

POLICY SUB-COMMITTEE MEETING

Regular Meeting

Griswold Board of Education

Superintendent's Office

211 Slater Avenue

Griswold, CT 06351

TUESDAY

February 6, 2024

5:00 PM

1. Call to Order
2. Call for Nominations for the Chair of the Policy Subcommittee
3. Approval of the Minutes—October 24th, 2023
4. Approval of the Minutes—January 9th, 2024
5. Review, Discussion, and Possible Action to Forward New Policy 5142.5—Students/Student Safety/Student Identification Badge System to the Full Board for Review, Discussion, and Possible Action
6. Review, Discussion, and Possible Action to Revise Policy 4111.3/4211.3—Personnel—Certified/Non-Certified/Increasing Educator Diversity to the Full Board for Review, Discussion, and Possible Action
7. Review, Discussion, and Possible Action to Forward New Regulation 4111.3/4211.3—Personnel—Certified/Non-Certified/Increasing Educator Diversity to the Full Board for Review, Discussion, and Possible Action
8. Review, Discussion, and Possible Action to Revise Policy 4117.6/4217.6—Personnel—Certified/Non-Certified/Exit Interviews to the Full Board for Review, Discussion, and Possible Action
9. Review, Discussion, and Possible Action to Revise Regulation (Appendix) 4117.6/4217.6—Personnel—Certified/Non-Certified/Exit Interviews to the Full Board for Review, Discussion, and Possible Action
10. Review, Discussion, and Possible Action to Forward New Policy 6161.1 Instruction/Evaluation of Instructional Materials to the Full Board For Review, Discussion, and Possible Action
11. Review, Discussion, and Possible Action to Forward Revised Regulation 6161.1 Instruction/Evaluation of Instructional Materials to the Full Board For Review, Discussion, and Possible Action
12. Anything Else that May Properly Come Before the Committee
13. Next Meeting: Tuesday, March 5th, 2024
14. Adjourn

**POLICY SUB-COMMITTEE MEETING
GRISWOLD BOARD OF EDUCATION**

**TUESDAY,
October 24th, 2023**

DRAFT

1. A special meeting of the Griswold Board of Education’s Policy Subcommittee took place on Tuesday, October 24th, 2023, through a Zoom Platform online meeting. The Policy Subcommittee meeting was called to order at 4:00 PM by Yvonne Palasky, Policy Subcommittee Chair. The meeting access information was as follows:

<https://us06web.zoom.us/j/88078021170?pwd=PwjUQbr7MrN3v49rbB6PbjaX227bMl.1>

Meeting ID: 880 7802 1170

Passcode: 486337

One tap mobile

+13017158592,,88078021170#,,,,*486337# US (Washington DC)

+13052241968,,88078021170#,,,,*486337# US

PRESENT Yvonne Palasky, Policy Subcommittee Chair; Mary Beth Malin and Joyce Rice, Policy Subcommittee Members.

ALSO PRESENT Sean McKenna, GPS Superintendent of Schools.

ABSENT

2. Approval of the Minutes—October 3rd, 2023

MOTION

By Mary Beth Malin

Seconded by Yvonne Palasky

To approve the Policy subcommittee minutes of October 3rd, 2023, as presented.

Ayes – Yvonne Palasky and Mary Beth Malin

Nays –

Abstain – Joyce Rice

Motion carried.

3. Review, Discussion, and Possible Action to Revise Policy 6140 – Instruction – Curriculum – The Policy subcommittee reviewed and revised policy #6140 and voted to move it forward to the full Board for review and action.

MOTION

By Mary Beth Malin

Seconded by Yvonne Palasky

To move forward this revised policy # 6140 to the full BOE for review and action.

Motion unanimously carried.

4. Next Meeting: Tuesday, November 7th, 2023 – The Policy subcommittee agreed to cancel the November 7th, 2023, Policy subcommittee meeting because of Election Day.
5. Adjourn

MOTION

By Mary Beth Malin
Seconded by Joyce Rice
To adjourn the Policy subcommittee meeting at 4:40 PM.
Motion unanimously carried.

Minutes prepared by: Sean McKenna/Robin Drobiak

**POLICY SUB-COMMITTEE MEETING
GRISWOLD BOARD OF EDUCATION**

**TUESDAY,
January 9th, 2024**

DRAFT

1. A regular meeting of the Griswold Board of Education's Policy Subcommittee took place on Tuesday, January 9, 2024, at Griswold Middle School, Superintendent's office, 211 Slater Avenue, Griswold, Connecticut. The Policy Subcommittee meeting was called to order at 5:00 PM by Yvonne Palasky, Policy Subcommittee Chair.

PRESENT Yvonne Palasky, Policy Subcommittee Chair; and Jaimee O'Neill-Eaton, GPS Policy Subcommittee Member.

ALSO PRESENT Sean McKenna, GPS Superintendent of Schools.

ABSENT Mary Beth Malin, GPS Policy Subcommittee Member.

2. Approval of the Special Meeting Minutes—October 24th, 2023 – The approval of minutes was tabled for this meeting and will be added to the next Policy subcommittee agenda for review, discussion, and action.
3. Review, Discussion, and Possible Action to Revise Policy 1110.2 – Community Relations – Media of Communication – Parent Involvement – The Policy subcommittee reviewed and revised policy #1110.2 and voted to move it forward to the full Board for review.

MOTION By Jaimee O'Neill-Eaton
Seconded by Yvonne Palasky
To move forward revised policy # 1110.2 to the full BOE for review as a first reading.
Motion unanimously carried.

4. Review, Discussion, and Possible Action to Revise Bylaw 9323 – Bylaws of the Board – Construction of the Agenda – The Policy subcommittee reviewed and revised Bylaw 9323 and voted to move it forward to the full Board of Education for review as a first reading.

MOTION By Jaimee O'Neill-Eaton
Seconded by Yvonne Palasky
To move forward revised Bylaw 9323 to the full BOE for review as a first reading.
Motion unanimously carried.

5. Review, Discussion, and Possible Action to Revise Bylaw 9324 – Bylaws of the Board – Advance Delivery of Meeting Materials – The Policy subcommittee reviewed and revised Bylaw 9324 and voted to move it forward to the full Board of Education for review as a first reading.

MOTION

By Jaimee O’Neill-Eaton
Seconded by Yvonne Palasky
To move revised Bylaw 9324 to the full Board for review as a first reading.

6. Any Other Business that May Properly Come Before the Committee – No other business was discussed.
7. Next Meeting: Tuesday, February 6th, 2024 – The Policy subcommittee will hold their next regular meeting on Tuesday, February 6th, 2024, at 5 PM.
8. Adjourn

MOTION

By Jaimee O’Neill-Eaton
Seconded by Yvonne Palasky
To adjourn the Policy subcommittee meeting at 5:25 PM.
Motion unanimously carried.

Minutes prepared by: Sean McKenna/Robin Drobiak

A sample policy to consider.

Students

Student Safety

Student Identification Badge System

To help ensure the protection of staff and students and reduce the possibilities of trespass, theft, vandalism and injury, students in grades 6-12 shall be issued identification badges, which will include the 988 National Suicide Hotline number on the back.

Having a school ID card that is worn can help security and staff identify individuals not permitted to be in school so they can be addressed appropriately, effectively and quickly.

The badges will include student pictures and may not be transferred or loaned.

Legal Reference: PA 22-47 An Act Concerning Children's Mental Health

Policy adopted:
cps 3/23

EXISTING POLICY

4111.3

4211.3

Personnel - Certified/Non-Certified

Minority Recruitment

The Board of Education strives to provide students with an opportunity to interact with students and staff from different racial, ethnic, and economic backgrounds.

The Superintendent of Schools has the responsibility for developing and monitoring a strategic plan for minority teacher recruitment, hiring and retention procedures.

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Notice and hearing on termination of contract.

10-153 Discrimination on account of marital status.

10-220 Duties of Boards of Education. (as amended by PA 98-252)

46a-60 Discriminatory employment practices prohibited.

Policy adopted: March 9, 2015

GRISWOLD PUBLIC SCHOOLS

Griswold, Connecticut

A sample policy to consider.

NEW POLICY

Personnel -- Certified

Increasing Educator Diversity

The Griswold Board of Education recognizes the importance of diversity among its educators. It is committed to ensuring effective strategies are implemented to recruit and retain a diverse pool of highly qualified and effective educators who reflect the demographics of our student population and those diverse communities extending beyond our schools' walls.

In accordance with Public Act 23-167, Section 10, the Board directs the Superintendent to develop and submit an Increasing Educator Diversity Plan (the Plan) to the Connecticut State Department of Education (CSDE) on or before March 15, 2024, and comply with all CSDE procedures related to the Public Act. Upon completion of the Plan and prior to its submission, the Board shall approve it. The day, month, and year on which the Plan receives Board approval is required to complete the application.

The Board recognizes the complexity of sustaining the critical efforts to increase educator diversity. To that end, the Board will work within its authority to support planning and implementation tasks, including but not limited to planning team responsibilities, administrator and staff training, recruitment efforts, and data collection.

The Board directs the Superintendent to draft regulations referencing resources available on CSDE's Talent Office Homepage.

(cf. 4111 – Recruitment and Selection)

(cf. 4111.1/4211.1 – Affirmative Action: Equal Employment Opportunity)

Legal Reference: Connecticut General Statutes
10-4a (3) Educational interests of state identified.
10-151 Employment of teachers. Notice and hearing on termination of contract.
10-153 Discrimination on account of marital status.
10-220(a) Duties of Boards of Education. (as amended by PA 18-34)
46a-60 Discriminatory employment practices prohibited.
PA 16-41 An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force.
PA 18-34 An Act Concerning Minority Teacher Recruitment and Retention.
PA 19-74 An Act Concerning Minority Teacher Recruitment and Retention.
PA 21-2 June Special Session, Sections 378 & 379.
PA 23-27 An Act Concerning Transparency in Education, Section 10

Policy adopted:
cps 1/24

A sample regulation to consider.

NEW REG.

Personnel -- Certified

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The materials provided by the CSDE will assist districts in developing comprehensive and sustainable plans to support efforts for diversifying their educator workforce. The following suggestions are referenced in detail in these documents and are meant to provide a broad overview:

1. Convene a team passionate about this work, bringing diverse backgrounds and experiences, having the credibility to lead this work, and devote the time necessary to engage in preplanning and planning activities.
2. Utilize CSDE resources, such as EdSight, to examine your district's data and demographics.
3. Utilize the Toolkit to create an action plan.
4. Utilize the Toolkit to assist your team in creating a Shared Vision, a Theory of Action, SMART Goals, and a Problem Statement and performing a Root Cause Analysis. These tasks and their desirable outcomes are clearly explained and will assist your team's plan development.
5. Use the coaching webinars for training purposes to build your team's capacity to lead this work.
6. While your team's functionality is critical for sustaining your district's efforts up to and beyond the plan submission stage, having one person in the district responsible for recruiting and prioritizing diversity hiring is also identified as a key to reaching your goals.
7. In addition to approving the Plan, the Board's support is critical in ensuring it provides the resources necessary for the plan's development, communicates the plan's importance to the community, and provides time in its meetings for updates.

Personnel -- Certified

Increasing Educator Diversity (continued)

Through its Talent Office portal, the Connecticut State Department of Education provides various resources designed to support districts in preparing their Increasing Educator Diversity Plans.

Connecticut State Department of Education's Talent Office Page:
https://portal.ct.gov/SDE/Talent_Office/Talent-Office-home-page

Materials including:

Webinars are provided to provide districts with an overview of the work required in creating planning teams, plan development and dissemination, and training.

Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection is a comprehensive guide divided into three parts:

1. Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection;
2. The Brookside Story: A Process Scenario designed to illustrate what district and school leaders in a fictitious district are thinking and doing to address the goal of building a more diverse teacher and administrator workforce;
3. Culturally Responsive Hiring Strategies Guidance Resource: A Companion to the Culturally Responsive Hiring Self-Assessment Tool.

Creating an Action Plan and Sustaining Efforts to Increase Educator Diversity: A Toolkit for District & School Leaders provides practical suggestions for getting started with preplanning tasks, developing an action plan, and ongoing progress monitoring. **Of great importance, this Toolkit includes the Increasing Educator Diversity Plan Template. While not required, the SDE materials strongly suggest using this template for plan submission.**

An 80-minute training module is provided to help school leaders in hiring professionals, identify implicit bias in the hiring and selection process, and help create a plan for recruiting and retaining educators of color. Recent legislation passed by the General Assembly required that the diversity training module be provided to all school district personnel responsible for hiring teachers to examine implicit bias's pervasive role in discriminatory hiring practices and the disproportionate distribution of teachers of color in the educator workforce.

Personnel -- Certified

Increasing Educator Diversity (continued)

The Video Contents and Agenda include:

1. [Welcome from CSDE Chief Talent Officer Dr. Shuana Tucker](#)
2. [Introduction](#)
 - a. Quiz 1: [True or False: Myths and Misconceptions About Teacher Diversity](#)
3. [Core Dispositions](#)
4. [Equity](#) and [Systemic Racism](#)
5. [Why Educator Diversity Matters](#)
6. [Core Tensions](#)
 - a. Quiz 2: [Core Tensions](#)
7. [Implicit Bias and Bias-Based Beliefs](#)
 - a. Activity: [Reflect on Bias-Based Beliefs](#)
8. [Responding to Microaggressions](#)
9. [CSDE Resources for Creating and Sustaining Educator Diversity Efforts](#)
10. [Closing](#)

You can find more information about creating a plan on the CSDE's website, including:



- [Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection](#)
- [Creating an Action Plan and Sustaining Efforts to Increase Educator Diversity: Toolkit for District & School Leaders](#)

https://portal.ct.gov/SDE/Talent_Office/Workforce-Diversity/Diversity-Training-Guide-for-Hiring-Recruiting-Diverse-Educators

The CSDE requires that the district's Increasing Educator Diversity Plan Template **must use the fillable Increasing Educator Diversity Plan Template, below, to create and submit your increasing educator diversity plan.**

Personnel -- Certified

Increasing Educator Diversity (continued)

		<p>IMPORTANT NOTES:</p> <p>1. Formal approval by your local or regional board of education, or equivalent governing body for schools must be obtained prior to submitting your Increasing Educator Diversity Plan. Be prepared to provide the day, month and year that the plan was approved by the board or equivalent governing body as part of the upload of your submission.</p> <p>2. In the absence of an original motion or a preexisting board or board equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024.</p>
		
COVER PAGE		
District:		
Vision:		
Theory of Action		
Team Lead:		
Team Members:		

Email questions about increasing educator diversity plans to: SDE.IEDPlans@ct.gov

- To upload your increasing educator diversity plan by March 15, 2024 use the link below to access the Increasing Educator Diversity Plan Submission Portal: https://sde.ct.gov/portal/ct.gov/-/media/SDE/Talent_Office/IED/Increasing_Educator_Diversity_Plan_Fillable_Template.xlsx
- [FAQs, Plan Template, EdSight Educator Diversity Dashboard and Reports](#)

https://portal.ct.gov/-/media/SDE/Talent_Office/IED/Increasing_Educator_Diversity_Plan_Fillable_Template.xlsx

EXISTING POLICY

4117.6

4217.6

Personnel - Certified/Non-Certified

Exit Interviews

It is the policy of the Griswold Board of Education to ask all certified and noncertified personnel terminating employment with the District to participate in an exit interview. Exit interviews are viewed by the Board of Education as a good way to gain insights into problems, difficulties and dissatisfactions that otherwise might not come to the school system's attention. Such interviews can also provide confirmation of suspected problems as well as information needed to begin to correct the problems.

The employee shall schedule an exit interview with his/her immediate supervisor or building administrator before the last day of employment. An exit interview is considered one of the responsibilities of the employee. This protects the employee's right to understand continuation of benefits and other necessary federal and state regulations. At this time the employee will also be requested to return all keys and District property. Additionally, all district Internet access will be terminated.

Policy approved: July 22, 2019

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

EXISTING FIRM

4117.6 Appendix

4217.6

INTERVIEW FORM

Interviewer:

Date:

Employee: _____

—

Position

Title: _____

Supervisor:

1. What reasons/factors influenced your decision to leave?

2. What did you like about your position/work at _____ Dislike?

3. What did you like and dislike about your supervisor? (i.e. fair and impartial treatment, recognition, able to handle complaints, encouraged feedback, suggestions, etc.)

4. How did you get along with the other people in your school/department/etc.?

5. How do you feel about:

- Salary: _____
- Advancement: _____
- Training: _____
- Performance Appraisals: _____
- Paid time off (Holidays, Vacation) _____
- Other Benefits: _____

6. Did you have the resources, tools and working conditions to be successful in your role?

7. If the answer to previous question is no, then how could conditions have been better to help you be successful?

8. Do you have another job/where?

9. What improvements could be made to make _____ a better place to work?

10. Additional comments:

A sample policy to consider.

NEW POLICY

Personnel - Certified

Exit Survey/Interviews

The Griswold Board of Education has approved an exit survey to be completed by a certified professional educator and/or a para-educator who is employed by the Board and voluntarily resigns. The exit survey will include questions relating to the reason why the certified educator or para-educator is ceasing employment, whether or not the certified educator/para-educator is leaving the profession, the demographics of the individual, and the areas in which the certified educator/para-educator taught or served.

Exit interviews are viewed by the Board of Education as a good way to gain insights into problems, difficulties, and dissatisfactions that otherwise might not come to the school system's attention. Such interviews can also provide confirmation of suspected problems as well as information needed to begin to correct the problems.

T

Legal Reference: Connecticut General Statutes
P.A. 23-159 An Act Concerning Teachers and Paraeducators.

Policy adopted:
cps 10/23

EXIT SURVEYS/INTERVIEW FORM

Interviewer: _____
Date: _____
Employee: _____
Position Title: _____
Supervisor: _____

1. What reasons/factors influenced your decision to leave?

2. What did you like about your position/work? _____
Dislike? _____

3. How did you get along with the other people in your school/department/etc.?

4. How do you feel about:

- Salary: _____
- Professional Opportunities: _____
- Professional Development: _____
- Performance Appraisals: _____
- Other Benefits: _____

5. Do you have another job? Where? Are you considering leaving the profession? Why?

6. What improvements could be made to make _____ a better place to work?

7. Additional comments:

8. Demographic Information: _____

A recommended policy.

**NEW
POLICY**

Instruction

Evaluation of Instructional Materials

General

Instructional materials shall be evaluated consistently and systematically to insure high instructional standards to ensure compliance with Connecticut General Statutes, regulations of the State Board of Education, Board of Education policy and regulations.

These guidelines are not intended to supplant the professional judgment of staff who evaluate instructional materials - both student materials and teacher materials. Instead, they establish minimum standards for acceptability and provide criteria on which to judge instructional quality.

To portray accurately American cultural and racial diversity, and the male and female roles in our society, instructional materials should encourage students to understand the historical roles and contributions of women and minorities, the forces which shaped those roles and contributions, and how and why the contemporary roles and contributions of women and minorities are different.

Limitations

It may be inappropriate to require a pictorial or textual item to conform to these guidelines, for example in reprinting a story by a well-known author or in a painting by an artist which makes an important contribution to a particular instructional material. In such situations, discussion material should have been included which explains why a particular attitude was prevalent during a certain period in history, and how and why that attitude has changed.

When examining instructional material for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgment with respect to stories or articles having historical perspective. Any description, depiction, inference, label, or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussions, or other comments included or immediately attached which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average student for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex, or occupation.

Policy adopted:

EXISTING REGULATION

Instruction

Evaluation of Instructional Materials

The purpose of these regulations is to provide consistent, systematic standards for evaluating instructional materials proposed for use in Connecticut's public elementary schools to ensure compliance with the Connecticut General Statutes and with the regulations of the State Board of Education.

Children pattern their interests, prejudices, and ideas after what they see and hear. Children dream of and aspire to those goals they are encouraged to attain. Their world can be expansive and filled with exciting and infinite possibilities, or frustrating in its limitations, depending on their exposure. Much of a child's early development takes place in school, and the potentially positive or negative effect of the school experience is well documented.

These guidelines are not intended to supplant the evaluator's judgment, because it would be impossible to do so. They do comprise the minimum standards for acceptability, and they provide criteria by which to judge quality of instructional materials. The guidelines should be used when evaluating both the student material and the teacher material. In no event should instructions in a teacher manual designed to overcome discriminatory pictures or text in a student edition be given any consideration in evaluation of the student edition.

To portray accurately the cultural and racial diversity and the male and female roles in our society, instructional materials must encourage students to understand not only the historical roles and contributions of women and minorities, but also the forces which shaped those roles and contributions, and how and why the contemporary roles and contributions of women and minorities are different.

Limitations

In certain limited situations it would be inappropriate to require that a pictorial or textual item conform exactly to these guidelines. Such an instance would arise, for example, in reprinting a story by a named author or painting by a named artist which is considered to make an important contribution to a given instructional material. In such a situation, however, discussion material should be included indicating that, for example, a particular attitude toward women or minority groups was prevalent during a certain period in history, and how and why that attitude has changed.

Challenged Instructional Materials

The principles of freedom to read and professional responsibility are basic to the selection of instructional materials. Occasional objections to materials selection will be made. The *Request for Reconsideration of a Book* form must be completed by complainant. The procedure for processing challenges is as follows:

Instruction

Evaluation of Instructional Materials

Challenged Instructional Materials (continued)

1. The person making the challenge shall, in writing, sign a statement of challenge and enumerate the reason(s) for complaint.
2. The written complaint shall be submitted to the immediate administrator responsible for authorizing the materials purchase (Principal, Director of Curriculum/Instruction).
3. The materials under question shall be reviewed by the responsible administrators, appropriate staff shall be consulted, and general acceptance of the materials will be gauged.
4. Values and faults shall be weighed and decision will be based on the materials as a whole and not on passages pulled out of context.
5. A report shall be written by the responsible administrator and submitted to the Superintendent of Schools and the complainant within thirty calendar days of the complaint.
6. Challenged instructional materials shall remain in use in the schools pending a final decision.
7. The regular appeal process if necessary will be followed.

A regulation to consider.

NEW REGULATION

Instruction

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These guidelines are not intended to supplant the evaluator's judgment, because it would be impossible to do so. They do comprise the minimum standards for acceptability, and they provide criteria by which to judge quality of instructional materials. The guidelines should be used when evaluating both the student material and the teacher material. In no event should instructions in a teacher manual designed to overcome discriminatory pictures or text in a student edition be given any consideration in evaluation of the student edition.

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Limitations

In certain limited situations it would be inappropriate to require that a pictorial or textual item conform exactly to these guidelines. Such an instance would arise, for example, in reprinting a story by a named author or painting by a named artist which is considered to make an important contribution to a given instructional material. In such a situation, however, discussion material should be included indicating that, for example, a particular attitude toward women or minority groups was prevalent during a certain period in history, and how and why that attitude has changed.

When examining instructional material for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgment with respect to stories or articles having an historical perspective. Any description, depiction, inference, label or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussion or other devices included therein, or immediately attached thereto, which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average student for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex or occupation.

Instruction

Evaluation of Instructional Materials (continued)

Materials in a Series

When evaluating instructional materials which are designed to be used as a graded, non-graded or multi-graded series, each component thereof shall be judged individually for compliance and without regard to the content of any other component. However, a group or sequence of materials which is designed for use exclusively within a particular single grade shall be judged on a total basis for compliance concerning adverse reflections of one's race, creed, sex, etc. For example, if a package of three different books is designed to be used as fourth grade readers and a student is expected to complete all books in that school year, any portrayal deficiencies found in one book may be balanced against any exemplary portrayal in another book. However, each of the three books must be judged separately for compliance with the adverse reflection prohibitions.

Specific Criteria for Evaluation of Instructional Materials

1. Male and Female Roles

To encourage the individual development and self-esteem of each child, regardless of gender, instructional materials, when they portray people (or animals having identifiable human attributes), shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential. The criteria are:

- A. Descriptions, depictions, inferences, labels or retorts which tend to demean, stereotype, or patronize females must not appear.
- B. Instructional materials that generally or incidentally reflect contemporary American society, regardless of the subject area, must contain references to, or illustrations of, males and females approximately evenly, except as limited by accuracy.
- C. Mentally and physically active, creative, problem-solving roles, and success and failure in those roles, should be divided approximately evenly between male and female characters.
- D. Emotions of fear, anger, aggression, excitement or tenderness should occur randomly among characters regardless of gender.
- E. Traditional activities engaged in by characters of one sex should be balanced by the presentation of nontraditional activities for characters of that sex.
- F. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, men and women should be represented approximately equally.
- G. Where life-style choices are discussed, boys and girls should be offered an equally wide range of such aspirations and choices.

Instruction

Evaluation of Instructional Materials

Specific Criteria for Evaluation of Instructional Materials

1. Male and Female Roles (continued)

- H. Whenever material presents developments in history or current events, or achievements in art, science, or any other field, the contributions of women should be included and discussed when historically accurate.
- I. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional material, be interpreted in light of contemporary standards and circumstances.
- J. Sexually neutral language -- for example, "people", "persons", "men and women", "pioneers", "they", -- should generally be used.

2. Ethnic and Cultural Groups

To project the cultural diversity of our society, instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage the individual development of each child, instructional materials, when portraying people (or animals having identifiable human attributes), shall include a fair representation of majority and minority group characters portrayed in a wide variety of occupational and behavioral roles, and present the contributions of ethnic and cultural groups, thereby reinforcing the self-esteem and potential of all people and helping the members of minority groups to find their rightful place in our society. The criteria are:

- A. Descriptions, depictions, inferences or labels which tend to demean, stereotype, or to patronize minority groups must not appear.
- B. When diverse ethnic or cultural groups are portrayed, such portrayal should not depict differences in customs or life-style as undesirable and should not reflect an adverse value judgment of such differences.
- C. Instructional materials that generally or incidentally reflect contemporary American society, regardless of the subject area, must contain references to, or illustrations of, a fair proportion of diverse ethnic groups.
- D. Mentally active, creative, and problem-solving roles, and success and failure in those roles, should be divided in fair proportion between majority and minority group characters.
- E. The portrayal of minority characters in roles to which they have been traditionally restricted by society should be balanced by the presentation of nontraditional activities for characters of that race.

Instruction

Evaluation of Instructional Materials

Specific Criteria for Evaluation of Instructional Materials

2. Ethnic and Cultural Groups (continued)

- F. Minority persons should be depicted in the same range of socioeconomic settings as persons of the majority group.
- G. Depiction of diverse ethnic and cultural groups should not be limited to the root culture, but rather expanded to include such groups within the mainstream of American life.
- H. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, majority and minority groups should be presented therein in fair proportion.
- I. Whenever developments in history or current events, or achievements in art, science, or any other field are presented, the contributions of minority peoples, and particularly the identification of prominent minority persons should be included and discussed when historically accurate.
- J. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.

3. Entrepreneur and Labor

The criteria are:

- A. References or labels which tend to demean, stereotype, or patronize an occupation, vocation, or livelihood must not appear.
- B. Where appropriate, reference should be made to the role and contribution of the entrepreneur in the total development of Connecticut and the United States, and any such reference should be accurate.
- C. Where appropriate, reference should be made to the role and contribution of labor in the total development of Connecticut and the United States, and any such reference should be accurate.

4. Ecology and Environment

The criteria are:

- A. Responsibilities of human beings toward a healthy, sanitary environment are appropriately portrayed.
- B. Wise use of resources, both human and physical, is actively encouraged.

Instruction

Evaluation of Instructional Materials

Specific Criteria for Evaluation of Instructional Materials (continued)

4. Ecology and Environment (continued)

- C. Interdependence of people and their environment is portrayed.
- D. The effects of solutions to environmental problems are identified.
- E. Appropriate means of protecting the environment are suggested.

5. Dangerous Substances

The criteria are:

- A. The hazards of the use of tobacco, alcohol, narcotics, and restricted dangerous drugs are depicted in illustrations or discussions where references to these substances are included in instructional materials.
- B. The use of tobacco, alcohol, narcotics, or restricted dangerous drugs is not glamorized or encouraged by illustrations or discussion references.

6. Religion

The criteria are:

- A. No religious belief or practice shall be held up to ridicule nor any religious group portrayed as inferior or superior.
- B. Portrayals of contemporary American society should, where religion is discussed or depicted, reflect its religious diversity. Except where material deals with a particular historical era, materials in art and music must, where religious aspects thereof are depicted, reflect the religious diversity of contemporary American society.
- C. Any explanation or description of a religious belief or practice shall be presented in a manner which neither encourages nor discourages belief in the matter, nor indoctrinates the student in any particular religious belief, nor otherwise instructs students in religious principles.

Instruction

Evaluation of Instructional Materials

Specific Criteria for Evaluation of Instructional Materials (continued)

7. Brand Names

The criteria are:

Instructional materials shall not contain illustrations of any identifiable commercial brand names, representations or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material, and that purpose cannot be achieved without using such illustrations, or unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration.

8. Food

The criterion is:

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritional value.

Legal Reference: Connecticut General Statutes

10-18a Contents of textbooks and other general instructional materials.

Regulation approved: