



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

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

DECEMBER 18, 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 15, 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 Personnel Committee** will hold a regular meeting on Monday, December 18, 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 Finance, Facilities, and Transportation Committee** will hold a regular meeting on Monday, December 15, 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 | Personnel Committee Regular Meeting

December 18, 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. Presentation

- A. Increasing Educator Diversity through Grow Your Own Pathways
Presented by Dr. Nicole Sanders | Page 5

3. New Business

- A. Review and approve minutes from Personnel Committee meeting on October 23, 2023
Submitted by Ms. Aja Edwards | Page 14
- B. Review Vacancy List / Staffing Update
Submitted by Ms. Heather Barrett and Dr. Nicole Sanders | Page 16
- C. Review new position request – Teacher Apprentice
Submitted by Dr. Nicole Sanders | Page 18
- D. Approve Memorandum of Understanding between CSDNB and Local 871, New Britain Federation of Teachers regarding salary, expectations, and union representation for Teacher Apprentices and Mentors
Submitted by Dr. Nicole Sanders | Page 26
- E. Review new position request – Lead Teacher
Submitted by Andrew Mazzei | Page 29
- F. Review updated job description – Family School Liaison
Submitted by Mr. Joe Vaverchak | Page 32
- G. Review updated job description – Senior Accountant
Submitted by Ms. Ann Alfano | Page 39
- H. Review afterschool programming stipends to provide extracurricular activities to benefit students – Pulaski Middle School (\$40,000.00)
Submitted by Mr. Alex Ortiz | Page 48

4. Closing and Adjournment

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

Consolidated School District of New Britain

Increasing Educator Diversity through Grow Your Own Pathways

Personnel Committee Meeting

December 18, 2023



CSDNB Equity-Diversity Policy Highlights

- The recruitment of diverse teachers and staff provides all students with a better chance of seeing themselves as part of the education system.
- The District is committed to increasing the recruitment and retention of highly qualified diverse staff.
- The District is committed to fostering a learning environment where diversity is encouraged and to recruiting and retaining a workforce that reflects the diversity of our students and community.
- The Board is committed to hiring the best employees of all racial and ethnic backgrounds who will bring their unique talents and skills into the school system.



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement
0523.00 – Equity and Diversity
Approved on November 5, 2018

Purpose

Every student deserves a respectful learning environment in which their cultural, racial and ethnic diversity is valued and contributes to successful academic outcomes. The Consolidated School District of New Britain (District) is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives and very presence of diverse participants. The District is committed to the success of every student in each of our schools and to our mission and vision statements.

The Board of Education (Board) believes that the responsibility for student success is broadly shared by District staff, families, our community and our student's own efforts. Achievement gaps between white students and students of color are unacceptable if we are to meet our mission and vision statements and our moral obligations to our students, their families and our community as a whole. These gaps are contrary to our belief that all children can learn and succeed. Adult behaviors must not contribute to achievement gaps or create barriers to success. Adult behaviors must be concentrated on elimination of gaps, particularly those that are predicated on a student's race, ethnicity, home language, personal characteristics or culture and on assurance of educational equity between students. The Board, Superintendent and staff commit to conducting an equity and diversity impact assessment on all future policies that have a significant impact on student learning and resource allocation. This commitment also includes conducting assessments on policies that are periodically reviewed and updated through the policy development process that have a significant impact on student learning and resources allocation.



Educators and Students Race/Ethnicity Trend

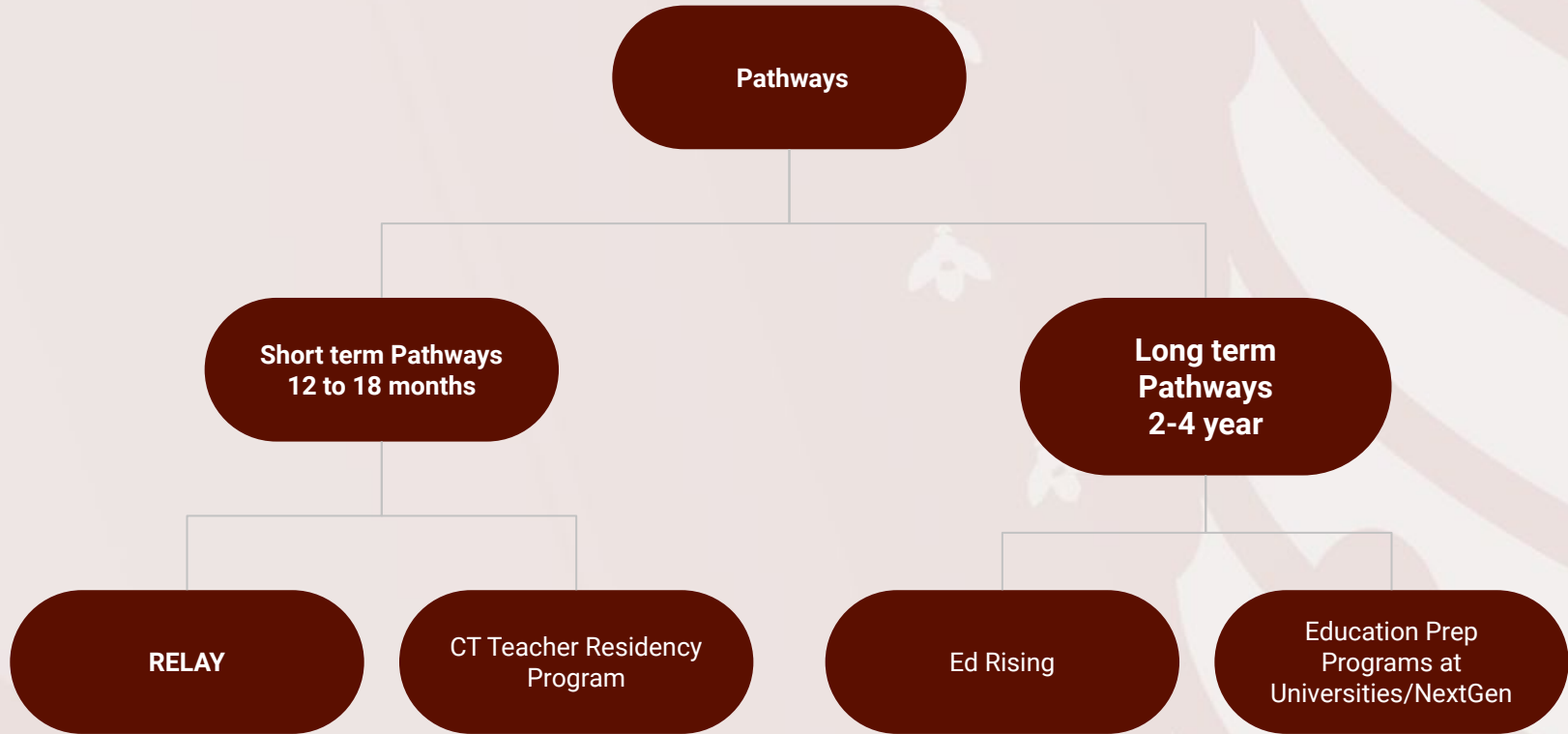
A body of research states “...that students who have had even one same-race teacher during their time in elementary and secondary school experience a wide variety of benefits that include higher test scores, lower rates of chronic absenteeism, fewer suspensions, higher rates of recommendation for gifted and talented programs, higher rates of enrollment in advanced courses and higher rates of high school graduation and college enrollment.”

Comparison of Educator and Student Diversity Trend

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	Approximate Change
Students	82.4%	83.6%	83.7%	84.7%	85.7%	3%
Educators	17.8%	19.0%	19.6%	20.9%	20.7%	3%

Data taken from: [SDE: Educator-Diversity-Dashboard](#)

Grow Your Own Pathways



Brief Overview of Pathways

Short Term

- **CT Teacher Residency Program (CREC Region)** is an elementary certification program that requires a resident teacher to work directly with a mentor teacher throughout the school year while engaging in coursework.
- **RELAY** is an accelerated part time Teaching Residency Program and Masters of Arts in Teaching (MAT) program designed for non-certified staff members employed within partner schools. Relay students earn a certification while continuing to work in their schools.

Long Term

- **NextGen Educators Program** was created through a partnership between the state Department of Education and Central Connecticut State University. It places students who are studying to become educators in public school classrooms, where they will support experienced teachers two to three days a week.
- **EdRising** offers New Britain High School students opportunities to develop and engage in teaching and learning experiences as their entry point into the teaching profession.

Benefits of Residency Programs

Teacher residencies create opportunities for mentor teachers to improve their own practice.

A significant percentage of mentor teachers indicate that serving as a mentor has positively impacted their work.

"My mentor teacher taught me absolutely everything I know. Her classroom management style allowed for mutual respect and safety."

NCTR Network Residency Graduate

"I'm genuinely proud to be a mentor in this program and continue to support our future teachers as they develop into successful educators."

NCTR Network Residency Mentor Teacher

Teacher residency programs are preparing an unprecedented number of teachers of color.

NCTR Network teacher residency programs are more diverse than ever with 69% of teacher residents and 49% of mentor teachers identifying as a person of color (POC). This far surpasses the national percentage of teachers who identify as a person of color.*



of teacher residents enrolled for 2022-2023 identify as a POC -- the highest percentage ever recorded by NCTR



of teachers nationally identify as a POC*



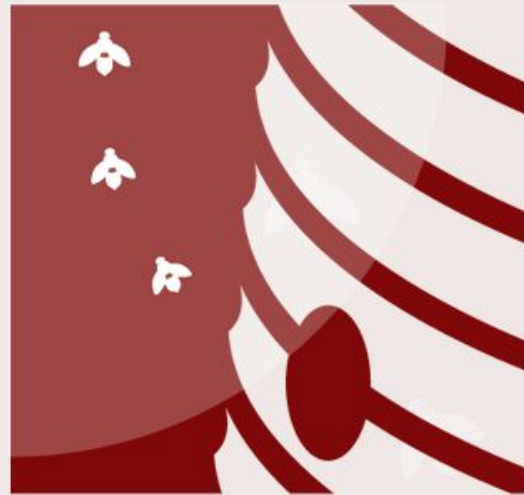
of mentors working with residents for 2022-2023 identify as a POC -- the highest percentage ever recorded by NCTR



Resource: [NCTR-Annual-Report-2022-2023.pdf](#)

Teacher Apprenticeship - Earn While You Learn!

- **CSDNB's will pilot first Registered Teacher Apprenticeship Program**
- **The Apprenticeship is a collaborative project between**
 - State Department of Education,
 - Department of Labor
 - National Center for Teacher Residencies
 - American Federation of Teachers and Connecticut Federation of Teachers
- **What does this mean?**
 - State Model
 - Increase participant capacity
 - Additional financial support
 - Increase diversification of the workforce



**CONSOLIDATED
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NEW BRITAIN**



**CONSOLIDATED
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NEW BUSINESS



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

New Britain Board of Education Personnel Committee Meeting

October 23, 2023 – 6:00 PM | New Britain Educational Administration Center

Call to Order and Opening

Ms. Annie Parker, Personnel Committee Chair, called the meeting to order at 6:05 PM.

Board Members Present

Mr. Anthony Cane*, Ms. Barbara Marino*, Ms. Annie Parker*, Ms. Gayle Sanders- Connolly*

**Committee member
#Attended remotely*

CSDNB Staff Present

Ms. Amy Anderson, Ms. Ann Alfano, Ms. Kristie Bourdoulous, Ms. Donna Clark, Ms. Aja Edwards, Dr. Anthony Gasper, Ms. Rebecca Gonzalez, Ms. Maryellen Manning, Mr. Jeff Prokop, Dr. Nicole Sanders, Mr. Paul Salina, Mr. Robert Smedley, Ms. Sondra Sanford, Keira Soler, Mr. Mark Spalding, Ms. Ivelise Velasquez

New Business

- A. Review and Approve Minutes from Personnel Committee Meeting on September 26, 2023
Submitted by Ms. Aja Edwards

There were no recommended changes to the minutes from the personnel committee meeting on September 26, 2023

- B. Review Vacancy List / Staffing Update
Submitted by Ms. Heather Barrett and Dr. Nicole Sanders

Dr. Gasper reported the number of vacancies in the District has decreased, and thanked the Talent department for all their hard work.

- C. Review New Position Request – Dean of Students
Submitted by Mr. Andrew Mazzei

The personnel committee recommended to add new position request – Dean of Students at Slade Middle School to the Board’s consent agenda for the next regular meeting in November.

- D. Review Memorandum of Understanding Between CSDNB and Local 871, New Britain Federation of Teachers, regarding two grant funded courses – NBHS
Submitted by Mr. Damon Peace & Ms. Sondra Sanford | Funding Source: Perkins Grant 2028-061-100001-51191

The personnel committee recommended to add Memorandum of Understanding Between CSDNB and Local 871, New Britain Federation of Teachers, regarding two grant funded courses at NBHS to the Board’s consent agenda for the next regular meeting in November.

Closing and Adjournment

New Britain Board of Education

Gayle Sanders-Connolly – President | Merrill Gay – Vice President | Joseph Listro – Secretary

Anthony Cane | Monica Dawkins | Anthony Kane | Barbara Marino | Annie S. Parker | Diana Reyes | Tina Santana

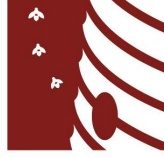
The meeting was adjourned at 6:15 PM

Certified Vacancy List Updated December 14, 2023

LOCATION	POSITION	REASON VACANT	DATE VACANT
Administration		Total: 1	
Districtwide	District Curriculum Coordinator for Physical Education, Health & Wellness PK-12	Transfer	08/16/2023
Elementary		Total: 16	
Chamberlain/Gaffney/Vance	Art	Resignation	08/07/2023
Chamberlain Bridges	Special Education	Transfer	07/01/2023
DiLoreto	World Language Spanish – Elementary	Transfer	08/23/2023
Holmes	Special Education	Resignation	10/31/2023
Districtwide – Jefferson	Reading	Resignation	11/13/2023
Jefferson	Special Education	Resignation	10/10/2023
Lincoln SCS	School Social Worker	Resignation	08/16/2023
Lincoln KEY	Special Education	Resignation	07/19/2023
RELC	Preschool	Resignation	08/19/2023
RELC	Preschool	Resignation	11/13/2023
Smalley	Kindergarten	Resignation	12/21/2023
Smith/Smalley	Art	Resignation	06/30/2023
Districtwide – Smith	Speech Pathologist	Transfer	11/28/2023
Smith	Kindergarten	Resignation	01/01/2024
Smith	Special Education	Resignation	11/24/2023
Districtwide – Vance	Speech Pathologist	Transfer	08/23/2023
Middle School		Total: 15	
Districtwide – DiLoreto	English as a Second Language	Resignation	08/09/2023
Districtwide – DiLoreto	Instructional Coach	Resignation	11/09/2023
DiLoreto	Math	Resignation	06/15/2023
DiLoreto	Science	Transfer	07/01/2023
Pulaski	English	Resignation	10/25/2023

Certified Vacancy List Updated December 14, 2023

Pulaski	Instructional Coach	Resignation	08/22/2023
Pulaski	Math	Transfer	08/24/2022
Pulaski	Physical Education/Health	Resignation	12/21/2022
Pulaski	Physical Education/Health	Resignation	11/28/2023
Pulaski	Science	Resignation	08/18/2023
Pulaski	Science	Resignation	10/27/2023
Pulaski	Special Education	Transfer	08/29/2022
Slade	Special Education	Resignation	07/14/2023
Slade	Special Education	Resignation	09/15/2023
Slade	Special Education	Resignation	10/02/2023
High School	Total: 5		
NBHS	English as a Second Language	Resignation	12/01/2023
NBHS	Physical Education/Health	Retirement	06/30/2023
NBHS	Special Education	Resignation	08/24/2023
NBHS Pathways	Special Education	Transfer	07/01/2023
Districtwide – NBHS	Transition Specialist	Resignation	08/15/2023



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Nicole Sanders () for approval at the Regular Board Meeting on January 8, 2024.
Senior Leadership Sponsor: Tony Gasper Staff Presenter: Nicole Sanders

Type of Memorandum

New Position Request

Background and Purpose/Rationale

The Teacher Apprentice job description was created to align with the district's commitment to diversification of the educator workforce through grow your own pathways.

Financial Information

The total is Hourly Pay Rate: \$31.00 - \$41.00 and the funding source is Alliance District Increasing Educator Diversity Alliance District Increasing Educator Diversity .

Committee Review

To be reviewed by the Personnel Committee on December 18, 2023



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
PERSONNEL & TALENT DEVELOPMENT

Teacher Apprentice

POSITION SPECIFICATIONS

REPORTS TO

Building Principal

PRIMARY FUNCTION

Teacher Apprentice will work side-by-side with their Mentor Teachers while being supported by the alternate route to certification program coordinator for one academic school year to help apprentice prepare for a successful career in education. Under the supervision of the building principal and with day-to-day guidance from the classroom/content area teacher and instructional coaches, apprentice will assist the teacher in establishing and maintaining an efficient and effective classroom by providing students with academic and social-emotional support in daily instructional activities.

REQUIREMENT

- Accepted into an Alternate Route Teacher Certification Program

EDUCATION

- Bachelor's degree required

EXPERIENCE

- Experience working with school-age students or adolescents is preferred.

SKILLS, KNOWLEDGE & ABILITIES

- Time management and organizational skills to fulfill completion of coursework and apprenticeship.
- Skill in developing and applying core content knowledge and current teaching methods and pedagogy
- Skill in developing and applying knowledge of differentiated instruction based upon student learning needs and styles.
- Ability to engage in self-evaluation and reflection with regard to performance and professional growth.
- Skill in developing and applying student behavior management strategies.
- Ability to meet the educational needs of racially, ethnically, socioeconomically and linguistically diverse learners.
- Skill in effective communication and collaboration with all members of the school community including families and colleagues.
- Ability to maintain confidentiality of information regarding students, employees and others.
- Establish, foster and maintain positive cooperative working relationships with students and adults in a learning environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

- Serve in an apprenticeship position under the guidance of a mentor teacher for the academic school year
- Complete coursework program, and pass assessments for Connecticut state certification
- Attend district and school-based professional development sessions
- Effectively communicates, coordinates, and collaborates with the classroom teacher in order to assist in daily instruction.
- Provide instruction in core content areas under the direction of the mentor teacher.
- Support daily functions of the mentor teacher's classroom and duties including arrival, dismissal, lunch coverage, and recess as needed.
- Enforces school safety protocols within the classroom, on field trips, and throughout the school.
- Assists the classroom teacher in reviewing, grading, and recording assignments and assessments.
- Maintains, observes and analyzes each student's progress through formative assessments and progress-monitoring and is aware of students who need more one-on-one guidance.
- Strictly adheres to the school's rules and policies.

ADDITIONAL DUTIES

EQUIPMENT

- Uses computers, network system and provided district technology as needed.

TERMS OF EMPLOYMENT

SALARY & BENEFITS

- Hourly Pay Rate: \$31.00 - \$41.00
- Benefits linked to Local 2407-Non-Exempt Employee

WORK SCHEDULE

- 7-hour work day, Monday-Friday, 10-month position.

UNION AFFILIATION

Not applicable.

Job description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

The Consolidated School District of New Britain (CSDNB) is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, disability, age, sexual orientation, gender identity, national origin, veteran status, or genetic information.

Applicants requiring reasonable accommodations for the hiring process must request the necessary accommodations when scheduled for an interview.



CONNECTICUT TEACHER RESIDENCY PROGRAM



2024–2025 Resident Openings

The **Connecticut Teacher Residency Program** is an alternate route to teacher certification focused on increasing teachers of color across the state of Connecticut. Certification pathways offered are elementary education (Grades 1-6) and special education (PreK-12). Resident candidates will be enrolled in rigorous coursework for 14-18 months and serve in a paid residency position in a mentor teacher's classroom for the school year. Residents will work in a partner district and attend classes in one of our cohort locations across the state.

Qualifications **Benefits** **Program Components**

- » Demonstrated commitment to diversity in the field of education
- » Experience working with marginalized populations
- » Bachelor's degree required
- » Undergraduate GPA of 3.0 or greater*

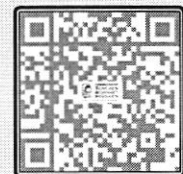
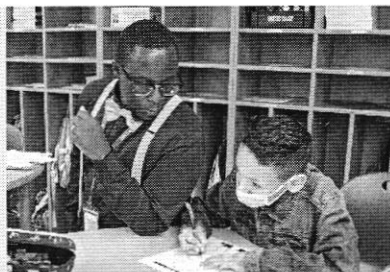
**Candidates with an undergraduate GPA below a 3.0 may apply, but must complete a waiver request.*

- Year 1**
- » Residents earn a salary plus benefits (Minimum of \$28,000 from August 2024-June 2025)
 - » Two \$2000 summer stipends
- Year 2**
- » Eligible for a full-time teaching position in a partner district upon successfully upon successfully meeting program requirements.
 - » Elementary or special education resident educator certificate with a three-year commitment to teach in a partner district

- » **Coursework** – Six weeks of summer classes and evening classes on Tuesdays and Thursdays for 14-18 months beginning June 2024
- » **Residency** – One year in a Mentor Teacher's classroom for hands-on experience and student teaching: August 2024 – June 2025
- » **Assessments** – edTPA, Foundations of Reading Test, Praxis II **
- » **Teaching** – Full-time teaching position, with support, August 2025-June 2028

*** All must be passed before receiving initial educator certificate.*

Learn more, register for an info session, or apply to the program at www.ct-trp.org



APPLICATIONS OPEN FALL 2023

For more information, please contact Niralee Patel-Lye, CT Teacher Residency Program Recruitment and Retention Coach at npatelleye@crec.org

RESC Alliance
CONNECTICUT ALLIANCE OF REGIONAL EDUCATIONAL SERVICE CENTERS



Annual Report 2022-2023

The National Center for Teacher Residencies' (NCTR) latest annual data collection indicates that the teacher residency movement is growing in scale and influence with teacher residency graduates of NCTR Network members now serving over half a million students across the United States. NCTR's Black Educators Initiative (BEI) is making a significant impact on recruiting and preparing teachers of color in teacher residency programs as NCTR reports the highest ever percentage of teachers of color enrolled at 69%.

For the 2022-2023 academic year, NCTR surveyed 739 teacher residents, 438 graduates, 721 mentor teachers, 274 principals who hosted teacher residents, and 225 principals who have recently hired graduates for over 30 NCTR Network programs.

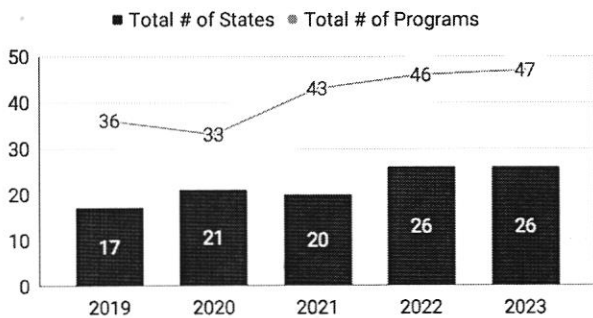
Growth in the development of new programs & existing programs' graduates are strengthening the national teacher residency movement.

NCTR Network teacher residency programs have seen an increase in the total number of teacher residents enrolled for the 2022-2023 academic year for the second consecutive year.

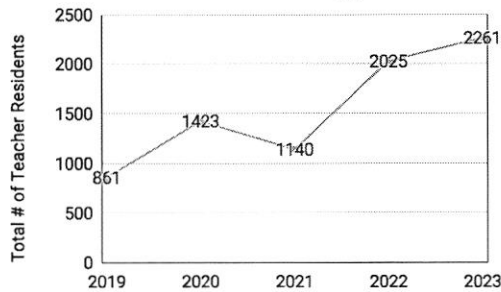
Also, in 2022, NCTR welcomed 22 aspiring teacher residency programs (as compared to 14 programs last year) into its nationally known Residency Design Academy (RDA).

The NCTR Network's collective impact continues to grow having graduated over 9,000 teacher residents who are positively impacting their students and school communities.

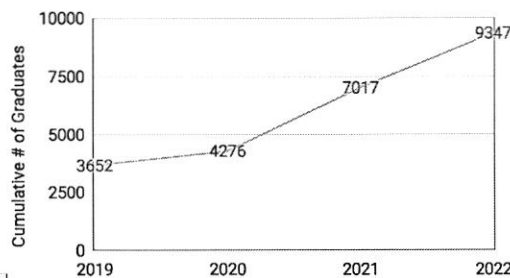
Size & Geography of NCTR Network



Enrollment in NCTR Network Programs



NCTR Network Program Graduates



NCTR At A Glance

47

Network Programs

22

Residency Design Academy (RDA) Programs

26

States where Network & RDA programs are located

393

Partner districts and CMOs

1,090

Training sites

2,261

Residents enrolled in NCTR programs

9,347

graduates of current NCTR programs (cumulative)

500,000+

Students estimated to be taught by Network graduates (cumulative)

Teacher residency programs are preparing an unprecedented number of teachers of color.

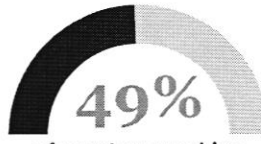
NCTR Network teacher residency programs are more diverse than ever with 69% of teacher residents and 49% of mentor teachers identifying as a person of color (POC). This far surpasses the national percentage of teachers who identify as a person of color.*



69% of teacher residents enrolled for 2022-2023 identify as a POC – the highest percentage ever recorded by NCTR



20% of teachers nationally identify as a POC*



49% of mentors working with residents for 2022-2023 identify as a POC – the highest percentage ever recorded by NCTR



National Comparison on Diversity

NCTR Residencies



33% of teacher residents enrolled for 2022-2023 identify as Black or African American



28% of teacher residents enrolled for 2022-2023 identify as Hispanic or Latinx

National



6% of teachers nationally identify as Black or African American*

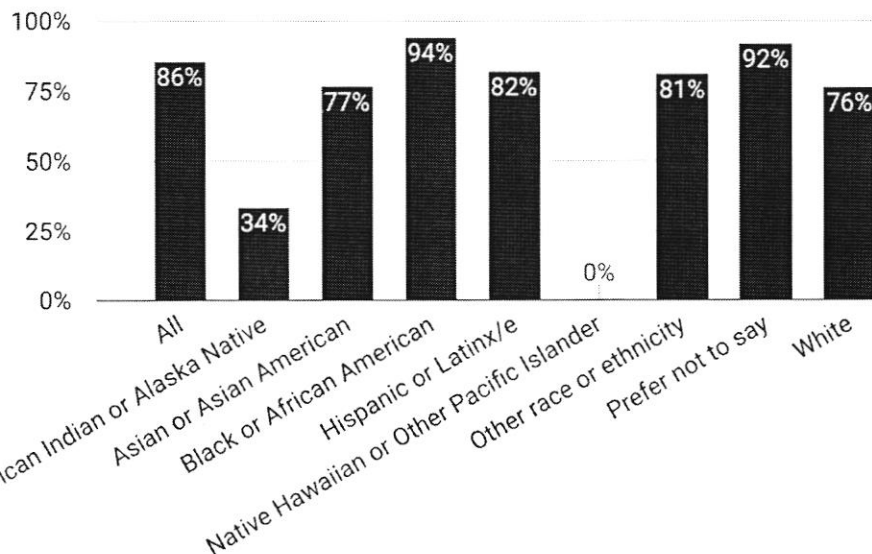


9% of teachers nationally identify as Hispanic or Latinx*

Black Graduate Retention Rate

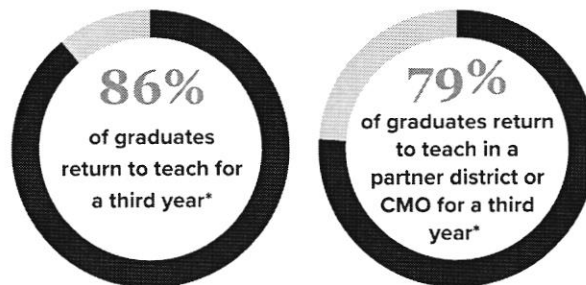
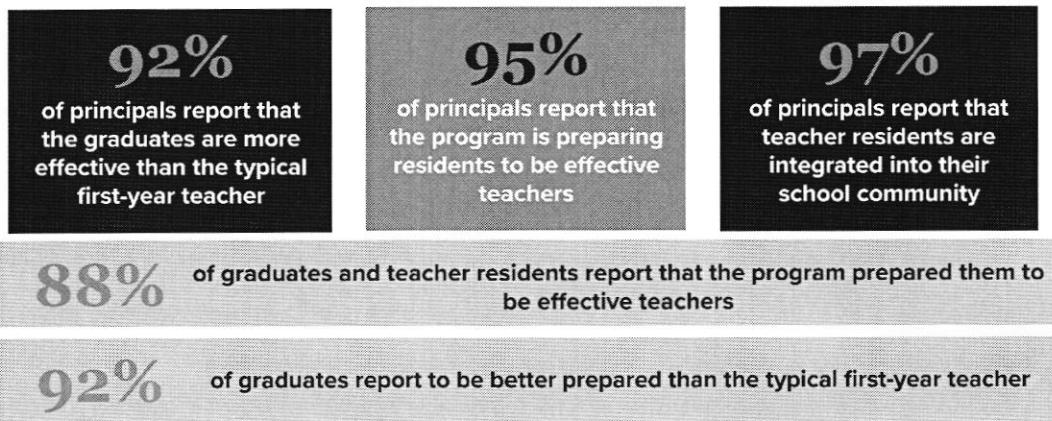
For the first time ever, the graduate retention rate for Black teacher residents is the highest among all other racial groups. NCTR's data is especially notable because national data reports that 10% of all Black teachers leave the profession entirely each year -- the highest percentage among all racial and ethnic groups.^

Retention by Race and Ethnicity



Teacher residencies continue to prepare effective teachers who stay in the classroom.

Principals, teacher residents, and teacher residency graduates that were surveyed indicate that NCTR Network teacher residency programs effectively prepare teacher residents for their roles in the classroom in addition to preparing them to stay in the field after graduation, especially at a time when it is critical to not only recruit, but also retain effective, diverse, and culturally responsive educators.



*Three-year retention rate for 2022-2023

Teacher residencies create opportunities for mentor teachers to improve their own practice.

A significant percentage of mentor teachers indicate that serving as a mentor has positively impacted their work.

"My mentor teacher taught me absolutely everything I know. Her classroom management style allowed for mutual respect and safety."

NCTR Network Residency Graduate

"I'm genuinely proud to be a mentor in this program and continue to support our future teachers as they develop into successful educators."

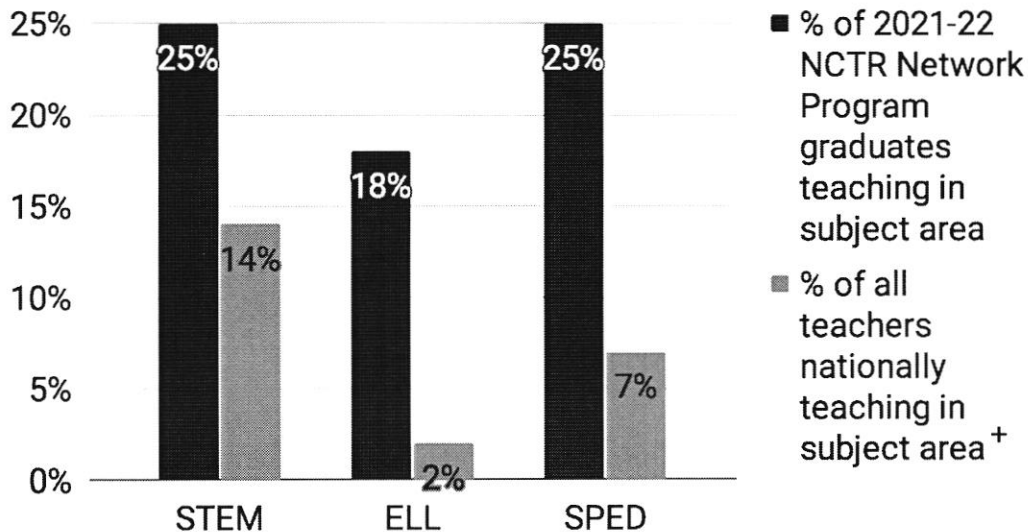
NCTR Network Residency Mentor Teacher



Teacher residents continue to serve in high-need areas.

Teacher residency programs use data from their partner school district(s) to identify shortage areas and collaboratively prepare teacher residents to fill those open positions.

Teaching in Specialized Subject Areas



83%

of 2021-2022 teacher graduates were hired to teach in Title I schools



1,341

classrooms in Title I schools were filled by 2021-2022 graduates

Principals understand the value of teacher residencies.

A significant percentage of principals surveyed indicate that teacher residents are positively contributing to the school's culture and student learning.

"Having a teacher resident in our school adds value to our classroom... Our students benefit from having another teacher in the classroom, while at the same time, our mentor teacher is developing her leadership, instructional, and mentor skills."

NCTR Network Residency Principal

91%

of hosting principals report that having a teacher resident positively impacted student learning and achievement

97%

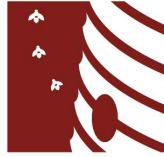
of hosting principals report that graduates positively impacted school culture

Resources

*National Center for Education Statistics. (2023). Characteristics of Public School Teachers. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Retrieved May 26, 2023, from <https://nces.ed.gov/programs/coe/indicator/clr>

*National Center for Education Statistics. (2022). Teacher Turnover: Stayers, Movers, and Leavers. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Retrieved [date], from <https://nces.ed.gov/programs/coe/indicator/slc>

+U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1987-88 through 2011-12; SASS, "Charter School Teacher Data File," 1999-2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File" 2015-16, 2017-18, and 2020-21; and "Private School Teacher Data File," 2017-18 and 2020-21.



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

Type of Memorandum

Contract Approval

Background and Purpose/Rationale

The Connecticut teacher residency program is an alternate route/grow your own teacher certification program that CSDNB participated in for the past three years. The Grow Your Own model is a mechanism for diversifying the educator workforce. The district has successfully hired the five candidates upon completion of the rigorous program.

In partnership with the State Department of Education, and the National Center for Grow Your, CSDNB will pilot the teacher apprenticeship program. CSDNB was selected to pilot the teacher apprenticeship program because of our implementation of best practices for the teacher residency program. The two memorandums of agreement were co-created with various stakeholders and are aligned to our annual teacher residency agreement. The teacher apprentice MOA details assurances that include collective bargaining aspects that were not present in the original agreement. These assurances benefit the teacher apprentice.

In addition, the mentor MOA details salary as well as committed to the mentor expectations which are also similar to what's documented in our annual teacher residency agreement.

See Background Information

Financial Information

Funded through Alliance District Increasing Educator Diversity Grant

Committee Review

To be reviewed by the Personnel Committee on December 18, 2023

Memorandum of Agreement

Between

The New Britain Federation of Teachers, AFT #871

And

The Consolidated School District of New Britain

1. Teacher Apprentices within the Consolidated School District of New Britain will be eligible for membership with the New Britain Federation of Teachers, AFT #871 and follow the Collective Bargaining Agreement between the aforementioned parties except as amended by the Employer Acceptance Agreement and this Memorandum of Agreement. Teacher Apprentices will be represented by the New Britain Federation of Teachers, Local 871, AFT.
2. If the Union believes there is a violation of the Collective Bargaining Agreement, the issue will be addressed through the grievance process identified in Article IX in the current Collective Bargaining Agreement but will not be arbitrable.
3. Teacher Apprentices who are hired by the Consolidated School District of New Britain within 100 working days of the end of the apprenticeship program as a regularly scheduled teacher will have their time in the Apprenticeship Program count toward District seniority, per the Collective Bargaining Agreement.
4. Upon completion of the Teacher Apprenticeship Program and possession of a Connecticut Resident Certificate, Teacher Apprentices will be allowed to apply for vacant positions within the District. The year of apprenticeship within the District will be considered in the employee's salary placement.
5. The Teacher Mentor, Teacher Apprentice, the Union, the District, and the TRP Director will work collaboratively to provide dispute resolution should a disagreement arise. The Teacher Mentor, Teacher Apprentice, the Union and/or the District can request this dispute resolution process.

For the CSDNB

For the NBFT

Date

Date

Memorandum of Agreement

Between

The New Britain Federation of Teachers, AFT #871

And

The Consolidated School District of New Britain

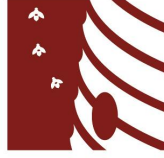
1. Teacher Apprentice Mentors within the Consolidated School District of New Britain will follow the Collective Bargaining Agreement between the aforementioned parties except as amended by the Employer Acceptance Agreement and this Memorandum of Agreement.
2. Mentors will receive a minimum stipend of \$6,000.00 in two installments: one during the month of December and one at the end of the school year in June. The Mentor stipend can be negotiated after the budget is approved.
3. Mentors will not be assigned unscheduled duties including but not limited to class coverage while serving as a Teacher Apprentice Mentor.
4. If the Union believes there is a violation of the Collective Bargaining Agreement in issues related to the Teacher Apprentice Program, the issue will be addressed through the grievance process identified in Article IX in the current Collective Bargaining Agreement.
5. The Teacher Mentor, Teacher Apprentice, the Union, the District, and the TRP Director will work collaboratively to provide dispute resolution should a disagreement arise. The Teacher Mentor, Teacher Apprentice, the Union and/or the District can request this dispute resolution process.

For the CSDNB

For the NBFT

Date

Date



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Andrew Mazzei () for approval at the Regular Board Meeting on January 8, 2024.
Senior Leadership Sponsor: Tyrone Richardson Staff Presenter: Andrew Mazzei

Type of Memorandum

New Position Request

Background and Purpose/Rationale

Lead Teacher Team

The purpose of the lead teachers is to create a collaborative team for full school data analysis, building wide decision making and a direct line of communication to teams that directly impact adult actions to improve student outcomes.

Financial Information

The total is \$31,000 (10 teachers at \$3,100) and the funding source is School Improvement Grant 2346-052-10001-51181.

Committee Review

To be reviewed by the Personnel Committee on December 18, 2023

[Lead Teachers - Slade - Andrew Mazzei.pdf](#)

New Position Request Form

Sent By: Mazzei

Sent To: User - admin

Sent On: 7/19/2023 10:01am

Not completed

New Position Request

* Administrator:	Andrew Mazzei
* Administrator's Title:	Interim Principal
* Requested Position Title:	Lead Teacher
* Location for requested position:	Slade Middle School
* Is the position full-time or part-time?	Full-time
* Is the position a 10 or 12 month position?	Stipend Position
* How many positions are you requesting? (i.e. 1 Position, 2 Positions, etc.)	10 - 9 grade level teams, 1 UA team

Attach a copy of the Board Approved Job Description (or draft that is pending BOE approval).

[Lead Teacher.pdf](#)

Rationale for Requested Position.

Lead teachers will be a bridge from the administration team to the teachers. They will meet regularly with admin to create agendas for the week, share data, and assist in the overall improvement of Slade Middle School.

Use this field to provide additional comments regarding your request. This field may be left blank.

Lead teachers have been approved in the CN grant through the state.

Funding Source

* Select the funding source:	Grant
If applicable, specify the grant:	Comm Net
* Estimated cost:	\$31,00 (10 x \$3,100)
* Is your request for the current fiscal year or the following?	Summer Entry for Upcoming School Year (This option is for Finance/Personnel Use only.)

Administrator's Signature:

X	Signed: Andrew Mazzei Stamped: 7/19/2023 9:08:38 AM; 72.10.98.19; User - Mazzei - mazzei@csdnb.org;
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Finance Review:

CFO reviews the information above and edits Funding Source section if needed.

* Review outcome:	CFO reviewed request. Forwards to Personnel & Talent Development.
* Budget & Position Control:	Board Approval required.

CFO Comments:

Please ensure that this is forwarded to Senior Leadership to follow new process

New Position Request Form

Sent By: Mazzei

Sent To: User - admin

Sent On: 7/19/2023 10:01am

CFO Signature:

Not completed

X	Signed: Ann Alfano Stamped: 7/25/2023 2:52:36 AM; 85.44.190.106;
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Personnel - Step 1: Cabinet

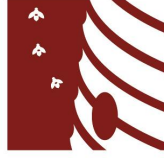
* Select One:	<input type="text"/>
Cabinet Meeting Date:	<input type="text"/>
* Cabinet Meeting Outcome:	<input type="text"/>

Personnel - Step 2: Personnel

Personnel Committee meeting date:	<input type="text"/>
* Personnel Committee Meeting Outcome:	<input type="text"/>

Personnel - Step 3: Board Approval

Board Meeting Date:	<input type="text"/>
* Board Meeting Outcome:	<input type="text"/>
Talent Office Comments for Steps 1-3:	<input type="text"/>



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Joe Varverchak () for approval at the Regular Board Meeting in January 2024
Senior Leadership Sponsor: Ivelise Velazquez Staff Presenter: Ivelise Velzaquez

Type of Memorandum

Other -

Background and Purpose/Rationale

The Family Support Liaison job description was updated to reflect appropriate supervisory structure.

Financial Information

The total is Pay Grade 5B - Range \$45,903 - \$54,113 and the funding source is Local Local .

Committee Review

To be reviewed by the Personnel Committee on December 18, 2023

[Mark - Up Family School Liaison - Nicole Sanders.doc](#), [Clean Copy Family School Liaison - Nicole Sanders.doc](#)



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
TALENT DEVELOPMENT OFFICE

Family School Liaison

POSITION SPECIFICATIONS

REPORTS TO

District Coordinator of Partnerships and Engagement–Attendance Supervisor

PRIMARY FUNCTION

Assists in maintaining an acceptable level of school attendance by providing counseling and assistance to students and their families where chronic absenteeism problems are found. Facilitates or arranges for comprehensive educational and supportive services to families and their children. Coordinates collaboration with school staff and funding agencies to ensure all required program components are adhered to. Plans events and workshops for students and families.

QUALIFICATION PROFILE

CERTIFICATION / LICENSE

- Connecticut Motor Vehicle Operator's License or ability to provide own transportation.
- Certification as a parent educator or similar certification program recommended.

EDUCATION

Bachelor's degree in Education, Social Work, Psychology or Sociology preferred.

EXPERIENCE

- Two years of experience in education, community outreach, or social work, at all grade levels.
- Experience in supervising adults and programming.
- Experience working directly with young children and their families.

SKILLS, KNOWLEDGE & ABILITIES

- Knowledge of social casework principles and practices, with emphasis on chronic attendance issues.
- Knowledge of community resources to meet families' needs
- Ability to independently assess attendance problems and determine appropriate courses of action and referrals.
- Ability to maintain accurate records.
- Adhere to standards of confidentiality
- Ability to relate positively and establish rapport with students and their families.
- Ability to clearly communicate orally and in writing.
- Ability to deal effectively with school personnel and the public.
- Fluency in English and a foreign language desirable; Spanish preferred.
- Ability to carry out instructions furnished in written or oral form.
- Ability to work independently.
- Knowledge of office procedures, including record keeping.
- Ability to process paperwork accurately according to standardized procedures.
- Ability to build and maintain relationships.
- Proficient in using Microsoft Office Programs and Google Applications.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

- Works closely with the ~~District Coordinator of Partnerships and Engagement~~ Attendance Supervisor, school administration and staff to assess needs and offer responsive services to families, while ensuring adherence to program requirements.
- Plans, organizes, prioritizes and performs work according to standard procedures.
- Works in cooperation with school personnel to help carry out the Board of Education's policies regarding student attendance.
- Receives case referrals from school personnel.
- Maintains case load to ensure families and students have appropriate resources.
- Investigates cases to determine the reasons for absence and course of action to be taken.
- Makes telephone calls, in-school visits and home visits to discuss school attendance with the student and family.
- Reports to DCF as needed.
- Works closely with school personnel to assess problems and supply support services to students and their families.
- Reports findings concerning cases to appropriate authorities.
- Maintains records of activities, phone contacts and written correspondence concerning student absenteeism including maintenance of student contact log.
- Collects statistical information and prepare reports to local and state agencies and ~~Partnership Coordinator~~ Attendance Supervisor as required.
- Serves as a liaison among schools, students and parents in addition
- Reports work accomplished to supervisor.
- Provides parenting education via group and home visit when appropriate.

ADDITIONAL DUTIES

- Serves as a member of the school attendance teams
- Performs other related duties as assigned by supervisor.

EQUIPMENT

Uses personal computer, printer and other related office equipment.

TRAVEL REQUIREMENTS

Frequent travel within the school district.

TERMS OF EMPLOYMENT

SALARY & BENEFITS

- Salary and benefits aligned with pay grade 5B of the Local 1186 contract, including step increases.
- Non-exempt position.

WORK SCHEDULE

- 7.5 hour work day; 37.5 hours per week.
- 12 month position.
- Must be able to work flexible hours to accommodate the needs of the position.

UNION AFFILIATION

Not applicable.

FUNDING SOURCE

May be grant or district funded.

Job description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

The Consolidated School District of New Britain (CSDNB) is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without

regard to race, color, religion, sex, disability, age, sexual orientation, gender identity, national origin, veteran status, or genetic information.

Applicants requiring reasonable accommodations for the hiring process must request the necessary accommodations when scheduled for an interview. –

CREATED: 4/22/19 SS
PERSONNEL REVIEW: 4/29/19
BOARD APPROVED: 05/06/19



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
TALENT DEVELOPMENT OFFICE

Family School Liaison

POSITION SPECIFICATIONS

REPORTS TO

Attendance Supervisor

PRIMARY FUNCTION

Assists in maintaining an acceptable level of school attendance by providing counseling and assistance to students and their families where chronic absenteeism problems are found. Facilitates or arranges for comprehensive educational and supportive services to families and their children. Coordinates collaboration with school staff and funding agencies to ensure all required program components are adhered to. Plans events and workshops for students and families.

QUALIFICATION PROFILE

CERTIFICATION / LICENSE

- Connecticut Motor Vehicle Operator's License or ability to provide own transportation.
- Certification as a parent educator or similar certification program recommended.

EDUCATION

Bachelor's degree in Education, Social Work, Psychology or Sociology preferred.

EXPERIENCE

- Two years of experience in education, community outreach, or social work, at all grade levels.
- Experience in supervising adults and programming.
- Experience working directly with young children and their families.

SKILLS, KNOWLEDGE & ABILITIES

- Knowledge of social casework principles and practices, with emphasis on chronic attendance issues.
- Knowledge of community resources to meet families' needs
- Ability to independently assess attendance problems and determine appropriate courses of action and referrals.
- Ability to maintain accurate records.
- Adhere to standards of confidentiality
- Ability to relate positively and establish rapport with students and their families.
- Ability to clearly communicate orally and in writing.
- Ability to deal effectively with school personnel and the public.
- Fluency in English and a foreign language desirable; Spanish preferred.
- Ability to carry out instructions furnished in written or oral form.
- Ability to work independently.
- Knowledge of office procedures, including record keeping.

- Ability to process paperwork accurately according to standardized procedures.
- Ability to build and maintain relationships.
- Proficient in using Microsoft Office Programs and Google Applications.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

- Works closely with the Attendance Supervisor, school administration and staff to assess needs and offer responsive services to families, while ensuring adherence to program requirements.
- Plans, organizes, prioritizes and performs work according to standard procedures.
- Works in cooperation with school personnel to help carry out the Board of Education's policies regarding student attendance.
- Receives case referrals from school personnel.
- Maintains case load to ensure families and students have appropriate resources.
- Investigates cases to determine the reasons for absence and course of action to be taken.
- Makes telephone calls, in-school visits and home visits to discuss school attendance with the student and family.
- Reports to DCF as needed.
- Works closely with school personnel to assess problems and supply support services to students and their families.
- Reports findings concerning cases to appropriate authorities.
- Maintains records of activities, phone contacts and written correspondence concerning student absenteeism including maintenance of student contact log.
- Collects statistical information and prepare reports to local and state agencies and Attendance Supervisor as required.
- Serves as a liaison among schools, students and parents in addition
- Reports work accomplished to supervisor.
- Provides parenting education via group and home visit when appropriate.

ADDITIONAL DUTIES

- Serves as a member of the school attendance teams
- Performs other related duties as assigned by supervisor.

EQUIPMENT

Uses personal computer, printer and other related office equipment.

TRAVEL REQUIREMENTS

Frequent travel within the school district.

TERMS OF EMPLOYMENT

SALARY & BENEFITS

- Salary and benefits aligned with pay grade 5B of the Local 1186 contract, including step increases.
- Non-exempt position.

WORK SCHEDULE

- 7.5 hour work day; 37.5 hours per week.
- 12 month position.
- Must be able to work flexible hours to accommodate the needs of the position.

UNION AFFILIATION

Not applicable.

FUNDING SOURCE

May be grant or district funded.

Job description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

The Consolidated School District of New Britain (CSDNB) is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, disability, age, sexual orientation, gender identity, national origin, veteran status, or genetic information.

Applicants requiring reasonable accommodations for the hiring process must request the necessary accommodations when scheduled for an interview.

CREATED: 4/22/19 SS
PERSONNEL REVIEW: 4/29/19
BOARD APPROVED: 05/06/19

REVISED:
PERSONEL REVIEW:
BOARD APPROVAL:



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Ann Alfano () for approval at the Regular Board Meeting on January 8, 2024.
Senior Leadership Sponsor: Tony Gasper Staff Presenter: Ann Alfano

Type of Memorandum

Other -

Background and Purpose/Rationale

Senior Accountant job description position has been revised to be in alignment with the current accounting practices and procedures.

The revised skills and responsibilities will ensure that the future candidate has the qualifications to assist with all accounting operations following good accounting practices for standards and compliance to meet the needs of the District.

Financial Information

The total is \$87,889 and the funding source is the General Fund.

Committee Review

To be reviewed by the Personnel Committee on December 18, 2023

[Revised_SeniorAcct_JobDescription - Diana Rios.pdf](#), [RedLineVersion_SeniorAcct_JobDescription - Diana Rios.pdf](#), [Original_Senior Accountant_Job Description - Diana Rios.pdf](#)



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
TALENT DEVELOPMENT OFFICE

Senior Accountant-Finance

POSITION SPECIFICATIONS

REPORTS TO

Chief Financial Officer

PRIMARY FUNCTION

- Supervision of and responsibility District Food Service Program eligibility for Free and Reduced meals
- Responsible for preparing and submitting District Telecommunications application for Schools & Libraries Universal Service (E-Rate)
- Responsible for maintaining Business and Operations page on District Website
- Supervises and evaluates the accounting staff in carrying out their day-to-day responsibilities related to purchase ordering, check preparation and bill payment, cash receipts and disbursement reporting, etc
- Assist Director of Finance with day to day issues and special projects

QUALIFICATION PROFILE

CERTIFICATION / LICENSE

EDUCATION

A Bachelor's degree in Accounting or related field

EXPERIENCE

At least five (5) years of practical experience.

SKILLS, KNOWLEDGE & ABILITIES

- Knowledge of modern office practices, procedures and methods of the department; familiarity with modern bookkeeping and accounting principles.
- Ability to prepare reports and correspondence.
- Ability in oral and written expression.
- Ability to deal effectively with school personnel and the public.
- Ability to carry out instructions furnished in written or oral form.
- Ability to work independently.
- Ability to understand, apply and use personal computers and software applications.
- Ability to process paperwork accurately to standardized procedures.
- Work in standard office environment.
- Ability to supervise others.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

- Exercises good judgment in making decisions, projective planning and ongoing projects.
- Prepares statistical reports and agenda for Board of Education.
- Maintains all matters in a strictly confidential and business-like manner.
- Assists the Director of Finance in the development and presentation of the annual District budget to the Board of Education, Board of Finance & Taxation, Common Council and general public.

- Assists in preparation of various State and Federal financial reports, including but not limited to ED 001, ED012, ED 017, ED 021, ED 103, ED 111, ED 141, and ED 452.
- Reconciles various District accounts with control accounts in the City of New Britain Finance Department.
- Assists with the development of annual tuition rates charged to other public school districts.
- Supervises records retention and disposal compliance with the State of Connecticut Record Retention and Disposal requirements.
- Assists with preparation of reports, schedules, etc. and coordinates annual financial audit of District by outside independent auditors.

ADDITIONAL DUTIES

- Purchases materials and supplies for central office needs.
- Provides assistance with transportation calls.

EQUIPMENT

Uses personal computer, printer and copier.

TRAVEL REQUIREMENTS

Limited travel to schools and other facilities as required.

TERMS OF EMPLOYMENT

SALARY & BENEFITS

WORK SCHEDULE

Must work standard schedule and overtime as needed.

UNION AFFILIATION

FUNDING SOURCE

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

CREATED: Month/Year Initials
Revised 9/8/2010 AMR
BOARD APPROVED: Month/Day/Year



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
TALENT DEVELOPMENT OFFICE

Senior Accountant-Finance

POSITION SPECIFICATIONS

REPORTS TO

Chief Financial Officer

PRIMARY FUNCTION

- ~~Supervision of and responsibility District Food Service Program eligibility for Free and Reduced meals~~
- ~~Responsible for preparing and submitting District Telecommunications application for Schools & Libraries Universal Service (E-Rate)~~
- ~~Responsible for maintaining Business and Operations page on District Website~~
- ~~Supervises and evaluates the accounting staff in carrying out their day to day responsibilities related to purchase ordering, check preparation and bill payment, cash receipts and disbursement reporting, etc~~
- ~~Assist Director of Finance with day to day issues and special projects~~
- Provides fiscal management assistance by performing a variety of accounting and auditing functions. Pre-audit of expenditures and accounting records. Preparation/posting of general ledger entries, revenue and expenditure analyses, and participation on special projects for the Finance Department

QUALIFICATION PROFILE

CERTIFICATION / LICENSE

EDUCATION

A Bachelor's degree in Accounting or related field

EXPERIENCE

At least five (5) years of practical experience.

SKILLS, KNOWLEDGE & ABILITIES

- ~~Knowledge of modern office practices, procedures and methods of the department; familiarity with modern bookkeeping and accounting principles. Demonstrated knowledge in Microsoft Products and other financial accounting software packages.~~
- Ability to prepare reports and correspondence.
- ~~Ability in oral and written expression. Good written and verbal communication skills~~
- ~~Ability to deal effectively with school personnel and the public. Ability to establish and maintain effective working relationships with all levels of administration.~~
- Ability to carry out instructions furnished in written or oral form.
- Ability to work independently.
- Ability to understand, apply and use personal computers and software applications.
- Ability to process paperwork accurately to standardized procedures.
- Work in standard office environment. Ability to prioritize daily tasks and meet timely obligations
- Strong organizational skills and effective problem-solving skills.
- ~~Ability to supervise others.~~

ESSENTIAL PERFORMANCE RESPONSIBILITIES

- Exercises good judgment in making decisions, projective planning and ongoing projects.
- Prepares statistical reports and agenda for Board of Education.
- Make bank deposits for all funds including but not limited to General Fund, State & Federal Grant Funds, and Student Activity Accounts
- Assist with State and Federal Grant Funds request from the State of Connecticut and Federal Government eGrants Management System
- ~~Maintains all matters in a strictly confidential and business-like manner.~~
- Assists the ~~Director of Finance~~ Chief Financial Officer with in the development and presentation of the annual ~~District District Budget~~ budget to the Board of Education, Board of Finance & Taxation, Common Council and general public.
- Assists in ~~preparation~~ preparing of various State and Federal financial reports, including but not limited to EFS (Former ED 001), ED012, ED 017, ED 021, ED 103, ED 111(Cash Management), ED 141, and ED 452.
- Complete account reconciliations for various district accounts including but not limited to General Fund, State & Federal Grant Funds and Student Activity Accounts ~~Reconciles various District accounts with control accounts in the City of New Britain Finance Department.~~
- Assists with the development of annual tuition rates charged to other public school districts.
- ~~Supervises records retention and disposal compliance with the State of Connecticut Record Retention and Disposal requirements.~~
- Assists with the preparation of reports, schedules, ~~etc.~~ and coordination of thees annual financial audit of the District by outside independent auditors.
- Preparation and entry of journal entries, budget transfers and budget adjustments
- Prepare budget and expenditure projections, forecasts and analyses as requested
- Prepare Fringe Benefit calculations and analyses
- Assist with fiscal year-end close
- Respond to inquiries regarding invoices, payments, purchase orders, and employee reimbursements
- Review accounting procedures and processes and recommend improvements
- Perform other duties/functions as assigned by Chief Financial Officer or designee
-

ADDITIONAL DUTIES

- ~~Purchases materials and supplies for central office needs.~~
- ~~Provides assistance with transportation calls.~~

EQUIPMENT

Uses personal computer, printer and copier.

TRAVEL REQUIREMENTS

Limited travel to schools and other facilities as required.

TERMS OF EMPLOYMENT

SALARY & BENEFITS

Salary and Benefits linked to Local 818 – Exempt Employee – Grade 3A

WORK SCHEDULE

Must work standard schedule ~~and overtime as needed.~~

UNION AFFILIATION

Non-Union

FUNDING SOURCE

General Fund

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

The Consolidated School District of New Britain (CSDNB) is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, disability, age, sexual orientation, gender identity, national origin, veteran status, or genetic information.

Applicants requiring reasonable accommodations for the hiring process must request the necessary accommodations when scheduled for an interview.

CREATED: Month/Year-Initials
Revised-9/8/2010-AMR
BOARD APPROVED: Month/Day/Year

CREATED: Month/Day/Year
REVISED: 12/04/2023 AA
BOARD APPROVED: Month/Day/Year



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
TALENT DEVELOPMENT OFFICE

Senior Accountant-Finance

POSITION SPECIFICATIONS

REPORTS TO

Chief Financial Officer

PRIMARY FUNCTION

- Provides fiscal management assistance by performing a variety of accounting and auditing functions. Pre-audit of expenditures and accounting records. Preparation/posting of general ledger entries, revenue and expenditure analyses, and participation on special projects for the Finance Department

QUALIFICATION PROFILE

CERTIFICATION / LICENSE

EDUCATION

A Bachelor's degree in Accounting or related field

EXPERIENCE

At least five (5) years of practical experience.

SKILLS, KNOWLEDGE & ABILITIES

- Demonstrated knowledge in Microsoft Products and other financial accounting software packages.
- Ability to prepare reports and correspondence.
- Good written and verbal communication skills
- Ability to establish and maintain effective working relationships with all levels of administration.
- Ability to carry out instructions furnished in written or oral form.
- Ability to work independently.
- Ability to understand, apply and use personal computers and software applications.
- Ability to process paperwork accurately to standardized procedures.
- Ability to prioritize daily tasks and meet timely obligations
- Strong organizational skills and effective problem-solving skills.
-

ESSENTIAL PERFORMANCE RESPONSIBILITIES

- Make bank deposits for all funds including but not limited to General Fund, State & Federal Grant Funds, and Student Activity Accounts
- Assist with State and Federal Grant Funds request from the State of Connecticut and Federal Government eGrants Management System
- Assists the Chief Financial Officer with the development of the annual District Budget .
- Assists in preparing various State and Federal financial reports, including but not limited to EFS (Former ED 001), ED012, ED 017, ED 021, ED 103, ED 111(Cash Management), ED 141, and ED 452.
- Complete account reconciliations for various district accounts including but not limited to General Fund, State & Federal Grant Funds and Student Activity Accounts

- Assists with the development of annual tuition rates charged to other public school districts.
- Assists with the preparation of reports, schedules, and coordination of the annual financial audit of the District by outside independent auditors
- Preparation and entry of journal entries, budget transfers and budget adjustments
- Prepare budget and expenditure projections, forecasts and analyses as requested
- Prepare Fringe Benefit calculations and analyses
- Assist with fiscal year-end close
- Respond to inquiries regarding invoices, payments, purchase orders, and employee reimbursements
- Review accounting procedures and processes and recommend improvements
- Perform other duties/functions as assigned by Chief Financial Officer or designee

ADDITIONAL DUTIES

EQUIPMENT

Uses personal computer, printer and copier.

TRAVEL REQUIREMENTS

Limited travel to schools and other facilities as required.

TERMS OF EMPLOYMENT

SALARY & BENEFITS

Salary and Benefits linked to Local 818 – Exempt Employee – Grade 3A

WORK SCHEDULE

Must work standard schedule

UNION AFFILIATION

Non-Union

FUNDING SOURCE

General Fund

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

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Applicants requiring reasonable accommodations for the hiring process must request the necessary accommodations when scheduled for an interview.

CREATED: Month/Day/Year
 REVISED: 12/04/2023 AA
 BOARD APPROVED: Month/Day/Year

2023-2024

Nonexempt Salaries

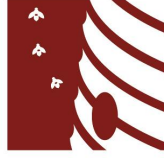
Eligible employees shall advance one (1) step effective July 1, 2023. 2% All Steps

Grade	2nd Step	3rd Step	4th Step	5th Step	6th Step	7th Step	8th Step	9th Step
1	86,480	89,056	91,696	94,592	97,456	100,480	104,096	107,664
biweekly	3,326.15	3,425.23	3,526.77	3,638.15	3,748.31	3,864.62	4,003.69	4,140.92
8 hrs	54.05	55.66	57.31	59.12	60.91	62.80	65.06	67.29
2	71,819	75,173	78,624	82,232	85,995	89,408	93,015	96,564
37.5 hrs	36.83	38.55	40.32	42.17	44.10	45.85	47.70	49.52
3	75,712	79,227	82,867	86,674	90,667	94,266	98,051	101,816
40 hrs	36.40	38.09	39.84	41.67	43.59	45.32	47.14	48.95
4	74,818	78,125	81,557	85,155	88,982	92,414	96,096	99,736
40 hrs	35.97	37.56	39.21	40.94	42.78	44.43	46.20	47.95
5	71,843	75,171	78,603	82,264	86,029	89,440	93,038	96,616
40 hrs	34.54	36.14	37.79	39.55	41.36	43.00	44.73	46.45
6	67,353	70,473	73,691	77,123	80,652	83,850	87,224	90,578
37.5 hrs	34.54	36.14	37.79	39.55	41.36	43.00	44.73	46.45
7	66,612	69,537	72,501	75,660	78,936	81,978	85,235	88,491
37.5 hrs	34.16	35.66	37.18	38.80	40.48	42.04	43.71	45.38

Exempt Salaries

Eligible employees shall advance one (1) step effective July 1, 2023. 2% All Steps

Grade	2nd Step	3rd Step	4th Step	5th Step	6th Step	7th Step	8th Step	9th Step
1a	121,525	123,347	125,198	127,076	128,981	130,916	132,893	134,871
2a	103,083	105,659	108,301	111,009	113,784	116,628	119,281	121,934
2b	71,819	75,173	78,624	82,232	85,995	89,408	93,015	96,564
3a	87,889	90,087	92,339	94,647	97,014	99,438	101,701	103,963
4a	79,100	81,078	83,105	85,182	87,312	89,495	91,531	93,567
5a	71,910	73,707	75,551	77,438	79,374	81,359	82,378	83,397



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Alejandro Ortiz () for approval at the Regular Board Meeting on January 8, 2024.
Senior Leadership Sponsor: Tyrone Richardson Staff Presenter: Tyrone Richardson

Type of Memorandum

Other -

Background and Purpose/Rationale

After School Programming Stipends. Additional after-school extra-curricular activities to benefit students at Pulaski School. Use of funds already approved by CSDE via the Commissioner's Network grant.

Financial Information

The total is \$40,000.00 and the funding source is Commissioner's Network 23470531000151181.

Committee Review

To be reviewed by the Personnel Committee on December 18, 2023 and the Finance Committee on December 18, 2023

[Pulaski After School Programs - Alejandro Ortiz.docx](#), [Pulaski After School Programs - Alejandro Ortiz.docx](#)

Pulaski Middle School After School Clubs and Activities 2023-24

Club/Activity Name	Brief Description and Requirements to Participate
GEMS Girls Empowered and Motivated for Success.	Mentoring program for our young ladies. The program will provide a platform for students to support each other, take responsibility, and develop their leadership abilities.
Chess Club	Learn to play chess and practice playing it. Chess provides an opportunity for friendly competition, patience, and self-discipline.
Art/Anime Club	Join others with similar interests or have carved out time to be creative with different media in a safe, stress-free space.
Hit Factory Beat Club	Learning the arts and skills of digital music production, videography, and graphic design.
Game Changers	Leadership/mentoring program for young men. The purpose of the program is to create a mentoring program that will equip and encourage our young men to think, behave, manage, take action, and make decisions toward a positive future. Our main objectives are to instill and develop leadership skills and responsibility, create a contribution to the community through service and volunteerism, learn life skills and information for living a responsible and fulfilled life, enjoy fellowship, and develop self-confidence.
National Junior Honor Society	A national organization that promotes academic scholarship, leadership, character, and service. Students are selected and invited to apply in 7th and 8th grade based upon the national prerequisites of the organization. The club will meet throughout the year to support school-wide projects and events.
Paradym(E-Sports)	Esports (Video Game) club with a focus on skill-based curriculum and social-emotional learning. Students will have the opportunities to learn about related career fields and compete against each other, as well as other schools focusing on Smash Bros and Just Dance.
Student Council	Student Council is an organization conducted by students and supervised by adults. The purpose of the student council is to allow students to develop leadership by organizing and carrying out school activities and service projects.
Culinary Club	Culinary Club is a club where students learn important life skills to cook food while learning about proper food safety and handling.

Umi Fitness support	Staff will provide support to Umi fitness classes in creating a safe, encouraging, but challenging environment. The program will serve as an outlet for youth creativity, development of physical fitness skills, and healthy options.
Golf	The Golf Club provides students with an opportunity to understand and learn the game of golf. It's a feeder program for the high school and allows the students to learn and improve their golfing skills for potential scholarships.
After School Supervisor	Oversees all after-school clubs and activities ensuring attendance is taken place by all staff, maintains spreadsheets of all students, and alerts administrators and staff if attendance is getting low. Addresses families regarding any issues, concerns, or questions they may have with after-school programming. Ensures that all students safely board buses and will call transportation when needed.

Pulaski Middle School After School Clubs and Activities 2023-24

Club/Activity Name	Brief Description and Requirements to Participate	Meeting Day/s	Number of students
GEMS Girls Empowered and Motivated for Success.	Mentoring program for our young ladies. The program will provide a platform for students to support each other, take responsibility, and develop their leadership abilities.	Tuesday/Thursday 3-5 PM	10
Chess Club	Learn to play chess and practice playing it. Chess provides an opportunity for friendly competition, patience, and self-discipline.	Tuesday 3-4 PM	10
Art/Anime Club	Join others with similar interests or have carved out time to be creative with different media in a safe, stress-free space.	Tuesday 3-4 PM	10
Hit Factory Beat Club	Learning the arts and skills of digital music production, videography, and graphic design.	Tuesday/Thursday 3-5 PM	10
Game Changers	Leadership/mentoring program for young men. The purpose of the program is to create a mentoring program that will equip and encourage our young men to think, behave, manage, take action, and make decisions toward a positive future. Our main objectives are to instill and develop leadership skills and responsibility, create a contribution to the community through service and volunteerism, learn life skills and information for living a responsible and fulfilled life, enjoy fellowship, and develop self-confidence.	Mondays/Fridays 3-5 PM	10
Culinary Club	Culinary Club is a club where students learn important life skills to cook food while learning about proper food safety and handling.	Mondays 3-5 pm	20
Umi Fitness support	Staff will provide support to Umi fitness classes in creating a safe, encouraging, but challenging environment. The program will serve as an outlet for youth creativity, development of physical fitness skills, and healthy options.	Mondays/Thursday 3-4 PM	20 Plus
Golf	The Golf Club provides students with an opportunity to understand and learn the game of golf. It's a feeder program for the high school and allows the students to learn and improve their golfing skills for potential scholarships.	Mondays 3-5 PM	10
After School Supervisor	Oversees all after-school clubs and activities ensuring attendance is taken place by all staff, maintains spreadsheets of all students, and alerts administrators and staff if attendance is getting low. Addresses families regarding any issues, concerns, or questions they may have with after-school programming. Ensures that all students safely board buses and will call transportation when needed.	Monday-Friday 3-5 PM	Monitors staff attendance and all students to get on late busing