



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

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

DECEMBER 11, 2023– 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: December 8, 2023

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, December 11, 2023 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, December 11, 2023 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-2023-Meetings-Documents-Calendar.php>





CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

New Britain Board of Education | Policy Committee Regular Meeting

December 11, 2023 – 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 September 18, 2023
Submitted by Ms. Aja Edwards | Page 5
- B. Board policy revision - 4114/4124 Job Accommodations and Accommodation Transfers
Submitted by Dr. Nicole Sanders | Page 7
- C. Review recommended policy for adoption - 5111.00 Admission and Placement of Students
Submitted by Ms. Kristie Bourdoulous | Page 34
- D. Review recommended policy for adoption - 5111.10 HALS Enrollment Policy
Submitted by Ms. Ivelise Velasquez | Page 43

3. Closing and Adjournment

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



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

NEW BUSINESS



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

New Britain Board of Education Policy Committee Meeting

September 18, 2023 – 6:15 PM | New Britain Educational Administration Center

Call to Order and Opening

Board Vice President Mr. Merrill Gay called the meeting to order at 6:00 PM

Board Members Present

Merrill Gay*, Anthony Kane*, Joseph Listro*, Barbara Marino, Diana Reyes*, Gayle Sanders-Connolly, Tina Santana*

**Committee Member*

CSDNB Staff Present

Ms. Amy Anderson, Ms. Lara Bohlke, Ms. Aja Edwards, Dr. Anthony Gasper, Ms. Maryellen Manning, Ms. Silvia Mayo-Molina, Ms. Cristina Morant, Mr. Jeff Prokop, Mr. Tyrone Richardson, Mr. Paul Salina, Ms. Keira Soler, Mr. Mark Spalding, Ms. Lillie Stuart, Ms. Ivelise Velazquez.

New Business

Review and Approve Minutes from Policy Committee Meeting on May 22, 2023

Submitted by Ms. Aja Edwards

Mr. Kane motioned to approve minutes from Policy Committee meeting on May 22, 2023, seconded by Ms. Santana. Motion carried unanimously.

Review Proposed Policy Regarding Cell Phones

Submitted by Mr. Tyrone Richardson

The Policy Committee recommended that this policy be forwarded to the Board of Education for approval at the next regular meeting in October.

Review Proposed Policy Regarding Visitor Protocol

Submitted by Dr. Tony Gasper

The Policy Committee recommended that this policy be forwarded to the Board of Education for approval at the next regular meeting in October.

Review Policy 5141.40 – Suspected Abuse/Neglect of Students

➤ Revision of Administrative Regulations

Submitted by Dr. Tony Gasper

Superintendent Tony Gasper informed the Board the revision of Administrative Regulations for Policy 5141.40 was discussed for informational purposes at this time.

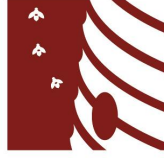
Review Proposed Policies Previously Discussed & Tabled at Prior Committee Meetings

Submitted by Dr. Tony Gasper

The Policy Committee recommended that the proposed policies previously discussed and tabled at prior committee meetings, be tabled for later discussion.

Closing and Adjournment

Ms. Reyes motioned to adjourn at 6:50 pm, seconded by Ms. Santana. Motion carried unanimously



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Nicole Sanders () for approval at the Regular Board Meeting in January 2024.
Senior Leadership Sponsor: Tony Gasper Staff Presenter: Nicole Sanders and Dr. Gasper

Type of Memorandum

Board Policy Review

Background and Purpose/Rationale

4114/4124: Employees and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Board Policy 4114/4214 - Employee and Section 504 of the Rehabilitation Act of 1973 and Title II of the American with Disabilities Act of 1990 has been updated to reflect current legislation.
The policy was updated to reflect current legislation.

Financial Information

N/A

Committee Review

To be reviewed by the Policy Committee on December 11, 2023

[4114-4214-Job-Accommodations-Accommodation-Transfers \(1\) \(2\) - Nicole Sanders.pdf](#), [New Britain - ADA Policy and Admin. Regs Clean Copy - Nicole Sanders.docx](#), [New Britain - ADA Policy and Admin. Regs with proposed changes \(SG revisions\) - Nicole Sanders.docx](#)



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

4114/4214 - Job Accommodations and Accommodation Transfers

Approved on May 19, 2014

It is the policy of the Board of Education to comply with the Americans With Disabilities Act of 1990 in its employment practices. In particular, it is the policy of the Board to treat all employees without discrimination because of physical or mental disability in regard to any position for which the employee is qualified and to treat them equally in all employment practices such as the following: rate of pay or other forms of compensation, benefits, training, upgrade, transfer or demotion, layoff or termination, and all other terms, conditions, and privileges of employment.

Legal References/Citations

Americans With Disabilities Act, 42 U.S.C. 12101-12117, and 12201-12213

Federal Regulations, 29 C.F. R. Part 1630

EEOC Technical Assistance Manual

EEOC Policy Guidance



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Administrative Procedure

4114/4214 - Job Accommodations and Accommodation Transfers

Approved on May 19, 2014

I. Purpose

The purpose of these procedures is to establish guidelines to ensure that the school district complies with the Americans With Disabilities Act of 1990 in its employment practices.

II. Job Accommodations

- A. The school district will make reasonable accommodation to the known physical or mental limitations of a qualified applicant or employee with a disability to enable him or her to perform essential job duties unless such accommodation would impose an undue hardship on the operations of the school district.
- B. The school district will remove architectural and structural barriers to an employee's workplace accessibility and usability where such removal is needed and is readily achievable and reasonable.
- C. The following modifications may be made to an individual employee's job under appropriate circumstances:
 - a. Modification of an individual employee's job duties by reassigning, reallocating, or redistributing nonessential, marginal functions.
 - b. Modification of an individual's work schedule.

Modification of the work environment, or the manner or circumstances under which the job is customarily performed, including work flow and/or procedures affecting an employee's job functions, if reasonable.

III. Accommodation Transfers

- A. Accommodation transfers will be considered only when accommodation within the individual's current position would pose an undue hardship on the operations of the school district.
- B. An employee who can no longer perform, with or without accommodation, his or her current position because of a disability, will be placed, on a lateral basis, in an existing vacant position (or in a position that will become vacant within a reasonable time) if he or she is qualified for and can perform the essential job duties of that position, with or without accommodation, unless such placement would pose an undue burden on the operations of the school district.

- C. If such vacancy exists and the employee declines such placement, the employee will be placed in an existing vacant position (or in a position that will become vacant within a reasonable time) on successively lower levels if he or she is qualified for and can perform the essential job duties of that position, with or without accommodation, unless such placement would pose an undue burden on the operations of the school district.
- D. Employees in need of an accommodation transfer will be given first consideration (before posting) for such vacancies on a lateral or downgrade basis. If no such vacancies exist, or the employee declines such placement, the employee will be terminated.

IV. Reasons for Accommodations

The school district may make job accommodations or accommodation transfers under the following circumstances:

- To accommodate the needs of an employee with a disability
- To accommodate other extraordinary personal needs of an employee
- To satisfy other needs of the school district

V. Employee Requests

Any employee in need of accommodation for workplace accessibility or usability, to perform essential job duties, to participate in school district sponsored programs and activities, or who needs alternative accessible formats for school district communications, or who may need emergency treatment or emergency evacuation assistance, should make such needs known to his or her immediate supervisor.

After appropriate discussion and consideration in consultation with the Chief Human Resources Officer, the affected employee will be informed as to what, if any, reasonable accommodation will be made. If the request for an accommodation is denied, the employee will have an opportunity to appeal the decision to the Superintendent.

VI. Confidentiality

All employee accommodation requests and related information will be treated as confidential to the maximum extent possible. The school district will maintain all information regarding the medical condition or history of applicants, employees, and employees' dependents on separate forms and in separate locked medical files, and treat such information as a confidential medical record to be utilized only as permitted by law.

Board Policy Statement

~~4114/4214 - Job Accommodations and Accommodation Transfers~~ **Employees and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990**

Approved on ~~May 19, 2014~~

It is the policy of the Board of Education to comply with the Americans With Disabilities Act of 1990 in its employment practices. In particular, it is the policy of the Board to treat all employees without discrimination because of physical or mental disability in regard to any position for which the employee is qualified and to treat them equally in all employment practices such as the following: rate of pay or other forms of compensation, benefits, training, upgrade, transfer or demotion, layoff or termination, and all other terms, conditions, and privileges of employment.

Legal References/Citations

~~Americans With Disabilities Act, 42 U.S.C. 12101-12117, and 12201-12213 ¶¶~~

~~Federal Regulations, 29 C.F.R. Part 1630 ¶¶~~

~~EEOC Technical Assistance Manual ¶¶~~

~~EEOC Policy Guidance ¶¶~~

29 U.S.C. §§ 705, 794

34 C.F.R. Part 104

42 U.S.C. § 12101 et seq.

28 C.F.R. Part 35

Administrative Procedures

~~4114/4214 - Job Accommodations and Accommodation Transfers Employees and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990~~

Approved on May 19, 2014

I. Purpose

~~The purpose of these procedures is to establish guidelines to ensure that the school district complies with the Americans With Disabilities Act of 1990 in its employment practices. ¶~~

~~The Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAAA) are federal laws that require employers with 15 or more employees to not discriminate against applicants and individuals with disabilities and, when needed, to provide reasonable accommodations to applicants and employees who are qualified for a job, with or without reasonable accommodations, so that they may perform the essential job duties of the position. Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) (collectively, “Section 504/ADA”) prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.~~

In order to fulfill its obligation under Section 504/ADA, the New Britain Board of Education (the “Board”) recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs within the Consolidated School District of New Britain (the “District”). In this regard, the Board prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

~~It is the policy of the Consolidated School District of New Britain (the school district) to comply with all federal and state laws concerning the employment of individuals with disabilities and to act in accordance with regulations and guidance issued by the Equal Employment Opportunity Commission (EEOC). Furthermore, it is the school districts policy not to discriminate against qualified individuals with disabilities in regard to application procedures, hiring, advancement, discharge, compensation, training or other terms, conditions and privileges of employment. ¶~~

~~Terms Used in This Policy~~ II. Definitions

As used in this ADA policy, the following terms have the indicated meaning:

- **Disability**: A physical or mental impairment that substantially limits one or more major life activities of the individual, a record of such an impairment, or being regarded as having such an impairment.
- **Substantially limiting**: In accordance with the ADA final regulations, the determination of whether an impairment ~~substantially~~ substantially limits a major life activity requires an individualized assessment, and an impairment that is episodic or in remission may also meet the definition of disability if it would substantially limit a major life activity when active. Some examples of these types of impairments may include epilepsy, hypertension, asthma, diabetes, major depressive disorder, bipolar disorder and schizophrenia. An impairment, such as cancer that is in remission but that may possibly return in a substantially limiting form, is also considered a disability under the final ADA regulations.
- **Major life activities**: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.
- **Physical or mental impairment**: (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.
- **Direct threat**: A significant risk to the health, safety or well-being of individuals with disabilities or others when this risk cannot be eliminated by reasonable accommodation.

- **Qualified individual**: An individual who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires.
- **Reasonable accommodation**: Includes any changes to the job, work environment, or hiring process and may include making existing facilities readily accessible to and usable by individuals with disabilities, job restructuring, part-time or modified work schedules, telecommuting, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.
- **Undue hardship**: An action requiring significant difficulty or expense by the employer. In determining whether an accommodation would impose an undue hardship on a covered entity, factors to be considered include:
 - The nature and cost of the accommodation.
 - The overall financial resources of the facility or facilities involved in the provision of the reasonable accommodation, the number of persons employed at such facility, the effect on expenses and resources, or the impact of such accommodation on the operation of the facility.
 - The overall financial resources of the employer; the size, number, type and location of facilities.
 - The type of operations of the ~~Consolidated School District of New Britain~~ District, including the composition, structure and functions of the workforce; administrative or fiscal relationship of the particular facility involved in making the accommodation to the employer.
- **Essential functions of the job**: ~~Term refers to those~~ Those job activities that are determined by the employer to be essential or core to performing the job; these functions cannot be modified.

The examples provided in the above terms are not meant to be all-inclusive and should not be construed as such. They are not the only conditions that are considered to be disabilities, impairments or reasonable accommodations covered by the ADA/ADAAA policy.

III. Job Accommodations

- A. The ~~school~~ District will make reasonable accommodation to the known physical or mental limitations of a qualified applicant or employee with a disability to enable him or

her to perform essential job duties unless such accommodation would impose an undue hardship on the operations of the ~~school-D~~ district.

B. The ~~school-D~~ district will remove architectural ~~and structural~~ barriers to an employee's workplace accessibility and usability where such removal is needed and is readily achievable, i.e., easily accomplishable and able to be carried out without much difficulty or expense ~~and reasonable.~~

C. An employee's ~~d~~Direct/immediate supervisor will work with the Personnel and Talent Department to ensure that employee accommodations are ~~reasonable~~ reasonably implemented.

~~D~~E. The following modifications may be made to an individual employee's job under appropriate circumstances:

a. Modification of an individual employee's job duties by reassigning, reallocating, or redistributing nonessential, marginal functions.

b. Modification of an individual's work schedule. ¶

c. Modification of the work environment, or the manner or circumstances under which the job is customarily performed, including work flow and/or procedures affecting an employee's job functions, if reasonable.

E. All employees are required to comply with the ~~school-d~~ District safety standards. Current employees who pose a direct threat to the health or safety of themselves or other individuals in the workplace will be placed on leave until an organizational decision has been made in regard to the employee's immediate employment situation. ¶

D. Individuals who are currently using illegal drugs are ~~excluded from coverage under the school districts ADA policy~~ not considered an individual with a disability.

IVH. Accommodation Transfers -

A. Accommodation transfers will be considered only when accommodation within the individual's current position would pose an undue hardship on the operations of the ~~school-D~~ district.

B. An employee who can no longer perform, with or without accommodation, his or her current position because of a disability, will be placed, on a lateral basis, in an existing vacant position (or in a position that will become vacant within a reasonable time) if he or she is qualified for and can perform the essential job duties of that position, with or

without accommodation, unless such placement would pose an undue burden on the operations of the school District.

C. If such vacancy exists and the employee declines such placement, the employee will be placed in an existing vacant position (or in a position that will become vacant within a reasonable time) on successively lower levels if he or she is qualified for and can perform the essential job duties of that position, with or without accommodation, unless such placement would pose an undue burden on the operations of the school District.

D. Employees in need of an accommodation transfer will be given first consideration (before posting) for such vacancies on a lateral or downgrade basis. If no such vacancies exist, or the employee declines such placement, the employee will be terminated.

IV. Reasons for Accommodations

The school district may make job accommodations or accommodation transfers under the following circumstances:

- To accommodate the needs of an employee with a disability
- To accommodate other extraordinary personal needs of an employee
- To satisfy other needs of the school district

VI. Employee Requests

Any employee in need of accommodation for workplace accessibility or usability, to perform essential job duties, to participate in school District sponsored programs and activities, or who needs alternative accessible formats for school District communications, or who may need emergency treatment or emergency evacuation assistance, should make such needs known to his or her immediate supervisor.

After appropriate discussion and consideration in consultation with the Chief Human Resources Officer, Director of Talent and Equity, the affected employee will be informed as to what, if any, reasonable accommodation will be made. If the request for an accommodation is denied, the employee will have an opportunity to appeal the decision to the Superintendent.

VII. Confidentiality

All employee accommodation requests and related information will be treated as confidential to the maximum extent possible. The school District will maintain all information regarding the medical condition or history of applicants, employees, and employees' dependents on separate

forms and in separate locked medical files, and treat such information as a confidential medical record to be utilized only as permitted by law.

Terms Used in This Policy¶¶

As used in this ADA policy, the following terms have the indicated meaning: ¶¶

- ~~Disability: A physical or mental impairment that substantially limits one or more major life activities of the individual, a record of such an impairment, or being regarded as having such an impairment.¶¶~~
- ~~Substantially limiting: In accordance with the ADAAA final regulations, the determination of whether an impairment substantially limits a major life activity requires an individualized assessment, and an impairment that is episodic or in remission may also meet the definition of disability if it would substantially limit a major life activity when active. Some examples of these types of impairments may include epilepsy, hypertension, asthma, diabetes, major depressive disorder, bipolar disorder and schizophrenia. An impairment, such as cancer that is in remission but that may possibly return in a substantially limiting form, is also considered a disability under the final ADAAA regulations.¶¶~~
- ~~Direct threat: A significant risk to the health, safety or well-being of individuals with disabilities or others when this risk cannot be eliminated by reasonable accommodation.¶¶~~
- ~~Qualified individual: An individual who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires.¶¶~~
- ~~Reasonable accommodation: Includes any changes to the work environment and may include making existing facilities readily accessible to and usable by individuals with disabilities, job restructuring, part-time or modified work schedules, telecommuting, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.¶¶~~
- ~~Undue hardship: An action requiring significant difficulty or expense by the employer. In determining whether an accommodation would impose an undue hardship on a covered entity, factors to be considered include:¶¶~~
 - ~~The nature and cost of the accommodation.¶¶~~
 - ~~The overall financial resources of the facility or facilities involved in the provision of the reasonable accommodation, the number of persons employed at such~~

~~facility, the effect on expenses and resources, or the impact of such accommodation on the operation of the facility.¶¶~~

~~○ The overall financial resources of the employer, the size, number, type and location of facilities.¶¶~~

~~○ The type of operations of the Consolidated School District of New Britain, including the composition, structure and functions of the workforce, administrative or fiscal relationship of the particular facility involved in making the accommodation to the employer.¶¶~~

~~● Essential functions of the job: Term refers to those job activities that are determined by the employer to be essential or core to performing the job; these functions cannot be modified.¶¶~~

~~The examples provided in the above terms are not meant to be all-inclusive and should not be construed as such. They are not the only conditions that are considered to be disabilities, impairments or reasonable accommodations covered by the ADA/ADAAA policy.¶¶~~

VIII. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

- A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to the district's designated Section 504/ADA Coordinator (see contact information below) within thirty (30) school days of the alleged occurrence.
- B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the ability the District to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing. Individuals wishing to make a complaint about discrimination against students on the basis of disability should be referred to the district's Section 504/ADA policies and regulations regarding students.
- C. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The district will not tolerate any retaliation that occurs as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual's participation or

cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

- D. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Superintendent is the subject of the complaint, the District shall designate an appropriate party to conduct the investigation in accordance with these procedures.
- E. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.
- F. The complaint should contain the following information:
 - 1. The name of the complainant;
 - 2. The date of the complaint;
 - 3. The date(s) of the alleged discrimination;
 - 4. The names of any witnesses or individuals relevant to the complaint;
 - 5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
 - 6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

- G. Upon receipt of the complaint, the individual investigating the complaint shall:
 - 1. Provide a copy of the written complaint to the Superintendent of Schools;
 - 2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant may have;
 - 3. Provide the complainant and respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;

4. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;
 5. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with individuals with information and review of documents relevant to the complaint;
 6. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;
 7. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding as to whether the complaint was substantiated and if so, shall identify how the District will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;
 8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);
 9. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination;
 10. In the event the investigator concludes that there is no violation of Section 504/ADA, the district may attempt to resolve the complainant's ongoing concerns, if possible.
- H. If the complainant or respondent is not satisfied with the findings and conclusions of the investigation, the appealing party may request review and

reconsideration of the conclusion of the complaint within thirty (30) days of receipt of the written outcome. In requesting review, the appealing party must submit the complaint, the written outcome of the complaint, and explain why he/she believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

Upon review of a written request from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the appealing party and other party of his/her decision within ten (10) school days following the receipt of the written request for review. When a written request for review is received during summer recess, the Superintendent conduct the review as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the review, and no later than ten (10) school days after the start of the following school year. The Superintendent's decision shall be final.

IX. The Section 504/ADA Coordinator for this district is:

[Insert Name, Title, Address and Telephone Number]

X. Complaints to Federal or State Agencies

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. Employees may also file a complaint regarding employment discrimination on the basis of disability with the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506 (TELEPHONE NUMBER 800-669-4000), or the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER 800-477-5737).

**SECTION 504/ADA DISCRIMINATION
GRIEVANCE/COMPLAINT FORM FOR NON-STUDENT**

(This form is intended to be used if an individual has grievance/complaint under Section 504/ADA alleging discrimination on the basis of a disability).

1. Name of Complainant: _____ Date: _____

2. Contact Information for Complainant:

(Address)

(Home Tel. #)

(Cell # or Work #)

3. Name of Covered Individual: _____

4. Address of Covered Individual (if different from above):

5. Relationship to School (e.g., position, visitor, parent) (if applicable):

6. Please describe the nature of your complaint:

7. Proposed resolution or corrective action you wish to see taken with regard to the stated issues:

Board Policy Statement

4114/4214 - Employees and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Approved on

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA (“collectively, “Section 504/ADA”), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the New Britain Board of Education (the “Board”) recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs. In this regard, the Board prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

Employees who are interested in requesting or discussing reasonable accommodations for a disability should contact:

[Insert Name, Title, Address and Telephone Number]

Any employee may file an internal grievance/complaint regarding discrimination on the basis of disability by or within the district by utilizing the grievance/complaint procedures outlined in the Board’s Administrative Regulations Regarding Employees and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office
U.S. Department of Education
[8th Floor](#)
[5 Post Office Square](#)
[Boston, MA 02109- 3921](#)
[\(617\) 289-0111](#)

Employees may also file a complaint regarding employment discrimination on the basis of disability with the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506 (TELEPHONE NUMBER 800-669-4000).

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER 800-477-5737).

Anyone who wishes to file a grievance/complaint with the district, or who has questions or concerns about this policy, should contact [REDACTED], the Section 504/ADA Coordinator for the Consolidated School District of New Britain Public Schools, at phone number [REDACTED].

Legal References/Citations

29 U.S.C. §§ 705, 794

34 C.F.R. Part 104

42 U.S.C. § 12101 et seq.

28 C.F.R. Part 35

Administrative Procedures
4114/4214 - Employees and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Approved on

I. Purpose

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) (collectively, “Section 504/ADA”) prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the New Britain Board of Education (the “Board”) recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs within the Consolidated School District of New Britain (the “District”). In this regard, the Board prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

II. Definitions

As used in this ADA policy, the following terms have the indicated meaning:

- **Disability**: A physical or mental impairment that substantially limits one or more major life activities of the individual, a record of such an impairment, or being regarded as having such an impairment.
- **Substantially limiting**: In accordance with the ADAAA final regulations, the determination of whether an impairment substantially limits a major life activity requires an individualized assessment, and an impairment that is episodic or in remission may also meet the definition of disability if it would substantially limit a major life activity when active. Some examples of these types of impairments may include epilepsy, hypertension, asthma, diabetes, major depressive disorder, bipolar disorder and schizophrenia. An impairment, such as cancer that is in remission but that may possibly return in a substantially limiting form, is also considered a disability under the final ADAAA regulations.
- **Major life activities**: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking,

communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

- **Physical or mental impairment:** (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine;(b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.
- **Direct threat:** A significant risk to the health, safety or well-being of individuals with disabilities or others when this risk cannot be eliminated by reasonable accommodation.
- **Qualified individual:** An individual who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires.
- **Reasonable accommodation:** Includes any changes to the job, work environment, or hiring process and may include making existing facilities readily accessible to and usable by individuals with disabilities, job restructuring, part-time or modified work schedules, telecommuting, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.
- **Undue hardship:** An action requiring significant difficulty or expense by the employer. In determining whether an accommodation would impose an undue hardship on a covered entity, factors to be considered include:
 - The nature and cost of the accommodation.

- The overall financial resources of the facility or facilities involved in the provision of the reasonable accommodation, the number of persons employed at such facility, the effect on expenses and resources, or the impact of such accommodation on the operation of the facility.
- The overall financial resources of the employer; the size, number, type and location of facilities.
- The type of operations of the District, including the composition, structure and functions of the workforce; administrative or fiscal relationship of the particular facility involved in making the accommodation to the employer.
- **Essential functions of the job:** Those job activities that are determined by the employer to be essential or core to performing the job; these functions cannot be modified.

The examples provided in the above terms are not meant to be all-inclusive and should not be construed as such. They are not the only conditions that are considered to be disabilities, impairments or reasonable accommodations covered by the ADA/ADAAA policy.

III. Job Accommodations

- A. The District will make reasonable accommodation to the known physical or mental limitations of a qualified applicant or employee with a disability to enable him or her to perform essential job duties unless such accommodation would impose an undue hardship on the operations of the District.
- B. The District will remove architectural barriers to an employee's workplace accessibility and usability where such removal is needed and is readily achievable, i.e., easily accomplishable and able to be carried out without much difficulty or expense.
- C. An employee's direct/immediate supervisor will work with the Personnel and Talent Department to ensure that employee accommodations are reasonably implemented.
- D. The following modifications may be made to an individual employee's job under appropriate circumstances:
 - a. Modification of an individual employee's job duties by reassigning, reallocating, or redistributing nonessential, marginal functions.
 - b. Modification of an individual's work schedule.
 - c. Modification of the work environment, or the manner or circumstances under which the job is customarily performed, including work flow and/or procedures affecting an employee's job functions, if reasonable.

E. All employees are required to comply with the District safety standards. Current employees who pose a direct threat to the health or safety of themselves or other individuals in the workplace will be placed on leave until an organizational decision has been made in regard to the employee's immediate employment situation. D. Individuals who are currently using illegal drugs are not considered an individual with a disability.

IV. Accommodation Transfers

A. Accommodation transfers will be considered only when accommodation within the individual's current position would pose an undue hardship on the operations of the District.

B. An employee who can no longer perform, with or without accommodation, his or her current position because of a disability, will be placed, on a lateral basis, in an existing vacant position (or in a position that will become vacant within a reasonable time) if he or she is qualified for and can perform the essential job duties of that position, with or without accommodation, unless such placement would pose an undue burden on the operations of the District.

C. If such vacancy exists and the employee declines such placement, the employee will be placed in an existing vacant position (or in a position that will become vacant within a reasonable time) on successively lower levels if he or she is qualified for and can perform the essential job duties of that position, with or without accommodation, unless such placement would pose an undue burden on the operations of the District.

D. Employees in need of an accommodation transfer will be given first consideration (before posting) for such vacancies on a lateral or downgrade basis. If no such vacancies exist, or the employee declines such placement, the employee will be terminated.

VI. Employee Requests

Any employee in need of accommodation for workplace accessibility or usability, to perform essential job duties, to participate in District sponsored programs and activities, or who needs alternative accessible formats for District communications, should make such needs known to his or her immediate supervisor.

After appropriate discussion and consideration in consultation with the ~~Chief Human Resources Officer~~ Director of Talent and Equity, the affected employee will be informed as to what, if any, reasonable accommodation will be made. If the request for an accommodation is denied, the employee will have an opportunity to appeal the decision to the Superintendent.

VII. Confidentiality

All employee accommodation requests and related information will be treated as confidential to the maximum extent possible. The District will maintain all information regarding the medical condition or history of applicants, employees, and employees' dependents on separate forms and in separate locked medical files, and treat such information as a confidential medical record to be utilized only as permitted by law.

VIII. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

- A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to the district's designated Section 504/ADA Coordinator (see contact information below) within thirty (30) school days of the alleged occurrence.
- B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the ability the District to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing. Individuals wishing to make a complaint about discrimination against students on the basis of disability should be referred to the district's Section 504/ADA policies and regulations regarding students.
- C. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The district will not tolerate any retaliation that occurs as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual's participation or cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.
- D. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance

with these procedures. If the Superintendent is the subject of the complaint, the District shall designate an appropriate party to conduct the investigation in accordance with these procedures.

- E. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.
- F. The complaint should contain the following information:
 - 1. The name of the complainant;
 - 2. The date of the complaint;
 - 3. The date(s) of the alleged discrimination;
 - 4. The names of any witnesses or individuals relevant to the complaint;
 - 5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
 - 6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

- G. Upon receipt of the complaint, the individual investigating the complaint shall:
 - 1. Provide a copy of the written complaint to the Superintendent of Schools;
 - 2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant may have;
 - 3. Provide the complainant and respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;
 - 4. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;
 - 5. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with

individuals with information and review of documents relevant to the complaint;

6. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;
 7. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding as to whether the complaint was substantiated and if so, shall identify how the District will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;
 8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);
 9. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination;
 10. In the event the investigator concludes that there is no violation of Section 504/ADA, the district may attempt to resolve the complainant's ongoing concerns, if possible.
- H. If the complainant or respondent is not satisfied with the findings and conclusions of the investigation, the appealing party may request review and reconsideration of the conclusion of the complaint within thirty (30) days of receipt of the written outcome. In requesting review, the appealing party must submit the complaint, the written outcome of the complaint, and explain why he/she believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal

standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

Upon review of a written request from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the appealing party and other party of his/her decision within ten (10) school days following the receipt of the written request for review. When a written request for review is received during summer recess, the Superintendent conduct the review as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the review, and no later than ten (10) school days after the start of the following school year. The Superintendent's decision shall be final.

IX. The Section 504/ADA Coordinator for this district is:

[Insert Name, Title, Address and Telephone Number]

X. Complaints to Federal or State Agencies

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. Employees may also file a complaint regarding employment discrimination on the basis of disability with the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506 (TELEPHONE NUMBER 800-669-4000), or the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER 800-477-5737).

**SECTION 504/ADA DISCRIMINATION
GRIEVANCE/COMPLAINT FORM FOR NON-STUDENT**

(This form is intended to be used if an individual has grievance/complaint under Section 504/ADA alleging discrimination on the basis of a disability).

1. Name of Complainant: _____ Date: _____

2. Contact Information for Complainant:

(Address)

(Home Tel. #)

(Cell # or Work #)

3. Name of Covered Individual: _____

4. Address of Covered Individual (if different from above):

5. Relationship to School (e.g., position, visitor, parent) (if applicable):

6. Please describe the nature of your complaint:

7. Proposed resolution or corrective action you wish to see taken with regard to the stated issues:



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Kristie Bourdoulous for approval at the Regular Board Meeting in January 2024.
Senior Leadership Sponsor: Kristie Bourdoulous Staff Presenter: Kristie Bourdoulous

Type of Memorandum

Recommended policy for adoption - 5111.00 Admission and Placement of Students

Background and Purpose/Rationale

5111.00

This policy revision is in accordance with changes to legislation amending the entry age of kindergarten students. Specifically, Section 1 of Public Act 23-208 states that children need to turn five on or before September 1 of the school year in order to be automatically eligible to enroll in school. Our current policy states that children need to be five on or before January 1 of the school year.

Legislation states that school districts may consider early entry to kindergarten upon (1) a written request by a parent or guardian, and (2) an assessment is completed by the school that determines admitting a child to kindergarten would be developmentally appropriate.

A CSDNB K Entrance Age Advisory Team, comprised of teachers (preschool and kindergarten), instructional coaches, administrators from preschool sites, the school readiness liaison, the special educator supervisor and members of the academic office convened over three sessions to: review legislation, collect/analyze student data, and make revisions to the policy and administrative regulations. This policy revision is in accordance with changes to legislation amending the entry age of kindergarten students. Specifically, Section 1 of Public Act 23-208 states that children need to turn five on or before September 1 of the school year in order to be automatically eligible to enroll in school. Our current policy states that children need to be five on or before January 1 of the school year.

Financial Information

N/A

Committee Review

To be reviewed by the Policy Committee on December 11, 2023

[Admission and Placement of Students Revised Final - Kristie Bourdoulous.docx](#),
[Admission and Placement of Students Track Changes - Kristie Bourdoulous.docx](#),
[Admission and Placement of Students Original - Kristie Bourdoulous.docx](#)

Board Policy Statement

5111.00 - Admission and Placement of Students

Approved on March 3, 2004

I. Admission

Children are expected to attend school from age five to age eighteen unless the child is a high school graduate. Exceptions to this attendance / participation are noted below. District schools shall be open to all children five years of age and over who reach age five on or before the first day of January of any school year. [Exceptions from routine] Early admission to kindergarten may be approved by the Board of Education on the basis of supporting evidence. A parent or person having control of a child five or six years of age who does not wish to send the child to school may appear at the district office and sign an option form per CT general statute 10-184.

Children under 18 years of age must attend school unless the child is a high school graduate or the parent or guardian of a child sixteen or seventeen consents to the child's withdrawal from school. Such parent must be informed of educational options available in the school system or community [who have attained the age of sixteen and who have voluntarily terminated]. Students whose parents have voluntarily terminated their enrollment in the District's schools and subsequently seeks readmission may be readmitted after ninety school days from the date of such termination [and will be informed of adult education opportunities]

According to Connecticut General Statute 10-76d(b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

II. Placement

Children who transfer from nonpublic schools or from schools outside the District will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal. After such observations and evaluations have been completed, the principal will review the data with parents and determine the child's final grade placement. Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age 21.

Administrative Procedure

5111.00 - Admission and Placement of Students

Approved on March 3, 2004

If a child is five years old on or before the first of January of any year, he or she may enter kindergarten. Connecticut law requires public school to be open to all children who reach the age of five on or before the first January of any school year. It is the local Board of Education's decision to admit children before he or she is age eligible for kindergarten. There is no state law that requires public schools to test the readiness of children before they enter kindergarten in the public schools.

I. Early Entry into Kindergarten

- A. All requests for early entry into kindergarten will be processed by the Pupil Services Department. No request for early admission will be honored after September 15 of the school year of kindergarten entry.
- B. The following criteria have been established in order to determine that a pupil will experience success if admitted:
 - a. That the family medical doctor gives written approval relative to the physical and social readiness of the child.
 - b. That the preschool or daycare provider gives written approval relative to the maturity and readiness of the child.
 - c. That the child be able to perform those fine and gross motor activities that are needed to be successful in kindergarten as determined by the DIAL-R or similar kindergarten screening instrument.
- C. Written request for entry by the parents/guardians and supporting documentation will be forwarded to the Board of Education with the Superintendent's or Superintendent's designee's recommendation.

II. Waiver of School Attendance Until Age Seven

A parent or guardian of a child five or six years of age has the option of not sending the child to school until seven years of age. To exercise this option, the parent must complete and sign the attached option form. Placement of the child first entering school at age six or seven will be completed according to board policy.

Board Policy Statement

5111.00 - Admission and Placement of Students

Approved on March 3, 2004

I. Admission

Children are expected to attend school from age five to age eighteen unless the child is a high school graduate. Exceptions to this attendance / participation are noted below. District schools shall be open to all children five years of age and over who reach age five on or before the first day of ~~January~~ ~~September~~ of any school year. ~~[Exceptions from routine]~~

Early admission to kindergarten may be approved by the ~~Board of Education on the basis of supporting evidence~~ Superintendent or Superintendent's designee upon (1) a written request by a parent or guardian, and (2) an assessment completed by the school that determines admitting the child to kindergarten would be developmentally appropriate."

A parent or person having control of a child five or six years of age who does not wish to send the child to school may appear at the district office and sign an option form per CT general statute 10-184.

Children under 18 years of age must attend school unless the child is a high school graduate or the parent or guardian of a child sixteen or seventeen consents to the child's withdrawal from school. Such parent must be informed of educational options available in the school system or community [who have attained the age of sixteen and who have voluntarily terminated].

Students whose parents have voluntarily terminated their enrollment in the District's schools and subsequently seeks readmission may be readmitted after ninety school days from the date of such termination [and will be informed of adult education opportunities]

According to Connecticut General Statute 10-76d(b2), special education will be provided for children who have attained the age of three and who have been identified as ~~being in need of~~ ~~needing~~ special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

II. Placement

Children who transfer from nonpublic schools or from schools outside the District will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal. After such observations and evaluations have been completed, the principal will review the data with parents and determine the child's final grade placement. Children who have attained the age of nineteen or older may

be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age 21.¶

¶

Administrative Procedure

5111.00 - Admission and Placement of Students

Approved on March 3, 2004

If a child is five years old on or before the first of ~~January~~ ~~September~~ of any year, he or she may enter kindergarten. Connecticut law requires public school to be open to all children who reach the age of five on or before the first of ~~January~~ ~~September~~ of any school year. ~~It is the local Board of Education's decision to admit children before he or she is age eligible for kindergarten. There is no state law that requires public schools to test the readiness of children before they enter kindergarten in the public schools.~~ ~~Early admission to kindergarten may be approved by the Superintendent or Superintendent's designee.~~

I. Early Entry into Kindergarten

A. All requests for early entry into kindergarten will be processed by the ~~Pupil Services Department.~~ ~~Superintendent or Superintendent's Designee.~~ ~~No request for early admission will be honored after September 15 of the school year of kindergarten entry.~~

B. The following ~~process has been established in order to determine early admission:~~ ~~criteria have been established in order to determine that a pupil will experience success if admitted.~~ ¶

~~a. Written request from the parent or guardian will be forwarded to the Superintendent, or Superintendent's designee, by the first of July for the upcoming school year, and That the family medical doctor gives written approval relative to the physical and social readiness of the child.~~ ¶

~~b. An assessment completed by the school determines admitting the child to kindergarten would be developmentally appropriate. That the preschool or daycare provider gives written approval relative to the maturity and readiness of the child.~~ ¶

~~c. That the child be able to perform those fine and gross motor activities that are needed to be successful in kindergarten as determined by the DIAL-R or similar kindergarten screening instrument.~~

~~C. Written request for entry by the parents/guardians and supporting documentation will be forwarded to the Board of Education with the Superintendent's or Superintendent's designee's recommendation. ¶~~

II. Waiver of School Attendance Until Age Seven

A parents or guardians of a child five or six years of age has the option of not sending the child to school until seven years of age. To exercise this option, the parent must complete and sign the attached option form. Placement of the child first entering school at age six or seven will be completed according to board policy.



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

5111.00 - Admission and Placement of Students

Approved on

I. Admission

Children are expected to attend school from age five to age eighteen unless the child is a high school graduate. Exceptions to this attendance / participation are noted below. District schools shall be open to all children five years of age and over who reach age five on or before the first day of September of any school year.

Early admission to kindergarten may be approved by the Superintendent or Superintendent's designee upon (1) a written request by a parent or guardian, and (2) an assessment completed by the school that determines admitting the child to kindergarten would be developmentally appropriate.

A parent or person having control of a child five or six years of age who does not wish to send the child to school may appear at the district office and sign an option form per Connecticut General Statute Section 10-184.

Children under 18 years of age must attend school unless the child is a high school graduate or the parent or guardian of a child sixteen or seventeen consents to the child's withdrawal from school. Such parent must be informed of educational options available in the school system or community [who have attained the age of sixteen and who have voluntarily terminated]. Students whose parents have voluntarily terminated their enrollment in the district's schools and subsequently seeks readmission may be readmitted after ninety school days from the date of such termination [and will be informed of adult education opportunities].

According to Connecticut General Statute Section 10-76d(b2), special education will be provided for children who have attained the age of three and who have been identified as needing special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

II. Placement

Children who transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance

personnel, and the school principal. After such observations and evaluations have been completed, the principal will review the data with parents and determine the child's final grade placement.

Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age 21.



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Administrative Procedure

5111.00 - Admission and Placement of Students

If a child is five years old on or before the first of September of any school year, he or she may enter kindergarten. Connecticut law requires public schools to be open to all children who reach the age of five on or before the first of September of any school year. Early admission to kindergarten may be approved by the Superintendent or Superintendent's designee.

I. Early Admission into Kindergarten

A. All requests for early admission into kindergarten will be processed by the Superintendent or Superintendent's Designee.

B. The following process has been established to determine early admission:

a. Written request from the parent or guardian will be forwarded to the Superintendent or Superintendent's designee, by the first of July for the upcoming school year, and

b. An assessment completed by the school determines admitting the child to kindergarten would be developmentally appropriate.

II. Waiver of School Attendance Until Age Seven

A parent or guardian of a child five or six years of age has the option of not sending the child to school until seven years of age. To exercise this option, the parent must complete and sign the attached option form. Placement of the child first entering school at age six or seven will be completed according to board policy.



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Ivelise Velazquez () for approval at the Regular Board Meeting in January 2024.
Senior Leadership Sponsor: Tony Gasper Staff Presenter: Ivelise Velazquez

Type of Memorandum

Recommended policy for adoption - 5111.10 HALS Enrollment Policy

Background and Purpose/Rationale

District proposes the adoption of a new policy for enrollment into the House of Arts and Letters (HALs). The draft policy and slide deck regarding the policy are attached. No formal policy exists currently for the process to enroll students into HALs.

Financial Information

N/A

Committee Review

To be reviewed by the Policy Committee on December 11, 2023



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

5111.10 - The House of Arts, Letters and Science (HALs) Enrollment Policy

Approved on DRAFT

- I. CSDNB Philosophy Regarding Gifted and Talented - CSDNB addresses the unique needs of our gifted and high achieving students by providing an engaging, rigorous, and individualized education that enables each student to reach his/her maximum potential.
- II. Definition of Gifted and Talented -
 - A. "Extraordinary learning ability" means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.
 - B. Imbalance is determined pursuant to §10-226e-3 and §10-226e-4 of the Regulations of Connecticut State Agencies, comparing school proportions with the district proportions of students in the same grade.
- IV. Enrollment Process
 - A. Incoming classes of 6th graders are evaluated against academic criteria, attendance, behavior, and teacher recommendation to determine their extraordinary learning ability.
 - B. Students are ranked based on that criteria to receive invitations to enroll.
 - C. Beyond the 50 seats, students are placed on a waiting list that includes 10% more students.
 - D. Pursuant §10-226e-3 and §10-226e-4 of the Regulations of Connecticut State Agencies regarding racial imbalance, no more than **5 or 10 or 15 percent** points more or less than the district demographic for any one racial group will be enrolled in the school or placed on the waitlist.
 - E. By the end of May, families must respond to the due date for accepting the seat at HALs for 6th grade.
 - F. Families that accept a seat at HALs sign a contract that agrees to academic and behavioral standards to continue enrollment.
 - G. If a student leaves HALS, a new student can be enrolled off the waitlist based on a review of the same criteria used to enroll the cohort.
 - H. New students who enter the district can be considered for the waitlist or an opening based on a review of the same criteria used to enroll the cohort.
- V. Legislation/CSDE Guidance -
Connecticut Public Act 17-82
R.C.S.A. §10-226e-1(9)
R.C.S.A. §10-226e-1(10)
CSDE Guidance on Gifted and Talented, <https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf>



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

- VI. Regulations
- A. Families who accept placement into HALs in the Spring, will be required to adhere to summer session reading and/or assignments in preparation for the school year.
 - B. The principal of the school will maintain the waitlist of students and initiate an evaluation of a student coming off the waitlist to determine placement into open seats or seats that become vacant due to a student leaving the program.
 - C. Per CSDE guidelines, the enrollment list will be completed using a group PPT process where the steps described in policy are reviewed and verified year to year. An individual PPT will be used to determine entry into seats that become available for students on the waitlist.
 - D. Classes will be enrolled to include the maximum cited in local bargaining contracts.



**Board of Education
HALs Enrollment Policy
December 11, 2023**

Purpose for the New Policy

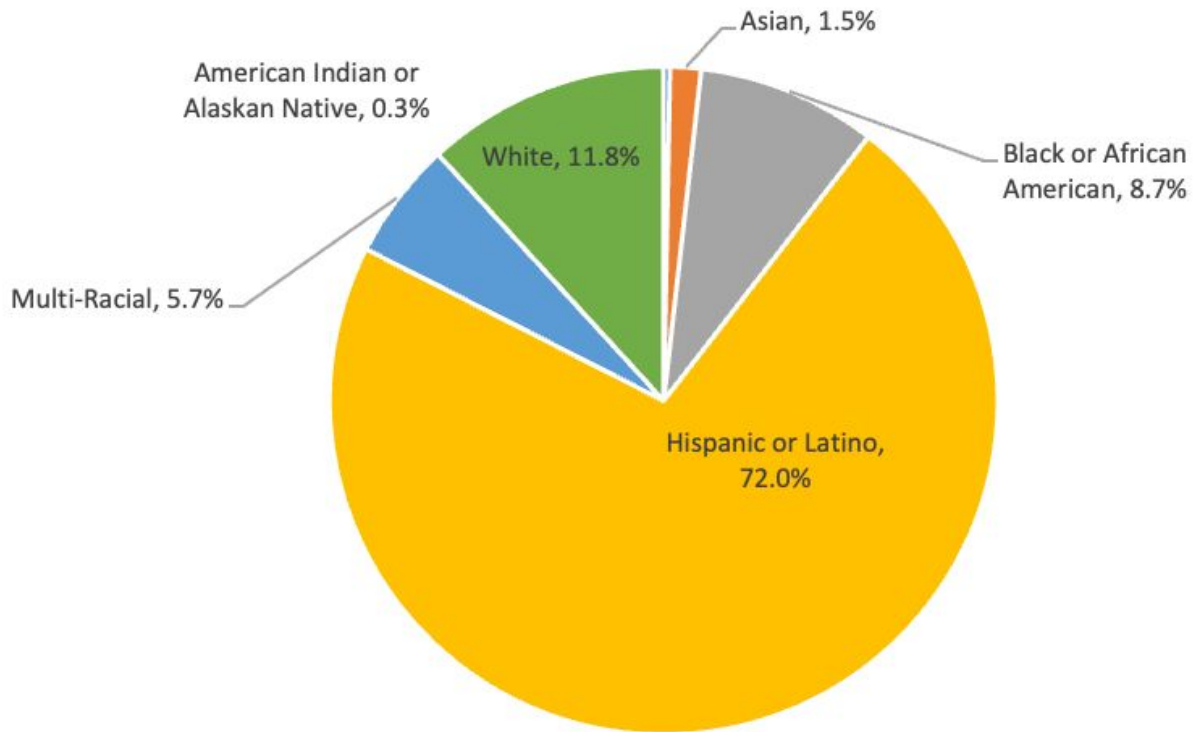
- To propose a new policy addressing enrollment into HALs.
- To propose a change in how new cohorts of students will be identified for enrollment at HALs.
- To address racial imbalance moving forward.

Definitions

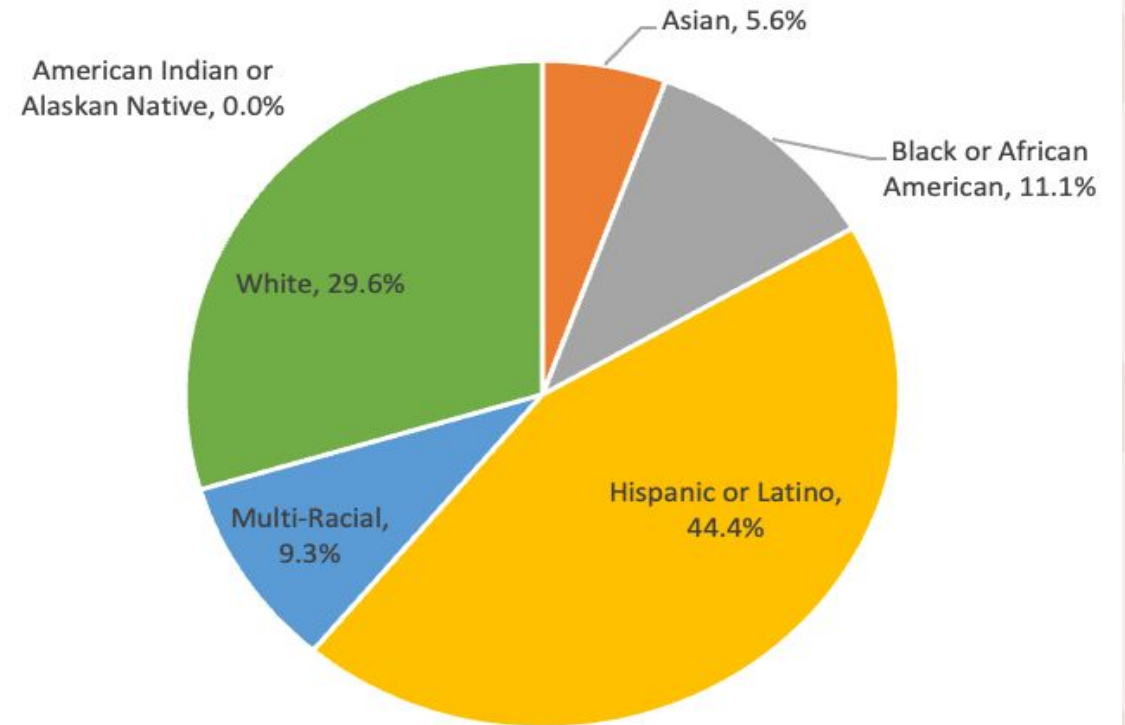
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Demographics of Incoming 5th Grade Cohort

Actual Demographics: Current 5th Grade

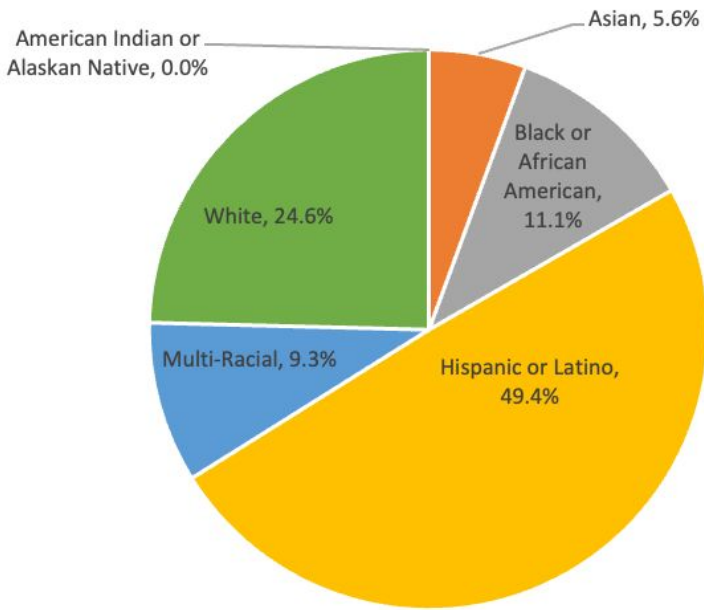


Demographics of Top 54 Combined Scale Score

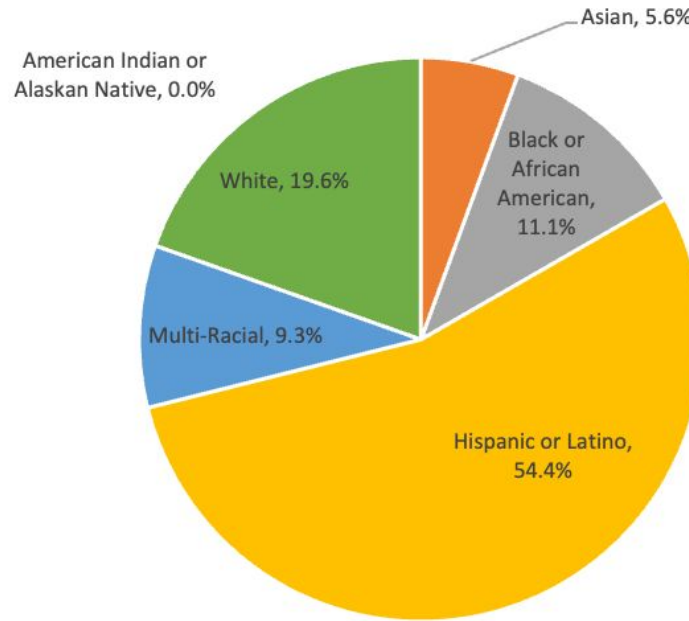


Adjusting Racial Balance Among the 54 Seats

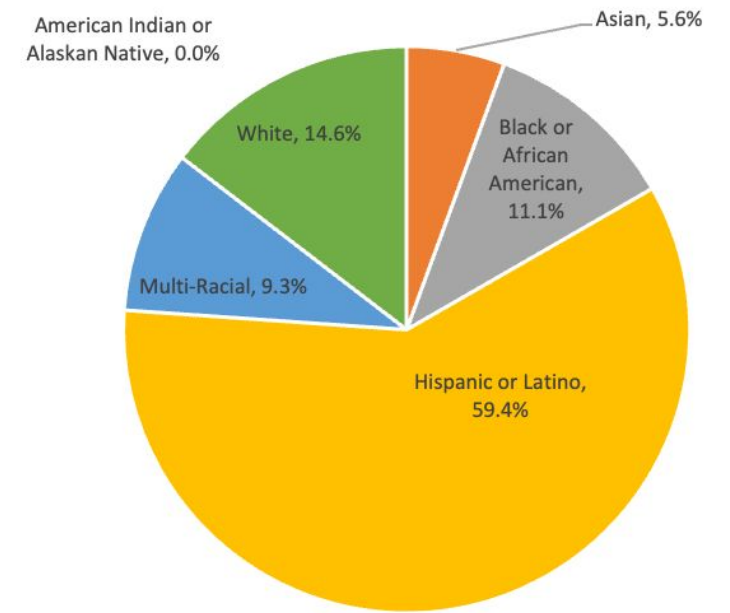
Enrollment with 5 Percentage Point Adjustment



Enrollment with 10 Percentage Point Adjustment



Enrollment with 15 Percentage Point Adjustment



Actual Demographics of Current 5th Grade



With each adjustment of the group least represented (Latino) and the group over-represented (White), we get closer to the actual 5th grade demographic.

Question for the Board of Education

- Does the Board of Education choose to enact a policy to guide enrollment into HALs?
- Shall the policy include guidance on an adjustment to the racial balance of the students who will be accepted into the maximum number of seats available?
- If so, will that adjustment be capped at 5, 10 or 15%?



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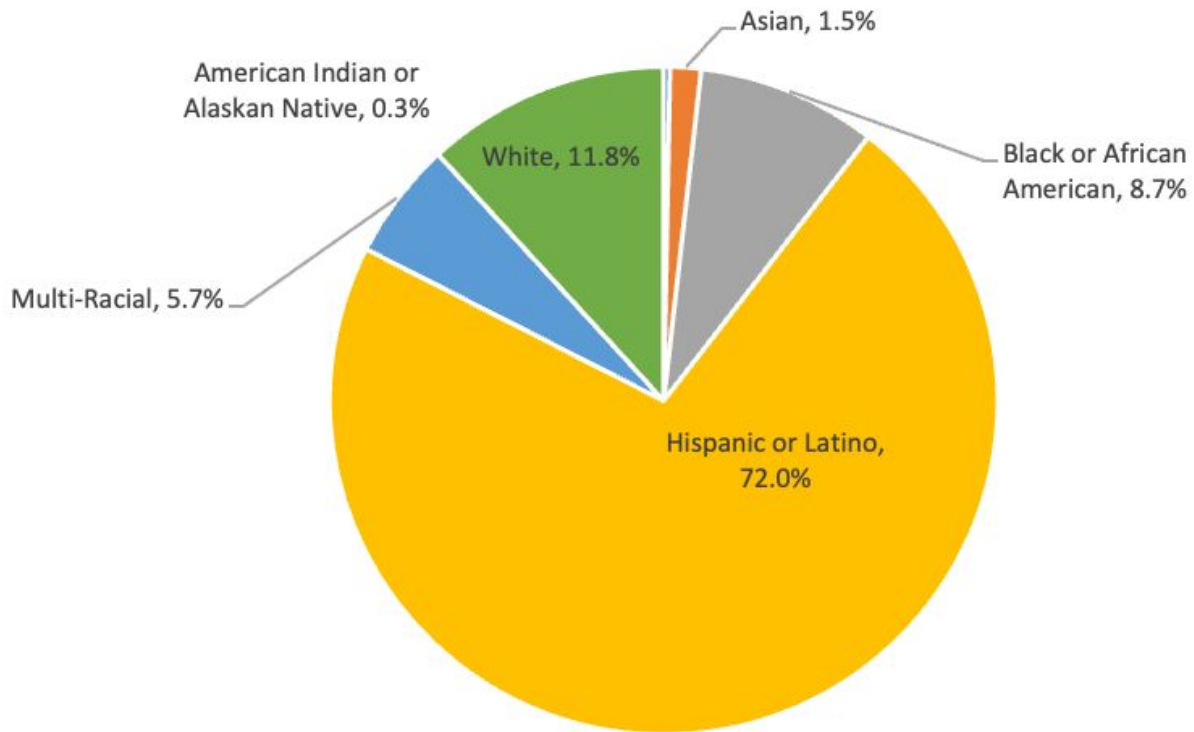
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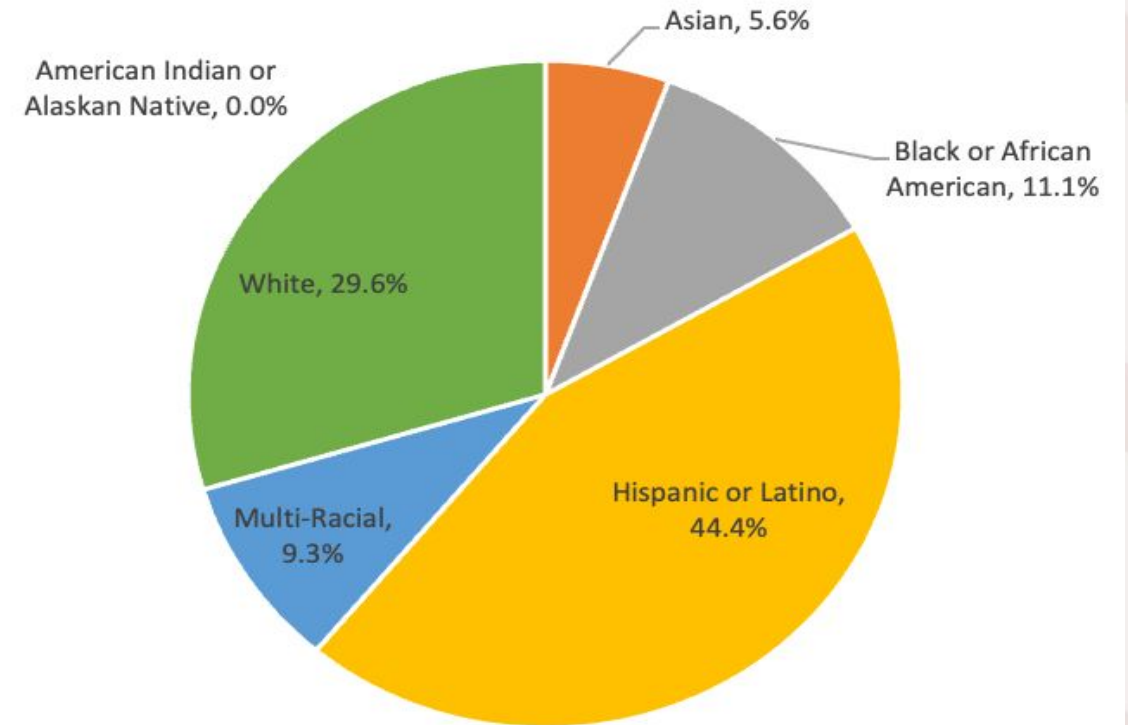
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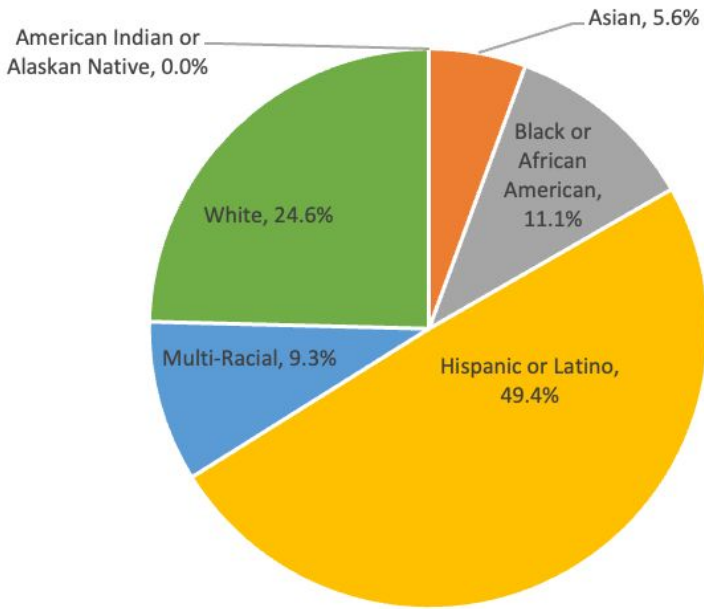


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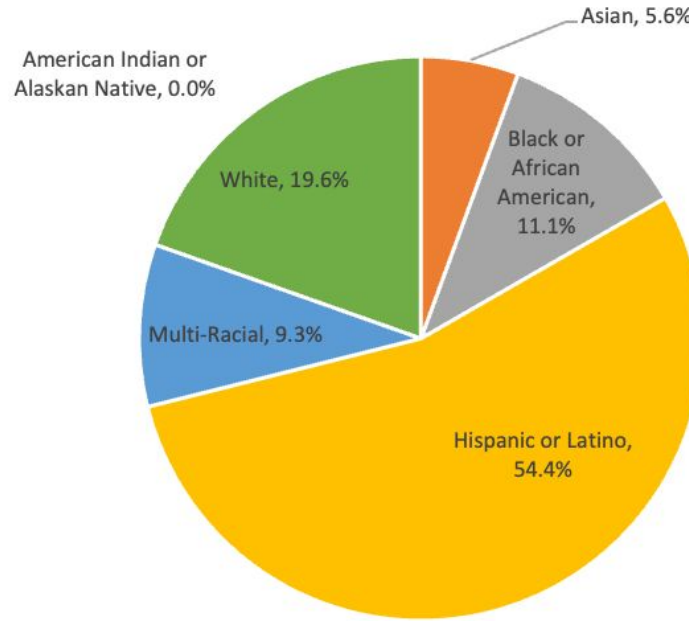


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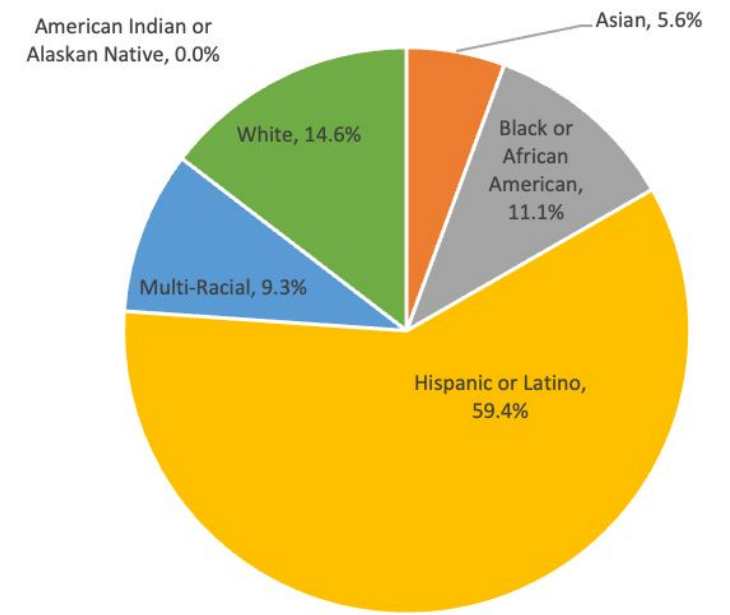
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