

ENFIELD BOARD OF EDUCATION

ENFIELD, CONNECTICUT

Council Chambers

820 Enfield Street

Enfield, CT

7:00 PM Regular Meeting

https://youtube.com/live/fkG2DOP_ZbQ

Time-Place:

Date: 01-23-24

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

- Curriculum Committee	- Joint Facilities Committee
- Finance, Budget Committee	- JFK Building Committee
- Policy Committee	- Joint Security Committee
- Leadership Committee	- Enfield Mental Health Committee
- PK-5 School Modernization Committee	- Enfield Cultural Arts
13. Approval of Minutes:
 - Regular BOE Meeting Minutes: January 9, 2024
14. Approval of Accounts and Payroll:
 - For the Month of December 2023
 - Line Item Transfers, if any
15. Correspondence and Communications
16. Executive Session
 - Matter(s) Related to Pending Litigation
 - Matter(s) Related to School Security
17. Adjournment



Date: January 23, 2024
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Board Guest(s)

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



Date: January 23, 2024
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Superintendent's Report

- a. **Student Representative Update:** Each of our Enfield High School Student Representatives may have some information or comments to share with the Board regarding events/happenings at EHS.
- b. **Internet Safety Workshop:** The U.S. Attorney's Office, District of Connecticut and Connecticut Department of Children and Families will hold an Internet Safety workshop on Thursday, January 25th at 6:00 PM via zoom. Parents, teachers and childcare providers are urged to attend this free online workshop. We have posted this flyer with the link on our website. Enclosed in your packet is additional information about this important workshop.
- c. **Early Release Day:** All EPS schools will dismiss early with lunch on Wednesday, January 24th in order for our staff to attend afternoon professional learning events.
- d. **EPS Update:** I will update the Board regarding our schools at this time.



Date: January 23, 2024
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Policy Revisions & Proposed New Policy – Second Readings

Board members approved the first readings for the proposed policy revisions and proposed new policy at their January 9th meeting. Tonight we are recommending second readings for these policies. Enclosed in your packets are the three current policies with proposed revisions and the proposed new policy. Recommended Board member changes from the January meeting have been made. These policies have been placed on the website for public input.

Policy Revisions:

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

New Policy:

- Policy #6162.52 Surveys of Students (Physical Examinations)

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

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



The research found 8- to 12-year-olds spend an average of five and a half hours a day on screens and consuming media. That rate climbs to over eight and a half hours a day for teens.

[The Common Sense Census: Media Use by Tweens and Teens, 2021 Read Report](#)

INTERNET SAFETY TRAINING FOR PARENTS, TEACHERS, & CHILD WORKERS

LEARN HOW TO KEEP CHILDREN SAFE
WHILE ON THE INTERNET, CELL PHONE, AND PLAYING VIDEO GAMES

THERE IS NO COST!

Thursday, January 25th, 6pm to 7:30pm via Zoom

Link for Evening of the Training:

<https://us02web.zoom.us/j/89055726810?pwd=TVhyc3BxWlVUaGxHZmtpcDRoSHITZz09>

Provided by:

*U.S. Attorney's Office, District of Connecticut and
Connecticut Department of Children & Families*

ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT

Instruction

6146

Graduation Requirements

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

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

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

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

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

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

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

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Graduation Requirements

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

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

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

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

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

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Graduation Requirements

Academic Advancement Program

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

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

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

Pipeline for Connecticut's Future Program

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

~~Credits and Required Courses: 24 Credits Required~~

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

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Graduation Requirements

~~Credits and Required Courses: 24 Credits Required~~ (continued)

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

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

Credits and Required Courses: 25 Credits Required

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

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

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Graduation Requirements

Credits and Required Courses: 25 Credits Required (continued)

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

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

Credits and Required Courses: 25 Credits Required

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

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Graduation Requirements

Credits and Required Courses: 25 Credits Required (continued)

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

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

Performance Standards

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

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

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

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Graduation Requirements

A. Literacy Performance Standard (continued)

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

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

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

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

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

Conditions:

1. Graduating Seniors:

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

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Graduation Requirements

Graduating Seniors (continued)

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

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

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

2. Non-Graduating Seniors:

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

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

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

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

D. Senior Mid-Year Graduation:

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

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

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Graduation Requirements

D. Senior Mid-Year Graduation (continued)

for early graduation.

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

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

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

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

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

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

E. Transfer of Credits:

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

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

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

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Graduation Requirements

The decision of the principal is final.

F. Special Education Students:

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

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

G. Modifications and Accommodations:

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

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

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

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

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

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

Instruction

6146

Graduation Requirements

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

Policy Approved: June 16, 1986

Policy Adopted: May 11, 2021

Policy Revised:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

CROSS-OVER CREDIT APPROVAL FORM

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

Check the course you are requesting for crossover credit

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

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

Mathematics: _____

Science: _____

Social Studies: _____

Is this crossover credit needed for graduation? Yes No

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

If so, list the course(s) below:

Student Name: _____

Date Submitted: _____

Counselor/Case Manager: _____

Date Approved: _____

Vice Principal: _____

Date Approved: _____

Approved Not Approved

Date Entered: _____

ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT

Instruction

6159

Individualized Education Program/Special Education Program (IEP)

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

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

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

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

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

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

Instruction

Individualized Education Program/Special Education Program (IEP)

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

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

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

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

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

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

Instruction

Individualized Education Program/Special Education Program (IEP)

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

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

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

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

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

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

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

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

Instruction

Individualized Education Program/Special Education Program (IEP)

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

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

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

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

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

Alternate Assessments

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

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

Instruction

Individualized Education Program/Special Education Program (IEP)

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

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

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

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

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

Instruction

Individualized Education Program/Special Education Program (IEP)

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

- (8) A statement of
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
- (9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

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

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

Instruction

Individualized Education Program/Special Education Program (IEP)

Transfer of rights (continued)

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

(c) *Transfer of rights.*

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

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

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

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

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

Transfers

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

Instruction

Individualized Education Program/Special Education Program (IEP)

Legal Reference: Connecticut General Statutes (continued)

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

Policy Adopted: January 27, 2022
Policy Revised:

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

Instruction

6162.51

Surveys of Students (Student Privacy)

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

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

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

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

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

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

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Surveys of Students (Student Privacy)

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

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

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

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

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

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

Marketing

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

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

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

Instruction
Surveys of Students (Student Privacy)

Invasive Physical Examinations

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

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

Inspection of Instructional Material

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

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

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

Notification

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

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

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

Policy Adopted: May 11, 2021
Policy Revised:

**ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut**

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

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

Name of Student: _____

Address: _____

Grade/School Year: _____ Birthdate of Student: _____

Name of Student's Parent or Guardian: _____

Address of Parent or Guardian: _____

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

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

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

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

(Signature of Parent/Guardian)

(Date)

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

RIGHT TO INSPECT CERTAIN INSTRUCTIONAL MATERIAL

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

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

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

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

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

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

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

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

Instruction

6162.52

Surveys of Students (Physical Examinations)

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

Invasive Physical Examinations

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

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

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

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

Policy Adopted:

**ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut**

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

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

Name of Student: _____

Address: _____

Grade/School Year: _____ Birthdate of Student: _____

Name of Student's Parent or Guardian: _____

Address of Parent or Guardian: _____

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

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

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

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

(Signature of Parent/Guardian)

(Date)

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

RIGHT TO INSPECT CERTAIN INSTRUCTIONAL MATERIAL

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

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

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

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

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

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

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

BOARD OF EDUCATION
REGULAR MEETING MINUTES
JANUARY 9, 2024

DRAFT

A regular meeting of the Enfield Board of Education was held in Council Chambers on January 9, 2024.

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

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

MEMBERS ABSENT: Scott Ryder

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

Chairwoman Riley stated due to the weather and traveling distances, we asked our Board guests and student representatives not to come to tonight's meeting.

6. **BOARD GUEST(S)**

- a. **Accountability Update** – This item will be addressed at an upcoming Board meeting.

7. **SUPERINTENDENT'S REPORT**

- a. **Student Representative Update** – This item will be addressed at the next Board meeting.
- b. **MLK Day - NS** – as presented
- c. **EPS Update** – This item will be addressed at the next Board meeting.

8. **AUDIENCES**

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

Christine Tetreault, Green Manor Road – Mrs. Tetreault spoke about the Town Council meeting held last night and the proposed flag resolution. She would like to know what does this mean for our schools? How far does this resolution go? Will this impact student clothing or bringing a flag to school? Thank you.

9. **BOARD MEMBER COMMENTS**

Dr. Calnen provided the Board an update about KITE, the McKinney Vento Act & homelessness, ECDC, Enfield Family Resource Center, Sparkler program, and added PLA is accepting applications for their next class that starts on February 3, 2024.

Dr. Calnen added that Hazardville Memorial is partnering with KITE through playful observations in the classroom. First Readers will hold a Trivia Night fundraiser event on February 24th. He also spoke about the Rocking Chair Readers, the KITE Policy meeting that was held on January 3rd and two EHS parents that attended the Parent and Family Engagement Conference that was held in New Orleans in December.

Mrs. Pickett spoke about a safety issue at Enfield High School concerning the need for a traffic light on Enfield Street. This is something Mr. Kruzal has mentioned. She would like this item to be addressed at the next safety committee meeting. She has shared information from the Department of Public Safety and Transportation. She would like to see our signage addressed quickly.

Mrs. Pickett stated budget season is upon us and she would like to see our MOU with the EPD reviewed for our SRO's.

Mrs. Pickett also has some concerns about the new resolution that was passed by the Town Council. She believes there will be some additional guidance or legal opinions that will be forthcoming. This is a safe place, and we have a clear mission of the Board and is hopeful everyone will be supported.

Mrs. Pickett encourages parents to look at your school newsletters and support upcoming school fundraiser events. She thanked our area business that partner with our schools.

Mrs. LeBlanc thanked Lori Gates for arranging for her to ride in one of the Wreaths Across America truck. This was very heartwarming. She had the opportunity to talk with a great Veteran who was so moved by the convoy and our celebration. He was driving the truck that was going to Shanksville, PA. Our veterans are so humbled.

Mrs. LeBlanc also attended the Friends of Rachel pancake breakfast. This was such a great well attended event. We have so many talented students that were showcased at this event. Thank you to everyone that helped to organize this.

Mrs. LeBlanc addressed Mrs. Tetreault and stated that we will look into this. There was a legal opinion done about the use of our buildings or having people on our property during the day. They were thinking about allowing people to use the track during the day while school was in session. We discussed safety concerns and received a legal opinion. This is a gray area.

Mrs. LeBlanc extended her sympathy and condolences to the families in Somers regarding the tragic house fire. She cannot even fathom what you are all going through.

Mr. Kober echoed Mrs. Leblanc's comments about the Somers fire. He also recognizes those affected in Somers Public Schools and community for your loss.

Mr. Kober spoke about an e-mail several Board members received about Enfield athletic coach. This has been referred to the Superintendent. This is also something that we cannot comment on.

Mr. Kober asked about his request for information he sent to the Superintendent's Office a month ago. He would like an update on this. Thank you.

Mrs. Acree provided the Board with an update about events and happenings at Prudence Crandall school. They will be collecting gently used shoes.

Mrs. Acree addressed Mr. Zanoni who sent her an e-mail. This item will be discussed at the next Curriculum meeting.

Mrs. Cushman encouraged everyone to attend the Internet Safety event being held at JFK in the auditorium on February 6th from 6-8 PM. There are also many other events being held at the schools for literacy and numeracy nights so please mark your calendars.

Mr. Jonaitis thanked Senator Kissel and Representative Hall for attending the Town Council meeting and for discussing funding held last night. He also commended each Town Council member for their robust discussions. They shared their feelings, beliefs and opinions to the public who deserves to be informed.

Mr. Jonaitis added the Town Council passed a policy regarding flags. It was asked if the flag policy pertains to schools, but it was not addressed. They also discussed time limits for discussions and who can speak at meetings.

Mr. Jonaitis stated the number of Enfield registered voters that voted during the November election was also discussed. Only 29% of registered voters voted and 71% didn't. This bothered him. Most people that will talk at our meetings are not happy about something. We also need to remember we

are not a wealthy community. We have seen some of the nice things other towns have. We can only spend what we can afford but we can still dream.

Chairwoman Riley provided the Board an update about an upcoming Buzz robotics. They have had a busy start by fundraising, learning about safety and building the robot. They will be collecting bottles at the Annex and will hold a pasta supper sometime in March.

Chairwoman Riley added Hazardville Memorial will hold their PTO meeting on January 16th virtually. She also provided upcoming fundraising events for Memorial. She attended their Deck the Halls event in December, and the school was vibrantly decorated. She was blown away when she walked into the school. Then she found out the Kindergarten students are in a pilot program about learning to play. This really works because she has seen this with her own children. Our teachers that are part of this program are now showing other teachers how this program works in other districts across the state. This is amazing. She congratulated Hazardville Memorial, for everything they are doing this right!

Mrs. Pickett added progress reports will be coming out digitally on January 19th. She also stopped by Hazardville Memorial, and it was truly amazing as well as Stowe.

Chairwoman Riley reminded parents to check your spam folders.

10. UNFINISHED BUSINESS: None

11. NEW BUSINESS:

Mrs. Cushman reviewed the proposed policy recommendations for Policy #6146 Graduation Requirements.

Mrs. LeBlanc moved, seconded by Mrs. LeBlanc, that the Enfield Board of Education approves the recommended changes for Policy #6146 Graduation Requirements for a First Reading.

Discussion:

Mrs. Pickett added the Curriculum Committee has discussed this policy and the recommended changes. The changes have come from the legislation.

Mr. Longey added that personal finances is something that has been added to this policy. This is something that is important to teach our kids. This is an elective class for our students. Also the required amount of credits per graduating class is also included in the policy. This is a great policy. A vote by **roll-call - 8-0-0** passed unanimously.

Mrs. Cushman reviewed the recommended changes to Policy #6159 Individualized Education Program/Special Education Program (IEP).

Mrs. LeBlanc moved, seconded by Mrs. Pickett that the Enfield Board of Education approves the recommended changes for Policy #6159 Individualized Education Program/Special Education Program (IEP) for a First Reading.

Discussion:

Mrs. Pickett added this policy is important for our special education students that are protected by Federal guidelines. She would like to know how our district will support this process and student rights in our district with family engagement. Maybe this could be an upcoming presentation about what we are doing for our families. She supports the recommended changes.

Chairwoman Riley stated there is a misspelling in the first new section that needs to be corrected.

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

Mrs. LeBlanc moved, seconded by Mrs. Pickett that the Enfield Board of Education approves the recommended changes for Policy #6162.51 Surveys of Students (Student Privacy) for a First Reading.

Discussion:

Mrs. Cushman stated we discussed removing the portion that addressed invasive physical examination. This section caused a lot of concern and confusion. The Policy Committee decided to create a new policy that would just address the section regarding physical examinations. The new policy would not be included in our student handbooks.

Mrs. LeBlanc agreed that this policy needed to be reviewed. We are required to include this information in a policy because it is Federally required. She appreciates the work of the Policy Committee presenting a new policy that specifically addresses what is Federally required.

Mr. Jonaitis stated this is required Federally? Mrs. LeBlanc stated that is correct and we need to use this exact wording. This is not something that happens here. This happens in more rural areas where students do not have access to physicians or local hospitals. This is a Federal United States policy. There are school districts that actually need to do this.

Mr. Jonaitis added we do not need to do this. Both Mrs. LeBlanc and Chairwoman Riley added this is a policy we need to have, but it does not happen in Enfield.

Mr. Jonaitis stated we are not asking for political affiliation, religious beliefs and all that stuff.

Mr. Longey stated he believes the confusion is we split one policy into two policies. The motion on the table is for Policy #6162.51 Surveys of Students (Student Privacy). The evasive piece we will address next. This policy addresses student surveys.

Mrs. Pickett added we will address Policy #6162.52 Surveys of Students (Physical Examinations) next.

Mrs. LeBlanc did not mean to cause any confusion. She was just happy you created another policy that addressed this.

Mrs. Cushman stated that was a good explanation of why this was first included in the policy and why this is being mandated.

Mr. Kober added this revision goes hand-in-hand with the new policy we created Policy #6162.51 Surveys of Students (Student Privacy). He just wants to inform the public this was first included in one policy.

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

Mrs. Cushman reviewed the proposed new Policy #6162.51 Surveys of Students (Physical Examinations)

Mr. Kober moved, seconded by Mrs. LeBlanc that the Enfield Board of Education approves new Policy #6162.51 Surveys of Students (Physical Examinations) for a First Reading.

Discussion:

Mr. Jonaitis asked for them to explain the difference between the two policies #6162.51 and #6162.52? What is the Federal Government telling us to do?

Mrs. LeBlanc stated in Policy #6162.52 we need to include the wording about invasive physical examinations.

Chairwoman Riley added we removed the wording invasive physical examinations out of Policy #6162.51. Policy #6152.51 will go home with students. Policy #6152.52 will not go home with students, but we are required legally to have a policy about invasive physical examinations. So now we have two policies that will not cause confusion or concern. We have access to physicians and medical professionals and do not live in a rural community.

Mrs. Pickett asked about the two forms that go along with this policy. Mr. Longey stated Form #2 will not be included with this policy. We will remove Form #2.

A vote by **roll-call – 7-1-0** passed with Mr. Jonaitis in dissent.

12. BOARD COMMITTEE REPORTS:

Curriculum Committee: Mrs. Acree reported the Curriculum Committee met on December 20th and we reviewed the Program of Studies revisions. Our next meeting will be held on January 25th.

Mrs. Pickett would also like to see a presentation about our program of studies. This can be found online but it would be nice to see this as a brief presentation. Our district has created a lot of pathway and college connections work for our students. This would be an opportunity for us to highlight all our efforts since we consolidated the two high schools.

Finance Committee: Mr. Kober reported the Finance Committee cancelled our January 8th meeting. We will meet on January 17th for a special meeting.

Policy Committee: Mrs. Cushman reported the Policy Committee will meet on January 16th. The first and second readings for the policies discussed tonight can be found online under the heading of BOE, BOE Policies and click on the link for Items for Revisions – Public Comment.

Leadership – Chairwoman Riley reported Board Leadership met on January 3rd and discussed the budget. We will schedule another Board Leadership meeting.

PK-5 School Modernization Committee – Chairwoman Riley reported they will hold their final meeting on January 11th at JFK.

Joint Facility – Chairwoman Riley reported they cancelled their last meeting. They will meet next on January 11th.

JFK Building Committee – Chairwoman Riley reported she is not sure when the JFK Building Committee will meet next.

Joint Security Committee – Chairwoman Riley reported the Joint Security Committee will meet on January 19th. The questions and concerns mentioned by Mrs. Pickett will be discussed at this meeting. Mr. Kober has also expressed concerns.

Enfield Mental Health Committee – Mrs. Acree reported that both she and Dr. Calnen met with Mr. Longey. Our first step will be to send out a survey to the principals. We will start with the primary schools first, then the intermediate and secondary schools. We will review the data from the surveys and use this for our talking points when we meet with each principal group to address the needs of our district. Dr. Calnen and Mrs. Acree also met with KITE representatives to address collaboration opportunities with them.

Enfield Cultural Arts Commission – Mrs. LeBlanc was unable to attend the last meeting and does not have any Enfield Cultural Arts updates at this time. As soon as she receives meeting dates, she will add them to her calendar.

Mr. Jonaitis would like to know if Ms. Middleton has addressed his questions regarding modified classes?

Mr. Longey stated he believes this item will be placed on the next Curriculum Committee meeting agenda. Members of the Curriculum Committee agreed with what Mr. Longey stated.

Mrs. Pickett asked if they have created a survey, or will you use a tool? She thanked them for the work they are doing on this committee.

Mrs. Acree stated we will develop a survey.

13. APPROVAL OF MINUTES

Mrs. Pickett moved, seconded by Mrs. LeBlanc that the Regular Meeting Minutes of December 12, 2023, be approved. A vote by **show-of-hands 8-0-0** passed unanimously.

14. APPROVAL OF ACCOUNTS AND PAYROLL - None

15. CORRESPONDENCE & COMMUNICATION - None

16. EXECUTIVE SESSION - None

17. ADJOURNMENT

Mr. Kober moved, seconded by Mrs. LeBlanc to adjourn the Regular Meeting of January 9 2024.

All ayes, motion passed unanimously. Meeting stood adjourned at 7:45 PM.

Scott Ryder
Secretary
Board of Education

Respectfully Submitted,
Kathy Zalucki, Recording Secretary