



Regional School District #4
Chester – Deep River – Essex – Region 4
JOINT BOARD OF EDUCATION COMMITTEE

AGENDA

Public – please note:

We anticipate being able to provide a hybrid option for this meeting.

If desired, please use dial-in information to join the anticipated hybrid meeting.

To: Members of the Chester, Deep River, Essex, and Region 4 Boards of Education
Subject: **Thursday, October 05, 2023 Joint Board Committee Meeting**
Time: **7:00 p.m.**
Place: **Valley Regional High School Media Center** or Dial (724) 491-2273 PIN: 496 752 823#

(We kindly ask that if participating remotely, you **please mute your phone immediately** upon connecting to the meeting as this will improve the audio quality for all participants)

Please contact Jennifer Bryan at Central Office jbryan@reg4.k12.ct.us if you are unable to attend.

Mission Statement

We, the communities of Chester, Deep River, Essex and Region 4, engage all students in a rigorous and collaborative educational program. We prepare our learners to be respectful citizens who are empowered to contribute in a globalized society.

1. Call to order 7:00 p.m.

- 1.1 The Appointed Chair of the Supervision District Committee acts as the Chair of the Joint Board of Education Committee meeting and calls the meeting to order. (The Vice-Chair of the Supervision District is the alternate in the absence of the Supervision District Chair).

*** Chair of Supervision District rotates each Dec. – Essex BOE Chair is now the Supv. Dist. Chair**

- 1.2 The Chester, Deep River, Essex, and Region 4 Board of Education Chairs call their respective Boards to order and report a quorum (# of BOE members needed for a quorum)
Chester (5 members), Deep River (5 members), Essex (4 members), Region 4 (5 members)

- 1.3 Regarding Action Items: the Chair of the Joint Board of Education meeting follows parliamentary procedure on items requiring a vote of the Joint Board of Education. All discussion shall be held with the Joint Board. The Chair of the Joint Board shall call for and record a vote by the respective Boards of Education in alphabetical order. Items are approved only with an affirmative majority vote of each respective Board of Education

2. Consent agenda – The following items are to be handled as combined and by single vote. Any Board member may request that an item be pulled out for further discussion.

- 2.1 Minutes of Regular Joint Board Meeting of June 01, 2023 (*encl #1*)

3. Public comment

The public is reminded to state name for the record. Comments should be kept to a maximum of three minutes. Public comment is not intended to be a question and answer period; rather it is an opportunity for the Committee to hear citizen comment related to educational matters

4. Reports and Other Items:

- 4.1 Superintendent's report (*B. White*)
a. District Update
b. Information and Communication

- 4.2 Assistant Superintendent's Report (*S. Brzozowy*)
a. General Update

- 4.3 Finance Director's Report (No reports - HOLD until next individual Board meetings) (*R. Grissom*)

4.4 Other Items:

- a. SBAC Results Overview – *S. Brzozowy*
- b. Summary of Key Provisions of the Net Techs et al. (elementary non-certified) Contract negotiated for July 01, 2023 – June 30, 2026 – *B. White*
- c. Possible **VOTE** to approve the *Agreement Between the Chester Board of Education, Deep River Board of Education, Essex Board of Education and Region 4 Board of Education and Local 1303-421 AFSCME, Council 4, AFL-CIO, (Net Techs et al.– Elem. Non-certified)*
- d. Summary of Key Provisions of the Cafeteria (Food Workers) Contract negotiated for July 01, 2022 – June 30, 2025 – *B. White*
- e. Possible **VOTE** to approve the *Agreement Between the Chester, Deep River, Essex and Region 4 Boards of Education and Local 1303-098 Council 4, AFSCME, AFL-CIO (Cafeteria Employees)*
- f. Discussion and possible **VOTE** to approve the BOE meeting calendar for Jan – Dec of 2024. – (encl #2)
- g. Discussion and possible **VOTE** to adopt the CSDE approved *Flexibilities* amendment to the Educator Evaluation and Support Plan (adopted by the Joint BOE on June 04, 2015) for the 2023-24 school year (encl #3)

4.5 Committee reports.

- a. Joint PK-12 Committees – (Comm. Chair) Policy – *L. Seidman*; Curriculum – *N. Johnston*; Finance – *R. Daniels*

Curriculum	Finance	Policy
Oct. 18 th , 2023 @ Noon	Oct. 18 th , 2023 @ Noon	Oct. 19 th , 2023 @ Noon
Dec. 13 th , 2023 @ Noon	Dec. 13 th , 2023 @ Noon	Dec. 14 th , 2023 @ Noon
Feb. 14 th , 2024 @ Noon	Feb. 14 th , 2024 @ Noon	Feb. 15 th , 2024 @ Noon
Apr. 17 th , 2024 @ Noon	Apr. 17 th , 2024 @ Noon	Apr. 18 th , 2024 @ Noon

- b. Policy committee report (8 members). (*Chair Seidman*)
 - b.1 **Second Reading and possible VOTE to adopt the following policies as recommended by the Joint BOE Policy** (existing policies may be viewed in our online [Policy Manual](#) – click for access

Update Existing with the following:

Policy #5141 Student Health Services (encl #4)

Creation of New Policy:

Policy 3542.44 Reserve Fund for School Food Service Accounts (encl #5)

- c. Finance committee report (8 members) (*R. Daniels*)
- d. Curriculum committee (9 members) (*N. Johnston*)
- e. Ad hoc committees (as needed).

5. Public comment

The public is reminded to state name and town for the record. Comments should be kept to a maximum of three minutes. Public comment is not intended to be a question and answer period; rather it is an opportunity for the Boards to hear citizen comment related to educational matters.

6. Future agenda items

6.1 Next Regular Joint BOE Meeting, December 07, 2023 @ 7:00 p.m. @ VRHS Media Center (until further notice)

7. Adjournment* *All Boards will vote to adjourn except for Region 4 who will stay in session for the following Region 4 Only business:*

8. Region 4 BOE Only Business

8.1 Discussion and Possible VOTE to accept the donation of a Bosch router with table, and wood lathe valued in total at \$500, from Patrick Smith, to be used at the discretion of administration to benefit the VRHS Career and Technical Education students.

8.2 Discussion and Possible VOTE to approve a Unified Buddies trip to Disney World from Thurs., March 21 – Tues., March 26th, 2024 – *S. Brzozowy (R4 ONLY encl #6)*

8.3 **Executive Session - - Pursuant to Section 1-200(6)(D) of the General Statutes-** contracts/negotiations – re: possible sale of R4 owned property at Falls Landing / (review legal counsel's advice regarding contract questions and strategy)

8.4 Possible **VOTE** to authorize Superintendent and/or other designee(s) to negotiate the terms of possible sale of District property at Falls Landing and authorize the Superintendent and/or other designee(s) to draft a purchase and sale agreement related thereto to bring back to the Board at a future meeting for its review, discussion and possible vote to approve the purchase and sale agreement and send it to a Special District Meeting for final approval pursuant to Section 10-56 of the General Statutes.

8.5 Adjournment of Region 4 BOE



Regional School District 4
Chester – Deep River – Essex – Region 4
Boards of Education Committees – School Year 2022-23 (Updates in Progress)

<u>Joint BOE Standing Committees</u> (standing committees have regularly scheduled meetings)			
*Joint PK-12 Policy Sub-Committee	R4(Clark/Strauss) CH(Taigen/Scherber) DR(Maikowski/Grunko) ES (Seidman/TBD)		
*Joint PK-12 Curriculum Sub-Comm.	R4(Cavanaugh/Silva) CH(Bernardoni/Johnson) DR(McIntyre/Whelan) ES (Johnston/Pillion/Russell)		
*Joint PK-12 Finance Sub-Committee	R4 (Clark/Daniels/Fearon) CH (Rice/TBD) DR (Rioux/Scholfield) ES (Seidman/Watson)		
Supervision District Committee (2 yr terms end in Nov. of the year listed after each name)	R4 (Sandmann 23 / Cavanaugh 23 / Stack 23) CH (Fitzgibbons 23 / Bernardoni 23 / Greenberg-Ellis 23) DR (Morrissey 23 / Ferretti 23 / Maikowski 23) ES (Seidman 23 / Pillion 23 / Johnston 23)		
<u>Joint Ad Hoc Committees</u> (ad hoc committees meet for a designated period or as needed)			
Personnel & Negotiations		<u>Contract duration</u>	<u>Initiate negotiations</u>
- Joint BOE Teacher negotiations	R4 (Daniels/Sandmann/Strauss) CH (Taigen) DR (Morrissey) ES (Watson/Pillion)	Expires 7/2025	6/2024
- Joint BOE Administrator negotiations	Same as ABOVE for Teacher negotiations	Expires 7/2026	9/2025
- Joint BOE Paraeducator negotiations	Same as BELOW for Net Tech et al.	Expires 7/2023	3/2023
- Joint BOE NetTechs et al negotiations (ElemSec/Elem Nurses/ElemNetTech/R4NetTEch/ElemCustodians)	R4 (Daniels/Sandmann/Strauss) CH (Fitzgibbons) DR (Maikowski/Ferretti) ES (Watson/Pillion)	Expires 7/2023	3/2023
- Cafeteria (all schools)		Expires 7/2022	4/2022
Technology	R4(Seidman), CH(TBD), ES (Seidman), DR (TBD)		
School Calendar	R4(Sandmann/Daniels), CH (TBD), ES (TBD), DR (Morrissey)		
LEARN Joint BOE representative(s)	R4(Cavanaugh), CH(Bernardoni), ES(TBD), DR(TBD)		
School Safety Committee	R4(Cavanaugh, Daniels), CH(Greenberg-Ellis), DR(TBD), ES(TBD)		
Tuition Committee	R4(Cavanaugh/Sandmann/Daniels), CH (Johnson), DR (Morrissey), ES (Seidman Alt.)		
RFP Review	R4(Cavanaugh/Daniels), CH (Scherber), DR (Morrissey), ES (Seidman/Johnston)		
<u>Individual BOE Ad Hoc Committees</u> (ad hoc committees meet for a designated period or as needed)			
<u>Chester BOE</u>			
CATV Advisory Council (Cable TV)	For Discussion		
<u>Deep River BOE</u>			
Facilities	Morrissey/Ferretti		
CATV Advisory Council (Cable TV)	TBD		
<u>Essex BOE</u>			
Building	Seidman		
Essex Foundation	TBD		
CATV Advisory Council (Cable TV)	TBD		
<u>Region 4 BOE</u>			
Personnel & Negotiations		<u>Contract duration</u>	<u>Initiate negotiations</u>
▪ R4 Secretaries/Nurses	Daniels/Sandmann/Strauss	Expires 7/2025	4/2025
▪ R4 Custodians	Daniels/Sandmann/Strauss	Expires 7/2024	3/2024
R4 Grounds and Buildings Maintenance & Oversight Committee	Stack/Seidman/Strauss (alt. Sandmann)		
JWMS Security Project Building Committee	Daniels/ Cavanaugh/ Sandmann / Stack		
R4 Educational Foundation	TBD		
Region 4 Extra compensation points committee	Clark/Daniels/Sandmann (only 1 rep needed)		

F.O.I. Compliance – Subject to BOE approval at a future meeting

JOINT BOARD OF EDUCATION MEETING

Date: June 1, 2023

Regular Meeting – John Winthrop Middle School Library

CHESTER BOARD OF EDUCATION:	David Fitzgibbons, Rebecca Greenberg-Ellis, Lorraine Connelly, Faith Sprigg, Dale Bernardoni, Stuart Johnson
DEEP RIVER BOARD OF EDUCATION:	Miriam Morrissey, Pat Maikowski, Nick Rioux, Bob Ferretti, Alyson Whelan, Lenore Grunko
ESSEX BOARD OF EDUCATION:	Lon Seidman, Mark Watson, Nancy Johnston, Justin Pillion, Marjorie Russell
REGION 4 BOARD OF EDUCATION:	Kate Sandmann, Richard Strauss, Lon Seidman, John Stack, Jennifer Clark, Lol Fearon, Jane Cavanaugh
OTHER ATTENDEES:	Brian White, Superintendent (7:22 Arrival) Sarah Brzozowy, Assistant Superintendent Kelley Frazier, Clerk

CALL TO ORDER and VERBAL ROLL CALL

Mr. Seidman called the meeting to order at 7:05p.m

The Chairs of the Deep River, Essex, Chester and Region 4 Boards called their respective Boards to order at 7:06pm.

CONSENT AGENDA

On motion duly made and seconded the Deep River, Chester, Essex **VOTED** to accept the consent agenda consisting of the minutes from the regular meeting of April 6, 2023 and the Joint BOE Retreat May 6, 2023 as **amended**. Rich Daniels abstained.

Discussion held regarding attaching slides presented in the meetings to the minutes. Mr. Daniels does not feel this is necessary.

Amendments:

Dr. Clark has suggested that slides be attached to the minutes.

The following wording should be included in the minutes under the JWMS Security Project Update:

“We have had challenges moving forward on the JW Security Project. The original plan was voted on by the public in 2019. Since then there have been delays at the state level and also changes in the building codes that we now have to accommodate. We are working with our architects and the town of Deep River. It is not clear yet how this all affects the overall cost of the project.”

PUBLIC COMMENT

No Comment.

REPORTS AND OTHER ITEMS

Superintendent Update

District Update/Information and Communication

No report.

Assistant Superintendent Report

General Update

Senior awards were celebrated. The Public should be made aware of the senior awards and the plans of students after graduation. The Valley Boys Baseball team were Shoreline champions.

Finance Director's Report

Held until Individual Board Meetings.

Other Items

Update on Evaluation Software Platform

Unified Talent is the platform which will be used. This is an evaluation software from PowerSchool. This will be implemented this fall and will be aligned with metrics for the Strategic Plan.

Summary of Key Provisions of the Paraeducators Contract Negotiated for July 1, 2023 – June 30, 2026.

Dr. Brzozowy discussed the key provisions of this contract

Possible VOTE to approve the Agreement Between Chester, Deep River, Essex and Regional School District No. 4 Boards of Education and Municipal Employees Union Independent, Seiu Local 506 (Paraeducators)

Upon a motion duly made and seconded the Essex, Deep River, Chester and Region 4 Boards of Education unanimously **VOTED** to approve the Agreement Between Chester, Deep River, Essex and Regional School District No. 4 Boards of Education and Municipal Employees Union Independent, Seiu Local 506 (Paraeducators)

Substitute Pay Rates for 2023-24

Dr. Brzozowy discussed the pay rates for substitute staff per enclosure #3.

Discussion and Possible VOTE to approve tuition rates for the 2023-24 school year as recommended by the Joint BOE Tuition Committee

Discussion held regarding fees for CIAC participation. This varies by sport. Discussion ensued. This will be revisited in the future.

Upon a motion duly made and seconded the Essex, Chester, Deep River and Region 4 Boards of Education **VOTED** to approve the recommended tuition rates for 2023-24 as recommended by the Joint BOE Tuition Committee per enclosure #4.

Discussion and possible VOTE to renew the *Agreement Concerning the Establishment and Operation of an Interim Collaborative Preschool Program dated February 13, 2008*. The Original contract expires June 30, 2012 per agreement may be renewed in 1 year increments upon agreement of all signing parties (Boards of Education for Chester, Deep River, Essex and the Regional Supervision District Committee) no later than June 30th.

Upon a motion duly made and seconded the Chester and Deep River unanimously **VOTED** to renew the *Agreement Concerning the Establishment and Operation of an Interim Collaborative Preschool Program dated February 13, 2008*. The Original contract expires June 30, 2012 per agreement may be renewed in 1 year increments upon agreement of all signing parties (Boards of Education for Chester, Deep River, Essex and the Regional Supervision District Committee) no later than June 30th.

Discussion and possible VOTE to approve revised BOE Meeting calendar through December 31, 2023

Upon a motion duly made and seconded the Chester, Essex, Deep River and Region 4 Boards of Education unanimously **VOTED** to approve the revised BOE Meeting calendar through December 31, 2023 per enclosure #6.

Discussion regarding general process for superintendent contract negotiations per enclosure #7

Mr. Seidman noted that language will be written and approved by legal. This will be discussed at future meetings.

Committee Reports

Joint BOE Policy

There was a First Reading of the Joint BOE Policy Committee's recommendation to update and/or adopt the following policies: These will be on the individual agendas for each BOE during the month of September, for discussion, before returning for a second reading and vote at the October Joint BOE meeting.

Update on Existing with the following:

Policy #5141 Student Health Services

Creation of New Policy

Policy 3542.44 Reserve Fund for School Food Service Accounts

There was a Second Reading and possible VOTE to adopt the following policies as recommended by the Joint BOE Policy

Update Existing with the following:

Policy #3160 Transfer of Funds between Categories (Fund Balance Section)

Policy #4118.231/4218.231 Alcohol, Tobacco and Drug Free Workplace

Policy #5114 Suspension and Expulsion / Due Process

Policy #5132 Dress Code

Policy #6162.4 Volunteers

Policy / Bylaw #9221

It was noted that the first page (a) of Policy #3160 was not discussed by the Finance Committee. Mr. Daniels feels this usurps the Board of Education approval process. Discussion ensued. Voting will be done on the 2nd (b) page of the 2 page policy. It was suggested that the Finance Committee come back to this Board with a recommendation for information found in the first page (a) of Policy #3160. Policy 3160 is for all school boards and will need to be approved by all boards.

Upon a motion duly made and seconded the Chester, Deep River, Essex and Region 4 Boards of Education unanimously **VOTED** to adopt policies as recommended by the Joint BOE per the enclosures, Policy #3160 Transfer of Funds between Categories (Fund Balance Section), Policy #4118.231/4218.231 Alcohol, Tobacco and Drug Free Workplace, Policy #5114 Suspension and Expulsion / Due Process, Policy #5132 Dress Code, Policy #6162.4 Volunteers, Policy / Bylaw #9221.

Finance

No Report

Curriculum

No Report

PUBLIC COMMENT

No Comments made

EXECUTIVE SESSION – PERSONNEL SUPERINTENDENT'S CONTRACT NEGOTIATION

Upon a motion duly made and seconded the Joint Board of Education unanimously **VOTED** to go into Executive Session at 7:52pm to discuss the Superintendent's Contract Negotiation.

Executive Session Ended at 8:32pm.

Upon a motion duly made and seconded the Essex, Deep River, Chester and Region 4 Boards of Education unanimously **VOTED** to renew the Superintendent's Contract as presented.

***ADJOURNMENT:**

On motion duly made and seconded, the Essex, Chester and Deep River Boards of Education unanimously **VOTED** to adjourn at 8:35pm. Region 4 remained in session.

Region 4 Business Only

Possible VOTE to direct the Superintendent to renew the Realtor contract with Berkshire Hathaway for a 1 year period, under the same terms, for the district owned property at Falls Landing.

Upon a motion duly made and seconded the Region 4 Board of Education unanimously **VOTED** to direct the Superintendent to renew the Realtor contract with Berkshire Hathaway for a 1 year period, under the same terms, for the district owned property at Falls Landing.

Discussion held regarding have the time period being 6 months. It was decided that 1 year was the best timeline.

Update on JWMS Security Project and Timeline from Architect

Superintendent White gave a brief update. Rusty Malik was present to discuss what is needed to move forward with this project. Several options were presented. The scope has changed and additional costs will need to be incurred to move forward. The timeline and additional funding was discussed.

Recommendations from JWMS Security Project Building Committee

Mr. White discussed the process to gain approval as well as the timeline of the steps needed. Mr. Daniels discussed the Security Project Building Committee recommendation which includes having an elevator. It was recommended by the school attorney to have a referendum for funding approval.

Discussion and Possible VOTE to approve the project revisions as recommended by the JWMS Security Project Building Committee.

Upon a motion duly made and seconded the Region 4 Board of Education unanimously **VOTED** to approve the project revisions as recommended by the JWMS Security Project Building Committee.

Discussion and Possible VOTE to direct the Administration to engage with legal counsel to proceed with the project revisions as recommended by the JWMS Security Project Building Committee and approved by the Board.

Upon a motion duly made and seconded the Region 4 Board of Education unanimously **VOTED** to direct the Administration to engage with legal counsel to proceed with the project revisions as recommended by the JWMS Security Project Building Committee and approved by the Board.

ADJOURNMENT OF REGION 4 BOE

Upon a motion duly made and seconded the Region 4 Board of Education unanimously **VOTED** to adjourn at 9:13pm.

Respectfully Submitted,

Kelley Frazier, Clerk

1st page is already
approved

Encl #2

Jan. – Dec. 2024
BEGINS ON PAGE 2
for BOE approval on
Oct. 5th

Regional School District 4- Chester – Deep River – Essex
CALENDAR OF BOARD OF EDUCATION MEETINGS & WORKSHOPS
August 2023 through December 2024

1st page is already
approved

Jan. – Dec. 2024
BEGINS ON PAGE 2
for BOE approval on
Oct. 5th

All 2023 dates on the first page were already approved by the Joint BOE on Oct 06, 2022 & revised on June 01, 2023					
<u>Board</u>	<u>REGION 4</u>	<u>ESSEX</u>	<u>DEEP RIVER</u>	<u>CHESTER</u>	<u>SUPERVISION & JOINT BOE</u>
Start Time Unless otherwise noted	6:00 p.m. Revised Time	7:00 p.m.	7:00 p.m.	7:00 p.m.	6:30 p.m. & 7:00 p.m.
August 2023	R4BOE Aug. 03, 2023* *4:00 p.m. (only if needed)	No mtgs.	No mtgs.	No mtgs.	Supv. Dist. ONLY Aug. 03, 2023 * *5:00 p.m. (only if needed)
September 2023 <i>NOTE: Earlier start time of 6:00 p.m. (for Region 4 BOE regular meetings) begins this month</i>	R4 BOE Sept. 07, 2023 6:00 p.m.	EES BOE Sept. 14, 2023	DRES BOE Sept. 21, 2023	CES BOE Sept 28, 2023	
October 2023	R4 BOE Oct. 05, 2023 *Immediately following Joint BOE mtg.				SD & JOINT BOE Oct. 05, 2023
November 2023	R4 BOE Nov. 02, 2023 6:00 p.m.	EES BOE Nov. 09, 2023	DRES BOE Nov. 16, 2023	CES BOE Nov. 20, 2023* Set on Monday due to holiday conflict	
December 2023					SD & JOINT BOE Dec. 07, 2023
					Dec. 14, 2023* Supv. District Budget Wkshp 1 *6:00 p.m.

Regional School District 4- Chester – Deep River – Essex
CALENDAR OF BOARD OF EDUCATION MEETINGS & WORKSHOPS for 2024

DRAFT - All 2024 Dates need to be Approved by the Joint BOE - DRAFT					
<u>Board</u>	<u>REGION 4</u>	<u>ESSEX</u>	<u>DEEP RIVER</u>	<u>CHESTER</u>	<u>SUPERVISION & JOINT BOE</u>
Start Time Unless otherwise noted	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m. & 6:30 p.m.
January 2024 <i>NOTE: Earlier start time of 6:00 p.m. for all Boards beginning in January</i>	R4 BOE Jan. 04, 2024	EES BOE Jan. 11, 2024	DRES BOE Jan. 18, 2024	CES BOE Jan. 25, 2024	Jan. 10, 2024* Supv. District Budget Wkshp 2
	R4 BOE Jan. 24, 2024 Budget Wkshp 1	EES BOE Jan 22, 2024 Budget Wkshp 1			Jan. 17, 2024 Supv. District Budget Wkshp 3
			DRES BOE Jan 31, 2024 Budget Wkshp 1		Jan. 29, 2024* Supv. District Public Meeting *7:00 pm
February 2024	R4 BOE Feb. 07, 2024 Budget Wkshp 2	EES BOE Feb 08, 2024 Budget Wkshp 2	DRES BOE Feb. 13, 2024 Budget Wkshp 2	CES BOE Feb. 01, 2024 Budget Wkshp 1	
				CES BOE Feb. 15, 2024 Budget Wkshp 2	SD & JOINT BOE Feb. 22, 2024 Possible Vote on 2024-25 SD budget (regular meetings moved from Feb 1 st)
March 2024	R4 BOE Mar. 04, 2024 Budget Wkshp 3	EES BOE Mar 11, 2024 Budget Wkshp 3	DRES BOE Mar. 18, 2024 Budget Wkshp 3	CES BOE Mar. 25, 2024 Budget Wkshp 3	
	R4 BOE March 07, 2024 Possible Vote on 2024-25 R4 budget	EES BOE Mar. 14, 2024 Possible Vote on 2024-25 budget	DRES BOE Mar. 21, 2024 Possible Vote on 2024-25 budget	CES BOE Mar. 28, 2024 Possible Vote on 2024-25 budget	

DRAFT - All 2024 Dates need to be Approved by the Joint BOE - DRAFT					
<u>Board</u>	<u>REGION 4</u>	<u>ESSEX</u>	<u>DEEP RIVER</u>	<u>CHESTER</u>	<u>SUPERVISION & JOINT BOE</u>
Start Time Unless otherwise noted	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m. & 6:30 p.m.
April 2024	R4 BOE Public Hearing & Special Mtg. April 01, 2024* *7:00 p.m.				SD & JOINT BOE April 04, 2024
	R4 BOE April 04, 2024 *Immediately following Joint BOE mtg.				
May 2024	R4 BOE May 02, 2024				
	R4 BOE May 06, 2024 Annual Meeting *7:00 p.m.				
	R4 BOE May 07, 2024 Referendum Local polling locations	EES BOE May 09, 2024	DRES BOE May 16, 2024	CES BOE May 23, 2024	
June 2024					SD & JOINT BOE June 06, 2024
July 2024	No mtgs.	No mtgs.	No mtgs.	No mtgs.	No mtgs.

DRAFT - All 2024 Dates need to be Approved by the Joint BOE - DRAFT					
<u>Board</u>	<u>REGION 4</u>	<u>ESSEX</u>	<u>DEEP RIVER</u>	<u>CHESTER</u>	<u>SUPERVISION & JOINT BOE</u>
Start Time Unless otherwise noted	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m. & 6:30 p.m.
August 2024	R4BOE Aug. 01, 2024* *4:00 p.m. (only if needed)	No mtgs.	No mtgs.	No mtgs.	Supv. Dist. ONLY Aug. 01, 2024* *5:00 p.m. (only if needed)
September 2024	R4 BOE Sept. 05, 2024	EES BOE Sept. 12, 2024	DRES BOE Sept. 19, 2024	CES BOE Sept 26, 2024	
October 2024	R4 BOE Oct. 10, 2024 *Immediately following Joint BOE mtg.				SD & JOINT BOE Oct. 10, 2024 Set on second Thursday of month Due to holiday conflict
November 2024	R4 BOE Nov. 07, 2024	EES BOE Nov. 14, 2024	DRES BOE Nov. 21, 2024	CES BOE Nov. 25, 2024* Set on Monday due to holiday conflict	
December 2024					SD & JOINT BOE Dec. 05, 2024
					Dec. 17, 2024 Supv. District Budget Wkshp 1

Extending the 2021-22 Flexibilities for Implementing the *CT Guidelines for Educator Evaluation 2017* for the 2022-2023 School Year
SBE: Adopted June 2, 2021, Extended March 2, 2022

The Connecticut State Department of Education (CSDE) is extending the *Flexibilities 2021-22* to the fundamental requirements of the *CT Guidelines for Educator Evaluation 2017 (Guidelines)* into the 2022-23 school year. Local education agencies (LEAs) that choose to adopt these *Flexibilities* must do so through the mutual-agreement process of the Professional Development and Evaluation Committee (PDEC) and the local board of education. It is intended that districts adopt the *Flexibilities for Implementing the CT Guidelines 2017* in its entirety for the 2022-2023 school year. Districts should follow their most recently approved CSDE educator evaluation and support plan (EESP) for all other areas of the *CT Guidelines 2017* not described in the *Flexibilities* below.

Overview of Flexibilities

While Connecticut slowly continues to recover and adjust from the impact of the Covid-19 Pandemic, the Flexibilities support a balanced approach to supporting educators, staff, and students while maintaining an emphasis on teaching, learning and professional growth. As such, the Flexibilities for Implementing the [*Guidelines 2017*](#) for 2022-23 continue to prioritize the need to focus on:

- social and emotional learning and overall well-being of students, staff, and educators;
- equitable learning opportunities for all students;
- culturally responsive teaching and learning practices;
- academic achievement; and
- engagement with families.

These flexibilities are provided to facilitate support, feedback, and growth for Connecticut educators, in order to best meet the needs of students.

Student Learning Indicators and measures of accomplishment will prioritize students with the most significant needs and will align with the following:

- the school's focus on social and emotional learning;
- school and/or district improvement goals;
- addressing identified areas of need based on current data;
- performance skills in courses such as career technical trades, music, art, or physical education; or
- content-related standards.

Student Learning Indicators (45%)

Justification: As educators begin the new school year, following a year that has been very different from the traditional approach to teaching and learning, it is important for educators to focus on:

- supporting the wellness of the whole child,
- equitable learning opportunities for all students, and
- providing support to students who have challenges in attaining learning goals.

It is also important for school and district leaders to focus on supporting educators and staff, as well as to be supported, regarding their overall well-being and that of their staff.

Key Definitions

Holistic Indicators of Student Growth: Student growth towards goal indicators should be measured through a holistic review of evidence, mutually agreed upon between the teacher and evaluator, which may include artifacts, district created formative assessments, student work samples/portfolios, student surveys, mastery-based demonstrations of academic achievement, etc.

Measures of Accomplishment: Measures of Accomplishment could be demonstrated by implementation of individual, grade-level, or school-wide strategies mutually agreed upon between the teacher and evaluator. The following are examples of demonstrating measures of accomplishment. This list does not preclude other methods that are mutually agreed upon.

- Evidence of implementing a new strategy throughout the year to address an identified area(s) of need;
- Evidence of analyzing data, developing and implementing strategies to improve learning for students with the most significant needs;
- Evidence of engaging parents throughout the year in supporting the learning process for students;
- Evidence of strategies implemented to increase the engagement of students in the learning process;
- Evidence of incorporating culturally responsive teaching strategies into daily lessons; or
- Measuring academic achievement of students.

Mutual Agreement: Goals and corresponding indicators must be reached through mutual agreement between the educator and evaluator. Goals should be informed by a thorough review of available data including but not limited to baseline performance data, district and/or school based goals, climate survey results, family and/or community feedback or SEL needs. When the evaluator and the educator cannot agree on goal/objective, evaluation period, feedback or the professional development plan, follow the dispute resolution steps of the district's most recently approved CSDE-EESP.

Teachers will develop one student learning goal with a minimum of two indicators, or measures of accomplishment, focused on:

- social and emotional learning for students,
- student engagement,
- engaging families,
- cultural responsiveness, or
- academic achievement.

While only one student learning goal is required, teachers are able to develop more than two indicators or measures of accomplishment to expand the areas of progress, growth, or accomplishment addressed through one student learning goal. Indicators or measures of

accomplishment must be mutually agreed upon between the teacher and evaluator during the goal-setting process and could be demonstrated by implementation of school-wide, grade-level, or individual strategies. **Administrators** will develop two student learning indicators, or measures of accomplishment, including, but not limited to:

- supporting the health, safety, and social and emotional well-being, of staff and students,
- ensuring equity for the most vulnerable students and their families,
- mastery-based learning, or
- developing systematic approaches to incorporating social and emotional practices and/or culturally responsive practices into the teaching and learning process.

Indicators or measures of accomplishment could be demonstrated by implementation of district-wide or individual strategies that are mutually agreed upon between the administrator and evaluator during the goal-setting process.

Observation of Performance and Practice (40%)

Justification: As the social and emotional well-being of students and staff will continue to be a priority during 2022-23, it is recommended that observations of performance and practice, site visits, and reviews of practice/artifacts be formative in nature, and take place more frequently and for shorter amounts of time throughout the school year for the purpose of providing feedback and support. Evaluators are encouraged to focus on educator practice that supports social and emotional learning, the health and well-being of staff and students, and student learning.

Written feedback from observations should be based on evidence collected and current CSDE-approved rubrics. Feedback should be formative in nature and include recommendations for growth and professional learning. Please reference the [At-a-Glance Crosswalks for Social and Emotional \(SEL\) Core Competencies, SEL Teaching Practices, and the CCT Rubric for Effective Teaching 2017 Alignment](#), as well as the [CT Learning Hub](#), that includes resources for social and emotional learning for students, student engagement, family engagement, cultural responsiveness, and academic achievement.

Observation Process for Teachers:

Key Definitions

Informal Observation: In-class observations less than 20 minutes, with verbal and/or written feedback within a timely manner.

Formal Observation: In-class observations of at least 20 minutes, with verbal and/or written feedback within a timely manner.

In-Class Observation: Observations of the interaction between educators and students in the learning environment most reflective of the educator's assignment. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.

Reviews of Practice: Reviews of Practice/non-classroom observations include, but are not limited to, observations of data team meetings, observations of coaching/mentoring other teachers, student work, or other teaching artifacts.

NOTE:

Non-Classroom Based Educators, who are being evaluated using the SESS rubric, reviews of practice may be used in place of informal observations. Reviews of practice/non-classroom observations for non-classroom based educators may also include, but are not limited to, diagnostic reports, summary of counseling strategies used and impact on student progress, evidence of supporting students with the most significant needs, summary of coaching and training provided for colleagues and impact of training.

Districts may adjust the requirement for formal in-class observations, as appropriate, if shorter, more frequent observations will take place. For first and second year teachers, and teachers on an improvement and remediation plan, a post-conference is recommended.

- A minimum of two informal observations and a minimum of one review of practice for teachers with more than two years of experience and who were rated Proficient or Exemplary during the 2021-22 school year.
- A minimum of three informal observations and a minimum of one review of practice for first and second year teachers and teachers who demonstrated Developing or Below Standard practice during 2021-22.

Evaluators are encouraged to provide additional opportunities to check in with staff regarding social and emotional well-being and support, and may implement additional observations and/or reviews of practice as needed.

Observation Process for Administrators:

Artifact reviews may replace one of the required site visits required in the *Guidelines 2017*.

- A minimum of two site visits and one artifact review for administrators with two or more years of experience and who were rated Proficient or Exemplary during the 2021-22 school year.
- A minimum of three site visits and two artifact reviews, with additional site visits/artifact reviews, as needed, for administrators who are new to the profession or the district, or who demonstrated Developing or Below Standard practice during 2021-22.

Evaluators are encouraged to provide additional opportunities to check in with administrators regarding social and emotional well-being and support, and may implement additional site visits/artifact reviews as needed.

Stakeholder Feedback (10%)

Justification: Engaging with families continues to be essential in supporting the social and emotional well-being of students and their academic learning. The CSDE is committed to supporting educators in their support of, and engagement with, the families of our students. It is recommended that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

Whole-School Student Learning Indicators/Teacher Effectiveness Outcomes (5%)

Flexibility is provided to districts, with consensus of their PDECs, to:

- follow their most recently approved CSDE-EESP, or
- for educators to focus on one of the following special areas of focus to support their professional practice and/or to support a school-wide area of focus, including, but not limited to:
 - social and emotional learning,
 - providing equitable learning opportunities for all students,
 - professional learning to improve practice,
 - professional learning communities, or
 - best practices for hybrid or remote learning.

4-Level Matrix Rating System

Summative ratings will be required for the 2022-23 school year.

- End-of-year summative reviews shall include a teacher/administrator self-assessment, supporting documentation/artifact review and an end-of-year conference.
- Summative ratings shall be determined by:
 1. a holistic review of evidence in each component,
 2. combining the rating for student learning goals and whole-school student learning indicators/educator effectiveness/special area of focus for an **Outcomes Rating**,
 3. combining educator practice and stakeholder feedback for a **Practice Rating**, and
 4. combining the **Outcomes Rating** and the **Practice Rating** to a **Final Rating** aligned to one of four performance designations (See Sample Summative Form Template attachment):
 - Exemplary
 - Proficient
 - Developing
 - Below Standard

Example: Teacher Holistic Rating



Example: Administrators Holistic Rating



- Districts shall report to their local or regional board of education the status of educator evaluations by June 1, 2023.
- The reporting of aggregate evaluation ratings will be due to the CSDE by September 15, 2023.

Within the current rating system, districts may consider performance levels based on levels of engagement/implementation of strategies to accomplish goals.

Evaluation-based Professional Learning

It is recommended that Professional Learning needs be discussed during the goal-setting conference, and be reviewed as part of mid-year check-ins. This will ensure ongoing support as educators adapt and adjust to the localized needs of schools and districts as Connecticut continues to support positive teaching and learning environments during a post-pandemic readjustment.

Individual Improvement and Remediation Plans

Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.

Students

Student Health Services

School District Medical Advisor

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

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

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

Health Records

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

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

Students

Student Health Services (continued)

Regular Health Assessments

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under C.G.S. 10-204a as periodically amended;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Students

Student Health Services (continued)

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

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia; TB screening will be required as determined by the child's health care provider or required from children who are at increased risk of acquiring tuberculosis infection and disease. Students entering for outside the United States will be required to have a new tuberculin test and results reported prior to entry into the District's schools.
5. Any other information including a health history as the physician believes to be necessary and appropriate.

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

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

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

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative

Students

Student Health Services (continued)

officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

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

Vision Screening

All students in grades K-6, and grade 9 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision, with a brief statement describing such defect.

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

Hearing Screening

All students will be screened for possible hearing impairments in grades K-3, grade 5, and grade 8. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of hearing, with a brief statement describing such defect.

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

Students

Student Health Services (continued)

Postural Screening

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

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

Tuberculin Testing

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

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

1. birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central South America, Dominican Republic, and Haiti);
2. travel to a high risk country staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis, or
5. had contact with anyone who was in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

Students

Student Health Services (continued)

Immunizations/Vaccinations

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

1. Measles
2. Rubella
3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Any other vaccine required by Section 19a-7f of Connecticut General Statutes.
10. Hepatitis B
11. Varicella (chickenpox)
12. Hepatitis A
13. Pneumococcal disease
14. Influenza ([see preschool specific requirement below per Regulations of CT State Agencies 10-204a-2a](#))
15. Meningococcal disease

All students in grades K-12 are required to have received 2 doses of measles, mumps and rubella vaccine or serologic proof of immunity. Students entering kindergarten and seventh grade shall show proof of having received 2 doses of varicella vaccine, laboratory confirmation of immunity, or present a written statement signed by a physician, physician assistant or advanced practice registered nurse indicating the individual has had varicella based on family or medical history. (Varicella requirement effective August 1, 2011)

Effective August 1, 2011, all seventh grade students must show proof of 1 dose of meningococcal vaccine and 1 dose of Tdap in addition to the completion of the primary DTP series.

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

By January 1 of each year, children aged 24-59 months enrolled in the District's preschool program must show proof of receipt of at least one dose of influenza vaccine between August 1 and

December 31 of the preceding year. All children aged 24-59 months have not received vaccination against influenza previously must show proof of receipt of two doses of the vaccine the first influenza season they are vaccinated. Children seeking to enroll in the District's preschool program between January 1 and March 31 are required to receive the influenza vaccine prior to being permitted to enter the program. Children who enroll in the preschool program after March 31 of any given year are not required to meet the influenza vaccine requirement until the following January.

Students

Student Health Services

Immunizations/Vaccinations (continued)

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

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

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

5141(h)

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

4. in the case of measles, mumps or rubella, present a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
5. in the case of Hemophilus influenza type B has passed his or her fifth birthday; or
6. in the case of diphtheria, tetanus and pertussis, has a medical exemption confirmed in writing by a physician, physician assistant or advanced practice registered nurse (per C.G.S. 19a-7f).

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

Note: In the situation regarding the religious exemption, a child is considered enrolled in school on or before April 28, 2021 as a parent/guardian provides documentation, consistent with District policy, establishing that such child is eligible to attend school in the district in the current or upcoming school year based upon age and residency, and that the family intends for the child to do so, whether the District refers to eligibility as "registration" or "enrollment." Families that took such steps, on or before April 28, 2021, toward having children attend Kindergarten for the 2020-2021 school year would be considered enrolled in the District as a Kindergarten student. Such a student would be eligible for a religious exemption if the student also provided a valid religious exemption statement by midnight on April 27, 2021. (CSDE Guidance-5/25/21)

Health Assessments/Interscholastic Sports Programs

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

Students

Student Health Services (continued)

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

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

Student Medical Care at School

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

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

(cf. 5125.11 - Health/Medical Records HIPAA)

(cf. 5142 - Student Safety)

(cf. 5141.3 - Health Assessments & Immunizations)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.5 - Suicide Prevention)

(cf. 6142.1 - Family Life and Sex Education)

(cf. 6145.2 - Interscholastic/Intramural Athletics)

(cf. 6171 - Special Education)

Students

Student Health Services (continued)

Legal Reference: Connecticut General Statutes
 10-203 Sanitation.
 10-204a Required immunizations (as amended by PA 15-174 and 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).
 10-206a Free health assessments.
 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. (as amended by P.A. 03-211)
 10-210 Notice of disease to be given parent or guardian.
 10-212 School nurses and nurse practitioners.
 10-212a Administration of medicines by school personnel.
 10-213 Dental hygienists.
 10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (as amended by PA 96-229 An Act Concerning Scoliosis Screening)
 10-214a Eye protective devices.
 10-214b Compliance report by local or regional board of education.
 10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act (as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted: Nov. 10, 1997

Policy revised: Oct. 6th, 2011

Policy revised: TBD

CHESTER BOARD OF EDUCATION
 DEEP RIVER BOARD OF EDUCATION
 ESSEX BOARD OF EDUCATION
 REGION 4 BOARD OF EDUCATION

Non-Instructional Operations

Non-Lapsing Education Fund

(Reserve Fund for Nonprofit School Food Service Accounts and Cafeteria Meal Programs)

Sections [7 CFR 210.14 \(a\)](#) of the National School Lunch Program (NSLP) regulations and [7 CFR 220.13\(i\)](#) of the School Breakfast Program (SBP) regulations require School Food Authorities (SFAs) to establish a Nonprofit School Food Service Account (NSFSA). The NSFSA is the restricted account in which all the revenue from all food service operations conducted by the SFA, principally for the benefit of school children, is retained and used only for the operation or improvement of the nonprofit school food service.

The following policy will govern the Reserve Fund for Nonprofit School Food Service Accounts and Cafeteria Meal Programs:

1. The school food authority shall limit its net cash resources (NCR) to an amount that does not exceed 3 months average expenditures for its nonprofit school food service or such other amount as may be approved by the State agency in accordance with [§ 210.19\(a\)](#). “Net cash resources” means all monies, as determined in accordance with the state agency’s established accounting system that are available to or have accrued to a SFA’s nonprofit school food service at any given time, less cash payable. Such monies may include, but are not limited to, cash on hand, cash receivable, earnings on investments, cash on deposit and the value of stocks, bonds, or other negotiable securities.
2. The school food authority shall meet the requirements of the State agency for compliance with [§ 210.19\(a\)](#) including any separation of records of nonprofit school food service from records of any other food service which may be operated by the school food authority.
3. To document compliance with the NCR requirement, SFAs must submit the annual Financial Report for School Nutrition Programs in the Connecticut Online Application and Claiming System for Child Nutrition Programs (CNP System). SFAs that exceed three months’ average expenditures must submit a Plan to Reduce Excess Operating Balance to the CSDE to indicate how the excess balance will be spent to maintain the SFA’s nonprofit status. Expenditures must make improvements to the school nutrition programs such as improving food quality and replacing or purchasing necessary equipment.
4. This fund cannot be used to subsidize the cost of unpaid student paid meal charges or adult meals.
5. Interest and investment earnings received with respect to amounts held in the Cafeteria Reserve Fund shall be credited to the Cafeteria Reserve Fund. The Cafeteria

Reserve Fund shall be a separate, non-lapsing account and such funds shall be held in a separate account from operating funds.

6. This policy shall be reviewed by a committee of the Region 4 Board at least once every five years. Said committee shall include Town officials from each member town.

Legal Reference:

Code of Federal Regulations:

Section [7 CFR 210.14\(a\)](#) of the NSLP regulations

Section [7 CFR 210.14\(b\)](#) of the NSLP regulations

Section [7 CFR 210.19\(a\)\(1\)](#) of the NSLP regulations

Sections [7 CFR 220.13\(i\)](#) of the SBP regulations

Policy adopted: TBD

CHESTER BOARD OF EDUCATION
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REGION 4 BOARD OF EDUCATION

REGIONAL SCHOOL DISTRICT NO. 4

CHESTER • DEEP RIVER • ESSEX



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MEMORANDUM

To: Brian White, Superintendent
From: Dr. Sarah Brzozowy, Assistant Superintendent
RE: Unified Buddies Team Building Disney Trip: Valley Regional High School
Date: August 8, 2023

The following proposal outlines the request for a Unified Buddies team building/leadership trip for students at Valley Regional High School in grades 10, 11, 12, and transition students during March of the 2023-2024 school year.

Overnight Field Trip Out of State:

A request for an overnight field trip out of state should be submitted for Board approval no later than four months prior to planned departure. The travel agency arranging the overnight trip must provide all liability/trip insurance.

1. Trips should be an extension of the curriculum.
2. These types of trips should be planned for a scheduled school vacation.
3. A proposed itinerary, lists of teacher chaperones and student participants, and an explanation of the trip's purpose should be submitted to the Board at least two months prior to planned departure.
4. The selection of student participants will be left to the discretion of the teacher/sponsor.
5. The students/chaperone ratio shall be in line with those suggested by the agency contracted but not more than 10 total. A ratio of 6 to 1 is recommended. (Maximum: 10 to 1: Recommended: 6 to 1).
6. Activities involving unnecessary risk, i.e. skiing, driving, motorcycling, are excluded, as stipulated by the agency and/or school insurance carrier.
7. School time absences, if necessitated by any means out of the control of the teacher/sponsor, should result in excused absences from school without penalty for both students and staff, when the trip has received Board approval.

Curriculum Alignment and Extension

- In Life Skills, students learn and practice the following every day throughout the school year, on their own and with their buddies:
 - Practice functional skills needed for everyday life: personal hygiene, time management, budgeting money, interpersonal skills, etc.
 - Communicate effectively and appropriately with others
 - Apply problem solving skills when challenges arise
- Social Competencies:
 - Understand social rules and learn to understand the perspectives of others
 - Express thoughts and ideas clearly and effectively
 - Adapt to change and learning to be flexible as situations shift
- Social-Emotional-Learning:
 - Recognize, understand, and manage emotions in self and others
 - Build and improve relationships
 - Think about and apply responsible decision-making skills

Trip's Purpose: The purpose of this trip is to foster 21st century citizens who are actively participating in the world at large. Throughout the workshops and events on this trip, the Life Skills students will practice and apply their functional skills to each activity/situation before them. Mentors will build their leadership skills, practice patience, and assist/teach their buddies to navigate the world around them. All students will strengthen their buddy/mentor relationships and continue to work together as a team.

Chaperones: Katelyn Ely, Carolyn Crehan, Additional Chaperones TBD, with a total of 6 chaperones. Parents may travel with the group as additional support for their student at night, but will not be on the trip as chaperones. Parents will be encouraged to enjoy their day throughout the parks and will be reachable by phone if their child needs them for support or a sensory break.

Trip Cost and Fundraising:

The current trip cost per student is \$2,400 if we have two students per room. This covers hotel, plane tickets, bus transportation, food, park tickets and workshops. The goal is to fundraise and try to get the cost down to about \$2,000 a student. Some fundraising ideas at this point are Lyman Orchard pies, putting on a pasta dinner, having a BINGO night, and a pizza night at a local restaurant.

Student Participants: A maximum of 35 students will participate: 9 Life Skills students, 3 transition students, and 22 Buddy Mentors.

Trip Planning and Timeline

- This trip is planned for March 2024
- The purpose of a March date is to avoid the busy season(s) that Disney experiences so that we do not overwhelm the Life Skills and Transition students.
- The trip dates and timeline are below:

Unified Trip Timeline: March 21, 2024- March 26, 2024

Thursday, March 21 (School Day)

Bus depart from Valley: 4:00 am

Arrive at Bradley: 4:50 - 5:00 JetBlue Flight #237

Flight Departure: 6:30 am

Land in Orlando: 9:20 am

Bus ride to Hotel: 10:30 am

Arrive at hotel: 11:30 am

Friday, March 22nd (School Day)

Workshop #1 - Teamwork the Disney Way

At Disney, our success and our legacy have always hinged on highly effective teams who are motivated toward a common goal. This spirit of shared vision and teamwork can be observed throughout The Walt Disney Company, and in every aspect of our Disney theme parks. In this experience participants learn the Disney philosophy and strategies behind high performing teams. They'll experience first-hand how collaboration and openness enable teams to overcome obstacles and achieve the ultimate goal...making magic for our Guests every day.

Key Learning Objectives

- Explore the attributes that make teams highly effective
- Examine their personal strengths and how to apply them in a team setting
- Discover how diversity of thought strengthens a team
- Understand the need to support and build on the contributions of team members
- Learn the value of communication, trust and compromise in a team setting
- Demonstrate an understanding of shared responsibility

Park Location: **EPCOT**

Saturday, March 23rd

Workshop #2 - Immersive Storytelling

At Disney, everyone is a storyteller. In this revealing course, students will get an inside look at how Disney Imagineers create immersive environments that support the living stories of our theme parks. Through this journey they'll discover how a wide range of disciplines—from live performances and music to sculptures and culinary arts—all come together to bring stories to life inside the Disney Theme Parks.

Key Learning Objectives

- Investigate how storytelling at Disney Parks utilizes all 5 senses
- Engage in hands-on design experiences similar to Disney Imagineers' early design processes
- Identify examples of storytelling in unlikely, non-traditional ways
- Explore our theme parks with a new lens and identify varying levels of detail
- Investigate elements of story and recognize how the same concepts can be used in different ways

- Identify and explore the different creative and technical roles that come together to create an immersive experience
- Learn the importance of collaboration and teamwork in crafting a good story for a diverse audience

Park Location: **Disney's Hollywood Studios**

Sunday, March 24th

Workshop #3 - Theme Park Design

Get an inside look at Disney's unique design approach. In this course, participants will learn what makes a theme park tick. Learn the concepts, philosophy and tools necessary to design a working theme park. From visual design elements to practical considerations like Guest flow and maintenance, students will come away with a holistic understanding of how form and function come together to make the seemingly impossible... possible.

Key Learning Objectives

- Understand creative problem solving, critical thinking and career-based discussions that apply to the world of design and beyond
- Identify specific theme park elements and analyze how Disney Imagineers designed them with intent and purpose
- Explain ways that Disney Imagineers utilize storytelling as the central focus in theme park design
- Summarize the value and importance of diversity in the collaborative design process
- Model and construct a range of functional and exciting Guest experiences
- Determine how the convergence of creative and technical roles are necessary to design a theme park
- Hypothesize and investigate the unique functional challenges of designing a theme park

Park Location: **Magic Kingdom**

Monday, March 25th (School Day)

Park Day: **Animal Kingdom**

Tuesday, March 26th (School Day)

Meet at front desk: 6:45 am

Load on bus: 7:15 am

Depart for flight: 8:00 am

Arrive at airport: 9:00 am

Flight #438 departure time 1:45 pm

Arrive at Bradley Airport at 4:32 pm

Bus to Valley: 5:00 pm

Arrive at Valley: 6:00 pm

Parents pick up students

- School time absences, if necessitated by any means out of the control of the teacher/sponsor, should result in excused absences from school without penalty for both teacher/sponsor and student travelers, when the trip has received Board approval.
 - Students will miss school at the start of the trip and end of the trip to accommodate travel. The absences will be considered excused as it is for a school sponsored trip.

Selection Process:

Unified Buddies Trip:

- The student participants will be subject to an application process.
 - The students attending are in grades 10, 11, 12, Transition, and mentor students who participate in Unified Buddies and/or Unified Sports. They must be in good academic standing, have not violated any serious school rules or policies, and have consistently demonstrated maturity and responsibility in the classroom. As the Life Skills Teacher/Unified Sports Coach and Unified Buddies Advisor, we retain the right to determine which students are eligible for the trip. They recognize that they are ambassadors for Valley Regional High School and will represent our school responsibly and proudly.
 - A formal application process will include:
 - Signed Unified Buddies
 - Letter of information including any pertinent medical information
 - Must meet all attendance requirements for Unified Buddies and/or Unified Sports
- Additional information will be provided to eligible students and families regarding specific requirements of eligibility

Chaperone Selection

- The student/chaperone ratio shall be in line with those suggested by VRHS guidelines and the agency contracted. A ratio of 6 to 1 is recommended with a maximum: 10 to 1.
 - If 32 students travel we would need 4 chaperones in order to have a ratio of around 8 to 1. If less students travel, the number for chaperones would decrease in order to maintain 8 to 1.
 - Some of the Life Skills students may require 1:1 or 2:1 chaperones, which means we would add 2 chaperones.
 - The smallest group we would travel with is 15 students and 2 chaperones.
- Disney Imagination Campus Workshops has a 2 chaperone limit. Due to the needs of our students they are happy to omit the chaperone limit and let us bring additional chaperones into the workshops to support our kids.

Activities Involving Unnecessary Risk

- Activities involving unnecessary risk, i.e. skiing, driving, motorcycling, are excluded, as stipulated by the agency and/ or school insurance carrier.
 - There are no activities planned that involve unnecessary risk.
 - If any students participate in drug or alcohol use, or break any school rules, all school rules and consequences apply. Additionally they may be penalized by missing out on the trip's activities and experiences.

- In case of a health or safety emergency we will follow our Valley Regional High School Emergency Action Protocol plan and contact all necessary stakeholders.
- Any and all official Covid protocols will be followed.
- At the hotels chaperones will do bed checks each evening at curfew and tape doors overnight.
- All student luggage will be searched prior to departure. All personal items may be subject to search at the airport.

Agent, Liability, and Insurance

It is the recommendation of the district's insurance agent to use a travel agency but students are covered through normal insurance policies anywhere in the world. Working with Disney's Imagination Campus, we are provided with a travel manager to assist with our travel planning. Laura Clark is our assigned travel manager at Disney. She will book our hotel rooms, ticket purchases as well as our meal cards. For any assistance we need arranging our stay at Disney Laura is available by email or phone to assist us. Marysa Pratico is Laura's assistant coordinator and will be available to our group as well. Due to the size and needs of our population Laura felt it was important to give us a second point of contact for any needs that we may have while on this trip. Laura has put us in contact with Mears to get a discounted bus rate for transportation between the hotel and airport. She is not able to help us book our flights, however JetBlue has a group purchase center that is able to arrange travel with us. We are provided a contract for our group flight as well as an excel spreadsheet to fill out with information for everyone in our group. Seats are arranged in the order we fill out the excel spreadsheet which allows us to seat students strategically for support during the flights.

Trip Cancellation Cost and Procedure

As traveling with a group, Disney Imagination Campus and JetBlue provide their own group cancellation policies. Disney allows the deposit to slide over to the remaining rooms. JetBlue has a seat cancellation fee if the seat is canceled 60 days prior to the trip.

Student Check-ins

Daily check-ins will be completed by the head chaperone. All chaperones must have access to a cell phone service to ensure the ability to communicate with students.

Families of students will receive plans regarding the following:

- a. When and how often chaperones will check in with their child, and how their child can contact chaperones in the event of an emergency or sensitive need.
- b. How parents can contact their child during the trip.
- c. Transportation information related to travel to and from field trip activities, and hotel information.

School Year 2023 - 2024 Monthly Theme Tie-Ins

- **September 2023** - Match Buddies to Mentors
- **October 2023** - Pumpkin design and carving to promote team building
 - These will be brought to the Ivoryton Pumpkin Festival for display
- **November 2023** - Budgeting Lessons
- **December 2023** - WestFarms Malls Trip - practice budgeting, needs vs. wants, and time management
- **January 2024** - Airport Vocabulary

- **February 2024** - Possible Airport Field Trip - security overview, navigate an airport, help alleviate anxiety from first time travelers
- **March 2024** - Trip to Disney