

Committee of the Whole  
Tuesday, October 5, 2021 5:30 PM  
Zoom  
35 Fifth Street  
Derby, CT 06418

Join Zoom Meeting  
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Meeting ID: 811 2895 7262  
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Meeting ID: 811 2895 7262  
Find your local number: <https://us02web.zoom.us/u/koBq0EpvT>

1. Call to Order

**Speaker(s):** Mr. Gildea

1.A. Opening Ceremonies

**Speaker(s):** Mr. Gildea

1.B. Roll Call

**Speaker(s):** Mr. Gildea

1.C. Additions/Deletions to the agenda

**Speaker(s):** Mr. Gildea

2. Public Participation

**Speaker(s):** Mr. Gildea

3. Administrator's Birthdays!!

Mario Ciccarini  
Michael Rafferty

**Speaker(s):** Mr. Gildea

4. Executive Session to review the appointment list for new hires, letters of resignation, letter of retirement and Food Services Director Salary Increase, and the Superintendent of Schools is invited to attend.

**Speaker(s):** Mr. Gildea

5. Appointment of New Hires

**Speaker(s):** Mr. Gildea

6. Resignations

**Speaker(s):** Mrs. O'Hara

7. Retirement

**Speaker(s):** Mrs. O'Hara

8. Administrator's Reports

8.A. Derby Middle School

**Speaker(s):** Mrs. Caggiano

8.B. Derby High School

**Speaker(s):** Mrs. Olson

8.C. Athletic Report October 5, 2021

**Speaker(s):** Mr. Cosgriff

8.D. Raise Academy

**Speaker(s):** Ms. Cappiello

8.E. Special Education Supervisors Report

**Speaker(s):** Mrs. McCoart, Mr. Nichols

8.F. Little Raiders University

**Speaker(s):** Mrs. Conway

8.G. Bradley School

**Speaker(s):** Mr. Ciccarini

8.H. Irving School

**Speaker(s):** Mrs. Misset

9. Approval of Minutes -

Confirmation of election results for the office of Secretary

**Speaker(s):** Mrs. O'Hara

10. Memorial for Vincent Garofalo

**Speaker(s):** Mr. Gildea

11. CABA Board of Distinction Award Submission

**Speaker(s):** Mrs. O'Hara

12. Food Services Director Salary Increase

**Speaker(s):** Mr. Gildea

13. United Public Service Employees Union, Derby Board of Education Paraprofessionals, Local 424 - Unit 124 - Paraeducator Contract

**Speaker(s):** Mr. Gildea

14. Adjourn

**Speaker(s):** Mr. Gildea



## DERBY MIDDLE SCHOOL

October 2021



### ACADEMICS

#### Curriculum Updates

Use Ctrl/Alt/Enter to return

Bi-Weekly Commissioner's Network Classroom Visits with the CSDE  
I-Ready Fall Benchmark Testing Conducted (Make Ups occurring this week)  
Dibels 8 Training conducted with Reading Interventionists  
Curriculum review and analysis in all subject areas (ongoing)

#### Assessment Scores

ELA		Fall '21		Winter '22		Spring '22	
Assessment Name(s)		Target	Actual	Target	Actual	Target	Actual
DMS	i-Ready						
6	i-Ready						
7	i-Ready						
8	i-Ready/ PSAT						
MATH		Fall '21		Winter '22		Spring '22	
Assessment Name(s)		Target	Actual	Target	Actual	Target	Actual
DMS	i-Ready						
6	i-Ready						
7	i-Ready						
8	i-Ready/PSAT						



## Attendance

Students	94%	<a href="#">Click here for YTD</a>
Staff	95.5%	

## HUMAN CAPITAL

## New Hires

Position	Candidate			Vacancies	Replacing
Position Position	Candidate	Candidate	Candidate	Position	Faculty
				World Cultures Teacher	
				Tutor	

## OPERATIONS

Safety Concerns:	Walkie Talkie services continues to be spotty at times within the building and the lighting system continues to not be functional at this time.
Needs:	Exploration into communication/ walkie options/upgrade to the system.

## CULTURE/CLIMATE

Enrollment/Discipline	
Enrollment:	304
Discipline:	
Conferences:	
ISS:	

OSS:

**submitted September 30, 2021**

**Fall Athletics Update for BOE meeting Oct. 5, 2021**

**Fall Sports Registration:**

1. As 9/29 there are 95 students registered for a Fall Sport at DHS (25% of student body).
  - a. 98% of the registrants are compliant on forms submission.
  - b. 98% of the registrants are compliant with updated physicals.
2. As 9/29 there are 57 students registered for a Fall Sport at DMS (19% of student body).
  - a. 80% of the registrants are compliant on forms submission.
  - b. 70% of the registrants are compliant with updated physicals.

**Derby HS Fall Sports Update:**

1. Girls Soccer has (20) rostered. 0 – 5 start.
2. Boys Soccer has (15) rostered. 0 – 6 start.
3. Boys & Girls Cross Country has (9) and (12) rostered. 2 Home meets this year 9/29 and 10/5.
4. Cheerleading has (8) rostered.
5. Football continues to hold with (30) rostered players. 0 – 2 start with growth from game 1 to 2. 10/1 game impacted by opponent Covid issue and league has adjusted schedules to get all games in.

**Derby MS Fall Sports Update:**

1. Boys Cross Country: first meet 9/30; 11 registered
2. Girls Cross Country: first meet 9/30; 15 registered
3. Boys Soccer: first practice 9/30; 13 registered - will create game schedule for 2<sup>nd</sup> half of October
4. Girls Soccer: first practice 9/30; 23 registered – will create game schedule for 2<sup>nd</sup> half of October

**NVL Update:**

1. Football schedules impacted by opponent Covid situation week of 9/24 and 10/1 games. Derby impacted 10/1.



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RAISE

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*Academy*

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# Talent

Jackie Cappiello– New RAISE Coordinator

Matt Kozlowski (new role)– Special Ed Teacher

Derick Oglesby – New RBT

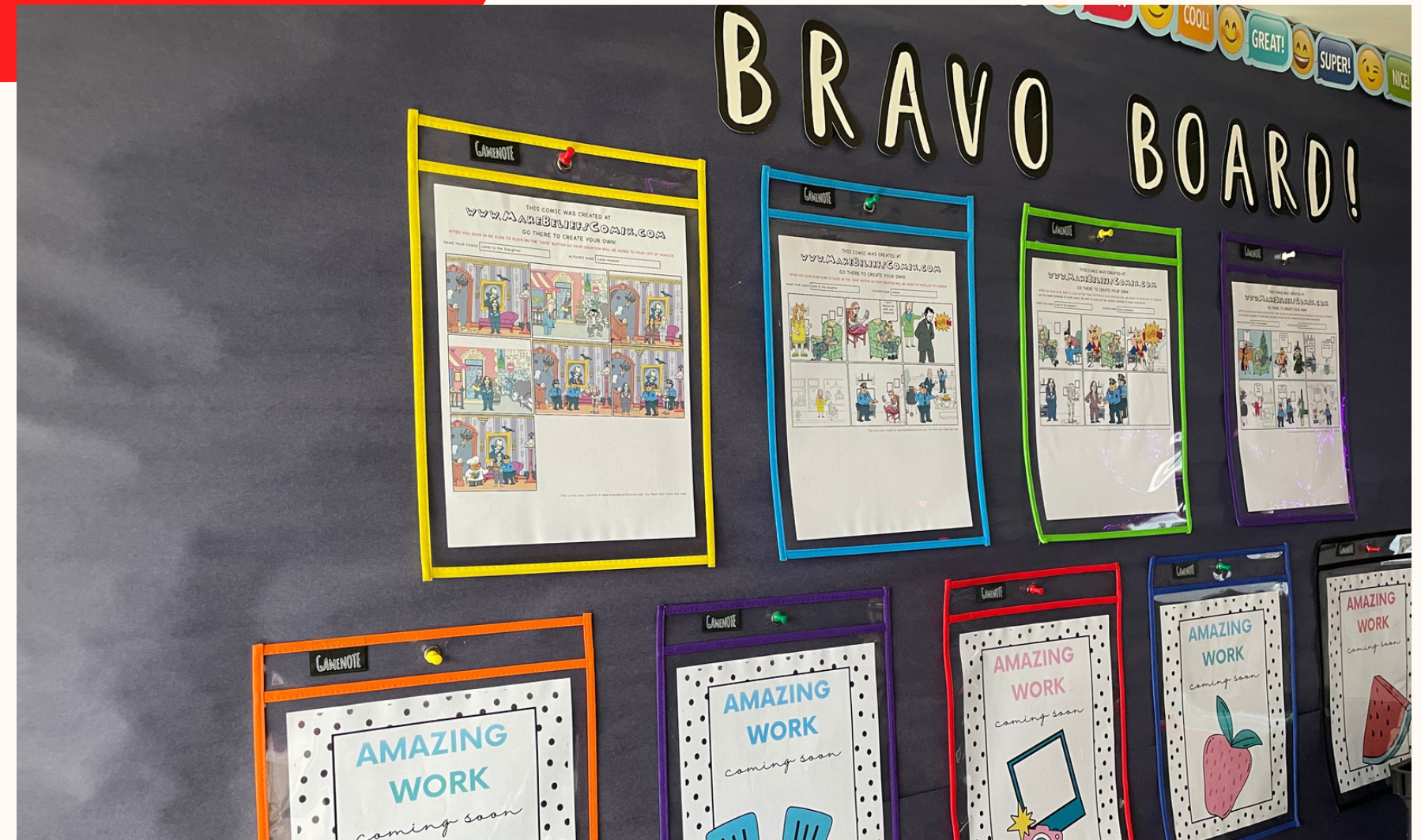
Coral Senes– New BCBA



# Climate and Culture

Redesigned the space making it more colorful and inviting for students and staff.

- Bravo Board
- The Power of Yet
- Descorated for Halloween complete with purple and orange lights.





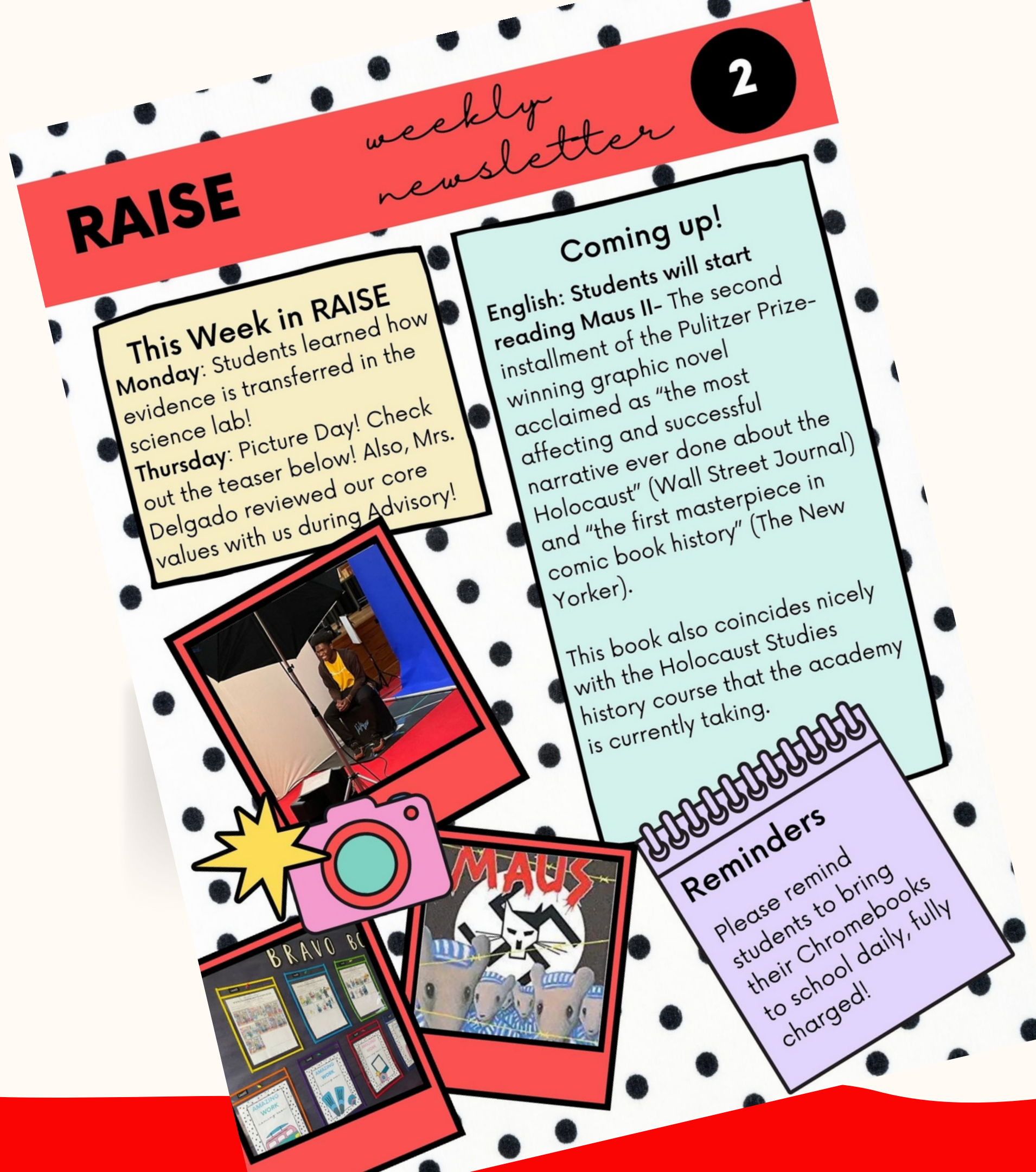
# Our Operations

## Scheduling/Curriculum

- Creating a comprehensive and rolling curriculum

## RAISE Handbook

- Clear expectations for the program
- All program documents and curriculum in one place





# Academics

English

Science

Math

History

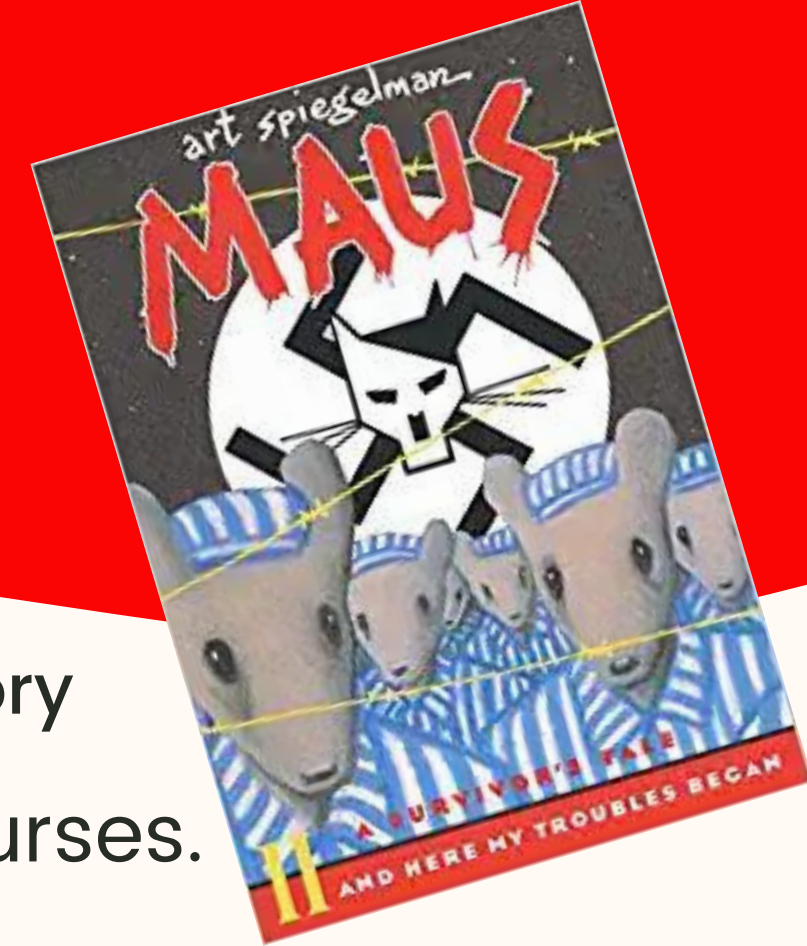
Students are enrolled in 3-4 of the RAISE Core Academic courses.

English – currently in a murder mystery unit (MP1)

Science – Forensics (S1)

Math– Algebra I

History– Holocaust Studies (S1)





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# Special Education Report



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October 5, 2021

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# Special Education Supervisors

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**Elementary Programing: Stacey McCoart**

**Secondary Programing: James Nichols**

## **Our Shared Focus and Priorities:**

- **Supporting and growing teacher practice**
  - **Collaboration with and support of families**
  - **Continuing educational opportunities**
  - **Develop and grow Special Education programs within the district**
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# Current Happenings

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- Team meetings with grade levels, departments, and schools to inform specifics regarding programming; individual student needs
  - Holding regular meetings with program staff, departments, and colleagues
  - PMT training completion ('refresher' and full certifications (both fall 2021))
  - Beginning planning for IDEA ARP and ESSERS II
  - COVID-19 Special Education Stipend fully allocated and encumbered
  - Register staff for Wilson Reading Program Training
  - Best Buddies initiated for DMS & DHS
  - Unified Sports initiated for DMS & DHS
-

# Elementary Special Education

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School	9.21	10.21	11.21	12.21	1.22	2.22	3.22	4.22	5.22
Irving	69	74							
Bradley	37	38							
Little Raiders Universit y	15	16							

# Elementary Section 504

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School	9.21	10.21	11.21	12.21	1.22	2.22	3.22	4.22	5.22
Irving	16	16							
Bradley	15	15							
Little Raiders University	0	0							

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# Elementary Special Education & 504

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School	9.21	10.21	11.21	12.21	1.22	2.22	3.22	4.22	5.22
Irving	85	90							
Bradley	52	54							
LRU	0	0							

# Secondary Special Education

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School	9.21	10.21	11.21	12.21	1.22	2.22	3.22	4.22	5.22	6.22
DMS	63	63								
DHS	91	91								

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## Secondary Section 504

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School	9.21	10.21	11.21	12.21	1.22	2.22	3.22	4.22	5.22	6.22
DMS	29	29								
DHS	38	40								

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# Secondary Special Education & 504

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School	9.21	10.21	11.21	12.21	1.22	2.22	3.22	4.22	5.22	6.22
DMS	92	92								
DHS	129	131								

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# Special Education Students Not Enrolled in DPS

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School	9.2 1	10.2 1	11.2 1	12.2 1	1.22	2.22	3.22	4.22	5.22	6.22
OOD (IEP Placed)	21	20								
OOD (Unilater al)	14	14								

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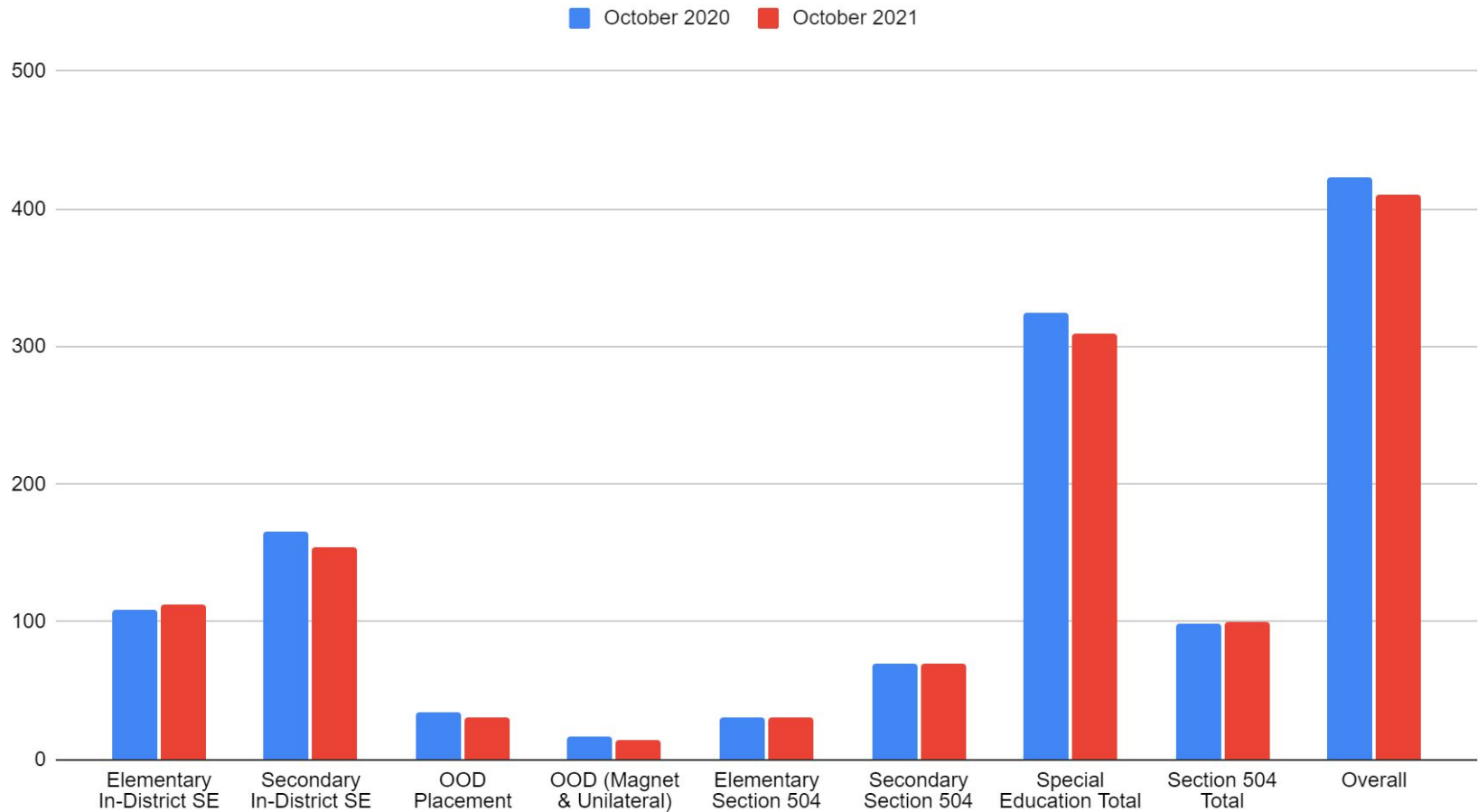
# District Totals

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	Elementary	Secondary
Special Education	112	154
Section 504	31	69
Subtotal	143	223
OOD (Private & RESC) Total	30	
Unilaterally Placed Magnet	14	
<b>District Total</b>	<b>411</b>	

# 10.2020 v. 10.2021

October 2020 and October 2021



# 10.2020 v. 10.2021 (cont'd)

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	October 2020	October 2021
Elementary In-District SE	109	112
Secondary In-District SE	165	154
OOD Placement	34	30
OOD (Magnet & Unilateral)	16	14
Elementary Section 504	30	31
Secondary Section 504	69	69
Special Education Total	324	310
Section 504 Total	99	100
Overall	423	410





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# Staff Injuries: Special Education

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<b>Description:</b>	<b>Sept. 2021</b>	<b>Oct. 2021</b>	<b>Nov. 2021</b>	<b>Dec. 2021</b>	<b>Jan. 2022</b>	<b>Feb. 2022</b>	<b>March 2022</b>	<b>April 2022</b>	<b>May 2022</b>	<b>June 2022</b>
Total Injuries	0	9								
Total Injuries Treated by School Nurse	0	9								
Injuries Requiring Medical Intervention	0	0								

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# Professional Development

July/Aug/Sept	OCT/NOV/DEC	JAN/FEB	MARCH	APRIL	MAY/JUNE
<p>7/21 Administrators PMT Refresher</p> <p>9/2- PMT refresher</p> <p>Fall 2021 - RBT Training &amp; Certification</p>	<p>PMT initial classes</p> <p>10/19-10/21- Wilson Reading Intervention (SERC)</p> <p>10/29- Multi-Tiered Systems of Support for Behavior (SERC)</p> <p>10/29- Paraeducator online training modules: Relationship based Access to Learning and Self-Regulation for students with disabilities. (SERC)</p> <p>Fall 2021 - RBT Training &amp; Certification</p>				

# Contracted Staff

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Company	Service	Roles
Constellations	1 BCBA 3 RBTs	ABA Services
Kidsense	SLP -Irving; 10 Hours weekly -LRU; 8 hours weekly	Provide Speech and Language Therapy
ACES Extended Therapy Services	2 OT (Irving, DMS, DHS) 1 Physical Therapist	Proved Occupational and Therapy Services
Autism Health and Fitness Center	2x weekly for 1 hours	Adaptive PE

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# Early Childhood Program

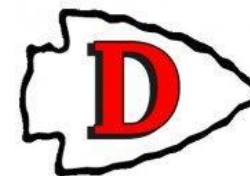


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September, 2021



# Pre-K Students



School	Full day	Bus students
3 and 4 year old class	48	4
Remote learning: Special Ed. Services only		0



# Academics



**Unit Topics:** Welcome back to school/All about me

**Big Idea:** Students will be able to identify and carry out correct hand washing procedures. Students will be able to identify characteristics of themselves. Students will be able to identify members of their families.

**ELDS Strands:** Early learning experiences will support children to develop....)

**Cognition A:** effective approaches to learning

**S&E H:** social relationships

**Physical A&B:** gross motor / fine motor skills

**Language & Literacy E:** gain knowledge of print and its uses

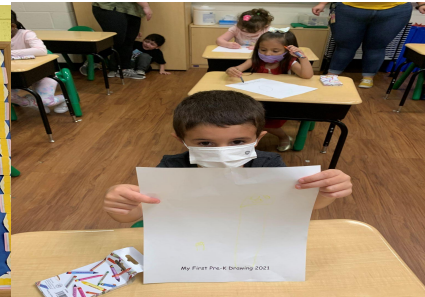
**Creative Arts B:** explore and respond to creative works

**Math A:** Understanding counting and cardinality

**Science D:** understand physical science

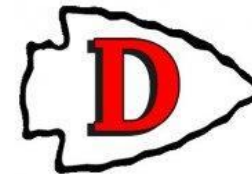
**Social Studies A:** understand self, family and a diverse community

**Weekly SEL:** Using The Second Step Program





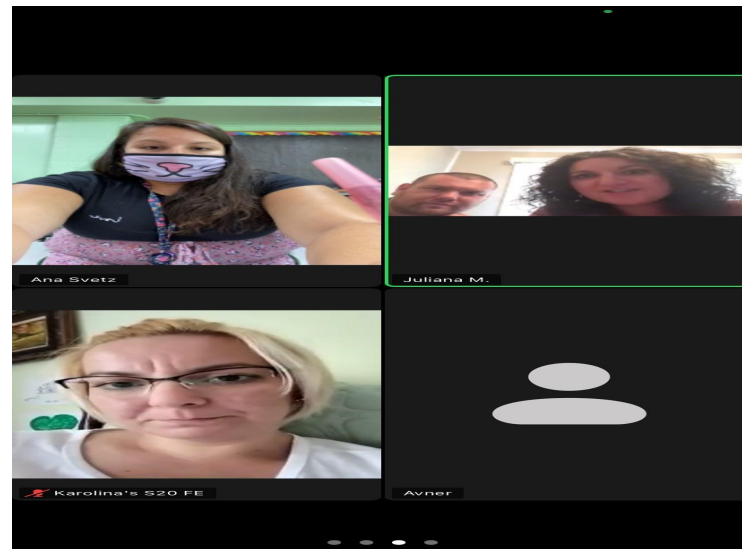
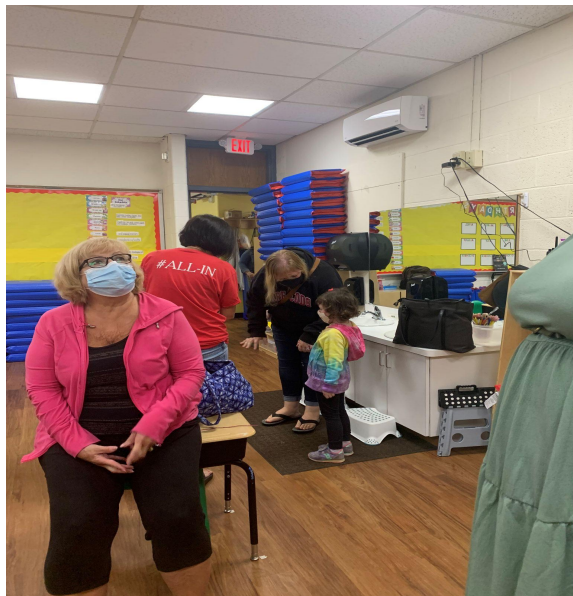
# Human Capital



Open House: In person Sept. 9, 2021

Zoom : September 27, 2021

Both very well attended.







# Operations



Ms. Bethany's hard work



COVID - 19 Alumni donation





# Culture / Climate



## Family and Community:

- Monthly newsletter on classroom dojo
- Encourage families to volunteer through zoom
- Send classroom stories and pictures of the day via classroom dojo
- Informative links sent to parents via classroom dojo.
- Derby Public Library activities via zoom
- All Little Raiders Staff are PMT, CPR & First Aid trained
- 



# Thank you for your time!!!

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## BRADLEY SCHOOL

September 2021



### ACADEMICS

**Curriculum Updates** Use Ctrl/Alt/Enter to return

9/07 - Committee of the Whole meeting  
9/14 - K-1 Foundations Training  
9/20 - I-Ready Fall testing window open (Grades 1-5)  
9/20 - Coaches meeting with Dr. Rafferty  
9/21 - K-2 Literacy How workshop (coach and teachers)  
9/22 - Meeting with JA; Open House (virtual)  
9/27 - Literacy coaches meeting with Literacy How  
9/28 - Dibels 8 virtual training (coaches, interventionists, teachers)  
9/29 - 3-5 Literacy How workshop (coach and teachers)

### Assessment Scores

	ELA	Fall '21		Winter '22		Spring '22	
	Assessment Name(s)	Target	Actual	Target	Actual	Target	Actual
Bradley	i-Ready						
	K i-Ready						
	1 i-Ready						
	2 i-Ready						
	3 i-Ready						
	4 i-Ready						
	5 i-Ready						
	MATH	Fall '21		Winter '22		Spring '22	
	Assessment Name(s)	Target	Actual	Target	Actual	Target	Actual
Bradley	i-Ready						
	K i-Ready						
	1 i-Ready						
	2 i-Ready						
	3 i-Ready						
	4 i-Ready						



Enrollment:	246
Discipline:	
Conferences:	
ISS:	
OSS:	



## Irving SCHOOL

October 2021



### ACADEMICS

#### Curriculum Updates

Use Ctrl/Alt/Enter to return

Began planned professional development with Literacy How for both classroom teachers and instructional coaches on Structured Literacy and Science of Reading  
Held Train the Trainers DIBELS 8 literacy assessment professional development  
Illustrative Math lessons being rolled out with assistance of Math Coach in all K-5 classrooms  
Wilson Language Foundations Phonics program implemented in K-1 with assistance of Instructional Coaches to improve early literacy outcomes  
Hosted virtual Open House  
Regular leadership team meetings (District admin team, Instructional Coaches & Dr. Rafferty, PPS/Student Support Team)  
Began Child Study Team meetings to support students struggling academically or socially/behaviorally  
Began School Committee Meetings (PBIS, RULER, Safety/Wellness, Culture of Learning/HQI, Parent Engagement & ExcEL/Inclusion & Diversity)  
Assisted with completion of Title I/II and Alliance/PSD grants  
Scheduling JA program and SafeKids Wellness lessons with Griffin Hospital  
Beginning of the year iReady & DIBELS 8 is ongoing

#### Assessment Scores

	ELA	Fall '21		Winter '22		Spring '22	
	Assessment Name(s)	Target	Actual	Target	Actual	Target	Actual
Irving	i-Ready						
K	i-Ready						
1	i-Ready						
2	i-Ready						
3	i-Ready						
4	i-Ready						
5	i-Ready						
	MATH	Fall '21		Winter '22		Spring '22	
	Assessment Name(s)	Target	Actual	Target	Actual	Target	Actual
Irving	i-Ready						
K	i-Ready						
1	i-Ready						
2	i-Ready						

3	i-Ready						
4	i-Ready						
5	i-Ready						

Attendance

Students	94%	<a href="#">Click here for YTD</a>
Staff	95.3%	

HUMAN CAPITAL

New Hires						
Position		Candidate			Vacancies	Replacing
Position	Position	Candidate	Candidate	Candidate	Position	Faculty
					Sanitation Attendant	n/a
					ESL Assistant/Tutor	E. Perez
					Remote Learning Teacher	

OPERATIONS

Safety Concerns:	camera system needs upgrades; not reliable and difficult to see what is happening
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Needs:	
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CULTURE/CLIMATE



**Enrollment/Discipline**

**Enrollment:** 302

**Discipline:**

Conferences: 

ISS: 0

OSS: 1

**DERBY BOARD OF EDUCATION 09/23/2021**

**CALL TO ORDER:**

Good evening, everyone. Welcome to the Derby Board of Education at 7:35.

**OPENING CEREMONIES:**

Pledge of Allegiance.

It's 7:35, Mr. Marcucio has me on a strict 120 minutes for this meeting.

Opening Ceremonies.

**ROLL CALL:**

Jim Gildea, Laura Harris, Dan Foley, George Kurtyka, Ken Marcucio, Joe Iorfino, and Melissa Cannata.

Mr. Gildea: Thank you. Let the record reflect Board members Hyder and O'Hara are not in attendance this evening. They had called prior beforehand to let us know.

This is a Special Board of Education meeting, so there are no additions, deletions or corrections.

**PUBLIC PORTION:**

Anyone from the public who wish to speak? Is Linda Gray, hi how are you?

Ms. Gray: I'm well, how are you?

Mr. Gildea: Open house duties this evening. Welcome to our meeting. I know you're a regular visitor.

Ms. Gray: Thank you.

Anybody from the public who is here would like to speak. Seeing no one, close public portion.

**BIRTHDAY CELEBRATION:**

Celebrating an exceptionally important birthday. We knew it was Dan's birthday.

Happy Birthday Dan Foley.

**EXECUTIVE SESSION:**

Motion that the Board of Education enter into executive session to review the appointment list of hires, letters of resignation and the Superintendent is invited to attend. Motion passed with a motion made by Ms. Laura Harris and a second by Mr. George Kurtyka.

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Absent
Mrs. Rebecca O'Hara	Absent
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes

Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes

**Ms. Harris: Motion that the Board of Education enter into executive session to review the appointment list of hires, letters of resignation and the Superintendent is invited to attend.**

**Mr. Kurtyka: Second.**

**Mr. Gildea: Motion carries.**

**At 7:40.**

**APPOINTMENT OF NEW HIRES:**

**Motion that the Board of Education review the appointment list of hires as recommended by the Superintendent of Schools. Motion passed with a motion made by Ms. Laura Harris and a second by Mr. Dan Foley.**

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Absent
Mrs. Rebecca O'Hara	Absent
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes

**Ms. Harris: Making motion.**

**Mr. Foley: Second.**

**Mr. Gildea: Motion carries. Anybody want to introduce.**

**Dr. Conway: Yes, sir.**

**Ms. Misset: Glen Patangelo, come on up. My pleasure to welcome Glen to our Irving family in the Learning Center Team. Welcoming and introducing Glen.**

**Ms. Misset: Next new hire, it's my pleasure to welcome Casey to the Irving learning center too. Welcoming and introducing Casey.**

**Mr. Gildea: To Casey and Glen, I would just say to both of you welcome to the Board. As you can see, we're one big happy family.**

### **RESIGNATIONS:**

**Motion that the Board of Education accept the letter of resignation from Cathleen Miller, literacy interventionist at Derby Middle School effective September 23, 2021. Motion passed with a motion made by Ms. Laura Harris and a second by Mr. George Kurtyka.**

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Absent
Mrs. Rebecca O'Hara	Absent
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes

**Ms. Harris: Making motion.**

**Mr. Kurtyka: Second.**

**Mr. Gildea: Motion carries.**

**Motion that the Board of Education accept the letter of resignation from Kyle Bartone, para-educator at Little Raiders University effective September 16, 2021. Motion passed with a motion made by Ms. Laura Harris and a second by Mr. George Kurtyka.**

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Absent
Mrs. Rebecca O'Hara	Absent
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes

**Ms. Harris: Making motion.**

**Ms. Cannata: Second.**

**Mr. Gildea: Motion carries.**

### **ELECTION OF SECRETARY TO THE BOARD OF EDUCATION:**

**Mr. Gildea: And again clearly, one of the preface of an election, so this has been a position for three months to carry us through. Janine Netto previous secretary she resigned. There was a need to get a replacement to carry us out to the rest of the year. Any motions.**

**Mr. Foley: I make a motion to elect, Rebecca O'Hara for secretary.**

**Dr. Conway: Do it as a vote.**

**Mr. Gildea:** We have a nomination of Rebecca O'Hara. No matter how this plays out in November, we have always worked together. I love working with each and every one of you sincerely. Any other nominations.

**Motion that the Board of Education close the nominations. Motion passed with a motion made by Mr. George Kurtyka and a second by Ms. Laura Harris.**

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Absent
Mrs. Rebecca O'Hara	Absent
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes

**Mr. Kurtyka:** Nominations be closed.

**Ms. Harris:** Second.

**Mr. Gildea:** Motion that nominations be closed. Second by Ms. Harris.

**Motion carries.**

**Dr. Conway:** We could just take a minute to go through the process. So there was a nomination. Write in anybody you want. Did everybody hear the nomination.

**Mr. Gildea:** Let the record reflect there were six for Rebecca O'Hara and one for Laura Harris.

**Rebecca O'Hara** to fill out Janine Netto's term.

#### **TEACHING AND LEARNING:**

**I'm going to call this review, preview and checking in.**

**Dr. Rafferty** presented a summary of the program and continues to work on Professional Development, teacher committees for curriculum work. Groups are still working on social studies and math curriculum.

**Dr. Conway:** If you have time, even during the day, we can schedule a topic, meet over here or Central Office, Dr. Rafferty can walk you through to make it acceptable. This is all accessible online, but I would like him to walk you through it. This is an overall curriculum, K through 12 with each of the different content areas. These documents themselves will link to the actual curriculum.

**Mr. Gildea:** Thank you, sir.

**Dr. Conway:** There's been growth, but there's a lot of work to do. This is illustrative math. There is a ton of work to do. We're never going to stop. There is still a lot of work to do. I don't want anybody to think we're not growing over time.

## **CONSIDERATION OF COMMUNITY BASED CREDIT BEARING OPTIONS**

Mr. Nichols: Tonight, I'm coming to you on behalf of high school team to request an addendum to the course offering guide to include community-based credit. The rationale behind this request, provide opportunities for students to generalize life skills, learn within the high school setting, our second setting itself. Developing Social Communication Skills, that's primarily students with disabilities to understand application and school-based learning application of mathematics, language arts, science and communities and the like and to engage in pursuit of learning. Let's do it in a creative life. In part, under IDE provision to provide sports, vocational or life-skill programming to be successful in their adult lives.

Third piece being for intensifying learning for students who are chronically absent, students who struggle to earn credits. We really need to identify three things, the first of which is timely progress towards graduation, the need for transition programming for special education students, particularly so a student who is earning a diploma who is enrolled in special education, under IDA can be eligible to participate in a high school-based program until the age of 22.

As well as individual case-by-case approved process with administrative team. This is a case by case with special circumstance for PPT decision, Board decision to make students eligible. So each participation student would receive credit based on general statute and provisions. They will be highly supported.

Local organization building a partner with Derby. Really interested in working together. Additional work you're looking at is grocery stores, your after-school jobs.

Mr. Gildea: My son at Emmet O'Brien goes out and works in the shop. He learns more in the field than he ever would in the classroom. Has to learn to conform to the job and to the boss, which will set out nicely when he graduates. What kind of opportunities were you looking to provide and partner with ACES?

Mr. Nichols: That's the next step in the process.

Mr. Marcucio: Offer similar program for kids in the high school?

Mr. Nichols: Financial literacy course. I believe there is some level of carrying it over into the community. I believe that's the only community-based connection there.

Just in terms of the credits, what credits are earned in what scenarios. Credits are earned based on equivalent 40 minutes a day, five days a week, credits they earn with the Career and Life Skills elective.

It will be during the school day, especially with our comprehensive special education students. Also a unique opportunity in and of itself to help students learn transportation through the Valley Regional busing that exists. Knowing bus routes, knowing directions, how to understand all that in addition to providing transportation.

Mr. Gildea: Thank you. Any other questions. Make a motion. We should explore that.

**Motion that the Board of Education approve the proposal community-based credits bearing options as recommended by the Superintendent of Schools. Motion passed with a motion made by Ms. Laura Harris and a second by Mr. Dan Foley.**

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Absent
Mrs. Rebecca O'Hara	Absent
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes

**Ms. Harris: Making motion.**

**Mr. Foley: Second.**

**Mr. Gildea: Motion carries.**

#### **SUBCOMMITTEE REPORTS:**

**Finance Committee: Ms. Harris: We haven't had a meeting.**

**Negotiations and Personnel, Mr. Kurtyka.**

**Mr. Kurtyka: First meeting is October 1<sup>st</sup>.**

**Mr. Gildea: School community relations and policy.**

**Ms. Harris: Our meeting is going to be Monday, September 27. I'm not sure of time yet. I believe at 5:30.**

**Dr. Conway: 5:30.**

**Academics and Curriculum: I do not believe we've had a meeting.**

**Dr. Conway: Ms. Hyder did contact me about setting one up.**

**Mr. Gildea: Regionalization: We've had one meeting since we last met. We discussed the four-school concept versus the preschool concept. The Derby contingent was I think firm in the belief that we should keep the four elementary school options which is Irving in our Town and Bradley School. So for a bunch of different reasons, the Derby side was I think was affirmed on the elementary school option. Ansonia also proposed in either scenario, it doesn't make sense financially.**

**There would be no savings. Ansonia wouldn't lose. Derby wouldn't save and we all kind of break even. So we are at a challenging spot. We do need to get back and have a meeting or two that's really see if there's any movement on the four school versus the three schools. And then we have to get back to the governance.**

Mr. Kurtyka: That's it. Provided to me by Central Offices. Between the grant and the City, we put three million dollars for Irving School. We still got the solar panels, that's another issue. So we could never recoup that money.

Mr. Foley: What about the solar panels at Bradley school.

Mr. Kurtyka: The City of Derby had appointment Mr. Gildea and myself to work with JCI for the solar panel project. They haven't met with us. We told them not to do anything until they meet with us. So obviously nothing has been done.

Mr. Gildea: They came back from engineering. We told them they could do it in the summer. They didn't make the summer. They have a plan to do it after hours and vacation, but we ask that we approve that plan. We did have a meeting the other night. We cannot add that item to the agenda, because it was a special meeting.

Athletic Committee:

Mr. Marcucio: Nothing to report.

Student health and safety

Mr. Foley: We have a meeting tentatively. I haven't heard back from Dina. Thank, you Melissa for changing your work schedule.

#### SUPERINTENDENT'S REPORT:

Dr. Conway: Superintendents Report.

Quick highlights. People may reach out is all of the districts today were notified, that All-Star services, but the other districts that are serviced by the other bus companies. Due to the mandate, the testing and vaccination that goes into effect September 27, Monday we received a call from the bus company today, that they have, they're already down 150 drivers, Statewide for All-Star alone. They're down now additional drivers due to those that are refusing the vaccine or test. So it is in the matter of I can't get a vaccine. It isn't a matter that they can't get to a test. Because I told Steve I would call them and pick them up and bring them to Griffin if that was the case. They're refusing either and are on leave now with the bus company. Locally here, they reached out, the ten districts locally that they serviced and notified each of the districts how many buses they will not have drivers for on Monday. So bus number 51 and 56 right now, we are working with the State Department of Ed. It's supposed to be doing some work to help with this Statewide. I did talk to John Fontanelli today. They don't have a solid plan to correct the problem as of today. We're hoping that something comes out tomorrow, otherwise we have messages already prepared in school messenger to go out to the parents of bus 52 and 56 to notify them that they'll have to make other arrangements to get the child to school.

At the beginning of the year, the first week, due to covid, we were down a couple bus drivers and what we did was we opened up the schools early providing staff early to supervise kids so parents can drop them off the same time so they otherwise would have been dropping them off at the bus stop, so they can still make it to work. And it's not a financial hardship on the family. We will have that in place and offer that again. That first week is what we're dealing with.



Mr. Gildea: What's the option if it doesn't work for a parent.

Dr. Conway: Today, the remote learning is only available to students who are quarantined. The conversation continues with the State Department of Ed is it possible for those students that can't otherwise get to school, can they join in remote learning for those days? We'll be down two buses. A City like Waterbury is going to be down 19 buses.

Mr. Gildea: I think it's a huge step backwards having our kids go remotely.

Dr. Conway: This is a capacity issue and a driver issue to even do those type pickups. We're already combining buses like that. This is just an additional shortage that even with combining buses, we're going to be down two buses to get them to school. Now, we have to look at tomorrow, the 52 and the 56. And if we started school later with those kids, can we go back around after all the buses are done and pick up those kids. We're still looking at that as a possibility. But it could be a three-hour delay for those students. It's still going to be an inconvenience for the parents of the younger kids.

Mr. Gildea: The problem is not going to be the way in, it's going to be the 2 o'clock. That's the problem.

Dr. Conway: In Massachusetts.

Mr. Kurtyka: Can't we authorize the National Guard, like in Massachusetts. Can't we do that?

Dr. Conway: In a conversation that I had today, there was conversations happening about that. If you see the press release from the Governor today, he has not reached out to the National Guard. So I'm not, to answer your question, I don't have – I have two different answers. One from State Department of Ed and one from the Governor's Office.

Mr. Gildea: I think it's a huge step backwards to have our kids remote because we can't get them in.

Dr. Conway: We've been using Land Jet for athletics because it's the only way. Are we paying triple the price, yes. But it's the only way to get the kids to the game. We're exploring those options for that just like we did with athletics. I'm not concerned about the funding right now. There's still some options we're still exploring before we send out the notification to parents. That's going to be the last thing. But we do want to give them enough time to plan. They combine three other buses with three other routes.

Mr. Gildea: The problem is the afternoon.

Dr. Conway: We put out notices that the bus is going to be late and delayed due to this in the afternoon. And the more you combine, the more each school, it's a longer delay.

Mr. Gildea: I know you're going to explore this, but I would look into Peter Pan. Any questions.

#### ADMINISTRATOR'S REPORT:

#### TECHNOLOGY REPORT:

Mr. Langridge: We have approximately 97 percent of the chrome books deployed. A lot of projects going on.

Mr. Gildea: In most businesses, it doesn't work that way, not that I don't trust you.

Mr. Langridge: Presenting his report. So 351 laptops are deployed out of 383. The ones are missing, they're not usable. We lock them down.

Mr. Gildea: Okay. So you have the ability to do that.

Mr. Langridge: They're not even logged in to their personal account.

Mr. Gildea: Thank you, sir.

#### FACILITIES REPORT:

Mr. Lawruszko: Updates on progress. Major work at Bradley School been completed in the gymnasium and cafeteria side of the building.

At Bradley and Irving School, improvements this week, those are considered completed projects. Derby High School gym floor refinishing is 100 percent completed. Hand soap paper towels soap dispensers are installed. One problem to report with that, we need approximately 4,000 D batteries about every six weeks with the dispensers themselves. 4,000 batteries about every six weeks is about 6,000 dollars every six weeks.

The T pump in the reading room at Irving School, which is room 101 is in progress. They finished the install, electrical, wiring job, tomorrow is half day. The JCI project previously reported. I met with the individual from Eversource out there about two weeks ago. And the project, they do a survey and study of our transformer system in the building. Apparently, they are saying our transformers are not adequate for the amount of money being pulled back into the grid. That's an issue.

Mr. Kurtyka: Why don't you tell them what you told us yesterday about the appropriate cost of each transformer.

Mr. Lawruszko: Yeah, about 50 grand. It's not included in the JCI but it's needed. We still have small projects going on in schools.

Dr. Conway: It's not included in the JCI, but it's needed in JCI project to.

Mr. Lawruszko: The solar panel project on top of Bradley School was over engineered, so they're sending too much power back into the transformer system that currently exists. It's not capable of handling that type of load. And there worried of overheating or malfunction.

Extended window cleaning was completed at all the schools. Derby High School underwent an extensive mold remediation project which began on August 29<sup>th</sup>. We do have some small projects going on in the school in regards to the remediation. All the appropriate steps have been taken to clean up the mold in the affected areas in the building.

I've met with a couple mechanical contractors to start some preliminary discussions on steps we need to take to prevent all growth from coming back again. We've had an unseasonable year this year, which is part of the reason why we had such extensive growth on the inside of the building. Ida came in with the heavy rain. Then the following week we had extremely hot and humid conditions. Nobody was in the building, doors were closed, you know for classrooms, which is normal procedure for guys over the summer. We weren't getting proper air movement, proper ventilation. We've had a

couple of water issues from the storm as well. We're in the process of rectifying all of those issues. And in the next coming weeks, we will have a report put together with more information to discuss what actions we can take so this doesn't happen again. We do not want this to be a repeat process every August. We have old buildings. I've identified contributing factors to the mold.

**Dr. Conway:** That high humidity, in the high school, while you have air flow, the building is closed down in that particular area, and nothing was running during the summer.

**Governor's press conference today,** he was asked a question about the press conference, he was asked yesterday morning to attend it but he couldn't attend it, and was on trying to get additional funding for HVAC for all of our schools.

**Governor's response today when asked about that was you know the State put out five hundred million dollars for all the school districts in ARP funds, you can use in HVAC systems. There is not going to be consideration as of today for the State to fund HVAC because of the federal funds that is allowed. So we may come back. While we have a three-year plan for our ARP Essers fund submitted, we can reallocate it any time, we may be coming back if we get a study and get the engineering report and some quotes, may be a reasonable approach to correct the HVAC at the High School and at Bradley while we have the funding. We'll also bring JCI back to the table as well. I called them last week. The High School project would be the perfect school, in a positive way.**

**Mr. Gildea:** Any questions. Thank you, Joe.

#### **APPROVAL OF MINUTES:**

**Motion that the Board of Education approve the minutes from the following meetings, July 22, 2021 Special Board of Education meeting and August 19<sup>th</sup>, 2021 regular Board of Education Meeting.  
Motion passed with a motion made by Ms. Laura Harris and a second by Ms. Melissa Cannata.**

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Absent
Mrs. Rebecca O'Hara	Absent
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes

**Ms. Harris: Making motion.**

**Ms. Cannata: Second.**

**Mr. Gildea: Motion carries.**

#### **FINANCIAL REPORT:**

**Table the Financial Report.**

**Motion that the Board of Education approve the financial report. Motion passed with a motion made by Mr. George Kurtyka and a second by Mr. Dan Foley.**

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Absent
Mrs. Rebecca O'Hara	Absent
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes

**Mr. Gildea: Report is in here end of the year, it's the beginning of the year. All the grant information is in here. Motion by George.**

**Mr. Foley: Second.**

**Mr. Gildea: Motion by George. Second by Dan. Motion carries.**

#### **CONNECTICUT HEALTH CARE ASSOCIATION, NURSE'S UNION CONTRACT**

**Mr. Kurtyka: So we're in agreement with the AFSCME Nurses Contract. It should be the contract they receive on what we approved on the contract there. This contract comes to you for a follow-up of it.**

**We meet almost every week.**

**Motion that the Board of Education approve the Connecticut Health Care Association NUHHCE AFSCME AFL-CIO, Nurses Contract as recommended by the Negotiations and Personnel Committee and Superintendent of Schools. Motion passed with a motion made by Mr. George Kurtyka and a second by Ms. Melissa Cannata.**

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Absent
Mrs. Rebecca O'Hara	Absent
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes

**Mr. Kurtyka: Making motion.**

**Ms. Cannata: I'll second.**

**Mr. Gildea: Motion carries.**

**Motion that the Board of Education adjourn. Motion passed with a motion made by Mr. Joe Iorfino and a second by Ms. Melissa Cannata.**

Mr. Dan Foley	Yes
Mrs. Laura Harris	Yes
Mrs. Tara Hyder	Absent
Mrs. Rebecca O'Hara	Absent
Ms. Melissa Cannata	Yes
Mr. Jim Gildea	Yes
Mr. George Kurtyka	Yes
Mr. Kenneth Marcucio	Yes

**MOTION TO ADJOURN:**

**Mr. Iorfino: Making motion.**

**Ms. Cannata: Second at 9:39.**

**Mr. Gildea: Motion carries.**

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**Marianne Samokar, Recording Secretary**



## Bradley School

155 David Humphreys Road • Derby, CT 06418-2250

Mr. Mario Ciccarini, Principal

Phone: (203) 736-5040 • [www.derbyps.org/Bradley](http://www.derbyps.org/Bradley)

Email: [MCiccarini@derbyps.org](mailto:MCiccarini@derbyps.org)

*At Bradley School we leave our P.A.W.S. on everything we do. We Persevere, Act Responsibly, Work and Play Safely, and Show Respect. These are the characteristics that define who we are and will help us become positive role models in our school and community.*

October 1, 2021

Dear Members of the Derby Board of Education,

On Thursday, July 8, 2021, long-time Bradley School custodian, Vincent J. Garofalo, sadly passed away. It was an unexpected event and the Bradley School community continues to reflect on the loss. Mr. Garofalo had deep roots in the Derby community and was well-known by family and friends in and out of the school.

The BoE policy under Community Relations allows for an individual or group to honor a deceased student or employee. Under the circumstances, and given Mr. Garofalo's past contributions to the school and community, the Bradley School staff would like to move forward with the following requests:

- A tree be planted in front of the school in Mr. Garofalo's memory. Mr. Garofalo took great pride in the appearance of the school and this would be a meaningful way of remembering him.
- A sign be hung over the entrance to the Bradley School cafeteria with the following inscription:

*Vincent J. Garofalo Cafeteria*

Mr. Garofalo helped supervise and clean the cafeteria during all lunch waves, and he made many wonderful connections with students during this time. The sign will be a reminder of how "Mr. Vinny" impacted the lives of students every day.

Any/all funding for both projects will be through private donations from the school staff. Provided this request is approved, a date and time will be selected to host a small ceremony with family and friends to honor the memory of Mr. Garofalo.

Respectfully submitted,

Mario Ciccarini, Principal, Bradley School



# CABE Board Recognition Awards

## Board Leadership Award and Board of Distinction Award

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as “teams.” The **CABE Board Recognition Awards** are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 34 Level One criteria, including a minimum of three in each area, will earn the Level One **CABE Board Leadership Award**.

In order to appropriately recognize those Boards which are truly exemplary, CABE has now established a second level of awards, the **Board of Distinction Award**. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the **Board of Distinction Award**.

Please respond to the criteria requested on this form and send your information, with supporting data, to CABE when you believe your Board has earned a Leadership Award or a Board of Distinction Award. If you have any questions, need further information, or require help in satisfying any of the criteria, please contact us for assistance.

Deadline for submission is: **October 1, 2021** (*this date changes annually*)

### REQUIRED CRITERIA

#### 1. Board Leadership/Student Achievement

##### Level One (minimum of three)

- ☒ A. The Board has developed district goals for this year. (*provide copy of goals*)
- ☒ B. The Board has conducted a self-evaluation and developed a plan for improvement in the past 12 months. (*provide copy of plan or descriptive narrative*)
- ☒ C. The Board has conducted a superintendent evaluation in past 12 months.
- ☒ D. The Board monitors its performance against a Board of Education code of conduct. (*provide copy of code*)
- ☒ E. The Board has conducted meetings pursuant to Board policy.
- ☒ F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner. (*provide copy of meeting calendar*)
- ☒ G. The Board ensures that student voice is part of its decision-making process. (*provide bylaws that allow for student voice*)
- ☒ H. The Board models civil discourse while conducting Board business. (*provide examples*)
- ☒ I. The Board conducts orientation for new Board members. (*provide agenda or bylaws*)

##### Level Two (minimum of three)

- ☒ A. The Board of Education works to improve student achievement. (*provide description*)
- ☒ B. The Board relates the mission statement and goals to agenda items. (*provide examples*)

- ☒ C. The Board supports the appropriate use of technology in educational programming. (*provide examples*)
- ☒ D. The Board uses data to make informed decisions regarding student achievement. (*provide examples*)
- ☐ E. The Board addresses issues of diversity, equity, and inclusion. (*provide examples*)

#### 2. Board Member Professional Development

##### Level One (minimum of three)

- ☒ A. A majority of Board members have taken part in workshops or other in-service training during the last year. (*provide list of workshops and/or in-service training*)
- ☒ B. The Board provides adequate funds to permit Board members to take part in training. (*provide budget or listing for Board professional development*)
- ☐ C. A majority of the Board attended the CABE/CAPSS Convention in the last 12 months. (*provide list of Convention participants*)
- ☐ D. A majority of the Board participated in the CABE Board Member Academy in the last 12 months. (*provide list of programs and board members who attended*)
- ☐ E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months. (*provide agenda*)
- ☐ F. New Board members are provided orientation, including attending CABE New Board Member Orientation. (*provide list of 2019-2020 participants*)





# CABE Board Recognition Awards

## Board Leadership Award and Board of Distinction Award

- ☒ G. At least one Board member has participated in the CABE Leadership Institute. ~~during this year.~~ *(provide names of participants)*
- ☒ H. The Board has participated in professional development about issues of diversity, equity and inclusion. *(provide a list of workshops and provider)*

### Level Two (minimum of two)

- ☒ A. The Board has developed district goals and reviews them on a regular basis. *(provide examples)*
- ☐ B. At least 2 members of the Board have participated in the CABE Leadership Institute. *(provide names of participants)*
- ☐ C. The Board has incorporated Board professional development into policy. *(provide examples)*
- ☐ D. The Board holds a retreat outside of a regular meeting with a component offering professional development. *(provide copy of agendas)*

### 3. Policy

#### Level One (minimum of three)

- ☒ A. The Board has developed and adhered to procedure for policy review. *(provide procedure)*
- ☒ B. The Board has a regular process for reviewing policies every three years.
- ☒ C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
- ☒ D. The Board has adopted all required policies.
- ☒ E. The Board has reviewed appropriate policies as law and regulations have changed.
- ☐ F. The Board relies on policies as "living documents," by referring to them at Board meetings or in Board agendas.
- ☒ G. The Board provides the district policy manual in a searchable online version. *(provide URL)*
- ☒ H. The Board has a Code of Ethics. *(provide Code of Ethics)*

#### Level Two (minimum of three)

- ☒ A. The Board relates applicable agenda items to appropriate policies. *(provide sample agendas that show this practice)*
- ☒ B. Policy discussions are a regular part of Board meetings. *(provide agendas where this takes place)*
- ☒ C. The Board has adopted a policy addressing diversity equity, and inclusion. *(provide policy)*
- ☒ D. The Board has adopted a policy on civility. *(provide policy)*

### 4. Community Relations

#### Level One (minimum of three)

- ☒ A. The Board has clear, written policies on Community-Board Relations. *(provide copy)*

- ☒ B. The Board provides opportunities for appropriate participation at meetings by members of the community. *(provide copies of two recent agendas)*
- ☒ C. The Board seeks active community involvement with the schools. *(provide examples)*
- ☒ D. The Board demonstrates cooperation with news media. *(describe)*
- ☒ E. The Board promotes the school system to the public. *(provide copies of information disseminated)*
- ☒ F. The Board disseminates information to the public on its decisions in a unified, timely manner. *(provide copy of information provided)*

#### Level Two (minimum of two)

- ☐ A. The Board sponsored a community-wide discussion of issues (courageous conversations, community conversations, CABE Equity Toolkit, etc.) during the past year. *(provide agenda and report the end results of the program)*
- ☒ B. The Board has successfully worked with other community leaders. *(provide description and/or supporting documentation)*
- ☐ C. The Board works with the community's local cable access channel. *(provide description)*
- ☒ D. The Board works with other Boards of Education. *(provide description)*

### 5. Related Organizational Leadership

#### Level One (minimum of three)

- ☒ A. A Board member serves on the CABE Board of Directors. *(provide name)*
- ☐ B. One or more Board members are active participants in the Convention Committee, CABE Government Relations Committee, Resolutions Committee or Federal Relations Network. *(provide name(s))*
- ☒ C. One or more Board members actively serve on a RESC Board. *(provide name(s) and RESC)*
- ☒ D. One or more Board members participated in the NSBA Convention, CUBE or other NSBA-sponsored activity in the last 12 months. *(provide name(s))*
- ☐ E. One or more Board members have participated in the CABE Delegate Assembly or Day-on-the-Hill in last 12 months. *(provide name(s))*
- ☐ F. The Board has submitted a resolution to CABE for consideration by the CABE Delegate Assembly in last two years. *(provide resolution(s))*
- ☒ G. The Board ensures that all collective bargaining agreements and the superintendent's contract are sent in a timely manner to CABE's Negotiations Service. *(provide date information sent)*





# CABE Board Recognition Awards

## Board Leadership Award and Board of Distinction Award

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### Level Two *(minimum of two)*

- ☐ A. Representatives of the Board presented a workshop related to a district initiative at the annual CABE/CAPSS Convention or NSBA Convention. *(provide a copy of any handouts and presentation materials)*
- ☒ B. The Board has sponsored a Legislative Breakfast or some other legislative event. *(provide invitation or agenda)*
- ☒ C. The Board works closely with its local legislative delegation to improve the schools. *(provide description)*
- ☐ D. The Board sponsors an annual area meeting. *(provide agenda)*

### Optional Question:

#### Level One ✓

Please tell us what, in your opinion, makes your Board's leadership especially effective.

Feel free to provide any information that other Boards would find beneficial in learning about your Board's leadership.

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#### Level Two

Please tell us what, in your opinion, makes your Board's leadership especially effective in improving student achievement.

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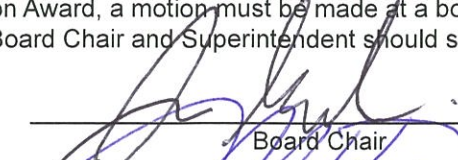
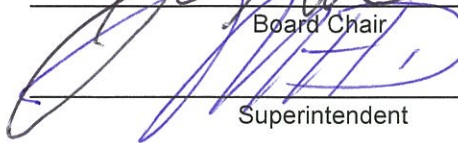
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## CABE Board Recognition Awards

### Board of Distinction Award (Level Two)

To be eligible for the Board of Distinction Award, a motion must be made at a board meeting to approve the application.  
If the majority votes in favor, the Board Chair and Superintendent should sign below (*please attach minutes*).

 _____ Board Chair	 _____ Superintendent	9/22/21 _____ Date
		9/29/21 _____ Date



Connecticut Association of Boards of Education  
81 Wolcott Hill Road • Wethersfield, CT 06109  
860-571-7446 • 860-571-7452 (fax) • [www.cabe.org](http://www.cabe.org)







# DERBY PUBLIC SCHOOLS

35 Fifth Street  
Derby, Connecticut 06418

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**Dr. Matthew Conway, Jr.**  
*Superintendent of Schools*

## CABE Board Recognition Awards

### 2. Board Member Professional Development – **Level 1**

H. The Board has participated in Professional Development about issues of diversity, equity and inclusion (provide a list of workshops and provider).

Laura Harris, Vice Chair of the Derby Board of Education participated in the following workshop hosted by the Valley Community Foundation of Derby, CT

“Racial Equity Institute (RED) Groundwater Workshop”

September 21 2021 from 9-12 via Zoom – a 3-hour introduction to modern-day racial inequality. (see details attached)

Laura Harris also participated in a series of summer workshops as a member of the Valley Childhood Poverty Collective Impact Task Force.



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**From:** Valerie Knight-DiGangi <[vdigangi@valleyfoundation.org](mailto:vdigangi@valleyfoundation.org)>  
**Sent:** Friday, September 17, 2021 8:57 AM  
**To:** Valerie Knight-DiGangi <[vdigangi@valleyfoundation.org](mailto:vdigangi@valleyfoundation.org)>  
**Subject:** Register directly to receive the 9/21 zoom link for The Groundwater Approach webinar  
**Importance:** High

Good morning!

I hope this email finds you well. We are thrilled to have you join us for the Racial Equity Institute's (REI) Groundwater Workshop next Tuesday, September 21, from 9-12! In order to receive the Zoom information, you will need to complete your registration for this event by clicking on **this link, which can also be found below**. I am happy to let you know that because you saved your space with us in advance, you are able to invite **two (2)** additional guests to join you on this journey! They will need to go through the **original registration process** with us so that I can add them on to our main registration list. After completing the registration form for The Valley Community Foundation, they should register directly with REI to receive the Zoom information.

If for some reason your plans have changed and you are unable to attend, please contact me as soon as possible at [vdigangi@valleyfoundation.org](mailto:vdigangi@valleyfoundation.org) or call me at [203-751-9162](tel:203-751-9162). This way we can offer your space up to someone else who wants to attend.

Last but not least, we will be sending you a separate link to register for debriefing sessions that will be held next Wednesday-Friday. Feel free to register for the one that fits with your schedule the best to have a further discussion about these most important issues.

Do not hesitate to contact me with any questions you may have, and thank you again for sharing this part of your diversity, equity, and inclusion journey with us.

You are invited to a Zoom webinar.

When: Sep 21, 2021 09:00 AM Eastern Time (US and Canada)

Topic: Valley Community Foundation- Virtual Groundwater Workshop Presentation

Register in advance for this webinar:

[https://us02web.zoom.us/webinar/register/WN\\_AOvE7AMdROiJ0If0Z3p2ZA](https://us02web.zoom.us/webinar/register/WN_AOvE7AMdROiJ0If0Z3p2ZA)

After registering, you will receive a confirmation email containing information about joining the webinar.

Enjoy this beautiful day!

With my best,

Valerie

Valerie Knight-Di Gangi

Program Officer

Valley Community Foundation

253-A Elizabeth St.

Derby, CT 06418

[203-751-9162](tel:203-751-9162)

[203-751-9352](tel:203-751-9352) (Fax)

VCF's 2021 Annual Reception went digital and had some special announcements. [Click here](#) to watch videos about the 11 new funds that joined us in 2020, view a special photo montage made possible by community members, or enjoy the recording of the event.

**Dina Gotowala**

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**From:** Laura Harris <laura.harriscc@gmail.com>  
**Sent:** Tuesday, September 28, 2021 10:28 AM  
**To:** Dina Gotowala  
**Subject:** Fwd: Invitation to attend special workshop on the Ground Water Approach  
**Attachments:** image001.jpg

**CAUTION:** This message originated from outside of Derby. Please be careful when clicking links or opening attached documents. If you feel that this is a suspicious message, please forward it to [DPSITSupport@derbyps.org](mailto:DPSITSupport@derbyps.org).

FYI

## Join Us Online Sept. 21

### The Groundwater Approach: A Racial Equity Institute Workshop

**Tuesday, September 21, 2021**  
**9:00 a.m. – 12:00 p.m.**

As part of ongoing work to advance racial equity throughout our region, the Valley Community Foundation, in partnership with The Community Foundation *for* Greater New Haven, is offering the community free access to The Groundwater Approach presentation. The workshop is provided by the Racial Equity Institute, an alliance of trainers, organizers and institutional leaders devoted to creating racially equitable organizations and systems.

***Note: Workshop sessions are NOT recorded.***

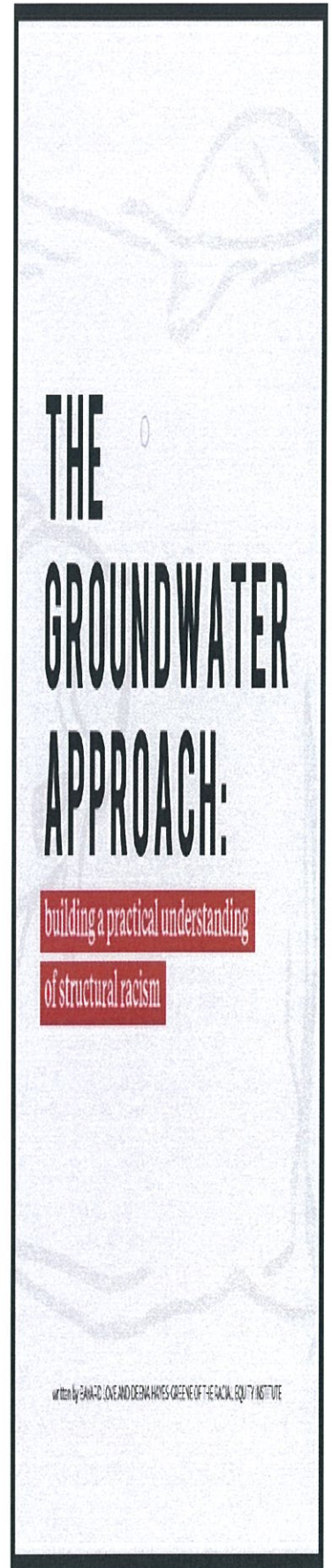
**REGISTER NOW**

*Space is limited; advance registration required*



**From the [Racial Equity Institute](#):**

The Groundwater presentation is a three-hour introduction to racial equity. In this virtual presentation, organizers from the Racial Equity Institute will use stories and data to present a perspective that racism is fundamentally structural in nature. By examining characteristics of modern-day racial inequity, the presentation introduces participants to an analysis that many find immediately helpful and relevant.



## Dina Gotowala

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**From:** Laura Harris <laura.harriscc@gmail.com>  
**Sent:** Tuesday, September 28, 2021 10:31 AM  
**To:** Dina Gotowala  
**Subject:** Fwd: Invitation: Vally Task Force meeting @ Wed Aug 11, 2021 6:30pm - 7:30pm (EDT) (kellytremlett@yahoo.com)  
**Attachments:** invite.ics; Untitled

**CAUTION:** This message originated from outside of Derby. Please be careful when clicking links or opening attached documents. If you feel that this is a suspicious message, please forward it to [DPSITSupport@derbyps.org](mailto:DPSITSupport@derbyps.org).

Hi,

This is info on The Valley Task force  
We met during the summer months and I included  
The google Doc everyone worked on ———  
Laura

----- Forwarded message -----

**From:** Kelly Tremlett <[kellytremlett@yahoo.com](mailto:kellytremlett@yahoo.com)>

**Date:** Tue, Aug 10, 2021 at 9:50 AM

**Subject:** Invitation: Vally Task Force meeting @ Wed Aug 11, 2021 6:30pm - 7:30pm (EDT) ([kellytremlett@yahoo.com](mailto:kellytremlett@yahoo.com))

**To:** [vdigangi@valleyfoundation.org](mailto:vdigangi@valleyfoundation.org) <[vdigangi@valleyfoundation.org](mailto:vdigangi@valleyfoundation.org)>, [sharon@danosky.com](mailto:sharon@danosky.com) <[sharon@danosky.com](mailto:sharon@danosky.com)>, [jill.mahoney@naugatuck.k12.ct.us](mailto:jill.mahoney@naugatuck.k12.ct.us) <[jill.mahoney@naugatuck.k12.ct.us](mailto:jill.mahoney@naugatuck.k12.ct.us)>, [kellytremlett@yahoo.com](mailto:kellytremlett@yahoo.com) <[kellytremlett@yahoo.com](mailto:kellytremlett@yahoo.com)>, [allison@commerceparkdental.com](mailto:allison@commerceparkdental.com) <[allison@commerceparkdental.com](mailto:allison@commerceparkdental.com)>, [beth.comerford@yalegriffinprc.org](mailto:beth.comerford@yalegriffinprc.org) <[beth.comerford@yalegriffinprc.org](mailto:beth.comerford@yalegriffinprc.org)>, [dolechna@seymourschools.org](mailto:dolechna@seymourschools.org) <[dolechna@seymourschools.org](mailto:dolechna@seymourschools.org)>, [danielenskold@bgc-lnv.org](mailto:danielenskold@bgc-lnv.org) <[danielenskold@bgc-lnv.org](mailto:danielenskold@bgc-lnv.org)>, [louisperno@lvagnh.org](mailto:louisperno@lvagnh.org) <[louisperno@lvagnh.org](mailto:louisperno@lvagnh.org)>, [mwynne@bhcare.org](mailto:mwynne@bhcare.org) <[mwynne@bhcare.org](mailto:mwynne@bhcare.org)>, [moris@griffinhealth.org](mailto:moris@griffinhealth.org) <[moris@griffinhealth.org](mailto:moris@griffinhealth.org)>, [tburrell@cshore.com](mailto:tburrell@cshore.com) <[tburrell@cshore.com](mailto:tburrell@cshore.com)>, [laura.harriscc@gmail.com](mailto:laura.harriscc@gmail.com) <[laura.harriscc@gmail.com](mailto:laura.harriscc@gmail.com)>, [davidmorgan@teaminc.org](mailto:davidmorgan@teaminc.org) <[davidmorgan@teaminc.org](mailto:davidmorgan@teaminc.org)>, [pugliakelly@gmail.com](mailto:pugliakelly@gmail.com) <[pugliakelly@gmail.com](mailto:pugliakelly@gmail.com)>, [alpetti2000@yahoo.com](mailto:alpetti2000@yahoo.com) <[alpetti2000@yahoo.com](mailto:alpetti2000@yahoo.com)>, [mandydorso@gmail.com](mailto:mandydorso@gmail.com) <[mandydorso@gmail.com](mailto:mandydorso@gmail.com)>, [rhpisanelli@gmail.com](mailto:rhpisanelli@gmail.com) <[rhpisanelli@gmail.com](mailto:rhpisanelli@gmail.com)>, [renita203@gmail.com](mailto:renita203@gmail.com) <[renita203@gmail.com](mailto:renita203@gmail.com)>, [josephizquierdo2007@gmail.com](mailto:josephizquierdo2007@gmail.com) <[josephizquierdo2007@gmail.com](mailto:josephizquierdo2007@gmail.com)>, [amirajackson2019@gmail.com](mailto:amirajackson2019@gmail.com) <[amirajackson2019@gmail.com](mailto:amirajackson2019@gmail.com)>, [joleedg225@gmail.com](mailto:joleedg225@gmail.com) <[joleedg225@gmail.com](mailto:joleedg225@gmail.com)>, [marissa.murphy@myeyedr.com](mailto:marissa.murphy@myeyedr.com) <[marissa.murphy@myeyedr.com](mailto:marissa.murphy@myeyedr.com)>, [ncapozziello@yahoo.com](mailto:ncapozziello@yahoo.com) <[ncapozziello@yahoo.com](mailto:ncapozziello@yahoo.com)>, [deleon.giana@gmail.com](mailto:deleon.giana@gmail.com) <[deleon.giana@gmail.com](mailto:deleon.giana@gmail.com)>, [csp02@aol.com](mailto:csp02@aol.com) <[csp02@aol.com](mailto:csp02@aol.com)>, [trlyhan@yahoo.com](mailto:trlyhan@yahoo.com) <[trlyhan@yahoo.com](mailto:trlyhan@yahoo.com)>

Good Morning!



Tomorrow we will host our final Zoom meet for the Valley Childhood Poverty Collective Impact Task Force. We will be discussing everything we have worked on over the last several months and what the next steps are. Please consider joining to have your voice heard, as this will be our last opportunity to come together as a group.

See you tomorrow!

Kelly & Jill

### [VCPCI Task Force: Asset Data](#)



#### **VCPCI Task Force: Asset Data**

Valley Childhood Poverty Collective Impact Task Force  
Area Asset Map Data: Asset Name Town Address Contact  
P...

#### **You have been invited to the following event.**

##### **Vally Task Force meeting**

When Wed Aug 11, 2021 6:30pm – 7:30pm Eastern Time - New York

Where <https://zoom.us/j/91809744203?pwd=RkwvNDhBTitSVkovRHBvUUxPVW45UT09> (map)

Calendar [kellytremlett@yahoo.com](mailto:kellytremlett@yahoo.com)

Who

- [jill.mahoney@naugatuck.k12.ct.us](mailto:jill.mahoney@naugatuck.k12.ct.us) - organizer
- [kellytremlett@yahoo.com](mailto:kellytremlett@yahoo.com)

##### [more details »](#)

Jill Mahoney is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://zoom.us/j/91809744203?pwd=RkwvNDhBTitSVkovRHBvUUxPVW45UT09>

Meeting ID: 918 0974 4203

Passcode: 491818

One tap mobile

+13126266799,,91809744203# US (Chicago)

+16465588656,,91809744203# US (New York)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 346 248 7799 US (Houston)

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 918 0974 4203

Find your local number: <https://zoom.us/j/abjpEHqN7m>

Going ([kellytremlett@yahoo.com](mailto:kellytremlett@yahoo.com))? **Yes** - **Maybe** - **No** [more options »](#)

Invitation from [Google Calendar](#)

You are receiving this courtesy email at the account [kellytremlett@yahoo.com](mailto:kellytremlett@yahoo.com) because you are an attendee of this event.

To stop receiving future updates for this event, decline this event. Alternatively you can sign up for a Google account at <https://calendar.google.com/calendar/> and control your notification settings for your entire calendar.

Forwarding this invitation could allow any recipient to send a response to the organizer and be added to the guest list, or invite others regardless of their own invitation status, or to modify your RSVP. [Learn More](#).

## Dina Gotowala

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**From:** Laura Harris <laura.harriscc@gmail.com>  
**Sent:** Tuesday, September 28, 2021 10:08 AM  
**To:** Dina Gotowala  
**Subject:** Fwd: FW: Register directly to receive the 9/21 zoom link for The Groundwater Approach webinar

**CAUTION:** This message originated from outside of Derby. Please be careful when clicking links or opening attached documents. If you feel that this is a suspicious message, please forward it to [DPSITSupport@derbyps.org](mailto:DPSITSupport@derbyps.org).

FYI

----- Forwarded message -----

From: **Valerie Knight-DiGangi** <[vdigangi@valleyfoundation.org](mailto:vdigangi@valleyfoundation.org)>  
Date: Fri, Sep 17, 2021 at 9:02 AM  
Subject: FW: Register directly to receive the 9/21 zoom link for The Groundwater Approach webinar  
To: Laura Harris <[laura.harriscc@gmail.com](mailto:laura.harriscc@gmail.com)>

Hi there Laura!

Happy Friday!

I hope all is well.

Your registration bounced back—please follow the registration link below.

I'm in a meeting until noon—but feel free to reach out with any questions that you may have.

Be well,

Valerie







# DERBY PUBLIC SCHOOLS

35 Fifth Street  
Derby, Connecticut 06418

(203) 736-5027 • fax (203) 736-5031 • [www.derbyps.org](http://www.derbyps.org)

---

**Dr. Matthew Conway, Jr.**  
*Superintendent of Schools*

## CABE Board Recognition Awards

### 3. Policy – **Level 1**

H. The Board has a Code of Ethics (provide Code of Ethics)

Attached is our Code of Ethics based upon “Standards of Leadership for Members of Boards of Education” as recommended by the CABE Board of Directors. It is incorporated into our Policies.



## **Mission-Goals-Objectives**

### **Code of Ethics**

This Code of Ethics is based upon "Standards of Leadership for Members of Boards of Education" recommended by the CABA Board of Directors:

1. I will be a staunch advocate of high quality free public education for all Connecticut children. In fulfilling my responsibilities, I will think of "children first".
2. I will, as an agent of the state, uphold and enforce all laws, rules, regulations, and court orders pertaining to public schools. I will strive to bring any needed change only through legal and ethical procedures.
3. I will strive to help create public schools which meet the individual educational needs of all children regardless of their ability, race, creed, sex, or social standing.
4. I will work unremittingly to help my community understand the importance of proper support for public education, whether it be in providing adequate finance, optimum facilities, staffing and resources, or better educational programs for children.
5. I will join with my Board, staff, community, and students in becoming fully informed about the nature, value, and direction of contemporary education in our society. I will support needed change in our schools.
6. I will strive to ensure that the community is fully and accurately informed about our schools, and will try to interpret community aspirations to the school staff.
7. I will recognize that my responsibility is not to "run the schools" through administration, but together with my fellow Board members, to see that they are well run through effective policies.
8. I will attempt to confine my Board action to policy-making, planning and appraisal, and will help to frame policies and plans only after my Board has consulted those who will be affected by its actions.
9. I will arrive at conclusions only after discussing all aspects of the issue at hand with my fellow Board members in meeting. I will respect the opinions of others, and abide by the principle of majority-rule.
10. I will recognize that authority rests only with the whole Board assembled in public meeting, and will make no personal promises or take any private action which may compromise the Board.
11. I will acknowledge that the Board represents the entire school community, and will refuse to surrender my independent judgment to special interests or partisan political groups. I will never use my position on the Board for personal gain.
12. I will hold confidential all matters pertaining to schools, which, if disclosed, might needlessly injure individuals or the schools.
13. I will insist that all school business transactions be open and ethical.



14. I will strive to appoint the best professional leader available when a vacancy exists in the chief administrative position.

15. I will strive to appoint the best trained technical and professional personnel available, upon recommendation by the appropriate administrative officer.

16. I will support and protect school personnel in the proper performance of their duties. I will strive to ensure that all personnel have not only the requisite responsibilities, but the necessary authority to perform effectively.

17. I will refer all complaints through the proper "chain of command" within the system, and will act on such complaints at public meetings only when administrative solutions fail.

**Policy adopted: April 19, 2012**

DERBY PUBLIC SCHOOLS

Derby, Connecticut





# DERBY PUBLIC SCHOOLS

35 Fifth Street  
Derby, Connecticut 06418

(203) 736-5027 • fax (203) 736-5031 • [www.derbyps.org](http://www.derbyps.org)

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**Dr. Matthew Conway, Jr.**  
*Superintendent of Schools*

## CABE Board Recognition Awards

### 3. Policy Level Two

C. The Board has adopted a policy addressing diversity equity and inclusion (provide policy)

The Board has a number of policies addressing equal opportunity, non-discrimination, commitment to Religious Neutrality and recently addressed a revision to their policy on Anti-Racism. Policies and Committee minutes from related Policy Committee Meetings are attached hereto.



## Mission – Goals – Objectives

### Nondiscrimination

#### Equal Opportunity Plan

The President and the Congress of the United States, and the State of Connecticut, have enacted laws and issued directives affirming their intent to protect and grant equal opportunity to all employees and students. Also the federal government and the State of Connecticut have enacted and enforced laws on equal employment and equal educational opportunities.

The Board of Education reaffirms its policy of equal educational opportunity for all students and prohibits discrimination because of race, color, religious creed, age, marital status, national origin, sex, ancestry, present or past history of mental disorder, mental retardation, pregnancy, or physical disability, in district educational programs and activities including, but not limited to, course offerings, athletic programs, guidance and counseling, and tests and procedures. An affirmative action program shall be an integral part of educational policies and programs.

The Board of Education also reaffirms its policy of equal employment opportunity for all persons and prohibits discrimination in employment because of race, color, religious creed, age, marital status, national origin, sex, ancestry, present or past history of mental disorder, mental retardation, pregnancy, or physical disability, except in the case of a bona fide occupational qualification or need. Sexual harassment is prohibited in employment decisions, nor shall decisions be influenced, affected or determined on the basis of membership in or holding of office in an employee association or union. This policy shall be relevant to every aspect of employment including, but not limited to, upgrading, demotion or transfer, recruitment and/or recruitment advertising, layoff or termination, rates of pay, other forms of compensation including fringe benefits, employment selection, or selection for training and apprenticeships, promotion or tenure.

These statements shall be made available to all present and future employees and students.

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

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

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

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

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (Year 1997 Day 13 Month 3 March 13, 1997) and 66 Fed. Reg. 5512 (Year 2001 Day 19 Month 1 January 19, 2001)

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

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

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

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

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

Title II of the Genetic Information Nondiscrimination Act of 2008

Connecticut General Statutes

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

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

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

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

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008

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

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

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

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

**Policy adopted: April 19, 2012**

DERBY PUBLIC SCHOOLS

Derby, Connecticut

## **Mission – Goals – Objectives**

### **Nondiscrimination**

The Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons.

#### **Nondiscrimination in School and Classroom Practices**

It is the policy of the District to provide equal opportunity for all students to achieve their maximum potential through the programs offered in all District schools regardless of race, color, age, creed, religion, gender, sexual orientation, (including gender identity/expression), ancestry, national origin or disability.

The District shall provide to all students without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations.

Students and third parties who have been subject to discrimination are encouraged to promptly report such incidents to the District's Compliance Officer.

All complaints of discrimination shall be investigated promptly. Corrective action must be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

#### **Nondiscrimination in Employment/Contract Practices**

It is the Board's policy to provide all persons equal access to all categories of employment in this District regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin or disability. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations.

Employees and third parties who have been subject to discrimination are encouraged to promptly report such incidents to the District's Compliance Officer.

All complaints of discrimination shall be investigated promptly. Corrective action must be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

### **Delegation of Responsibility**

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Director of Special Education/Services as the District's Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure annually to students, parents, employees and the public. Nondiscrimination statements shall include the position, office address and telephone number of the Compliance Officer.

The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the areas listed.

#### **School and Classroom Practices:**

1. **Curriculum and Materials:** Review curriculum guides, textbooks and supplementary materials for discriminatory bias.



2. **Training:** Provision of training for students and staff to identify and alleviate problems of nondiscrimination.
3. **Student Access:** Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. **District Support:** Assure that like aspects of the school program receive like support as to staffing, compensation, facilities, equipment and related matters.
5. **Student Evaluation:** Review of tests, procedures and guidance and counseling materials for stereotyping and discrimination.

**Employment/Contract Practices:**

1. Development of position qualifications, job descriptions and essential job functions.
2. Recruitment materials and practices.
3. Procedures for screening, interviewing and hiring.
4. Promotions.
5. Disciplinary actions, up to and including terminations.

The Building Principal or his/her designee shall be responsible to complete the following duties when receiving a complaint of discrimination:

1. Inform the student, employee or third party of the right to file a complaint and the complaint procedures.
2. Inform the student complainant that he/she may be accompanied by a parent/guardian during all steps of the complaint procedure.
3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Officer if the Building Principal is the subject of the complaint.

**Complaint Procedure –Student/Employee/Third Party**

**Step 1 – Reporting**

A student, employee or third party who believes he/she has been subject to conduct that constitutes a violation of this policy is encouraged to report the incident immediately to the Building Principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Building Principal.

If the Building Principal is the subject of the complaint, the student, employee or third party shall report the incident directly to the Compliance Officer.

The complainant is encouraged to use the report form available from the Building Principal, but oral complaints shall be acceptable.

**Step 2 – Investigation**

Upon receiving a complaint of discrimination, the Building Principal shall immediately notify the Compliance Officer, who shall then authorize the Building Principal to investigate the complaint, unless the Building Principal

is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused and others with knowledge relative to the incident. Other information and materials relevant to the investigation may also be evaluated.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation is pending or has been concluded.

### **Step 3 – Investigative Report**

The Building Principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

Copies of the report shall be provided to the complainant, the accused and the Compliance Officer.

### **Step 4 – District Action**

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the District shall take prompt, corrective action to ensure that such conduct ceases and will not reoccur.

Disciplinary actions, in the case of students, shall be consistent with the school disciplinary practices, Board policies, administrative regulations, and state and federal laws.

Disciplinary actions, in the case of employees and third parties, shall be consistent with the Board policies, administrative regulations, state and federal laws, and applicable collective bargaining unit agreements.

### **Step 5 - Appeal Procedure**

The complainant, if not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, he/she may submit a written appeal to the Compliance Officer within fifteen (15) days.

The Compliance Officer shall review the investigation and the investigative report and may also conduct an investigation.

The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the Building Principal who conducted the initial investigation.

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

(cf. 4111.1/4211.1 – Affirmative Action)

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

(cf. 4118.111 – Grievance Procedure-Title IX)

(cf. 4118.113/4218.113 – Harassment)

(cf. 5145.4 – Nondiscrimination)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

(cf. 5145.52 – Harassment)

(cf. 5145.6 – Student Grievance Procedure)

(cf. 6121 – Nondiscrimination)

(cf. 6121.1 - Equal Educational Opportunity)

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

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

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



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

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (Month 3 Day 13 Year 1997 March 13, 1997) and 66 Fed. Reg. 5512 (Year 2001 Day 19 Month 1 January 19, 2001)

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

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

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

Title II of the Genetic Information Nondiscrimination Act of 2008

Connecticut General Statutes

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

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

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

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

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

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

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

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

**Policy adopted: April 19, 2012**

DERBY PUBLIC SCHOOLS

Derby, Connecticut

**REPORT FORM FOR COMPLAINTS OF DISCRIMINATION**

Complainant: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

School building: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Alleged harassment was based on: (Check all that apply.)

☐ Race ☐ Color ☐ National Origin ☐ Gender Identity or Expression☐ Gender ☐ Disability ☐ Religion☐ Ancestry ☐ Age ☐ Sexual Orientation

Name of person you believe violated the District's nondiscrimination policy:

\_\_\_\_\_

If the alleged discrimination was directed against another person, identify the other person:

\_\_\_\_\_

Describe the incident as clearly as possible, including any verbal statements (i.e., threats, derogatory remarks, demands, etc.) and any actions or activities. Attach additional pages if necessary:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When and where incident occurred: \_\_\_\_\_

List any witnesses who were present: \_\_\_\_\_

\_\_\_\_\_

This complaint is based on my honest belief that \_\_\_\_\_ has discriminated against me or another person. I certify that the information provided in this complaint is true, correct and complete to the best of my knowledge.

\_\_\_\_\_  
Complainant's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Received By\_\_\_\_\_  
Date

**Non-Discrimination Notice**

The Derby Public Schools does not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973.

The Derby Public Schools does not discriminate on the basis of race, color, religion, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities, and employment practices.

The following individuals are coordinators for Title IX (sex discrimination), Title VI (race, creed and color) and Section 504 (disabled):

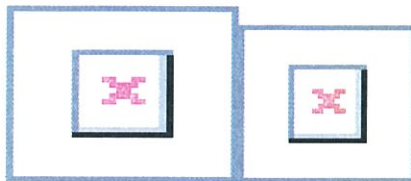
Title IX and Title VI

_____	_____
Name	Telephone Number

Section 504

_____	_____
Name	Telephone Number

### Harassment Is ILLEGAL



**SEXUAL HARASSMENT IS PROHIBITED** based on Federal Law - Title IX of the Education Amendments of 1972, and State Law – Sec. 10-15c. Harassment based on sexual orientation is also protected under State Law – Sec. 10-15c.

**FOR STUDENTS:** Sexual harassment is **unwanted and unwelcome** behavior of a sexual nature which interferes with a student's right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. You have a right to participate in all school and classroom activities in an atmosphere free from sexual harassment. You have a responsibility not to engage in sexual behaviors that are unwelcome or offensive to others.

**Examples of Sexual Harassment** include: unwelcome sexual advances, suggestive or lewd remarks, unwanted hugs, touches, kisses; requests for sexual favors; retaliation for complaining about sexual harassment, derogatory or pornographic posters, cartoons or drawings.

**If you have questions or believe that you or others are being harassed, contact:**

District Title IX Coordinator:

Office Address:

Telephone number:

Email Address:

Building Title IX Coordinator:

Office Address:

Telephone number:

Email Address:

**You may also contact:** The Connecticut Commission on Human Rights and Opportunities (CHRO), 21 Grand Street, Hartford, CT 06106 (Tel: 860-541-3400 or 800-477-5737) Connecticut law requires that a formal complaint be filed with the Commission within 180 days of the date under which the alleged harassment occurred.

**You may also contact:** Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, Telephone: 617-289-0111, FAX: 617-289-0150; TDD: 877-521-2172 Email: OCR.Boston@ed.gov, **Filing complaints electronically:**

<http://www.ed.gov/about/offices/list/ocr/complaintintro.html>.



**Sexual harassment** is not limited to prohibited behavior by a male toward a female, or by a supervisory employee toward a non-supervisory employee, or a teacher to a student. The victim does not have to be the opposite sex of the harasser. Harassment may be student to student, teacher to student, student to teacher or teacher to teacher. The gender of the complainant and/or the alleged harasser is irrelevant, even if they are of the same gender. Sexual harassment based on sexual orientation or gender identity is also prohibited under State Law.

***What should I do if I believe I am being sexually harassed?***

- Find out about your school or school district's policy and procedures for handling sexual harassment issues. Follow those procedures.
- Take action and get help when needed. Ignoring sexual harassment is not an effective way to stop it.
- Whenever possible, tell the harasser verbally or in writing what the specific behaviors are that you find offensive. Ask him or her to stop.
- Report the offensive behaviors to a teacher, counselor, Title IX coordinator, or school administrator.
- Keep a detailed record of the harassing behavior to share with school officials who investigate your complaint.
- If not satisfied with the resolution of your concerns, contact one of the appropriate organizations listed.

**The victim** does not have to be the person at whom the unwelcome sexual conduct is directed; the victim may be someone who is a witness to and personally offended by such conduct although directed toward another. Sexual harassment is unwelcome conduct that is personally offensive, lowers morale, and interferes with educational performance. This unwelcome sexual behavior is defined from the perspective of the victim, not the harasser.

***Where to Get Help***

- **State Title IX Coordinator:** Dr. William A. Howe, Connecticut State Department of Education, 165 Capitol Ave., Hartford, CT 06106 (860-713-6752) email: [william.howe@ct.gov](mailto:william.howe@ct.gov)

- **Permanent Commission on the Status of Women (PCSW)**

[18](http://www.cga.state.ct.us/PCSW/)-20 Trinity Street, Hartford, CT 06106 (860-240-8300) <http://www.cga.state.ct.us/PCSW/>

- **Connecticut Women's Education and Legal Fund (CWEALF)**

75 Charter Oak Avenue, Suite 1-300, Hartford, CT 06106, <http://www.cwealf.org/>

## Mission – Goals – Objectives

### Nondiscrimination

#### Commitment to Religious Neutrality (Prayer in the Schools)

It is the policy of the Board of Education to not prevent, or otherwise deny participation in, constitutionally protected prayer in the district's schools, consistent with current guidance issued by the U.S. Department of Education under the No Child Left Behind Act of 2001, and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

This policy supercedes any other Board Policy that might be inconsistent with it.

(cf. [1140](#) - Distribution of Materials to and by Students)

(cf. [4118.21](#) – Academic Freedom)

(cf. 6115 – Religious Ceremonies)

(cf. 6115.1 – Religious Observances and Displays)

(cf. 6115.11 – Graduation Exercises – Prayer)

(cf. 6141.2 – Separation of Church and State)

(cf. 6141.21 – Religion in the Public Schools)

(cf. 6144 – Controversial Issues)

(cf. 6144.1 – Exemption from Instruction)

(cf. 6145 – Extra-Class Activities)

(cf. 6162.51 – Student Surveys)

(cf. 6145.3 – Distribution of Printed Matter, Freedom of School Press; Publications)

(cf. 9030.1 – Religious Guidelines)

Legal Reference: Connecticut General Statutes

[10-16a](#) Silent meditation.

[10-15c](#) Discrimination in public schools prohibited.

*Lee v. Weisman*, 112 S. Ct. 2649 (1992).

*Jones v. Clear Creek Independent School District*, 977 F. 2d 963 (5th Cir. 1992).

*Harris v. Joint School District*, 41 F.3d 447 (9th Cir., 1994).

*American Civil Liberties Union of NJ v. Black Horse Pike Regional Board of Education*, 84 F.3d 1471 (3rd Cir., 1996).

20 U.S.C. 7904 (No Child Left Behind Act of 2001)

**Policy adopted: April 19, 2012**

DERBY PUBLIC SCHOOLS

Derby, Connecticut

Policy Committee Meeting  
Tuesday, June 29, 2021 6:00 PM  
DMS Cafetorium & Zoom Join Zoom Meeting  
<https://us02web.zoom.us/j/82789375053>  
Meeting ID: 827 8937 5053  
35 Fifth Street  
Derby, CT 06418

1. Call to Order

1.A. Opening Ceremonies

1.B. Roll Call

1.C. Additions/Deletions to the agenda

2. Public Participation

3. Approval of Minutes of May 11 2021 meeting

**Speaker(s):** Mrs. Harris

4. Policy 6161.21 Fees Fines & Charges

**Speaker(s):** Mrs. Harris, Dr. Conway

5. Revisit Policy 0525.1 Anti-Racism and Policy 0522 Racial Balance for comparison

**Speaker(s):** L Harris/Dr Conway

6. Policy 9222(b) - Censure

**Speaker(s):** Laura Harris

7. 9000 Series Review

**Speaker(s):** Laura Harris

8. Adjourn



## ANTI-RACISM (CONFRONTING RACISM IN SCHOOLS)

~Page 1~

*(Background Information for Policy Review Committee)*

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We have witnessed protests across the country since the death of George Floyd and a number of racial incidents which give evidence to the need for change. As a society and in our schools we are facing new challenges brought about by the global pandemic and being confronted by brutal examples of racism and wide-spread calls for societal changes. Protests are not new as people of all races have experienced pain, frustration, and anger over the mistreatment of Black people in our nation. Black people and other people of color are tired of explaining, demonstrating, pleading, recording and articulating the realities of racism. Tyrone Howard in Education Week summarized it best saying, “Labels such as ‘mistreatment,’ ‘discrimination,’ or ‘prejudice’ no longer describe the depths and breadth of what we are witnessing. We must identify what we are seeing as “anti-Black racism,” and that should inform our current discussions.”

Gary Orfield of the Civil Rights Project at the University of California stated, “We have become a nation that accepts separate and unequal schools as if nothing can be done about segregation. As a nation, we expect our schools to create equal outcomes for students who leave their homes severely disadvantaged by family and community poverty, who arrive at their school to find sometimes unqualified or inexperienced teachers and who leave these schools as soon as they can.” He goes on to state, “Across 21<sup>st</sup> –century America, segregation has reached levels for millions of students once found only in the old south. It has produced schools that require massive resources to offer the kinds of opportunities and instruction routinely available to students in privileged schools and communities.”

The global pandemic has illuminated racism in perhaps unforeseen ways. During these tumultuous times the leadership by boards of education and the entire education community is extremely important. It is recognized that this may be an uncomfortable time for many, but it is not appropriate to turn away from this moment. The protests across the country and the heightened level of civic engagement by students and community members provide the impetus to work harder to tackle the racial and ethnic disparities that exist in our schools. Unless concerted action is taken, injustices and inequities will continue to persist for our students, both inside and outside of school.

“We are living at a time of obscene inequities, and merely trying to compensate is not enough.” The American Association of School Administrators recently announced. The Association called on its members to “become actively anti-racist” and “ensure that cultural responsiveness permeates all levels.” Silence favors the status quo and the violently oppressive harm it does to people of color everywhere.

It will not be easy to reduce the harm done to our Black children and all students of color and to prepare them for a better future.

CABE, through its Ad Hoc Committee on Diversity, Equity and Inclusion defined educational equity as access to resources, opportunities, and processes that unleash potential and enhance success and prosperity for each and every child. Equity is NOT sameness. Equity recognizes and responds to the gifts and needs in each individual in each community. CABE, to assist districts, has developed an “*Equity Toolkit for Connecticut Boards of Education*.”

CABE has worked to reconsider its contributions to racial equity in order to ensure that all children are successful in our schools. We can no longer tolerate the racism that students of color face in our schools and in broader society. It is time to think and act differently. Educational excellence cannot exist without equity.



## ANTI-RACISM (CONFRONTING RACISM IN SCHOOLS)

~Page 2~

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The public school system is the best institution to act as the foundation for reshaping how young adults and future leaders think and respond to racial injustice. However, more than just expressing a desire for change is necessary. A commitment to action with specific measures taken is required. The need exists to move from words to measurable actions to address systemic racism in our school systems, communities, state and nation. Schools must become a safe haven for all students, without the structures that breed inequality.

The effort to combat the problem of racism in our society must be guided by the goal to have our students truly representing the diversity of human experience and prepared to interact, survive and thrive as 21<sup>st</sup> century learners. School programs and support services must be informed by and sensitive to each child's social and emotional needs enabling them to be fully present and engaged in learning. The barriers that cause a student body to be comprised of the "haves" and the "have-nots" must be eliminated permitting all students, as a result, to engage in challenging learning experiences. The goal is to achieve a student body that is motivated and supported to discover their passions and advance toward positive personal, familial, social, civil and vocational goals and opportunities.

Learning about differences and ensuring a culturally relevant curriculum must be a part of the program in all districts, not just those with higher numbers of students of color, low-income students, students with disabilities or second-language students. We all have a responsibility to teach and learn about our world of differences. In addition, good intentions will not be enough. Racism in the schools must be confronted, not ignored or tolerated. Agreeably, many educators will need help in confronting this reality. White educators growing up did not have to face the realities of racism. We will need to get out of our personal comfort zones. The development and implementation of training and support plans is necessary to give teachers the skills needed to better work with students of all backgrounds and to teach with materials and practices that fully recognize the contribution of all cultures and races to our nation.

Black educators have offered the following solutions to confronting racism in schools:

1. Implicit bias and cultural awareness training for teachers, administrators and staff.
2. Trauma-informed school guidance counselors.
3. Culturally inclusive curriculum.
4. Ethnically and racially diverse school boards, administrators, teachers and staff.
5. Alternative disciplinary practices instead of suspensions and expulsions.

The above, in addition to other issues, must be confronted to address ugly racism in our midst. Educators must also recognize and demand changes in the racial conditions outside the school setting that make schooling much harder. These include public policy pertaining to housing, wages, health care, and daycare.

President Randi Weingarten of the American Federation of Teachers (AFT) stated, "Combating racism is everyone's responsibility, we must do all we can to create safe and welcoming environments." The AFT has called on local school boards to pass and enforce anti-racist policies and encourage and support the efforts of teachers, school support staff and its affiliates regarding the effort to fight the destructive impact of systemic racism and a culture that enables white nationalism and white supremacy.

## ANTI-RACISM (CONFRONTING RACISM IN SCHOOLS)

~Page 3~

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Professor Bettina Love at the University of Georgia, in an op-ed appearing in Education Week stated, “In the field of education, anti-racism often looks like school districts managing inequality and racism instead of eliminating them.” She challenges us by indicating, “If anti-racism is going to be more than a slogan, then white people must follow the lead of these activists and educators and stop believing they are too fragile to work toward ending racism.”

### **Policy Implications**

Schools must be part of the solution in racial reckoning and healing. Deliberate steps must be taken to end racism. Professor Detra Price-Dennis of Teachers College, Columbia University, indicated “You have to show up for the whole journey to change the culture of the school and the school district to make a difference in the lives of staff and students. Equity, anti-racism, cultural responsiveness have to be integrated. Multiculturalism is not an add-on.” Students have to be prepared to live in a multicultural society.

The current system of schooling in our nation does not provide white students with anti-racist curriculum, language to call out racism, or teachers of color to learn from. Many white students complete 13 years of schooling without ever having a teacher of color or being challenged to disrupt their learned racism.

Through policy, the board indicates what it wants to see happen. Therefore, it is considered appropriate to adopt a policy pertaining to anti-racism. A new policy, #0525.1 “Anti-Racism (Confronting Racism in Schools)” has been developed for your consideration and use. Two versions of this policy, in addition to a sample administrative regulation, are provided. This is considered a recommended policy for inclusion in a district’s manual.

This new policy continues the effort to confront racial issues in the schools with the new policy presented in the November 2020 Update, policy #0524, “Hate Crimes and Bias Issues in Schools.”

A sample board resolution pertaining to anti-racism is also provided.

Every student deserves a respectful learning environment in which their cultural, racial and ethnic diversity is valued and contributes to successful academic outcomes. Districts need to be committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives and very presence of diverse participants.

Therefore, sample policy #0523, “Equity and Diversity,” also pertains to this topic.

**January 2021**

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*A recommended policy to consider.*

## **Mission – Goals – Objectives**

### **Anti-Racism (Confronting Racism in Schools) (Version #1)**

The \_\_\_\_\_ Board of Education (Board) rejects all forms of racism as destructive to the Board's mission, vision, values, and goals. The Board is committed to the following principles:

1. Establishing and sustaining a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.
2. Eliminating inequitable practices and cultivating the unique gifts, talents, and interests of every child to end the predictive value of social or cultural factors, such as race, class, poverty or gender, on student success.
3. Respecting and championing the diversity and life experiences of all community members to support the District's mission, vision, values, goals, and objectives.
4. Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, those protective classes referenced in policy 0521, "Nondiscrimination."

### **Purpose**

Personal and institutional racism have historically existed and may continue to exist in the District and community. Combating racism in the schools is a legal and moral imperative.

There is evidence of significant disparities between racial groups in student academic performance, achievement, and participation in academic programs. These include disparities in graduation rates, gifted identification, course participation, special education identification, standardized test scores, and suspension and expulsion rates. Disparities also exist between the racial demographics of the students in the District and the staff hired.

These equity gaps exist because of inequitable access to opportunities that have significant intergenerational effects and perpetuate economic, social, and educational inequity. However, racial inequities were created over time and can be eliminated. Similarly, personal prejudice is learned and can be unlearned. Educators play a vital role in reducing racism and inequity by recognizing the manifestations of racism, creating culturally inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism and privilege through teaching, policy, and practice.

The purpose of this policy is to eliminate all forms of racism from the District in conjunction with related Board policies.

## Mission – Goals – Objectives

### Anti-Racism (Confronting Racism in Schools) (continued)

#### Definitions

1. **Anti-Racism:** the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism.
2. **Individual Racism:** pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.
3. **Institutional Racism:** means the collective failure of a public or private organization to provide an appropriate and professional service to people because of their race, color, culture or ethnic origin which can be seen or detected in practices, processes, systems, attitudes and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness or racial stereotyping.  
  
[It occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.]
4. **Structural (or systemic) Racism:** encompasses the history and current reality of institutional racism across all institutions and society. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

(Definitions adapted from the Government Alliance on Race and Equity.)

The intent of this policy is to dismantle the individual, institutional, and structural racism that may exist in the District.

The Board directs the following action:

#### Leadership and Administration

The Board shall address systemic racism as follows:

1. Develop and conduct a systemic Equity Needs Assessment for the District to identify processes and practices that cause or contribute to inequitable outcomes. The Assessment shall also include an inventory of what equity-related data is currently collected by the District. Following the assessment, strategies will be developed and implemented to address the identified issues.



## **Mission – Goals – Objectives**

### **Anti-Racism (Confronting Racism in Schools)**

#### **Leadership and Administration (continued)**

2. To address disparities in course participation (including AP/honors participation):
  - a. All school staff making class recommendations shall provide an explanation for the recommendation to students and/or families.
  - b. School counselors shall be responsible for educating students and families as equitable partners in the selection process and course sequencing.
  - c. Middle and high schools will offer opportunities for supplementary coursework, such as summer programs or tutoring during or after school, to students interested in moving to higher level courses.
3. The Board shall implement alternative discipline processes, such as restorative justice, to reduce racial disparities in discipline and suspension and expulsion.
  - a. To ensure consistency in student discipline, each school shall collect and, at least annually, report data on all disciplinary actions. The data shall include the student's race/ethnicity, gender, socio-economic status, special education, and English Language Learner status, as well as a written explanation of the behavior leading to discipline and the specific corrective action taken.
  - b. When school administrators determine a student has committed a racist act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative justice, mediation, role play or other explicit policies or training resources.

#### **Curriculum and Instruction**

1. Curriculum and instructional materials for all grades shall reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color.
2. All curriculum materials shall be examined for racial bias. Where materials reflect racial bias, teachers utilizing the materials will acknowledge the bias and communicate it to students and parents.
3. The Board shall implement an anti-racist curriculum and provide educational resources for students at every grade level.
4. Student in-class and extra-curricular programs and activities shall be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity.

## **Mission – Goals – Objectives**

### **Anti-Racism (Confronting Racism in Schools) (continued)**

#### **Training**

1. All staff shall be trained in this anti-racism policy.
2. All teachers and administrators shall be trained in cultural awareness and/or culturally responsive teaching practices. Culturally responsive teaching practices shall be incorporated into Board approved appraisal systems, including the teacher appraisal system and the administrator performance appraisal.
3. All staff shall be trained about racism and about how racism produces inequitable practices and outcomes.

#### **Policy Communication**

1. Each school shall post a public statement against racism in a location visible to students, staff, and visitors entering the school. The District will also post a public statement in high traffic locations at its main offices and on the District website.
2. The public statement shall read: “\_\_\_\_\_ Schools is committed to establishing and sustaining an equitable community that achieves the District’s equity mission to end the predictive value of race and ensure each individual students’ and staff members’ success. The Board of Education rejects all forms of racism as destructive to its mission, vision, values, and goals.”
3. The Board shall establish a committee of students to promote equity and diversity and to serve as leaders and spokespersons within their schools.
4. This policy shall be included in student handbooks provided to students and families.
5. This policy shall be posted on the District website and the website of each school.

#### **Policy Enforcement**

1. Staff shall collect, review, and provide an annual report to the Board on data regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined by the anti-racism policy (i.e., communication, leadership and administration, curriculum and instruction). The written reports shall also be made available to the public, to the student diversity committee, and to school equity teams.
2. The Superintendent or his/her designee shall be responsible for implementation and evaluation of District strategies for implementation. Adequate resources shall be made a part of the District’s budget.
3. The District shall ensure there are various means for students and staff to report racism and other forms of discrimination.



## Mission – Goals – Objectives

### Anti-Racism (Confronting Racism in Schools) (continued)

(cf. 0521 – Nondiscrimination)  
(cf. 0523 – Equity and Diversity)  
(cf. 0524 – Hate Crimes and Bias Incidents in Schools)  
(cf. 4111 – Recruitment and Selection)  
(cf. 4111.1/4211.1 – Affirmative Action)  
(cf. 4118.11 – Nondiscrimination)  
(cf. 4118.113/4218.113 – Harassment)  
(cf. 4118.3 – District Minority Recruitment Plan)  
(cf. 4131 – Staff Development)  
(cf. 5131.911 – Bullying/Safe School Climate Plans)  
(cf. 5144.12 – Restorative Justice Approach to Discipline)  
(cf. 5144.5 – Progressive Discipline and Promoting Positive Social Behavior)  
(cf. 5145.4 – Nondiscrimination)  
(cf. 5145.5 – Sexual Harassment)  
(cf. 5145.51 – Peer Sexual Harassment)  
(cf. 5145.52 – Harassment)  
(cf. 5145.53 – Transgender and Non-Conforming Youth)  
(cf. 5145.54 – Civility)  
(cf. 6115 – Ceremonies and Observances)  
(cf. 6121 – Nondiscrimination)  
(cf. 6121.1 – Equal Educational Opportunity)  
(cf. 6141.21 – Religions in the Public Schools)  
(cf. 6141.22 – Religious Accommodations)  
(cf. 6144 – Teaching about Controversial Issues)

Legal Reference:        Connecticut General Statutes  
                                 46a-60 Discriminatory employment practices prohibited.  
                                 10-15c Discrimination in public schools prohibited. School attendance by  
                                 five-year olds.  
                                 10-153 Discrimination on account of marital status.  
                                 17a-101 Protection of children from abuse.  
                                 Connecticut State Board of Education “Position Statement on Culturally  
                                 Responsive Education,” adopted May 4, 2011.  
                                 Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.  
                                 29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.  
                                 Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.  
                                 34 CFR Section 106.8(b), OCR Guidelines for Title IX.  
                                 Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62,  
                                 #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66  
                                 Fed. Reg. 5512 (January 19, 2001).  
                                 Section 8525, ESEA as amended by the Every Student Succeeds Act.  
                                 Title II of the Genetic Information Nondiscrimination Act of 2008.

Policy adopted:

cps 1/21



*A recommended policy to consider.*

## **Mission – Goals – Objectives**

### **Anti-Racism (Confronting Racism in Schools) (Version #2)**

#### **Purpose of Policy**

The purpose of this policy is to eliminate all forms of racism in the \_\_\_\_\_ School District. This policy commits the Board of Education (Board) to the elimination of all forms of racial discrimination in district schools. No student, employee, parent, caregiver or community member should experience racism within the learning or working environment.

***Alternate Language:*** The Board of Education (Board) expects all children to find school a safe and welcoming place, where they are able to achieve success, irrespective of their racial or ethnic background. It is not possible to achieve this if any child or member of the school community face prejudice or hostility because of their ethnic origins. Therefore, the Board believes it is important to have in place an Anti-Racism policy, to clarify its expectations and approach, in order to ensure equality of opportunity for all children.

By having such a policy, the Board gives a clear message to all in the school community that racism will not be tolerated in any form.

***Alternate Language:*** The Board of Education (Board) will not tolerate any intentionally hostile or offensive act by a person of one racial and ethnic origin against a person of another origin, or any incitement to commit such an act in a manner that it interferes with the peace and comfort of the person and that the quality of life of the person is reduced.

The goals of this Anti-Racism policy are:

1. To promote critical thinking regarding the history, contribution, and perspectives of diverse ethnic and social groups.
2. To incorporate classroom content and strategies that enable students to safely explore questions of identity and membership in diverse ethnic and social groups, race equality, and racism, specifically those traditionally excluded from K-12 education.
3. To create engagement opportunities that provide families with a welcoming means of raising any concern about their child's experience as it relates to racial, ethnic, or social identity at school.
4. To remove racial intolerance from District schools and to promote a positive multicultural society.
5. To enable all students to thrive in a socially cohesive community.

## Mission – Goals – Objectives

### Anti-Racism (Confronting Racism in Schools) (continued)

#### Policy Scope

This policy applies to all schools, facilities and programs in the District and to all members of the District including, but not limited to, students, staff, volunteers, visitors, teachers and administrators.

Eradicating expressions of racism in learning and working environments and challenging the attitudes that allow them to emerge, is the shared responsibility of all school employees. The entire staff contributes to the eradication of racism by promoting acceptance of our nation's multi-faceted diversity and by challenging prejudiced attitudes and actions. Further, all staff are responsible for monitoring their own behavior to ensure that it does not result in anyone experiencing racism.

#### Definitions

1. **Anti-Racism:** the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism.
2. **Ethnicity:** the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, such as a person's language.
3. **Individual Racism:** pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.
4. **Institutional Racism:** the collective failure of a public or private organization to provide an appropriate and professional service to people because of their race, color, culture or ethnic origin which can be seen or detected in practices, processes, systems, attitudes and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness or racial stereotyping.  

[It occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.]
5. **White Privilege:** a web of institutional and cultural treatment and exemption from racial and national oppression.
6. **White Supremacy:** the political, economic, and cultural systems in which individuals overwhelmingly control power over material resources, a form of dominance and control, and not just the overt hate of one group towards another.



## **Mission – Goals – Objectives**

### **Anti-Racism (Confronting Racism in Schools) (continued)**

#### **Definitions**

7. **Systemic or Structural Racism:** the way in which public policies, institutional practices, cultural representations, and other norms work in various ways to reinforce and perpetuate racial group inequity. It is not something we as individual members of society actively choose to practice, instead it is a feature of the social, economic, and political systems in which we all exist. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

#### **Policy Statement**

It is the policy of the District to:

1. Affirm the need to provide safe educational spaces of learning for all students.
2. Reject all forms of racism. The Board is committed to the elimination of racial discrimination in schools, including direct and indirect racism, racial vilification and harassment, in all aspects of the learning and working environment.
3. Oppose teachings that perpetuate white supremacy and/or superiority by acknowledging the violence, disenfranchisement and bigotry these topics depict before a lesson begins because doing otherwise would be equivalent to claiming these prejudices never existed and individuals are not harmed by them every day.
4. Commit to a collective responsibility within the District to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.
5. Eliminate inequitable practices that create prejudicial or disparate outcomes for students based on social or cultural factors, such as race, class, ethnicity, religion, or gender.
6. Respect and champion the diversity and varied life experiences of all community members which contribute to the District's goals of inclusivity, equity, and justice.
7. Acknowledge that racism is often compounded by other forms of discrimination.

(cf. 0521 – Nondiscrimination)  
(cf. 0523 – Equity and Diversity)  
(cf. 0524 – Hate Crimes and Bias Incidents in Schools)  
(cf. 4111 – Recruitment and Selection)  
(cf. 4111.1/4211.1 – Affirmative Action)  
(cf. 4118.11 – Nondiscrimination)  
(cf. 4118.113/4218.113 – Harassment)  
(cf. 4118.3 – District Minority Recruitment Plan)  
(cf. 4131 – Staff Development)  
(cf. 5131.911 – Bullying/Safe School Climate Plans)

## Mission – Goals – Objectives

### Anti-Racism (Confronting Racism in Schools) (continued)

(cf. 5144.12 – Restorative Justice Approach to Discipline)  
(cf. 5144.5 – Progressive Discipline and Promoting Positive Social Behavior)  
(cf. 5145.4 – Nondiscrimination)  
(cf. 5145.5 – Sexual Harassment)  
(cf. 5145.51 – Peer Sexual Harassment)  
(cf. 5145.52 – Harassment)  
(cf. 5145.53 – Transgender and Non-Conforming Youth)  
(cf. 5145.54 – Civility)  
(cf. 6115 – Ceremonies and Observances)  
(cf. 6121 – Nondiscrimination)  
(cf. 6121.1 – Equal Educational Opportunity)  
(cf. 6141.21 – Religions in the Public Schools)  
(cf. 6141.22 – Religious Accommodations)  
(cf. 6144 – Teaching about Controversial Issues)

Legal Reference:        Connecticut General Statutes  
                                 46a-60 Discriminatory employment practices prohibited.  
                                 10-15c Discrimination in public schools prohibited. School attendance by  
                                 five-year olds.  
                                 10-153 Discrimination on account of marital status.  
                                 17a-101 Protection of children from abuse.  
                                 Connecticut State Board of Education “Position Statement on Culturally  
                                 Responsive Education,” adopted May 4, 2011.  
                                 Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.  
                                 29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.  
                                 Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.  
                                 34 CFR Section 106.8(b), OCR Guidelines for Title IX.  
                                 Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62,  
                                 #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66  
                                 Fed. Reg. 5512 (January 19, 2001).  
                                 Section 8525, ESEA as amended by the Every Student Succeeds Act.  
                                 Title II of the Genetic Information Nondiscrimination Act of 2008.

Policy adopted:  
cps 1/21

*A sample regulation to consider/modify.*

## **Mission – Goals – Objectives**

### **Anti-Racism (Confronting Racism in Schools)**

The purpose of this administrative regulation is to eliminate all forms of racism in the \_\_\_\_\_ School District, as detailed in policy #0525.1.

The following procedures will be implemented throughout the District (See policy for definitions):

1. The following public statement will be posted in all District facilities and on the district and school websites. In all locations it will be posted in a high traffic location, visible to students, staff and visitors.

The public statement shall read:

“\_\_\_\_\_ Schools is committed to establishing and sustaining an equitable community that achieves the District’s equity mission to end the predictive value of race and ensure each individual students’ and staff members’ success. The Board of Education rejects all forms of racism as destructive to its mission, vision, values, and goals.”

#### ***Alternate Statement:***

“The \_\_\_\_\_ School District rejects all forms of racism. Racism in any form will not be tolerated in this school. \_\_\_\_\_ Schools are committed to the mission of increasing cultural respect by cultivating greater understanding of concepts of diversity, inclusion, equity, implicit bias, white privilege, white supremacy, and systemic racism.”

This statement shall also be included in the student handbooks provided to students and families and shall be translated into other languages and be made available for families with limited English proficiency, if and when needed.

2. The District shall establish an organization or committee of students to promote equity and diversity and to serve as leaders and spokespersons within the schools and the District.
3. The District shall proactively seek to recruit and hire diverse faculty and staff to their schools.
4. The District shall develop a systemic approach to assessing and monitoring institutional climate, ensuring that implicit bias and its potential consequences are understood, and that people of diverse backgrounds feel welcomed and respected.



*The following is provided to assist those boards of education who desire to adopt a resolution pertaining to anti-racism.*

### **School Board Anti-Racism Resolution**

WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS, it is the responsibility that every district provides to all district staff, including Board of Education members, annual professional development on diversity, equity and inclusion; and

WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

RESOLVED: that [District] and all the school districts in Connecticut must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

We must ensure our own school culture and that of every district in the State is anti-racist, that acknowledges that all lives cannot matter until black lives matter.

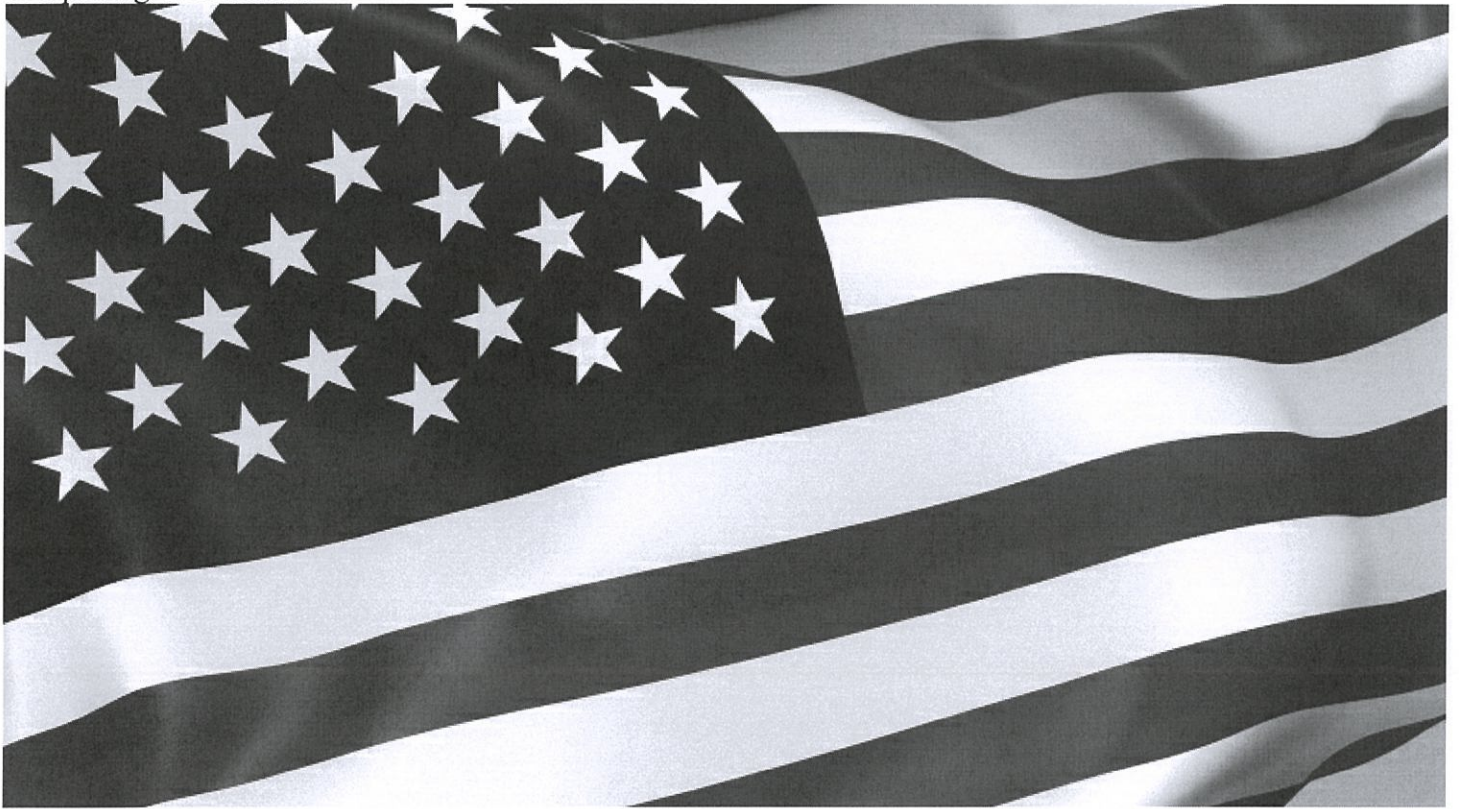
(Source: Massachusetts School Committees Association)



**I. Call to Order**

Ms. Harris: Called meeting to order.

**a. Opening Ceremonies**



Pledge of allegiance.

**b. Roll Call**

Ms. Harris: Rebecca O'Hara, here; Dan Foley, present; Laura Harris is present.

Also present, Dr. Matthew Conway.

c. Additions/Deletions to the agenda  
Special meeting tonight.

## II. Public Participation

### PUBLIC PARTICIPATION

-

\* Prior to the commencement of any public meeting of any board of the city, the agenda for said meeting shall be posted in the meeting room and the first order of business of said meeting shall be the entertainment of public discussion on any item on said agenda and the conduct, length, and method of terminating said public discussion shall be determined by majority vote of the members of said board of commission.

Ms. Harris: No one from the public is present. Close public portion.

### III. Approval of Minutes of May 11, 2021 meeting

**Motion Passed:** The Policy Committee approve the minutes from its meeting on May 11, 2021 meeting. passed with a motion by Mrs. Rebecca O'Hara and a second by Mr. Dan Foley.

Mrs. Laura Harris	Yes
Mr. Dan Foley	Yes
Mrs. Rebecca O'Hara	Yes

Ms. O'Hara: Making motion.

Mr. Foley: Second.

### IV. Policy 6161.21 Fees Fines & Charges

Ms. Harris: Doc is going to look over for us and amend number 6161.21. Dan, I have your hardcopy packet here with me. I'll keep it until next time. This way you'll have it.

Mr. Foley: That's fine.

Ms. Harris: We're just going to go through other fees. Just that part. Prom, dances and class ring.

Ms. O'Hara: And their caps and gowns.

Mr. Foley: Do they have to return the caps and gowns.

Dr. Conway: Yes, we rent them.

Ms. Harris: The gown goes back. So the only fees class ring, any dances.

Dr. Conway: Yes and the prom.

Ms. Harris: Okay.

Mr. Foley: Where would the money come from these activities?

Dr. Conway: The funds that we have, it only comes to about \$12,000.

Mr. Foley: Okay.

Dr. Conway: Because right now, just the yearbook we have to buy.

Mr. Foley: Yeah, that was mentioned.

Ms. Harris: So we'll update other fees to include only the class ring, prom and dances. Doc, I had a question on musical instruments, participate in school band. Do we rent them out?

Dr. Conway: We don't rent them out. Those that have received from fundraisers,

Ms. O'Hara: I remember when the school gave my daughter, one time she wanted to be a jazz saxophonist. That didn't go over to well but they gave her.

Ms. Harris: We'll try and get this on as a first read for July 16<sup>th</sup>?

Dr. Conway: No, it's the 22<sup>nd</sup>.

Ms. Harris: Oh, we moved it. July 22<sup>nd</sup>. We have to wait until August for a first read because July is a special meeting.

Mr. Foley: The 22<sup>nd</sup>.

Ms. Harris: The 22<sup>nd</sup> of July for the Board meeting. But this policy will have to go on the August regular Board of Ed meeting. So it will be August 19<sup>th</sup>.

## V. Revisit Policy 0525.1 Anti-racism

Ms. Harris: This one is confusing me, Doc. I think I'll need your help with this. We didn't have it last month, correct, 0525.1?

Dr. Conway: No, what they had was 0525, which we had already passed.

Ms. Harris: We passed that, correct.



Dr. Conway: Yes.

Ms. Harris: And then we got a recommended policy Cabe, confronting it in school, Version 1 and 11.

Dr. Conway: Yes.

Ms. Harris: And Version 11 had alternate different languages. My question as a district, do we have anything incorporated in our curriculum for racism, anti-racism?

Dr. Conway: No. In fact, the note that I wrote, does the State even have you know, such curriculum? So is the note that I wrote after reading this. Does the State even have it?

Ms. Harris: Right.

Dr. Conway: So I do not believe they do.

Ms. Harris: Can you bring our policy up, Doc?

Ms. O'Hara: If we don't have it in the curriculum, how could we have it in this?

Ms. Harris: Right. That was my thinking process. It's not just for History month, it's also for Hispanic.

Ms. O'Hara: Right.

Dr. Conway: We will have, this year it's volunteered, next year it's required statutorily. We'll have a, you have to have two history courses as an elective. Black and Latino history courses. So it's volunteered this year and required next year. We haven't even seen the curriculum yet. So Cert developed a curriculum for the State Department of Education. We're going to get training on it as Sup's in July that will begin. So through my CAPS Organization, they'll have Cert train Superintendents on it and then obviously Districts, on it. That is new curriculum required by State law for 2022 school year.

Ms. O'Hara: So what is the grades, all?

Dr. Conway: No. Nine through 12. It will be an elective as part of your High School curriculum.

Ms. O'Hara: And are they doing anything at the little grades, middle or?

Dr. Conway: Not yet. We don't have an 0525 right now.

Ms. Harris: Right.

Dr. Conway: 0525.1 we don't have.

Ms. Harris: But this is a recommended policy. But without having anything in our curriculum, I don't know how we could even.

Dr. Conway: Correct. We would have to remove that part of it.

Ms. Harris: Right. So do you think we should just table this?

## **Mission – Goals – Objectives**

### **Racial Balance in the Derby Public Schools**

The Derby Board of Education is committed to maintaining racial balance within all its schools and programs and is determined to provide quality integrated education and equal educational opportunities for all school students regardless of their race, national origin, sex, socioeconomic status, language or physical handicap in accordance with State and Federal laws and the Derby Board of Education mission and policies.

In working toward the development and maintenance of quality integrated educational programs in the schools for all students, the Derby Board of Education shall be guided by the following criteria:

1. Ensure that inconvenience caused by the methodology used to achieve racial balance and integrated education will not be borne disproportionately by racial minorities, as defined by the State.
2. Consider racial balance, integration, and other educational factors in making decisions about reorganization of school attendance areas, the relocation of students, selection of new school sites, and expansion of present schools.
3. Incorporate in the school curriculum instructional materials which encourage respect for diversity of social experience through texts and illustrations and reflect the contribution of minority group members through history and culture.

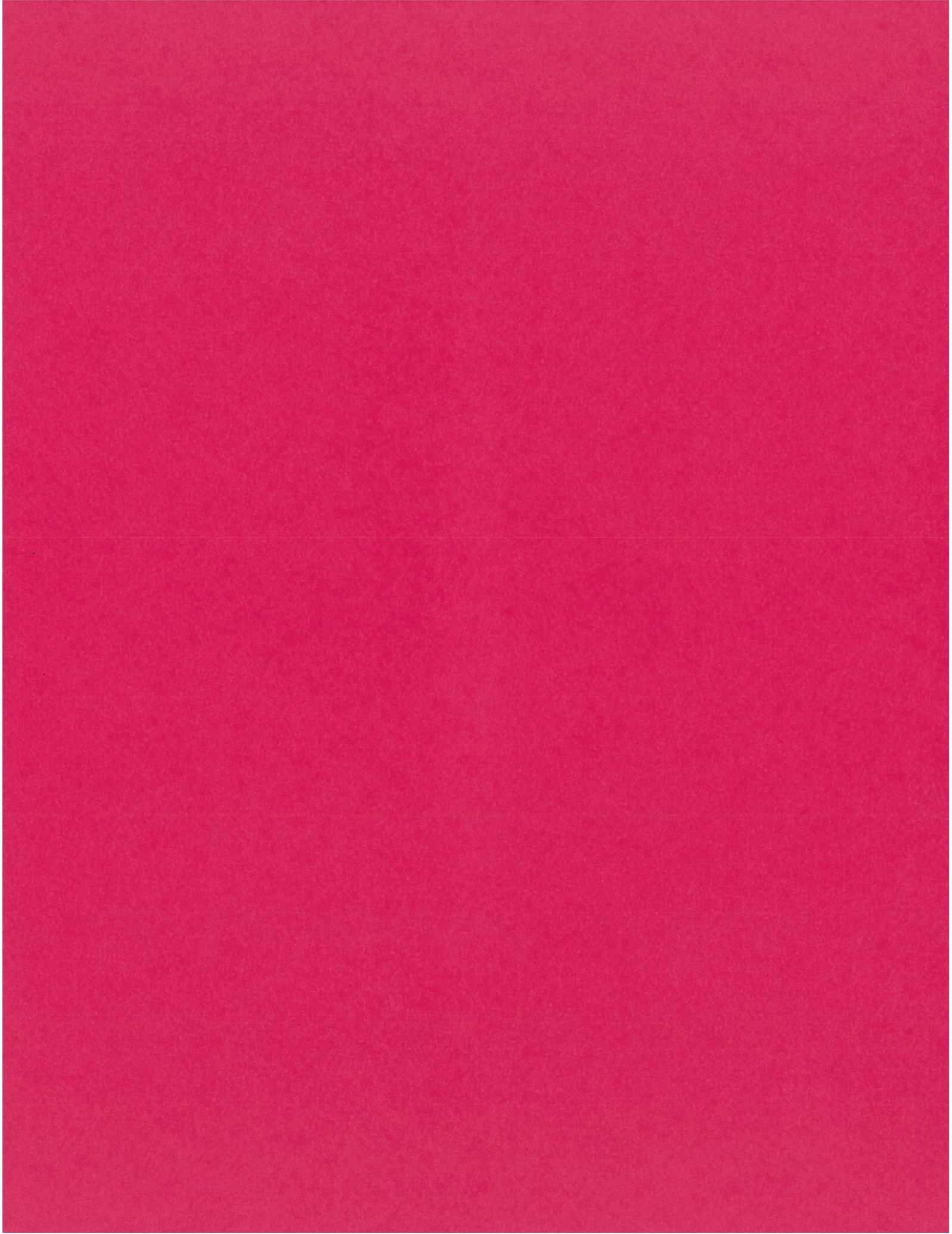
The Board also recognizes that the solution to racial imbalance is a matter of total community concern and one in which parents, students, and staff of all schools must accept their share of responsibility.

**Policy adopted: April 19, 2012**

DERBY PUBLIC SCHOOLS

Derby, Connecticut







# DERBY PUBLIC SCHOOLS

35 Fifth Street  
Derby, Connecticut 06418

(203) 736-5027 • fax (203) 736-5031 • [www.derbyps.org](http://www.derbyps.org)

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**Dr. Matthew Conway, Jr.**  
*Superintendent of Schools*

## CABE Board Recognition Awards

### 3. Policy Level Two

D. The Board has adopted a policy on civility (provide policy)

The Board has multiple policies covering Public Conduct at School Activities as well as the role of The Board as relates to Integrity. Our policies cover conduct on school property between the Public and School Personnel as well as Students and School Personnel. (see policies attached as examples).



## Community Relations

### Relations Between Public and School Personnel

#### Public Conduct at School Activities

School sponsored or approved activities are an important part of the program and offer students the opportunity to participate in a variety of activities not available during the regular school day. School sponsored or approved activities are provided for the enjoyment and the opportunity for involvement they afford the students.

Spectators are permitted and encouraged to attend these activities as guests of the District, and, accordingly as a condition of such permission they must comply with the District's rules and policies. Spectators will not be allowed to interfere with the enjoyment of the students participating, other spectators or with the performance of employees and officials supervising the school sponsored or approved activities. Spectators, like the student participants, are expected to display mature behavior and sportsmanship. The failure of spectators to do so is disruptive and embarrassing to students, the District and the entire community.

To protect the rights of students to participate without fear of interference and to allow sponsors and officials of such activities to perform without interferences, the following provisions shall be in effect:

- Abusive, verbal or physical conduct of spectators directed at participants, officials or staff involved in such activities will not be tolerated.
- Verbal or physical conduct of spectators that interferes with the performance of students, officials or staff involved in such activities will not be tolerated.
- The use of vulgar, obscene or demeaning expression directed at students, officials or staff participating in such activities will not be tolerated.

If a spectator at an approved or sponsored activity becomes physically abusive, verbally abusive, uses vulgar, obscene or demeaning language or in any way impeded the performance of an activity, the spectator may be asked to leave the event by the school official in charge of the event. The Superintendent of Schools or his/her designee may recommend, to the Board of Education, the exclusion of the spectator at future sponsored or approved activities.

Upon the recommendation of the Superintendent, the Board shall cause a notice of exclusion at District sponsored or approved activities to be sent to the spectator involved. The Superintendent or his/her designee shall advise the spectator of the District's right to exclude the individual from District activities and events for the duration of the exclusion. If the spectator disobeys school officials and the District's order, law enforcement authorities may be contacted and requested to remove the spectator. If a spectator has been notified of exclusion and thereafter attends a District sponsored or approved activity, the spectator shall be advised that his/her attendance will result in prosecution. The District may seek to obtain a court order to bar the individual from future District sponsored or approved activities.

(cf. [1250](#) – Visits to the Schools)

(cf. [1251](#) – Loitering or Causing Disturbances)

(cf. [1316](#) – Conduct on School Property)

(cf. [1330](#) – Use of School Facilities)

(cf. [1331](#) – Smoke Free Environment)

(cf. [1700](#) – Otherwise Lawful Possession of Firearms on School Property)

(cf. 3517.2 – Vandalism)

(cf. 5131.5 – Vandalism)

(cf. 6145.22 – Sportsmanship)

## Bylaws of the Board

### Role of the Board and Its Members

#### Statement of Integrity

The long term health of a representative democracy requires that citizenship and leadership act upon what is right, rather than what is popular. As Board of Education members, our goal is to improve the education of our children and to advocate for them and their best interests. Board members must be working effectively together and with others in the community to successfully reach this goal. A Board of Education that operates with integrity will be a more effective Board. Integrity is first, discerning what is right and what is wrong, second, acting upon what you have discerned even at personal cost; and third, saying openly that you are acting on your understanding of right from wrong. It requires that students, colleagues, constituents, and others in the community be considered in every decision. A Board of Education with a sense of integrity will consider what is right, and what is wrong. This takes discipline and an awareness of one's environment.

To this end, as a Board of Education with integrity, we will:

- Understand that our first and greatest concern is the educational welfare of the students, and that all decisions must be based on this understanding;
- Render all decisions based solely on our judgment of the available facts and not surrender that judgment to individuals, special interests, or our own personal agendas;
- Attend all Board meetings insofar as possible, and be responsible for becoming informed on any and all issues coming before the Board, as well as being prepared to discuss and/or act upon all agenda items;
- Be responsible for becoming informed on any and all issues coming before the Board by emails, notices or hard copy in a timely fashion;
- Seeks to facilitate ongoing communication between the Board and students, staff, parents and all elements of the community;
- Conduct our meetings and foster an environment where all elements of the community can express their ideas;
- Declare a conflict of interest when it arises and excuse ourselves from related discussion and action on that issue;
- Refrain from using our position on the Board for personal or partisan gain;
- Insist on regular and impartial evaluation of all staff, and conduct a yearly self-evaluation and set annual goals;
- Fairly assess all non-instructional aspects of the school operation;
- Support all decisions by the Board to the community once a decision has been reached; **AND**
- Attend all Board meetings insofar as possible and be responsible for becoming informed on any and all issues coming before the Board, as well as being prepared to discuss and/or act upon all agenda



items;

- Understand that we have no authority beyond that which is exercised at the Board meeting, and that we shall not lend the impression that we are speaking on the Board's behalf unless that authority has been so delegated.

The Derby Board of Education is committed to the highest legal and ethical standards essential in governing its school system. It endeavors to encourage growth and support established and innovative educational objectives.

(cf. [9000](#) - Role of Board and its Members)

(cf. [9271](#) - Code of Ethics)

**Bylaw adopted by the Board: April 19, 2012**

DERBY PUBLIC SCHOOLS

Derby, Connecticut

## Community Relations

### Relations Between Public and School Personnel

#### Conduct on School Property

The Board of Education expects mutual respect, civility and orderly conduct among all individuals on school property or at school events. District staff will treat parents and other members of the public with respect and expect the same in return. The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among Board members, district employees, parents and the public. It is not intended to deprive any individual of his/her right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free environment for students and staff.

In the interest of presenting Board members and District employees as positive role models to the students as well as to the community, the Board encourages positive communication and discourages volatile, hostile or aggressive actions. The Board seeks public cooperation with this endeavor.

Based upon the above, the Board expects that no person on school property or at a school event shall:

1. Injure, threaten, harass or intimidate a staff member, Board member or any other person;
2. Damage or threaten to damage another's property;
3. Damage or deface District property;
4. Violate any Connecticut law or town/city ordinance;
5. Smoke or otherwise use tobacco products;
6. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous instruments or weapons;
7. Impede, delay, or otherwise interfere with the orderly conduct of the District's educational program or any other activity occurring on school property;
8. Enter upon any portion of the school premises at any time for purposes other than those which are lawful and authorized by the Board;
9. Operate a motor vehicle in a risky manner or in violation of an authorized District employee's directive; or
10. Violate other District policies or regulations or an authorized District employee's directive.

Any individual who disrupts or threatens to disrupt normal school or office operations; threatens the health and safety of students or staff; willfully causes property damage; uses loud or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on District property, will be directed to leave the premises by a member of the administrative staff or his/her designee.

If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the staff member to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If the abusing party does not take corrective action, the District employee will terminate the meeting or conversation.

(cf. [1110.1](#) - Parent Involvement)



## Community Relations

### Student Complaints Concerning School Personnel

The Board of Education places trust in its employees and desires to support their actions in such a manner that employees are free from unnecessary, spiteful and negative criticisms.

All complaints concerning school personnel below the rank of Principal shall be rendered to the building Principal. They shall be received courteously and the name of the person making the complaint shall be recorded. The complainant shall be given a copy of this policy and asked to present his or her complaint in writing. In the case where the complaint is made toward a specific person, that person shall be advised of the complaint and shall be given an opportunity for explanation, comment, and presentation of the facts as he or she sees them.

#### Level I

Within ten (10) days of the receipt of the complaint, the building Principal shall arrange a meeting with the person making the complaint and the employee that the complaint is directed towards. The Principal shall provide each party with a written copy of his or her decision within five (5) days of the meeting.

#### Level II

In the event the complainant or the employee involved is dissatisfied with the Principal's decision, either party may appeal that decision to the Superintendent of Schools within ten (10) days. The Superintendent shall arrange for a meeting with the parties and the Principal within ten (10) days. The Superintendent shall provide each party with a written copy of his or her decision within five (5) days of the meeting.

#### Level III

In the event the complainant or the employee is dissatisfied with the Superintendent's decision, he or she may appeal that decision to the Board of Education within ten (10) days. In any such appeal, the appealing party shall state the facts of the complaint, the nature of the conduct complained of and the remedy requested.

The Board of Education may, if it deems the complaint to be of significant importance, arrange for a meeting to hear the complaint within a reasonable period of time. In attendance at that meeting will be the Superintendent, building Principal, person making the complaint, and the employee involved. The Board of Education may provide each party with a written copy of its decision within five (5) days of the meeting.

Whenever a complaint is made directly to the Board of Education as a whole or to Board of Education members as individuals, it shall be referred to the proper school administrator for resolution in accordance with this policy.

The provisions of this policy are intended to resolve all complaints at the lowest administrative level. Complaints involving central office staff, personnel at or above the rank of building Principal or personnel reporting to supervisors other than building principals shall be submitted to the appropriate supervisory level for resolution at Level I.

The Superintendent of Schools may waive the provisions of the policy in the event that the complaint involves the possible commission of a crime or, if the waiver is in the best interests of the complainant, any student involved in the complaint, or the school system.

A copy of this policy shall be placed in the student handbook and shall be posted in the main office of the schools and the central office.

Legal Reference: *Board of Education, Island Trees Union Free School v. Pico*, 457 U.S. 853 (1982).

*Keyishian v. Board of Regents*, 385 U.S. 589, 603 (1967).

*President's Council, District 25 v. Community School Board No. 25*, 457 F. 2d 289 (1972), cert. denied 409 U.S. 998 (1976).

*Minarcini v. Strongsville City School District*, 541 F. 2d 577 (6th Cir. 1976).

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Connecticut General Statutes

[10](#)-238 Petition for hearing by board of education.

**Policy adopted: May 16, 2013**

DERBY PUBLIC SCHOOLS

Derby, Connecticut



# **COLLECTIVE BARGAINING AGREEMENT**

*By and Between the*

**DERBY BOARD OF EDUCATION**

*and the*



**UNITED PUBLIC SERVICE EMPLOYEES UNION  
DERBY BOE PARAEDUCATORS  
Local 424 - Unit 124**

July 1, 2021 - June 30, 2025

**AGREEMENT  
BY AND BETWEEN THE  
DERBY BOARD OF EDUCATION  
AND THE  
UNITED PUBLIC SERVICE EMPLOYEES UNION (UPSEU) LOCAL 424 – UNIT 124**

**TABLE OF CONTENTS**

<b><u>ARTICLE</u></b>	<b><u>TITLE</u></b>	<b><u>PAGE(S)</u></b>
1.	Recognition	1
2.	Management Rights	1
3.	Hours of Work	2-3
4.	Wages and Payroll Deductions	3-5
5.	Sick Leave	5
6.	Personal Leave	5-6
7.	Probation	6
8.	Employee Benefits	7-8
9.	Layoff and Recall	8-9
10.	Grievance Procedure	9-11
11.	Disciplinary Procedures	12
12.	Holidays	12
13.	Additional Benefits	13
14.	Miscellaneous	13
15.	No Strike Provision	13-14
16.	Union Rights/Representation	14
17.	Jury Duty	14
18.	Savings Clause	14
19.	Vacancies	14-16
20.	Retirement	16
21.	Non-Discrimination	16
22.	Duration	17
Schedule A- Wages		18
Appendix A- Health Insurance		19

## **INTRODUCTION**

This Agreement is made and entered into by and between the Derby Board of Education (hereinafter referred to as the "Board") and the United Public Service Employees Union (UPSEU) Local 424 – Unit 124 (hereinafter referred to as the "Union"), jointly referred to as the "Parties."

## **ARTICLE 1** **RECOGNITION**

- 1.1 The Board recognizes the Union as the sole and exclusive bargaining agent for the purpose of collective bargaining relative to wages, hours, and other conditions of employment of all full-time (20 hours per week or more) paraeducator employees, excluding seasonal (as defined in MERA) and substitute employees, and further excluding part-time (less than 20 hours per week) employees.

## **ARTICLE 2** **MANAGEMENT RIGHTS**

- 2.1 Except as specifically abridged or superseded by any provision of this Agreement, the Derby Board of Education has and will continue to retain, whether exercised or not, the sole and exclusive right, responsibility, and prerogative to manage and direct the operations of the schools, including but not limited to the following rights:
- A. To create, abolish or maintain programs and maintenance activities, as in the judgment of the Board will best serve the interests of the school district.
  - B. To decide upon the need and type of personnel, facilities, buildings, lands, apparatus, and other property within its control.
  - C. To employ, assign, transfer, hire, fire, and discipline employees and to prescribe and enforce reasonable rules and regulations for the performance of work and to maintain discipline.
  - D. To prescribe schedules and procedures used to operate the schools.
  - E. In general, to control, supervise and manage the operations of the Derby School System and to establish or continue policies, practices, and procedures for the conduct of Board business and the management of its operations, and from time to time, to change or abolish such policies, practices, or procedures.
- 2.2 The management rights listed herein shall not contravene the terms or conditions of this Agreement.

**ARTICLE 3**  
**HOURS OF WORK**

- 3.1 The normal paid work hours of full-time employees shall be six (6) hours per day, Monday through Friday, with a one-half (1/2) hour unpaid lunch. The normal work year shall be 183 days. In the event that a paraeducator is unable to take his/her thirty (30) minute lunch period (for reasons such as being on a class trip, covering for a teacher, etc.) the paraeducator employee shall on those days receive an additional thirty (30) minutes of paid time provided that the classroom teacher verifies in writing that the paraeducator was unable to take his/her entire thirty (30) minute lunch period.

Nothing herein shall preclude the assignment of a longer or shorter work year, a longer or shorter work day or a longer or shorter work week by the employer, with at least one (1) month advance notice to the Union. The work day for each bargaining unit employee shall commence at times determined by the Superintendent or his/her designee. Prior to the end of each school year for the following year, each bargaining unit employee shall receive a school calendar indicating their work days/year and shall be advised of their respective starting times and work assignments, provided however that such work starting times/days/weeks/year/assignment may be changed due to the needs of the school district.

In the event that after bargaining unit employees receive their initial work assignments for the ensuing school year, either: (1) a new position is created by the Board; or (2) a vacancy occurs as a result of a bargaining unit employee not returning to work, such position shall be filled in accordance with Article 19, Section 19.1.

- 3.2 Employees who report to work shall receive a full day's pay if their work day is shortened due to a late opening or early school closing.
- 3.3 The Director of Special Education or his/her designee will provide the paraeducator assigned to a specific student with information regarding the student's Individualized Education Plan ("IEP"), 504 Plan, or Behavior Intervention Plan ("BIP") in order to assist the paraeducator in meeting the student's needs. The paraeducator will be notified of any changes to such plans that impact the paraeducator.
- 3.4 At the discretion of the Superintendent, paraeducator employees shall be provided with an in-service training session directly related to paraeducator responsibilities. Paraeducator employees who are required to attend any such session who do attend such session for the duration of the session shall be paid on an hourly basis. Unless excused by the Superintendent, failure to attend without a reasonable excuse may result in disciplinary action.
- 3.5 Summer/extended school year positions shall be posted on school bulletin boards and distributed to bargaining unit members via electronic mail no later than May 30 of each year. Bargaining unit members wishing to receive those positions may apply. Positions will be awarded in accordance with Article 19. Employees shall be compensated at their



regular rate of pay. All other provisions of the contract will be in place for those awarded summer/extended school year positions. (*Independence Day is not a paid holiday.*)

**ARTICLE 4**  
**WAGES AND PAYROLL DEDUCTIONS**

- 4.1 The wages of employees covered by this Agreement are set forth in Schedule A which is attached hereto and made part of this Agreement. Only those bargaining unit members who are employed by the Board on the date of ratification shall be entitled to retroactive pay.
- 4.2 Part-time employees who are scheduled to work at least twenty (20) hours per week shall be entitled to all unpaid and paid time benefits on a pro rata basis.
- 4.3 Effective July 1, 2017, upon completion of the following years of service and each year thereafter, all qualifying employees shall receive the applicable longevity payment as follows:

10 years	\$250.00
20 years	\$350.00
25 years	\$400.00

Such payments shall be made in the first pay period in December.

- 4.4 Paraeducators shall only be assigned to classroom coverage after the building administrator has attempted to cover the classroom by use of a substitute teacher.

In the event that it becomes necessary to assign a paraeducator to classroom coverage, the paraeducator shall receive compensation in the amount of one and one-half (1½) times his/her normal hourly rate of pay in increments of no less than thirty (30) minutes.

It shall be the paraeducators responsibility to record the amount of time they are assigned to classroom coverage on their payroll time sheets, in increments of no less than thirty (30) minutes, rounded up to the nearest one-half (1/2) hour.

The parties agree that the method and manner in which paraeducators are assigned to classroom coverage may require flexibility within each individual school. Accordingly, the parties agree to meet, when necessary, at the request of either party to determine the appropriate method to assign paraeducators to such classroom coverage within the particular school in a fair and equitable manner.

Classroom coverage shall be defined as any time coverage is needed for an "absent" certified teacher. The assignment of a paraeducator to cover a classroom must be done by the Superintendent, the Special Education Supervisor, or the Building Administrator; provided, however, in the event of an emergency, a paraeducator may be assigned by the classroom teacher.

In order to receive the remuneration set forth above, the classroom coverage must be for a minimum of fifteen (15) consecutive minutes (rounded up to the nearest half hour). Any period of less than fifteen (15) minutes shall not be subject to the wage rate set forth herein.

- 4.5 Effective July 1, 2007, bargaining unit employees shall be paid on a bi-weekly basis.
- 4.6 All bargaining unit employees shall be paid via direct deposit. Bargaining unit employees shall complete necessary documentation in order for the Board to implement direct deposit.
- 4.7 The Board is considering implementation of an electronic time keeping system. The Board agrees to provide the Union with information on what the new system entails, and to meet with the Union in order for the Union to raise any issues and/or concerns. The Board agrees to work with the Union to resolve any issues and/or concerns prior to implementation.
- 4.8 Paraeducators working in grades pre-kindergarten through twelfth grade whose job duties include toileting shall receive a toileting stipend of \$1.25 per hour.
- 4.9 Paraeducators working in a learning center or Little Raiders University (“LRU”) shall receive a stipend of three dollars (\$3.00) per hour for hours worked in a learning center or LRU as determined by the Superintendent, provided that the paraeducator is working with a student or students assigned to a learning center or LRU in such learning center or LRU. The stipend is only paid for actual hours worked in a learning center or LRU and is not paid in connection with any other compensation, including compensation for leave of any kind, including sick, personal, and vacation leave. The stipend does not apply if a paraeducator is asked or assigned to classroom coverage in which case, the provisions of Section 4.4 shall apply.

paraeducator4.10 Paraeducators hired to work under the special classification of “Registered Behavior Technician” shall be required to receive specialized training and hold a valid Registered Behavior Technician certificate. A paraeducator holding a valid Registered Behavior Technician certificate may be required by the Board to work during the months of July and August for the Board’s extended school year (ESY) program. If ESY support is needed, the Board agrees to provide notice by May 1.

A paraeducator hired to work as a Registered Behavior Technician and holding valid and appropriate certification for such assignment shall receive a stipend of five dollars (\$5.00) per hour for all hours scheduled in addition to the paraeducator’s regular hourly rate determined according to such paraeducator’s then-current step placement as set forth in Schedule A, except that such stipend shall not apply if the paraeducator is asked or assigned to classroom coverage in which case, the provisions of Section 4.4 shall apply. Such stipend shall be in lieu of any other stipend the individual may otherwise be eligible for, including stipends provided for toileting and working in a learning center or LRU, with the exception of classroom coverage.

The Board shall determine the number of Registered Behavior Technician assignments needed to meet the educational interests of the Board and shall determine which applicant(s) is/are best able to fill the assignment(s) in each school. In the event that a position is no longer needed (due to student leaving the district or changes to the IEP), the Registered Behavior Technician may be laid off/eliminated, at the Superintendent's discretion in consultation with the Union. Nothing herein shall be construed to limit the Board's discretion to hire external applicants with the requisite qualifications, experience, training, and ability to perform the job, but consideration shall be first given to current employees.

## **ARTICLE 5**

### **SICK LEAVE**

- 5.1 Employees shall earn sick leave at the rate of one day for each full month worked. Sick leave shall be cumulative to a maximum of ninety (90) days.
- 5.2 In the event that an employee is absent from work for more than three (3) consecutive days for him/herself or a family member, he/she may be required to submit a note from the treating physician.

## **ARTICLE 6**

### **PERSONAL LEAVE**

- 6.1 Paraeducator employees shall be entitled to two (2) days of personal leave, which may be taken with at least 48 hours advance notice, but without any stated reason.

Personal days shall not to be used before or after a holiday.

- 6.2 Family leave shall be provided in accordance with State and Federal law.
- 6.3 Five (5) days bereavement leave with pay shall be granted to an employee for each occurrence of a death of the employee's spouse, parent, child, or step-child. Three (3) days bereavement leave with pay shall be granted to an employee for each occurrence of a death of the employee's sibling, parent in-law, grandparent, or grandchild. One (1) day of bereavement leave with pay shall be granted to an employee to attend the funeral of the employee's aunt, uncle, cousin, or child's parent.
- 6.4 Unpaid leave of absence up to one (1) year may be granted at the sole discretion of the Board under conditions described by the Board, to include:
  - A. No step advancement;
  - B. No sick leave, personal leave, holidays, or insurance benefits;
  - C. No accumulation of seniority, but no break in service;
  - D. No unemployment compensation;
  - E. No employment elsewhere;
  - F. Date of return to employment shall be stated at time of leave request;

- G. Failure to return to scheduled date of return shall constitute resignation; and
- H. Upon return from leave, the employee shall be placed in the same or a comparable position

## **ARTICLE 7**

### **PROBATION**

- 7.1 Each new employee shall serve a probationary period of sixty (60) workdays. Workdays shall be defined as days that the employee actually worked a full work day. Probationary employees shall be evaluated after forty-five (45) work days. Following such evaluation, the employee will be made aware of any issues/concerns regarding job performance, and provided with specific issues and concerns, as well as recommendations for improvement in writing. (In the event that the Building Principal or his/her designee fails to evaluate the bargaining unit employee, such failure shall not be subject to the grievance and arbitration procedure. Moreover, the content, findings, and determinations set forth in the evaluation shall not be subject to the grievance and arbitration procedure.)

The Superintendent may, at his/her discretion, extend the probationary period for an additional sixty (60) workday period. If the Superintendent or his/her designee does not notify the employee and the Union at the end of the initial sixty (60) workday period of the extension of the sixty (60) workday period, the probationary period shall end at such time. In the event that an employee's initial probationary period is extended, the employee and the Union will be advised of the reason(s) for the extension.

During the employee's probationary period and, if applicable, extended probationary period, the employee may be dismissed or otherwise disciplined without access to the grievance and arbitration procedure of this Agreement. Upon completion of the probationary period and, if applicable, the extended probationary period, the seniority of the new employee shall commence from the employee's first day of continuous actual employment with the Board (i.e., from his/her first day of work, not his/her date of hire) in a paid, regular assignment in a bargaining unit position covered by this Agreement.

- 7.2 The Board shall provide, by October 15<sup>th</sup> of each year, a complete list of bargaining unit employees' names with the most recent information the Board has regarding the respective employee's address, phone numbers, dates of hire, rates of pay, and insurance status. The local union president shall also be advised, in writing, within two (2) weeks from their hire dates, the names, addresses, phone numbers, dates of hire, rates of pay, and insurance statuses of any new employees.



**ARTICLE 8**  
**EMPLOYEE BENEFITS**

8.1

- A. Paraeducator employees shall be entitled to dental insurance benefits for individuals and dependents and shall contribute a portion of their dental insurance premiums by way of payroll withholding as follows:

July 1, 2020	13%
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- B. Paraeducators shall be entitled to life insurance in the amount of \$10,000.
- C. Effective July 1, 2017, eligible bargaining unit members shall be entitled to the following insurance benefits, as more fully described in Appendix A hereof.

**PPO Plan:**

Office Visit	\$30
Specialist Office Visit	\$35
Hospital	\$500
ER	\$200
Outpatient Surgery	\$250
Urgent Care	\$75

Prescriptions (Public Sector Option 2) \$5/\$30/\$40 (\$2,000 annual maximum)

Out of Network Deductible	\$2,500/\$5,000/\$7,500
Out of Network Coinsurance	70%/30%

Note: Prior authorization on high cost radiology; gastric bypass excluded; state fertility mandated benefits; prescription co-pay applies to all prescriptions.

- D. Paraeducators shall contribute a portion of their health insurance premiums by way of payroll withholding as follows:

	<u>Individual</u>	<u>Dependent and Family</u>
July 1, 2020	18%	18%

- 8.2 Employees shall not be eligible for health insurance until they sign the appropriate payroll withholding form. Reinstatement for health insurance benefits shall be subject to state and federal law and any requirements of the insurance carrier.

- 8.3 The Board reserves the right to change the carriers for the insurance listed above, provided that the level of benefits and service is equal to or better than the previous coverage. Prior to making such change, the Board will consult with and explain the change to the Union.

## **ARTICLE 9**

### **LAYOFF AND RECALL**

- 9.1 Written notice of layoff effective during a school year shall be given by the Board at least ten (10) work days in advance of the layoff date.

In the event the Board determines prior to the end of a school year that layoffs are required at the end of a school year effective at commencement of the ensuing school year, the Board shall provide notice to the affected employee(s) at least five (5) work days prior to the last day of school.

In the event that the Board determines during the summer recess that additional layoffs are necessary, the affected employee(s) will be provided with a minimum of ten (10) work days' notice (from the effective date of layoff).

For purposes of Article 9, Section 9.1, work days shall be defined as days the Board office is open.

- 9.2 No employee shall be dismissed, demoted, suspended, or otherwise disciplined except for just cause.

- 9.3 A. Except as noted in subsection D. below, in the event that a layoff becomes necessary, the least senior qualified employee shall be laid off first.

B. Except as noted in subsection D. below, when a bargaining unit position is eliminated, the employee holding such position may fill the position of a vacancy created due to the layoff of a less senior employee, provided that the employee is qualified for the position.

C. An employee shall be deemed to be qualified if the employee has previously performed the work, is certified for the work, or has a degree for such work.

D. The parties recognize that the needs of certain students may require continuity with the paraeducators assigned to those students. Under such circumstances, in the event of a layoff, the Superintendent or his/her designee may continue to employ the employee in that specific position regardless of seniority and subsections A and B shall not apply.

- 9.4 The name of any employee who is laid off shall be maintained on a recall list for a period of eighteen (18) months. All individuals on the recall list shall be notified of any vacancies by certified mail. Such notification will be sent to the address of record that the Board has for the individual(s). Any vacancy which occurs within the recall period within the category of prior experience shall be offered to the most senior person on the recall list if

no active more senior employee applies for the position. An employees' name shall be removed from the recall list for any of the following reasons: (1) failure to respond to the recall offer within five (5) calendar days of the date of receipt of the notification; (2) notification by the USPS to the Board that the letter to the employee has not been claimed; (3) acceptance of employment with the Board; or (4) the expiration of the eighteen (18) month recall period.

- A. An employee recalled from layoff shall retain his/her pre-layoff seniority date and shall be placed on the applicable contract year salary schedule under Schedule A.

The recalled employee shall be placed on the same step he/she was on at the time of layoff, provided, however, that if the applicable contract year sets forth a step increase for the step the laid off employee is returned to, he/she shall receive the step increase.

In the event that the recalled employee had any accumulated remaining sick leave at the time of his/her layoff, such sick leave shall be restored.

- B. Laid off employees may be offered temporary, part-time or substitute work. No temporary, part-time or substitute assignment shall last longer for a laid off employee than ten (10) consecutive work days.

In the event that the employee does not accept such work, it shall not affect his/her recall rights.

- 9.5 Paraeducators whose job duties are substantially changed due to parental directives shall be re-assigned to another bargaining unit position, if available. If no position is available, then the employee shall be laid off in accordance with Article 9, Section 9.3.

## **ARTICLE 10**

### **GRIEVANCE PROCEDURE**

- 10.1 Purpose. To secure at the lowest possible level, equitable solutions to grievances.

- 10.2 Definitions.

- A. "Grievance" shall mean a claim that there has been a violation, misinterpretation, or misapplication of a specific provision of this Agreement.
- B. "Days" shall mean school work days during the school year, or week days, Monday through Friday (except legal holidays) during the summer months.
- C. "Grievant" shall mean an individual employee or group of employees or the Union who claims that an individual employee or group of employees have been adversely affected by an alleged grievance.

### 10.3 Time Limits.

- A. The number of days indicated at each step at each level of the grievance procedure shall be considered as maximum. Steps may be merged by mutual consent of both parties. The time limits specified may, however, be extended by written agreement of both parties.
- B. If the grievant does not file a grievance in writing within ten (10) days after he/she knew or should have known of the act or conditions on which the grievance is based, then the grievance shall be considered as waived.
- C. Failure by the grievant at any level to appeal a grievance to the next higher level within the specified time limits shall be deemed to be acceptance of the decision rendered at that level.
- D. A written response will be provided to the grievance at levels one through three of the grievance procedure. Failure by the administration to provide a written response within the specified time period for reaching a decision shall be deemed to be a denial of the grievance and shall permit the grievant to advance to the next level of the grievance procedure.
- E. Before using the grievance procedure, the parties may hold an informal meeting in an attempt to resolve a grievance.
- F. If a grievance is not resolved upon completion of Level 3 of the grievance procedure, the grievance may be submitted by the Union to final and binding arbitration only if the grievance involved the interpretation or application of a specific section of this Agreement or an alleged violation thereof. Arbitration shall be submitted to the Connecticut State Board of Mediation and Arbitration in accordance with its rules and regulations. The designated arbitrator shall hear and decide only one (1) grievance at a time, unless mutually agreed to the contrary. The arbitrator shall be bound by and must comply with all of the terms of this Agreement and shall have no power to add to, subtract from or in any way modify the provisions of this Agreement. The costs for the services of the arbitrator shall be borne equally by both parties.



G. PROCEDURAL STEPS AND LEVELS WITH TIME LIMITS

	Time Limit for Submitting/Appealing	Time Limit for Conducting	Time Limit for Reaching
<u>Level</u>	<u>Grievance</u>	<u>Meeting</u>	<u>Decision</u>
1. Principal	10 days (See Section 10.3 B.)	10 days from submission	5 days from meeting
2. Superintendent	5 days after decision at level 1	10 days from submission	5 days from meeting
3. Board of Education	5 days after decision at level 2	10 days or next regular Board meeting (whichever is later)	10 days from meeting
4. State Board of Mediation & Arbitration	20 days after decision at level 3	--	--

10.4 Representation

- A. No reprisals of any kind shall be taken by either party against any participant in the grievance procedure by reason of such participation.
- B. Either party may be represented on all levels of the formal grievance procedure by a person or persons of his/her choosing.
- C. Either party may call upon the professional services of outside consultants at any stage of the grievance procedure.

10.5 Records and Files

- A. Forms for filing grievances shall be available in the school office.
- B. At the option of the grievant, records of the grievance materials and supporting documents may be made accessible to a person or persons of his/her choosing.
- C. All grievances and decisions rendered shall be in writing.
- D. Both parties shall keep the proceedings as confidential as is appropriate.

**ARTICLE 11**  
**DISCIPLINARY PROCEDURES**

11.1 Disciplinary action shall normally follow this procedure:

- (1) verbal warning – initialed in writing;
- (2) written warning
- (3) suspension without pay
- (4) discharge

The Board may vary the above procedure where an offense is of such a nature as to warrant suspension or discharge.

11.2 All disciplinary action, suspension and discharges shall be for just cause and shall be stated in writing with the reasons given and a copy given to the employee and the Union within five (5) business days following the suspension or discharge. At the discretion of the Superintendent, if he/she deems it appropriate under the circumstances, he/she will meet with the Union representative prior to imposing a suspension or discharge.

**ARTICLE 12**  
**HOLIDAYS**

12.1 The following holidays shall be observed as days off with pay for all eligible bargaining unit employees:

Labor Day	New Year's Day
Columbus Day	Martin Luther King Day
Veteran's Day	President's Day
Thanksgiving Day	Good Friday
Day after Thanksgiving Day	Memorial Day
Christmas Day	

In the event that the academic year commences after Labor Day, at the discretion of the Superintendent, the eligible bargaining unit employee shall receive either the paid Labor Day holiday or a floating holiday. In the event that Christmas Day and/or New Year's Day fall on a weekend, the Superintendent shall designate the day(s) that will be recognized as the paid holiday.

12.2 To qualify for holiday pay, the employee must work the full scheduled work day immediately preceding and following the holiday, unless: (1) the employee is excused from doing so by the Superintendent, his/her designee or the Principal of the school the employee primarily works in; or (2) has a valid, acceptable written medical note from the employee's treating physician that is submitted by the employee to the Superintendent or Building Administrator within seventy-two (72) hours of the employees' return to work. Failure to meet the requirement set forth under (1) or (2) above will result in forfeiture of holiday pay.

**ARTICLE 13**  
**ADDITIONAL BENEFITS**

- 13.1 The Board agrees to indemnify all bargaining unit members in accordance with Connecticut General Statutes Section 10-235.

**ARTICLE 14**  
**MISCELLANEOUS**

- 14.1 Should an employee find himself/herself in what he/she deems an unsafe situation, he/she shall immediately notify the classroom teacher and the building administrator.

Immediate steps will be taken to address the unsafe situation.

An alleged violation of this provision of the collective bargaining agreement shall not be subject to arbitration as set forth in level 4 of the grievance and arbitration procedure set forth in Article 10, Section 10.3 H.

- 14.2 Effective July 1, 2011, the Board will pay for the cost for any bargaining unit member wishing to receive Hepatitis vaccinations.
- 14.3 Employees shall be evaluated on an annual basis by their Building Principals or their designees. Such evaluations shall include classroom observations. The Board agrees that the Building Principal or his/her designee will consider only information gained by Board teachers and staff when conducting these evaluations. In the event that the Building Principal or his/her designee fails to evaluate the employee, it shall not be subject to the grievance and arbitration procedure. Moreover, the content, findings, and determinations set forth in the evaluation shall not be subject to the grievance and arbitration procedure. An employee shall have the right to provide a responsive statement to an evaluation which shall be kept in the employee's personnel file attached to the evaluation.
- 14.4 Employees shall not use personal cell phones, tablets, or other electronic devices during work times unless required by their positions, or in the case of an emergency.
- 14.5 Up to five (5) members of the Union Negotiating Committee shall be granted leave from duty with pay for all meetings held during the regular school day between the Board and the Union for the purposes of negotiating the terms of a successor agreement provided that the Board shall not be required to hold or agree to hold any such meetings during the regular school day.

**ARTICLE 15**  
**NO STRIKE PROVISION**

- 15.1 The Union agrees that it shall not call, authorize, instigate, sanction, or condone any strike, slowdown, mass resignation, work stoppage, or other concerted refusal to perform any

assignment on the part of any employee during the period of the Agreement or any extension thereof. Any employee who violates this article of the Agreement shall be subject to immediate dismissal.

## **ARTICLE 16**

### **UNION RIGHTS/REPRESENTATION**

- 16.1 The Board shall make available electronic copies of this Agreement within fifteen (15) days after signing by both parties. Any employee who requests a hard copy of this Agreement shall be provided one within three (3) business days from the date of their request. New employees shall be provided with a copy of this Agreement at the time of hire.
- 16.2 All employees shall, as a condition of continued employment, join the Union or pay to the Union a representation fee equal to the usual dues of the Union. Upon receipt of individual written authorization from employees, the Board shall deduct the Union dues and service fees in conjunction with regular salary payments and shall remit same on a monthly basis to the Union.
- 16.3 The Union agrees to indemnify and hold the Board harmless against any or all claims, demands, suits, or other forms of liability including attorneys' fees and the cost of administrative hearings that shall or may arise out of, or by reason of, action taken by the Board for the purpose of complying with the provisions of this article.

## **ARTICLE 17**

### **JURY DUTY**

- 17.1 Any employee called for jury duty shall inform the Superintendent within two (2) work days of notification. Any employee who is called shall receive the necessary leave to fulfill this legal obligation. This leave shall not be deducted from sick leave or from personal days. The employee shall receive a rate of pay equal to the difference between the regular salary and the jury fee.

## **ARTICLE 18**

### **SAVINGS CLAUSE**

- 18.1 In the event that any federal or state legislation, governmental regulations or court decisions cause invalidations of any article or section of this Agreement, all other articles and sections not so invalidated shall remain in full force and effect.

## **ARTICLE 19**

### **VACANCIES**

- 19.1 A. Initially filling vacant or new bargaining unit positions:

Vacant or new bargaining unit positions may be initially filled by use of temporary transfers. A temporary transfer shall be defined as up to forty-five (45) school days. At the conclusion of the forty-five (45) school day period, the employee shall be returned to his/her prior position, provided that the forty-five (45) school day period may be extended by agreement of the Superintendent and the Union.

B. Posting and filling vacant or new bargaining unit positions during and after temporary transfers:

1. During the school year, vacant positions and new bargaining unit positions will be posted online and on all applicable school bulletin boards for five (5) work days. The posting will also be sent by certified mail to all individuals on the recall list. The position will be awarded to the qualified employee with the highest seniority, subject to a forty-five (45) day probationary period. The Board agrees to notify any applicants as to who was awarded the position. The Board agrees to provide the successful applicant a seven (7) working day notice prior to moving the employee to the awarded position. If applicable, the employee acting as a temporary transfer will be returned to his/her prior position. If no active bargaining unit members apply to fill the new bargaining unit position or vacancy, the position may then be offered to employees on the recall list in descending order of seniority. If the employees on the recall list do not accept the assignment, the position may be posted to the general public.

2. During the summer school recess, copies of all new positions and vacancies shall be posted internally online and emailed to the Union President. If no current active bargaining unit employee or individual on the recall list applies for the position within two (2) weeks of the date of the email, the position may then be posted to the general public. If a position becomes vacant due to a current active bargaining unit employee having elected to fill a new position or vacancy for which notice was emailed to the Union President in accord with the procedure set forth above, notice of that newly vacant position shall be emailed to the Union President. If no current active bargaining unit employee or individual on the recall list applies for that newly vacant position within one (1) week of the date of the email, the position may then be posted to the general public.

3. If either no qualified active employee, qualified individual on the recall list, or qualified outside applicant applies for the job and the temporary transfer and/or extended temporary transfer period has expired, the Superintendent will post a notice for five (5) work days requesting a volunteer to fill the position.

If no employee volunteers to transfer to the position, the Superintendent may at his/her discretion, transfer the least senior qualified bargaining unit employee to fill the position. Prior to making such involuntary transfer, the Superintendent or his/her designee will meet with the employee and advise him/her of the transfer.

If in the opinion of the Superintendent the assignment requires advanced training, the employee shall be provided with training while filling the position.



When a student moves from school to school within the Derby Public Schools, the paraeducator assigned to the student may continue to be assigned to the child and under such circumstances, no posting of the position is required.

In the event the Board is unsure about whether or not to create a permanent position, a Substitute/Temporary "fill in" may be used for a forty-five (45) calendar day period. After forty-five (45) calendar days, the Board agrees to post, and fill the position in accordance with Article 19, Section 3 above. In the event that an employee is hired to cover the extended absence of a bargaining unit member, this language shall not apply.

## **ARTICLE 20**

### **RETIREMENT**

- 20.1 Employees that were members of the bargaining unit prior to July 1, 2017 shall be participants in the City of Derby Pension Plan. The Board shall make such contributions as are required by the Plan on a regular basis. A copy of that plan shall be made available to all employees and posted online.
- 20.2 Bargaining unit members new to the bargaining unit as of July 1, 2017 or hired by the Board on or after July 1, 2017 shall not be eligible to participate in the City of Derby Pension Plan. Bargaining unit members either new to the bargaining unit as of July 1, 2017 or hired by the Board on or after July 1, 2017 shall be eligible to participate in a 403(b) plan coordinated by the City of Derby. The Board shall contribute two percent (2%) of the member's total W-2 wages annually, such annual contribution to be made in the form of monthly contributions on a pro-rata basis. A member may, on a voluntary basis, contribute up to the maximum amount allowed by applicable law (with no additional contribution by the Board beyond the two percent (2%) maximum annual contribution).

## **ARTICLE 21**

### **NON-DISCRIMINATION**

- 21.1 The Board agrees that there shall be no discrimination, coercion, or intimidation of any kind against any employee for any reason whatsoever, including, but not limited to; marital status, age, sex, race, creed, color, religious belief, national origin, ancestry, gender identity or expression, union activity, present or past history of mental disability, intellectual disability, learning disability, or physical disability, including, but not limited to, blindness. An alleged violation of this provision shall not be subject to the grievance and arbitration procedure.

**ARTICLE 22**  
**DURATION**

- 22.1 Except as otherwise stated herein, the provisions of this Agreement shall be in full force and effect from July 1, 2021 through June 30, 2025. There shall be no retroactivity in any change from the predecessor contract, except for wages, unless specifically noted herein.

Additionally, in the event that the total cost of a group health plan or plans offered under this Agreement triggers an excise tax under Internal Revenue Code Section 4980I, or any other local, state, or federal statute or regulation, the parties agree to reopen this Agreement for the limited purposes of negotiating a substitute health insurance plan and premium share contributions.

**IN WITNESS WHEREOF**, the Parties hereto have set forth their hands.

**DERBY BOARD OF EDUCATION**

Date\_\_\_\_\_

By\_\_\_\_\_   
Jim Gildea, Chairman

Date\_\_\_\_\_

By\_\_\_\_\_   
Dr. Matthew Conway, Jr., Superintendent

**UPSEU LOCAL 424 – UNIT 124**

Date\_\_\_\_\_

By\_\_\_\_\_   
Samantha Mahan, President

Date\_\_\_\_\_

By\_\_\_\_\_   
Kevin Boyle, UPSEU President

## SCHEDULE A

### Paraeducators Hourly Wages

<u>Step</u>	<u>7/1/2020</u>	<u>7/1/2021</u>	<u>7/1/2022</u>	<u>7/1/2023</u>	<u>7/1/2024</u>
1	\$14.86	\$17.41	\$17.41	\$17.41	\$17.41
2	\$15.17	\$17.93	\$17.93	\$17.93	\$17.93
3	\$15.71	\$18.47	\$18.47	\$18.47	\$18.47
4	\$16.30	\$19.02	\$19.02	\$19.02	\$19.02
5	\$16.86	\$19.59	\$19.59	\$19.59	\$19.59
6	\$17.41	\$20.18	\$20.18	\$20.18	\$20.18
7	\$17.97	\$20.79	\$20.79	\$20.79	\$20.79
8	\$18.52	\$21.41	\$21.41	\$21.41	\$21.41
9	\$19.03	\$22.05	\$22.05	\$22.05	\$22.05
10	\$19.53	\$22.71	\$22.71	\$22.71	\$22.71
11	\$20.03	\$23.05	\$23.05	\$23.05	\$23.05

There shall be no step advancement until July 1, 2022. Wages shall be retroactive to July 1, 2021, for all bargaining unit employees employed by the Board at the time of signing.

Effective July 1, 2022, paraeducators on a step below Step 11 shall advance 1 step on the wage schedule. Paraeducators on Step 11 shall move "Off Scale." Paraeducators who are "Off Scale" shall receive a 3.0 % (three percent) general wage increase.

Effective July 1, 2023, paraeducators on a step below Step 11 shall advance 1 step on the wage schedule. Paraeducators on Step 11 shall move "Off Scale." Paraeducators who are "Off Scale" shall receive a 3.0 % (three percent) general wage increase.

Effective July 1, 2024, paraeducators on a step below Step 11 shall advance 1 step on the wage schedule. Paraeducators on Step 11 shall move "Off Scale." Paraeducators who are "Off Scale" shall receive a 3.0 % (three percent) general wage increase.

## **APPENDIX A**

### **Health Insurance**