

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

Time-Place:

**Council Chambers
820 Enfield Street
Enfield, CT**

Date: 09-27-22

7:00 PM Regular Meeting

<https://youtu.be/W2d2vewNZqA>

1. **Call to Order – 7:00 PM**
2. **Invocation or Moment of Silence – Jean Acree**
3. **Pledge of Allegiance – Jean Acree**
4. **Fire Evacuation Announcement**
5. **Roll Call**
6. **Board Guest(s)**
 - a. **Student Recognition**
 - b. **SEL Presentation**
 - c. **Jack-O-Lantern Festival**
7. **Superintendent’s Report**
 - a. **EPS Update**
 - b. **Early Dismissal, Columbus Day & Staff PD’s**
8. **Audiences**
9. **Board Members’ Comments**
10. **Unfinished Business**
 - a. **Adopt New Policies & Policy Revisions – Second Reading**
11. **New Business**
 - a. **Approve 2022-23 Student Representatives & Alternates**
 - b. **Adopt New Policies & Policy Revisions (*including Tabled Policies 6148 & 5147.71*) – First Reading**
12. **Board Committee Reports**

<ul style="list-style-type: none">- Curriculum Committee- Finance, Budget Committee- Policy Committee- Leadership Committee- Joint Facilities Committee	<ul style="list-style-type: none">- JFK Building Committee- Joint Security Committee- Enfield Mental Health Wellness Workgroup- Enfield Cultural Arts Commission- Any Additional Committees
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13. **Approval of Minutes:**
 - **Regular BOE Meeting Minutes: September 13, 2022**
14. **Approval of Accounts and Payroll:**
15. **Correspondence and Communications**
16. **Executive Session**
17. **Adjournment**



Date: September 27, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Board Guests

- a. **Student Recognition:** Tonight we welcome ETLA student Vanessa Cleary to our Board meeting. Please join me by welcoming Vanessa and we would like to take this time to recognize her.

- b. **SEL Presentation:** We also welcome our Director of Special Education Julie Carroll and Coordinator of School Counseling David White. They will discuss our Social, Emotional Learning (SEL) programs that Enfield Public Schools offer to our students. They will introduce any staff and/or student(s) that are here tonight.

- c. **Jack-O-Lantern Festival:** Lastly, we welcome Kelsey McGuire. She is here to talk about this year's Jack-O-Lantern festival. The festival will be held on October 22nd on the Town Green from 4-8 PM.



Date: September 27, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Superintendent's Report

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

- b. **Early Dismissal, Columbus Day & Staff PD's :** All Enfield Public Schools will dismiss early on Wednesday, September 28th for a half day staff PD. Schools and offices will be closed on Monday, October 10th in observation of Columbus Day. Students will not attend school on Tuesday, October 11th for a staff full day PD.



Date: September 27, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Adopt New Policies & Policy Revisions – Second Reading

Board members approved at the September 13th BOE meeting several policies as first readings. Tonight, the members from the Policy Committee are recommending second readings for these policies. These policies have been placed on the website for public input and are listed below:

Proposed New Policies:

- 4112 Appointment and Conditions of Employment
- 5141.72 Student Sports and Extra Curricular Activities – Emergency Action Plans
- 5141.213 Administering Medication – Opioid Overdose Prevention (Emergency Administration of Naloxone)

Policy Revisions:

- 4111.3 Minority Recruitment
- 4141 Salary Policies for Teaching Personnel
- 5131.6 Alcohol Use, Drugs, and Tobacco (Including Performance Enhancing Substances)

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

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



Date: September 27, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Approve 2022-23 Student Representatives & Alternates

Per Board of Education Policy #9160 Student Representatives, Student Representatives and Alternates will be appointed to the Board in a nonvoting capacity and will attend all Board of Education meetings. Enclosed in your packet is the Board policy that explains their duties and responsibilities.

Student Representatives and Alternates attended an orientation session on Tuesday, September 20th with Principal Clark, Mr. Longey and myself. Principal Clark is recommending the following students as the 2022-23 Student Representatives and Alternates:

- **Student Representatives :** Kayla Surprenant, Gr. 11 & Morgan DiFronzo, Gr. 12
- **Student Alternates:** Jimmy Padilla, Gr. 11 & Samantha Quail Gr. 11

Therefore, the Enfield Board of Education may take any action(s) deemed appropriately regarding approving the 2022-23 Student Representatives & Alternates.



Date: September 27, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Adopt New Policies & Policy Revisions (*including Tabled Policies 6148 & 5147.71*) – First Reading

Policy Committee members approved at their September 20th meeting moving several policies forward for first readings including the two policies that were tabled at the September 13th BOE meeting. These policies have been placed on the website for public input and are listed below:

Tabled Policies:

- 5141.71 Student Sports and Extra Curricular Activities – Exertional Heat Illness
- 6148 FAFSA Completion Program

Proposed New Policies:

- 6141.51 Advanced Courses or Programs, Eligibility Criteria for Enrollment
- 6141.52 Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Policy Revisions:

- 1330 Use of School & Town Facilities
- 4118.11 Nondiscrimination
- 5141.71 Student Sports and Extra Curricular Activities – Exertional Heat Illness
- 6148 FAFSA Completion Program

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

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

Item # bc.



JACK IS BACK!

Town of Enfield
**JACK-O-LANTERN
FESTIVAL**

presented by the Enfield Board of Education

Saturday, October 22 • 4-8 PM • Enfield Town Green

entry is \$5 with carved pumpkin, \$10 without

- music • food • games • prizes •
- pumpkin carving contest •

Personnel – Certified/Non-Certified

P4112

Appointment and Conditions of Employment

The Enfield Board of Education delegates the Superintendent the authority to hire certified (except administration), and supplementary positions. In the case of administrative or supervisory personnel, the Superintendent shall nominate a candidate to the Board.

The Superintendent also has the authority to hire support and substitute personnel. On a monthly basis at a minimum, the Superintendent shall notify the Board of those individuals who have been hired.

The Superintendent shall make it an object of paramount interest to secure competent teachers and other employees for the schools. For each vacancy, the Superintendent shall select the ablest and best qualified candidate available. The Superintendent shall ensure that all certified personnel to be employed meet state requirements for the position.

The Superintendent shall conduct an annual review of supplemental pay positions to determine their continued need.

The following guidelines shall be observed in hiring personnel:

- 1. Residence shall not be a factor.*
- 2. No member of the immediate family of any member of the Board of Education shall be employed in any continuing capacity by the Board. This is not to be construed as requiring the resignation of any employee should a member of his/her immediate family be elected to the Board of Education.*
- 3. Relatives of professional administrative or supervisory personnel shall not serve under the supervision of the administrator or supervisor to whom they are related. This is not to be construed as requiring the resignation of any person already in the employ of the Board of Education.*
- 4. Temporary appointments of a relative as described in paragraphs 2) and 3) above may be made.*
- 5. The “wage range” of the position for which an applicant is applying will be provided, upon the earliest of (a) the applicant’s request, or (b) prior to or at the time the applicant is made an offer of compensation.*
- 6. Employees will be provided with the wage ranges when their position with the District changes, or when they first request it.*

The Board will not discriminate in the amount of compensation paid to any employee on the basis of

Personnel – Certified/Non-Certified

Appointment and Conditions of Employment

sex/gender. Any pay difference between employees due to gender must be proven to be based upon a (1) seniority system; (2) merit system; (3) system that measures earnings by production quantity or quality; or (4) differential system based on a bona fide factor other than sex, such as education, training, experience, credentials, skill, and geographic location.

(cf. 4141 – Salary Guides)

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal.

10-153 Discrimination on account of marital status.

10-155f Residency requirement prohibited.

31-40z Penalizing employees for discussion or disclosure of wage information prohibited. Enforcement. (as amended by P.A. 21-30)

31-75 Discrimination on the basis of sex. Prohibited practice. Employer demonstration. (as amended by P.A. 21-30)

46a-60 Discriminatory employment practices prohibited.

P.A. 21-30 An Act Concerning the Disclosure of Salary Range for a Vacant Position.

Title VII, Civil Rights Act as amended by Title IX, Equal Employment Opportunity.

Policy Adopted:

Students

P5141.72

Student Sports and Extra Curricular Activities – Emergency Action Plans

The Board of Education (Board) recognizes that emergency situations may arise at any time during interscholastic and intramural athletic events. Expedient action must be taken in order to provide the best possible care to the sport participant's emergency and/or life threatening conditions. The development and implementation of an emergency plan will help ensure that the best care will be provided.

As emergencies may occur at any time and during any activity, all school employees (and sports medicine teams) must be prepared. This preparation involves formulation of an emergency plan, proper coverage of events, maintenance of appropriate emergency equipment and supplies, utilization of appropriate emergency medical personnel, and continuing education in the area of emergency medicine and planning. Through careful pre-participation physical screenings, adequate medical coverage, safe practice and training techniques, and other safety avenues, some potential emergencies may be averted. However, accidents and injuries are inherent with sports participation, and proper preparation on the part of the staff should enable each emergency situation to be managed appropriately.

Emergency Action Plan Development

The Board directs the Superintendent or his/her designee to create and apply, starting with the school year beginning July 1, 2022, an emergency action plan (plan) to respond to serious and life-threatening sports-related injuries during interscholastic or intramural athletic events. Such plan must have procedures to follow when a student sustains a serious injury or illness while participating in an interscholastic or intramural athletic event, and include required components enumerated in P.A. 21-92.

The plan must be developed in consultation with local emergency medical services providers and allied health professionals. The plan must be reviewed annually, updated as necessary, and annually rehearsed by the implementing staff.

Plan Components

In compliance with P.A. 21-92, the plan must include the following:

- 1. A list of the school employees, coaches, or licensed athletic trainers who will be responsible for implementing the plan and a description of responsibilities for each person;*
- 2. The location or venue where the athletic events occur;*
- 3. A description, including the location, of the equipment and supplies available at athletic event sites that will help these people respond to an emergency;*

Students

Student Sports and Extra Curricular Activities – Emergency Action Plans

Plan Components (continued)

4. *The procedures to follow when a student sustains a serious sports-related injury, including:*
 - a. *responding to the injured student;*
 - b. *summoning emergency medical care;*
 - c. *assisting first responders arriving for the student; and*
 - d. *documenting the actions taken.*
5. *The protocols to follow during cardiac or respiratory emergencies, including operating an automatic external defibrillator; using cardiopulmonary resuscitation (CPR); or administering medication in accordance with state law on school staff administering medication to students at school athletic events;*
6. *The protocols to follow when a student shows signs, symptoms, or behaviors consistent with a concussion or is diagnosed with one, in accordance with the state law on concussions, including immediately removing the student from a game;*
7. *The protocols to follow when a student suffers a traumatic brain injury or spinal cord injury, which must:*
 - a. *include instructions based on the level of training of the person implementing the plan;*
 - b. *meet best practices and state law; and*
8. *The protocols to follow for heat and cold-related emergencies, which must meet current professional standards.*

Staff Requirements

Any District employee, coach, or licensed athletic trainer identified in the emergency action plan must be CPR certified and have completed a first aid course offered by the American Red Cross (ARC), the American Heart Association (AHA), the Department of Public Health, a health director, or an organization using AHA and ARC first aid guidelines.

Plan Distribution

The Emergency Action Plan is to be distributed to all school employees, coaches, and licensed athletic trainers identified in the plan. It shall also be posted in all athletic facilities and at all sites where interscholastic and intramural athletic events take place and must be posted on District and/or school's websites.

(cf. 5125.11 – Health/Medical Records HIPAA)

(cf. 5141 – Student Health Services)

(cf. 5141.21 – Administration of Medications)

(cf. 5141.25 – Food allergy Management)

Students

Student Sports and Extra Curricular Activities – Emergency Action Plans

*(cf. 5141.26 – Emergency Situations with No Nurse in School)
(cf. 5141.27 – Use of Automatic External Defibrillators)
(cf. 5141.28 – Sudden Cardiac Arrest)
(cf. 5141.7 – Student Sports-Concussions/Head Injuries)
(cf. 5141.71 – Exertional Heat Awareness Plan)
(cf. 5142 – Student Safety)
(cf. 5141.3 – Health Assessments & Immunizations)
(cf. 6145.2 – Interscholastic/Intramural Athletics)*

Legal Reference: Connecticut General Statutes

P.A. 21-92 An Act Concerning Emergency Action Plans for Interscholastic and Intramural Athletic Events.

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.

10-206 Health assessments, as amended by PA 07-58, PA 11-179 and PA 18-168.

10-207 Duties of medical advisers.

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.

10-212 School nurses and nurse practitioners.

10-212a Administration of medicines by school personnel.

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)

Policy Adopted:

Students

P5141.213

Administering Medication – Opioid Overdose Prevention
(Emergency Administration of Naloxone)

The Board of Education (Board) is committed to enhancing the health and safety of individuals within the school environment. The District will identify specific locations for the storage of Naloxone and protocols for its administration in emergency situations to assist individuals suspected to be experiencing an opioid overdose.

Definitions

***Drug overdose** means an acute medical condition, including, but not limited to, severe physical illness, coma, mania, hysteria or death, which is the result of consumption or use of one or more controlled substances causing an adverse reaction. The signs of opioid overdose include unresponsiveness; nonconsciousness; shallow breathing with rate less than 10 breaths per minute or not breathing at all; blue or gray face, especially fingernails and lips; and loud, uneven snoring or gurgling noises.*

***Naloxone (Narcan)** means a medication that can reverse an overdose caused by an opioid drug. As a narcotic antagonist, Naloxone displaces opiates from receptor sites in the brain and reverses respiratory depression that usually is the cause of overdose deaths.*

***Opioid** means illegal drugs such as heroin, as well as prescription medications used to treat pain such as morphine, codeine, methadone, oxycodone (OxyContin, Percodan, Percocet), hydrocodone (Vicodin), fentanyl, hydromorphone (Dilaudid), and buprenorphine.*

Delegation of Responsibility

The Superintendent or his/her designee, in consultation with the school nurse(s) and the school physician/School Medical Advisor shall establish appropriate internal procedures for the acquisition, stocking and administration of Naloxone (Narcan) and related emergency response procedures pursuant to this policy.

The school physician/School Medical Advisor shall be the prescribing and supervising medical professional for the District's stocking and use of Naloxone (Narcan). The Superintendent or his/her designee shall obtain a standing order from the school physician/School Medical Advisor for the administration of Naloxone (Narcan).

Annually, all nursing and administrative staff will be trained in the proper use of Naloxone (Narcan).

The standing order shall be maintained in the Superintendent's office and copies of the standing order shall be kept in each location where Naloxone is stored.

Students

P5141.213

Administering Medication – Opioid Overdose Prevention
(Emergency Administration of Naloxone)

Delegation of Responsibility (continued)

The school nurse shall be responsible for building-level administration and management of Naloxone and management of Naloxone stocks. Each school nurse and any other individual(s) authorized by the Superintendent shall be trained in the administration of Naloxone.

Naloxone shall be safely stored in the school nurse's office or other location designated by the school nurse in accordance with the drug manufacturer's instructions.

The Board permits school nurses to administer Naloxone to any person at school or a school event displaying symptoms of an opioid overdose. The District will store the Naloxone kits in a secure but accessible location consistent with the district's emergency response plan, such as the nurse's office. Naloxone shall be accessible during school hours and during on-site school-sponsored activities.

Acquisition, Storage and Disposal

Naloxone shall be safely stored in the school nurse's office or other location designated by the school nurse in accordance with the drug manufacturer's instructions.

The school nurse shall obtain sufficient supplies of Naloxone pursuant to the standing order in the same manner as other medical supplies acquired for the school health program. The school nurse or designee shall regularly inventory and refresh Naloxone stocks and maintain records thereof.

In accordance with internal procedures, manufacturer's recommendations and any applicable Department of Public Health guidelines.

(cf. 5141 – Administering Medications)

Legal Reference: *Connecticut General Statutes*

10-212 School nurses and nurse practitioners. Administration of medications by parents or guardians on school grounds. Criminal history; records check.

10-212a Administration of medications in schools. (as amended by PA 99-2, and June Special Session and PA 03-211, PA 04-181, PA 07-241, PA 07-252, PA 09-155, PA 12-198, PA 14-176 and PA 15-215)

17a-714 Immunity for prescribing, dispensing or administering an opioid antagonist to treat or prevent a drug overdose.

Students

P5141.213

***Administering Medication – Opioid Overdose Prevention
(Emergency Administration of Naloxone)***

Legal Reference (continued):

21a-279(g)Penalty for illegal possession. Alternate sentences. Immunity.

52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors)

Connecticut Regulations of State Agencies 10-212a-1 through 10-212a-10, inclusive, as amended.

PA 15-198: An Act Concerning Substance Abuse and Opioid Overdose Prevention

PA 16-43: An Act Concerning Opioids and Access to Overdose Reversal Drugs

Policy Adopted:

Personnel - Certified/Non-Certified

P4111.3

Minority Recruitment

~~The Enfield Board of Education will maintain and implement its plan for minority staff recruitment. The plan shall include long and short term goals, objectives, recruitment, hiring and retention procedures. The Enfield Board of Education is committed to continuing its practice of advertising in minority newspapers, attending college recruitment fairs and working with area districts in order to increase the pool of minority candidates.~~

The Board of Education (Board) believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicated on a climate of inclusion. To this end the Board directs the Superintendent to enact a planning process for the recruitment of a diverse staff.

The Board recognizes the diversity of the people who live in this school district and believes that this diversity should have an important bearing on all aspects of the school system's activities. It is especially important that this diversity of population be recognized in the recruitment, hiring, promotion, and assignment of personnel.

The Board, in accordance with C.G.S. 10-4a(3) and C.G.S. 10-220(a) will implement an affirmative action plan and a written plan for minority educator recruitment.

For the purposes of the Board's affirmative action policy and the written Minority Recruitment Plan (Plan), the term "minority" shall mean African American, Native American, Asian American, Hispanic, women, and individuals with disabilities.

For purposes of the "Minority Teacher Candidate, Certification, Retention and Residency Year Program, (Residency Program)" the following definitions are applicable:

- 1. "Minority" is defined as individuals whose race is defined as other than white or whose ethnicity is defined as Hispanic, or Latino as used by the U.S. Census Bureau.*
- 2. "Minority candidate" is defined as a person who is a minority and is employed as a school paraprofessional or an associate instructor with a Board of Education.*
- 3. "Residency program" is defined as a State Board of Education (SBE)-approved certification program in which participants serve in (1) a position that otherwise would require professional certification and (2) a full-time position for 10 school months at a Board of Education under the supervision of (a) a certified administrator or teacher and (b) a supervisor from the Regional Educational Service Center (RESC) or a private, nonprofit teacher or administrator operating the certification program.*

The Superintendent of Schools shall be responsible for developing specific recruiting procedures and appropriate interviewing and evaluation instruments to implement the Board's policy. All

Personnel -- Certified/Non-Certified

Minority Recruitment (continued)

such procedures and instruments shall comply with federal and state requirements.

Any Board employee who conducts interviews or selects professional or paraprofessional employees for any job in the School System will have read and had the Board of Education Affirmative Action Policy and Plan explained to them by the Superintendent of Schools or his/her designee.

The Board shall make appropriate efforts to encourage, recruit, employ, and promote qualified minorities especially where under-utilized in the District's work force. Beginning with the school year commencing July 1, 2020 and each school year thereafter, the Board will utilize the strategies and resources made available to it by the State Department of Education's Minority Teacher Recruitment Policy Oversight Council to assist in meeting Connecticut's annual goal of hiring at least two hundred fifty new minority teachers and administrators, of which at least thirty percent are men.

The "Residency Program"

Alliance District Requirements

In addition, as a designated "alliance district" the Board of Education, beginning with the 2022-2023 school year will include in its plan submitted to the SDE for funding its plan to partner with an operator of a residency program in order to enroll minority candidates and place them in the District as part of the residency program.

As a participating Board, it will apply to the Commissioner of Education, at a time and in a manner the Commissioner prescribes, to receive a payment as established in law to cover specified costs.

The payments made or grants awarded may be used for costs associated with the:

- 1. enrollment of minority candidates in a residency program,*
- 2. certification process for the minority candidates,*
- 3. hiring of the minority candidates following the successful completion of a residency program, or*
- 4. retention of minority candidates as certified employees of the school district.*

The Board may hire a minority candidate who has successfully completed the residency program.

(cf. 4111 – Recruitment and Selection)

(cf. 4111.1/4211.12 – Affirmative Action: Equal Employment Opportunity)

Personnel - Certified/Non-Certified

Minority Recruitment

Legal Reference: Connecticut General Statutes

10-4a (3) Educational interests of state identified.

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

10-153 Discrimination on account of marital status.

10-220(a) Duties of Boards of Education. (as amended by PA 18-34 98-252)

46a-60 Discriminatory employment practices prohibited.

PA 16-41 An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force.

PA 18-34 An Act Concerning Minority Teacher Recruitment and Retention.

PA 19-74 An Act Concerning Minority Teacher Recruitment and Retention.

PA 21-2 June Special Session, Sections 378 & 379.

Policy Adopted: January 8, 2019
Policy Revised:

Personnel – Certified

P4141

Salary Policies for Teaching Personnel

Teachers entering service in the Enfield Public Schools for the first time shall be placed on the salary schedule at the appropriate step and on the proper preparation level as determined by the Superintendent of Schools with the concurrence of the Board of Education (*Board*).

Disclosure of “Wage Range”

The “wage range” of the position for which an applicant is applying will be provided, upon the earliest of (a) the applicant’s request, or (b) prior to or at the time the applicant is made an offer of compensation. Employees will be provided with the wage ranges when their position with the District changes, or when they first request it.

Gender Discrimination

The Board will not discriminate in the amount of compensation paid to any employee on the basis of sex/gender. Any pay difference between employees due to gender must be proven to be based upon a (1) seniority system; (2) merit system; (3) system that measures earnings by production quantity or quality; or (4) differential system based on a bona fide factor other than sex, such as education, training, experience, credentials, skill, and geographic location.

Credit Experience

Credit will be given for the following types of experience outside the Enfield Public Schools:

1. Credit for Teaching Experience

- a. Public School teaching in fully recognized and accredited schools.
- b. Private school teaching - in fully recognized and accredited schools. Private kindergarten and nursery school experience will be given full credit provided that the State Department of Education, in the State where such teaching occurred, requires certification for such teaching and the candidate can produce evidence of being certified at the time of such teaching.
- c. College teaching - in fully recognized and accredited schools.
- d. Any other form of teaching whereby certification is required by a state Department of Education.
- e. Permanent substitutes who have taught in one of the above classifications.

Personnel – Certified

Salary Policies for Teaching Personnel

Credit for Teaching Experience (continued)

Continuous teaching in any one school of more than five (5) months, in one school year, must have taken place in order to receive credit for a step on the salary schedule.

2. Credit for Work in Industry

A year's credit will be given for each year of employment in an occupation which in the opinion of the Superintendent of School, is related to the specialized field of teaching the candidate is to enter. Such employment must have provided a type of experience, which should be of benefit to the person as a teacher in the specialized field. Such credit will be limited to no more than six (6) years.

(cf. 4112/4212 – Appointment and Conditions of Employment)

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal.

10-153 Discrimination on account of marital status.

10-155f Residency requirement prohibited.

31-40z Penalizing employees for discussion or disclosure of wage information prohibited. Enforcement. (as amended by P.A. 21-30)

31-75 Discrimination on the basis of sex. Prohibited practice. Employer demonstration. (as amended by P.A. 21-30)

46a-60 Discriminatory employment practices prohibited.

P.A. 21-30 An Act Concerning the Disclosure of Salary Range for a Vacant Position.

Title VII, Civil Rights Act as amended by Title IX, Equal Employment Opportunity.

Policy Adopted: April 23, 2019
Policy Revised:

Students

P5131.6

Alcohol Use, Drugs, and Tobacco (Including Performance Enhancing Substances)

Pursuant to the goal of the Board of Education (Board) to maintain a drug, tobacco and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Alcohol, tobacco, stimulants, street drugs, including but not limited to marijuana, heroin and cocaine; anabolic steroids, hormones and analogues, diuretics and other performance enhancing substances; including supplements and Creatine, are addressed by this policy and accompanying administrative regulations.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy.

Definitions

Drugs are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana, hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

Controlled substances, for purposes of this policy shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

Under the influence, for purposes of this policy shall include any consumption or ingestion of controlled substances by a student.

Electronic nicotine delivery system means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.

Students

Alcohol Use, Drugs, and Tobacco

Definitions (continued)

Liquid nicotine container means a container that holds a liquid substance containing nicotine that is sold, marketed or intended for use in an electronic nicotine delivery system or vapor product, except “liquid nicotine container” does not include such a container that is prefilled and sealed by the manufacturer and not intended to be opened by the consumer.

Vapor product means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product.

Privacy Rights

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. Privileged communication between a certified or paraprofessional employee and a student concerning drug abuse shall remain confidential except in cases where the employee is obtaining physical evidence of a controlled substance, and/or where there is an immediate threat to, or where students’ health, safety, and welfare may be jeopardized.

Illegal Activities

Use, possession, sale or distribution of drugs, including prescription drugs, drug paraphernalia and/or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug or alcohol or engaged in the illegal activity of possessing or selling drugs and/or alcohol, the police will be notified, his/her parent(s)/guardian will be contacted, he/she will be suspended from school, referred to a Student Support Team, and considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities. If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent, per the guidelines set forth in Policy #5114 **5113**.

Notification of Policy

Annually, students will be notified through the student handbook, or through other means, of disciplinary sanctions for violation of this policy.

Principals shall include statements, appropriate to student maturity, in school handbooks and on District/school websites to the effect that:

Students

Alcohol Use, Drugs, and Tobacco

Notification of Policy (continued)

1. the unlawful manufacture, distribution, sale, dispensing, possession or use of controlled substances, other illegal drugs, performance-enhancing substances, alcohol or tobacco, including electronic nicotine delivery systems and vapor products, is prohibited in school, on school grounds, on school transportation and at school sponsored activities;
2. compliance with the standards of conduct stated in the handbook is mandatory;
3. a violation of its provisions will subject students to disciplinary action up to and including expulsion and referral for prosecution;
4. CIAC controlled activities at the high school and middle school levels sponsored by the District/school are included in this policy and accompanying administrative regulations; and
5. CIAC may impose sanctions beyond those applied by the District for the use of performance-enhancing substances, as defined in this policy, by athletes.

Disciplinary Action

Students who violate this policy will be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and/or a program recommended by the Student Support Team. Student athletes who violate this policy, participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulation. Any disciplinary actions imposed will ensure that similar violations will be treated consistently. The Superintendent shall propose, and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The following guidelines for reporting alleged violations are to be followed:

1. If an employee suspects student possession, use, abuse, distribution or sale of controlled substances, other illegal drugs, performance-enhancing drugs, alcohol, or tobacco/tobacco products the employee shall refer the matter to the Principal or his/her designee. The Principal or designee will notify the student's parent/guardian, recommend a specific assessment, as appropriate, and contact law enforcement personnel as appropriate.
2. If an employee obtains physical evidence of a controlled substance, *including cannabis*, other illegal drug, drug paraphernalia, performance-enhancing drugs, alcohol, tobacco products or tobacco paraphernalia from a student in school, on school grounds, on school provided transportation or at a school sponsored event, the employee shall turn the student and the controlled substance over to the school principal or designee. The

Students

Alcohol Use, Drugs, and Tobacco

Disciplinary Action (continued)

Principal will notify the student's parent/guardian, recommend a specified assessment as appropriate, may notify law enforcement personnel and shall surrender possession of the controlled substance to the proper authorities within the time period required by state law *(not later than within 3 calendar days after the receipt of such physical evidence, excluding Saturdays, Sundays or holidays. (C.G.S. 10-154a(c)).*

3. *In conformity with the Board's discipline policy, students may be suspended or expelled for drug or alcohol use off school grounds if such drug or alcohol use is considered seriously disruptive of the educational process. In determining whether the conduct is seriously disruptive of the educational process, the Administration and the Board may consider, among other factors: 1) whether the drug or alcohol use occurred within close proximity of a school; 2) whether other students from the school were involved; and 3) whether any injuries occurred.*
4. *Disciplinary action taken by the District officials against a student for the use, sale, or possession of marijuana (cannabis) on school premises or at any district/school sponsored activity, on or after January 1, 2022, shall not result in any discipline, punishment, or sanction greater than that which a student would face for the use, sale or possession of alcohol. (C.G.S. 10-221(d), as amended by P.A. 21-1, June Special Session, Section 19).*

Drug-Free Awareness Program

The Superintendent shall assure that the school District provides a drug-free awareness program for students including the following topics:

- health and safety-related dangers of drug abuse;
- review of the Board of Education's policy of maintaining drug-free schools;
- notification of the availability of drug counseling and rehabilitation programs; and
- official penalties for drug abuse violations in schools.

Drugs and Alcohol

It is the policy of the Board to prevent and prohibit the use (except as duly authorized through the school nurse), possession, distribution or sale of any drug, drug paraphernalia, or alcohol by any student at any time on school property, at school-sponsored events or on school-provided transportation. The District provides (1) a supportive environment for recovering chemically dependent students during and/or after their involvement in a treatment program for chemical dependency; and will provide (2) assistance to those students who are affected by drug/alcohol possession or use by others. Any student in District schools found to be using, selling, distributing, in possession of or under the influence of intoxicants, mood altering drugs or substances, or look-alike drugs, or in possession of any related drug paraphernalia during a

Students

Alcohol Use, Drugs, and Tobacco

Drugs and Alcohol (continued)

school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates the substance abuse policy and is seriously disruptive of the educational process shall be subject to consequences as stated in the student handbook.

A breath alcohol tester is approved for use at events/activities such as dances and proms at the middle school and high school levels where, in the judgment of the school administrator, there exists reasonable suspicion that a student has consumed an alcoholic beverage and then, only under the following circumstances:

- The student denies to an administrator that he/she has consumed alcoholic beverages and wishes to establish his/her innocence. Should the student register a positive reading on the breath alcohol tester, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.
- The student denies to an administrator that he/she has consumed alcoholic beverages and elects not to utilize the breath alcohol tester to establish his/her innocence. The judgment of the administrator will then be utilized to determine if the student has consumed an alcoholic beverage. In this instance, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.

Inhalant Abuse

In addition to the prohibitions pertaining to alcohol, drugs and tobacco contained in this policy, no student shall inhale, ingest, apply, use or possess an abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to directions for use, cautions or warnings appearing on a label of a container of the glue, paint aerosol or substance; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person's eyesight, thinking process, balance or coordination.

For purposes of this policy, inhalants are defined as follows, but not limited to:

Nitrous Oxide – Laughing Gas, Whippets, CO₂ Cartridge
Amyl Nitrite – “Locker Room,” “Rush,” “Poppers,” “Snappers”
Butyl Nitrite – “Bullet,” “Climax”
Chlorohydrocarbons – Aerosol Paint Cans, Cleaning Fluids
Hydrocarbons – Aerosol Propellants, Gasoline, Glue, Butane

Students

Alcohol Use, Drugs, and Tobacco

Inhalant Abuse (continued)

Further, no student, 18 years of age or older, shall intentionally, knowingly or recklessly deliver or sell potentially abusable inhalant materials as listed above to a minor student.

No student shall intentionally use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or substance or other substance that contains a volatile chemical.

Any student in the District schools found to be in possession of, using, distributing, or selling potentially abusable inhalant materials shall be subject to disciplinary action as outlined in this policy, up to and including suspension and a recommendation for expulsion. Violators of this policy may also be required to complete an appropriate rehabilitation program. The Superintendent shall propose, and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The Board of Education shall incorporate into the curriculum at all levels education pertaining to potential inhalant abuse which is appropriate for students given their age, maturity, and grade level. Inhalant abuse educational programs/information for parents/guardians will be offered in a manner convenient to parents/guardians.

Performance-Enhancing Drugs (including food supplement)

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use, possession, distribution or sale of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity/program, other than use for a valid medical purpose as documented by a physician. Bodybuilding and enhancement of athletic ability and performance are not considered valid medical purposes.

School personnel and coaches will not dispense any drugs, medication or food supplements except as in compliance with Connecticut State law, District policy and as prescribed by a student's physician, dentist, physician assistant or advanced practice registered nurse.

Students shall be made aware of the dangers of steroid abuse and that such abuse, unauthorized possession, purchase, or sale will subject them to disciplinary action and CIAC sanctions.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose, and the Board of Education shall approve, procedures and regulations to ensure that any student violating this section is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

Students

Alcohol Use, Drugs, and Tobacco

Performance-Enhancing Drugs (including food supplement) (continued)

It is the expectation of the Board that District schools, as members of the Connecticut Interscholastic Athletic Association (CIAC), require all athletes playing in CIAC-controlled sports to be chemical free.

Tobacco/E-Cigarette Use by Students

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products by students in any school building or school vehicle at any time or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel. Such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Tobacco includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering systems or vapor product, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose, and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar actions are treated consistently

Medical Marijuana

The conditions which follow are applicable to a District student who holds a certificate authorizing the palliative use of marijuana issued by the Connecticut Department of Consumer Protection (DCP) for the medical use of marijuana as set out in P.A. 12-55, "An Act Concerning the Palliative Use of Marijuana" and as amended by P.A. 16-23.

The District will not refuse to enroll a student or otherwise penalize a student for being a medical marijuana certificate holder unless failure to do so would cause the school to lose a monetary or licensing benefit under federal law or regulations.

A student medical marijuana certificate holder is subject to, without bias, the same code of conduct and disciplinary standards applicable to all students attending District schools.

A student medical marijuana certificate holder shall not:

- Undertake any task under the influence of marijuana that would constitute negligence;

Students

Alcohol Use, Drugs, and Tobacco

Medical Marijuana (continued)

- Possess or engage in the medical use of marijuana
 - On a school bus;
 - On the grounds of any preschool, elementary or secondary school;
 - Utilize marijuana on any form of public transportation or in any public place;
- Operate, navigate, or be in actual physical control of any motor vehicle while under the influence of marijuana, except that a qualifying certified marijuana user for medical purposes shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment;
- Use marijuana in any manner not authorized by P.A. 12-55, as amended by P.A. 16-23;
or
- Offer to give, sell, or dispense medical marijuana to another student or other individual on school property, in school-provided vehicles, at school events, or when functioning as a representative of the school.

If District officials have reasonable belief that a student may be under the influence, in possession of, or distributing medical marijuana, in a manner not authorized by the medical marijuana statute, law enforcement authorities will be informed.

A student who violates any portion of this policy shall be subject to disciplinary action and applicable criminal prosecution.

(cf. 5114 – Suspension/Expulsion)

(cf. 5131 – Conduct)

(cf. 5131.61 – Inhalant Abuse)

(cf. 5131.62 – Steroid Use)

(cf. 5131.612 – Surrender of Physical Evidence Obtained from Students)

(cf. 5131.8 – Out of School Grounds Misconduct)

(cf. 5131.92 – Corporal Punishment)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.12 – Search and Seizure)

(cf. 5145.121 – Vehicle Searches on School Grounds)

(cf. 5145.122 – Use of Dogs to Search School Property)

(cf. 5145.124 – Breathalyzer Testing)

(cf. 5145.125 – Drug Testing-Extracurricular Activities)

(cf. 6164.11 – Drugs, Alcohol, Tobacco)

Students

Alcohol Use, Drugs, and Tobacco

Legal Reference: Connecticut General Statutes

1-21b Smoking prohibited in certain places.

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.

10-221(d) Boards of education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs.

21a-240 Definitions dependency producing drugs.

21a -240(8) Definitions “Controlled Drugs,” dependency producing drugs.

21a-240(9) Definitions “controlled substance.”

21a-243 Regulation reschedules of controlled substances.

21a-408 et. seq. Palliative Uses of Marijuana (as amended by P.A. 16-23)
53-198 Smoking in motor buses, railroad cars and school buses.

P.A. 11-73 An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum.

P.A. 12-55 An Act Concerning the Palliative Use of Marijuana

P.A. 16-23 An Act Concerning the Palliative Use of Marijuana.

P.A. 14-76 An Act Concerning the Governor’s Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.

P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products

Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.
P.L. 114-95 Every Student Succeeds Act, Section 8573

Synthetic Drug Abuse Prevention Act of 2012. (part of s.3187, the Food and Drug Administration Safety and Innovation Act)

New Jersey v. T.L.O., 469 U.S. 325 (1985).

Students

Alcohol Use, Drugs, and Tobacco

Legal Reference (continued):

Vernonia School District 47J v. Acton, 515 U.S. 646. (1995)

Board of Education of Independent School District No 92 of Pottawatomie County v. Earls 01-332 U.S. (2002).

Policy Adopted: August 31, 1987
Policy Revised: November 8, 1994
Policy Revised: February 28, 1995
Policy Reviewed: September 22, 2009
Policy Revised: May 12, 2015
Policy Adopted: February 23, 2021
Policy Revised:

Bylaws of the Board

Student Representatives

The Enfield Board of Education acknowledges the value of the insights, opinions and information that can be provided by members of the student body. To this end, it will be the policy of the Board to seat two students from Enfield High School in nonvoting capacity at all public Board of Education meetings. Student opinion will be solicited to give an added dimension to the Board's decision-making process.

The following guidelines and procedures will be followed for the seating of the student representatives:

1. Student representatives shall attend as a guest and at the invitation of The Board.
2. Attendance at Board meetings shall be considered a school sponsored event and, as such, student representatives shall be subject to and comply with all Board policies as well as all school rules and regulations.
3. Two student representatives and two (2) alternate representatives shall be recommended by the student government body, subject to the approval of the building Principal. To be eligible the student must be a member of the Junior or Senior class in good standing (letter grade "C" average or above), cannot be ineligible for student activities and must have taken and passed a Civics course as a pre-requisite.
4. The Board of Education reserves the right to dismiss a student representative, by majority vote, who fails to attend three (3) Board meetings without being excused or other cause and call for the selection of a new representative. Student representatives may also be removed from their position of nonvoting representatives to the Board of Education by action of the building Principal, with input from the Faculty Advisor(s) of the student governing body.
5. Student representatives shall be recommended and appointed in the spring of the current school year for the following school year.
6. The term of office for student representatives shall be one (1) school year, normally beginning with the start of the school year.
7. Student representatives shall receive credit for participation as an Independent Study and shall report back to the student governing body and the teacher assigned as the advisor to the student governing body.
8. After being appointed, Student Representatives will be given an orientation session by the Superintendent of Schools, a member of the Board of Education or their designee, the building Principal and a teacher advisor from the student governing body.

Bylaws of the Board

Student Representatives (continued)

Privileges and Responsibilities

Student Representatives may:

1. Be able to attend all regular meetings of the Board of Education and may, at their option, attend special meetings or other public meetings of the Board of Education;
2. Receive copies of all regular meetings agendas, minutes and other pertinent information and publications which are made available to Board of Education members, except for Executive Session related material;
3. Comment under Board Comments on the agenda or make a report under Committee Reports;
4. Request through the Chairman or ranking Minority member to have an item placed on the agenda for a Board meeting;
5. Participate in discussion and speak on any motion or issue on the agenda unless deemed inappropriate by the Board;
6. Be eligible to sit on committees and sub-committees of the Board of Education if deemed appropriate by the Board and appointed by the Chairman.

Student Representatives may not:

1. Make motions or cast an official vote on any motion or resolution;
2. Attend executive session, "non-meetings," negotiation sessions or any other meeting deemed inappropriate by the Board.

Only those privileges and powers enumerated previously shall be regarded specifically as such; any and all other powers and privileges that might be deemed appropriate for the student representatives shall be decided upon by the Board of Education.

Legal Reference: Connecticut General Statutes
9-203 Number and term of members of boards of education.

Bylaw adopted by the Board: October 24, 2017

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

**FIRST
READING**

Instruction

6141.51

Advanced Courses or Programs, Eligibility Criteria for Enrollment

Purpose

The Board of Education (Board) believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in the academic environment. The Board supports advanced courses and programs that promote academic acceleration. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum.

The Board encourages students to pursue rigorous, challenging academic coursework such as, but not limited to, honors classes, dual enrollment, dual credit, advanced placement classes, International Baccalaureate courses, and the Cambridge International Program.

The Board, to encourage student participation in advanced courses or programs, will communicate information about advanced courses or programs to students and parents; offer district-wide counseling to students about the benefits of advanced level courses and programs; and annually report on District progress toward increasing students' readiness and participation for advanced courses or programs.

The benefits of advanced coursework opportunities are not limited to one particular model.

Definitions

An “**advanced course or program**” is defined as an honors class, advanced placement class, International Baccalaureate program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board of Education in grades 9-12, inclusive.

“**Prior academic performance**” means the course or courses that a student has taken, the grades received for each course, and a student’s grade point average.

Procedures/Criteria/Guiding Principles

The Board is aware that minority students are chronically underrepresented in advanced level high school courses and programs of similar rigor. Low awareness of advanced courses and programs, insufficient preparation, and fear of social isolation prevent low-income and minority students from enrolling in such courses or programs. Further, other barriers to participation include the failure to identify students with potential, insufficient motivation and incentives on behalf of teachers and/or students, and funding.

An emphasis on equity must include a focus on increasing student’s access to rigorous learning opportunities to assist all students to be prepared for success after high school. The following

Instruction

Advanced Courses or Programs, Eligibility Criteria for Enrollment

Procedures/Criteria/Guiding Principles (continued)

District and school-level principles will contribute to fostering greater equity in student participation in advanced courses or programs:

1. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students, that makes later advanced coursework a viable option;
2. Create multiple access points to advanced courses and programs, allowing students to access these programs at various points of their high-school experience;
3. Use only enrollment access criteria that are educationally necessary;
4. Use multiple methods by which a student may satisfy eligibility criteria for enrollment, including but not limited to:
 - a. Recommendations from teachers, administrators, school counselors, or other school personnel;
 - b. Criteria not exclusively based on a student's prior academic performance;
 - c. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program;
 - d. GPA improvement over time;
 - e. Scoring near benchmark on local assessments;
 - f. Student interests and persistence.
5. Offer a robust set of student supports, which can include tutoring, access to technology, and support from school counselors, that help all students succeed in advanced courses or programs; and
6. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and making these materials available in multiple languages.

In order to access advanced courses or programs students need to complete sufficiently difficult coursework at the middle school level. This equitable course enrollment policy is based on rigorous learning opportunities for all students in elementary and middle grades.

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and have permission from the course instructor to participate will be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the guidance counselor.

District administrators and guidance counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in this policy. When

Instruction

6141.51

Advanced Courses or Programs, Eligibility Criteria for Enrollment

Procedures/Criteria/Guiding Principles (continued)

students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced course and program participation. Teachers shall also encourage students to take challenging courses.

The Board seeks an equitable course enrollment policy that limits prerequisites and entrance requirements to those that are directly related to a student's potential for success. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

Advanced courses or programs must comply with applicable District policies and state standards and this policy must be in accordance with SDE promulgated guidance.

The Superintendent or his/her designee shall ensure the development and/or identification of program stipulations, eligibility criteria, student attendance and discipline standards/expectations and criteria for continuation in advanced courses or programs and shall ensure the development and/or identification of procedures for students encountering difficulty and/or wishing to drop advanced courses.

Evaluation

The Board will review annually data on student participation in advanced courses or programs, the data shall be disaggregated by gender, ethnicity, and free/reduced lunch participation. Such data will be used during the planning process for course and program offerings in the upcoming school year.

- (cf. 6141.4 – Independent Study)
- (cf. 6141.5 – Advanced College Placement)
- (cf. 6172.1 – Gifted and Talented Students)
- (6141.52 – Challenging Curriculum Policy)
- (cf. 6141.7 – Honors Programs)
- (cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 3
10-221r Advanced placement course program. Guidelines.
District Guidance for Developing an Advanced Course Participation Policy

Policy Adopted:

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**



Instruction

6141.52

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptations and services. Any student who is capable of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so (in grades 8 and 9).

An “**advanced course or program**” as defined in this policy means an honors class, advanced placement class, International Baccalaureate Program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program in order to meet the needs of District students.

The Board’s goal is to create a culture of deliberate excellence through its commitment to all students who have the capability, potential, or motivation to access advanced academic curriculum and instruction. The Board desires to nurture potential in all students and to challenge students with advanced capabilities through differentiation and responsive instruction. The needs of advanced and high potential learners will be equitably addressed across all populations.

In compliance with Section 5 of P.A. 21-199, the Board adopts this “challenging curriculum policy” aligned with State Department of Education (SDE) guidance. This policy includes, as required, the criteria for the identification of students in grades 8 and 9 who may be eligible to take or enroll in an advanced course or program, as defined, and that such identified students have an academic plan.

Priority placement will be given to students identified as gifted, as per policy #6172.1, “Gifted and Talented Students.”

District middle schools will offer advanced academic classes in the four content areas of language arts, mathematics, social studies and science.

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

Criteria

For purposes of this policy these are students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the District and who would benefit from advanced courses or programs in order to achieve in accordance with their capabilities.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Criteria (continued)

The Superintendent or his/her designee will develop procedures for an ongoing identification process that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. The identification process shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The purposes of identification are to find students who display characteristics which make them eligible for the taking of advanced courses or programs, as defined; to assess the aptitudes, attributes, and behaviors of each student; and to evaluate each student for the purposes of placement. Student aptitudes, attributes and academic behaviors will be identified, assessed and reviewed through a multistep, multimodal, and multidimensional identification system.

Students who experience success in advanced courses or programs typically exhibit the following characteristics: reading at or above grade level; strong study skills and self-motivation; proficient oral and written communication skills; self-discipline to plan, organize, and carry out tasks to completion; and interest and self-directedness in the particular subject.

Such students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations of students with disabilities.

Identification Process

Identification is a multistep process, which shall consist of screening and referral, assessment of eligibility and placement/enrollment.

The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in grades 8 and 9, indicating content, process, products and learning environments.

The identification process shall include the following:

- Identification of students with:
 - Superior cognitive ability;
 - Specific academic ability in one or more of the following content areas; math, science, language arts, social studies (consistently received grades of “B” or higher in the core content areas);
 - Creative thinking ability; and
 - Giftedness.
- Teacher recommendations/referrals
- Referrals from parents, students

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Identification Process (continued)

- Placement tests if available
- Parental approval

Detailed information will be made available on the District website regarding this policy and the procedures used to identify students who would benefit from enrollment in advanced courses or programs, and the required academic plan.

Academic Plan

Each identified student shall develop an academic plan for the period grade 8 through high school. The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The student's academic plan must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school and college credit or result in career readiness.

The academic plan must be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the academic plan.

The academic plan enables a student to take a deeper look into what the high school years and beyond will look like. The student needs to be honest about himself/herself and consider their interests, strengths, likes, dislikes, as well as who they aspire to be as an individual. The plan should be updated as necessary and at a minimum, at least once a year.

Beginning in the middle school years, students must be counseled on opportunities for beginning postsecondary education prior to high school graduation. Such opportunities include access to Advanced Placement (AP), International Baccalaureate, or Cambridge courses or college-level courses for degree credit. Wherever possible, students shall be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) upon approval of the Principal prior to such participation, the willingness of the college to accept the student for admission to the course or courses.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

- (cf. 6141.4 – Independent Study)
- (cf. 6141.5 – Advanced College Placement)
- (cf. 6141.51 – Advanced Courses or Programs-Eligibility Criteria for Enrollment)
- (cf. 6141.7 – Honors Programs)
- (cf. 6172.1 – Gifted and Talented Students)
- (cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 5
10-221r Advanced placement course program. Guidelines.
District Guidance for Developing an Advanced Course Participation
Policy

Policy Adopted:

ENFIELD TOWN COUNCIL & ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT

FIRST
READING

USE OF SCHOOL & TOWN FACILITIES

1330

A. Policy Statement

Subject to section 54-1 et seq. of the Town Code, the Town Council and the Board of Education may permit the use of any Facility for educational or community purposes.

B. Definitions

1. Administrator for the school means a Principal or his or her designee; for the Town this means the Director of the Facility, or his or her designee.
2. Associated Costs means, but is not limited to, fees for the services of any custodial personnel, field monitoring or setup personnel, **audio visual technician**, utilities, supplies, security personnel or other personnel deemed by the responsible Administrator to be necessary in connection with the use of Facilities. Such costs shall be at the rates set forth in the fee schedule.
3. Business Day means normal hours of operation of the Facility.
4. Community purpose means that which may serve or benefit the Town's residents in some manner.
5. Facility means, but is not limited to, any building, meeting room, conference room, athletic field, cafeteria, gymnasium, pool, park, playground, recreational area, owned or maintained by the Town of Enfield or the Enfield Board of Education.
6. Non-profit means **(1)** an organization recognized as such by the State of Connecticut or **(2) the Town committee of a major or minor political party as defined by Connecticut General Statute §9-372** ~~U.S. Internal Revenue Code~~.
7. **Political campaign activity means an event, gathering, rally or similar assembly either in support of or in opposition to a candidate or group of candidates in an upcoming election.**
8. Resident means an individual whose domicile is the Town of Enfield and shall include other legal entities located within the Town.
9. School Year means that period of time beginning on the first day that school is in session and ending on the last day that school is in session and includes school year vacations.

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Definitions (continued)

- 10. **Town means the Town of Enfield, a municipal corporation located in Hartford County, in the State of Connecticut, and includes the Town Council, Town Boards, Commissions, Agencies, Departments and Divisions.**

C. Establishment of Rules and Procedures

The use of any Facility for educational or community purposes shall be governed by the following rules and procedures and shall be subject to such restrictions as the Town Manager or Superintendent of Schools or their designee(s) consider(s) expedient. This policy is read in conjunction with section 54-1 et seq. of the Town Code. If there is any conflict between this policy and the Town Code, the Code provisions will prevail. This policy shall not apply to the use of school buildings and/or portions therein, during the business day of the school.

Consistent with this policy, the Town Manager and Superintendent of Schools shall promulgate Administrative Regulations and associated forms for the use of buildings and Facilities. Since the primary purpose of public school facilities is for public educational activities, including athletic events, such activities will have priority over all other requested uses of school Facilities.

D. Application Procedures

An application for use of a school Facility shall be submitted to the school Administrator during the school year. In the absence of the school Administrator, and during summer vacation, the application shall be submitted to the Town's Facilities Director.

An application for use of a Town Facility shall be submitted to the Town Administrator for the Town Facility. The Town Manager shall determine the appropriate Administrator for Town Facilities.

The application shall specify the Facility requested. All school or Town equipment shall not be used without the express written permission of the Administrator.

The school Administrator shall forward to the Town's Facilities Director each application for the use of school buildings and/or portions therein, with a recommendation, as to approval or denial. The Town's Facilities Director shall review the applications, determine the amount of fees to be collected, and forward approved requests to the School Administrator for scheduling. Approval of the use of the school Facility may be revoked at any time by the Superintendent of Schools or his or her designee.

The school Administrator shall forward to the Town's Facilities Director each application for the use of school grounds, including athletic fields, with a recommendation, as to approval or denial. The Town's Facilities Director shall review the application, determine

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Application Procedures (continued)

the amount of fees to be collected, and forward approved requests to the Director of Public Works **or their designee**, for final approval and scheduling. Approval of the use of the school grounds may be revoked at any time by the Town Manager or his or her designee.

The Town Administrator shall forward to the Director of Public Works **or their designee**, each application for the use of town facilities with a recommendation as to approval or denial. The Director of Public Works **or their designee**, shall make a final determination whether to approve the application. For those applications approved, the Director of Public Works **or their designee**, shall determine scheduling and the amount of fees to be collected. Approval of the use of a Town Facility may be revoked at any time by the Town Manager or his or her designee.

Facilities for athletic and/or sports events shall be assigned to outside organizations based on need and roster size with non-profit teams comprised of 90% Enfield residents taking priority, followed by other non-profit groups, for-profit groups, and all other groups. Assignment of facilities for athletic and/or sports events will be based on the number of Enfield residents on the team. No out-of-town residents will be counted for assignment purposes. All organizations shall electronically submit proof of insurance, rosters including names and residence of participants, schedule and location request to the Director of Public Works, or his designee. All materials shall be submitted by the following dates for each sports season:

- i. Spring: February 15
- ii. Summer: April 15
- iii. Fall: August 15
- iv. Winter: November 15

Facilities for non-athletic and/or non-sports events will be assigned in order of receipt of the application AND upon receipt of the required deposit as set forth below.

All approved applications must be secured by a deposit of 20% of the Rental Fees set forth in Schedule B within 15 days of such approval. The balance shall be paid no later than 30 days prior to the date of the activity or event. Failure to pay the deposit and balance when due shall result in the cancellation of the approval. The deposit and any additional payments toward the balance of the rental fees will be refundable only if the applicant provides written notice of cancellation to the Facilities Director, which notice must be received no less than 30 days prior to the date of activity or event.

E. Eligible Organizations and Priority of Use

Administrators responsible for reviewing and recommending requests for use of Facilities will use the following guidelines regarding priority use.

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Order of Priority:

1. School Facilities

- a. School events, including educational and athletic
- b. School-sponsored events **or activities**
- c. **Town events or activities**
- d. **All other organizations** Items listed under sections 2. a., d., e., f. and g. below

2. Town Facilities

- a. Town Council **events or activities** ~~boards, commissions, agencies or departmental activities~~
- b. School events **or activities**, including educational and athletic
- c. School-sponsored events **or activities**
- d. **All other organizations** ~~Activities of non-profit organizations with principal offices in the Town, other than school related organizations covered by category #2b. and c. above.~~
- e. ~~Activities of non-profit organizations operating within the Town, other than school related organizations covered by category #2b. and c. above.~~
- f. ~~For-profit groups or organizations operating within Town.~~
- g. ~~All other groups.~~

In the event of the cancellation of any Town or school sponsored event or activity as set forth above, due to weather or any other unforeseen circumstance, the event or activity may be rescheduled to a convenient date that may require the “bumping” of an outside organization’s reservation. **Bumping will occur in order of priority listed above.** The outside organization shall be provided with an alternate date.

F. Restrictions on Use of Facilities

In addition to the restrictions set forth in section 54-1 et seq. of the Town Code, the restrictions below shall apply to the use of Facilities. Any violation of this Policy or any applicable Administrative Regulations may result in permanent revocation of the privilege to use Town or school Facilities by the organization and/or individuals involved.

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1. The organization shall be responsible for any damage to equipment or buildings that occur during its use of the Facility.
2. Users of Facilities must designate a responsible adult supervisor to: be on site before the first participant has arrived; remain throughout the event; and not leave until after the last participant has left the Facility. Supervisors must have cell phones with them during the event.
3. No illegal activities are permitted.
4. Use or possession of tobacco, alcoholic beverages or unauthorized controlled substances is not permitted in or on school facilities.
5. Use of tobacco is not permitted within Town buildings. Unauthorized controlled substances are not permitted on Town property. Alcoholic beverages shall not be consumed on Town property or brought into a Town building, without proper permits in place.
6. Refreshments may not be prepared, served or consumed without the proper approvals. If such approval is granted, refreshments may be prepared, served and consumed only in areas designated.
7. Advertising, decorations or materials must be approved by the Town/School Administrator.
8. Advertising, decorations or other materials that promote the use of illegal drugs, tobacco products, or alcoholic beverages are not permitted.
9. Activities that are disruptive of the regular ongoing school or Town business are not permitted.
10. Nothing shall be sold, given, exhibited, or displayed without approval by the Administrator.
11. Any area deemed "off limits" shall not be used.
12. Town/School Administrators must make arrangements to hire uniformed police at all school events or combination of events for which traffic and parking problems may be expected. Such determination is the prerogative of the Town/School Administrator upon review of the rental application. Multiple events requiring uniformed officers shall pro-rate the cost for the uniformed officer(s) to the applicant involved on a basis to be determined by the Public Works Director for Town sites and the Facility Director for school sites.

USE OF SCHOOL & TOWN FACILITIES

- 13. Political campaign activities are not permitted inside town-owned property. This does not include bi-partisan or non-partisan public information sessions, constituent services, or photographing of candidates in the Joseph E. O’Conner Gazebo.

G. Fees and Other Costs

Users of Facilities shall be responsible for the fees and costs set out in a fee schedule as established jointly by the Town Manager and Superintendent of Schools. Rental fees and/or associated costs otherwise applicable may be waived by the Town Manager or Superintendent of Schools if such waiver is deemed by the Town Manager or Superintendent of Schools to be in the best interest of the Town or the school, respectively. The following guidelines shall be incorporated into such fee schedule:

Category	Example	Fee Charged	
		Facility Rental	Associated Costs
School-sponsored programs	High School Football, HS Band, etc.	No	No
Activities that Further Educational Objectives of Public Schools	PTO, Booster Clubs, Safe Graduation Committees, etc.	No	No
Town Department or Agency Activity	Council, Social Services, Recreation, etc.	No	No
Non-profits with principal offices located in the Town of Enfield and athletic organizations listed on Schedule A.	Enfield Soccer Club, Ramblers, Enfield Little League, Loaves and Fishes, etc.	No*	No
Non-profits with principal offices located in the Town of Enfield and athletic organizations listed on Schedule A using for purposes of fund raising.	Enfield Soccer Club, Ramblers, Enfield Little League, Loaves and Fishes, etc.	No*	Yes
Non-profits operating in Town	American Red Cross	No*	Yes
All other entities, including, but not limited to, individuals, groups, associations, organizations and/or businesses.		Yes	Yes

* Outdoor athletic facilities are subject to Rental Fees as set forth on the attached Schedule A.

USE OF SCHOOL & TOWN FACILITIES

H. Insurance and Liability

The Facility user assumes all responsibility and liability for any injury to persons, and for damage to and loss of school or Town property in connection with the use of the Facility. The user holds the Town and school employees and the Town Council and Board of Education harmless for any such losses or damages. Responsibility and indemnification are detailed in the rental agreement.

Users must provide a certificate of insurance with their application. The minimum limits of liability are as follows:

General Liability - \$1,000,000 Each Occurrence
 \$2,000,000 Aggregate

Automobile Liability - \$1,000,000 Combined Single Limit

Users having either volunteer workers or paid employees must provide Workers Compensation coverage, including Employers Liability Coverage in the amount of \$100,000/500,000/100,000.

Individual users are required to provide a copy of their homeowner's or apartment dweller's insurance policy declarations page. Minimum personal liability coverage of \$300,000 is required.

I. Appeal of Denial of Facility Use

1. Any applicant denied use of a Town-owned facility **including an athletic field or fields**, or whose use has been revoked, shall have the right to appeal such denial or revocation to the Facility Use Appeals **Public Works Subcommittee**. ~~The Committee shall be comprised of five members as follows: the Mayor shall appoint two (2) members of the Town Council; the Chair of the Board of Education shall appoint two (2) members of the Board of Education; the fifth member shall be the Town Manager.~~ All appeals shall be submitted in writing to the Town Manager's Office.
2. **Any applicant denied use of a school facility, excluding an athletic field or fields and gymnasiums, or whose use has been revoked shall have the right to appeal such denial or revocation in writing to the Superintendent's Office.**

J. Upon review of an application for use of a Facility, including its proposed duration, location and type of use, the application may be referred to and reviewed by the Town Attorney to determine if the proposed use of the facility should be subject to a lease or other agreement which may be subject to approval by the Town Council.

SCHEDULE A

Rental Fees for Outdoor Athletic Facilities

Includes Pickleball Complex, Baseball, Softball, Football, Field Hockey, Lacrosse, and Soccer Fields

Artificial Turf Fields (not subject to Tournament Fees):

- \$1000.00 for up to four (4) hours (mandatory minimum fee). Lights Included
- \$250.00 per hour for every hour, or part thereof, after the first four (4) hours. Lights Included

Grass Fields:

- ~~\$100.00~~ 75.00 per game (Tournament Fees listed below).
- \$400.00 per season for practices (maximum of two practices per week)

Spring Season is defined as May through July.

Fall Season is defined as August through October.

Lights at Grass Fields:

- \$25.00 per game (Tournament Fees listed below).

Tournaments:

— ~~\$1000.00~~ per day per field.

Definition: A series of contests and/or games between 4 or more invited teams held over a one to three-day period.

Tournaments must be approved by the Facilities Manager and/or his/her agent. The Town may require that the sponsoring organization provide at its own expense services including but not necessarily limited to, police, security, trash removal and additional sanitary facilities as deemed necessary.

Non-Exempt Organizations: \$1,000.00 per day per field.

Exempt Athletic Organizations (listed below): \$500.00 per day per complex

For an exempt athletic organization's tournament, a complex is one or more outdoor athletic fields located on one property.

Lights for Tournaments: Included in Tournament Fee.

Field House at Shaker Fields: The field house, located at 249-237 CT-220, is available for use by groups renting Shaker Fields during the same hours. Groups using the field house for concessions must secure a permit from the North Central District Health Department and submit a copy to the Department of Public Works.

SCHEDULE A (continued)

An Enfield team can file a written application to the Department of Public Works for exemption status for a term of one year, if the team meets the following criteria:

1. 90% of the players on the roster have Enfield residency, and
2. The organization provides proof of not-for-profit status.

Thereafter, on an annual basis, the list of exempt teams will be reviewed by the Director of Public Works, or their designee. The list will be maintained by the Department of Public Works.

Teams that are approved for exemption status will be eligible for a refund of field rental fees or a reduction of tournament fees, provided that the above referenced application for exemption is filed with the Town Manager's Office no later than 30 (thirty) calendar days after the payment of such fees.

SCHEDULE B

Rental Fees for Indoor Facilities

ENFIELD HIGH SCHOOL AND JOHN F. KENNEDY MIDDLE SCHOOL

Athletic Organizations Exempt from the Rental Fees Listed Above

Enfield Little League	Enfield Girls' Softball Association
Enfield Men's Softball	Greater Enfield Men's Softball League
Enfield Ramblers Football	Enfield Women's Softball League
Enfield Soccer Club	Enfield Men's Over 30 Soccer
American Legion Baseball (15U, 17U and 19U)	Enfield Allied's Stars

SECONDARY SCHOOLS (EHS, ENFIELD ANNEX AND JFK)

AUDITORIUM

\$500.00 For Up to Four Hours for Entities with principal officers in the Town of Enfield
\$125.00 Per Hour for Each Additional Hour for Entities with principal offices in the Town of Enfield.

\$1,000.00 For Up to Four Hour for out-of-town organizations
\$250.00 Per Hour for Each Additional Hour for out-of-town organizations.

Additional Costs:

\$200.00 for Board of Education or Town of Enfield Audio Visual (AV) Technician for up to Four Hours
\$50.00 Per Hour for Each Additional Hour

GYMNASIUM:

\$500.00 For Up to Four Hours

SCHEDULE A (continued)

\$125.00 Per Hour for Each Additional Hour

BAND ROOM OR CHORUS ROOM:

\$275.00 For Up to Four Hours

\$69.00 Per Hour for Each Additional Hour

CLASSROOM:

\$225.00 for Up to Four Hours

\$57.00 Per Hour for Each Additional Hour

ENFIELD ANNEX

AUDITORIUM

~~\$300.00~~ \$500.00 For Up to A Four Hours Minimum

SCHEDULE B (continued)

\$75.00 ~~\$125.00~~ Per Hour for Each Additional Hour

GYMNASIUM:

\$200.00 ~~\$450.00~~ For A **Up to** Four Hours ~~Minimum~~

\$50.00 ~~\$113.00~~ Per Hour Each Additional Hour

BAND ROOM OR CHORUS ROOM:

\$100.00 ~~\$275.00~~ For A **Up to** Four Hours ~~Minimum~~

\$25.00 ~~\$69.00~~ Per Hour for Each Additional Hour

CLASSROOM:

\$50.00 ~~\$225.00~~ For A **Up to** Four Hours ~~Minimum~~

\$15.00 ~~\$57.00~~ Per Hour for Each Additional Hour

ENFIELD ANNEX AND JFK POOLS:

\$200.00 For A Four Hour ~~Minimum~~

\$50.00 Per Hour for Each Additional Hour

ELEMENTARY SCHOOLS

CAFETERIA OR GYMNASIUM:

\$100.00 ~~\$250.00~~ For A **Up to** Four Hours ~~Minimum~~

\$25.00 ~~\$63.00~~ Per Hour for Each Additional Hour

CLASSROOM:

\$50.00 ~~\$225.00~~ For A **Up to** Four Hours ~~Minimum~~

\$15.00 ~~\$57.00~~ Per Hour for Each Additional Hour

ASSOCIATED COSTS

Audio Visual Technician	\$50.00 Per Hour
Field Monitor	\$12.00 Per Hour
Gym Monitor	\$12.00 Per Hour
Buildings and Grounds Staff Member	\$40.00 51.01 Per Hour
Uniformed Police Officer	\$58.00 62.12 Per Hour
Lifeguards (Three Minimum)	\$50.00 Per Hour
Custodian	\$40.00 42.08 Per Hour

Fees are computed on a daily rate basis. For example, the fee for a Friday and Saturday event running under four hours each day in the Enfield Annex is \$600.00 ~~1,000.00~~ (\$300 ~~500.00~~ per day). The fee for a Friday and Saturday event running six hours each day in the Enfield Annex is \$900.00 ~~1,500.00~~ (\$450.00 ~~750.00~~ per day for the six hours each day) plus any associated costs levied.

ENFIELD PUBLIC LIBRARY (CENTRAL – 104 MIDDLE ROAD)

Large Community Room

SCHEDULE B (continued)

\$275.00 For Up to Two Hours
\$69.00 Per Hour for Each Additional Hour

SENIOR CENTER

Large Community Room
\$275.00 For Up to Two Hours
\$69.00 Per Hour for Each Additional Hour

TOWN HALL – Rates and availability subject to review by the Director of Public Works.

COUNCIL CHAMBERS
\$100.00 For A Four Hour Minimum
\$25.00 Per Hour for Each Additional Hour

ENFIELD ROOM
\$50.00 For A Four Hour Minimum
\$25.00 Per Hour for Each Additional Hour

THOMPSONVILLE ROOM
\$50.00 Per For A Four Hour Minimum
\$15.00 Per Hour for Each Additional Hour

Adopted by Town Council:	July 7, 2008
Revised:	May 16, 2011
Revised:	March 18, 2019
Revised:	August 5, 2019
Revised:	September 17, 2019
Revised:	April 28, 2022
Adopted by Town Council:	May 17, 2022

Adopted by Board of Education:	July 8, 2008
Revised:	April 24, 2018
Revised:	August 27, 2019
Revised:	

Personnel – Certified/Non-Certified

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.

The district recognizes that it is a discriminatory practice to request or require, on an initial employment application, a prospective employee’s age, date of birth, dates of attendance at or date of graduation from an educational institution on an initial employment application, unless requesting or requiring such information is based on a bona fide occupational qualification or need, or when such information is required to comply with any provision of state or federal law.

(cf. 0521 – Nondiscrimination)
(cf. 4000.1/5145.44 – Title IX)
(cf. 4111 - Recruitment and Selection)

Personnel – Certified/Non-Certified

Nondiscrimination

(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 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 and PA 21-69)
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: April 23, 2019
Policy Revised: January 27, 2022
Policy Revised:

Students

P5141.71

Student Sports and Extra Curricular Activities – Exertional Heat Illness

The Board of Education (Board) recognizes that exertional heat illness is a commonly reported condition in children and adolescents who participate in sports, marching band, and other recreational activities. The Board acknowledges the risks of such illness, including deaths, are significant when exertional heat illness is not properly evaluated and managed. Exertional heat illness frequently occurs when medical professionals are not present. Therefore, the Board believes that it is imperative that student athletes, student musicians, coaches, band directors, administrators and parents/guardians are trained to identify and respond to it. Implementing effective preventive measures depends on increasing awareness of exertional heat illness and relevant preventative and therapeutic countermeasures.

Definitions

1. **“Exertional heat illness”** means an illness resulting from engaging in physical activity in the heat, including, but not limited to, heat cramps, heat syncope, heat exhaustion and heat stroke.
2. **“Heat cramps”** means sudden or progressively and noticeably evolving, involuntary, painful contractions of skeletal muscle during or after engaging in physical activity in the heat.
3. **“Heat exhaustion”** means the inability to effectively engage in physical activity in the heat, secondary to a combination of factors, including, but not limited to, cardiovascular insufficiency, hypotension, energy depletion and central fatigue and is manifested by an elevated core body temperature and associated with a high rate or volume of skin blood flow, heavy sweating and dehydration.
4. **“Heat stroke”** means a medical emergency characterized by neuropsychiatric impairment and a high core body temperature, typically 105.8° Fahrenheit or above.
5. **“Heat syncope”** means sudden dizziness, feeling faint and fainting experienced after engaging in physical activity in the heat.
6. **“Intramural or interscholastic athletics”** shall include any activity sponsored by the Board or an organization sanctioned by the Board that involves any athletic contest, practice, scrimmage, competition, demonstration, display or club activity.

Commencing July 1, 2022, and each school year thereafter, any coach or band director of intramural or interscholastic athletics employed by the District shall complete an exertional heat illness awareness education program prior to commencing the coaching assignment for the season. Such program shall be developed by the Connecticut Interscholastic Athletic Conference (CIAC), pursuant to P.A. 21-87 and posted on the State Board of Education’s website.

Students

P5141.71

Student Sports and Extra Curricular Activities – Exertional Heat Illness (continued)

Such program shall include, but not be limited to (1) proactive measures to prevent symptoms of external heat illness; (2) the recognition of the symptoms of exertional heat illness; (3) the means of obtaining proper medical treatment for a person suspected of having the illness; (4) the nature and risk of exertional heat illness, including the danger of continuing athletic activity after sustaining this illness; and (5) the proper method of allowing a student athlete who has sustained the illness to return to athletic activity.

For the school year commencing July 1, 2022 and each school year thereafter, any person who holds or is issued a coaching permit, is a coach of intramural or interscholastic athletics or is a band director, and who has completed the initial training program regarding exertional health illness shall annually review current and relevant information and materials, developed by the CIAC, regarding heat exertional illness prior to the start of the coaching assignment.

The District, in its efforts to implement this policy, will utilize written materials, online training or videos or in-person training developed and made available by the CIAC that address, at a minimum, the four requirements cited in this policy.

Annually, beginning with the 2022-2023 school year, the District will make available to student athletes and the parents/guardians of such student athletes written materials, online training or videos or approved in-person training pertaining to exertional heat illness. Prior to participating in any intramural or interscholastic athletic activity for the school year beginning July 1, 2022 and thereafter, a parent/guardian of each student athlete must (1) read written materials, (2) view online training videos, or (3) attend in-person training regarding the District's exertional heat illness awareness program.

The student athlete's parent/guardian is required to acknowledge adherence to this requirement/standard in writing on a District consent form. This acknowledgement form must be returned and be on file with the District in order for the student to be allowed to practice or compete in the sports activity.

Legal Reference: Connecticut General Statutes

P.A. 21-87: An Act Concerning Education and Training in Exertional Heat Illness for Coaches, Parents, Guardians and Students.

Policy Adopted:

Instruction

P6148

FAFSA Completion Program

The Board of Education (Board) recognizes that college, for many students, continues to be an important pathway that helps to provide students with the necessary skills for work and for lifelong learning. In addition, research has indicated the students who complete the Free Application for Federal Student Aid (FAFSA) are more likely to attend college with financial aid.

Many Connecticut students, eligible for college, fail to complete the FAFSA each year, resulting in the loss of funds that could help support their postsecondary education.

The Board acknowledges that Connecticut has, for eligible school districts, implemented a FAFSA Completion Challenge (Challenge). This Challenge is based on the premise that FAFSA completion is strongly associated with postsecondary enrollment and outcomes. Students who complete the FAFSA, in greater numbers, attend college directly from high school in comparison to non-completers.

Note: *The statewide FAFSA Challenge is a partnership between the State Department of Education (SDE) and the Connecticut College and Career Readiness Alliance. This partnership aims to strengthen postsecondary access and enrollment by raising FAFSA completion rates among high school seniors.*

Therefore, the Board, through this policy, sets as a goal a District initiative to improve the completion rates for FAFSA among grade 12 students or students in District adult education programs. This goal aims to strengthen District efforts to improve postsecondary enrollment and student outcomes and to make it easier for students to attend postsecondary education.

District efforts to meet this initiative should spark and support local creativity to increase FAFSA completion and postsecondary enrollment rates. The Board directs the administration to develop plans to pilot and initiate new strategies to increase yearly student FAFSA completion rates. The Board may accept gifts, grants, and donations, including in-kind donations, to implement this policy.

As a currently SDE designated alliance district, (or as a previously designated alliance district) the Board will add to the list of goals that it includes in its application to the Commissioner of Education for alliance district funds the goal of implementing its policy to improve FAFSA completion rates by grade 12 and for adult education students.

Strategies

The Board believes this goal of increased FAFSA completion rates can be attained utilizing, but not limited to, the following strategies/considerations:

Instruction

FAFSA Completion Program

Strategies (continued)

1. *Design FAFSA completion initiatives according to the target population's needs. Low-income students, English-Language students, homeless students, foster youth, and first generational youth should be the center of this initiative.*
2. *Establish and maintain strong partnerships with as many stakeholders as possible, with multiple organizations to assist.*
3. *Make the completion process a component of graduation. Provide a parental opt-out so that no one is denied a diploma.*
4. *Incorporate financial aid training into the existing curriculum.*
5. *Provide individualized meetings between students and staff.*
6. *Collect and monitor appropriate data to identify which students are not completing applications and target extra support to them.*
7. *Build trusting relationships with parents and the community in order to ensure students and their families feel comfortable in filling out the forms.*
8. *Design systems, tools and events focusing on students who might otherwise not complete an application.*
9. *Provide a network of resources to support school counselors and teachers.*
10. *Start raising awareness about FAFSA early, prior to senior year.*
11. *Provide sufficient and easily accessible resources on district/school websites.*
12. *Offer school-day and evening support for students and their parents/guardians.*
13. *Create a FAFSA student/parent portal pertaining to FAFSA.*
14. *Use existing programs and forums, such as advisor periods, college and career planning seminars, parent meetings etc. to provide assistance.*
15. *Stress financial aid is for technical, two and four year schools.*
16. *Build a school or campus-based FAFSA team to monthly review data and discuss and implement strategies to reach students.*
17. *Partner with local postsecondary institutions.*
18. *Create a FAFSA phone assistance bank.*

Instruction

FAFSA Completion Program

Strategies (continued)

As required, the Board will publish and make available on the District website the annual FAFSA student completion rate for the graduating class of each high school within the District.

Legal Reference: Connecticut General Statutes

P. A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Sect. 6, 7, 8.

Policy Adopted:

**BOARD OF EDUCATION
REGULAR MEETING MINUTES
SEPTEMBER 13, 2022**

DRAFT

A regular meeting of the Enfield Board of Education was held in Council Chambers on September 13, 2022.

1. **CALL TO ORDER:** The meeting was called to order at 7:00 PM by Madam Chair LeBlanc.
2. **INVOCATION OR MOMENT OF SILENCE:** Scott Ryder
3. **PLEDGE OF ALLEGIANCE:** Scott Ryder
4. **FIRE EVACUATION ANNOUNCEMENT:**
5. **ROLL CALL:**

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

MEMBERS ABSENT: None

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

6. **BOARD GUEST(S)**
 - a. **Amber Venoutsos, Enfield's Teacher of the Year**

Mr. Drezek welcomed our Enfield Teacher of the Year, Amber Venoutsos. Mrs. Venoutsos received a standing ovation.

Mrs. Venoutsos thanked everyone for the warm welcome. She stated her message is for the Board and those sitting and watching at home. She is very excited to be here tonight. She gave a shout out to her 3 children at home and her husband. She would not be here if it weren't for them.

Mrs. Venoutsos shared a story from March of 2020. During Covid while she was teaching at home, her children were also at home. While balancing teaching her students and being a parent, she was also helping her son with his homework. She needed to reassure him that she had taught first grade for 11 years even though she is now a second grade teacher. He son said to her, you are a teacher, but you are not my teacher. Our kids build such positive relationships with their teachers and there are no replacements for the bonds that are built.

Mrs. Venoutsos added, we are just beginning to understand the long-term impact from the pandemic for our kids. We know already about academic needs, behavioral needs, mental health needs are more diverse and are compounded with issues of equality and access that existed long before Covid. We have a long way to go. To make progress, our kids need to come to school feeling valued for who they are, as they are. That is strength of our Enfield schools, community, teachers and our staff. We are doing so much more than just teaching. She has watched her colleagues do everything they can to connect with our kids. They have dressed up as characters, superheroes and brought in extra snacks and clothes for students. They also know every child's name. They give kids fist bumps and celebrate victories and milestones with them while being a safe space for them. She has seen her colleagues use their prep time spending it in other classrooms getting to know their kids. She has seen them forgive their

kids mistakes and give them second chances. She has seen them all work with our kids that have made some really undesirable choices and turn around and tell your colleagues all the reasons why you love them. She has watched her co-workers be present at dance recitals, soccer games, art shows, funerals. She has watched them all focus on our kids strengths and advocate for their needs. These are just some of the examples from Hazardville Memorial, and she knows there are countless others in every single building in our Enfield Public Schools because our teachers want our kids to feel valued and supported. If you ask them why, they will tell you it is just what we do.

Mrs. Venoutsos stated building positive relationships with students seems simple and it is, but it is also extremely powerful. It is how we inspire our kids, motivate them to take risks and it is how we reassure them in times of struggle. This connection is not the solution to everything for our kids. It is the foundation for everything else that we are trying to accomplish.

Mrs. Venoutsos stated her son does not remember the specifics of what he learned in first grade as well as most of our kids. What he won't forget is how his teacher made him feel confident, capable and loved. As a parent and teacher, this is everything.

Mrs. Venoutsos stated she would not be here tonight without the support of her colleagues, the support of the Board and administrative leadership. Thank you. She thanked Mr. Drezek and Mr. Longey for your unwavering support of our staff and kids especially over the past two years. She thanked Mrs. Hunter, Mr. Flynn and the Hazardville Memorial family for their trust and flexibility as we tried something new with PAWS time multiple times while we navigated through the pandemic. PAWS time doesn't work without all of you, and she is very grateful.

Mrs. Venoutsos thanked Cindy Maggio at Eli Whitney and Brianna Beckstrand from KITE. It is one thing to share someone's vision, but it is another thing to jump in with two feet. She thanked them for their collaboration and support.

Mrs. Venoutsos thanked her grade 2 team for your endless support, laughter and being a delight. Thank you for being here in the front row. She thanked Kelly Rossetti and added there are no words to thank you for all of the little things. You still do not know how good you really are.

Mrs. Venoutsos stated the most important thank you is for our kids and the kids that are here tonight and the ones watching at home. Thank you for coming to school every day exactly as you are. You are smart, funny, capable and resilient. You have challenged her emotions and patience, but you have always helped me find the joy even within the chaos. Because of you, I am a better teacher, mom and person. She could not be more grateful to be a part of your journey. Thank you.

Mrs. Venoutsos received another standing ovation from Board members, administration and audience members.

Mrs. Cushman commends Mrs. Venoutsos for being our teacher of the year and for us to be able to recognize you tonight for this honor. You have invested your time and honored your colleagues. You encourage your colleagues and students. This really shows a lot about who you are and why you are a teacher. Thank you.

Mrs. Acree loves Mrs. Venoutsos spirit. Thank you and congratulations for your dedication to this profession and for the use of your abilities and your talents for future generations. Great job, you are an inspiration. Congratulations!

Mrs. Pickett stated she has known Mrs. Venoutsos since childhood. She did not realize she taught in Enfield when she saw the Teacher of the Year announcement. This does not surprise her. This is who you have always been and what you shared tonight is exactly who you are. Thank you for teaching in Enfield and for teaching our kids. Continue to keep up all the great

work you are already doing with your colleagues.

Madam Chair LeBlanc thanked Mrs. Venoutsos. What you did tonight brought tears to her eyes because we know what the last two years have been like and it has not been easy. Thank you for recognizing this. To see your face and the face of your team colleagues and students is amazing. This reminds her of why we do what we are doing, and this is why we have such amazing teachers and public school family. This really brings us together as a community. She cannot thank you enough or congratulate you enough .

Madam Chair and Vice Chair Ryder presented Mrs. Venoutsos with a plaque from the Board of Education. Mr. Ryder added his congratulations and thanked her and the Hazardville Memorial staff for everything. Thank you for all that you do for our Huskies and our kids.

Mr. Drezek stated that exactly what is happening now, with her students here running to her, is exactly what happened when Mr. Longey and he went to Hazardville Memorial to surprise the Teacher of the Year and to present her with a gift from the Enfield Teachers Association. Everything Mrs. Venoutsos said here tonight, she means it. Before we could congratulate her, she was tackled by all of her students. He thanked Mrs. Venoutsos for everything.

b. PLA (Parent Leadership Academy)

Mr. Drezek welcomed Malissa Griffith our PLA Coordinator and Amy Witbro our EPS Partnership Coordinator. They are here to talk about our Parent Leadership Academy program.

Mrs. Witbro gave an overview of the PLA program that started back in 2002 when they met with MassMutual and formed a partnership with them. Leadership Greater Hartford helped us to develop a 10 week program to use here in Enfield. At the end of the classes, students will work on a class project. The goal of the program is the help parents to tap into their leadership potential. They are given tools and confidence they need to make positive changes in their lives and Enfield community. In June 2022, we graduated our 15th class. Due to Covid we lost 2 graduations. We train our coordinators and continue to use this model.

Mrs. Witbro added KITE and EPS have joined our partnership with PLA for additional sustainability. We revised our curriculum during the 2 year covid pandemic time and have added a class on advocacy. We also looked at each of our classes with a lens on equity. We added more data about Enfield to help them when they decide on a class project. Many of our graduates have taken positive roles in our community by serving on Boards, PTO's as well as becoming Town Council Members and Board of Education Members. Our graduates are advocates for our families in our community and are always willing to make a difference. The Townwide Tag Sale was designed by our graduates and raises money for our Enfield Food Shelf each year. We have several graduates here tonight sitting on the Board and in the audience. PLA graduates are everywhere, and we love it when they say they are a graduate.

Mrs. Griffith gave an overview of the program. We offer a Saturday retreat to start the program and Thursday classes include dinner and babysitting. The program starts in February. Each class focuses on a different topic. We bring in qualified speakers for each class. Our PLA students will complete a group project before they graduate. We now offer a 12 week program with the additional classes we have added. We have graduated 160 students. She considers herself lucky to be part of this program and to help individuals learn and to help themselves on their own personal journeys. It has been a privilege and honor to see so many of their PLA graduates here tonight.

Mr. Hamre stated he is a graduate of PLA class #10. This program gives you connections and knowledge that will help you. There is an imbalance of men vs. woman attending this program. He is challenging fathers to be part of this program. He will give you bonus points if can attend as a couple attend. Having childcare and dinner available helps families so they can attend.

Mr. Ryder stated he is a graduate of class #9. He also thanked Lisa Rogers for everything she did for PLA and for Mrs. Griffith for taking over for her. He is still running the Townwide Tag Sale with Mrs. Lawler who works at Eli Whitney now. We have raised close to \$18K for the Enfield Food Shelf annual fundraising project. We did take two years off due to Covid. We are back on the map and raised another \$2,500 for the food shelf. We have so many of the PLA projects that still continue to this day. We are making Enfield better. He thanked Mrs. Witbro and Mrs. Griffith for everything you are doing for our schools and community.

Mrs. Griffith added see how graduates mention PLA. We are so proud of each other. She has had other communities reach out to her about our program. Our community has benefited from our unique program. Our program is for parents, working parents, and grandparents. We are creating leaders. We have made life-long friendships and create connections. She added that our class size is not larger than 15 people to keep that intimate connection.

Mr. LeBlanc stated it was great that you used the last 2 years to make changes within your program. He knows people that have graduated from PLA. One of them is a parent that works fulltime, and she has nothing but good things to say about your program. This is truly an amazing program.

Mr. Unghire thanked Mrs. Griffith and asked if this is a 2 year program. Mrs. Griffith stated it is a 12 week program. He also asked when does the program start, where will it be held and is there a fee. Mrs. Griffith stated it will start on Saturday, February 3, 2023 from 9-3:30 PM and will continue to meet on Thursday evenings with dinner and childcare. This program is held at the Enfield Annex. There is no cost to be part of this program.

Mrs. Witbro added if you took this course on your own, it would be well over \$1,000. We also bring in speakers for each class.

Mr. Unghire asked if each topic is for 12 weeks. Mrs. Griffith stated no. Each class will have a highly trained expert that will address the topics for each class. Individuals will build on your skills with the tools you learn so at the end of the program, you are ready to decide on a project as a group.

Madam Chair thanked Mrs. Griffith for having her as a speaker and then being there on graduation night. Could you take a moment to talk about what the community project was about for last year.

Mrs. Griffith stated the project was bridging the gap with the elderly at home. We worked with the senior center and children to make placemats. Wherever children were, ECDC, the Kindness Carnival, dance recitals and childcare facilities, PLA students would have the children color the placements. The placemats would be laminated and on the back of the placement was information about PLA. When they delivered meals on wheels to our seniors in our community, they would receive a placemat that was colored by our kids. Also seniors that were at the senior center also received them as well as Enfield Loaves & Fishes Soup Kitchen to help spread love and joy.

Madam Chair added the support of the students is great to see. She loved seeing you bridge our children with the elderly.

Madam Chair stated there were two grandparents in the last class. PLA is not just for parents. The support the students had for each other was amazing. They have formed their own lovely community that supports each other. It is nice to see this and to see people coming out of their comfort zones and gain personal growth for themselves, their families and our community. Thank you for being here tonight. She cannot wait to hear what the next community project will be. She is sure it will be amazing.

c. UCONN PEP (People Empowering People)

Mr. Drezek welcomed Lorena Cisneros our Enfield Public Schools Business Manager. She is here to talk about the UCONN People Empowering People program.

Mrs. Cisneros stated when she started working at Enfield Public Schools, she was a paraprofessional. She is happy to be here tonight with Mrs. Venoutsos. She worked with her and the impact she had was not only with the students but with staff is big. Thank you. Because of you, I am here also.

Mrs. Cisneros stated she was approached by UCONN to involve the Spanish and Latino speaking community with the PEP program. She received her certificate to become a facilitator for UCONN PEP which is called People Empowering People. We have had this program in Enfield since 2014. PEP is a personal and family development program with a strong community focus. For years, we have worked with the community to make it a better place for themselves and their children. This program is in Spanish. It is similar to PLA. We have a 10 week program and work for 2 hours each time we meet. We discuss different topics. At the end of the program we will bring in people from the community. As a Latino community, we have some language barriers and we typically do not get involved. So it is good for us to meet these people and groups to be involved and part of the community. We also need to create a project at the end of the program. She showed pictures of the graduation classes. The class of 2017 also had members from Somalia, India and the Latino community. We didn't have any classes for 2 years due to covid. During that time we created a website and Facebook page for the Latino community. During the pandemic we could share information with the community.

Mr. Galvez stated he was part of the first PEP class. Enfield has been really good to the Latino community, and we wanted to give back. He spoke about our class of 2022 project. We planted 15 trees here on the Town Green playscape. These trees were donated by a very generous person that wants to remain anonymous. This year, we had our own children help us plant the trees. Our children also help with some of the childcare when we hold our meetings. We planted the trees on June 8, 2022. They showed pictures of them planting the trees. We held the graduation on July 11, 2022 where various people attended. You can go to our website and see more pictures.

Mr. Galvez stated we had at one of our classes a guest speaker Mrs. Cox-Blackwell, EPS Director of Equity. We also had Mayor Bob Cressotti as a guest speaker.

Mr. Galvez added he wasn't really interested to attend, but after the first meeting he was hooked. He has made a lot of really good friends from this group. The Spanish community is small, but it is growing. If there is anything we can do to help Enfield, please ask us.

Both Mrs. Cisneros and Mr. Galvez thanked the Board and Mr. Drezek.

Mrs. Pickett stated she also did the PEP facilitator training a while ago. They had a youth PEP group. She would love to be involved with your group, so she will be in touch with you. She would love to give a little of herself to you.

Mrs. Pickett would like to know if there is a way for PLA to be part of PEP. This could be quite beneficial for both groups. Mrs. Cisneros stated when they are done with the PEP training, she has sent them to PLA. We have had PEP members graduate from PLA.

Mrs. Pickett added this is like a pipeline. She thanked them for being here and presenting PEP to the various populations in our community. We are all better together.

Mr. Hamre stated it is great to see Mr. Galvez and other members from the community here together tonight. He did not realize how much you are doing in our community. He urged the members of PEP to continue doing what you are doing.

Mr. LeBlanc stated the Latino population is growing and this program will continue to grow. He loved hearing about what you are doing in our community. Thank you for what you are all doing for our Enfield community.

Mr. Unghire asked what is the connection to UCONN? Mrs. Cisneros stated UCONN developed the People Empowering People program. She was certified by UCONN to be a facilitator for this program.

Mr. Unghire asked when does the PEP program start. Mrs. Cisneros stated the program will start in March 2023 and it is for 10 weeks.

Mr. Unghire stated he has a Hispanic family member, and he would like to learn more. He will have them reach out to you about PEP. Mr. Galvez added he will have his people contact your people. Mr. Unghire thanked them.

Madam Chair asked how many people will be in your classes and how do you reach out to the community. Mrs. Cisneros stated we have 10 people in a class. We have graduated 15 people. They can contact us on Facebook www.facebook.com/comunidadlatinadeenfid or by contacting us directly.

Mr. Galvez added it is mostly by word of mouth or by using Facebook. Then we just get them together. Someone knows someone and they reach out to us.

Madam Chair asked if everyone in the audience that is wearing a blue shirt are all members and past graduates. Mrs. Cisneros stated yes. Everyone is welcome to attend PEP. If you know anyone that would like to attend our next program, please let us know.

Madam Chair will relay any information about PEP and share updates about your program with the community. Just let us know and we will get the word out. She thinks this is great what you are doing for our community and community members. She loves the quote on your shirts "as you grow older you will discover you have two hands, one for helping yourself and the other for helping others." This encompasses the work that you are doing. Thank you.

7. SUPERINTENDENT'S REPORT
a. EPS Open House Events – as presented
b. EPS Update

Mr. Drezek stated every year Lori Gates will send thank you cards from our students to our service men and women and first responders. She was overwhelmed by the responses she received this year. He thanked Mrs. Gates for everything she does for our community, service members and first responders.

Mr. Drezek stated last Friday evening at an EHS football game, there was a medical emergency with an opposing team member from Woodstock Academy. The principal and parents have expressed their appreciation for how Enfield and the EHS football team helped during this situation. The student is recovering. He thanked our entire athletic staff and football players for how they responded. Our coaches did not flinch. Thank you for what you did. He also thanked Building and Grounds staff member for jumping into action and driving the ambulance on the field to get the student while the EMT's were assisting the student.

Mr. Drezek added our students have gone through a lot. We did not continue the game due to what occurred. Our EHS kids embraced the Woodstock kids. We were all shaken up. They looked at them as teammates and brothers. This is a testament to their coaches. We should all be extremely proud of these young athletes.

Mr. Drezek stated this is the first meeting since school has opened. He has gone to each of our schools and visited with the students and staff. This is the first time school has felt normal. For some of our kids, this is the first time they have eaten in a cafeteria. Our kids are happy to be with their friends and with their teachers. We need to thank our cafeteria workers also. It was a hot first week of school. He felt it was important for you to know our kids are doing well and they are happy.

Mr. Drezek stated 5 years ago, he and Mr. Longey discussed why we are doing this and who we are. We met with our administrators and asked them the same question. We all agreed on it and then asked our staff the same question. This is where we got our motto from, "we make a difference in Enfield for every child every day." We all agreed on this statement, and we all embraced it. This has been our north star. The board has also embraced it. He has said this many times and it has been repeated by Board members and audience members.

Mr. Drezek stated our Teacher of the Year just told us why we are here. We need to do this again. We have work to do with equity. We hired our equity director Mrs. Cox-Blackwell. This is an ongoing initiative. We need a common starting place ,and you need to know what equity means to us. You all may have your own definition of equity.

Mr. Drezek added he did this again starting with administration and then staff members about what we believe in. He has once again received an overwhelming response from staff. We agreed on this and our equity statement is "we believe every child is unique and the diversity of our students is what makes Enfield Public Schools exceptional. To thrive and excel, all are welcomed, accepted, respected and supported." We will try to incorporate the every child, every day.

Mr. Drezek stated this is who we are as a district, and we are not done with our work. This is where we will start as a district. Some work has begun to meet the needs of our kids today. Our organization structure was designed 12 years ago. The needs of our kids have changed since then so we need to change. Changes are coming. We have made some organizational changes, and more are coming. We have advisory groups at the high school. He would like to expand this into the other schools. We also need to hear from our parents. Be patient with us, change takes time. We know changes are needed. Don't get frustrated and our kids need different things.

Mr. Drezek stated this equity statement is not the Board's statement. He has received the approval from EPS staff. The Board can adopt this statement if you choose.

8. AUDIENCES

Madam Chair read a prepared statement about expectations for audience participation. We will continue to utilize a 3-minute time limit for audience participation tonight. She added that you will need to sign up to talk and she will not call up anyone from the audience to speak. Thank you.

Barbara Gilly, Buchanan Road – Mrs. Gilly stated PPRA is a federal law. Parents have rights to receive information until a child is 18 or until they are emancipated. She spoke about sex education laws in New Jersey, which starts in the second grade. Parents can look at the curriculum first and they have the option to opt out. They teach about body parts and discuss gender and feelings. Will this come to Enfield? Will parents have the option to opt out?

Madam Chair reminded audience members to remain quiet and not have conversations while someone is speaking.

Chrissy Asselin, Pearl Street – Ms. Asselin stated she has teenagers. We did not talk about things when she was younger like we do now with our children. We do not shame our kids. We have been listening to adults shaming other adults. Parents are being blamed for being

bad parents. She thanked our teachers for being there for our kids and talking to them about topics they have questions about. Thank you for including assignments they have questions about and for not shaming our kids. Thank you for being someone our kids can trust.

Ryan Schuetz, Church Street - Mr. Schuetz stated we are moving in the wrong direction. He has zero tolerance for bullying and racism. Equity is needed for all students. We do not want our kids to judge other students that look different from them. We all need to live together. We need to celebrate our differences. Teaching antiracism is not the way. We do not need to segregate and cause division. We need to look at everyone as a whole. Be proud of your heritage.

Madam Chair asked for audience members to stop the chatter.

Mr. Schuetz added we do not need more little boxes. He felt it was inappropriate for a Board member to discuss something that happened at the July 4th parade. People have been talking about hate and the hate is pouring out of you. He agrees we need change. Self-love is the key. Do not point fingers and blame others.

Tracey Jarvis, North Maple Street – Ms. Jarvis welcomed everyone back and hopes for an uneventful school year. She does not attend all the meetings but watches them from home. She does not like the strife and finger pointing. She wants everyone to live in peace and live their lives. We are all diverse. Any assignment that is divisive really needs and opt in option. Parents are very busy and are overlooking assignments. Teaching morality should be taught by parents. We need to diffuse the contention. Thank you.

Marcy Taliceo, Coolidge Drive – Mrs. Taliceo gave each Board member a handout. She is the only black person in her family. Someone mentioned that a Board members comments were inappropriate. Many of the conversations at the last Board meeting were ignorant. She is black and would be preferred to be called black. Not knowing the meaning of systemic racism is wrong. All Board member received training in February 2020. Racial slurs are being directed at black people in Enfield. This child was a victim of a hate crime. He was threatened to be shot on the basis of his color.

Alyssa Switter, Prospect Street – Ms. Switter stated this conversation hurts us all. We all grew up in a systemic society and it is time to do better. Some Board members have taken the time to educate themselves. You all had the same training. She explained systemic racism and it needs to be acknowledged. We live in a different world than black and brown children. These kids are experiencing exactly what happened to the student that was fundraising. Taking care of Enfield students is the reason you are here. Our kids feel unsafe in our schools. Many people in our community have been left without a voice.

Christina Lange, South Road – Ms. Lange lived in Enfield and moved away and is now back again. She watches the meetings from home. It is great to see our kids back in school. She was raised in Enfield and graduated from Enfield High School. She is appalled about what is being said about the racial incident. She went to the library and asked them about structural racism and took out several books. They have many books in the adult section and children's section about racism. She encouraged board members to read them and to be brave.

Liz Davis, North Maple Street – Ms. Davis thanked our teacher of the year for speaking tonight. She thanked all of our educators. You make our jobs as parents easier because of what you are doing in school. She is a graduate from the PLA class #8. Our PEP program is another great organization. Why do we keep saying we do not have a racism problem in this town. Let's take ownership and resolve this. Our children are being threatened. Her daughter took our sex education class. She can take her kid out of any class that she does not want her to attend. No one has the right to touch our children. Every child needs to be kept safe. She will keep coming to Board meetings to defend the education we are giving our kids. She is a voice for all our kids.

9. BOARD MEMBER COMMENTS

Mrs. Cushman read a quote from Ronald Regan and commented there are no easy answers but there are simple answers. We must have the courage to do what we know is the right thing. She also likes reading and has seen several explicit articles about sexually explicit and grossly inappropriate books that are finding their way into our classrooms and libraries.

Madam Chair asked for Mrs. Cushman to stop while people were exiting the building.

Mrs. Cushman added she is not saying this is happening here. Movies and songs have guidelines in place regarding obscenity. There are no set guidelines with books. We need clear guidance to discuss this. She would like us to be proactive and to protect our youth from objectional material being brought into our schools and classrooms. She would like our district to set clear guidelines to define what constitutes obscenity in books and having this item on our next agenda to start a conversation. Together this would be a good first step.

Mrs. Cushman stated September 17th is Constitution Day. Our constitution is a unique document. Federal law requires us to teach about the constitution. Our constitution is a unique and valued document. Everyone's voice and opinions matter. It is our duty to fight for it and defend the constitution. She hopes our teachers will take the time to teach about the constitution to our students in the coming weeks. Teachers can find fun and unique ways to teach about the constitution at the US department of Education website as well as constitutionday.com.

Mrs. Cushman stated Parkman's PTO fundraiser encourages families to spend time together at an upcoming soccer game on October 8th at 7:00 PM with the Hartford Athletics soccer team at the Trinity Health stadium. You can contact Parkman PTO for additional information.

Dr. Calnen spoke about how Covid for children under the age of five has risen over the summer. These numbers will increase as children come back to school. STOWE and Head Start requires mandatory masks for students and staff. Please get your child vaccinated. This epidemic is not over yet.

Dr. Calnen stated one of the challenges of early education is to identify children with learning developmental challenges so early interventions can be done. Success depends on timeliness. Questionnaires can be frustrating for parents to complete. The Office of Early Childhood has awarded the family resource center a grant to utilize the Sparkler app. This can be done digitally by parents at their leisure. Amy Morales will be working with an Ad Hoc Committee to see how this app can be best utilized at STOWE and how the results can be shared while remaining confidential.

Dr. Calnen stated Brianna Beckstrand with KITE has recently spoken to the Director of Early Childhood. They are determining the best way to address challenges with infant mental health. Kite was one of two community collaboratives they asked to participate.

Dr. Calnen stated in October, the first cycle of Circle of Security series will be provided to teachers at STOWE and Head Start. This will help parents to be able to talk knowledgably about what they have learned and can offer to families. This process will be repeated again in the spring.

Dr. Calnen stated KITE held an in person meeting on September 7th and we reviewed ongoing activities, goals and collaborative goals.

Dr. Calnen added the 2Gen Committee also met. They decided it would be most effective if they limited their efforts to a single major obstacle for families. That obstacle for families is quality childcare facilities for working families.

Mrs. Acree thanked the members from PLA for your presentation and the work they are doing in our community. You are empowering our parents to become confident productive leaders in our community. She also enjoyed the PEP presentation and learning about what you are doing within our community. You are also helping different cultures and helping Enfield to become a better place.

Mrs. Acree stated Prudence Crandall Principal Duperre said it was great seeing all the smiling faces back in the building. Students and teachers are busing settling into their classroom routines and getting to know each other. Last Friday, they held a welcome back picnic with their sister school Henry Barnard. The PTO did an amazing job creating a welcome environment. They served hot dogs, juice and goodies. They also had a magician perform. They will have a spirit week on September 26-30th. Each day there will be a different theme.

Mr. Hamre thanked Mr. Drezek for the update about the football game. He was at the game and the response by our staff was amazing. Being there when there was no sounds coming from the fans was quite ere. He is glad to hear the student is recovering. He added the EHS football players were up 14 to 7 at that point. He doesn't remember the last time the score at an Enfield football game was in our favor so early in the game. The Band was playing, and they did a fantastic job.

Mr. Hamre extended his congratulations to our Teacher of the Year Mrs. Venoutsos. She was a teacher for one of his children. Your acknowledgement of your students is a testament of you as a teacher.

Mr. Hamre thanked both Amy Witbro and Malissa Griffith from PLA and Lorena Cisneros and Mr. Galvez for the PEP presentation. These are two amazing programs.

Mr. Hamre stated JFK has a new PTO president Leslie Lawler. She will be giving him updates about JFK PTO. They will hold their first PTO meeting on Wednesday at 6:30 PM. They will meet the 2nd Wednesday of the month. They will rotate meetings to be in-person and virtually. All are welcome to attend. They will have their fall fundraiser starting up this week. They will have a booth at Family Day will sell crock charms and bracelets. Please support them.

Mr. Hamre appreciates the speakers and your opinions shared tonight. He wished everyone could have stayed around for the entire Board meeting.

Mr. Hamre asked via the Chair to the Assistant Superintendent if we have any policy that addresses this Board and future Boards about the steps that might be taken regarding censoring disciplinary actions for any Board member that forgets what our responsibility is and doing things that are in direct contradiction to the purpose of the Board and what we are doing. He would like to discuss this at our policy meeting.

Mr. Hamre added he is not surprised about the comment about books and obscenities. The barometer of the national level of politics is boiling down to us here in Enfield. There are no surprises left when it comes to control of what is being taught and what books are being offered. They are trying to diminish the expertise of our people in their roles that we trust to make these kind of decisions. We have subject matter experts on our payroll in Enfield that have this responsibility and are educated via countless years of studying to obtain the title of Librarian. He is not surprised that we need to talk about this again and is disappointed.

Mr. Unghire congratulated Mrs. Venoutsos. You are doing a great job and you are a great gift to us and your students. Your students will always remember you. You have made a positive impact on your students. We are very proud of your accomplishments.

Mr. Unghire stated Hazardville Memorial will have an open house on September 14th. They will hold their PTO meeting on September 20th via teams and they will hold a welcome back picnic

on September 23rd.

Mr. Unghire stated he likes happy Board meetings like tonight's meeting. We also need to deal with Board business, and he apologized for that. He agreed with Mr. Schuetz and is in favor of checks and boxes. We are all part of the human race and are members on the same team. We need to pull together and respect each other we will get a lot farther. At the last meeting, pizza gate was discussed and how we should put it to rest. This topic has been discussed many times. He would like for this to be done. Why are we still getting e-mails from concerned parents about this topic. Our parents are not done and want answers. They are not satisfied. They do not have the answers to their questions.

Mr. Unghire read some excerpts from an editorial. There are some Board members that do not know the answers. The only information provided to the Board was that it was a mistake. He would like to put an end to this. In an effort to do this, he is putting together questions to give to the superintendent to address.

Madam Chair stated you will need to give me your questions. Everything must go through the Chair.

Mr. Unghire stated we have let our parents in Enfield down. We need to know the answers to our questions. Full transparency is needed in our school system. Transparency should be a goal in Enfield. We would like to submit these questions directly to the Superintendent.

Madam Chair stated you will need to give those questions to me. Mr. Unghire stated we will submit them through the proper channels.

Mr. Unghire stated we asked for a parent advisory committee and have been working with Mrs. Pickett. This parent advisory committee would be helpful solving many questions. He does not feel this committee will address the questions being asked by the parents. He will submit questions through the chair to the superintendent about discrimination.

Mr. Unghire added that a video was released about discrimination by a religious group in Greenwich. The Governor held a press conference about this and denounced this. The Attorney General also held a press conference and is opening up an investigation. There are all kinds of discrimination. He would like to think this kind of discrimination is not embraced here in Enfield and would like it to be denounced and that all kinds of discrimination are denounced in Enfield. This is discouraging for our students and families to see this. Discrimination is not always based on race.

Mrs. Pickett spoke to Mr. Unghire, Mrs. Gill and Mrs. Jarvis. We addressed the pizza assignment regarding sex education assignment. Mr. Drezek has also addressed this. There is an opt out for parents. Parents receive forms. The topics are clearly addressed and how to reach your child's teacher. She encourages parents to reach out to your child's teachers with questions if you are not comfortable or would like additional information about the lessons. The State Department of Education has grade level standards – the Healthy and Balanced Living standards. They do not provide us with curriculum or lessons. It is based on grade bands and concepts that should be discussed at each grade level. Enfield Public Schools selects curriculum to meet those standards. Lessons delivered in classes are aligned to those standards. She added the mistake that happened was a mistake.

Mrs. Pickett stated the Parent Advisory Group Committee we have been working on will not be a pizza assignment investigation. There are many concerns we receive from families that represent far more than just a few e-mails. We should not be purposing agenda items or questions that were already addressed by Mr. Drezek. We have bigger issues that we should be addressing and discussing. She is done discussion sex education and health standards.

Mrs. Pickett encouraged Mr. Schuetz to build a relationship with your child's teacher. The way

you described equity is not happening in our schools. We need to accurately display that work and looks forward to hearing more about our equity work in our schools.

Mrs. Pickett thanked all our staff. Her best part of the day is picking up her kids. She talks to the other parents and listens to them. We get to play on the playground. She is hearing from the parents about the amazing things about Enfield. It was a great opening for school. She encourages parents to share these things with our teachers. We love our staff and teachers. Thank you for everything you are doing.

Mrs. Pickett likes the revised mission tagline. She would love to hear from our Director of Educational Equity Mrs. Cox-Blackwell for an update on the progress we are making. She commends Mr. Drezek for re-imagining our schools and organizational changes. There is a lot that is being discussed about education. It sounds like you have some tangible ways for doing this.

Mrs. Pickett stated Enfield Street held a family day picnic for their families. This was her son's first real live event due to Covid. The amount of families and staff that attended was unbelievable. The staff did an amazing job with this along with our amazing PTO. She cannot thank them enough.

Mrs. Pickett commends Mr. Lord and Mrs. Calado with the new classroom shoutouts in the newsletters. You are able to see what is happening in the various classrooms. Enfield Street will have open house on Wednesday from 6-7 PM. She encourages everyone to attend Family Day on the Town Green on Sunday from 11:30 – 4 PM. This is a fun filled day of events and activities. She thanked everyone for putting this together. This shows how our community comes together to support our families. The next PTO meeting will be held on September 21st. Picture day will be on September 27th.

Mrs. Pickett added ERfC will have a farm to table dinner on October 15th. You can find out about their programs and more by going to their website at erfcinc.org.

Mrs. Pickett stated Prudence Crandall received a large donation from Walmart and Pack Dog Pack Leaders Rescue. Crandall teacher Mrs. Nuzzio was instrumental in setting this up. Teachers were able to shop for items they needed for their classrooms and share items with others.

Mrs. Pickett added this is Hispanic heritage month from September 15th – October 15th. Please take this opportunity to learn and share with others.

Mr. LeBlanc would like to look ahead to next year. He is requesting via the Chair to the Superintendent to receive an academic update as to where we stand when our schools are done with the first semester. It would be nice to get an update on academic standards.

Mr. Drezek stated Connecticut data was just released and our Curriculum Director will be able to give us a report on this information. She first will share this information with the members of the Curriculum Committee and then the full Board. This is in the works.

Mr. Ryder stated he appreciates Board members giving reports about your schools. Whitney was supposed to hold their welcome back picnic tonight, but it was delayed due to the weather. They held their open house tonight. He wishes all the Whitney Wolves all the best for the upcoming school year.

Mr. Ryder stated all grade 5 students at Edgar H. Parkman, Prudence Crandall and Eli Whitney can participate in the Grade 5 Instrumental Rental Night at JFK on September 15th at 6:30 PM.

Mr. Ryder stated Eli Whitney will have an Earth Dome presentation for grade 3 and 4 students

on September 21st. The PTO will meet on September 21st at 5:30 PM. We will have an early release day on September 28th.

Mr. Ryder commented that he said a lot in his invocation. He thanked all the schools for your support for Donovan Abbe and his family over the years.

Mr. Ryder asked our administrators to send him your school events and emails so he can post them on enfieldpto.com website. Please include him in your mailings. A lot of families visit the enfieldpto.com website. He keeps weekly updates up for several weeks for parents that might have missed something.

Mr. Ryder thanked all of our schools for a successful school opening. He also thanked our students. We actually just had our first Monday and first full week of school. He also thanked our administrators, staff, teachers, and anyone that has a hand in shaping our kids.

Madam Chair addressed Mrs. Jarvis about her concerns about sex health curriculum being taught by parents. Parents have that choice. We have kids living in many different living situations that do not feel comfortable talking about this topic. This is something we take into consideration.

Madam Chair asked Mr. Drezek about how many parents of the students that received the pizza assignment emailed us? Mr. Drezek stated he received one e-mail.

Madam Chair asked Mr. Drezek if we know how many of those parents e-mailed JFK? Mr. Drezek stated four emails were received.

Madam Chair asked Mr. Drezek how many students do we have in our district. Mr. Drezek stated approximately 5,000 students.

Madam Chair asked Mr. Drezek how many FOI request have we received regarding the pizza assignment? Mr. Drezek stated we received a lot of them.

Madam Chair asked what happens when we receive them? Mr. Drezek stated we need to spend money on an attorney.

Madam Chair stated some of those editorials were written as a result of the FOI requests. If we do not comply with the FOI request, we are putting ourselves in a legal situation. Any Board of Education e-mails that are on our server cannot be hidden. They are taken right from our server even if they have been deleted. Mr. Drezek agreed with what Madam Chair said.

Madam Chair asked Mr. Unghire about the questions that were answered. Were they not acceptable or is it a question about something else? This topic has been addressed several times. People on this Board have been responsible for feeding this frenzy. We have all seen what is in the emails. This has been very apparent in the FOI requests and how I am viewed on this Board. This is not the place to sit up here and campaign for the November election.

Madam Chair asked Mr. Drezek how many other superintendents have addressed the issue that occurred in Greenwich? Mr. Drezek stated only one that we know about.

Madam Chair stated if you are interested in that editorial you can search for it. There are always two sides to every story. As a Board member you can ask questions. We partner with parents with kids that are in our public school system. Every parent has the right to ask questions about what their child is learning. She has had parents tell her they are putting their child back in our school system. E-mail your child's teacher with questions about what they will be learning in health. It is a parents right if this is something they do not want their children to learn.

Madam Chair added this is becoming a political ideology. We have received threats as a result of this. There were people that were proud of this, and said we deserved these threats because we did not address this. This was a personnel matter. We do not get involved in personnel matters.

Madam Chair stated we have important issues we need to address in our town. We just lost a student to cancer. We had a student collapse at a football game. Fifty percent of our students are on a free-reduced lunch status. Being a district is standing up and being a partner and not running on political ideology at the expense of our kids. We are talking about hurting our kids. Were our kids ever tortured over reading a book that we read when we were in high school? We are trying to reverse time. We are trying to censure. We have teachers and educational leaders that have their master's degrees. She added don't tell me we did not answer it and say we are hiding anything. She is not going to listen to this anymore. Let's talk about real problems in this district.

Madam Chair stated she is very frustrated and reminded everyone that she is the Chair for the Board of Education, and everything goes through her.

Madam Chair thanked Mrs. Venoutsos. You encompass what Enfield Public Schools means to a lot of parents. The parents and students came up to you and hugged you as I was sitting here before the meeting started. We know exactly what you mean to them.

Madam Chair was very upset to hear about what happened at the football game to a player. It is very scary for parents. Seeing a student collapse on a field is upsetting. She knows firsthand how incredible our coaches and players are. She has seen this when her children were playing sports. They are another testament to how wonderful our district is. Her prayers go out to the student and family. If possible, she would like updates on the student's progress.

Madam Chair stated Mr. Ryder has spoken about Donovan Abbe very highly. She didn't have the pleasure of meeting him. She wished many prayers and sent her condolences to his family and friends. She has said this before that some of the strongest people in our lives are the ones that have cancer because they are very selfless.

Madam Chair stated Malissa Griffith Roy is also part of Safe Grad with Leslie Lawler. They will hold a Safe Grad Comedy night at Mount Carmel on September 24th. Tickets are \$35 each or you can purchase a table for \$300 for 10 seats. Safe Grad would also like residents to save your bottles and soda cans for them. They will hold a bottle drive in mid-October. They will be selling snow cones and pizza at Family Day on the Town Green. They are looking for donations of raffle baskets to help them raise money for the substance free graduation party for our graduating seniors.

Madam Chair asked Mr. Drezek about having student representatives back on the Board. Mr. Drezek stated we were just given the names today and will be scheduling an orientation for them. This item will be placed on the next agenda for Board approval. They should be here for the October meetings.

Madam Chair also thanked Lori Gates for what she does around September 11th for our first responders, servicemen and women and the Wreaths Across America program. She is looking forward to seeing if she can work her magic once again for Enfield.

Madam Chair added this is national suicide prevention awareness month. Mental health is looked at as a stigma. Many people suffer with this. She read this the other day and shared this message. She is sending love to those who deal with suicidal thoughts, lost a loved one to suicide, feel misunderstood by society, feel alone in their suffering, are scared to speak up, are in therapy, and lastly, you are loved, strong, capable and valid.

10. UNFINISHED BUSINESS:

11. NEW BUSINESS:

a. Adopt New Policies & Policy Revisions – First Reading

Mr. Ryder moved, seconded by Mr. Hamre that the Board opens the discussion about the first reading of the proposed new policies and policy revisions.

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

Discussion:

Mrs. Cushman has concerns with Policy #5141.71. We discussed this at the Policy Committee meeting. After the definitions are listed, there is a section with 4 topics. She has concerns with the “will not be limited” and other topics that may be addressed later in the policy. Those four topics list the minimum requirements suggest these may not be the only measures covered. She would like to add a fifth topic or measure related to proactive measures to prevent exertional heat illness. Can we table this and discuss it back in committee?

Mr. Longey stated we can table individual policies. You are questioning the language in this policy. He does not recommend adding language here. He would suggest tabling this policy and the Policy Committee can continue this discussion. We can place this one policy back on the next BOE agenda for a first reading once the Policy Committee has made and approved any changes.

Mrs. Cushman also had a concern with Policy #4111.3. It discusses the development and implementation of a written plan. The superintendent would make this written plan. Who reviews this plan and is there an opportunity for feedback. Does it require approval?

Mr. Longey stated this would be a policy change. So if this policy revision is approved, the superintendent or his designee would create a plan. This plan will not be approved by the Board.

Mrs. Pickett emailed Mr. Ryder with her questions. Regarding Policy #5141.213 and opioid overdose response. She is questioning the implementation of the policy. How will we determine if this is an opioid overdose? There are times when you can create more problems by responding if it is not an opioid overdose and what about training for staff, students and families. Will we have a support plan in place for students to prevent opioid use? How do we support students if something should happen?

Mr. Ryder stated we have other policies that are related to this. This policy is specific to a request from the nurses office that was brought to Mr. Longey’s attention. What was our Director of Health Services Jess Spera intention for this policy?

Mr. Longey stated Mrs. Spera was looking for a policy from the Board that would support administering Narcan. There is a lot of training involved around this. Nurse Jess trains all the nurses at the beginning of the year and then all certified staff are trained. We are waiting for the policy to be approved before this can happen. We have purchased the devices but are waiting for approval. This potentially could be a sensitive subject. There is support for this to happen. It is a very good thing for our staff to be trained. He spoke to Nurse Jess about families, and she does not have anything yet but thought that was a good idea. She is able to work with staff and students. Some of our health curriculum at the high school will address controlled substances, illegal substances and the signs of an overdose.

Mrs. Pickett also has questions regarding Policy #6148 and if this policy can also be tabled. She is wondering what we are currently doing to encourage FASA completion and how this policy differs.

Mr. Drezek asked for Board members to be patient with this one until Friday before you ask any questions about this. He would recommend tabling this one also. He is not at liberty to tell you why, but on Friday you will know why.

Mrs. Pickett stated her real question was it being tied to graduation requirements. She would hate to see any barriers. We know there are many reasons why students do not complete the FASA. Mr. Longey added this is not tied to graduation requirements.

Mrs. Pickett commented about Policy #4111.3. She is excited to see this policy and it is definitely needed. There is guidance on the State department of Education Talented website. They have a toolkit and a guidebook. She encouraged people to check this out. She would be interested in how we will create this plan. There is information in the policy about this being potentially connected to an alliance plan. Since we are an alliance district, what does this mean for us? There is also a piece around the residency program. Is this something we are considering? How are we evaluating our current recruitment efforts and ensuring that we will select strategies that will welcome staff of color? We need to make this a welcoming and inclusive place.

Mr. Longey stated that was a lot. Mr. Drezek stated our structure has changed. You will hear about some of these changes we have made and how central office is structured. This will address the residency program you mentioned and recruitment, how we are recruiting, how we are evaluating our recruiting, and is this an environment that is conducive for the candidates we are looking for. This is all in the works. You will hear more about this. Thank you for bringing up these points. He is not sure if he answered your question.

Mrs. Pickett added she supports the policy it is all the little things that come out of the language of the policy. She just wants to make sure we are thinking about all of this.

Madam Chair closed discussions.

Mr. Hamre moved, seconded by Mrs. Pickett that the Enfield Board of Education approves a First Reading for Policy #4112, 5141.72, 5141.213, 4111.3, 4141, 5131.6 and tables Policy #5141.72 and #6148.

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

Suspend the Rules and add an Item to the Agenda:

Mrs. Pickett moved, seconded by Mr. Hamre to add to the agenda the Equity Statement of the District.

Discussion:

Mr. Hamre stated he supports this statement and looks forward to seeing it on a sweatshirt. Madam Chair stated this is a discussion as to why we would put this item on the agenda.

Mrs. Acree asked for more information about this.

Mrs. Pickett read the equity statement that Mr. Drezek shared with us tonight – We believe every child is unique and the diversity of our students is what makes Enfield Public Schools exceptional. To thrive and excel, all are welcomed, accepted, respected and supported.”

Mr. Drezek stated this is the equity statement of the district. We will still keep the motto.

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

b. Accept the Equity Statement of the District

Mrs. Pickett moved, seconded by Mr. Hamre that the Enfield Board of Education accepts the Equity Statement of the District.

Discussion:

Mr. Hamre stated he supports this statement.

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

12. BOARD COMMITTEE REPORTS:

Curriculum – Mrs. Pickett reported the Curriculum Committee will meet on September 15th at 5:00 PM. We will be discussing African American/Black and Puerto Rican/Latino History Courses.

Finance – Dr. Calnen reported the Finance Committee met on September 12th. We reviewed financial statements and our TAG investments. We will be meeting with representatives from Wolf associates in November.

Policy – Mr. Ryder reported the Policy Committee will meet on September 20th at 5:30 PM. He would like the two policies that were tabled tonight to be added to the agenda for further discussion.

Leadership – Madam Chair reported Board Leadership was unable to meet tonight due to a personal matter she needed to deal with. We will reschedule this meeting.

Joint Facility – Mr. Ryder reported the Joint Facility Committee was supposed to meet last Thursday. They moved the meeting two weeks and will meet on September 22nd.

JFK Building Committee – Mr. Ryder reported he does not have the date for their next meeting. He thanked them for opening up JFK on time. They are working on a few loose ends. All major construction has been completed. He thanked them for everything and would like to bring the members from the JFK Building Committee to a Board meeting and would also like to arrange for a tour of the building for Board members.

Joint Security – Mr. Ryder reported the Joint Security Committee was supposed to meet on September 7th. We are waiting for a report that will be coming out soon and will reconvene at that point to review the report. No date has been set yet.

Enfield Mental Health Wellness Workgroup – Dr. Calnen reported the town has allocated \$25K on August 29th to hire a planning consultant to work with leadership to address the mental health needs of the Enfield community. We will have 3 co-chairs on this committee: Representative Tom Arnone; a representative from the BOE and TC.

Dr. Calnen added the Board will continue to work on our own separate mental health plan to address urgent issues.

Enfield Cultural Arts Commission – Mr. Hamre stated they were meeting tonight. They are still looking to fill vacancies.

13. APPROVAL OF MINUTES

Mrs. Pickett moved, seconded by Mr. Ryder that the Regular Meeting Minutes of August 23, 2022, be approved. A vote by **show-of-hands 9-0-0** passed unanimously.

14. APPROVAL OF ACCOUNTS AND PAYROLL

Dr. Calen moved, seconded by Mr. Ryder that the Enfield Board of Education approves the following Line Item Transfers:

From:	100 Salaries	\$	
	400 Repairs/Maintenance		32,809.00
	500 Support Services		1,320,550.00
	600 Tech/Supplies/Material		495,626.00
	700 Equipment		165,270.00
	900 Other Use of Funds		<u>1,055,387.00</u>
			\$3,069,642.00
To:	200 Benefits	\$2,638,286.00	
	300 Professional Services	<u>431,356.00</u>	
		\$3,069,642.00	

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

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

- The month of June 2022 the total expenditures amount to \$7,189,113.46, broken down between payroll totaling \$5,125,159.01 and other accounts totaling \$2,063,954.45 and;
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly document.

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

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

- The month of June 2022 total Grant and Head Start expenditures amount to \$4,821,109.46 broken down between payroll totaling \$1,333,111.15 and other accounts totaling \$3,487,998.31; and
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly document.

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

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

- The month of July 2022 the total expenditures amount to \$1,379,234.93, broken down between payroll totaling \$623,837.05 and other accounts totaling \$755,397.88 and;
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly document.

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

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

- The month of July 2022 total Grant and Head Start expenditures amount to \$323,771.68 broken down between payroll totaling \$141,199.79 and other accounts totaling \$182,571.89; and
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly document.

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

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

- The month of August 2022 the total expenditures amount to \$2,933,928.72, broken down between payroll totaling \$787,049.10 and other accounts totaling \$2,146,879.62 and;
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly document.

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

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

- The month of August 2022 total Grant and Head Start expenditures amount to \$187,367.53 broken down between payroll totaling \$121,692.55 and other accounts totaling \$65,674.98; and
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly document.

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

15. CORRESPONDENCE & COMMUNICATION

Mr. LeBlanc received a Family Day Flyer, and he listed the events being held on Sunday, September 18, 2022 on the Town Green from 11:30 AM – 4:00 PM.

16. EXECUTIVE SESSION

Mr. Hamre moved, seconded by Mrs. Pickett that the Enfield Board of Education enter into Executive Session for matter(s) related to Personnel.

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

Both Mr. Drezek and Mr. Longey joined the Board in Executive Session at 10:03 PM.

No Board action occurred while in Executive Session.

Open Session:

The Board returned to open session at 10:13 PM.

17. ADJOURNMENT

Mrs. Pickett moved, seconded by Mr. Unghire to adjourn the Regular Meeting of September 13, 2022.

All ayes, motion passed unanimously. Meeting stood adjourned at 10:14 PM.

Jonathan LeBlanc
Secretary
Board of Education

Respectfully Submitted,

Kathy Zalucki, Recording Secretary