

**ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT**

**Instruction**

**6142.102**

**Administration of Social-Emotional Learning Assessment to Students**

The Board may administer a social-emotional learning assessment to students in the school year commencing July 1, 2021, and each school year thereafter. Such assessment may either be the social-emotional learning assessment provided by the Department of Education (SDE) or another social-emotional assessment of mental health and resiliency screening.

Prior to such screening, parent/guardians must receive prior written notice of the planned administration of the assessment or screening. No student shall complete such assessment or screening without the approval of the student's parent/guardian.

**Definitions**

1. **“School climate”** means the quality and character of school life based on patterns of students', parents', and school employees' experiences of school life, including norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.
2. **“Positive school climate”** is defined as a school climate in which:
  - a. norms, values, expectations, and beliefs are promoted that support feeling socially, emotionally, and physically safe;
  - b. students, their parents and guardians, and school employees feel engaged and respected and work together to develop and contribute to a shared school vision;
  - c. educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
  - d. each person feels comfortable contributing to the school's operation and care of its physical environment.
3. **“Social and emotional learning”** means the process through which people achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
4. **“Emotional intelligence”** means a person's ability to:
  - a. perceive, recognize, understand, and manage his or her emotions and those of others;
  - b. use emotions to facilitate cognitive activities, including reasoning, problem solving, and interpersonal communication; and
  - c. understand and identify emotions.

The goals for addressing these student developmental needs through an educational program are to:

- Enhance student school readiness, academic success and use of good citizenship skills;

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- Foster a safe, supportive learning environment where students feel respected and valued;
- Teach social and emotional skills to all students; and
- Promote student social and emotional well-being by partnering with families and communities.

**Programming**

In order to promote the social and emotional development of all students, the District will pursue program development in the following areas:

- A. **Classroom and School-Wide Programming:** Implement evidence-based, age and culturally appropriate classroom instruction and school-wide strategies that teach social and emotional skills, promote optimal mental health, and prevent risky behaviors for all students.

<p><b>Note:</b> The SDE, not later than October 1, 2022, will develop student social-emotional learning standards, per P.A. 21-95 for grades 4 to 12 designed for a multi-tiered system of support that is culturally relevant and responsive, emphasizes school connectedness and includes restorative practices.</p>
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- B. **Staff Development and Training:** Provide staff development to all school personnel, including administrative, academic, pupil support and ancillary staff in age-appropriate social, emotional, and academic learning and ways to promote it in the classroom.
- C. **Parent and Family Involvement:** Provide parents and families with learning opportunities related to the importance of their children's optimal social and emotional development, and ways to enhance it.
- D. **Community Partnerships:** Establish partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and social and emotional development.
- E. **Early Identification and Intervention:** Utilize existing protocols to screen, assess and provide early intervention for students who have significant risk factors for social, emotional, or mental health problems that impact learning.
- F. **Assessment and Intervention:** Build and strengthen referral and follow-up mechanisms for providing effective clinical services for children with social, emotional, and mental health issues that impact learning through student and family support services, school based intervention, and school and community linked services and supports.
- a. For the school year starting July 1, 2021, the Board may administer a social, emotional learning assessment to students. Such assessments may be the social-emotional assessment provided by the Connecticut Department of Education or

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another social-emotional learning assessment or mental health and resiliency screening.

- b. A student's parent/guardian shall receive prior written notice of any social-emotional assessment or mental health and resiliency screening prior to its administration. Parent/guardian permission is required before a student may complete such assessment or screening

(4131 – Staff Development)

(5114 – Suspension and Expulsion/Due Process)

(5131 – Conduct)

(5131.21 – Violent and Aggressive Behavior)

(5131.911 – Bullying/Safe School Climate)

(5131.912 – Aggressive Behavior)

(5131.913 – Cyberbullying)

(5141.4 – Child Abuse and Neglect)

(5141.5 – Suicide Prevention/Intervention)

(5144 – Discipline/Punishment)

(5144.12 – Restorative Justice Approach to School Discipline)

(5144.5 – Progressive Discipline and Promoting Positive School Behavior)

(5145.4 – Nondiscrimination)

(5145.5 – Sexual Harassment)

(5145.51 – Peer Sexual Harassment)

(5145.511 – Sexual Abuse Prevention and Education Program)

(5145.52 – Harassment)

(5145.53 – Human Dignity)

(5145.54 – Civility)

(6114.7 – School Safety)

(6142.101 – Student Wellness)

(6142.11 – Human Relations Education)

(6164.2 – Guidance/Counseling Services)

(6164.3 – Psychological Services)

(6164.6 – Social Work Services)

Legal Reference: Connecticut General Statutes  
 10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.  
 10-221 Boards of education to prescribe rule(s), policies, and procedures  
 10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172, PA 18-15 and PA 19-166  
 Public Act 19-166, An Act Concerning School Climates  
 Public Act 21-95 An Act Concerning Assorted Revisions and Additions to the Education Statutes

**Policy Adopted: March 8, 2022**