

**Series 4000 – Personnel – Certified & Non-Certified**

**1. Certified Personnel & Non-Certified Personnel**

**C. Activities**

**(1) Staff Development**

“Staff development” is viewed by the Board of Education (Board) as a continuous systematic effort to improve educational programs in this school district through (1) staff involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning.

Each certified employee shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group settings. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance, and
4. be comprised of professional learning that is aligned with rigorous state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

Staff development experiences, made available by the Board directly, or through a RESC, with another Board of Education or through a provider approved by the Commissioner, shall be consistent with any goals identified by the certified employees and the Board.

The Board believes that staff development experience should be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and foster collective responsibility for improved student performance.

Teachers must constantly review curricular content, teaching methods and materials, educational philosophy and goals, social change and other topics related to education to enhance the capabilities of educators to improve student learning. The Board of Education recognizes that it shares with its certified staff responsibility for the upgrading and updating of teacher performance and attitudes. The Board of Education and teachers’ organizations support the principle of continuing training of teachers and the improvement of instruction.

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

The Board, in order to determine its professional development program seeking the advice and assistance of teachers, shall establish a professional development and evaluation committee, consisting of certified employees, including representatives of the exclusive bargaining representative for such employees. Committee membership shall consist of at least one representative from each of the teachers' and administrators' unions and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, participation in the development of a teacher evaluation and support program for the District, the development, evaluation and annual updating of a comprehensive local professional development plan, in fulfillment of the statutes, for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), (2) be developed in full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the Board's professional staff members, including personnel management and evaluation training or experiences for administrators, shall be related to regular and special student needs and may include provisions concerning career incentives and parent involvement.

The members chosen by the Board to be on the professional development and evaluation committee shall serve at the pleasure of the Board.

Special effort shall be made to prepare teachers and other school personnel to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs shall be done cooperatively by administration, teachers and parent advisory groups. Special effort shall also be given to administrators and/or supervisors in training pursuant to their obligations in the evaluation of the teacher.

Staff development activities should respond directly to the educational needs of the student body. The in-service program shall fulfill all applicable statutory requirements, especially those delineated in CGS 10-220a, as amended.

Such in-service training program for certified staff shall provide information on (1) the nature and the relationship of drugs and alcohol to health and personality development and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence and child abuse, (3) school violence prevention, conflict resolution, the prevention of a response to youth suicide and the identification, prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life-saving procedures, (5) the requirements and obligations of a mandated reporter, and (6) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as define in CGS 10-3d.

The Board will allow any paraprofessional or non certified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a). **In addition, pursuant to PA 22-118, all paraprofessionals must be provided not fewer than 18 hours of professional development annually.**

The Superintendent is to report annually to the Board of Education on the professional development program and its effect with recommendations for changes as needed.

(cf. 4115 - Evaluation)

(cf. 4131.5 - Continuing Education Units)

Legal Reference: Connecticut General Statutes

1027 Exchange of professional personnel and students.

10220a InService training (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act NO. 09-1, PA 10-91, PA 12-116, PA 13-145, PA 15-215, PA 17-37, and PA 22-118).

10-153b Selection of teachers' representatives

10226f Coordinator of intergroup relations.

10226g Intergroup relations training for teachers.

10145b Teaching certificates (as amended by PA 01-173)

10-148a Professional development (as amended by PA 17-37)

10-151b Employment of teachers, definitions, tenure, etc

PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and In-service Training Requirements for educators

PA 10-91 An Concerning Education and the Reduction of Domestic Violence

Policy adopted: January 17, 2012  
Policy revised: November 6, 2017

SUFFIELD PUBLIC SCHOOLS  
Suffield, Connecticut

## Series 6000 – Instruction

### 1. Elementary and Secondary

#### D. Curriculum

#### (1) Advanced Coursework or Program and Challenging Curriculum

### **POLICY ADDRESSING ENROLLMENT IN AN ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM**

The Suffield Board of Education (the “Board”) understands the importance of providing opportunities for students to enroll in an advanced course or program and offering students challenging curriculum in the Suffield Public Schools (the “District”). In accordance with Connecticut law, this policy shall explain the manner in which the District determines eligibility for enrollment in advanced courses or programs and creates academic plans for students in the District.

#### I. Definitions

For purposes of this policy:

"Advanced course or program" means an honors class, advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board in grades nine to twelve, inclusive.

“Advanced placement” program is a program authorized by the College Board that offers college-level courses and exams that students take in high school.

“Cambridge International program” is an internationally recognized academic program for students aged five (5) to nineteen (19). High school level courses, available only through approved Cambridge International Schools, provide students the opportunity to earn postsecondary credit that is accepted by colleges in the United States and abroad.

“Dual credit/Dual enrollment” courses are college courses offered by high schools in partnership with a college or university. Students taking these courses in high school are simultaneously enrolled with the partner higher education institution. Students who successfully complete a dual credit/dual enrollment course earn credit toward high school graduation as well as college course credit that appears on a student transcript issued by a college or university.

“International Baccalaureate (“IB”) program” is a program that offers international education through four programs for students aged three (3) to nineteen (19). The four programs are: Primary Years, Middle Years, Diploma Program, and Career-related Program. Schools must be authorized to teach IB programs. Every authorized school is known as an IB World School.

"Prior academic performance" means the course or courses that a student has taken, the grades received for such course or courses and a student's grade point average.

## II. Eligibility Criteria

Consistent with state law, the District will identify students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. ~~{OPTIONAL: Students will be eligible to enroll in advanced courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.}~~

Eligibility for enrollment in an advanced course or program shall not be based exclusively on a student’s prior academic performance. There are multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including:

- Recommendations from teachers, administrators, school counselors or other school personnel.
- ~~{OPTIONAL: A student’s prior academic performance, as determined by evidence based indicators of how a student will perform in an advanced course or program.~~
- ~~{OPTIONAL: The District administration may, in its discretion, identify and publicize additional criteria, including but not limited to student or parent request. Any such criteria shall be established prior to the commencement of an academic term.~~

## III. Creation of an Academic Plan/Challenging Curriculum

The District will create an academic plan for each student who is identified in grade eight or nine as eligible for enrollment in an advanced course or program. Such plan will be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness. Such academic plan will also be aligned with:

- The courses or programs offered by the Board,
- The student’s student success plan, created pursuant to Conn. Gen. Stat. § 10-221a(j),
- High school graduation requirements, and
- Any other policies or standards adopted by the Board relating to the eligibility for student enrollment in advanced courses or programs.

The academic plan may be part of the student’s success plan, which plan is required for each student by Conn. Gen. Stat. §10-221a.

A student, or the student’s parent or guardian, may decline to implement the provisions of an academic plan created for such student.

~~The academic plan may be part of the student’s success plan, required for each student by Conn. Gen. Stat. §10-221a, if the student success plan’s academic component intentionally focuses on advanced course and program participation.~~

#### **IV. Guiding Principles and Implementation**

The Board recognizes that course access and academic planning should be guided by considerations beyond traditional course eligibility criteria. [~~OPTIONAL:~~ Specifically, the Board recognizes that academic achievement and engagement in middle school are strong precursors to high school success. In addition, the Board recognizes the importance of engaging with a student’s parents and/or guardians throughout the student’s educational experience, reducing barriers to opportunities for advanced courses and programs, and providing a wide range of advanced courses that appeal to students with various interests.]

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy and in accordance with guidance provided by the Connecticut Department of Education.

Legal Reference:

Connecticut General Statutes § 10-221a

Connecticut General Statutes § 10-221w

Connecticut General Statutes § 10-221x

Connecticut State Department of Education, *District Guidance for Developing an Advanced Course Participation Policy* (~~March~~April 2022-Draft)

ADOPTED: \_\_\_\_\_

REVISED: \_\_\_\_\_

~~4/29/2022~~

5/20/2022

## Series 6000 - Instruction

### 1. Elementary and Secondary

#### G. Curriculum Extensions

#### (2) Program Adaptations/Alternative Programs

#### (I) Remote Learning

#### II. REMOTE LEARNING

For the school years commencing July 1, 2022, and ~~for each school year thereafter~~ July 1, 2023, the Board authorizes remote learning to students in grades nine to twelve in accordance with the requirements set forth below. For the school year commencing July 1, 2024, and for each school year thereafter, the Board authorizes remote learning to students in grades kindergarten through twelve in accordance with the requirements set forth below.

#### A. Definitions

“Remote learning” means instruction by means of one or more Internet-based software platforms as part of a remote learning model.

“Dual instruction” means the simultaneous instruction by a teacher to students in-person in the classroom and students engaged in remote learning.

#### B. Remote Learning Model

~~1. Beginning with~~ For the school year years commencing July 1, 2022, and for each school year thereafter July 1, 2023, the Board authorizes the District to offer remote learning for students in grades nine through twelve.

1. Beginning with the school year commencing July 1, 2024, and for each school year thereafter, the Board authorizes the District to offer remote learning for students in grades nine through twelve.

~~0.1.~~ Student attendance during remote learning will be assessed in accordance with the Board’s policy regarding attendance and the Connecticut State Department of Education’s guidance on student attendance during remote learning. The District will count as “in attendance” any student who spends not less than one-half of the school day during such instruction engaged in (a) virtual classes, (b) virtual meetings, (c) activities

on time-logged electronic systems, and (d) the completion and submission of assignments.

0. . . . Except as may be required by other applicable law, the Board prohibits dual instruction as part of remote learning.

0. The remote learning programming must:

- . Articulate clear educational goals;
- a. Clearly organize course offerings in a way that can be easily navigated by students, parents/guardians, teachers, administrators and other stakeholders;
- b. Integrate quality instructional materials to enable and enrich student learning;
- c. Regularly evaluate technology that supports the learning goals and enhances the learning experience;
- d. Contain content that aligns with appropriate learning standards and includes provisions for both intervention and accelerated learning opportunities;
- e. Provide opportunities for student-to-student and student-to-teacher interactions that support active learning;
- f. Integrate research-based Universal Design for Learning (UDL); and
- g. Comply with the Connecticut State Department of Education Standards for Remote Learning.

#### Legal References

Public Act No. 22-80, “An Act Concerning Childhood Mental and Physical Health, Services in Schools”

Connecticut General Statutes § 10-4w

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-221a

Connecticut State Department of Education, Standards for Remote Learning Grades 9-12 (February 2022)

CSDE Guidance on Remote Learning and Instruction (September 27, 2022)

APPROVED: \_\_\_\_\_

REVISED: \_\_\_\_\_



## Series 0000 – Mission-Goals-Objectives

### 2. Goals and Objectives

The Suffield Public School District established objectives and goals:

Objectives:

1. To maximize each student’s potential through a rich and challenging curriculum and a broad range of programs.
2. To provide proactive, coordinated academic, social, and emotional support for every student.
3. To cultivate responsibility, respect, and resilience in our students, and to promote citizenship in the school, the community, the nation, and the world.
4. To encourage and enhance collaborative relationships with parents and with the broader community.
5. To ensure that the staff and students are fluent in the integrated use of technology in the service of learning.
6. To be responsible stewards of the District’s school resources.
7. To provide a safe and secure learning environment.
8. To invest in the continual development of our staff.
9. To equip students with the knowledge and skills necessary to pursue the future of their choice and to prepare students to function effectively in various life roles.

Board Goals Adopted in ~~2021~~2022:

- ~~1. Continue to establish healthy channels of outreach, communication, engagement, and collaboration with town government and the community.~~
  - ~~2. Continue to drive student achievement and outcomes by systematically using meaningful data to track student success and instructional practices.~~
  - ~~3. Continue to design and implement an integrated plan for professional learning aligned with district needs.~~
  - ~~4. Continue to revise curriculum and programming with an emphasis on alignment and fidelity of implementation.~~
  - ~~5. Continue to engage in the process to develop a five-year Strategic Plan.~~
  - ~~6. Continue to promote diversity, equity and inclusion for students, faculty and staff by fostering acceptance, mutual respect, civility and non-discrimination, per BOE Policies 4118.11 and 5145.4, across all areas of our District including employment, policy, curriculum and instruction, professional development, and the working and learning environment.~~
1. Collaborative Partnerships: The Suffield Public Schools will be a collaborative partner with parents, guardians, staff and other community resources to ensure the academic, social, and emotional needs of students are met.

2. Student Achievement: The Suffield Public Schools will systematically collect and use meaningful data to measure student achievement and growth, provide interventions, and improve instructional practices.
3. Professional Growth: The Suffield Public Schools will provide opportunities for professional growth to cultivate a talented workforce that will contribute to a challenging, innovative and collaborative culture defined by continuous improvement.
4. Building Blocks to Success: The Suffield Public Schools will develop curriculum and provide programming to engage students in rigorous, dynamic, and relevant learning experiences in alignment with the Suffield Portrait of a Graduate.
5. Safe School Climate and Culture: The Suffield Public Schools will continue to engage our students, parents, staff, and Suffield community in fostering an inclusive, responsive, safe and accepting environment built on mutual respect, civility and non-discrimination.

The mission statement of the Suffield Public Schools appears in policy 0000.

Legal References: Connecticut General Statutes  
10-4(c) Duties of boards. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.  
10-220(b) Duties of boards of education as amended by PA 19-58.

Policy adopted: April 22, 2008  
Policy revised: December 2, 2014, March 2, 2020  
December 7, 2020, December 6, 2021

SUFFIELD PUBLIC SCHOOLS  
Suffield, Connecticut