

Personnel Training Required by District or State Policy/Statute

Type of Training/By Whom	District Policy/CT Statute	Personnel	Frequency
<p>Administration of Medication/ School Nurse, Medical Advisor</p>	<p>141.21 The Board of Education allows students to self-administer medication and appropriate school personnel to administer medication to students in accordance with its established policies and procedures. A school nurse may administer medication to any student pursuant to the written authorization of an authorized prescriber (physician, dentist, physician's assistant or advanced practice registered nurse) and the written authorization of a parent or guardian of such student. In the absence of a school nurse, only a 1) principal, 2) teacher, or 3) coach of intramural or interscholastic athletics (as provided under regulations to be adopted by the Department of Public Health), may administer medication to any student in the school who has provided the aforementioned materials, provided that such principal, teacher or coach has</p>	<p>School Nurse Principals Designated Teachers/Coach</p>	<p>Annually</p> <p>Each year the school nurse is trained in administration of medication the medications we have in the building. (Most recently in Narcan) In addition each year the school nurse will train any necessary staff based on their supervision of a student. Each year at a faculty meeting staff are trained on epi pen training.</p>

	successfully completed specific training in the administration of medication.		
Mandated Reporting/DCF, Rape Crisis Centers	5141.4 Child Abuse/Neglect When any school nurse, psychologist, physical therapist, teacher, principal, guidance counselor, paraprofessional or social worker has reasonable cause to suspect abuse or neglect of a child under the age of 18, he/she shall within twenty-four (24) hours make an oral report by telephone or in person to the Department of Children and Families (DCF), or a law enforcement agency.) A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or a private elementary, middle or high school or working in a public or private elementary, middle or high school; or (B) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in (i) a public elementary, middle or high school, pursuant to a contract with the local or regional board of education,	Once every three years New Teachers/School Personnel when employed Every year as part of our two day professional development prior to the start of the year all staff complete certification in Mandating reporting.
Sexual Harassment/ Law school or college professors or instructors with twenty instruction hours or two or more years experience teaching employment law ;A human resources professional or harassment prevention consultant with a minimum of two years practical experience responding to harassment or	5145.51 Sexual Harassment It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment. It shall be a violation of this policy for any student, employee, individual under contract, or volunteer subject to the control of the Board of Education to harass a student, employee,	Any individual who has the authority to use his or her independent judgment, on behalf of and in the interest of the employer, to lay-off, hire, promote, recall, reward, suspend, direct and/or make recommendations for such actions".	Upon employment. No retraining is required. Each year our title 9 coordinator participated in training

<p>discrimination complaints, conducting investigations of sexual harassment complaints, or advising employers on these issues; An attorney with at least two years experience and whose practice includes employment law</p>	<p>individual under contract, or a volunteer, through conduct or communication of a sexual nature as defined by this policy.</p>		
<p>Safety/Security</p> <p>Such training may be presented in person by mentors, offered in state-wide workshops or through on-line courses.</p>	<p>302 Sec. 10-222m (b) For the school year commencing July 1, 2014, and each school year thereafter, each local and regional board of education shall establish a school security and safety committee at each school under the jurisdiction of such board. The school security and safety committee shall be responsible for assisting in the development of the school security and safety plan for the school and administering such plan. Such school security and safety committee shall consist of a local police officer, a local first responder, a teacher and an administrator employed at the school, a mental health professional, as defined in section 10-76t, a parent or guardian of a student enrolled in the school</p>	<p>security and safety committee for the school, established pursuant to section 10-222m, and (10) a requirement that the school security and safety plan for each school provide an orientation on such school security and safety plan to each school employee, as defined in section 10-222d, at such school and provide violence prevention training in a manner prescribed in such school security and safety plan.</p>	<p>Sec. 10-222j. Training re prevention, identification and response to school bullying, teen dating violence and youth suicide-required annually</p> <p>Each school has a Safety/Security committee that meets monthly.</p> <p>Each year the District Safety/ Security committee reviews and signs off on our safety/security school and district plans.</p> <p>Each year our plan is submitted to the DEMHS.</p> <p>Each year during the first two days of professional development before the start of school every staff member receives annual safety and security training led by Mr. Pascale.</p>

	and any other person the board of education deems necessary.		
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Universal Citation: [CT Gen Stat § 10-220a \(2012\)](#)

(a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education which 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, as defined in section 19a-581, violence, teen dating violence, domestic violence, child abuse and youth suicide, (3) the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention-deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, including, but not limited to, implementation of student individualized education programs, (4) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, subsection (a) of section 10-220a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160*, shall not be required to provide in-service training on the identification and prevention of and response to bullying, (5) cardiopulmonary resuscitation and other emergency life saving procedures, (6) computer and other information technology as applied to student learning and classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, (8) second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f, (9) the requirements and obligations of a mandated reporter. Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section, and (10) the teacher evaluation and support program developed pursuant to subsection (b) of section 10-151b. The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust and genocide education and awareness; (B) the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; (G) domestic violence and teen dating violence; and (H) topics approved

by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.

Regionalization meeting on 8/15/2016

- **Several possibilities were discussed in terms of Regionalization**
 - **Shared Services**
 - **Cooperative Arrangement**
 - **Regional School District**
- **Currently, it was stated that we already have shared service in place. Our shared service agreement pertains to our Food Services.**
- **The cooperative arrangement is one in which both parties agree to select areas in which to merge. Under this arrangement, there is the ability to apply for federal grants.**
- **Full Regionalization is the “most inclusive” of all of the options, since both districts in essence become one. The issues discussed with this option were the fact that there only becomes 1 Board. All unions (teachers, custodians, Administrators, etc....) must merge into 1. The other factors involved in this, is the long term planning in terms of new facilities and the bonding that goes along with this. Both towns would have to agree to the funding portion on the newly designed Regional Schools.**
- **In conclusion, it was stated that we would continue to look into the shared services between both towns. It was stated that we would look further into the Pre-K program as another possibility where we can indeed share services. Special Education was also mentioned as an avenue to further discuss.**
- **On 8/17/2016, representatives from both Derby and Ansonia came together with their Superintendents to see if some students can benefit from attending classes in both Districts’ buildings in order to maximize the educational opportunities for all students in each town. The discussion also including after school activities and after school SAT prep instruction. Derby was invited to attend our College Fair in October which takes place during the school day.**
- **On September 7, 2016, Derby representatives are invited to join with Ansonia at a scheduling meeting at 10:00am at AHS. The purpose of this meeting is to discuss transforming our current schedule into an 8 drop 2 which is researched based in terms of maximizing classroom instructional time. If Derby chooses to select a schedule that is similar to this, then more students will have an opportunity to benefit from multiple class offerings in each district.**
- **Further discussions will continue between Dr. Conway and Dr. Merlone in terms of merging the Pre-K Readiness Programs.**