

*****This Meeting will have Limited Public Seating and Masks are Required******

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT
Council Chambers
820 Enfield Street
Enfield, CT
7:00 PM Regular Meeting**

Time-Place:

Date: 01-25-22

<https://youtu.be/KM24SdLe2NE>

1. **Call to Order – 7:00 PM**
2. **Invocation or Moment of Silence – Jonathan LeBlanc**
3. **Pledge of Allegiance – Jonathan LeBlanc**
4. **Fire Evacuation Announcement**
5. **Roll Call**
6. **Board Guest(s)**
7. **Superintendent's Report**
 - a. **Superintendent's 2022-23 Budget Presentation**
 - b. **EPS Update**
 - c. **EPS 2022-23 Draft Calendar**
8. **Audiences**
9. **Board Members' Comments**
10. **Unfinished Business**
 - a. **BOE Policy Revisions – Second Reading**
 - b. **BOE Policy Adoptions – Second Reading**
11. **New Business**
 - a. **Discussion and Action, regarding the FY2022-23 Budget**
 - b. **February 22, 2022 Regular BOE Meeting**
12. **Board Committee Reports**

- Curriculum Committee	- JFK Building Committee
- Finance, Budget Committee	- Joint Security Committee
- Policy Committee	- Joint Insurance Committee
- Leadership Committee	- Youth Mental Health & Wellness Advisory Committee
- Joint Facilities	- Any Additional Committees
13. **Approval of Minutes:**
 - **Special BOE Meeting Minutes: January 11, 2022**
 - **Regular BOE Meeting Minutes: January 11, 2022**
14. **Approval of Accounts and Payroll:**
15. **Correspondence and Communications**
16. **Executive Session**
17. **Adjournment**



Date: January 25, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Superintendent's Report

- a. **Superintendent's 2022-23 Budget Presentation:** At this time I will present the FY2022-23 proposed budget to the Board.
- b. **EPS Update:** I will update the Board regarding our schools at this time.
- c. **EPS 2022-23 Draft Calendar:** Enclosed in your packet is the draft 2022-23 Enfield Public School Calendar. This item will be placed on the February 8th BOE agenda for approval. Also enclosed is Policy #6111 School Calendar(s).



Date: January 25, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: BOE Policy Revisions – Second Reading

Board members approved the first reading of these proposed policy revisions. The policies listed below have been placed on our website for public input.

- 0200 Goals for the Enfield Public Schools;
- 4000.1 Title IX;
- 4118.11 Nondiscrimination;
- 4131 Staff Development;
- 5113 Attendance/Excuses/Dismissal
- 5141.3 Health Assessments and Immunizations

Policy Committee Chair Scott Ryder and Policy Committee Liaison Assistant Superintendent Longey can address any Board member questions regarding these policy revisions.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriately regarding the proposed policy revisions - Second Reading as presented.



Date: January 25, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: BOE Policy Adoptions – First Reading

Board members approved the first reading of these proposed new policies. The policies listed below have been placed on our website for public input.

- 1110.1 Communications with the Public – Parent Involvement;
- 3542.43 Food Service – Charging Policy;
- 4218.114 Sex Discrimination and Sexual Harassment in the Workplace – Pregnant Women in the Workplace/Lactation Accommodation;
- 5113.2 Truancy;
- 5141 Student Health Services – School District Medical Advisor;
- 6112 School Day – Grades 1-12, Full Day Kindergarten;
- 6159 Individualized Education Program/Special Education Program.

Policy Committee Chair Scott Ryder and Policy Committee Liaison Assistant Superintendent Longey can address any Board member questions regarding these proposed new policies.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriately regarding the proposed new policies - Second Reading as presented.



Date: January 25, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Discussion and Action regarding the FY2022-23 Budget

The Board of Education can continue their discussion regarding the FY2022-23 Budget.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriately regarding adopting the FY2022-23 Budget.



Date: January 25, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: February 22, 2022 Regular BOE Meeting

The previous Board adopted the enclosed Schedule of Regular Meetings for 2022. There is a conflict regarding the February 22nd BOE meeting as indicated on the meeting schedule. Due to President's Day falling on a Town Council meeting date (February 21st), they are bumping us out of Council Chambers on February 22nd. I will discuss options with the Board at this time.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriately regarding the February 22, 2022 Regular Board of Education meeting.

Item #7c.

Draft Enfield Public Schools 2022/23 School Calendar



Color Code for PL Days
Full Day PL
Half Day PL
Elem. Conf. & Grades 6-12
Half Day PL
Staff PL Full Days
August 24
August 25
October 11
November 8
February 17
February 21
Staff PL Half Days & Early Release Days with Lunch
September 28
October 26
December 7
January 25
March 15
April 26
May 24

School Closing Hotline - 860-253-5170
Website - www.enfieldschools.org

Regular School Hours
8:20 - 10:55 Intgr. Pre-K AM
12:15 - 2:46 Intgr. Pre-K PM
8:20 - 2:46 PK STEAM Acad
9:00 - 12:30 Head Start Part Day
8:00 - 4:00 Head Start Full Day
8:30 - 3:30 Head Start Full Day
8:55 - 3:21 - K-2
8:40 - 3:06 - 3-5
7:48 - 2:36 - 6-8
7:26 - 2:02 - 9-12
7:30 - 1:30 - Eagle Academy

AUGUST - 2 Days							SEPTEMBER - 21 Days						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	[5]	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	<24>	<25>	26	27	18	19	20	21	22	23	24
28	29	*30*	31				25	26	27	28>	29	30	
<24 & 25> Staff PL - NS							[5] Labor Day - NS						
26 - NS							28> K-12 Early Rel. & Staff PL						
29 - NS													
30 First Day of School													

Two Hour Delay Hours
Cancelled - Intgr. Pre-K AM
12:15 - 2:46 - Intgr. Pre-K PM
10:20 - 2:46 - PK STEAM Acad.
11:00 - 12:30 - Head Start Part Day
10:00 - 4:00 - Head Start Full Day
10:30 - 3:30 - Head Start Full Day
10:55 - 3:21 - K-2
10:40 - 3:06 - 3-5
9:48 - 2:36 - 6-8
9:26 - 2:02 - 9-12
9:30 - 1:30 - Eagle Academy

OCTOBER - 19 Days

s	m	t	w	th	f	s
						1
2	3	4	5	6	7	8
9	[10]	<11>	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26>	27	28	29
30	31					

NOVEMBER - 18 Days

s	m	t	w	th	f	s
		1	2	3>	4	5
6	7	<8>	9>	10	[11]	12
13	14	15	16	17	18	19
20	21	22	23>	[24]	[25]	26
27	28	29	30			

DECEMBER - 17 Days

s	m	t	w	th	f	s
					1	2
3	4	5	6	7>	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23>
24	25	[26]	[27]	[28]	[29]	[30]
31						

Three Hour Delay Hours
Cancelled - Intgr. Pre-K AM
Cancelled - Intgr. Pre-K PM
Cancelled - PK STEAM Acad.
Cancelled - All Head Start Programs
11:55 - 3:21 - K-2
11:40 - 3:06 - 3-5
10:48 - 2:36 - 6-8
10:26 - 2:02 - 9-12
10:30 - 1:30 - Eagle Academy

[10] Columbus Day - NS
<11> Staff PL - NS
26> K-12 Early Rel. & Staff PL

3> - K-12 Early Rel. K-5 Afternoon & Evening Conf. & 6-12 Staff PL
<8> Election Day & Staff PL - NS
9> K-12 Early Rel. K-5 Afternoon Conf. & 6-12 Staff PL
10 9-12 Evening Conf.
[11] Veteran's Day - NS
14 K-5 Evening Conf.
16 6-8 Afternoon Conf.
16 9-12 Evening Conf.
22 6-8 Afternoon Conference
23> Early Release Day
[24 - 25] Thanksgiving Break - NS

7> K-12 Early Rel. & Staff PL
23> K-12 Early Release
26-30 Christmas Vac. - NS

Early Release Days with Lunch
8:20 - 10:55 - Intgr. Pre-K AM
Cancelled - Intgr. Pre-K PM
8:20 - 12:15 - PK Steam Acad.
9:00 - 10:30 - Head Start Part Day
8:00 - 10:55 - Head Start Full Day
8:30 - 10:55 - Head Start Full Day
8:55 - 1:50 - K-2
8:40 - 1:35 - 3-5
7:48 - 1:00 - 6-8
7:26 - 12:20 - 9-12
7:30 - 12:00 - Eagle Academy

JANUARY - 20 Days

s	m	t	w	th	f	s
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	[16]	17	18	19	20	21
22	23	24	25>	26	27	28
29	30	31				

FEBRUARY - 17 Days

s	m	t	w	th	f	s
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	<17>	18
19	[20]	<21>	22	23	24	25
26	27	28				

MARCH - 23 Days

s	m	t	w	th	f	s
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15>	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Early Release without Lunch and/or Emergency Closures - will only be used for emergency school closures
No Out-of-Town Busses
Cancelled - Intgr. Pre-K AM
Cancelled - Intgr. Pre-K PM
Cancelled - PK STEAM Academy
Cancelled - All Head Start Programs
8:55 - 11:50 - K-2
8:40 - 11:35 - 3-5
7:48 - 11:00 - 6-8
7:26 - 10:20 - 9-12
7:30 - 10:30 - Eagle Academy

2 - New Years Day - Observed
[16] MLK Day - NS
25> K-12 Early Rel. & Staff PL

<17> Staff PL - NS
[20] President's Day - NS
<21> Staff PL - NS

15> K-12 Early Rel. & Staff PL

Last Two Days of School:
The last two days of school will be early Release Days with lunch for grades PK-8
Firm Graduation Date:
June 16, 2022 (185th Day)

APRIL - 14 Days

s	m	t	w	th	f	s
						1
2	3	4	5	6	[7]	8
9	[10]	[11]	[12]	[13]	[14]	15
16	17	18	19	20	21	22
23	24	25	26>	27	28	29
30						

MAY - 22 Days

s	m	t	w	th	f	s
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24>	25	26
27	28	[29]	30	31		

JUNE - 8 Days

s	m	t	w	th	f	s
					1	2
3	4	5	6	7	8	9
10	11	"12"	13	14	15	16*
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Draft: 11-29-21
Approved:

[7] Good Friday - NS
[10-14] Spring Vacation - NS
26> K-12 Early Rel. & Staff PL

24> K-12 Early Release & Staff PL
[29] Memorial Day Observed - N/S

"12" - 181st Student Day
16* - 185th Student Day - EHS Graduation

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

SCHOOL CALENDAR(S)

6111

The superintendent shall recommend to the Board of Education, in January, a school calendar(s) that will meet the requirements of law. The school calendar(s) shall show the beginning and ending dates of school, legal holidays, student days, teacher workdays, vacation periods, and other pertinent dates. In creating the recommended calendar(s), the superintendent shall incorporate the following requirements into the school calendar(s):

1. Use the CREC Regional Calendar Committee Recommendations as a guideline for setting the school calendar(s).
2. Teachers report prior to opening day.
3. Barring any contractual conflicts:
 - a. If Labor Day falls on September 5, 6, or 7, school shall begin on the Tuesday prior to Labor Day.
 - b. If Labor Day falls on September 1, 2, 3, or 4, school shall begin on the Tuesday following Labor Day.
4. If snow or other emergency closings require that classes run beyond June 30, makeup days from that point will be deducted from any break beginning with the Monday and working towards the end of the week.
5. The Board of Education may declare a holiday in the schools under its jurisdiction when good reason exists.
6. The Board will set the calendar(s) for the following school year(s) no later than the end of February.
7. The graduation date(s) for the senior class will be fixed to the 185th within the adopted calendar(s) and is required to take place prior to July 1st of each year. Graduations must occur on weekdays (Monday through Friday).

Policy Adopted: May 23, 1995
Policy Revised: March 10, 1998
Policy Revised: July 8, 2008
Policy Reviewed: June 23, 2009
Policy Revised: May 10, 2011
Policy Revised: January 23, 2018
Policy Adopted: May 11, 2021

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

Mission-Goals-Objectives**0200****Educational Goals:**

~~Enfield Public School students will be provided the following opportunities, consistent with a realistic evaluation of their own abilities, to:~~

- ~~• develop into responsible citizens who exhibit moral and ethical behavior;~~
- ~~• acknowledge, explore, and value the importance of diversity;~~
- ~~• develop a healthy personal identity and self reliance; demonstrate strong motivational persistence to learn;~~
- ~~• exhibit an inquisitive attitude, open mind, and curiosity;~~
- ~~• acquire an understanding and appreciation of other cultures;~~
- ~~• understand international issues and demonstrate the skills needed to participate in a global society; and~~
- ~~• acquire knowledge of the following areas of study: science; technology; mathematics; language arts; social studies; literary, visual, and performing arts; world language; unified arts; health and physical education.~~

Achievement of Educational Goals:

~~In order to achieve the above Educational Goals, Enfield Public School students shall acquire knowledge and mastery of skills by:~~

- ~~• engaging in critical thinking through

 - ~~• collaboration~~
 - ~~• problem solving~~
 - ~~• analyzing data and complex systems~~
 - ~~• acquiring, evaluating, and applying information to build greater understanding~~
 - ~~• transforming existing ideas, knowledge, and solutions into new ideas, products, and processes~~
 - ~~• innovative, creative, and artistic expression;~~~~
- ~~• communicating effectively by

 - ~~• mastering the skills needed for effective reading, writing, speaking, and listening~~
 - ~~• asking questions, listening, and thinking adaptively while making connections and creating innovative solutions~~
 - ~~• conducting research and demonstrating the skills necessary to locate and use information effectively~~
 - ~~• expressing feelings and ideas clearly and effectively;~~~~
- ~~• achieving an understanding of themselves and others by~~
- ~~• utilizing effective study skills and articulating their own learning style~~

Mission-Goals-Objectives

Achievement of Educational Goals (continued):

- self-advocacy
- taking advantage of opportunities to explore, develop, and express their own uniqueness and creativity
- recognizing the importance of healthy social, emotional, and physical growth
- exhibiting ethical conduct
- demonstrating empathy for others;

- mastering literacy and numeracy;

- gaining understanding of the interactions among various areas of study;

- recognizing one's individual civic responsibility by;
 - developing an understanding of local, state, national, and international governments
 - exhibiting civic mindedness through participation in local, state, national, and international communities.

- develop the knowledge and skills necessary for gainful employment and/or further education by;
 - gaining a general education, sufficient to enter an institute of higher education
 - developing an awareness of the requirements for and knowledge of specific information about a particular vocation
 - developing the ability to use information and counseling services related to job selection
 - acquiring the knowledge of science and technology, mathematics, history, social sciences, fine and performing arts, literature and languages
 - acquiring the knowledge necessary to use computers and other technologies for learning and problem solving.

Goals for the Enfield Public Schools

Introduction: *The terms "goal", "objective", and "performance objective" parallel those originally published by the American Association of School Administrators.*

Goal: *"A goal statement is one step more precise than a mission statement. Many goal statements may come out of a mission declaration. Each describes a desired terminal point to be reached sometime in the future to fulfill the mission, and general directions to pursue the mission. A goal statement, likewise, remains too broad to be useful in identifying specific operational activities. A goal is seen by some as a "broad objective". It must be broken down further if its declarations and outcomes are to serve as guides to action."*

Objective: *"An objective is an outcome statement that is consistent with and grows out of a related goal statement. It is a more specific expression of a position, behavior, process, or product to be achieved by a major operational division of an organization over a shorter time period. It is a desired outcome that is capable of being measured with specificity"*

Mission-Goals-Objectives

0200

Goals for the Enfield Public Schools

Performance Objective: “*Performance objectives are more sharply focused on specific objectives. Usually they describe outcomes that are measurable and achievable relatively quickly. They are likely to be set primarily for categories, departments, or units within an organization for specific administrators.*”

These goals are presented with the full realization that the school is only one of several social institutions or influences affecting the child. Its contribution is modified by the intellectual, social, emotional, and affective potentialities that each child brings to the school environment. Our intent is that the school should contribute as fully as possible to the development of each child in the directions indicated by the goals stated.

It is the responsibility of the school administration and staff to delineate and update those educational objectives and performance objectives which at each school level will best achieve the goals as stated, together with the means to evaluate periodically the attainment of such objectives. Only then will these goals have full meaning.

To implement the Philosophy of the Enfield Public Schools, we accept this charge:

- 1. to enable students to grow academically, socially, and emotionally by encouraging them to accept responsibility and to understand the consequences of their decisions;*
- 2. to provide students with opportunities to master basic skills essential to competent functioning in society, including the ability to read, write, listen, and speak and view proficiently; to manipulate basic mathematical concepts; and to acquire a general knowledge of the sciences;*
- 3. to enable students to apply knowledge, problem-solving techniques, creativity, and current technology from the various disciplines to the challenges presented by our changing society and physical environment;*
- 4. to enable students to pursue independent thought and research through both assigned and self-initiated projects;*
- 5. to enable students to explore the world’s cultural heritage through experiences which help to broaden social awareness;*
- 6. to provide curricular and co-curricular activities which will give students the opportunity to grow aesthetically, emotionally, intellectually, physically, and socially through interaction with others;*
- 7. to provide appropriate programs and services for students with special intellectual, physical, and emotional needs;*
- 8. to enable students to develop aesthetic appreciation through integral experience in art,*

Mission-Goals-Objectives

0200

Goals for the Enfield Public Schools

Performance Objective (continued):

music, science, literature, and languages.

9. to enable students to acquire the skills necessary for intellectual growth using Educational Information Services and programs, and instruction in the use of appropriate resources to support their learning;
10. to enable students to develop as healthy individuals by providing life skills through health and physical education programs and health services;
11. to enable students to develop personal and vocational skills through appropriate grade level experiences in foreign language, practical and technical arts;
12. to enable students to meet their academic, personal, social, emotional, and vocational needs through guidance, counseling, and special services;
13. to enable students to learn the responsibilities of citizenship in a democracy, emphasizing participation in global, national, and community affairs through practical curricula and co-curricular activities in the social sciences;
14. to enhance the capabilities of the staff by setting expectations and by providing opportunities for growth through professional development and other experiences;
15. to foster greater community understanding and support by encouraging citizen involvement in school activities and programs;
16. to provide a safe and orderly environment conducive to the learning process.
17. to integrate the principles and practices of social-emotional learning into the District's required professional development program pursuant to C.G.S. 10-148a.

(cf. 0100 Philosophy of the Public Schools)

*Legal References: Connecticut General Statutes
10-4(c) Duties of boards. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.
10-220(b) Duties of boards of education (as amended by P.A. 21-46, Section 13)
P.A. 21-46 An Act Concerning Social Equity and the Health, Safety, and Education of Children*

Policy Adopted: November 28, 2017
Policy Revised:

**ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut**

Personnel – Certified/Non-Certified

4000.1

Title IX

~~The Board of Education agrees to comply with Title IX of the Education Amendments of 1972 and the Regulations promulgated pursuant thereto, the Board designates the Assistant Superintendent of Schools, as compliance Officer. The Board shall, at least annually, notify all students, parents, employees and labor organizations with which it deals of the name, address and phone number of the compliance Officer and the procedure for processing grievancees.~~

~~Except as hereinafter noted, all complaints shall be address in writing to the Board designated Compliance Officer and he/she shall be responsible for the investigating all complaints. Upon investigation, the Compliance Officer shall effectuate any changes deemed necessary to eliminate any discriminatory practices and shall inform the complainant in writing of his/her actions within ten (10) days of the receipt of such complaint.~~

~~If the complainant is not satisfied with the action of the Compliance Officer, within ten (10) days, the complainant may appeal the action of the Compliance Officer in writing to the Board of Education. The Board of Education shall hold a hearing within fifteen (15) days of receipt of such written request and shall decide what, if any, remedies are necessary to eliminate the practices deemed discriminator. The Board shall notify the complainant in writing of its decisions within ten (10) days after such a hearing.~~

~~Employees who are represented by labor organizations recognized thy this Board for the purposes of collective bargaining shall process all complaints of allege Title IX violations through the grievance procedures set forth in the applicable collective bargaining contracts.~~

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

~~29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.~~

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

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

~~Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)~~

~~Meritor Savings Band, FSB v. Vinson, 477 U.S. 57 (1986)~~

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

~~Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S.) Supreme court, June 26, 1998)~~

Personnel – Certified/Non-Certified

4000.1

Title IX

Legal Reference (continued)

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

~~Connecticut General Statutes~~

~~46a-60 Discriminatory employment practices prohibited.~~

~~10-15c Discrimination in public schools prohibited, School attendance by five-year olds. (amended by P.A. 97-247 to include “Sexual orientation”)~~

~~10-153 Discrimination on account of marital status.~~

~~17a-101 Protection of children from abuse.~~

The Board of Education (Board) policy is to maintain a learning and working environment free from any form of sex discrimination or sexual harassment. The Board agrees to comply with Title IX of the Education Amendments of 1972 and the Regulations as amended in the Final Rule promulgated pursuant thereto.

The Board, as required, shall respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment. Title IX applies to persons in this District because its education programs or activities receive Federal financial assistance. This policy applies to all of the District’s programs or activities, whether such programs or activities occur on or off campus.

The District’s response shall be triggered by notice to a Title IX Coordinator, or to an official with authority to institute corrective measures on the recipient’s behalf, which charges a school with actual knowledge.

Definitions

Sex discrimination for purposes of this Title IX policy occurs when an individual, because of his or her sex, is denied participation in or the benefits of any program or activity receiving federal financial assistance. It includes when the District, as an employer, refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to such individual’s compensation, terms, conditions or privileges of employment on the basis of the individual’s sex.

Sexual harassment for purposes of this Title IX policy includes any of the three types of misconduct on the basis of sex, all of which jeopardize the equal access to education that Title IX is designed to protect:

1. Any instance of *quid pro quo* harassment by a school’s employee;
2. Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person’s equal access to the District’s educational programs or activities; or

Personnel – Certified/Non-Certified

4000.1

Title IX

Sexual harassment (continued)

3. Any instance of sexual assault (as defined in 20 U.S.C.1092 (f)(6)(A)(v)), dating violence (as defined in 34U.S.C. 12291(a)(10)), domestic violence (as defined in 34U.S.C.12291(a)(8)), or stalking, (as defined in 34 U.S.C. 12291(a)(30).

(This definition does not make sexual harassment dependent on the method by which the harassment is carried out.)

Program or activity includes those locations, events, or circumstances over which the District exercises substantial control over both the alleged harasser (respondent) and the context in which the sexual harassment occurred.

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or to any employee of the school district.

Title IX Coordinator is the individual designated and authorized by the Board to coordinate the District’s Title IX compliance efforts.

Deliberately indifferent means a response to a Title IX sexual harassment report that is not clearly unreasonable in light of the known circumstances.

Complainant is the individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent is the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal complaint is the document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment.

Document filed by a complainant is a document or electronic submission that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

Supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. These measures are without charge to a complainant or a respondent and may be offered before or after the filing of a formal complaint or when no complaint has been filed.

Notifications

The District shall notify all students, employees, applicants for admission and employment, parents or legal guardians of students, and all unions/bargaining units of the Title IX Coordinator’s contact information. Such information shall include the name or title, office

Personnel – Certified/Non-Certified

4000.1

Title IX

Notifications (continued)

address, e-mail address, and telephone number of the Title IX Coordinator. The required contact information shall also be prominently displayed on District and school websites.

Reporting Procedures/Formal Complaint

Any person may report sex discrimination, including sexual harassment, whether or not the person reporting is the person alleged to be the victim of conduct that would constitute sex discrimination or sexual harassment. Such report may be made in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Such report may be made at any time, including during non-business hours, by using the Title IX Coordinator's listed telephone number, e-mail address or by mail to the office address.

Any third party as well as the complainant may report sexual harassment. This includes parents and guardians of students.

At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed.

District/School's Mandatory Response Obligations

The District and its schools recognize its mandatory obligations to respond promptly to Title IX sexual harassment in a manner that is not deliberately indifferent, as defined. The following mandatory response obligations will be fulfilled:

1. Supportive measures shall be offered to the person alleged to be the victim ("complainant"). A respondent will not be disciplined without the District first following the Title IX grievance process, which includes investigating formal complaints of sexual harassment.
2. The Title IX Coordinator to discuss promptly with the complainant the availability of supportive measures, consider the complainant's wishes with respect to such measures, inform the complainant of the availability of such measures with or without filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
3. Follow a grievance procedure that complies with the Title IX Final Rule before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.
4. The rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment and Fourteenth Amendment shall not be restricted when complying with Title IX.

Personnel – Certified/Non-Certified

4000.1

Title IX

District/School's Mandatory Response Obligations (continued)

5. Sexual harassment allegations in any formal complaint will be investigated. The formal complaint can be filed by a complainant or signed by the Title IX Coordinator.
6. The complainant's wishes regarding whether the District/school investigates shall be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.
7. Compliance efforts, where applicable, to be coordinated with special education staff members.

If the allegations in a formal complaint do not meet the definition of sexual harassment contained within this policy or did not occur in the District's educational program or activity against a person in the United States, the District will, as required, dismiss such allegations for purposes of Title IX but may still address the allegations in any manner deemed appropriate by the District.

Notice of Allegation to the Parties

The District shall provide notice to the parties upon receipt of a formal complaint and on an ongoing basis if the District decides to include additional allegations during the course of the investigation.

The notice shall inform the parties of the allegations that potentially constitute sexual harassment as defined in this policy and include the identities of the parties involved in the incident, sufficient details about the allegations, including the identities of the parties if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

The written notice shall also include notice of the applicable grievance process and advise the parties that they may have an advisor of their choice and that the parties may inspect, and review evidence obtained in the investigation.

The notice shall also inform the parties of any provisions in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Grievance Process

The District, as required, will utilize a consistent, transparent grievance process for resolving formal complaints of sexual discrimination and/or sexual harassment. Such process, as detailed in the administrative regulation accompanying this policy, applies to all District schools equally.

A presumption that the respondent is not responsible for the alleged conduct shall be maintained until a determination is made regarding responsibility at the conclusion of the grievance process.

Personnel – Certified/Non-Certified

4000.1

Title IX

Investigations

Allegations contained in any formal complaint will be investigated. Written notice shall be sent to both the complainant(s) and respondent(s) of the allegations upon receipt of the formal complaint.

During the grievance process and when investigating:

1. The burden of gathering evidence and burden of proof remains with the District.
2. The parties will be provided equal opportunity to present fact and expert witnesses and evidence.
3. The ability of the parties to discuss the allegations or gather evidence shall not be restricted.
4. The parties shall have the same opportunity to select an advisor of their choice, who may be, but need not be, an attorney.
5. The District shall send written notice of any investigative interviews or meetings.
6. The District shall send the parties, and their advisors, evidence directly related to the allegations, electronically or hard copy, with at least 10 days for the parties to inspect, review and respond to the evidence.
7. The District shall send the parties, and their advisors, an investigative report, electronically or hard copy, that summarizes relevant information with at least 10 days for the parties to respond.
8. After the District has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) shall afford each party an opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Note: The final Title IX regulations specify that the decision-maker(s) in the investigation and adjudications of formal complaints cannot be the same person as the Title IX Coordinator or investigator(s).

The District shall dismiss allegations of sexual harassment that do not meet the definition contained in this policy or if such conduct did not occur in a District educational program or activity against a person in the United States. Such dismissal is for Title IX purposes.

The District, in its discretion, may dismiss a formal complaint or allegations therein if the Title IX Coordinator is informed by the complainant in writing to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the District, or if

Personnel – Certified/Non-Certified

4000.1

Title IX

Investigations (continued)

specific circumstances prevent the District from gathering sufficient evidence to reach a determination.

The District shall give the parties written notice of a dismissal, mandatory or discretionary, and the reasons for such dismissal.

The District, in its discretion, may consolidate formal complaints where the allegations arise out of the same facts.

The privacy of an individual's medical, psychological, and similar treatment records will be protected. Such records will not be accessed by the District unless the party's voluntary, written consent is obtained. [The District cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their recognized capacity or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so.]

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior, per the Title IX Final Rule, are considered irrelevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or offered to prove consent.

Standard of Evidence and Written Determination

The District's Grievance Process, as required by the Title IX Final Rule, shall state whether the standard of evidence to determine responsibility is the preponderance of evidence standard or the clear and convincing evidence standard. The District shall provide the same standard of evidence to all formal complaints of sexual harassment whether the respondent is a student or an employee, including a faculty member.

The Board has chosen to use as the District's standard of evidence the preponderance of evidence standard.

The decision maker, who cannot be the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant.

Such written determination shall be sent simultaneously to the parties and include information about how to file an appeal.

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4000.1

Title IX

Appeals

The District shall offer both parties an appeal from a determination regarding responsibility and from the District's dismissal of a formal complaint or any allegations therein, based on the following:

1. Procedural irregularity that affected the outcome of the matter;
2. Newly discovered evidence that could affect the outcome of the matter; and/or
3. Title IX personnel (Title IX Coordinator, investigator(s), or decision maker(s)) that had a conflict of interest or bias, that affected the outcome of the matter.
4. Additional reasons identified by the District and offered equally to both parties.

The District shall provide both parties a reasonable opportunity to submit a written statement in support of or challenging the outcome. The appeal decision-maker shall issue simultaneously to the parties, a written decision describing the appeal result and the rationale for the result. *(The appeal decision-maker may not be the same person as the decision-maker(s) that reached the determination of responsibility or dismissal, the investigator(s) or the Title IX Coordinator.)*

Informal Resolution Process

The District may exercise the option to offer and to facilitate an informal resolution option, such as, but not limited to, mediation or restorative justice, provided both parties give voluntary, informed, written consent to attempt informal resolution.

The Board shall not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, the waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. The District will not require the parties to participate in an informal resolution process and will not offer such process unless a formal complaint is filed.

At any time prior to agreeing to a resolution, the Board recognizes the right of any party to withdraw from the informal resolution process and to resume the grievance/investigative process with respect to the formal complaint.

The Board specifically prohibits the offering or facilitating of an informal resolution process to resolve any allegation that an employee sexually harassed a student.

Record Keeping

The District shall maintain for a period of seven years the records of each sexual harassment investigation, any disciplinary sanctions imposed on the respondent or remedies provided to the complainant; any appeal and the results of the appeal; informal resolution, if any, and the results of informal resolution; and the materials used to train coordinators, investigators, decision-makers and facilitators of informal resolution.

Personnel – Certified/Non-Certified

4000.1

Title IX

Record Keeping (continued)

The District shall also create and maintain for a period of seven years records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, it shall be documented the basis, or the conclusion reached, and the measures taken to restore or preserve access to the District's educational program or activity. Reasons must be cited when supportive measures are not provided to a complainant.

Retaliation

The District shall maintain confidentiality regarding the identity of complainants, respondents, and witnesses, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), as required by law, or as necessary to carry out a Title IX proceeding.

The District expressly prohibits retaliation against any individual for exercising Title IX rights

No school or person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation or proceeding.

Complaints alleging retaliation may be filed according to the grievance procedures pertaining to sex discrimination.

The Board recognizes that the following does not constitute retaliation:

1. The exercise of rights protected under the First Amendment of the U.S. Constitution.
2. The charging of an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.

The charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Training

The Board shall provide and/or make available training for any person designated as a Title IX coordinator, investigator, and decision maker and any person designated to facilitate an informal resolution process. Such training shall include:

- The definition of sexual harassment under the new Final Rule
- The scope of the District's education programs and activities;

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4000.1

Title IX

Training (continued)

- The manner in which to conduct an investigation and grievance process, including appeals, hearings and informal resolution process, as applicable;
- How to serve impartially, including the avoidance of prejudgment of the facts at issue, conflicts of interest, and bias;
- The promotion of impartial investigations and adjudications of sexual harassment;
- A presumption that the respondent is not responsible for the alleged conduct until a determination is made regarding responsibility at the conclusion of the grievance process;
- Description of the range or list of the possible remedies the district may provide a complainant and disciplinary sanctions that can be imposed on a respondent, following determinations of responsibility;
- The utilization of the preponderance of evidence standard or the clear and convincing evidence standard;
- Issues of relevance of questions and evidence; and
- The creation of the investigative report to fairly summarize relevant evidence.

The District shall, as required, retain its training materials for a period of seven years and to make such materials available on its website (or upon request if the district does not maintain a website).

Nondiscrimination Notice

The Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons. The Board shall not discriminate on the basis of sex in the education programs or activities it operates. This policy of nondiscrimination in the education program or activity also extends to employment and admission.

Notice of the Board’s nondiscrimination policy and grievance procedure, including how to file or report sexual harassment and how the District will respond shall be provided to applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the District.

This notice of nondiscrimination shall be posted on district and school websites and placed in any handbooks provided to the above cited groups.

(cf. 0521 – Nondiscrimination)

(cf. 0521.1 – Grievance Procedure for Section 504, Title IX, and Title VII)

(cf. 4118.11/4218.11 – Nondiscrimination)

(cf. 4118.112/4218.112 – Sex Discrimination and Sexual Harassment in the Workplace)

(cf. 5131.911 – Bullying/Safe School Climate Plan)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

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4000.1

Title IX

Legal Reference: United States Constitution, Article XIV
Civil Rights Act of 1964, Title VII, 42 U.S.C. S2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance
(N-915.035) on Current Issues of Sexual Harassment, Effective 10/15/88.
Title IX of the Education Amendments of 1972, 20 USCS §1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 CFR §106, *et seq.*
Title IX Final Rule, 34 CFR §106.45, *et seq.*, May 6, 2020
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62,
#49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66
Fed. Reg. 5512 (January 19, 2001)
The Clery Act, 20 U.S.C. §1092(f)
The Violence Against Women Act, 34 U.S.C. §12291(a)
Mentor Savings Bank, FSB v. Vinson 477 US.57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June
26,1998)
Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court,
June 26,1998)
Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S.
Supreme Court, June 26,1998)
Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme
Court, May 24, 1999.)
Connecticut General Statutes
46a-60 Discriminatory employment practices prohibited.
Conn. Agencies Regs. §46a-54-200 through §46a-54-207
Constitution of the State of Connecticut, Article I, Section 20.
P.A. 19-16 An Act Combatting Sexual Assault and Sexual Harassment

Policy Adopted: January 8, 2019
Policy Revised:

**ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut**

Personnel – Certified/Non-Certified

4118.11

Nondiscrimination

~~The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability, pregnancy, genetic information, or gender identity or expression, except in the case of a bona fide occupational qualification.~~

~~It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, genetic information, gender identity or expression, blindness, mental disability, physical disability, status as a Veteran or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression and status as a Veteran.~~

~~For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.~~

~~For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.~~

~~The following person has been designated to handle inquiries regarding the Board's nondiscrimination policies: John Coccia, Chief Personnel Officer.~~

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Nondiscrimination

- Legal References: ~~Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.~~
~~Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.~~
~~Title IX of the Education Amendments of 1972, 20 USCS § 1681, et seq.~~
~~Age Discrimination in Employment Act, 29 U.S.C. § 621~~
~~Americans with Disabilities Act, 42 U.S.C. § 12101~~
~~Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794~~
~~Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L. 110-233, 42 USC 2000ff; 34 CFR 1635~~
~~Connecticut General Statutes~~
~~10-153 Discrimination on basis of marital status~~
~~46a-51 Definitions (as amended by PA 17-127)~~
~~46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127)~~
~~46a-60 Connecticut Fair Employment Practices Act (as amended by PA 17-127)~~
~~46a-81a Discrimination on basis of sexual orientation: Definitions~~
~~46a-81e Sexual orientation discrimination: Employment.~~
~~Public Act 11-55, An Act Concerning Discrimination.~~

Policy Adopted: April 23, 2019

Discrimination Grievance Form

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, religion, national origin, sex, sexual orientation, gender identity or expression, marital status, genetic information, status as a Veteran or mental or physical disability may discuss and/or file a grievance with either of the Civil Rights Coordinators of the Enfield Public Schools. Reporting should take place within 40 calendar days of the alleged discrimination. Civil Rights Coordinator:

John Coccia, Chief Personnel Officer
Enfield Public Schools, 1010 Enfield Street Enfield, CT
860-253-6515

Name of Presenter/Complainant: _____

Employee _____ Employment Applicant _____ Student/Parent/Guardian _____

Home address _____

Phone _____ Date of Claim _____ Date of Incident _____

1. Statement of Incident/Issue (include all pertinent information: who, how, where, when, how often, feelings, witness).
2. Please attach any additional information/documentation as necessary.

Signature of Presenter: _____

Signature of Civil Rights Coordinator: _____

Date Received: _____

*Forms are available from either of the Civil Rights Coordinator,
Administrators and Guidance Offices.*

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4118.11

Nondiscrimination

It is the intent of the Board of Education to provide a fair employment setting for all persons and to comply with state and federal law. The conditions or privileges of employment in the school district, including the wages, hours, terms and benefits, shall be applied without regard to race, color, religion, age, veteran status, genetic information, marital status, national origin, sex, sexual orientation, gender identity or expression, ancestry, present or past history of mental disorder, or disability (including pregnancy), except in the case of a bonafide occupational qualification.

“Race” is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

The District shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training and other terms, conditions and privileges of employment.

The District shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The District shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

Further, the District shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the District.

Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the District’s ADA/Section 504 Coordinator. The District’s Coordinator is Julie Carroll.

(cf. 0521 – Nondiscrimination)

(cf. 4000.1/5145.44 – Title IX)

(cf. 4111 - Recruitment and Selection)

(cf. 4118.112/4218.112 – Sex Discrimination and Sexual Harassment in the Workplace)

(cf. 4118.14/4218.14 – Disabilities)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

Legal Reference: Connecticut General Statutes
4a-60 Nondiscrimination and affirmative action provisions in contracts of the state and political subdivisions rather than municipalities
4a-60a Contracts of the state and political subdivisions, other than

Personnel - Certified/Non-Certified

4118.11

Nondiscrimination

Legal Reference (continued)

municipalities, to contain provisions re nondiscrimination on the basis of sexual orientation

10-15c Discrimination in public schools prohibited. School attendance by five-year olds (as amended by PA 21-2 §441.)

10-153 Discrimination on account of marital status

Connecticut Fair Employment Practices Act, C.G.S. §469-60

46a-51 Definitions (as amended by PA 17-127 and PA 21-2)

46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127)

46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127)

46a-81a Discrimination on the basis of sexual orientation; Definitions

P.A. 11-55 An Act Concerning Discrimination

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et. seq.

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

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

Title IX Final Rule, May 6, 2020

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

Title II of the Genetic Information Nondiscrimination Act of 2008

42 U.S.C. §2000ff; 29CFR1635.1 et. seq.

Age Discrimination in Employment Act, 29 U.S.C. §621

Americans with Disabilities Act, 42 U.S.C. §12101

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794

Policy Adopted:
Policy Revised:

April 23, 2019

**ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut**

Personnel – Certified

4131

Staff Development

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

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

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

5. Include training in culturally responsive pedagogy and practice.

The principles and practices of social-emotional learning shall be integrated throughout the components of such program of professional development described in items 1 through 5 above.

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

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

Teachers must constantly review curricular content, teaching methods and materials, educational philosophy and goals, social change and other topics related to education to enhance the

Personnel – Certified

Staff Development (continued)

capabilities of educators to improve student learning. The Board of Education recognizes that it shares with its certified staff responsibility for the upgrading and updating of teacher performance and attitudes. The Board of Education and teachers' organizations support the principle of continuing training of teachers and the improvement of instruction.

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

The Board, in order to determine its professional development program seeking the advice and assistance of teachers, shall establish a professional development and evaluation committee, consisting of certified employees, including representatives of the exclusive bargaining representative for such employees. Committee membership shall consist of at least one representative from each of the teachers' and administrators' unions and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, participation in the development of a teacher evaluation and support program for the District, the development, evaluation and annual updating of a comprehensive local professional development plan, in fulfillment of the statutes, for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), (2) be developed in full consideration of the priorities and needs related to student **social emotional learning pursuant to C.G.S. 10-148a, as amended, and student outcomes** as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the Board's professional staff members, including personnel management and evaluation training or experiences for administrators, **and (4) shall** be related to regular and special student needs and may include provisions concerning career incentives and parent involvement.

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

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

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

Such in-service training program for certified staff shall provide information on (1) the nature and the relationship of drugs and alcohol to health and personality development and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-

Personnel – Certified

Staff Development (continued)

infection and AIDS, violence, teen dating violence, domestic violence and child abuse, (3) school violence prevention, conflict resolution, the prevention of an response to youth suicide and the identification, prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life-saving procedures, (5) the requirements and obligations of a mandated reporter, and (6) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as define in CGS 10-3d.

The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

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

Professional Development Pertaining to Human Trafficking

The Board, in compliance with PA 17-32, shall provide training pertaining to human trafficking to those staff members who have contact with students. These individuals must complete the initial educational training by July 1, 2018 and refresher training annually thereafter. New hires must complete the initial training within six months after their start date, ~~or by July 1, 2018, whichever is later~~. This training shall use the training program, which includes a video presentation developed by the Department of Children and Families (DCF) pertaining to the awareness of human trafficking issues and how to accurately and promptly identify and report suspected human trafficking.

(cf. 4115 - Evaluation)

Legal Reference: Connecticut General Statutes
10-27 Exchange of professional personnel and students.
10-220a In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act No. 09-1, PA 10-91, PA 12-116, PA 13-145, PA 15-215, and PA 17-37, **PA 21-46**.)
10-153b Selection of teachers' representatives
10-226f Coordinator of intergroup relations.
10-226g Intergroup relations training for teachers.
10-145b Teaching certificates (as amended by PA 01-173)
10-148a Professional development (as amended by PA 17-37, **and PA 21-46**.)
10-151(b) Employment of teachers. Definitions. Tenure
PA 17-32 An Act Concerning Human Trafficking
PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and Inservice Training Requirements for Educators

Policy Adopted: April 23, 2019

Policy Revised:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

Students

P5113

Attendance Policy K-12

Attendance/Excuses/Dismissal

Connecticut law requires that children attend school regularly during the hours and terms that the public school is in session, unless specifically exempted from attendance by law. The Superintendent of Schools shall establish such procedures as deemed necessary to determine the cause of habitual truancy, including medical verification for excessive absence, and shall cooperate with other private and governmental agencies in correcting the causes thereof.

Experience indicates that regular school attendance is important for school success. These regulations reflect our belief that classroom learning activities are an essential part of the curriculum for all students and are intended to reduce tardiness and absence from class.

The Connecticut Board of Education adopted new definitions for an absence to be considered excused (see table below). It is important to note that while the first nine absences in a school year can be deemed excused for any reason the parent or guardian provides, the tenth and each subsequent absence establish a more stringent and specific set of reasons for the absence to qualify as excused.

In cases of an excused absence other than family initiated travel, appropriate provisions will be made by school staff regarding assistance with missed assignments, homework and tests. When an excused absence is the result of family initiated travel, teachers are under no obligation to provide advance assignments or to review work missed during the period of absence. However, students must be allowed to take make-up tests. The student's Principal/Assistant Principal must be notified in writing of extended absences due to family initiated travel.

The State Board of Education defines two levels of criteria for an absence to be considered an excused absence (see table below).

Level	Total # of Days Absent*	Acceptable Reasons for a Student Absence to be Considered Excused	Documentation Required Within 10 Days
1	One through nine	<ul style="list-style-type: none"> Any reason that the student's parent or guardian approves. 	Parent or guardian note or phone call.
2	Ten and above	<ul style="list-style-type: none"> Student illness (<i>Note: to be deemed excused, an appropriately licensed medical professional must verify all</i>). The lack of transportation that is normally provided by a district other than the one the student attends (parental documentation is not required for this reason). 	Parent or guardian note and in some cases additional documentation (see details of specific reason).

Students

Attendance Policy K-12 (continued)

Attendance/Excuses/Dismissal

Level	Total # of Days Absent*	Acceptable Reasons for a Student Absence to be Considered Excused	Documentation Required Within 10 Days
2 (cont.)	Ten and above	<ul style="list-style-type: none"> Student's observance of a religious holiday. Death in the student's family or other emergency beyond the control of the student's family. Mandated court appearances (additional documentation required). The lack of transportation that is normally provided by a district other than the one the student attends (parental documentation is not required for this reason). Extraordinary education opportunities pre-approved by district administrators. (Opportunities must meet certain criteria. See below for details). 	Parent or guardian note and in some cases additional documentation (see details of specific reason).

* Note: The total number of days absent includes both excused and unexcused absences.

Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Definitions (related to chronic absenteeism)

"In attendance" shall mean a student if present at his/her assigned school/class, or an activity sponsored by the school (ex. Field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion, should always be considered absent.

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Attendance/Excuses/Dismissal

Chronically absent child: An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

Absence: means An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education. ~~or an in-school suspension that is greater than or equal to one-half of a school day~~ pursuant to C.G.S. 10-198b.

~~“Truant” shall mean a student a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.~~

~~“Chronically absent child” is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.~~

District chronic absenteeism rate: means The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

School chronic absenteeism rate: means The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

~~Excused Absences (Grades K–12)~~

Note: *The use of the state approved definitions of “excused” and “unexcused” absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.*

A student’s absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten **(10)** school days of the student’s return to school ~~or in accordance with Section 10-210 of the Connecticut General Statutes~~ and meets the following criteria:

- A. For absences one through nine, a student’s absences from school are considered excused when the student’s parent/guardian approves such absence and submits appropriate documentation; and
- B. A student’s engagement in remote classes, remote meetings, activities on time-logged electronic systems, and completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning is excluded from the definitions of “excused absence” and “unexcused absence.”**
- C. Absence resulting from a student enrolled in grades K-12, taking two mental health**

Students

Attendance/Excuses/Dismissal

days during the school year. Such absence is to permit the student to attend to his/her emotional and psychological well-being in lieu of attending school.

The student shall not be required to present documentation or parental/guardian consent. For purposes of school year limitation, such absence shall be identified as a “mental health wellness day.”

A student cannot take these mental health days during consecutive school days.

Such documentation includes a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

D. For the tenth absence and all absences thereafter, a student’s absences from school are considered excused for the following reasons:

1. **S**tudent illness (~~Note: all student illness absences~~ must be verified by an ~~appropriately~~ a licensed medical professional to be deemed excused, regardless of the length of absence);
2. **S**tudent’s observance of a religious holiday;
3. **D**eath in the student’s family or other emergency beyond the control of the student’s family;
4. **M**andated court appearances (additional documentation required);
5. **T**he lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
6. **E**xtraordinary educational opportunities pre-approved by district administrators and **to be** in accordance with Connecticut State Department of Education guidance.

E. A student’s absence from school shall be considered unexcused unless:

1. **The absence meets the definition of an excused absence and meets the documentation requirements; or**
2. **The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.**

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child’s absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

Students

Attendance/Excuses/Dismissal

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. *(SDE to develop by 1/1/16.)* **Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and**

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reduced priced lunches, students whose primary language is not English, and student with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. *(An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)*

Unexcused Absences

~~A student's absence from school shall be considered unexcused unless they meet one of the following criteria:~~

- ~~1. the absence meets the definition for an excused absence (including documentation requirements); or~~
- ~~2. the absence meets the definition of a disciplinary absence.~~

Responsibilities of the School Community

Student:

- ~~• Report to school on time (Grades K-12)~~
- ~~• Follow the procedure for excused absences (Grades K-12)~~
- ~~• Report to class on time (Grades 6-12)~~
- ~~• Make-up work due to absence~~

Family:

- ~~• Call the appropriate school office to indicate that your child will be absent within 48 hours in order to avoid the legal ramifications of truancy~~
- ~~• Provide the school with updated and accurate contact information for parents/guardians and for emergency contacts~~
- ~~• Stress the importance of regular school attendance with your child~~
- ~~• Monitor attendance in the Enfield Public School database (HAC)~~
- ~~• Have your child complete all missed work~~
- ~~• Schedule appointments after school hours~~
- ~~• Limit vacation to scheduled school vacations~~
- ~~• Contact the main office of the school to initiate a review of your child's absences~~
- ~~• Refer to grade appropriate Student Family Handbook for detailed procedures~~

Students

Attendance/Excuses/Dismissal

School:

- ~~Keep accurate attendance records, including a record of calls or notes regarding absences or tardiness~~
- ~~Notify parent/guardian of any absences from school (based on accurate contact information provided in eSchool)~~
- ~~District attendance letters to parents as indicated below:
 - ~~-5th absence _____ letter #1~~
 - ~~-10th absence _____ letter #2~~
 - ~~-After the 10th absence _____ letter #2 every 5th absence (ex. 15th, 20th, 25th etc.)~~~~
- ~~High School administration will notify parent(s)/guardian(s) by mail as follows:
 - a. ~~Semester Courses: _____ 5th absence warning~~
~~_____ 11th absence loss of credit~~
 - b. ~~Yearlong Courses: _____ 10th absence warning~~
~~_____ 21st absence loss of credit~~~~

School:-

- ~~Take all actions necessary to ensure the success of the students which may include parent/guardian conferences, counseling and the use of community services to address student needs~~
- ~~Publish attendance procedures in the Student Family/Faculty Handbook~~

Community:

- ~~Encourage and verify regular school attendance as a prerequisite of student employment~~
- ~~Encourage area businesses to refrain from allowing students to congregate during school hours~~
- ~~Do all that is possible under current law to ensure that all students attend school regularly~~

Early Dismissal from School (Grades K-12)

~~Any dismissal from school can only be authorized by the school office or building administrator(s). Parent(s)/guardian(s) that wish their child to be dismissed early should send the student to school with a signed note stating the time of dismissal. This note should be presented to the school administration before homeroom period or in the morning on the day of the dismissal. Parent(s)/guardian(s) are to sign out their child in the main office. For the protection and safety of the student, dismissals are routinely made only to the parent(s)/guardian(s) of that student. If there are special circumstances that necessitate someone other than the parent(s)/guardian(s) to pick up the student, their name should be stated in the dismissal note.~~

Tardy to School (Grades K-12)

Students

Attendance/Excuses/Dismissal

Tardy to school is defined as a student that enters the school building after the start of the school day or homeroom period. Ensuring that a student arrives to school on time is a parental responsibility. If a student arrives late to school, they need to report to the school office/house office to sign in. The student needs to bring a signed note from a parent(s)/guardian(s) to explain their tardiness.

Additional Information (Grades 9-12)

Since the classroom is the primary area where most learners experience the acquisition of knowledge, it becomes apparent that attendance in class is a valid, reasonable requirement. It is the position of the Board of Education that mandatory attendance by students is required. The following attendance procedures have been developed to encourage students and parent(s)/guardian(s) to minimize absences in order to gain the maximum benefits from daily classroom activities. Students who fail to meet their responsibilities may lose course credit.

I. — Attendance to School

1. While the above stated reasons for absences are classified as excused, they will count toward the total number of absences when determining course credit. Suspensions from school do not count towards the total number of absences for loss of credit.
2. Students who are participating in school sponsored activities will be considered present for attendance purposes.
3. Students who exceed ten (10) absences in semester courses, and twenty (20) absences in yearlong courses, will lose full course credit.
4. At the time of notification, the student will be required to date and sign the warning/loss of credit sheet, indicating the impact of the student's attendance on his/her credits. Notification may be sent home unsigned if the student's absenteeism prevents the student from signing the notification in a timely manner. Students who lose credit as a result of this policy, will be given an opportunity to appear before an Appeals Committee.

The intent of this policy is not to say that a certain number of absences from school or a course are acceptable or allowable.

A. — Unexcused Absences

A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

1. The absence meets the definition for an excused absence (including documentation requirements);
2. The absence meets the definition of a disciplinary absence;

Students

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- ~~3. Students who stay out of school for an entire school day without parental or school consent are considered truant.~~
- ~~4. After each truancy, the student will receive a written notification of possible loss of course credit in accordance with the following procedures:
 - ~~a. Upon the student's first truancy from school or from an individual class, the student shall be issued a written warning that an additional truancy from school or from the specified class, will result in a loss of $\frac{1}{4}$ credit in any classes from which the student was truant. The student shall be required to sign this notification. Notification may be sent home unsigned if the student's absenteeism prevents the student from signing the notification in a timely manner. The student shall be provided a copy of this notification. Additional copies shall be maintained in the student's records.~~~~

A. — Unexcused Absences (continued)

- ~~b. Upon the student's second truancy from school or from an individual class, the student shall be issued a written notification that he/she has lost $\frac{1}{4}$ credit in any classes from which the student was truant. The student shall be required to sign this notification. Notification may be sent home unsigned if the student's absenteeism prevents the student from signing the notification in a timely manner. The student shall be provided a copy of this notification. Additional copies shall be maintained in the student's records.~~
- ~~c. A similar pattern of warnings and credit losses will be followed for subsequent trancies. A third truancy from school or from a specified class will result in a warning for potential loss of credit. A fourth truancy from school or from a specified class will result in an additional loss of credit.~~
- ~~5. These absences will also count towards the total number of absences under the attendance policy.~~
- ~~6. Students will receive a zero (0) for all schoolwork on the day of truancy.~~

B. — Participation in After-School Activities

- ~~1. Students who are absent from school will not be allowed to participate in any after school activity on the day of the absence.~~
- ~~2. Students absent on Fridays will not participate in Friday or weekend events.~~
- ~~3. At the discretion of the Building Principal, or the Principal's designee, tardy-~~

Attendance/Excuses/Dismissal

~~students who have established a pattern of tardiness, may be suspended from after school activities for that day.~~

- ~~a. A pattern of tardiness shall be defined as three or more unexcused tardies in a given marking period.~~
- ~~b. Students who have established a pattern of tardiness are to be warned that continued tardiness would result in suspension from after school activities before such suspensions are to take place.~~
- ~~c. The decision of the Building Principal or the Principal's designee is final.~~
- ~~d. The Principal or the Principal's designee is to notify the student's coach or activity advisor of such a suspension.~~

C. — Class Attendance

A. Tardiness to Class

1. Excused Tardies to Class

- ~~a. Students who arrive late to class are expected to obtain a pass from a teacher or administrator, excusing their tardiness.~~
- ~~b. Students have up to 24 hours to secure an official pass for the tardiness; otherwise it will be considered an unexcused tardy to class.~~

2. Unexcused Tardies to Class

- ~~a. Unexcused tardies to class will be treated as part of the attendance policy.~~
- ~~b. Every two (2) unexcused tardies will be the equivalent of one (1) absence from class and will be included in the total number of absences that cannot be exceeded in order to gain course credit.~~
- ~~c. Students who arrive to class after the mid-point of the period without a pass excusing their tardiness, will be charged with an unexcused absence.~~
- ~~d. Students will be subject to disciplinary action for each unexcused tardy in the form of teacher detention, office detention or possible suspension from school.~~
- ~~e. Teachers will notify parent(s)/guardian(s) when a student is developing a pattern of habitual tardiness to class.~~

B. Unexcused Absences from Class

- ~~1. Students who deliberately miss class will be subject to disciplinary action in the form of administrative detention and possible suspension from school.~~
- ~~2. Students will receive a zero (0) for all schoolwork missed.~~

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Attendance/Excuses/Dismissal

- ~~3. Unexcused absences from class will result in possible loss of course credit in accordance with Section I, Part A, Item 2.~~
- ~~4. These absences are also included in the total accumulated per class.~~

~~—— C. Dismissals from School~~

- ~~1. Included here are classes missed when a student has an early dismissal. The only acceptable reasons for leaving school early are those stated in the section dealing with excused absences from school. C. —— Dismissals from School (continued)~~
- ~~2. Dismissals from class due to activities such as field trips, band lessons, and other school sponsored activities, will not count towards the total number of course absences.~~

II. —— Appeal Procedure

- ~~A. —— Any student who has lost credit as a result of any portion of the attendance policy may request from his/her Assistant Principal, a hearing for the purpose of restoring the credit.~~
- ~~B. —— The student may meet with his/her guidance counselor and submit a written explanation for the reason(s) why the credit should be restored.~~
- ~~C. —— The completed request form is to be returned to the student's Assistant Principal no less than five (5) school days before the end of the quarter. Appeals filed after that date; will not be heard unless the student was notified of his/her loss of credit after that date. In such cases, students are to file their appeals to the Appeals Committee during that quarter.~~
- ~~D. —— An Appeals Committee will meet at least quarterly. The voting members of the Appeals Committee will consist of an administrator, a guidance counselor (or a neutral teacher), and a neutral teacher.~~
- ~~E. —— The Appeals Committee may re-instate credit for absences in excess of ten (10) for semester courses, twenty (20) for yearlong courses, or for unexcused absences.
 - ~~1. Re-instatement of credit may only be granted when the excessive or unexcused absenteeism is the result of extraordinary circumstances.~~
 - ~~2. The Appeals Committee may grant waivers on a conditional basis, requiring changes in student behaviors to validate the waiver.~~~~
- ~~F. —— The student and parent(s)/guardian(s) will have the opportunity to present all corroborating information in support of the appeal at the hearing.~~

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Attendance/Excuses/Dismissal

- G. ~~— The Appeals Committee will render a decision within three (3) school days after the conclusion of the hearing and so notify the parent(s)/guardian(s) and student of the decision in writing.~~
- H. ~~— The decision of the Appeals Committee panel is final.~~

III. ~~Credit Loss/Restoration~~

- A. ~~— Students who lose course credit due to the attendance policy may be permitted to remain in the course and receive a grade for the following purposes: to maintain full-time student status, G.P.A. computation, eligibility for summer school, eligibility for extracurricular activities and for the student's transcript.~~
- B. ~~— Credit lost due to the attendance policy may be restored by one of the following methods:~~
- ~~1. Repeat the course during the school year.~~
 - ~~2. Attend summer school (provided summer school requirements are satisfied).~~
 - ~~3. Repeat the course during the summer at an approved college.~~

- IV. ~~— The Board of Education recognizes the seriousness of absenteeism and authorizes the Superintendent of Schools to develop administrative regulations to implement this policy.~~

Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

Legal Reference	Connecticut General Statutes 10-220(c) Duties of boards of education (as amended by PA 15-225) 10-184 Duties of parents (as amended by PA 98-243, PA 00-157) and PA 18-15) 10-185 Penalty 10-198a Policies and procedures concerning truants (as amended by PA11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the
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Attendance/Excuses/Dismissal

Legal Reference

Connecticut General Statutes (continued)

Recommendations of the Juvenile Justice Policy and Oversight Committee)

10-198b State Board of Education to define “excused absence,” “unexcused absence,” and “disciplinary absence” **as amended by PA 21-46, Section 19)**

10-198c Attendance review teams.

10-198d Chronic absenteeism (as amended by PA 17-14) **and PA 18-182)**

45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)

10-199 through 10-202 Attendance, truancy - in general

Action taken by State Board of Education on January 2, 2008, to define “attendance.”

Action taken by State Board of Education on June 27, 2012, to define “excused” and “unexcused” absences.

PA 17-14 An Act Implementing the Recommendations of the Department of Education

PA 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children

Adopted: September 11, 1979
Effective: September 24, 1979
Amended: August 25, 1981
Amended: June 16, 1986
Effective: September 1, 1986
Amended: July 10, 1989
Amended: December 11, 1990

Amended: May 9, 1995
Revised: May 11, 2004
Revised: February 22, 2011
Revised: October 23, 2012
Revised: June 14, 2016
Adopted: February 23, 2021
Revised:

**ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut**

Students

P5141.3

Health Assessments and Immunizations

The Board of Education recognizes the importance of periodic health assessments, including oral health assessments, according to state health regulations.

To determine health status of students, facilitate the removal of disabilities to learning and find whether some special adaptation of the school program may be necessary, the Board of Education requires that students have health assessments.

The Board of Education adheres to those state laws and regulations that pertain to school immunizations and health assessments, including oral health assessments. It is the policy of the Board of Education to ensure that all enrolled students are adequately immunized against communicable diseases. The Board may deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206, as may be periodically amended.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers. (or: The Superintendent shall designate the school nurse to receive reports of health assessments and immunizations from health care providers.)

Parents/**Guardians** wishing their children exempted or excused from health assessments must request such exemption to the Superintendent of Schools in writing. This request must be signed by the parent/guardian.

Parents/Guardians may present a medical exemption form developed by the Department of Public Health (DPH), posted on the DPH website, that their medical provider believes a required vaccination is medically contraindicated for their child based on the child's medical condition. The DPH form is to be signed by a physician, physician assistant or advanced practice registered nurse.

~~Parents/guardians wanting their children excused from immunizations on religious grounds (prior to kindergarten entry and grade 7 entry) must request such exemption in writing to the Superintendent of Schools if such immunization is contrary to the religious beliefs of the child or of the parent/guardian of the child. The request must be officially acknowledged by a notary public or a judge, a clerk or deputy clerk of a court having a seal, a town clerk, a justice of the peace, a Connecticut-licensed attorney or a school nurse.~~

Any child enrolled in kindergarten through twelfth grade on or before April 28, 2021 and whose parents/guardians had presented a religious exemption written request before April 28, 2021 will be permitted continued use of the exemption even if such child transfers to another school in Connecticut.

Students

Health Assessments and Immunizations (continued)

Any child enrolled in pre-school or pre-kindergarten on or before April 28, 2021, whose parents/guardians submitted the statement necessary for the religious exemption will have until September 1, 2022 to comply with Connecticut's required immunizations, or within fourteen days after transferring to a different public or private school program, whichever is later. The deadline for such pre-school or pre-K student to comply with the immunization requirements can be altered if the school/District is provided with a written declaration from the child's physician, physician assistant or advanced practice registered nurse recommending a different immunization schedule for the child.

It is the responsibility of the Principal to ensure that each student enrolled has been adequately immunized and has fulfilled the required health assessments. The school nurse shall check and document immunizations and health assessments on all students enrolling in school and to report the status to the school principal. The school nurse shall also contact parents or guardians to make them aware if immunizations and/or health assessments are insufficient or not up-to-date. The school nurse will maintain in good order the immunization and health assessment records of each student enrolled.

The school nurse who is required to verify the immunization status for children enrolled in District schools, pre-K to grade 12, inclusive, pursuant to C.G.S. 10-204a, shall be provided with sufficient information on the children living within his/her jurisdiction and is listed on the Department of Public Health's registry of immunization status. The school nurse is authorized to determine which children in their jurisdiction are overdue for scheduled immunizations and provide outreach to help get them vaccinated.

Students born in high risk countries and entering school in Connecticut for the first time, should receive either TST (tuberculin skin test) or IGRA (interferon-gamma release assay). Any individual found to be positive shall have an appropriate medical management plan developed that includes a chest radiograph. Students not already known to have a positive test for tuberculosis should be tested if they meet any of the risk factors for TB infection, as described in the administrative regulations accompanying this policy.

No record of any student's medical assessment may be open to the public.

As required, the District will report, on a triennial basis, to the Department of Public Health and to the local health director the asthma data, pertaining to the total number of students per school and for the district, obtained through the required asthma assessments, including student demographics. Such required asthma diagnosis shall occur at the time of mandated health assessment at the time of enrollment, in either grade six or seven, and in either grade nine or ten. Such asthma diagnosis shall be reported whether or not it is recorded on the health assessment form, at the aforementioned intervals. The District, as required, will also participate in annual school surveys conducted by the Department of Public Health pertaining to asthma.

As required, the District will annually report to the Department of Public Health information required on the School Immunization Entry Survey.

Students

Health Assessments and Immunizations (continued)

The Superintendent of Schools shall give written notice to the parent/guardian of each student who is found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease and a recommendation that the student be examined by an appropriately licensed optometrist or ophthalmologist.

Note: P.A 18-168 requires boards of education to request that students have an oral health assessment prior to public school enrollment, in grade 6 ~~or 7~~, and ~~in~~ grade 9 ~~or 10~~. The legislation establishes related requirements on providers authorized to perform the assessments, parental consent assessment forms, and records access. The specifics are detailed in the administrative regulation pertaining to this policy.

(cf. 5111 - Admission)
(cf. 5141.31 - Physical Examinations for School Programs)
(cf. 5125 - Student Records)
(cf. 5125.11 - Health/Medical Records – HIPAA)
(cf. 5141 - Student Health Services)

Legal Reference: Connecticut General Statutes
10-204a Required immunizations (as amended by P.A. 15-174 and P.A. 15-242, **and P.A. 21-6**)
10-204c Immunity from liability
10-205 Appointment of school medical adviser
10-206 Health assessments (as amended by P.A.17-146 and PA 18-168)
10-206a Free health assessments
10-207 Duties of medical advisors
10-208 Exemption from examination or treatment
10-208a Physical activity of student restricted; board to honor notice
10-209 Records not to be public. Provision of reports to schools.
10-212 School nurses and nurse practitioners
10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results. (as amended by PA 17-146)
Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a, 10-204a-4
Section 4 of P.A. 14-231
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)
42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)
P.A. 17-146 “An Act Concerning the Department of Public Health’s Various Revisions to the Public Health Statutes,” Section 5, effective 10/1/17

Students

Health Assessments and Immunizations

Legal Reference: Connecticut General Statutes (continued)

PA 18-168 An Act Concerning the Department of Public Health's Recommendations Regarding Various Revisions to the Public Health Statutes, Sections 7-9, 539 & 540

Policy Adopted: October 29, 2008
Policy Reviewed: September 2009
Policy Adopted: February 23, 2021
Policy Revised:

**ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut****Community Relations****1110.1****Communications with the Public****Parent Involvement**

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful. (Such communication may include monthly newsletters, electronic communications, required regular contact with all parents, two required flexible parent-teacher conferences for each school year and drop in hours for parents, home visits and use of technology, including but not limited to, homework hotlines.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.
- The two required parent-teacher conferences per year, beginning July 1, 2021 and each school year thereafter, can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.
- An additional parent-teacher conference, in addition to the two required conferences shall be conducted during periods when the District provides remote learning for more than three consecutive weeks and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning.

Community Relations

1110.1

Communications with the Public

Parent Involvement (continued)

The District will request from the parent/guardian of each student the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent-teacher conference required when the District is providing remote learning for a period of three consecutive weeks or more.

In situations in which the teacher is unable to contact a student's parent/guardian after three attempts to schedule the required parent-teacher conference during a period of remote learning provided by the District for three consecutive weeks or more, such teacher is directed to report such inability to the principal, school counselor, or other school administrator designated by the Board of Education. Such principal, counselor, or administrator is to contact the student's emergency contact to determine the student and family's health and safety.

The Board shall utilize the document developed by the State Department of Education (by 12/1/21) that provides information concerning educational, safety, mental health and food insecurity resources and programs available to students and their families.

The Superintendent will report annually to the Board of Education on parent involvement activities.

Legal Reference: Connecticut General Statutes

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290, P.A. 10-111, and P.A. 21-46, An Act Concerning Social Equity and the Health, Safety, and Education of Children.

Policy Adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

Business/Non-Instructional Operations

3542.43

Food Service - Charging Policy

The goal of the food service program is to provide students with nutritious and healthy foods, through the District's food services program, that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings; we are helping to teach students the value of good nutrition.

The Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

Note: *At the discretion of the school food authority, schools participating in the National School Lunch Program and School Breakfast Program may offer meals at no cost to children who would otherwise qualify for reduced price benefits. This is a strategy to consider to prevent children eligible for reduced price meals from accruing unpaid meal charges.*

~~Although not required by law,~~ Because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

The Board prohibits the public identification or shaming of a child/student for any unpaid charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student,
- Designating a specific meal option for such student or otherwise taking any disciplinary action against such student.

A student needing to charge a meal will be informed of his/her right to purchase a meal, which may exclude a la carte items, for any school breakfast, lunch or other feeding.

Business/Non-Instructional Operations

Food Service - Charging Policy (continued)

In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the ~~Food Services Manager~~ **Nutrition Services** Director and/or the applicable school Principal for assistance. The Board encourages all families who may have a child eligible for free or reduced price lunch to apply.

Definitions

"Delinquent Debt" are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.

"Bad Debt" are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food service account but must be restored using nonfederal funds.

K-12 Students

- ~~1. The District shall maintain a "no charging policy." The charge/no charge policy will be strictly enforced to eliminate unnecessary debt within the School Food Service Program.~~
1. The District uses MySchoolBucks, an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low-balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals up to an amount not to exceed the cost of thirty (30) meals. Negative balance status can be avoided by making a payment in the form of ~~cash~~, check, or by credit card to the www.MySchoolBucks.com website **or payment at time of service by cash or check.**
2. Students shall be allowed up to thirty (30) reimbursable meal charges. All other a-la-carte items shall not be charged. After thirty charges, the parents/guardians of such child will be referred to the District's homeless education liaison. ~~The alternate meal shall consist of one or more of the examples listed above.~~ When a charge is occurred, a written notification shall be sent home to parents. All credited meals must be repaid.

Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.

Business/Non-Instructional Operations

Food Service - Charging Policy

K-12 Students (continued)

3. ~~No student shall be deprived a reimbursable meal due to forgotten or lost money. The school Principal will be responsible for maintaining a fund of money to loan to students without meal money. The pool of money may be established from school or PTA/PTO funds. The Principal or his/her designee is responsible for collecting money that has been loaned to students. Students will be responsible for repaying all loaned money within an established timeframe. A note shall be given to the student to take home or mailed to the student's home to inform parents of the loan obligation. In situations in which a student is consistently without meal money, the Principal or his/her designee should encourage the parent/guardian to apply for free or reduced price meals.~~

Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.

The Board will accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school meals.

4. The District strongly discourages meal charges but understands that an occasional emergency makes it necessary at the elementary level. The District/school policy is as follows:
- a. All charges ~~must~~ **should** be paid in 10 days.
 - b. Students may not charge more than 30 reimbursable meals.
 - c. Parents will be notified and asked for prompt payment after 3 charges.
 - d. Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.
1. Parents are responsible for providing meals or meal money for their student(s). ~~Borrowing or~~ **Charging** is for ~~one meal only in an emergency~~ **situation only**. Repayment is expected without delay. ~~Snack and A-la-carte purchases are cash only~~ **when a student has a negative balance**.
2. ~~Although not required by law,~~ **Because** of the District's participation in the school Child Nutrition Programs, the Board of Education approves the establishment of a system to allow a student to charge a meal. The Board authorizes the Superintendent to develop rules which address:

Business/Non-Instructional Operations

3542.43

Food Service - Charging Policy

District-Wide (continued)

- a. What can be charged;
- b. The limit on the number of charges per student;
- c. The system used for identifying and recording charged meals;
- d. The system used for collection of repayments; and
- e. Ongoing communication of the policy to parents/guardians and students.

Delinquent Debt and Bad Debt

The District's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The school food authority is encouraged to consider whether the benefits of potential collections outweigh the costs which would be incurred to achieve those collections.

Money owed because of unpaid meal charges shall be considered "delinquent debt," as defined, as long as it is considered collectable and reasonable efforts are being made to collect it. Such debt must be paid by June 30, effective within the current school year.

After reasonable attempts are made to collect the delinquent debt, and it is determined that further collection efforts are useless or too costly, the debt must be reclassified as "bad debt." Such debt shall be written off as an operating loss not to be absorbed by the nonprofit school food service account but must be restored using non-federal funds.

Dissemination of Policy

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the school or school district during the school year.

This policy shall be included in student/parent handbooks, on online portals that households use to access student accounts, placed on the District's website, on the website of each school, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals and again to the household the first time the policy is applied to a specific child.

This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.

The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority-level staff responsible for policy enforcement.

Business/Non-Instructional Operations

3542.43

Food Service - Charging Policy

Dissemination of Policy (continued)

(cf. 3542 – Food Service)
(cf. 3542.31 – Free or Reduced Price Lunch Program)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees. (as amended by PA 21-46)

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.
State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, “Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments,” Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education “Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students”

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

- SP 46-2016, “Unpaid Meal Charges: Local Meal Charge Policies”
- SP 47-2016, “Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment”
- SP 57-2016 “Unpaid Meal Charges: Guidance and Q and A”
- SP 58-2016 “2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation’s Schools”

Policy Adopted:

**ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut**

Personnel – Certified/Non-Certified

4218.114

Sex Discrimination and Sexual Harassment in the Workplace

Pregnant Women in the Workplace/Lactation Accommodation

The Board of Education (Board) recognizes that its diverse workforce is a valuable asset. The Board recognizes pregnancy as a temporary physical condition, unique to women, which may affect an employee's ability to perform all of the usual duties and responsibilities of her position. However, the Board will not assume an employee is unable to continue her regular position functions solely because she is pregnant.

Therefore, the Board recognizes its obligation to provide a reasonable workplace accommodation for a pregnant employee or applicant unless the Board demonstrates that such an accommodation constitutes an undue hardship as defined in this policy.

The Board will not limit, segregate or classify an employee in a way that would deprive her of employment opportunities due to her pregnancy. An employee or person seeking employment shall not be subject to discrimination on the basis of her pregnancy in the terms or conditions of her employment. In addition, the Board will not force a pregnant employee or applicant to accept a reasonable accommodation if such employee does not need one.

The Board will not deny employment opportunities to an employee or person seeking employment if such denial is due to the employee's request for a reasonable accommodation because of her pregnancy; force an employee or person seeking employment affected by pregnancy to accept a reasonable accommodation if such employee or person seeking employment does not have a known limitation related to her pregnancy, or does not require a reasonable accommodation to perform the essential duties related to her employment.

The Board will not require an employee to take a leave of absence if a reasonable accommodation can be provided in lieu of such leave; nor will the Board retaliate against an employee in the terms, conditions or privileges of her employment based upon such employee's request for a reasonable accommodation.

Definitions

"Pregnancy" means pregnancy, childbirth or a related condition, including, but not limited to, lactation.

"Reasonable accommodation" means, but shall not be limited to, being permitted to sit while working, more frequent or longer breaks, periodic rest, assistance with manual labor, job restructuring, light duty assignments, modified work schedules, temporary transfers to less strenuous or hazardous work, time off to recover from childbirth or break time and appropriate facilities for expressing breast milk.

Personnel – Certified/Non-Certified

Sex Discrimination and Sexual Harassment in the Workplace

Definitions (continued)

“Undue hardship” means an action requiring significant difficulty or expense when considered in light of factors such as (A) the nature and cost of the accommodation; (B) the overall financial resources of the employer; (C) the overall size of the business of the employer with respect to the number of employees, and the number, type and location of its facilities; and (D) the effect on expenses and resources or the impact otherwise of such accommodation upon the operation of the employer.

“Undue hardship” means, in relation to breastfeeding in the workplace, any action that requires significant difficulty or expense when considered in relation to factors such as the size of District operations, financial resources and the nature and structure of District operations.

“Reasonable efforts” means, in relation to breastfeeding in the workplace, any effort that would not impose an undue hardship on the operation of the Board of Education.

Notification Requirements

The District shall provide written notice of the right to be free from discrimination in relation to pregnancy, childbirth and related conditions, including the right to a reasonable accommodation to the known limitations related to pregnancy to new employees at the commencement of employment; to all existing employees and to any employee who notifies her supervising administrator of her pregnancy within ten days of such notification.

These notification requirements will be fulfilled by displaying a poster in a conspicuous place, accessible to employees, that contains the required information in both English and Spanish. (The Labor Commissioner may adopt regulations, in accordance with Chapter 54, to establish additional requirements concerning the means by which employers shall provide such notice. Such notification will also be made a part of any staff handbook.)

The Board may utilize, as deemed appropriate, any courses of instruction and ongoing public education efforts developed by the Commission on Human Rights and Opportunities to inform employees, employment agencies and persons seeking employment in the District about their rights and responsibilities pertaining to this topic.

Lactation Accommodation (Mother Friendly Workplace)

The District recognizes that a normal and important role for mothers is to have the option and ability to provide for their children by breast-feeding or expressing milk in the workplace. Any employee may, at her discretion, express breast milk or breastfeed on site at her workplace during her meal or break period. The Board directs the Superintendent or his/her designee to take measures and develop regulations to ensure that all district employees shall be provided with an adequate and private location for the expression of milk or breast-feeding.

Personnel – Certified/Non-Certified

Sex Discrimination and Sexual Harassment in the Workplace

Lactation Accommodation (Mother Friendly Workplace) (continued)

The location for the expression of milk or breast-feeding shall not be a public restroom or toilet stall, and shall be in close proximity to the employee's work area. The location designated shall be a private space such as, but not limited to, an office space or conference room.

Provided there is no undue hardship, such room or location shall (1) be free from intrusion and shielded from the public while such employee expresses breast milk, (2) include or be situated near a refrigerator or employee-provided portable cold storage device in which the employee can store her breast milk, and (3) include access to an electrical outlet.

The District and employee will work together to maximize flexibility to ensure that adequate time is allowed for this activity. Time allowed for this activity is not to exceed the normal time allowed for meals and/or breaks.

Employees shall be notified of this policy and a list shall be published of the designated locations throughout the district for the expression of milk or breast-feeding on an annual basis.

(cf. 4000.1 – Title IX)

(cf. 4111.1/4211.1 – Equal Employment Opportunities)

(cf. 4118.11/4218.11 – Nondiscrimination)

(cf. 4118.12/4218.12 – Sexual Harassment)

Legal Reference: Connecticut General Statutes

31-40w Breastfeeding in the workplace. (as amended by PA 21-27)
4a-60 Nondiscrimination and affirmative action provisions in contracts of the state and political subdivisions rather than municipalities.
10-153 Discrimination on account of marital status.
46a-60 Discriminatory employment practices prohibited. (as amended by P.A. 17-118)
P.A. 17-118 An Act Concerning Pregnant Women in the Workplace.
P.A. 21-27 An Act Concerning Breastfeeding in the Workplace.
Title VII, Civil Rights Act U.S.C. 2000e, et. seq.
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
Equal Employment Opportunity Commission Guidance on Pregnancy Discrimination and Related Issues. (July 14, 2014)
ADA Amendments Act of 2008, P.L. 110-325.
The Fair Labor Standards Act (FLSA), 29 U.S.C. 207 (as amended by The Patient Protection and Affordable Care Act, P.L. 11-148)
Young v. United Parcel Service, No. 12-1226, 707 F.3d 437, 446, 450 (4th Cir)

Policy Adopted:

**ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut**

Students

5113.2

Truancy

Introduction and Definitions

The District's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," "unexcused," and "disciplinary" absences.

"Truant" shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

"In attendance" shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

"Chronically absent child" is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

"Absence" means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

"Mental health wellness day" means a school day during which a student attends to his/her emotional and psychological well-being in lieu of attending school. Such days must be nonconsecutive.

"District chronic absenteeism rate" means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

"School chronic absenteeism rate" means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district's truancy policy.

Students

Truancy

Remediation of Truancy (continued)

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*
5. Identify a student as “truant” when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as “chronically absent” when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- (a) retention in the same grade to acquire necessary skills for promotion or retention.
 - (b) a requirement to complete a summer school program successfully before being promoted to the next grade.
8. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
 9. Provide coordination of services and refer “truants” to community agencies which provide child and family services.
 10. If in existence, refer the child to the children’s probate court truancy clinic.

Students

Truancy

Remediation of Truancy (continued)

The Board shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. The intervention models must also address the needs of students with disabilities. Parents or other persons having control of each child shall be notified of such truancy model.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District's chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

In the calculation of the District's chronic absenteeism rate and the school chronic absenteeism rate, a student's engagement, in grades 9-12, in remote virtual learning shall be excluded if such engagement accounts for not less than one-half of the school day. In addition, the calculation of chronic absenteeism rates shall exclude absence resulting from a student taking a mental health day pursuant to P.A. 21-46.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. Such plan must include the means

Students

Truancy

Chronic Absenteeism (continued)

for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is no English, and student with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

(cf. 5113 – Attendance)

Legal Reference: Connecticut General Statutes
10-184 Duties of parents. (as amended by PA 98-243, PA 00-157 and PA 18-15)
10-198a Policies and procedures concerning truants (as amended by PA 00-157, PA 11-136 and PA 16-147)
10-198b State Board of Education to define "excused absence", "unexcused absence", and "disciplinary absences"
10-198c Attendance review teams (as amended by PA 17-14)
10-198d Chronic absenteeism (as amended by PA 18-182)
10-198e Identification of truancy identification models (as amended by PA 18-182)
10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA 95-304)
45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)
10-220(c) Duties of boards of education (as amended by PA 15-225)
10-202e-f Policy on dropout prevention and grant program.
10-221(b) Board of education to prescribe rules.
Campbell v New Milford, 193 Conn 93 (1984).
Action taken by the State Board of Education on January 2, 2008, to define "attendance."
Action taken by the State Board of Education on June 27, 2012, to define "excused and "unexcused" absences.

Policy Adopted:

**ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut**

Students

5141

Student Health Services

School District Medical Advisor

The Board of Education (Board) shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

The school district medical advisor, in cooperation with the Board and the board of health/health department for the school district, shall:

1. Plan and administer each school's health program,
2. Advise on the provision of school health services,
3. Provide consultation on the school health environment, and
4. Perform any other duties as agreed between the advisor and the appointing board of education.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

Health Records

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

Regular Health Assessments

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the

Students

Student Health Services

Regular Health Assessments (continued)

full benefit of schoolwork and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant.
5. a school medical advisor.
6. a legally qualified practitioner of medicine, an advanced practice registered nurse, or a physician assistant stationed at any military base.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma;
2. Updating of immunizations required under C.G.S. 10-204a as periodically amended;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Health assessments shall also be required in grades 6 or 7 and in grades 9 or 10 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma;
2. Updating of immunizations required under C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4;
3. Vision, hearing, postural, and gross dental screening;

Students

Student Health Services

Regular Health Assessments (continued)

4. If required by the school district medical advisor and the local health department, testing for tuberculosis and sickle cell anemia or Cooley's Anemia; *Students born in high risk countries and entering school in Connecticut for the first time should receive either TST (tuberculin skin test) or IGRA (interferon gamma release assay). Any individual found to be positive shall have an appropriate medical management plan developed that includes a chest radiograph. Students not already known to have a positive test for tuberculosis shall be tested if they meet any of the risk factors for TB infection, as described in the administrative regulations accompanying this policy.*
5. Any other information including a health history as the physician believes to be necessary and appropriate.

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

Vision Screening

All students in grades K, 1, 3, 4, & 5 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. An equivalent screening device or an automated vision

Students

Student Health Services

Vision Screening (continued)

screening device may be used for such vision screening. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Hearing Screening

All students will be screened for possible hearing impairments in grades K, 1, 3, 4, & 5. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of hearing, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Postural Screening

School nurses will screen all female students in grades 5 and 7 and male students in grade 8 or 9 for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabilities.

Tuberculin Testing

Note: *The Connecticut Department of Public Health discourages routine TB testing of all students at school enrollment or for any of the required health assessment. It is recommended that students, at each mandated health assessment, be screened for their risk of exposure to TB. A child, determined to be at risk for exposure to TB should be required to be tested.*

In addition to tuberculin testing, if required by the school district medical advisor, as part of regular student health assessments, all new students, including preschool students, will be required to have at least one test for tuberculosis prior to entry in district schools, if determined to be at risk for exposure to TB.

Students

Student Health Services

Tuberculin Testing (continued)

Students born in high risk countries who are entering schools in Connecticut for the first time should receive either a TST (tuberculin skin test) or an IGRA (interferon-gamma release assay). Anyone found to be positive shall have an appropriate medical management plan developed that include a chest radiograph.

A test for tuberculosis should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world (see list of countries in Appendix) and do not have a record of a TST (tuberculin skin test) or IGRA (interferon-gamma release assay) performed in the United States;
2. travel to a high risk country, staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis, or
5. lives with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

The results of the risk assessment and testing, when done, should be recorded on the State of Connecticut Health Assessment Record (HAR-3) or directly in the student's Cumulative Health Record (CHR-1)

Immunizations/Vaccinations

No student will be allowed to enroll in any program operated as part of the district schools without adequate immunization against the following diseases:

1. Measles
2. Rubella
3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Hepatitis B
10. Varicella (chickenpox)
11. Hepatitis A
12. Pneumococcal disease
13. Influenza
14. Meningococcal disease
15. Any other vaccine required by Section 19a-7f of Connecticut General Statutes

Students

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Student Health Services

Immunizations/Vaccinations (continued)

All students in grades K-12 are required to have received 2 doses of measles, mumps and rubella vaccine or serologic proof of immunity. Students entering kindergarten and seventh grade shall show proof of having received 2 doses of varicella vaccine, laboratory confirmation of immunity, or present a written statement signed by a physician, physician assistant or advanced practice registered nurse indicating the individual has had varicella based on family or medical history.

All seventh grade students must show proof of 1 dose of meningococcal vaccine and 1 dose of Tdap in addition to the completion of the primary DTP series.

All students in grades K-12 are required to have 3 doses of Hepatitis B vaccine or serologic evidence of immunity.

Students shall be exempt from the appropriate provisions of this policy when:

1. They present a certificate from a physician, physician assistant, advanced practice registered nurse, or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. They present a certificate from a physician, physician assistant, or advanced practice registered nurse stating that in the opinion of such medical provider immunization is medically contraindicated because of the physical condition of such child. Such certification shall be provided on the medical exemption certificate form developed by the Department of Public Health and available on its website; or
3. They present a written statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child or his/her parents/guardians; such statement to be officially acknowledged by a notary public or a judge, a court clerk/deputy clerk, a town clerk, a justice of the peace, a Connecticut attorney, or a school nurse, and such religious exemption was granted prior to April 28, 2021 (by midnight April 27, 2021). Such student retains this exemption through grade twelve, even if the student transfers to another school in Connecticut; or

<p>Note: To be eligible for such an exemption, a student: (a) must have been enrolled in school in Grades K-12 on or before midnight April 28, 2021; and (b) must have submitted a valid religious exemption prior to midnight, April 27, 2021. Students must meet both conditions in order to be eligible for a religious exemption.</p>
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Students

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Student Health Services

Immunizations/Vaccinations (continued)

4. In the case of a child enrolled in pre-school or pre-kindergarten on or before April 28, 2021, whose parent/guardian appropriately submitted a statement necessary for the religious exemption shall have until September 1, 2022, to comply with Connecticut's required immunizations or within fourteen days after transferring to a different public or private school, whichever is later. The deadline for such pre-school/pre-K student complying with the immunization requirements can be altered if the school/district is provided with a written declaration from the child's physician, physician assistant or advanced practice registered nurse recommending a different immunization schedule for the child.
5. In the case of measles, mumps or rubella, present a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
6. In the case of Haemophilus influenza type B has passed his or her fifth birthday; or
7. In the case of diphtheria, tetanus and pertussis, has a medical exemption confirmed in writing by a physician, physician assistant or advanced practice registered nurse (per C.G.S. 19a-7f).

The school nurse will report to the local Director of Health any occurrence of State of Connecticut defined reportable communicable diseases.

Note: In the situation regarding the religious exemption, a child is considered enrolled in school on or before April 28, 2021, as a parent/guardian provides documentation, consistent with District policy, establishing that such child is eligible to attend school in the district in the current or upcoming school year based upon age and residency, and that the family intends for the child to do so, whether the District refers to eligibility as "registration" or "enrollment." Families that took such steps, on or before April 28, 2021, toward having children attend Kindergarten for the 2021-2022 school year would be considered enrolled in the District as a Kindergarten student. Such a student would be eligible for a religious exemption if the student also provided a valid religious exemption statement by midnight on April 27, 2021. (CSDE Guidance-5/25/21)

Oral Health Assessments

Parents are encouraged to have oral health assessments for their child(ren) prior to public school enrollment, in grade 6 ~~or~~ 7, and in grade 9 ~~or~~ 10. Such assessment may be conducted by a dentist, dental hygienist, physician, physician assistant (PA), or an advanced practice registered nurse (APRN), if he or she is trained in conducting such assessments as part of a DPH-approved training program. When conducted by a dentist the oral assessment must include a dental examination. If another such provider conducts the assessment, it must include a visual screening and risk assessment.

Students

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Student Health Services

Oral Health Assessments (continued)

~~Parent/guardian consent is required prior to the oral health assessment. The assessment is to be made in the presence of the parent/guardian or another school employee. The parent/guardian must receive prior written notice and have a reasonable opportunity to opt his/her child out of the assessment, be present at the assessment, or provide for the assessment himself or herself.~~

A child's public school enrollment continued attendance shall not be denied for his/her failure to receive the oral health assessment.

The District may host a free oral health assessment event at which a qualified provider performs such oral health assessments. Parents/guardians will be given prior notice of such a free screening event providing the parents/guardians the opportunity to opt their children out of the assessment event. If the parent/guardian does not do so, the child must receive an assessment free of charge. The child is prohibited by the legislation from receiving any dental treatment as part of the assessment event without the parent's/guardian's informed consent.

The results of an oral health assessment shall be recorded on forms supplied by the State Board of Education. The provider performing the assessment must completely fill out and sign the form. Recommendations by the provider shall be in writing. For any child who receives an oral health assessment, the results must be included in the child's cumulative health record.

Appropriate school health personnel shall review the assessment results. If it is determined that a child needs further testing or treatment, the Superintendent **Director of Health Services** shall give written notice to the child's parent/guardian and make reasonable efforts to ensure that further testing or treatment is provided. Such efforts include determining whether the parent/guardian obtained the necessary testing or treatment for the child and, if not, advising the parent or guardian on how to do so. The results of the further testing or treatment must be recorded on the assessment forms and reviewed by school health personnel.

As with other school health assessments no records of oral health assessments may be open to public inspection; and each provider who conducts an assessment for a child seeking to enroll in a public school must provide the assessment results to the school district's designated representative and a representative of the child.

Health Assessments/Interscholastic Sports Programs

Any student participating in an interscholastic sports program must have a health assessment, within the past thirteen months prior to the first training session for the sport or sports. After the initial examination, repeat examinations are required every ~~two years~~ **13 months**. Each participant in a sport program must complete a health questionnaire before participating in each sport.

Students

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Student Health Services

Health Assessments/Interscholastic Sports Programs (continued)

Parents are expected to use the services of their private physician. If a student is unable to obtain a health assessment from his/her personal physician for financial or other reasons, an examination can be arranged with school medical advisor. Health assessment results shall be recorded on forms provided by the ~~Connecticut State Board of Education~~ **Connecticut Interscholastic Athletic Conference**, signed by the examining physician, school medical advisor or advisor's designee, filed in the student's health folder, and maintained up to date by the school nurse.

Coaches and physical education staff shall insure appropriate monitoring of an athlete's physical condition.

If a student is injured, either in practice , a contest, or from an incident outside of school activities that requires him or her to forego either a practice session of contest, that student will not be permitted to return to athletic activity until the students physician examines the student and pronounces him/her medically fit for athletics.

Student Medical Care at School

School personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities.

Schools shall maintain files of emergency **via registration and medical update forms**. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. ~~In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.~~

- (cf. 5125.11 - Health/Medical Records HIPAA)
- (cf. 5142 - Student Safety)
- (cf. 5141.3 - Health Assessments & Immunizations)
- (cf. 5141.4 - Child Abuse and Neglect)
- (cf. 5141.5 - Suicide Prevention)
- (cf. 6142.1 - Family Life and Sex Education)
- (cf. 6145.2 - Interscholastic/Intramural Athletics)
- (cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes
10-203 Sanitation.

10-204a Required immunizations, as amended by PA 15-174 & PA 15-242 and PA 21-6
10-204c Immunity from liability
10-205 Appointment of school medical advisors.

Students

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Student Health Services

Legal Reference: Connecticut General Statutes (continued)
10-206 Health assessments, as amended by PA 07-58, PA 11-179 and PA 18-168.
10-206a Free health assessments.
10-207 Duties of medical advisers, as amended by PA 12-198.
10-208 Exemption from examination or treatment.
10-208a Physical activity of student restricted; boards to honor notice.
10-209 Records not to be public. (as amended by PA 03-211)
10-210 Notice of disease to be given parent or guardian.
10-212 School nurses and nurse practitioners.
10-212a Administration of medicines by school personnel.
10-213 Dental hygienists.
10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)
10-214a Eye protective devices.
10-214b Compliance report by local or regional board of education.
10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools. Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).
42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)
PA 18-168 An Act Concerning the Department of Public Health's Recommendations Regarding Various Revisions to the Public Health Statutes, Sections 7-9, 539 & 540.

Policy Adopted:

**ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut**

Instruction

6112

School Day

Grades 1-12, Full Day Kindergarten

The Superintendent of Schools shall ensure that:

1. The school year provides at least 180 days of actual school sessions for all grades, kindergarten to grade twelve, inclusive.
2. The school year provides a minimum of 900 hours of actual school work for full day kindergarten and grades one to twelve, inclusive; in meeting this requirement, no more than seven (7) hours of actual school work on a given day shall be credited toward meeting the 900-hour minimum.
3. Remote learning shall be considered an actual school session provided that on or after January 1, 2022 such remote learning is conducted in compliance with the standards developed by the Connecticut State Department of Education.
4. In an early school closing or delayed opening because of weather, the district will still provide a minimum of 900 hours of actual school work by the conclusion of the school year.
5. Should it be necessary to consider alternative scheduling in any single school year, because of unusual circumstances which could interfere with fulfilling the 180 day school year requirement, the Superintendent shall recommend to the Board a plan for alternative scheduling to be transmitted to the State Board of Education for its consideration and possible approval.

In complying with statutory requirements for a minimum of 900 hours per year, the Superintendent shall exclude from the definition of actual school work that time provided for student lunch periods and non-instructional recesses at the elementary schools and students' lunch and passing time in the middle schools and the senior high school.

Note: *A Board of Education for a school that has been designated as a low achieving school pursuant to subdivision (1) of subsection (c) of C.G.S. 10-223e may increase the number of actual school sessions during each year, and may increase the number of hours of actual school work per session in order to improve student performance and remove the school from the list of schools designated as a low achieving school maintained by the State Board of Education.*

Half-Day Kindergarten

The Superintendent of Schools shall ensure that:

1. The school year provides at least 180 days of actual school sessions.

Instruction

School Day

Half-Day Kindergarten (continued)

2. The school year provides a minimum of 450 hours of actual school work; in meeting this requirement, no more than seven (7) hours of actual school work on a given day shall be credited toward meeting the 450 hour minimum school year.
3. In an early school closing or delayed opening because of weather, either the morning or afternoon kindergarten session shall count as a school day.
4. In the event of an early closing because of weather, the kindergarten session shall count as a school day, regardless of its length.
5. Should it be necessary to consider alternative scheduling in any single school year, because of unusual circumstances which could interfere with meeting the 180 day school year requirement, the Superintendent shall recommend, and the Board review and act upon a plan for alternative scheduling to be transmitted to the State Board of Education for its consideration and possible approval.

In complying with statutory requirements for a minimum of 450 hours per year for kindergartens, the Superintendent shall exclude from the definition of actual school work that time provided for student lunch periods and non-instructional recesses.

The requirement that only a two hour continuous kindergarten session counts as a school day in the event of an early closing has been eliminated.

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools. (as amended by PA 11-85, An Act Concerning the Achievement Gap.)
10-16 Length of school day (as amended by PA 21-46, Sections 17, 18)
10-16b Prescribed courses of study.
10-16(l) Graduation exercises (as amended by PA 19-195)
10-220 Duties of boards of education.
Action of SBE on August 11, 2020, to authorize shortening of the school year.

Policy Adopted:

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

Instruction

6159

Individualized Education Program/Special Education Program

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.

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 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.

Planning and Placement Team or Individualized Education Program Team

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

Individualized Education Program/Special Education Program (IEP)

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

- (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 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

Instruction

Individualized Education Program/Special Education Program (IEP)

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

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.

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.

Instruction**Individualized Education Program/Special Education Program (IEP)****Planning and Placement Team or Individualized Education Program Team (continued)**

(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.

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 -

Individualized Education Program/Special Education Program

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

- (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 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
 - (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

Individualized Education Program/Special Education Program

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

- (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.

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.")

(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 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

Instruction**Individualized Education Program/Special Education Program***Transfer of rights* (continued)

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.

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

Individualized Education Program/Special Education Program**Transfers (continued)**

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)
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
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.

Instruction

Individualized Education Program/Special Education Program

Legal Reference: Connecticut General Statutes (continued)

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)

Policy Adopted:

Item #11b



We make a difference in Enfield - every child, every day.

ENFIELD BOARD OF EDUCATION

1010 ENFIELD STREET • ENFIELD, CONNECTICUT 06082
TEL: 860.253.6531 • FAX: 860.253.6515

October 26, 2021

Mrs. Sheila Bailey, Town Clerk
Enfield Town Hall
820 Enfield Street
Enfield, CT 06082

Re: Schedule of Regular Meetings for 2022 – Enfield Board of Education

Dear Mrs. Bailey:

The dates for regular scheduled meetings for the Enfield Board of Education for 2022 are herein submitted. The Board of Education plans to meet on the second and fourth Tuesday of each month on the presented schedule.

All meetings are planned to begin at 7:00 PM at the Town Hall in Council Chambers located at 820 Enfield Street, Enfield, Connecticut unless otherwise indicated.

January 11	April 26	September 13
January 25	May 10	September 27
February 8	May 24	October 11
February 22	June 14	October 25
March 8	June 28	November 8
March 22	July 12	November 22
April 12	August 23	December 13

Note: Due to a conflict with the Town Council, the February 22nd BOE meeting location will need to be changed.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Walter J. Kruzel', is written over the printed name and title.

Walter J. Kruzel
Chairman

Ref: Board Policy #9321

DRAFT

**BOARD OF EDUCATION
SPECIAL MEETING MINUTES
JANUARY 11, 2022**

A special meeting of the Enfield Board of Education was held on January 11, 2022, in the Enfield Room located at 820 Enfield Street, Enfield.

1. **CALL TO ORDER:** The meeting was called to order at 6:31 PM by Tina LeBlanc.
2. **PLEDGE OF ALLEGIANCE:** Tina LeBlanc
3. **FIRE EVACUATION ANNOUNCEMENT**
4. **ROLL CALL:**

MEMBERS PRESENT: Jean Acree, Dr. Gerald Calnen, Janet Cushman, Joshua Hamre, Amanda Pickett, John Unghire, Jonathan LeBlanc and Tina LeBlanc

MEMBERS ABSENT: Scott Ryder

ALSO PRESENT: Mr. Christopher Drezek, Superintendent of Schools; Mr. Andrew Longey, Assistant Superintendent of Schools; James Tallberg, Town Attorney and Ellen Zoppo, Acting Town Manager

5. **EXECUTIVE SESSION**

- a. **Matter(s) Related to Pending Claims and Litigation – Hernandez v. Enfield Board of Education 3:19-cv-01907-MPS**

Mr. Hamre moved, seconded by Mr. LeBlanc that the Board enter into Executive Session
A vote by **show-of-hands 8-0-0** passed unanimously.

Mr. Drezek, Mr. Longey, Mr. Tallberg and Mrs. Zoppo joined the Board in Executive Session at 6:32 PM.

No Board action occurred while in Executive Session.

Open Session:

The Board returned to open session at 6:52 PM.

6. **ADJOURNMENT**

Mrs. Pickett moved, seconded by Mr. Hamre to adjourn the Special Meeting of January 11, 2022.

All ayes, motion passed unanimously. Meeting stood adjourned at 6:53 PM.

Jonathan LeBlanc
Secretary
Board of Education

Respectfully Submitted,

Andrew B. Longey, Assistant Superintendent

**BOARD OF EDUCATION
REGULAR MEETING MINUTES
JANUARY 11, 2022**

A regular meeting of the Enfield Board of Education was held in Council Chambers on January 11, 2022.

1. **CALL TO ORDER:** The meeting was called to order at 7:00 PM by Madam Chair LeBlanc.

Madam Chair read a message from the Acting Town Manager Ellen Zoppo about mask mandates being in place until February 15, 2022, and the removal of the optional 5 PM mask mandate for municipal buildings. If you choose not to wear a mask, you can watch the meeting remotely. We will not begin Board meetings until all Board members and audience members are fully masked.

2. **INVOCATION OR MOMENT OF SILENCE:** Janet Cushman
3. **PLEDGE OF ALLEGIANCE:** Janet Cushman
4. **FIRE EVACUATION ANNOUNCEMENT:**
5. **ROLL CALL:**

MEMBERS PRESENT: Jean Acree, Dr. Gerald Calnen, Janet Cushman, Joshua Hamre, Jonathan LeBlanc, Amanda Pickett, John Unghire and Tina LeBlanc

MEMBERS ABSENT: Scott Ryder

ALSO PRESENT: Mr. Christopher J. Drezek, Superintendent & Mr. Andrew B. Longey, Assistant Superintendent

6. **BOARD GUEST(S)** - None
7. **SUPERINTENDENT'S REPORT**
 - a. **Special Recognition**

Mr. Drezek congratulated Madam Chair Tina LeBlanc for her 10 years of service on the Enfield Board of Education. He read the letter we received from CABA and presented her with a 10 Years of Service Pin from CABA. We thank you for your service and dedication to the children of Enfield.

b. EPS Update

Mr. Drezek stated the past week, and a half has presented us with many challenges. He does not want to close our schools ever and is not a huge fan of winter. We had to cancel school due to staffing issues. Many people in the community were unhappy about this decision. We are all tired of this including himself.

Mr. Drezek stated he is not on any social media platforms. He spoke about the negative comments being made about our staff members. If our staff did not come in, it is because of Covid or Covid like symptoms. He will not allow staff to come to school if they are sick or have symptoms. This includes our bus drivers. If we allowed this, it would be very irresponsible and negligent. Our staff are doing the correct thing by staying home when they are sick.

Mr. Drezek added you are all aware of the testing shortages in our country. We are not exempt from this. There is a lot of frustration out there. Do not place the blame on our staff or our unions for the problems in our country. He cannot control what is being said or done. He is asking for your assistance to stop blaming our staff. It is time to be adults.

Mr. Drezek stated he has always tried to respond to e-mails, but this ends now. We are doing our best. He does not agree with what is going on in Chicago. Our unions have reached out to him to see what they could do to help. They are also coming to work every day. He is extremely thankful to our staff. He has heard there will be a nationwide planned blackout on Wednesday. By participating in this blackout, you must show up and wear black. He does not care what you wear to work. Just show up and take care of our kids.

Mr. Drezek stated he does not want to relive 2020 again. It was not that long ago when signs were being placed on lawns thanking our teachers, nurses and staff members. Many of our staff have made sacrifices like our Administrators, Para's, Clerical Staff, Nurses, Central Office Staff and Cafeteria Staff. This is the hardest time in education. These dedicated people are keeping us going. We need to remember and be thankful. He thanked all our staff members for everything they are doing.

Mr. Drezek stated our schools are expected to be open because the transmission rate in our schools is low. We are seeing increasing numbers from personal gatherings and attending events in communities. He is not blaming anyone. These are just the facts.

Mr. Drezek added he has sat here and listened to people tell us to think critically. Masks are required to be worn while in school. Masks work. He does not like wearing masks either, but if wearing them helps to keep our kids in school – wear a mask. He is not a doctor, but he asked the State Department of Public Health and our local Health Director about prolonged mask wearing. They both said the only real problem with prolonged mask wearing is getting dermatitis or acne. He does not want any students to get acne. He would choose acne over Covid anytime.

Mr. Drezek stated we are currently under an executive order that includes a mask mandate for all PK-12 students until February 15th. He does not know who will make the next decision about masks. This is an executive order that we all must follow. This executive order also applies to audience members. There is no reason to discuss this topic any further.

Mr. Drezek stated he is not in favor of mandates. He was planning to deliver his budget tonight but several of his staff are out due to Covid. As part of his budget presentation, he will address unfunded mandates. These are requirements from the Federal Government. He has personally fought against unfunded mandates and has gone to the State Capital. FOI is another mandate imposed and that we must comply with. We cannot pick and choose which mandates we will abide by. He will continue to fight for what he believes in. We are carrying out what needs to be done by each mandate. The truth needs to be said.

Mr. Drezek added remote days cannot be called. Students must attend school 180 days per school year and school must end by June 30th. Any days we use must be made up or we will violate another law. We have union bargaining contracts that we also need to abide by. He would like to use virtual days for snow days but that is not an option. Another thing to consider is when we are open, we can feed our students. If we are not here students will not receive meals.

Mr. Drezek stated we are planners, and we need to have our ducks in a row. We do not like surprises and like to plan. Last Sunday, we had a plan in place and a backup plan and then everything changed, and we needed to go with plan C. When it comes to school, the reality is we will still need to have plans. We are all stretched and will continue to do everything we can to keep our schools open. He will try to give the community enough notice as possible. He

urged everyone to hang in there a bit longer.

c. **MLK Day - NS** – as presented

8. AUDIENCES

Madam Chair read a prepared statement about expectations for audience participation. For now, we will continue to utilize a 3-minute time limit for audience participation.

Pat Flaherty, Jackson Road – Mr. Flaherty stated some of chose to wear masks tonight. You now need to wear masks in Council Chambers. There are people outside in the hallway not wearing masks. No arrests are being made. Our first amendment rights are being violated by not allowing us to speak. We are trying to say there is no big emergency. Kids are surviving. This has been 2 years of theatrics. Are children are being psychologically damaged by wearing masks. The governor has extended his executive order 6 or 7 times.

Ryan Schuetz, Church Street – Mr. Schuetz spoke about what Cromwell is doing. He shared this e-mail with Board members. Enfield needs to reach out to other districts and see what they are doing. You are not following your goals. The system in Enfield is flawed when dealing with Covid. You are keeping our kids muzzled. Our children are missing valuable instruction time and time with classmates they will never get back. He shared data numbers with the Board about Covid. Unmask our kids.

Peter Jonaitis, Farmstead Circle – Mr. Jonaitis stated the governors executive orders does not pertain to public buildings. He has also met with our State representatives in Hartford. There are 20 people in the hall that wanted to attend tonight's meeting. He would like the Board to expand the amount of time for audience participation. He would like the Board to follow what the Town Council is doing. As far as negotiations, when you renegotiate the Teacher's Contract, take into consideration when/if you need to close down for a week. This time can be made up in July. Virtual learning is not teaching. It is the Town Manager's decision about the mask mandate in public buildings. He urged the Republicans to walk out.

Amanda Marquez, Hoover Lane – Mrs. Marquez stated the Town Manager has implemented a mask mandate for town buildings until February 15th. Masks do not work and do not slow down the transmission rate. She shared data about masks. The people have the power to change the mandate. United we stand, divided we fall holds true now more than ever. Using the power of the police to silence and intimidate won't stop us from fighting. Can you tell me why there is so much police presence here tonight? As Dr. Martin Luther King said, she will continue to fight for unjust laws. If you choose to wear a mask than do so and those that don't won't.

9. BOARD MEMBER COMMENTS

Mrs. Cushman spoke about medical professionals like Dr. Peter McCollough and Dr. Ryan Cole being discredited and social media being removed for speaking up against the use of masks and the prevention of Covid. She shared statistical data about vaccines. She asked why these mandates are being enforced. Our state and federal governments were established to protect our rights. Our rights are not being protected. Dr. Martin Luther King spoke about being saved from crippling fear. She is thankful for our community members that come to our Board meetings talking about critical thinking and urging us to ask why. Thank you.

Mr. Unghire read a prepared statement from Matt Schmitt, Bigelow Commons who could not attend tonight's meeting.

Mr. LeBlanc asked for clarification from the Superintendent about plans when there are driver shortages and closing some of the schools.

Mr. Drezek stated our transportation works on a tiered level, they start at the high school, middle school and then elementary. A district wide closure would be due to transportation issues. School closures would be based on the individual school staffing issues. We do have some staff that travel, and we have tried to eliminate this in our Covid world. Outbreaks that are isolated to a particular building, would only affect that school and the need to close that particular building.

Mr. LeBlanc asked about making up days. What is the plan for spring vacation to make up used snow days or using any professional development days?

Mr. Drezek stated he left this out of his report and there is a real possibility of us needing to make up days coupled by staffing shortages and actual weather related school closings. By state law, we cannot attend school in July, and this is not an option. We must attend school 180 days and school must end by June 30th. Typically, we will look at our April vacation week and any planned breaks. This has happened in the past where we used April vacation days. He does not want to add more frustration to everyone lives, but this is possible. Many people, including himself look forward to spring vacation. We will do everything we can to avoid this. The good thing is, the Board will need to make this decision, not him.

Mr. LeBlanc would like to have an update about student academic progress. Mr. Drezek stated he would love nothing more than to devote an entire meeting to discuss our students academic progress and growth.

Mrs. Pickett is incredibly frustrated that we are continuing to discuss vaccines, masks and Covid. She was elected to the Board to talk about our kids and staff and educating our children. She thanked everyone in our schools, bus drivers and community. This has been a tough start to 2022. If we stick together and follow the mitigation strategies of Covid, we can be safe and keep our schools open. She thanked our new interim Town manager and everything that is being done in our town. Checkout the Town website about clinics that are being held and warming centers. She thanked her for her leadership.

Mrs. Pickett would like to see some data about our schools and students as mentioned by Mr. LeBlanc. She would like data about what we are doing for social and emotional learning. She is worried about our kids and how they are doing academically. She no longer wants to talk about masks until February 15th. She is looking forward to the superintendent's budget presentation and would like to know where the funds we are receiving are being used, and our operational budget. We are receiving a lot of temporary money and it is important to keep this in mind and how it will be used to support our students and staff.

Mrs. Pickett congratulated Mrs. Cox-Blackwell for being our new Educational Equity Director. She looks forward to hearing about the work that will be done in our district.

Mrs. Pickett shared a frustration of hers when quoting Martin Luther King Jr. She urged everyone to check out his journey at the www.kingcenter.org in honor of him. He was about supporting community and caring more about others than ourselves. We are asking you to be safe, wearing masks and getting vaccinated. Self-test and stay home when you are sick. Martin Luther King, Jr. stood for racial equity. She is asking you to stay safe and thank you to our staff.

Mrs. Pickett stated Enfield Street School will hold a PTO meeting on Wednesday at 6 PM. They will be sending home progress reports next week.

Mrs. Pickett stated the Stowe Early Learning Center will hold an FEO meeting on January 18th, they have a snow day flip grid and pop the trunk event for PreK on February 17th.

Mrs. Pickett stated Kite met last week and they have a lot that is going on including webinars for families. She encourages you to look at their website at www.enfieldkite.org and to look at the www.enfieldpto.com website.

Mrs. Pickett add we are lucky to live in a community where so many people care about us. You can also look at the town website at www.enfield-ct.gov.

Dr. Calnen thanked Mr. Drezek for his report, and added it needed to be said. It was a breath of fresh air. As a physician with an infection disease background, his sources are the CDC, the American Academy of Pediatrics, the American Medical Association, the American Public Health Association, and the World Health Organization and they all recommend wearing masks based on data. Masks save lives. Omicron has affected many children being admitted to the Children's Medical Center and Yale New Haven Children's Hospital. We didn't see this with the Delta virus or the original Covid virus. If this virus continues, we will see more malignant variants and more deaths. We need to wear masks. We need to continue insisting masks be worn in our schools. Letting our guard down will infect our schools with Omicron and other viruses. We need to be vigilant about wearing masks.

Dr. Calnen stated our Head Start program is fully enrolled. They have 102 eaglets which is a great accomplishment.

Dr. Calnen stated KITE is sponsoring an event with the Connecticut Science Center on January 18th for pre-K students and families. They are a great parent involvement program and is a great way to introduce children to science. He is really curious about what an invisible snowman is. Parent engagement is extremely important especially now with Covid.

Dr. Calnen stated there is another group for parent engagement and that is the Parent Leadership Academy (PLA) which helps parents to become more effective advocates for their children. Several Board members started in PLA. PLA helps parents learn many skills. They hold workshops for 12 weeks for up to 15 participants. Each workshop involves community involvement projects based on what they are learning. This is a really good program that has been running for several years.

Dr. Calnen stated the Early Childhood Development is Center (ECDC) is another parent engagement program. ECDC will identify five participating parents to join the KITE collaborative. KITE can tap into the expertise of the people that can benefit the most from their services like the parents and children. The parents will serve in an advisory capacity regarding school readiness initiatives.

Mr. Hamre thanked Mr. Drezek, Mr. Longey, bus drivers and staff members for giving our kids the best education we can give them. We did not ask for this virus, but we have been dealing with Covid for 2 years. Masks work. He doesn't like wearing them either, but they are effective.

Mr. Hamre thanked both Mr. Calnen and Mrs. Pickett for their words said tonight. He expressed his condolences to the families that have lost children from Covid. This could be preventable, and he hopes this is a decision he will never need to make. He has a hard time hearing the statistics be thrown around that mention a child has passed away from a preventable disease. No number is acceptable.

Mr. Hamre stated Board members do not have time limits when we speak. He went through the process in order to become a Board member. He does not agree with the shortening of the time limit for audience members. He encourages anyone if you are interested to go through the process and get elected. In order to be elected, you will need support from our community.

Mr. Hamre stated he is unable to attend JFK's PTO meeting on Wednesday. He is available if

anyone from the JFK community has any questions or concerns, please reach out to him.

Madam Chair stated we have received communication from Mrs. Clark about the EHS mid-terms being held on January 27th through February 4th. She is sure we will receive updates as we get closer to the start date and any snow days will affect mid-terms.

Madam Chair stated we also received an e-mail from Mrs. Clark about emotional support services and intervention supports that are available for students. She encourages students and families to reach out if you are struggling. She read the e-mail that was received. This e-mail is a good indication of the steps they are taking at Enfield High School. This time of year, it is important to address mental health and wellness and to make students and families know they are supported.

Madam Chair stated we received a press release about Altressa Cox-Blackwell about her new position as our Equity Diversity Coordinator as mentioned by Mrs. Pickett. She read the press release and congratulated Mrs. Cox-Blackwell on this new appointment. She cannot wait to see as we move forward with our equity and diversity in our district.

Madam Chair stated she is responsible for what occurs when Board members are in Council Chambers. She is not responsible for what is going on outside of these double doors. She cares about conducting our meetings as the Enfield Board of Education. We are here for the kids. We want to conduct our meetings in a professional kind manner. We should act the way we expect our kids to act. Whether you are at home, in school, or out in the public, you have expectations about your kid's behavior.

Madam Chair stated she has mentioned this before about the mask mandate and how she feels about Covid. She supports the mask mandate. Her daughter is a nurse, and they are doubling up Covid patients again. She works in the cardiac floor, and they are receiving patients because of bed shortages due to Covid.

Madam Chair stated our Board of Education meetings need to refocus on what is happening in our schools with education and extra-curricular activities and what needs to be improved and what needs to be championed. She is challenging her Board members to come to our next meeting with an update about a school function that they attended or communicated with as an EPS liaison whether it is from a PTO meeting or anything like that. We come up here and we are fueling a fire. She is here to represent 5,500 kids and staff. She has said this before, she represents cafeteria workers who are saints. They have gone above and beyond when we were remote for our students and made sure Enfield children got fed. She thanked our administration and everyone in between.

Madam Chair stated how would you feel if you left work everyday and came home and opened up social media to unwind and somebody was criticizing your work and what you did without having the knowledge. That wears on a person, and it would wear on her also. This is what is happening to the Enfield Public School staff. Our teachers are doing the best they can. They are showing up for our kids with a smile and keep focused. When our teachers can't come to work, they are upset. When our teachers spoke to us about hybrid learning last year, they wanted to be the best version of themselves, and they felt they couldn't be. She challenges us to refocus and reach across the aisle and work together and decided what we as a Board want to focus on. She is tired and we owe it as the leaders of this school district to come together and work together for our students, staff and community.

Madam Chair thanked Tessa for her picture. She is an eaglet at Stowe.

10. **UNFINISHED BUSINESS:** None

11. **NEW BUSINESS:**

a. BOE Policy Revisions – First Reading

Mrs. Pickett moved, seconded by Mr. Calnen that the Enfield Board of Education approves the first reading for the BOE Policy Revisions as presented.

Discussion:

Mrs. Acree stated she read through the policy adoptions and revisions, and she supports and likes the philosophy. There are several statements she strongly agrees with. She liked that it states it is important for students to master basic skills essential to functioning in society, skills such as reading, writing, listening and speaking proficiently. This is very important for students as they grow and become adults. They need to be able to express themselves in an intellectual manner. She also agrees with the philosophy of having a strong base of knowledge in mathematics, science and technology. Especially in technology due to our changing society. Having programs in our schools that meet the intellectual needs at all levels for learning is important. She also liked the statement about enabling students to apply all the knowledge they have learned to their problem solving techniques by encouraging creativity and independent thought and doing research projects. She is also happy to see the arts and music that has been integrated into our school system including health and wellness, physical education and extra-curricular activities like sports. She likes seeing this philosophy in our school system and it is important to maintain a healthy school system. She was a teacher for 40 years. Thank you for listening to her.

Mrs. Cushman stated she discussed her concerns about revisions for Policy #0200 Goals for the Enfield Public Schools and Policy #4131 Staff Development at the Policy Committee meeting. They both have social emotional learning (SEL) requirements that are now part of our professional development plan. We do not have any clear definitions about SEL principles and practices. She shared with the Board the information she spoke about at the Policy committee about achieving positive goals, showing empathy for others, maintaining positive relationships, and making responsible decisions. These are all important skills. She also spoke about power privilege, prejudice, discrimination, social justice and violating state and national laws and castle. She spoke about discrimination and equity with SEL. She does not recommend passing these two policies until the principles and practices of SEL are clearly defined.

Dr. Calnen asked about the lactation policy and private rooms being available for staff. This is a great policy. Do we have a similar policy for students that may be breastfeeding?

Mr. Longey stated the policy we received from CAFE was for personnel. Obviously, any school in our district would take into consideration the needs of any students.

Dr. Calnen added he just wanted to make sure our students have a similar policy.

Mrs. Pickett spoke about Castle not being a curriculum, it is a framework for SEL. Our schools are already doing work in this area that is important as far as us reaching our mission for our schools and setting our students up for being college and career ready citizens in our society. We stand for creating an equitable society where everyone is welcome and heard. She is all for this. She is in favor of this work that our district has committed to. It is part of our mission. She trusts our leadership will do this in a way students feel welcome and heard and included in conversations and accepted.

Mr. Hamre stated he knows his place as a Board member. As a Board member, we are responsible to govern the Enfield Public Schools. We have one employee and that is our position to make sure that employee does the work that is outlined in the mission/objective statement of the Board of Education. Our job is not to look over the shoulders of our educators. We trust our administrators and they are the front line educators for our children.

Our role is to make sure we are meeting our mission statement and objectives and our policies. Our policies will be formed in a way that allow our students to achieve the goals and make the most out of their school careers. Thank you.

Mr. Unghire stated that he previously served on the Policy Committee last term and remembers discussing this policy. Mrs. Cushman picked up on the exact point that he made about integrating principles and practices. He asked what are the principles and practices? Amanda stated being welcome and included. That is fine if they defined the principles and practices are that all students are welcome and included. When you are saying you need to integrate the principles and practices of SEL it needs to be defined. We cannot responsibly integrate the principles and practices if they are not defined. That is the point that he is making.

Mr. Unghire stated he recently attended a CABE workshop for Board members and they spoke about policies. CABE provides us with policies that are state mandated and/or optional suggested policies Boards can review and adopt. We can also obtain policies from Shipman & Goodwin. Is this something we could look into?

Mr. Drezek stated Shipman & Goodwin is also CABE's attorney as well as our attorney. The workshop you attended was sponsored by Shipman & Goodwin.

Mr. Unghire added that he was told the policies from CABE, and Shipman & Goodwin are not identical. He thought it would be nice to compare them both and select one that is more beneficial to our school district.

Mr. Drezek added this is something we can do, but you would need to pay for this additional service. We are currently paying for CABE's policy service. This is a decision the Board made several years ago to transition the policy service. Using Shipman & Goodwin policy service is more in line with the state requirements and laws are where CABE is an educational organization, and they get more involved with what is happening in the classrooms that might not be associated with laws. If this is something the Board would like us to explore using Shipman & Goodwin policies, there will another change for this.

Madam Chair asked Mrs. Cushman about your comments regarding changes to Policy #4131 and #0200 or is it just the policies in general.

Mrs. Cushman stated there is not a lot of clarity about the required SEL component that is required. Mr. Unghire spoke about the clarity for the principles and practices and the social and emotional learning needs to be defined. She does not believe this is something we should pursue.

Mr. Hamre asked what would you like to see us identify specifically and what you don't want us to pursue?

Mrs. Cushman stated SEL is being used to elevate favorite students based primarily on race over disfavored students or using SEL as a tool for anti-racism.

Mr. Hamre asked about the tools for anti-racism and what are they. Can you identify them. He is struggling to find a negative for this.

Madam Chair stated she believes that Mrs. Cushman is not comfortable about what she is reading about this policy. You know that they are state mandated. You just wanted to clarify how you felt about this policy.

Mrs. Cushman asked if we have flexibility as a district to define the principles and practices. We need to incorporate anti-racism. She thought being anti-racism meant you were not a racist and that is not what it means. Is discriminating creating equity or inequity or is creating

equity that is anti-racism. Discrimination that creates equity is that okay?

Mrs. Pickett stated we have policies against discrimination. What you are saying is covered in another policy.

Madam Chair asked about closing this discussion. She just wanted to clarify what you were asking. You are looking for clarification and if the district has any say.

Madam Chair asked Mr. Longey about Mrs. Cushman's question regarding the districts flexibility with SEL, she reads the policy is giving the district more flexibility.

Mr. Longey stated the way he interprets the policy, it is giving the district a lot of flexibility. Social emotional learning is different for the Enfield Public Schools. It is different at each level. It is a more welcoming program. It is a behavioral program. It shows students how to be kind to each other like filling jars with positive messages and when the jar is filled the class gets a reward. Each group is doing something different. We do not just have one program for social emotional learning. It is based on each grade level and is fluid. It is being looked into a little bit too much as a group. This is not my job but the job of the Board to vote on this policy. He is telling you this from being in a building as a principal, it is not as rigid as you are looking at.

Madam Chair thanked Mr. Longey for the clarification.

Mrs. Cushman has seen from the online school newsletters and Stowe Early Learning Center sends out great videos for the kids to view. They talk about emotions and identifying emotions. This is very appropriate. This is what we would expect social emotional learning to be. This is at a preschool level. She is questioning what this will look like at the high school. Does it take on a more activist attitude when we see social justice warrior kind of connotation.

Mrs. Pickett added there are SEL standards from the State Department of Education. There are ones for Pre-K, K-3 and 4-12 will be released. Our SEL curriculum is aligned to these standards from the state. The skills will be clear as far as those grade bands. You can access this information on the state website.

A vote by vote by **roll call 8-0-0** passed unanimously.

b. BOE Policy Adoptions – First Reading

Mr. Hamre moved, seconded by Mr. LeBlanc that the Enfield Board of Education approves the proposed new BOE Policy Adoptions as a first reading.

A vote by vote by **roll call 8-0-0** passed unanimously.

12. BOARD COMMITTEE REPORTS:

Curriculum – Mrs. Pickett reported the Curriculum committee will meet on January 20th.

Finance – Dr. Calnen reported the Finance Committee met on January 10th. We discussed TAG funding with representatives from Wolff Financial Group and the expansion of the TAG program. We will be coordinating a joint meeting with the Curriculum Committee to discuss options. Our next meeting will be held on February 7th.

Policy – Mr. Hamre reported the Policy Committee will meet on January 18th.

Leadership – Madam Chair reported we are in the process of scheduling monthly Board Leadership meetings.

Joint Facility – Madam Chair reported the Joint Facility Committee will meet on January 13th.

JFK Building – Madam Chair reported that JFK Building committee members will meet on Thursday.

Joint Security – Madam Chair reported the Joint Security Committee will meet on March 2nd.

Joint Insurance – Madam Chair reported the Joint Insurance Committee will meet in March 2022.

Youth Mental Health – Madam Chair reported this committee is also slated to meet in March also.

13. APPROVAL OF MINUTES

Mrs. Pickett moved, seconded by Mr. Hamre that the Special Meeting Minutes of November 23, 2021, be approved. A vote by **show-of-hands 8-0-0** passed unanimously.

Mr. Hamre moved, seconded by Mr. Unghire that the Regular Meeting Minutes of November 23, 2021, be approved. A vote by **show-of-hands 8-0-0** passed unanimously.

Mr. Calnen moved, seconded by Mr. Unghire that the Special Meeting Minutes of December 14, 2021, be approved. A vote by **show-of-hands 8-0-0** passed unanimously.

Mrs. Pickett moved, seconded by Mr. Hamre that the Regular Meeting Minutes of December 14, 2021, be approved. A vote by **show-of-hands 8-0-0** passed unanimously.

14. APPROVAL OF ACCOUNTS AND PAYROLL

For the Month of November and December 2021

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

- The month of November the total Grant and Head Start expenditures amount to \$669,651.16, broken down between payroll totaling \$488,536.03 and other accounts totaling \$181,115.13 and;
- The month of December the total Grant and Head Start expenditures amount to \$859,709.60, broken down between payroll totaling \$789,855.95 and other accounts totaling \$69,853.65 and;
- All payment 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 8-0-0** passed unanimously.

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

- The month of November 2021 total e9penditures amount to \$7,271,963.05 broken down between payroll totaling \$4,493,786.22 and other accounts totaling \$2,778,176.83; and

- The month of December 2021 total expenditures amount to \$8,720,976.44 broken down between payroll totaling \$6,718,048.12 and other accounts totaling \$2,002,928.32
- 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.

Line Item Transfers, if any - None

15. CORRESPONDENCE & COMMUNICATION - None

16. EXECUTIVE SESSION - None

17. ADJOURNMENT

Mr. Hamre moved, seconded by Mr. LeBlanc to adjourn the Regular Meeting of January 11, 2022.

All ayes, motion passed unanimously. Meeting stood adjourned at 8:55 PM.

Jonathan LeBlanc
Secretary
Board of Education

Respectfully Submitted,

Kathy Zalucki, Recording Secretary