

ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT

Time-Place:

Council Chambers
820 Enfield Street
Enfield, CT

Date: 01-09-24

7:00 PM Regular Meeting

<https://youtube.com/live/Tj0c-18etmI>

1. Call to Order – 7:00 PM
2. Moment of Silence – Janet Cushman
3. Pledge of Allegiance – Janet Cushman
4. Fire Evacuation Announcement
5. Roll Call
6. Board Guest(s)
 - a. Accountability Update
7. Superintendent’s Report
 - a. Student Representative Update
 - b. MLK Day – NS
 - c. EPS Update
8. Audiences
9. Board Members’ Comments
10. Unfinished Business
11. New Business
 - a. Policy Revisions & Proposed New Policy – First Readings
12. Board Committee Reports

- Curriculum Committee	- Joint Facilities Committee
- Finance, Budget Committee	- JFK Building Committee
- Policy Committee	- Joint Security Committee
- Leadership Committee	- Enfield Mental Health Committee
- PK-5 School Modernization Committee	- Enfield Cultural Arts
13. Approval of Minutes:
 - Regular BOE Meeting Minutes: December 12, 2023
14. Approval of Accounts and Payroll:
15. Correspondence and Communications
16. Executive Session
17. Adjournment



Date: January 9, 2024
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Board Guest(s)

- a. **Accountability Update:** Tonight welcome our Chief Academic Officer Michelle Middleton, System-Wide Coordinators: Chris Scioscio, Visual Arts and Mark Reppucci, Music. They will share information on the Accountability Index Indicator #12 – Arts Access.



Date: January 9, 2024
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Superintendent's Report

- a. **Student Representative Update:** Each of our Enfield High School Student Representatives may have some information or comments to share with the Board regarding events/happenings at EHS.

- a. **MLK Day - NS:** All EPS school and offices will be closed on Monday, January 15th for Martin Luther King Jr. day. All schools/activities will resume on Tuesday, January 16th.

- b. **EPS Update:** I will update the Board regarding our schools at this time.



Date: January 9, 2024
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Policy Revisions & Proposed New Policy – First Readings

Policy Committee members met on December 19th. They are recommending first readings for several policies. Enclosed in your packets are the three current policies with proposed revisions and one proposed new policy. These policies have been placed on the website for public input.

Policy Revisions:

- Policy #6146 Graduation Requirements
- Policy #6159 Individualized Education Program/Special Education Program (IEP)
- Policy #6162.51 Surveys of Students (Student Privacy)

New Policy:

- Policy #6162.52 Surveys of Students (Physical Examinations)

Policy Committee Chair Phil Kober and/or Policy Committee Liaison Assistant Superintendent Longey can address any Board member questions regarding these recommended policy revisions and proposed new policy.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriate regarding approving the proposed new policy and policy revisions as presented for a First Reading.

ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT

Instruction

6146

Graduation Requirements

Graduation from our public school implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits. Graduation shall not be held until 180 days and 900 hours of actual schoolwork are completed.

The Board of Education, in establishing a graduation date, may establish for any school year a firm graduation date for students in grade twelve which is no earlier than the one-hundred-eighty-fifth day in the Board's adopted school calendar. After April first in any school year the Board may establish a firm graduation date for the school year which, at the time of such establishment provides for at least 180 days of school.

The Principal shall submit to the Board of Education, through the Superintendent, his/her detailed requirements and standards to agree with the goals of our schools as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation according to the terms of paragraph #1 above.

The Board of Education, in recognition of its responsibility for the education of all youths in the school system, including those who do not successfully complete the assessment criteria listed above, and those who drop out of school, shall make available to all the school district's youths a course of study or alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

The Board of Education may grant students high school credit for successful completion of coursework earned from an accredited institution of higher learning taken either during the school year or summer months.

Commencing with the graduating class of 2023 (~~beginning with the incoming class of 2019-2020~~) 2025 and for each graduating class thereafter, in order to graduate and be granted a diploma, students ~~most~~ *must* satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; *and* (5) one credit in world languages. ~~and (6) a one-credit mastery-based diploma assessment.~~ *Beginning with the graduating class of 2027, in addition to the requirements previously listed, students will also be required to complete one-half credit in personal financial management and financial literacy, which may also count toward the 9 credits in humanities or as an elective.*

A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in

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Graduation Requirements

physical education is medically contradicted because of the student's physical condition. The credit for physical education may be fulfilled by an elective.

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2017-2018 school year). Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (3) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line course work or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education, *(4) or credit recovery program.*

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements except that the Board may grant a student credit toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provided flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, course taken in middle school, internships and student designed independent studies, provided such demonstration of mastery is in accordance with such state-wide content standards; toward meeting a specified course requirement upon successful completion in grade seven or eight of a course that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve.

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Graduation Requirements

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination as determined, by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement.

The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

The Board of Education shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

Pipeline for Connecticut’s Future Program

The Board of Education may establish a Pipeline for Connecticut’s Future Program. Under the program, the Board shall partner with one or more local businesses to offer on-site training and course credit to District students.

Credits and Required Courses: 24 Credits Required

<ul style="list-style-type: none"> ● English 	4 Credits
<ul style="list-style-type: none"> ● Mathematics (must include Algebra 1 unless successfully taken in middle-school and Geometry) 	4 Credits
<ul style="list-style-type: none"> ● Science (3 credits must be in one of the NGSS pathways as defined in the program of studies) 	3 Credits
<ul style="list-style-type: none"> ● Social Studies consisting of (1) Credit from one of the following courses: <ul style="list-style-type: none"> World History Modern World History (1) Credit US History (.5) Credit Civics in Action or AP Comparative Government and Politics ● (.5) Credit Foundations of Government or AP US Government and Politics ● (Earning 1 credit in AP US Government and Politics can replace the .5 Civics in Action and .5 Foundations of Government Requirements) 	3 Credits
<ul style="list-style-type: none"> ● Arts or Vocational Education* 	1 Credit

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Graduation Requirements

Credits and Required Courses: 24 Credits Required (continued)

(*this credit may be taken in any one or a combination of the following areas: Business, Art, Music, Technology Education, and Family and Consumer Sciences)	
Physical Education/Health Education	2 Credits
• Electives	7 Credits

Students entering EHS as Freshmen in the 2019-20 School Year (Class of 2023) (Transfer students above Grade 9 and second-year Freshmen, should follow previous graduation requirements.)

Credits and Required Courses: 25 Credits Required

Commencing with the graduating class of 2023 and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than: (a) nine (9) credits in humanities (English, Social Studies and Fine Arts) including Civics and the Arts; (b) nine (9) credits in Science, Technology, Engineering and Mathematics; (c) one (1) credit in Physical Education and Wellness; (d) one (1) credit in Health and Safety Education; (e) one (1) credit in World Languages and (f) one (1) credit mastery-based diploma assessment.

• English	4 Credits
• Mathematics (must include Algebra 1 unless successfully taken in middle school and Geometry)	4 Credits
• Science (3 credits must be in one of the NGSS pathways as defined in the program of studies)	3 Credits
• Social Studies consisting of (1) Modern World History (2) Credit US History or AP US History (.5) Credit – Civics in Action* • (.5) Credit – Foundations of Government* • *Earning 1 credit in AP US Government and Politics can replace these two credit requirements	3 Credits
• Fine Arts (Music and/or Visual Arts)	.5 Credit
• Physical Education/Health Education	2 Credits
• World Language	1 Credit
• Electives Electives should be chosen to ensure that the required 9 credits of humanities and the 9 credits of science, technology, engineering and mathematics are met.	6.5 Credits

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Graduation Requirements

Credits and Required Courses: 25 Credits Required (continued)

<ul style="list-style-type: none"> Mastery-Based Diploma Assessment Earn one credit in the courses outlined in the mastery-based diploma assessment section of the EHS Programs of Studies 	1 Credit
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Commencing with the graduating class of ~~2023~~ **2025** and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than: (a) nine (9) credits in humanities (English, Social Studies and Fine Arts) including Civics and the Arts; (b) nine (9) credits in Science, Technology, Engineering and Mathematics; (c) one (1) credit in Physical Education and Wellness; (d) one (1) credit in Health and Safety Education; *and* (e) one (1) credit in World Languages. ~~and (f) one (1) credit mastery-based diploma assessment.~~

<ul style="list-style-type: none"> English 	4 Credits
<ul style="list-style-type: none"> Mathematics (must include Algebra 1 unless successfully taken in middle school and Geometry) 	4 Credits
<ul style="list-style-type: none"> Science (3 credits must be in one of the NGSS pathways as defined in the program of studies) 	3 Credits
<ul style="list-style-type: none"> Social Studies consisting of (1) Modern World History (2) Credit US History or AP US History (.5) Credit – Civics in Action* (.5) Credit – Foundations of Government* *Earning 1 credit in AP US Government and Politics can replace these two credit requirements 	3 Credits
<ul style="list-style-type: none"> Fine Arts (Music and/or Visual Arts) 	.5 Credit
<ul style="list-style-type: none"> Physical Education/Health Education 	2 Credits
<ul style="list-style-type: none"> World Language 	1 Credit
<ul style="list-style-type: none"> Electives Electives should be chosen to ensure that the required 9 credits of humanities and the 9 credits of science, technology, engineering and mathematics are met. 	6.5 Credits 7.5 Credits
<ul style="list-style-type: none"> Mastery-Based Diploma Assessment Earn one credit in the courses outlined in the mastery-based diploma assessment section of the EHS Programs of Studies 	1 Credit

Credits and Required Courses: 25 Credits Required

Commencing with the graduating class of ~~2023~~ **2027** and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than: (a) nine (9) credits in humanities (English, Social Studies and Fine Arts) including Civics and the Arts; (b) nine (9) credits in Science, Technology, Engineering and Mathematics; (c) one (1) credit in Physical Education and Wellness; (d) one (1)

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Graduation Requirements

Credits and Required Courses: 25 Credits Required (continued)

credit in Health and Safety Education; one (1) credit in World Languages, and ~~(f) one (1) credit mastery-based diploma assessment.~~ *and one-half credit in personal financial management and literacy, which may also count towards the 9 credits in humanities or an elective.*

<ul style="list-style-type: none"> • English 	4 Credits
<ul style="list-style-type: none"> • Mathematics (must include Algebra 1 unless successfully taken in middle school and Geometry) 	4 Credits
<ul style="list-style-type: none"> • Science (3 credits must be in one of the NGSS pathways as defined in the program of studies) 	3 Credits
<ul style="list-style-type: none"> • Social Studies consisting of (1) Modern World History (2) Credit US History or AP US History (.5) Credit – Civics in Action* • (.5) Credit – Foundations of Government* • *Earning 1 credit in AP US Government and Politics can replace these two credit requirements 	3 Credits
<ul style="list-style-type: none"> • Fine Arts (Music and/or Visual Arts) 	.5 Credit
<ul style="list-style-type: none"> • Physical Education/Health Education 	2 Credits
<ul style="list-style-type: none"> • World Language 	1 Credit
<ul style="list-style-type: none"> • Electives Electives should be chosen to ensure that the required 9 credits of humanities and the 9 credits of science, technology, engineering and mathematics are met. 	6.5 Credits <i>7 Credits</i>
<ul style="list-style-type: none"> • Mastery-Based Diploma Assessment Earn one credit in the courses outlined in the mastery-based diploma assessment section of the EHS Programs of Studies • <i>Personal financial management and financial literacy. May also count towards 9 credits in Humanities or as an elective</i> 	1 Credit <i>.5 Credit</i>

Performance Standards

A student will be granted a high school diploma provided that he/she has met a literacy and a numeracy performance standard, as well as the minimum requirement of credits.

A. Literacy Performance Standard – To read and write with understanding as outlined in the Connecticut core Standards.

1. In order to meet the literacy standard, a student must achieve one of the following:
 - a. A Critical Reading SAT score or Writing SAT score of 480 or above; or
 - b. Achieve a 460 or better on the Reading or Writing portion of the PSAT; or

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Graduation Requirements

A. Literacy Performance Standard (continued)

- c. A Reading ACT score of 18 or above; or
- d. Achieve a passing score on an identified skills assessment in English 11 or US History; or
- e. Receive a score that meets or exceeds standards on a District Literacy Performance Task as defined in this policy.

B. Numeracy Performance Standard – To demonstrate mathematical skills as outlined in the Connecticut Core Standards.

- 1. In order to meet the numeracy performance standard, a student must achieve one of the following:
 - a. A Math SAT score of 480 above; or
 - b. Achieve a 460 or better on the Mathematics portion of the PSAT; or
 - c. A Math ACT score of 18 or above; or
 - d. Achieve a passing score on an identified skills assessment in a math course during their Grade 11 school year; or
 - e. Receive a score that meets or exceeds standards on a District Numeracy Performance Task as defined in this policy.

C. Science Performance Standard – Students shall, prior to the completion of their senior year, demonstrate a proficiency in problem solving and scientific inquiry as well as a familiarity with major themes in science.

- 1. In order to meet the District Performance Standards in science, students must succeed in one of the following:
 - a. Meet the proficiency benchmark set by Enfield Public Schools on the new state-mandated Next Generation Science Assessment.
 - b. Score a 430 or higher on a SAT II Science related subject test; or
 - c. Score a 70% or higher on the Honors Physics 5230 or Biology 5212 final exam; or
 - d. Score a 70% or higher on the final Honors Physics 5230 or Biology 5212 Science and Engineering Practices Assessment; or
 - e. Receive a score that meets or exceeds standards on a District Science Performance Task as defined by this policy.

Conditions:

1. Graduating Seniors:

In addition to satisfying the required course credits and meeting the performance standards, graduating seniors must attain a minimum overall average of 1.7 (C-) for all courses required for graduation.

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Graduation Requirements

Graduating Seniors (continued)

The 1.7 (C-) grade average required for graduation shall be computed annually at the end of the fourth marking period and shall include all the courses taken by the student.

Students who have earned more than the required credits for graduation but failed to obtain the required 1.7 (C-) average, may attempt to satisfy the 1.7 (C-) average by calculating the highest GPA using the minimum number of credits. Such calculation must include all the required courses.

Only students who have met all the district's graduation requirements may participate in their school's graduation ceremony.

2. Non-Graduating Seniors:

Seniors who have not satisfied all requirements for graduation will not be allowed to participate in the school's graduation ceremony and will be given the opportunity to attain a high school diploma by:

- a. attending summer school at their own expense in an attempt to meet the graduation requirements.
- b. returning to high school the following year to meet all graduation requirements.

All students must pass a minimum of four (4) full-credit courses in their senior year. This requirement may be waived for students who have been granted approval for senior mid-year graduation or have returned to complete their graduation requirements.

Students who have met all the district's graduation requirements except for the literacy and/or numeracy standard shall receive a certificate of completion in lieu of a high school diploma.

D. Senior Mid-Year Graduation:

Students who complete all graduation requirements by the end of the second marking period of the senior year, may select to leave school at that time provided they have complied with the following procedures:

1. A formal request must be made to the school administration, before the end of the junior year. This request must be made on the official "Early Graduation Request Form" which can be obtained from the Guidance Office.
2. The request for Mid-Year Graduation must have the approval of the parent or guardian. The student's guidance counselor will certify that the student is eligible

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Graduation Requirements

D. Senior Mid-Year Graduation (continued)

for early graduation.

3. A program must be planned accordingly prior to the end of the Junior year.
4. Final and official approval must be obtained from the school administration.

Principals should use discretion in granting permission for early graduation and weigh each request on its own merits. Consideration should be given to requests centered around such things as:

- a. Early acceptance into college or some other acceptable educational or vocational program.
- b. Extreme economic hardship within a family.

Since the Board feels that a student's high school experience is beneficial both academically and socially, it will not be the intent of this policy to encourage students to request early graduation simply for the purpose of seeking an early termination to their formal education process.

Students who have been granted permission for mid-year graduation will receive their diplomas in June and are expected to participate in commencement activities. All graduation expenses and obligations should be met before leaving school.

5. All other requests for early graduation other than those stipulated above will require the approval of the Superintendent of Schools. In no case will students be permitted to "graduate" earlier than the end of the "junior" year.

E. Transfer of Credits:

Students who transfer to the senior high school in their senior year will receive an Enfield diploma provided such transfer is made on or before February 1st. In cases where students transfer after February 1st, the administration shall make an effort to have the student receive a diploma from the school last attended. In any case, students in this category shall participate in Enfield graduation ceremonies.

High school students may take courses and earn credits from any accredited college, vocational institution or accredited/approved Distance Learning Program at their own expense. Such courses may be added to the student's official school transcript and applied toward fulfilling graduation requirements. The number of course credits, which will be accepted toward graduation requirements, is not to exceed two credits.

Students pursuing this option must obtain approval from the guidance office and school principal prior to enrolling in any such course.

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Graduation Requirements

The decision of the principal is final.

F. Special Education Students:

Special Education students will be subject to the general policy regarding graduation unless extenuating circumstances are in evidence, which might exclude such students from satisfactorily completing the district performance standards and/or the grading policy as determined by the Planning and Placement Team (P.P.T.).

It is expected that the P.P.T. will recommend “exemptions” from this Board policy as early in the program planning stage as may be feasible but after the student has participated in the CAPT *SAT and NGSS or CTAA and CTAS* assessments.

G. Modifications and Accommodations:

Students who have been identified as ESL/ELL may be allowed modifications or accommodations by a school review committee in order to meet any of the conditions set forth in the performance standards section. The review committee may exempt such students if, in the opinion of the committee, they deem the language barriers to be a significant impediment to satisfying the conditions set forth in Section C.1.

H. Options for Students Who Fail to Meet Performance Standards:

Individuals who have met all other graduation requirements except the literacy and/or numeracy standards are entitled to retake the DPT during the times scheduled and published by the school district or provide evidence of acceptable SAT/ACT scores to meet graduation requirements until attaining the age of 21, consistent with the age limits for returning to school as stated in CT Statute 10-220. Upon reaching the age of 21, this option no longer will be offered, and individuals must then seek an Adult Education Diploma.

Options for Students Who Fail to Meet Performance Standards (continued)

If an individual elects to enroll in Adult Education, he or she must follow the guidelines established for the Adult Education Diploma.

- (cf. 5121 – Examination/Grading/Rating)
- (cf. 6111 – School Calendar)
- (cf. 6146.2 – Statewide Proficiency/Mastery Examinations)
- (cf. 6172.6 – Virtual/On-line Courses)

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6146

Graduation Requirements

Legal Reference: Connecticut General Statutes
10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)
10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)
10-16(l) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)
10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310.), PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut's Seal of Biliteracy)
10-233(a) Promotion and graduation policies. (as amended by P.A. 01-166)
P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools.
P.A. 13-247 An Act Implementing Provisions of the State Budget.
P.A. 15-237 An Act Concerning High School Graduation.
P.A. 17-42 An Act Concerning Revisions to the High School Graduation Requirements

Policy Approved: June 16, 1986

Policy Adopted: May 11, 2021

Policy Revised:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

CROSS-OVER CREDIT APPROVAL FORM

Students may receive required academic credit for certain elective courses whose content bridges the curriculum of a required course. The number of crossover credits will be limited to one credit per discipline. In addition, a student must successfully complete at least one credit of work in these discipline before a crossover can be requested. **Crossover credit must be approved prior to enrolling in the course and cannot be awarded retroactively.** The following courses can be considered for crossover credit.

Check the course you are requesting for crossover credit

Course	Total Credits	Academic Crossover	Credits Eligible for Crossover
<input type="checkbox"/> Drafting Technology (5711)	1.00	Mathematics	1.00
<input type="checkbox"/> Business Law 1 (5527)	.50	Social Studies	.50
<input type="checkbox"/> Business Law 2 (5528)	.50	Social Studies	.50
<input type="checkbox"/> Economics (5535)	.50	Social Studies	.50
<input type="checkbox"/> Personal Finance (5526)	.50	Mathematics	.50

Credits earned in the academic crossover discipline prior to this application:

Mathematics: _____

Science: _____

Social Studies: _____

Is this crossover credit needed for graduation? Yes No

Have you received crossover credit in any academic area in prior years? Yes No

If so, list the course(s) below:

Student Name: _____

Date Submitted: _____

Counselor/Case Manager: _____

Date Approved: _____

Vice Principal: _____

Date Approved: _____

Approved Not Approved

Date Entered: _____

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

Instruction

6159

Individualized Education Program/Special Education Program (IEP)

~~Any child, whether a student of the school district, of pre-school age, or between the ages of three and 22 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.~~

~~Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22nd birthday or until they graduate from high school with a regular high school diploma, whichever comes first. The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) until they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.~~

In accordance with the regulatrions of the State Board of Education, each local and regional Board of Education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two (22), whichever occurs first.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the students turns age twenty-two (22), or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30.

A parent of a child, the State Department of Education, other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant functional, developmental and academic information, must be completed within 60 calendar days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45 school day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The timeline for implementation of an IEP must occur within 60 school days of the PPT referral in those situations in which a student's IEP requires an out-of-district or private placement (not

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Individualized Education Program/Special Education Program (IEP)

Planning and Placement Team or Individualized Education Program Team (continued)

including the time it takes to obtain written parental consent).

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

The term “individualized education program team” or “IEP Team” means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who –
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member’s participation is not necessary because the member’s area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member’s area of the curriculum or related services, parents and the District can

Instruction

Individualized Education Program/Special Education Program (IEP)

Planning and Placement Team or Individualized Education Program Team (continued)

agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets.

The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Instruction

Individualized Education Program/Special Education Program (IEP)

Planning and Placement Team or Individualized Education Program Team (continued)

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include:

- (1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including:
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to:
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
 - (ii) Meeting each of the child's other educational needs that result from the child's disability; and
 - (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

- (iv) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

Instruction

Individualized Education Program/Special Education Program (IEP)

Planning and Placement Team or Individualized Education Program Team (continued)

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment but may not exempt students with disabilities from the state assessment.

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child:
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.
- (4) A school must offer an IEP that is “reasonable *reasonably* calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The child’s educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child’s:
 - Previous rate or academic growth,
 - Progress towards achieving or exceeding grade-level proficiency,
 - Behaviors, if any, interfering with the child’s progress, and
 - Parent’s input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

Instruction

Individualized Education Program/Special Education Program (IEP)

Planning and Placement Team or Individualized Education Program Team (continued)

- (8) A statement of
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

- (9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

<p>Note: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and make progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")</p>

- (b) *Transition services.*
 - (1) The IEP must include
 - (i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.
 - (ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.

 - (2) If the IEP team determines that services are not needed in one or more of

Instruction

Individualized Education Program/Special Education Program (IEP)

Transfer of rights (continued)

the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) *Transfer of rights.*

Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has

been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

(d) *Students with disabilities convicted as adults and incarcerated in adult prisons.* Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.

(e) *Students with disabilities identified as deaf or hearing impaired.* For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;

- (i) the child's primary language or mode of communication;
- (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
- (iii) educational options available to the child;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
- (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
- (vi) Assistive devices and services for the child;
- (vii) Communication and physical environment accommodations for the child; and
- (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

Instruction

Individualized Education Program/Special Education Program (IEP)

Transfers (continued)

If the transfer involves districts within Connecticut, the District will provide services “comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP,” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to

another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes
10-76a Definitions (as amended by PA 06-18)
10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)
10-76d Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Sec. 277 and PA 19-49 and PA 21-46 and PA 21-144 *and PA 23-137*)
10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)
10-76g State aid for special education.
10-76h Special education hearing and review procedure.
10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)
10-76q Special education at technical education and career schools (as amended by PA 21-144)
SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018
State Board of Education Regulations

Instruction

Individualized Education Program/Special Education Program (IEP)

Legal Reference: Connecticut General Statutes (continued)

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.
300.14 Special education definitions.
300.340-349 Individualized education programs.
300.503 Independent educational assessment.
300.533 Placement procedures.
300.550-556 Least restrictive environment.
P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004
Rowley v. Board of Education, 485 U.S.-176 (1982)
Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)
A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)
Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)
A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)
PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Development Disability.

Policy Adopted: January 27, 2022
Policy Revised:

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

Instruction

6162.51

Surveys of Students (Student Privacy)

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. The Board of Education (Board) recognizes its responsibility to enact policies that protect student privacy in accordance with law. This is particularly relevant in the context of the administration of surveys that collect personal information, the disclosure of personal information *and* for marketing purposes ~~and in conducting physical exams~~. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements of Policy 6141.11. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

<p>Note: The term “survey” includes an evaluation.</p>

Prior to administering a survey, the Board of Education must approve all those that are received by the Superintendent that include reference to any of the factors listed below. In addition, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student’s parent;
2. mental or psychological problems of the student or the student’s family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or

Instruction

Surveys of Students (Student Privacy)

8. religious practices, affiliations, or beliefs of the student or the student's parent/guardian.

In the event the District plans to survey students to gather information included in the above list, the District will obtain written consent from the parent/guardian in advance of administering the survey. The notification/consent form will also apprise the parent/guardian of their right to inspect the survey prior to their child's participation.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such approved surveys must be shared with the Board of Education.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

For surveys not funded in any part by the federal government, parents/guardians need not give written consent, but must instead be given prior notice of the survey with the opportunity to opt their child out of participation if the survey elicits information concerning any of the eight protected areas listed above.

Overall survey results following decisions must be shared with all parties who request such information.

Marketing

It is the Board's policy not to collect, disclose, or use personal information gathered from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, or educational institutions, such as:

- a. College or other postsecondary education recruitment, or military recruitment;
- b. Book clubs, magazines and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used in schools;
- d. Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information about students;
- e. Student recognition programs; and
- f. The sale by students of products or services to raise funds for school-related activities or education-related activities.

<p>Note: <i>"Personal Information" means individually identifiable information including a student's or parent's first and last name, home address, telephone number or social security number. 20 U.S.C. §1232h(c)(6)(E).</i></p>

Instruction
Surveys of Students (Student Privacy)

Invasive Physical Examinations

Note: *The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.*

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law, a student’s parent/guardian will be notified and given an opportunity to opt their child out of the exam. Hearing, vision and scoliosis screenings are not subject to prior notification.

Inspection of Instructional Material

Parents/guardians of a student shall also have the right to inspect and review, upon written request to the Building Principal, any instructional material used as part of the educational curriculum. The District shall grant access to instructional material within a reasonable period of time, identified as within 30 calendar days, after a parental request is received.

Note: *The term “instructional material” means instructional material that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include academic tests or academic assessments.*

The law does not identify a “reasonable period of time.” Therefore the district is free to identify any period of time it deems reasonable.

Notification

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in District schools. The District shall also notify parents/guardians within a reasonable period of time after any substantive change to this policy.

- (cf. 6141.11 - Curriculum Research/Experimental Projects)
- (cf. 6161 – Equipment, Books and Materials: Provision/Selection)
- (cf. 6161.1 – Evaluation/Selection of Instructional Materials)
- (cf. 6161.12 – Reconsideration of Materials)

Legal Reference: Elementary and Secondary Education Act of 1965, 20 U.S.C. §1232h
Protection of Pupil Rights Amendment, as amended by the Every Student Succeeds Act, Pub. L. 114-95
Regulation 34 CFR Part 98 (PPRA Regulations)

Policy Adopted: May 11, 2021
Policy Revised:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

WRITTEN CONSENT OF STUDENT SUBMISSION TO
SURVEYS, PERSONAL ANALYSIS, OR EVALUATIONS

(This form is to be used to provide as required by federal law written consent of a student's parent or guardian to the student's participation in a survey, a personal analysis, or an evaluation.)

Name of Student: _____

Address: _____

Grade/School Year: _____ Birthdate of Student: _____

Name of Student's Parent or Guardian: _____

Address of Parent or Guardian: _____

The survey, personal analysis, or evaluation reveals the following information: (check all those applicable)

- Political affiliations or beliefs of the student or the student's parent.
- Religious beliefs, practices, or affiliations of the student or the student's parent.
- Mental or psychological conditions that may embarrass the student or his/her family.
- Sexual behavior and attitudes.
- Illegal, anti-social, self-incriminating or demeaning behavior.
- Critical appraisals of other individuals with whom the student has a close family relationship.
- Legally recognized privileged or confidential relationships, including a relationship with a lawyer, physician, or minister.
- Income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program.)

A copy of the personal analysis, survey, or evaluation is attached for your review.

I, (name of parent/guardian of student), consent to the participation of (name of student) in the attached survey, personal analysis, or evaluation.

(Signature of Parent/Guardian)

(Date)

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

RIGHT TO INSPECT CERTAIN INSTRUCTIONAL MATERIAL

In addition to any other rights with respect to the inspection of instructional materials, the parent or guardian of a child enrolled in a school within the Enfield School District which receives funds from the United States Department of Education either directly or indirectly, shall be entitled to inspect those instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any school program or curriculum.

Any complaints arising under this policy may be submitted in accordance with the policy for parental (public) complaints.

Legal Reference: 20 U.S.C. 1232h(a)

**STUDENT SUBMISSION TO REQUIRED SURVEYS,
ANALYSIS, OR EVALUATIONS OF SCHOOL PROGRAMS**

No student shall be required without prior written consent of the student's parent or guardian, as part of any school program or curriculum which receives funds from the United States Department of Education, to submit to a survey, analysis, or evaluation which reveals information concerning:

- (1) political affiliations or beliefs of the student or the student's parent;
- (2) mental or psychological problems of the student or the student's family;
- (3) sex behavior or attitudes;
- (4) illegal, anti-social, self-incriminating or demeaning behavior;
- (5) critical appraisals of other individuals with whom respondents have close family relationships;
- (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- (7) religious practices, affiliations or beliefs of the student or the student's parent; or
- (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Legal Reference: 20 U.S.C. 1232h(b)

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

Instruction

6162.52

Surveys of Students (Physical Examinations)

The Board of Education (Board) recognizes its responsibility to enact policies that protect student privacy in accordance with law. This is particularly relevant in the context of conducting physical exams.

Invasive Physical Examinations

Note: *The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.*

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law, a student’s parent/guardian will be notified and given an opportunity to opt their child out of the exam. Hearing, vision and scoliosis screenings are not subject to prior notification.

- (cf. 6141.11 - Curriculum Research/Experimental Projects)
- (cf. 6161 – Equipment, Books and Materials: Provision/Selection)
- (cf. 6161.1 – Evaluation/Selection of Instructional Materials)
- (cf. 6161.12 – Reconsideration of Materials)

Legal Reference: Elementary and Secondary Education Act of 1965, 20 U.S.C. §1232h
Protection of Pupil Rights Amendment, as amended by the Every Student Succeeds Act, Pub. L. 114-95
Regulation 34 CFR Part 98 (PPRA Regulations)

Policy Adopted:

**ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut**

**WRITTEN CONSENT OF STUDENT SUBMISSION TO
SURVEYS, PERSONAL ANALYSIS, OR EVALUATIONS**

(This form is to be used to provide as required by federal law written consent of a student's parent or guardian to the student's participation in a survey, a personal analysis, or an evaluation.)

Name of Student: _____

Address: _____

Grade/School Year: _____ Birthdate of Student: _____

Name of Student's Parent or Guardian: _____

Address of Parent or Guardian: _____

The survey, personal analysis, or evaluation reveals the following information: (check all those applicable)

- Political affiliations or beliefs of the student or the student's parent.
- Religious beliefs, practices, or affiliations of the student or the student's parent.
- Mental or psychological conditions that may embarrass the student or his/her family.
- Sexual behavior and attitudes.
- Illegal, anti-social, self-incriminating or demeaning behavior.
- Critical appraisals of other individuals with whom the student has a close family relationship.
- Legally recognized privileged or confidential relationships, including a relationship with a lawyer, physician, or minister.
- Income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program.)

A copy of the personal analysis, survey, or evaluation is attached for your review.

I, (name of parent/guardian of student), consent to the participation of (name of student) in the attached survey, personal analysis, or evaluation.

(Signature of Parent/Guardian)

(Date)

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

RIGHT TO INSPECT CERTAIN INSTRUCTIONAL MATERIAL

In addition to any other rights with respect to the inspection of instructional materials, the parent or guardian of a child enrolled in a school within the Enfield School District which receives funds from the United States Department of Education either directly or indirectly, shall be entitled to inspect those instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any school program or curriculum.

Any complaints arising under this policy may be submitted in accordance with the policy for parental (public) complaints.

Legal Reference: 20 U.S.C. 1232h(a)

STUDENT SUBMISSION TO REQUIRED SURVEYS,
ANALYSIS, OR EVALUATIONS OF SCHOOL PROGRAMS

No student shall be required without prior written consent of the student's parent or guardian, as part of any school program or curriculum which receives funds from the United States Department of Education, to submit to a survey, analysis, or evaluation which reveals information concerning:

- (1) political affiliations or beliefs of the student or the student's parent;
- (2) mental or psychological problems of the student or the student's family;
- (3) sex behavior or attitudes;
- (4) illegal, anti-social, self-incriminating or demeaning behavior;
- (5) critical appraisals of other individuals with whom respondents have close family relationships;
- (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- (7) religious practices, affiliations or beliefs of the student or the student's parent; or
- (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Legal Reference: 20 U.S.C. 1232h(b)

**BOARD OF EDUCATION
REGULAR MEETING MINUTES
DECEMBER 12, 2023**

DRAFT

A regular meeting of the Enfield Board of Education was held in Council Chambers on December 12, 2023.

1. **CALL TO ORDER:** The meeting was called to order at 7:00 PM by Chairwoman Riley.
2. **INVOCATION OR MOMENT OF SILENCE:** Dr. Gerald Calnen
3. **PLEDGE OF ALLEGIANCE:** Dr. Gerald Calnen
4. **FIRE EVACUATION ANNOUNCEMENT:**
5. **ROLL CALL:**

MEMBERS PRESENT: Jean Acree, Dr. Gerald Calnen, Janet Cushman, Peter Jonaitis, Philip Kober, Tina LeBlanc, Amanda Pickett, and Scott Ryder

MEMBERS ABSENT: None

ALSO PRESENT: Mr. Christopher J. Drezek, Superintendent; Mr. Andrew B. Longey, Assistant Superintendent; Student Representatives Kayla Surprenant and Alicia Lizzotte

6. **BOARD GUEST(S)**

a. **First Lego League Students**

Mr. Drezek welcomed our STEAM Coordinator Elana Beebe and students to the meeting.

Mrs. Beebe thanked Mr. Drezek and Chairwoman Riley for the invitation. Advisors Mr. Barrett, Ms. Ziba and Ms. Muggleton are here as well as students Kayvon, Sophia and June. We held our first LEGO League showcase at JFK on December 2nd. She showed a video of what they did. There are 36 students who are part of the club. She provided the Board an overview of the program. FIRST will give them a theme and this year it was the "Arts." There are 15 missions their robots must complete. The students demonstrated how the robots work to complete their missions.

Mr. Ryder asked about the mapping program they are using on their iPads? Mr. Barrett stated the coding they use is all block coding. Mrs. Beebe added students start with block coding in Kindergarten with our STEAM education.

Mrs. Pickett thanked them for coming. This club starts and grade 5 and goes up to the high school. The thanked the students for their hard work.

Mrs. LeBlanc asked the students if they played with Legos before becoming a part of this club. Some of the students indicated that they did play with Lego's.

Mrs. Beebe added when the students first start coming to Lego League they think they will play with Lego's, but they don't.

Mrs. LeBlanc added when you moved your robot's around to complete their missions you were all very confident and poised. She appreciates them coming here tonight and showing us your demonstration. She does not understand coding. You are above where she was in grade 5.

Thank you for coming.

Chairwoman Riley asked how long does it take to program the robot? The students responded that it only takes a couple of minutes.

Mrs. Beebe added they started this in September until now and met two times a week. At the showcase they were given 4 minutes, and they were all making changes to the program.

Mrs. Acree asked how the students are chosen for this? Is it an open club for anyone that might be interested? Mrs. Beebe stated the advisor will put out a flyer with permission slips about the club to the grade 5 students. Last year we included grade 4 students.

Mrs. Cushman asked if any of the students have attended any Buzz Robotics competitions? They are very exciting to see. The students said they haven't. Mrs. Cushman asked if they will continue with this club when they go to JFK next year and at the high school? The students said they would. Mrs. Cushman added this is a great foundation and appreciate you being here tonight.

Mrs. Pickett supports this program completely.

Chairwoman Riley thanked them for being here tonight with you awesome Lego's and showing us how the robots work. You did an excellent job, and she cannot wait to see what you do with Buzz Robotics.

b. Accountability Update

Mr. Drezek stated we briefly started to review this item at our last meeting. He welcomed our Chief Academic Officer Ms. Middleton, EHS Principal Ms. Clark and our Counseling Coordinators Mr. White.

Ms. Middleton stated we will discuss the accountability index indicator #4 and information on the vision of a graduate. She reviewed the definition of the indicator, absences and chronic absenteeism. Excused and unexcused absences count towards the total absences. Attendance letters will be sent out based on the number of absences to make parents aware of lost instruction time.

Mr. Drezek added letters will start to be sent out to parents because students are not in school. He has received these letters for his own children. The law requires us to send these letters out. We need to remember what occurred in the past along with the requirements for quarantining. The state determined what the rules would be along with the department of public health for this. Students would be sent home for a minimum of 5 days. Those 5 days were included in the letter that was sent home to parents. The state only cares if you are in school or out of school. Those letters will be going out. This does not mean you are a bad parent. The law requires us to do this.

Ms. Middleton added at the end of last year we rewrote the parent letters. The language in the letters are different at each level. There is a difference with 5 absences in November and 5 absences in May. Our schools will work with families. The letters will start the communication process with parents about the instruction children are missing and to put supports and interventions in place.

Ms. Middleton reviewed the indicator score for each indicator for the percentage of students that are chronically absent for all students, and for students with high needs.

Mr. White reviewed the different interventions that are in place for students in grades K-12 (attendance team meetings; contact/outreach; agency referrals; attendance letters; team meetings; attendance letters; SAT's, 504's PPT family meetings; and home visits.).

Ms. Clark reviewed the impact of the weight of credit and graduation requirements. She also communication letters and warning loss of credit letters.

Ms. Middleton stated our Alliance Plan included using our SRO's to conduct regular home visits, make family connections and connect families with resources. This is something we hope to put into place.

Mr. Drezek stated the plan that were are required to have in place as an Alliance District is based upon the grant. The state wants to know how you will spend the money. The plan needs to align with the accountability index. We have had 2 versions of the plan ready if we were to have received funding, but that did not happen. Addressing this indicator is important if our kids cannot perform because they are not in school.

Mr. Drezek added many of the newer Board members have indicated that they are eager to get started. We have outlined the districts responsibility, and the administrations responsibility is. Board members have a platform when it comes to reassuring families to get their kids to school. This would be extremely helpful. We need them to come to school. Clarifying for the public that every absence counts, loss of instruction counts, and this will count against us when we are getting scored on things. This is something we are all in together. This is an area that needs to be improved on. They have discussed some of the interventions that we have in place. He would like more but we didn't receive any funding. We will still use our staff to help get our kids into school every day.

Ms. Clark reviewed the vision of the graduate and made sure our programming meets the needs of our students. The vision of a graduate is a shared understanding of our community and what we believe our students should improve, develop and which skills they should improve and develop as a result of their time in Enfield public schools. This is also required by the NEAS&C accreditation process.

Ms. Middleton stated our work is to align our students from PK-12. We need to expose them to these skills from early on so they can grow and develop their skills. It is our intent that our students will graduate with the required skills. This will affect our PK-12 instruction.

Mr. White stated our belief for the vision of a graduate process it is important to keep this in mind with each step. Our students need to feel welcomed and valued every day.

Ms. Clark reviewed the product and how communicating matters. This should serve as a guiding light of the work we are doing. We have learning expectations and were able to design assessment tools, rubrics and learning tasks that will assess students learning.

Ms. Middleton reviewed the process of identifying the skills the graduates will know and can do that will help them to thrive in their lives. We started this process with our teachers at professional learning instructions during August. Identifying the skills is the first step and then defining them. This is the first stage of the process. The second stage of the process is implementation where we will look at our curriculum and instruction. We need to make sure there are places where these skills can be taught and assessed, practiced by the students. This will lead us to when they graduate and leave high school.

Mr. White reviewed the steps of the graduate work. We have started the work. Our next steps with stakeholders is to identify our primary skills. This is a multi-year endeavor. Once we have identified the integral skills our next steps will be to work on incorporating and aligning our curriculum and assessments. This way the work that is done at each level of overreaching goals will be improved upon each year.

Chairwoman Riley stated that was really exciting. Thank you for your presentation.

Mrs. LeBlanc thanked them for the presentation. This makes her think of the PK-5 modernization plan and how this would come into play. Curriculum is important conversation to have with staff and parents. Our Alliance Plan was very frustrating. State laws do not always mold to a specific district and what students need. At the high school level, two tardies equal one absence.

Ms. Middleton added there is a misconception with excused absences not counting. That is not true.

Mrs. LeBlanc stated you need to look at the number of absences a student has for a full-year or half-year class. The vision of what a graduate is and having less transitions will be helpful. She appreciates the in-depth presentation. We want to see this succeed also.

Mr. Jonaitis asked about absences and if injuries and illnesses count the same. Ms. Middleton stated that any reason for an absence counts. You need to be there in school. You need to be in school participating for at least half of the day. The 2 tardies equals 1 absence is at the high school level only.

Mr. Jonaitis asked about the tardies equally an absence and if this is a state mandate or a town policy. Ms. Clark stated that is a town rule. If they are meeting with a teacher it won't count.

Mr. Jonaitis asked how many students are at the high school and how many students participate in vocational ed classes. Ms. Clark stated 1,500 students are at EHS. Mr. Dague stated approximately 900 kids participate in career and technical education classes throughout the year. Some of our students are graduating with 2 or more CTU credits.

Mrs. LeBlanc added our block scheduling allowed for this. We have numerous course offerings for this now.

Mr. Jonaitis asked how long are the blocks. Ms. Clark stated it varies on the day, but they can run from 78-85 minutes. Eagle Block days are shorter and are around 65-72 minutes. We have an A and B day schedule for the students with 4 periods per day.

Mr. Jonaitis asked about History, Science, English and Math, do they get the same amount of time. Ms. Middleton said yes, and it depends on the day. There are no study halls at the high school anymore.

Mr. Jonaitis stated the high school is nothing like the middle school where they get 42 minutes of instruction per class. Both Ms. Middleton and Ms. Clark stated it is very different.

Mrs. Pickett is very excited about this. She will follow up with an email. Almost a quarter of our most vulnerable students are missing valuable instruction. Do we know what the root causes are? Are there certain grade bans that show trends? I know from our Curriculum meetings, we are trying to keep the students engaged so they won't miss classes. How will our interventions help? Discipline also impacts attendance. Hearing that 2 tardies equals an absence worries her. Who determines what is an excused absence? All of this affects students credits and the required credits to graduate. We all want to see our students graduate and move on with their lives.

Mrs. Pickett would like to see us continue advocating with the State for our grants and funding for our schools.

Mrs. Pickett also likes the vision for a graduate, and this is very exciting. KITE has some reports that might be helpful with this. Core values are posted at the school in the café. In the

SEL presentation last year and all of the good work we are doing teaching our students skills. Can we use some of the things that are working and use that feedback to help?

Ms. Clark does not think we need to reassess our community values and needs means we need to scrap everything we are doing. We are doing some really great work. We need to revisit what is important in our community. This might shape and create some new experiences for our kids.

Mrs. Pickett is excited to hear more about this work. Thank you for this important work that is being done. Hopefully, we can work through policies and curriculum to support the needs.

Mr. Kober thanked them for being here. Mrs. Pickett had some great points she discussed regarding the data and trends. When you are discussing excused and unexcused absences, what number are you looking at for these chronic absenteeism?

Ms. Clark stated the majority are excused at the high school level. Mr. White agrees the majority are excused absences because of communication with the parents.

Mr. Kober added this is important to know. You spoke about absenteeism teams and focus groups, are there any trends with the same students that are chronically absent year by year. Have you seen any changes?

Ms. Middleton stated she does not have that information but will look into it. There are some trends with some of the same students. Mr. Kober added this would be important information to know. Ms. Middleton stated she is sure there are some trends as you mentioned. She will follow up on this.

Mrs. LeBlanc stated the 2 tardies that equal an absence in April and May with seniors and they are late, the schools will call you and you will receive a letter about absences. You can see this on PowerSchool also. Accountability is important.

Ms. Clark added instruction time is extremely important and during the first few minutes, the teacher is really engaging the students to get their brains activated. This helps them to learn better.

Mr. Jonaitis stated you are trying to get our students ready to leave school, what are we doing with the students that are struggling with reading and writing and are below grade level?

Ms. Middleton stated there is a difference with content and the vision of a graduate. The vision of a graduate is overarching skills. We have academic interventions in place for students that are struggling at every level. This will be discussed further when she comes back to discuss the academic piece of the accountability index. The skills we are talking about are problem solving, digital citizenship, creativity, and collaborating. Something where they can use that skill in all content areas. These are some of the things businesses want students to graduate knowing. Interventions are in place for students struggling with math and reading at all grade levels.

Mr. Drezek added we plan to continue with these indicators at each Board meeting. We will bring staff members to address this. We will review all 12 indicators. This is a good starting point.

Chairwoman Riley asked where are we compared to the state average and other Alliance districts with this indicator? Ms. Middleton can get this information.

Mrs. Pickett stated that information can be found on the Stated Edsight website.

Ms. Middleton added when Mr. Drezek showed graphs at the last meeting he had the State numbers up. We are not that much different from the State numbers. Mr. Drezek stated we outpaced the State with this particular indicator.

Chairwoman Riley remembers when she was previously on the Board we marketed for Day 1 – be there. She believes that might have been successful and maybe we should do that again. Regarding agency referrals and home visits, she assumes it is based on what the teacher notices and absenteeism. Who makes that decision? Mr. White stated that comes from the many conversations we are having with the parents. The parents might express some of their needs and we will match them with the appropriate agency.

Chairwoman Riley asked if the high school students get the opportunity to makeup credits they may have lost? Ms. Clark stated we offer credit recovery for students that qualify. We will prioritize seniors that are in danger of not graduating. This has been very successful and gives students hope.

Chairwoman Riley asked when this is done? Ms. Clark stated it is currently happening during the school day in our credit recovery center for half year and full year courses to catch students up to their class level.

Chairwoman Riley likes that you have included all stakeholders in this. This was something we heard when we were knocking on doors, that our residents want our students to be prepared for what awaits them when they graduate. Business owners mentioned the things they would like graduates to be able to do. She thanked them for this outstanding presentation. It is very educational and important to get out to the community.

Ms. Middleton addressed the kindergarten entrance issue and the waiver. We are aware of this and are looking at an assessment to prove the students are ready to start kindergarten. This plan will be in place for May 1st. Students will be assessed after school ends. We are working on this and are aware. She will also look at what other districts will be doing. We are looking at different options.

Mr. Jonaitis asked what is the age cut off? Ms. Middleton stated it used to be January 1st and the State just changed it to September 1st. If you have a child whose birthday falls from September 2nd to December 31st you can apply for a waiver for them to attend Kindergarten. We need to have an assessment that we will give to all students with equal measures and equal benchmarks they will need to obtain to be accepted into Kindergarten. This is coming from the State. This goes into effect for the 2024-25 school year.

Mr. Drezek added there is no state-wide assessment to be given.

Chairwoman Riley added the state did not give us something to use. We will need to make the assessment up. Ms. Middleton added neither the State nor the Legislators gave us the assessment to use. Mr. Drezek added none will be coming.

Ms. Middleton added if any parents ask you about this, we are working on the assessments.

Mr. Kober asked if this is something that should be placed on the policy committee agenda. Our policy still lists January 1st.

Mr. Drezek added that will need to go before the Policy Committee. This is a State change that will affect our policies that we will need to change.

Ms. Middleton added when we decide on the assessment, we will bring this up at a Curriculum meeting as well.

Mr. Drezek stated the determination on the assessment is local but ultimately the assessment will be ruled by the Building Principal not the superintendent. We will have a universal assessment that will be used at each building.

Mrs. Pickett added that might be helpful not having a prescribed universal tool. We are currently using assessment tools at Stowe. Ms. Middleton added we have a plan and process for the assessment.

Chairwoman Riley thanked them for their presentation

c. Indoor Air Quality & HVAC Evaluation Update

Mr. Drezek welcomed John Dague our Director of Strategic Development & Partnerships along with Fred Gerber the Town of Enfield Deput Director for the Department of Public Works.

Mr. Dague stated there is a Board policy and State law about indoor air quality and HVAC standards for schools. Since January 1, 2003, and every three years and every five years we need to conduct uniform inspections. This information will also be available for the public and will be posted on our district website and each school website. We will share preliminary findings tonight. Some of the reports did not contain the necessary required information based on new laws. Once we receive those reports we will post them on our websites for the public to access.

Mr. Dague reviewed how to understand the IAQ Reports (Parameters, Standard & Acceptable Range).

Recess:

Mrs. LeBlanc moved, seconded by Mrs. Picket that the Board take a brief recess at 8:14 PM. A vote by show of hands 9-0-0 passed unanimously.

The Board returned at 8:17 PM.

Chairwoman Riley informed the public that maintenance needed to quickly repair a hanging light fixture.

Mr. Dague and Mr. Gerber also reviewed how to understand the IAQ Lab Reports, IAQ findings at Enfield High School; IAQ Lab Reports at John F. Kennedy Middle School; HVAC Assessment – Pending Test Data at EHS, JFK, Eagle, PK-5 Schools, Alcorn and the Annex. He reviewed some of the limitations and noted that all of our buildings are fit for occupancy for Indoor Air Quality including microbial and HVAC function.

Mr. Jonaitis asked who is responsible for making repairs? Mr. Dague stated the town owns the buildings and has budgeted for repairs. They have a 10 year maintenance plan in place for equipment. Buildings and Grounds would contract out for any immediately needed repairs.

Chairwoman Riley thanked them for their presentation.

7. SUPERINTENDENT'S REPORT

a. Student Representative Update

Student Representative Kayla Surprenant reported the Rachel's Challenge Pancake Breakfast will be held on Saturday. The EHS Track & Field Team broke 4x200 relay school record. Congratulations to Ryan, Zach, Evan & Jayden. We will also compete on Friday & Saturday at Hill House for the Hill House Invitational. She gave an update about upcoming games for Girls Basketball, Wrestling, Hockey, and about Buzz Robotics upcoming events,

Student Representative Alicia Lizzotte reported that on December 13th EHS students will go outside for the Wreaths Across America Convoy. Marking Period 2 progress reports can be accessed on power school. The EHS Jazz and Marching Band will hold a concert on December 13th, The Class of 2024 will host Holiday Spirit wear. The class of 2026 will sell holiday candygrams.

- b. **Wreaths Across America** – as presented
- c. **Rachel's Challenge Pancake Breakfast** – as presented
- d. **Special BOE Training Workshop** - as presented
- e. **Early Release & Winter Vacation** - as presented
- f. **Enfield Loaves & Fishes Winter Break Lunch Program** – as presented
- g. **EPS Update** – as presented

8. AUDIENCES

Chairwoman Riley read a prepared statement regarding audience participation. We will allow 4 minutes for each audience member to speak.

Maureen Griffin, Abbe Road – Mrs. Griffin spoke about changing demographics in Enfield and making our town schools more attractive. She also discussed income levels. She spot about a book that addresses bias – Blind Spot. We need Enfield Public Schools to be known as being diverse. We need to do the work. We need to bring more diverse population to Enfield. We all need to broaden our perspectives.

9. BOARD MEMBER COMMENTS

Mr. Ryder wished Happy Chanukah to those celebrating. He provided an update about Eli Whitney school events, Special Persons Day Dance for Whitney/Memorial, he thanked the PTO's, Whitney Winterfest, and the lighting of our Town Tree with Gabby. Students will participate in the Wreaths Across America Convoy tomorrow.

Mr. Ryder provided an update on PJ Day. We had a goal at \$8,117 and we have surpassed this goal. As a district we have raised over \$45K for the past 6 years. Thank you to everyone that participated. Next year it will be held on December 13, 2024.

Mr. Ryder wished everyone a happy holiday.

Mrs. LeBlanc thanked everyone involved with Career Day at EHS. She thanked Mrs. Ceniglio for promoting this event. She also thanked Mrs. Mazzone.

Mrs. LeBlanc provided the Board and audience with the Wreaths Across America schedule for tomorrow. There will also be a wreath laying ceremony that will be held at St. Patrick's Cemetery on Saturday. The trucks are coming from Lewiston Maine.

Mrs. LeBlanc spoke about an accident that occurred at the top of the EHS hill to Enfield Street. This was something that Mr. Kruzel was adamant about. Through the Chair to the Superintendent she would like us to pursue this fight with the State. Can we have our SRO's help with traffic flow? This is a safety issue. She feels bad for what happened to the bus driver. We need to do better regarding traffic concerns.

Mr. Jonaitis asked if we have ever considered using the side street that connects to EHS. Mrs. LeBlanc stated we did use it but the residents on this street do not want the gate opened. There is a reason for this.

Mr. Drezek added there was an issue with the traffic flow using that street and the gate is to remain closed. He can discuss this with the Town Manager.

Mrs. LeBlanc added there is a lot of traffic. We also have Eagle Academy traffic. Mrs. LeBlanc added Are we waiting for someone to get seriously hurt? We need to do better. She wished everyone a happy holiday and spend time with your family and recharge.

Mrs. Cushman provided an update about Edgar H. Parkman's Roar assembly. She thanked Principal Roman and Assistant Principal Barnett for the wonderful job they are doing at Parkman. She also wished everyone a wonderful holiday season.

Mrs. Pickett asked about the QR Code for the lunch link program is it for all students or just students that qualify for free/reduced lunches? Mr. Drezek stated it is for any student that wishes to participate can.

Mrs. Pickett wished everyone a happy holiday. There are many different religions and cultures that are celebrating holidays – happy holidays.

Mrs. Pickett provided an update about Enfield Street and Parkman events. She thanked the PTO's for everything they do. She also thanked Riley's for their donation for the One Book, Three Schools event.

Mrs. Pickett is extremely proud of the success of our PJ Day. She would like to see us support some of the many other clubs and programs that are fundraising. Maybe we could have some more scheduled PJ Days.

Mrs. Pickett believes there is plenty of room for collaborative work to be done. We all want to improve the academic achievements of our students. She is also interested about attendance data. This is something our Policy and Curriculum committees should be focusing on.

Mrs. Pickett spoke about our calendar for the 2024-25 school year being more inclusive. Last year a survey was done around conferences and breaks. Is there a pattern with absences before holidays or breaks and should those be our PD days? We also need to look at mandates for PD days and when we start school.

Mrs. Pickett feels we must look at the consequences for our lack of action when we know about a safety issue. Mr. Kruzel has advocated for this for years. A bus driver no longer has a job because of this. She asked for Chairwoman Riley to have the joint security committee to look into this. She would also like us to review our MOU for our SRO's to address safety concerns on Enfield Street. We can't wait until something tragic happens. She would like the joint security committee to look at the 3 schools that are on Enfield Street and reevaluate the safety around for our schools.

Mrs. Acree provided an update about Prudence Crandall and their giving tree and upcoming student events, learning about the many holiday celebrations, math/reading book swap. She wished everyone a Merry Christmas and a prosperous new year.

Dr. Calnen provided an update about KITE, Enfield Produce Mural Project, PLA and the next KITE meeting, Rosie Ready, SPED update. He congratulated Daniella Girard who has won an award from the State. He also reviewed the number of Head Start students that will be soon to be kindergartners. There are 35 that are eligible, and 67 students will remain at Head Start until the referral entrance process is complete for September 1st.

Mr. Kober as he previously mentioned, our goals of moving forward with planning and policies. He showed the audience the binder with our BOE policies. It will take some time to review these and streamline the process. He does not feel we should have this many detailed policies for a district this size.

Mr. Kober attended the CAFE orientation last week. They give Boards of Education a good foundational introduction about our roles as Board members.

Mr. Kober will meet with Principal Graham as their BOE liaison. He also wished everyone a merry Christmas and Happy New Year.

Mrs. Pickett agrees about our large policy binder. CAFE used to provide policy audits and give recommendations. That might be something to consider.

Chairwoman Riley provided an update about the goal of accountability. There are a lot of good things that are happening in our district. This is simply to get information out and educate us and the community and look at how we all can have a hand in our students success. We will look at where we fell short at target areas and where we are at now and look at our target goals. By doing this, we will all understand the 12 indicators and show us what the plan is for each indicator in order for us to move forward. We do not need to give the State a plan since we have not received any Alliance grant funding. We have a proactive plan in place. If we end up receiving funding, we will be ready to address their requirements.

Chairwoman Riley added we need to discuss our problem areas so we can propose effective solutions and have awesome conversations and presentations like we did tonight. This will not happen overnight. We understand the direction we need to go in. Bit by bit, we can make measurable progress and improvements for our kids.

Chairwoman Riley recognized one of our students who is an Eagle Scout. He built his project that is at the Enfield Food Shelf for after hours where people can drop off items and pick up items they might need. Congratulations Eric Quinn for a job well done!

Chairwoman Riley is excited to participate at Hazardville Memorial's celebration next week. She also wished everyone a happy holiday season.

10. UNFINISHED BUSINESS:

a. Discussion & Action if any regarding Enfield Mental Health & Wellness Committee
(Tabled on 09-12-23)

Mr. Kober moved, seconded by Mrs. LeBlanc, that the Enfield Board of Education places the Enfield Mental Health & Wellness Committee item back on the table to discuss.

A vote by **Show-of-Hands – 9-0-0** passed unanimously.

Chairwoman Riley read what Dr. Calnen and Mrs. Acree provided regarding the Mental Health Committee.

Mrs. LeBlanc moved, seconded by Mrs. Cushman that the Enfield Board of Education approves the Enfield Mental Health Committee as presented in the packet.

Discussion:

Mrs. LeBlanc feels this ties into what was presented to us nicely with chronic absenteeism. She is glad to see where this has evolved to. You have been working on this for some time. This is important to our town. She thanked them for their persistence.

Mr. Kober is in favor of streamlining our process and is against this. We already have 10 committees. Mental Health and Wellness is very important. He would like to see them be part of the Policy or Curriculum Committee and would be in favor of combining this with another committee. He proposed an amendment if this would be a standing committee, special

committee, temporary committee or Ad Hoc committee in the original motion.

Mrs. Acree stated this is going to be special advisory committee. Mr. Kober added that makes sense. We just need to include that in the motion including the membership.

Mrs. Acree stated originally it was just going to be Dr. Calnen and myself, but we are open to any additional members. Dr. Calnen added we did not add membership to this committee. We were assuming this would be a special committee and membership cannot exceed 3 members.

Mr. Longey stated the policy does not indicate a specific number for membership. Dr. Calnen would like to keep this committee membership small and will make this easier to accomplish our goals. Having members from both caucuses is important because we can update our sides as we go along. We do need a committee that relates to Mental Health because we are currently in a mental health crises. This is overwhelming our school system and medical practitioners, emergency rooms and children's hospitals. We need a committee dedicated to looking at the mental needs of our students.

Mr. Jonaitis asked if this would be a standing committee or a special committee. Will you be working with guidance counselors and teachers? What will future Boards do if we do not have a doctor on the Board?

Mrs. Acree stated this will be a special committee. We will invite special guests to meet with us like the Enfield Police Department, talk with counselors and the next step would be to talk with key people about what is going on with the mental health of our students. We would start with principals and guidance counselors about the needs. They can give us ideas of where to focus on and then invite people to meet with us that will guide us.

Mrs. LeBlanc added we had a Suicide Prevention Committee previously and we had regular meetings. Many departments were on this committee, and we were able to accomplish a lot. When Mrs. Haughey retired, this committee fell on the wayside. Rachel's Challenge came out of that committee. A lot of good came from this committee. We currently do not have a strong partnership with the Town anymore. We are branching out and trying to form our own committee now.

Mr. Jonaitis added that bothers him. As a former teacher, we would talk to the guidance counselors or the assistant principals about student concerns. He wonders if we should communicate with the guidance counselors about what we could do without infringing upon what they are already doing.

Mrs. Acree stated we will talk to key people first about what is needed without reinventing the wheel. There are financial resources available for this work through legislation. She contacted Senator Kissel's office about this.

Mrs. Pickett stated the special committee will not be long term. Our hope is to look at a better partnership with collaboration and get to a point where this piece will continue. She is excited about this committee and your charge. She had provided some feedback to both Dr. Calnen and Mrs. Acree and it has been included in your document. The first item is to review data being used to identify students mental health and behavioral concerns. There are things that are happening at school. We had a SEL presentation last year about our services and the chronic absenteeism presentation today. There could also be community data that could be used. What do we know about our students needs and trends? Then we need to see what is currently being done. What are the supports that are currently in place and what is in place with our community partners. Then we would need to make some decisions about long term work.

Dr. Calnen stated that is correct. There is a reason this is such a broad document. This will

be part of our policy and we do not want to limit ourselves. If there are needs for items, we want to be as inclusive as possible, and priorities will need to be established. The first priority needs to be what are our needs and what do we currently have.

Dr. Calnen added we need to have a conduit to counselors, principals and outside resources. We will be opening up doors to multiple people. It would also be nice to make a connection with pediatrician offices.

Dr. Calnen would also like to open up our connections with KITE with their early childhood mental health committee of their own. We could possibly work collaboratively with them.

Mr. Jonaitis would like Dr. Calnen and Mrs. Acree to meet with our principals, coordinators and counselors to see what they want us to do. But you also need to tread lightly due to confidentiality.

Dr. Calnen added that he understands confidentiality very well

Mrs. Pickett added the Board receives notification about 911 responses and protective custody concerns. That leads directly to this committee and fully supports this special committee.

Mr. Kober suggest this temporary committee comprised with Dr. Calnen and Mrs. Acree not to exceed one year and advance it accordingly. He can make a motion.

Chairwoman Riley asked how many members would you like on this committee and how often will you meet? Mrs. Acree stated 2 members and we discussed meeting once a month. Dr. Calnen agreed.

Chairwoman Riley asked if a staff member will be a liaison and they will open up the avenues to speak with staff members? Mr. Longey added he will work with both Dr. Calnen and Mrs. Acree and will get the appropriate people to meet with them. He feels they are on the right track for this committee. In your motion you need to include who is doing this, there doesn't need to be a time frame but there can be, and you have already listed your outcomes. You are on the right track.

Chairwoman Riley asked when will you know the purpose of this committee has been fulfilled? What will be your measure of success or indicator for completion? Will there be a final report? If we don't put an end date for your goal or will it end at the end of your term.

Mrs. Acree would like it to be at the end of our term. This committee will be doing a lot of work and will need time to gather information. The needs are great, and this will take longer than one year.

Mrs. Pickett believes you will have some findings about our needs and the data that was looked at. What are the needs of our students and our current structure for supports? Then we could determine the next steps or close out the committee.

Mr. Jonaitis agrees to let Dr. Calnen and Mrs. Acree start the process and gather information. Then they can come back and give us an update of their next steps.

Mr. Longey added Dr. Calnen and Mrs. Acree will submit a final report from their 2 year term about the committee. This is part of your policy. The committee will dissolve when there is a majority vote by the Board. You could add a timeline to this committee for the final report that will be given to the Board. It would be up to the Board to make this decision when to dissolve this committee by majority vote.

Mrs. LeBlanc thanked Mr. Longey for being the liaison to this committee. You are the perfect

person to work with them. You can direct them to our policies and when there are any changes with legislation.

Mr. Kober moved, seconded by Mr. Jonaitis to amend the original motion that the Enfield Board of Education approves the Enfield Mental Health Committee as a temporary committee comprised with Dr. Calnen and Mrs. Acree as members with Mr. Longey as the liaison during the 2023-25 BOE term.

Discussion:

Mr. Ryder asked for the word temporary to be changed to special. Mr. Kober agreed on that change.

Chairwoman Riley asked for a show of hands for the amendment that the Enfield Board of Education approves the Enfield Mental Health Committee as a special committee comprised with Dr. Calnen and Mrs. Acree as members with Mr. Longey as the liaison during the 2023-25 BOE term.

A vote by **Show-of-Hands – 9-0-0** passed unanimously.

Chairwoman Riley asked for a roll call vote for the main motion that the Enfield Board of Education approves the Enfield Mental Health Committee as presented in the packet as a special committee comprised with Dr. Calnen and Mrs. Acree as members with Mr. Longey as the liaison during the 2023-25 BOE term.

A vote by **roll-call – 9-0-0** passed unanimously.

11. NEW BUSINESS: None

12. BOARD COMMITTEE REPORTS:

Curriculum Committee: Mrs. Acree reported the Curriculum Committee will meet on December 20, 2023.

Mr. Jonaitis would like the committee to discuss students that are below grade level for reading and math and what is being done with curriculum. Mrs. Acree stated the agenda is set. Mrs. Pickett added we can add those items to items from the table and they will be discussed at the next scheduled Curriculum meeting.

Finance Committee: Mr. Kober reported the Finance Committee met on December 4th and the Board will review Finance reports later on the agenda. Our next Finance, Budget Committee meeting will be held on January 8, 2024.

Policy Committee: Mrs. Cushman reported the Policy Committee met on December 5, 2023 for a special meeting and we will meet again on December 19, 2023.

Mrs. LeBlanc asked about Policy #9325.2 Order of Business and Meeting Conduct that was an item from the table that were to be discussed by both caucuses, and if there are specific parts of the policy we should look at? Mrs. Cushman stated the order of the agenda, the ending time and audiences.

Mr. Kober also had some suggestions to be added to the agenda. Mrs. Cushman added they are policies from the 9000 series since he was unable to attend the Policy meeting. She will add them at the next Policy meeting as items from the table.

Leadership – Chairwoman Riley reported Board Leadership will met on November 30th and

discussed our upcoming Board training workshop, reviewed the 9000 series policies and our duties as Board members. We will schedule another Board Leadership meeting prior to our new Board meeting.

PK-5 School Modernization Committee – Mr. Ryder does not have an update for the School Modernization Committee at this time.

Joint Facility – Mrs. LeBlanc reported she does not have the next meeting date. The Joint Facility Committee met on the same night as our Board Leadership meeting. n Chairwoman Riley has not received any communication regarding the next meeting date for the Joint Facilities Committee either.

JFK Building Committee – Mr. Ryder reported the JFK Building Committee cancelled the December 7th meeting. They will meet again in January.

Joint Security Committee – Mr. Ryder reported the Joint Security Committee will meet on December 15, 2023.

Mrs. Pickett would like this committee to look into her concerns about safety for the 3 schools on Enfield Street. Mr. Ryder has noted this request.

Enfield Mental Health Committee – Chairwoman Riley reported we have already discussed this tonight.

Enfield Cultural Arts Commission – Mrs. LeBlanc does not have any Enfield Cultural Arts updates at this time. She attended the Policy meeting instead of this committee.

13. APPROVAL OF MINUTES

Dr. Calnen moved, seconded by Mrs. LeBlanc that the Special Meeting Minutes of November 21, 2023 be approved. Mr. Kober moved to amend the minutes as noted. A vote by **show-of-hands 8-0-1** passed unanimously to amend the minutes with Mr. Jonaitis abstaining.

Mrs. LeBlanc moved, seconded by Mrs. Pickett that the Regular Meeting Minutes of November 28, 2023, be approved. Mr. Kober moved, seconded by Mr. Jonaitis to amend the minutes as noted. A vote by **show-of-hands 5-4-0** passed to amend the minutes with Mr. Ryder, Mrs. LeBlanc, Mrs. Pickett and Dr. Calnen in decent.

Chairwoman Riley asked for a show of hands to approve the amended November 28, 2023 Regular Meeting Minutes as presented. A vote by **show-of-hands 6-3-0** passed to amend the minutes with Mr. Ryder, Mrs. LeBlanc, and Mrs. Pickett in decent.

14. APPROVAL OF ACCOUNTS AND PAYROLL

Month of October 2023

Mr. Kober moved, seconded by Mr. Pickett that the Enfield Board of Education accepts the superintendent's certification for:

- The month of October 2023 the total expenditures amount to \$8,190,854.12, broken down between payroll totaling \$5,064,101.15 and other accounts totaling \$3,126,752.97 and;
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly document.

A vote by **show of hands 9-0-0** passed unanimously.

Mr. Kober moved, seconded by Mrs. Pickett that the Enfield Board of Education accepts the superintendent's certification for:

- The month of October 2023 total Grant and Head Start expenditures amount to \$473,418.17 broken down between payroll totaling \$413,581.63 and other accounts totaling \$59,836.54; and
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly document..

A vote by **show of hands 9-0-0** passed unanimously.

Month of November 2023

Mr. Kober moved, seconded by Mr. Pickett that the Enfield Board of Education accepts the superintendent's certification for:

- The month of November 2023 the total expenditures amount to \$7,796,077, broken down between payroll totaling \$5,179,057.35 and other accounts totaling \$2,617,019.65 and;
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly document.

A vote by **show of hands 9-0-0** passed unanimously.

Mr. Kober moved, seconded by Mrs. Pickett that the Enfield Board of Education accepts the superintendent's certification for:

- The month of November 2023 total Grant and Head Start expenditures amount to \$770,586.38 broken down between payroll totaling \$404,981.66 and other accounts totaling \$365,604.72; and
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly document.

A vote by **show of hands 9-0-0** passed unanimously.

15. CORRESPONDENCE & COMMUNICATION

Mr. Ryder reported Hazardville Memorial will hold Dec the Halls event on December 20th. Board members are invited to attend. Board members are also invited to participate in Wreaths Across America planned events being held on December 16th.

16. EXECUTIVE SESSION - None

17. ADJOURNMENT

Mrs. Pickett moved, seconded by Mr. Kober to adjourn the Regular Meeting of December 12 2023.

All eyes, motion passed unanimously. Meeting stood adjourned at 9:42 PM.

Scott Ryder
Secretary
Board of Education

Respectfully Submitted,
Kathy Zalucki, Recording Secretary