review to ensure compliance with recent updates.	4/5/21
Prohibition of Harassment	5145.5	5145.50	X						X			4/5/21
Prohibition of Sex Discrimination and Sexual Harassment		5145.51	X						X		Based upon revision dates, policy regulation appear appropriate as written. Needs continued monitoring.	4/5/21
Student Complaint Form		5145.55									"Policy" 5145.55 is a student complaint form that should be included as an appendix item for a relevant policy.	11/1/10
Sexual Abuse Prevention and Education Program	5145.511	5145.511	X	X								11/5/18
Transgender and Non-Conforming Youth	5145.53	5145.53	X	X								11/5/18
Student Notice of Complaint Process	5145.6	5145.56					X				Align with Title IX.	2/25/13

Mandated Policies Lacking:

1. #5123 – Promotion and Retention of Students
2. #5125.11 – Health/Medical Records
3. #5131.7 – Weapons and Dangerous Instruments
4. #5144.2 – Use of Exclusionary Time Out
5. #5144.4 – Physical Exercise and Discipline of Students
6. #5145.6 – Grievance Procedures

Recommended “Good Practice” Policies Lacking

1. #5123.3 – Graduation Ceremonies
2. #5131.8 – Off-School Grounds Misconduct
3. #5131.81 – Use of Electronic Devices
4. #5136 - Foreign Students Attending
5. 5141.213 – Opioid Overdose Prevention
6. #5141.22 – Communicable Diseases
7. #5141.25 – Accommodating Students with Dietary Needs
8. #5141.27 – Use of AEDs
9. #5141.28 – Sudden Cardiac Arrest Prevention
10. #5141.6 – Crisis Management
11. #5141.7 – Student Sport Concussions
12. #5141.72 – Student Sports Emergency Action Plan (**only the Plan is required**)
13. #5144.3 – Discipline of Students with Disabilities
14. #5145.11 – Questioning and Apprehension by Police
15. #5145.15 – Directory Information
16. #5145.2 – Freedom of Speech/Expression

**CABE's Policy Review of New Britain's Existing Policy Material
Series 6000 Instruction**

<i>Policy Topic Title</i>	<i>CABE Policy Number</i>	<i>District Policy Number</i>	<i>Appropriate as Written</i>	<i>Based on a CABE Model</i>	<i>Requires Codification</i>	<i>Add &/or Update Legal Refs</i>	<i>Needs Modification</i>	<i>Dual Codify to Cover all Staff – Certified and Non-certified</i>	<i>Appropriate Adm. Reg.</i>	<i>Add &/or update Adm. Reg.</i>	<i>Comments</i>	<i>Date Last Adopted</i>
District Accountability Plan	6000	6000.00	X									3/19/18
Classroom 21 Checklist		6010.10	X								Consider title change to “Goals and Objectives” with “Classroom 21 Checklist” as sub-heading.	1/24/11
Fire	6114.1	6114.10	X						X		Review to ensure	9/18/00
Student Equal Education Opportunities/Nondiscrimination	6121	6121.00	X								Review administrative regulations to ensure statutory compliance.	11/1/10
Curriculum Development	6141	6141.00	X								Consider administrative regulations adding a curriculum review process.	1/4/21
English Language Learners	6141.31	6141.31	X						X		Consider adding Parents Bill of Rights.	5/9/22
Migrant Students	6141.312	6141.312	X	X								5/16/11
Access to Internet		6141.32	X						X		Review for update consideration.	4/15/02
Website Accessibility	6141.3221	6141.3221	X	X								12/3/18
Cell Phones/Electronic Communication Devices	5131.81	6141.321	X									10/2/23
Human Growth and Development/Family Life	6142.10	6142.10	X	X								5/2/16
District Wellness	6142.101	6142.101	X								Policy combines procedures as well as a policy statement. Consider a rewrite.	6/6/22
Controversial Issues	6144	6144					X				Consider a review based upon approval date of 1999.	3/1/99
Exemption from Instruction	6144.1	6144.10	X	X					X			10/4/21
Student Eligibility to Participate in Extra-Curricular Activities	6145.1	6145.1	X								Review to update language.	11/3/14
Student Representatives on the Board of Education	9160	6145.50	X								Belongs in the Bylaws Series, consider review.	5/4/15
Grade Weighting/Class Ranking	6146.1	6146.11	X								May need to be reviewed due to age of adoption.	9/13/99
Promotion/Retention	5123	6146.12			X						Policy references administrative procedures.	6/6/16
Academic Credit for Special Programs	6146.13	6146.13	X						X		Consider review based on adoption date.	11/7/94
Graduation Requirements for the Class of 2021 and 2022	6146	6146.22									Needs review for current school year. Requires greater specificity regarding requirements.	10/24/21
Diploma for WW II Veterans	6146	6146.30	X						X		Include this topic in graduation policy	2/20/11
Connecticut Seal of Biliteracy Guidelines	6146	6146.40	X								Combine this in graduation policy	10/15/18
Field Trips	6153	6153	X	X					X		Consider legal review regarding reference to use of private vehicles.	2/5/24
Homework/Make-Up Work	6154	6154	X	X					X			3/19/18

**CABE's Policy Review of New Britain's Existing Policy Material
Series 6000 Instruction**

<i>Policy Topic Title</i>	<i>CABE Policy Number</i>	<i>District Policy Number</i>	<i>Appropriate as Written</i>	<i>Based on a CABE Model</i>	<i>Requires Codification</i>	<i>Add &/or Update Legal Refs</i>	<i>Needs Modification</i>	<i>Dual Codify to Cover all Staff – Certified and Non-certified</i>	<i>Appropriate Adm. Reg.</i>	<i>Add &/or update Adm. Reg.</i>	<i>Comments</i>	<i>Date Last Adopted</i>
Individualized Education /Special Education Program	6159	6159	X								Policy contains procedures as well as statement. Consider a rewrite. Review to ensure compliance with updated statutes.	2/20/18
Materials Selection Policy for CSDNB Libraries and Media Centers	6161.1	6161.11	X			X			X		Update to meet today's needs. Procedures are relevant.	3/10/06
Districtwide Student Assessment Policy	6162.3	6162.30	X									11/8/21
School Volunteers	6162.4	6162.40	X						X		Review to ensure compliance with Federal Statutes.	11/4/19
Surveys of Students	6162.51	6162.51	X	X								5/16/11
Service Animals	6163.32	6163.32	X									1/7/19
Drug Education	6164.11	6164.11	X	X								11/4/19
Special Education	6171	6171					X				Review for compliance with statutes.	2/20/18
Pre-School Special Education	6171.2	6171.2					X				Review for compliance with statutes and protected classes.	2/20/18
Diloreto Dual Language Program		6172.121	X								Should be included with 6141.31 Bilingual/Bicultural Education	2/5/24
Title I Parent Involvement	6172.4	6172.40					X				Needs update.	3/16/98
Comparability of Services	6161.3	6172.41	X								Should be included with the Title I policy.	3/16/98
Program Evaluation	6180	6180.00					X				Consider providing greater specificity to ensure compliance district-wide.	10/20/03
Adult/Continuing Education	6200	6200.00	X									11/8/21
Remote Learning	5131.42	6300.00									Consider updating for post-COVID-19 context.	11/8/20

Mandated Policies Lacking:

1. #6115 – Ceremonies and Observances
2. #6141.323 – Internet Acceptable Use: Filtering
3. #6141.51 – Advanced Course of Programs, Eligibility Criteria for Enrollment
4. #6141.52 – Challenging Curriculum Policy
5. #6142.61 – Physical Activity
6. #6146.1 – Grading System
7. #6148 – FAFSA Completion Program
8. #6164.12 – Exemption from AIDS Instruction
9. #6172 – Program Adaptations/Alternative Education Program
10. #6172.1 – Gifted/Talented Program

Recommended “Good Practice” Policies Lacking

1. #6111 – School Calendar
2. #6114 – Emergencies and Disaster Preparedness
3. #6141.21 – Religion in the Public Schools
4. #6141.322 – Computers, Websites/Pages
5. #6141.326 – Online Social Networking
6. #6142 – Basic Instructional Program
7. #6142.103 – Trauma Informed Schools
8. #6142.104 – Social and Emotional Learning
9. #6145 – Extra Class Activities
10. #6145.3 – Publications
11. #6145.8 – Activity Funds Management
12. #6146.111 – Grade Adjustment
13. #6159 – Individualized Education/Special Education Program
14. #6160 – Instructional Resources
15. #6161 – Equipment, Books and Materials: Provision/Selection
16. #6162.6 – Use of Copying Devices
17. #6172.3 – Homeschooling Guidelines
18. #6172.6 – Virtual/Online Courses
19. #6172.81 – School-wide Pre-referral Approaches and Interventions
20. #6180.1 – Student Achievement Program
21. #6181 – Evaluation of Special Education Program

Mandated Policies Lacking:

None

Recommended "Good Practice" Policies Lacking

1. #7100 – Planning
2. #7115 – Developing Education Specifications
3. #7221 – Selection of Site
4. #7230.2 – Indoor Air Quality
5. #7551 – Naming of Facilities

**CABE's Policy Review of New Britain's Existing Policy Material
Series 9000 Bylaws of the Board**

<i>Policy Topic Title</i>	<i>CABE Bylaw Number</i>	<i>District Bylaw Number</i>	<i>Appropriate as Written</i>	<i>Based on a CABE Model</i>	<i>Requires Codification</i>	<i>Add &/or Update Legal Refs</i>	<i>Needs Modification</i>	<i>Dual Codify to Cover all Staff – Certified and Non-certified</i>	<i>Appropriate Adm. Reg.</i>	<i>Add &/or update Adm. Reg.</i>	<i>Comments</i>	<i>Date Last Adopted</i>
Board of Education Committee Meetings	9130	9130.00					X				Suggest adding roles of Officers/Committee Chairs and process for selection.	4/5/21
Board Member Attendance at Conferences	9240	9240.00					X				Consider title change and adding training of BOE members.	3/6/06
Code of Ethics	9271	9271.00	X								Appropriate but list the Code that is referenced.	3/6/06
Freedom of Information Act Compliance	9327	9320.00	X									5/2/16
Preparation of the Board Agenda	9323	9323.00	X									3/6/06
Distribution of Board Materials	9324	9323.50									Consider updating to comply with recently added statutes.	4/10/06

Mandated Bylaws Lacking:

None

Recommended Bylaws Lacking

1. #9000 – Role of Board
2. #9010 – Limits of Authority
3. #9012 – Legal Responsibilities of Boards of Education
4. #9110 – Number of Members
5. #9311 – Formulation, Adoption, Amendment of Policies
6. #9312 – Formulation, Adoption, Amendment of Bylaws
7. #9313 – Administrative Regulations (Rules)
8. #9221 – Filling Vacancies
9. #9230 – New Board Member Orientation
10. #9240 – Board Member Development
11. #9243 – Civility
12. #9250 – Remuneration
13. #9270 – Conflict of Interest
14. #9314 – Suspension of Policies, Bylaws and Regulations
15. #9321.2 – Electronic Board Meetings
16. #9325.3 – Meeting Conduct
17. #9326 – Voting Method
18. #9327 – Electronic Mail
19. #9400 – Board of Education Self-Evaluation



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Keira Soler () for approval at the Regular Board Meeting on May 6, 2024.
Senior Leadership Sponsor: Tyrone Richardson Staff Presenter: Keira Soler

Type of Memorandum

Board Policy Review

Background and Purpose/Rationale

5131.911 - Safe School Climate

The CSDNB bullying policy has been revised in accordance with recent changes in legislation. These modifications reflect our commitment to providing a safe and supportive learning environment for all students. The revisions include updated definitions of bullying behavior, clearer reporting procedures and prevention and intervention strategies. It is imperative that all staff members familiarize themselves with the updated policy and ensure its implementation across all schools. By aligning our practices with the latest legislative standards, we reaffirm our dedication to fostering a culture of respect and inclusivity within our educational community.

The CSDNB bullying policy has been revised in accordance with recent changes in legislation. The revisions include updated definitions of bullying behavior, clearer reporting procedures and prevention and intervention strategies.

Financial Information

N/A

Committee Review

To be reviewed by the Policy Committee on April 22, 2024

[5131.911-Safe-School-Climate Revised 2024 \(1\) - Keira Soler.pdf](#), [5131.911-Safe-School-Climate \(1\) 12.19.2011 Marked Up \(1\) - Keira Soler.pdf](#),
[5131.911-Safe-School-Climate \(1\) 12.19.2011 \(1\) - Keira Soler.pdf](#)



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

5131.911 - Safe School Climate

Approved on December 19, 2011

The New Britain Board of Education is committed to creating and maintaining an educational environment free from bullying, harassment and discrimination. All students have a fundamental right to attend school in a safe and orderly environment in which they can learn and be free from fear. All students and adults have a responsibility to foster a positive educational environment.

In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds: at a school-sponsored or school-related activity, function or program, whether on or off school grounds: at a school bus stop: on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" means repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same school district that:

- Causes physical or emotional harm to such student or damage to such student's property
- Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property
- Creates a hostile environment at school for such student
- Infringes on the rights of such students at school, or,
- Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic

status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the New Britain Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students make reports
2. Enable the parents or guardians of students to file written reports of suspected bullying
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report
4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section
5. Require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report
6. Include a prevention and intervention strategy for school employees to deal with bullying
7. Provide for the inclusion of language in student codes of conduct concerning bullying
8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation
9. Require each school to invite the parents or guardians of a student who commit any verified act of bullying to invite the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying
10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education

11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying
13. Direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
14. Require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct
15. prohibit bullying (A) on school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, or leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or if (iii) substantially disrupts the education process or the orderly operation of a school
16. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan
17. Require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying the Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The Administrative Procedure regarding Safe School Climate shall follow the Administrative Procedure for Policy 5131.00 - Student Discipline Code.

Legal References/Citations

Public Act 11-232, *An Act concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

5131.911 - Safe School Climate

Approved on ~~December 19, 2011~~ TBD

The New Britain Board of Education (**Board**) is committed to creating and maintaining an educational environment free from bullying, harassment and discrimination. All students have a fundamental right to attend school in a safe and orderly environment in which they can learn and be free from fear. All students and adults have a responsibility to foster a positive educational environment.

In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds: ~~at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education;~~ or through the use of an electronic device **including** ~~or an~~ electronic ~~mobile devices~~ owned, leased or used by the Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments. For the school year commencing July 1, 2025, the Board must adopt a restorative practices response policy to be implemented by school employees for incidents of challenging behavior or student conflict that are nonviolent and do not constitute a crime.

For purposes of this policy, "**Bullying**" means ~~repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same school district that:~~ ***unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.***

- ~~· Causes physical or emotional harm to such student or damage to such student's property~~
- ~~· Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property~~

- ~~–Creates a hostile environment at school for such student~~
- ~~–Infringes on the rights of such students at school, or,~~
- ~~–Substantially disrupts the education process or the orderly operation of a school.~~

~~Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.~~

~~For purposes of this policy, “Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.~~

"Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone, or other mobile electronic devices or any electronic communications.

"Teen dating violence" means any act of physical, emotional or sexual abuse, including stalking, harassing, and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

"Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

"Electronic communication" means any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system.

"School environment" means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

~~**"Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.**~~

~~**"Outside of the school setting" means at a location, activity, or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased, or used by a local or regional board of education.**~~

"School employee" means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional,

or coach employed by or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of their duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle, or high school, pursuant to a contract with the local or regional board of education.

“School community” means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

"School climate" means the quality and character of school life with a particular focus on the quality of relationships with the school community, and which is based on patterns of students', parents' and guardians' and school employees' experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures within the school community.

"School climate survey" means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

"School climate improvement plan" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

"Positive sustained school climate" is the foundation for learning and positive youth development and means:

- a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe;
- b. People who treat one another with dignity and are engaged, respected and solve problems restoratively;
- c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision;
- d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
- e. A school community that contributes to the operations of the school and the care of the physical environment.

"Emotional intelligence" means the ability to:

- a. Perceive, recognize and understand emotions in oneself and others;
- b. Use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication;
- c. Understand and identify emotions; and

d. Manage emotions in oneself or others.

"Social and emotional learning" means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

"Challenging behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

"Restorative practices" means evidence and research-based system-level practices that focus on

- a. Building high-quality, constructive relationships among the school community;**
- b. Holding each student accountable for any challenging behavior, and**
- c. Ensuring each such student has a role in repairing relationships and reintegrating into the school community.**

Consistent with the requirements under state law, the New Britain Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall:

1. Enable students **and parents or guardians** to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students make reports.

To report an incident you can

- a. Get a Bullying Incident Reporting Form from the main office; or**
- b. Scan the QR code found in the main office or district website (csdnb.org); or**
- c. Complete a form on the district website (csdnb.org) by clicking on the link.**

2. ~~Enable the parents or guardians of students to file written reports of suspected bullying~~ **Students and parents/guardians may file written reports of bullying. Written reports of bullying must be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying and the names of potential witnesses. Such reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this plan.**

3. ~~Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report~~ **Students may make anonymous reports of bullying to any school employee, but are strongly encouraged to go directly to their school counselor or a building administrator. A student may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where the student requests anonymity the Safe School Climate Specialist or their designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the**

student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of anonymous reports.

4. ~~Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section~~ **Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. This should happen no later than one school day after such school employee witnesses or receives a report of bullying. A written report should be filed no later than two school days after making such oral report.**
5. ~~Require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report~~ **Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section.**
6. ~~Include a prevention and intervention strategy for school employees to deal with bullying~~ **Require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.**
7. ~~Provide for the inclusion of language in student codes of conduct concerning bullying~~ **Include a prevention and intervention strategy for school employees to deal with bullying. Provide for the inclusion of language in student codes of conduct concerning bullying.**
8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation
9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying ~~and to invite~~ the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying
10. ~~Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education~~ **Require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in step (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying.**
11. ~~Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline~~ **Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the**

number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education.

12. ~~Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying~~ **Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline.**
13. ~~Direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;~~ **Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying.**
14. ~~Require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct~~ **Direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying.**
15. ~~prohibit bullying (A) on school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, or leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or if (iii) substantially disrupts the education process or the orderly operation of a school~~ **Require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal or designee, believes that any acts of bullying constitute criminal conduct.**
16. ~~Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan~~ **Prohibit bullying**
 - a. **On school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, or leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and**
 - b. **Outside of the school setting if such bullying**
 - i. **Creates a hostile environment at school for the student against whom such bullying was directed,**
 - ii. **Infringes on the rights of the student against whom such bullying was directed at school, or if**
 - iii. **Substantially disrupts the education process or the orderly operation of a school.**

~~17. Require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.~~
Require each school, at the beginning of each school year, to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan.

18. Require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying the Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The Administrative Procedure regarding Safe School Climate shall follow the Administrative Procedure for Policy 5131.00 - Student Discipline Code.

Prevention and Intervention Strategies

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

- 1. Implementation of a positive behavioral intervention and support process or another evidence-based model approach for a safe-school climate or for the prevention of bullying and teen dating violence (grades 7-12) identified by the Department of Education.**
- 2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.**
- 3. Adequate supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence (grades 7-12) is likely to occur.**
- 4. Inclusion of grade-appropriate education in bullying and teen dating violence (grades 7-12) and prevention curricula in kindergarten through high school.**
- 5. Individual intervention with the bully or student (and possibly parent) who commits teen dating violence, facilitated by school employees.**
- 6. Individual interventions with the student (and possibly parent) against whom the acts of bullying and teen dating violence are directed, facilitated by school employees.**
- 7. School-wide training related to a safe school climate.**
- 8. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.**

Legal References/Citations

Public Act 11-232, *An Act concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

5131.911 - Safe School Climate

Approved on [Date]

The New Britain Board of Education (Board) is committed to creating and maintaining an educational environment free from bullying, harassment and discrimination. All students have a fundamental right to attend school in a safe and orderly environment in which they can learn and be free from fear. All students and adults have a responsibility to foster a positive educational environment.

In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds or through the use of an electronic device including electronic devices owned, leased, or used by the Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments. For the school year commencing July 1, 2025, the Board must adopt a restorative practices response policy to be implemented by school employees for incidents of challenging behavior or student conflict that are nonviolent and do not constitute a crime.

For purposes of this policy, "**Bullying**" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

"**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephones, or other mobile electronic devices or any electronic communications.

"**Teen dating violence**" means any act of physical, emotional or sexual abuse, including stalking, harassing, and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

"Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

"Electronic communication" means any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system.

"School environment" means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impact the school environment.

"School employee" means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of their duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle, or high school, pursuant to a contract with the local or regional board of education.

"School community" means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

"School climate" means the quality and character of school life with a particular focus on the quality of relationships with the school community, and which is based on patterns of students', parents' and guardians' and school employees' experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures within the school community.

"School climate survey" means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

"School climate improvement plan" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

"Positive sustained school climate" is the foundation for learning and positive youth development and means

- a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe;
- b. People who treat one another with dignity and are engaged, respected and solve problems restoratively;
- c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision;
- d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
- e. A school community that contributes to the operations of the school and the care of the physical environment.

"Emotional intelligence" means the ability to

- a. Perceive, recognize and understand emotions in oneself or others;
- b. Use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication;
- c. Understand and identify emotions; and
- d. Manage emotions in oneself or others.

"Social and emotional learning" means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

"Challenging behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

"Restorative practices" means evidence and research-based system-level practices that focus on

- a. building high-quality, constructive relationships among the school community,
- b. holding each student accountable for any challenging behavior, and
- c. ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Consistent with the requirements under state law, the New Britain Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall:

1. Enable students and parents or guardians to anonymously report acts of bullying to school employees and require students and parents or guardians of students to be notified annually of the process by which students make reports.

To report an incident you can:

- a. Get a Bullying Incident Reporting Form from the main office;
 - b. Scan the QR code found in the main office or district website (csdnb.org); or
 - c. Complete a form on the district website (csdnb.org) by clicking on the link.
2. Students and parents/guardians may file written reports of bullying. Written reports of bullying must be

reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying and the names of potential witnesses. Such reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this plan.

3. Students may make anonymous reports of bullying to any school employee, but are strongly encouraged to go directly to their school counselor or a building administrator. A student may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where the student requests anonymity the Safe School Climate Specialist or their designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of anonymous reports.
4. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. This should happen no later than one school day after such school employee witnesses or receives a report of bullying. A written report should be filed no later than two school days after making such oral report.
5. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section.
6. Require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.
7. Include a prevention and intervention strategy for school employees to deal with bullying. Provide for the inclusion of language in student codes of conduct concerning bullying.
8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation.
9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the students against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying.
10. Require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in step (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying.

11. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education.
12. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline.
13. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying.
14. Direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying.
15. Require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the designee, believes that any acts of bullying constitute criminal conduct.
16. Prohibit bullying
 - a. On school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, or leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and
 - b. Outside of the school setting if such bullying
 - i. creates a hostile environment at school for the student against whom such bullying was directed,
 - ii. infringes on the rights of the student against whom such bullying was directed at school, or if
 - iii. substantially disrupts the education process or the orderly operation of a school.
17. Require each school at the beginning of each school year, to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan.
18. Require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying the Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The Administrative Procedure regarding Safe School Climate shall follow the Administrative Procedure for Policy 5131.00 - Student Discipline Code.

Prevention and Intervention Strategies:

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral intervention and support process or another evidence-based model approach for a safe-school climate or for the prevention of bullying and teen dating violence (grades 7-12) identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence (grades 7-12) is likely to occur.
4. Inclusion of grade-appropriate education in bullying and teen dating violence (grades 7-12) and prevention curricula in kindergarten through high school.
5. Individual intervention with the bully or student (and possibly parent) who commits teen dating violence, facilitated by school employees.
6. Individual interventions with the student (and possibly parent) against whom the acts of bullying and teen dating violence are directed, facilitated by school employees.
7. School-wide training related to a safe school climate.
8. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

Legal References/Citations

Public Act 11-232, *An Act concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f



**Student Bullying Complaint Form
Elementary**

Date: _____

My Name is: _____ My Teacher is: _____

The person or people showing bullying behavior towards me is/are: _____

I am being bullied and this is what I have tried to do:

- | | |
|--|--|
| <input type="checkbox"/> I did nothing | <input type="checkbox"/> Told a teacher or another adult |
| <input type="checkbox"/> Walked away | <input type="checkbox"/> Asked a friend for help |
| <input type="checkbox"/> Told them to stop | <input type="checkbox"/> Talked to my parent about it |
| <input type="checkbox"/> Ignored it | <input type="checkbox"/> Requested a mediation |

This problem has happened

- Once
- More than once
- A lot

Describe what happened: _____



BULLYING INCIDENT REPORTING FORM

Date: _____

Name of student targeted: _____ Grade: _____

Name(s) of alleged aggressor(s) if known: _____

Name(s) of witness(es) if known: _____

Where did the incident(s) happen? Choose all that apply.

- | | | |
|---|--|--|
| <input type="checkbox"/> On school property | <input type="checkbox"/> At a school-sponsored activity or event off school property | <input type="checkbox"/> Online/via technology |
| <input type="checkbox"/> On a school bus | <input type="checkbox"/> On the way to/from school | <input type="checkbox"/> Other: _____ |

What best describes what happened (choose all that apply):

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Teasing | <input type="checkbox"/> Threat | <input type="checkbox"/> Stalking | <input type="checkbox"/> Theft |
| <input type="checkbox"/> Social Exclusion | <input type="checkbox"/> Intimidation | <input type="checkbox"/> Physical Violence | <input type="checkbox"/> Public Humiliation |
| <input type="checkbox"/> Retaliation | <input type="checkbox"/> Sexual Harassment/
Inappropriate touching | <input type="checkbox"/> Property Damage | <input type="checkbox"/> Other: _____ |

What did the alleged aggressor(s) say or do? (include dates if possible):

Did a physical injury result from this incident?

- No Yes, but it did not require medical attention Yes, and it required medical attention (Please explain)

Is there any additional information you would like to provide? _____

Name of Person Reporting Incident (OPTIONAL): _____

Phone number (OPTIONAL): _____ Email (OPTIONAL): _____

- Student Parent/Guardian Other: _____

Signature (optional): _____

Directions: If you wish to report a disturbing incident between two or more students, complete this form and return it to the Principal at the student's school. Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name.



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Tony Gasper () for approval at the Regular Board Meeting on May 6, 2024.
Senior Leadership Sponsor: Tony Gasper Staff Presenter: Tony Gasper

Type of Memorandum

Board Policy Review

Background and Purpose/Rationale

N/A.

Review proposed policy on flag raising.
Continued work by BOE and Policy Committee

Financial Information

N/A

Committee Review

To be reviewed by the Policy Committee on April 22, 2024

[4F. DRAFT - Flag Policy - Anthony Gasper.pdf](#)



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement Flag Raising Policy - DRAFT

It is the policy of the Board of Education (Board) to correctly honor the flags of the United States, the State of Connecticut, and the City of New Britain, as well as Board-approved flags representing a school operated by the Board, and ensure a standard of flag display on District property. The American flag should always be present when others are flying.

The Board shall comply with national and state protocols for flag display and etiquette.

It is the policy of the Board that District flag poles are a forum of government speech, thereby maintaining the distinction between government speech and private speech by students and community members.

All flag requests that meet the criteria will be considered for approval by the Superintendent (or their designee). All requests whether accepted or denied must then be reported to the Board at the next regular meeting. The criteria outlined in this policy establish minimum standards for a flag request to be considered.

The Superintendent (or their designee) will only consider requests from District students, school groups, or staff when there is sufficient reason to believe that such messaging via the flag will promote student well-being. Requests will only be considered for individual schools and not District-wide. Any approved flag requests must also comply with existing District policies.

- Requests must be made no later than three (3) weeks before the requested flag-raising date.
- Requests to fly a flag will be submitted to the Superintendent (or their designee) in writing.
- Written requests must include the names of the individual(s) making the request, affiliation with the school, a proposed time frame for raising and flying the flag, and rationale explaining how the request aligns with the District's vision, goals, and well-being of our students and staff.
- If approved, the requestor is responsible for delivering a flag that is in good condition and of appropriate size, and for retrieving the flag. The dimensions of the flag should be 3 feet in width by 5 feet in length.
- Flags will always comply with the U.S. Flag Code. If ordered, flags may be lowered to comply with the U.S. Flag Code.
- The Board of Education will not fly flags considered to be inappropriate, offensive, or discriminatory.