

**ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT**

**Time-Place:**

**Council Chambers  
820 Enfield Street  
Enfield, CT  
7:00 PM Regular Meeting**

**Date: 10-25-22**

<https://youtu.be/erRi67WF-fg>

1. **Call to Order – 7:00 PM**
2. **Invocation or Moment of Silence – Janet Cushman**
3. **Pledge of Allegiance – Janet Cushman**
4. **Fire Evacuation Announcement**
5. **Roll Call**
6. **Board Guest(s)**
  - a. **Enfield High School Career Day**
  - b. **Randy Daigle**
7. **Superintendent’s Report**
  - a. **Student Representative Update**
  - b. **Early Release Days, Election Day & Veteran’s Day**
  - c. **EPS Update**
8. **Audiences**
9. **Board Members’ Comments**
10. **Unfinished Business**
11. **New Business**
  - a. **Adopt New Policies & Policy Revisions – First Reading**
  - b. **Approve 2023 Schedule of Regular Board of Education Meetings**
  - c. **Discussion & Action if any regarding CABE Delegate Assembly**
12. **Board Committee Reports**

<ul style="list-style-type: none"><li>- <b>Curriculum Committee</b></li><li>- <b>Finance, Budget Committee</b></li><li>- <b>Policy Committee</b></li><li>- <b>Leadership Committee</b></li><li>- <b>Joint Facilities Committee</b></li></ul>	<ul style="list-style-type: none"><li>- <b>JFK Building Committee</b></li><li>- <b>Joint Security Committee</b></li><li>- <b>Enfield Mental Health Wellness Workgroup</b></li><li>- <b>Enfield Cultural Arts Commission</b></li><li>- <b>Any Additional Committees</b></li></ul>
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13. **Approval of Minutes:**
  - **Regular BOE Meeting Minutes: October 11, 2022**
14. **Approval of Accounts and Payroll:**
15. **Correspondence and Communications**
16. **Executive Session**
17. **Adjournment**



**Date:** October 25, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Board Guest(s)

- a. **Enfield High School Career Day:** Tonight we welcome our Secondary School Counselors Collen Ceniglio and Jamie Botteron. They are here to talk about Enfield High Schools upcoming Career Day that will be held on Wednesday, November 23<sup>rd</sup>. Also enclosed is a flyer with additional information.
  
- b. **Randy Daigle** – We also welcome JFK Building Committee Chair Randy Daigle. Mr. Daigle will introduce any Building Committee members that are present. He is here to give the Board an update on the John F. Kennedy renovation project. Please join me by welcoming Mr. Daigle.



**Date:** October 25, 2022  
**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 Enfield High.
  
- b. **Early Release Days, Election Day & Veteran's Day:** All Enfield Public Schools will dismiss early with lunch on Wednesday, October 26<sup>th</sup> for a staff half day PL and again on Thursday, November 3<sup>rd</sup> for elementary conferences and secondary staff half day PL. Students will not attend school on Tuesday, November 8<sup>th</sup> for Election Day and for a full day PL. All Enfield Public Schools will be closed on Friday, November 11<sup>th</sup> for Veteran's Day.
  
- c. **EPS Update:** I will update the Board regarding our schools at this time.



**Date:** October 25, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Adopt New Policy & Policy Revisions – First Reading

Policy Committee members approved at their October 18<sup>th</sup> meeting moving forward several policies for a First Reading tonight. Listed below are the five (5) proposed new policies and three (3) proposed policy revisions. These policies have been placed on the website for public input.

**Proposed New Policies:**

- 3240 Non-Resident Admission and Tuition Fess
- 4113.12 Minimum Duty-Free Lunch Periods for Teachers
- 6141.51 Advanced Courses or Programs, Eligibility Criteria For Enrollment
- 6172.1 Gifted and Talented Students Program
- 7230.2 Indoor Air Quality

**Policy Revisions:**

- 5118 Non-Resident Students and Students Relocating
- 5144.4 Discipline – Physical Exercise and Discipline of Students
- 6140 Curriculum

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

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



**Date:** October 25, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Approve 2023 Schedule of Regular Board of Education Meetings

Connecticut law requires the Board of Education to provide the Town Clerk with a listing of dates for the Board's regular meetings for the upcoming year. The Town Clerk is requesting the list of regular meetings for 2023.

Enclosed in your packet is the list of regular meetings for 2023 in accordance with Board Policy #9321 Time, Place and Notification of Meetings that requires Madam Chairs signature. As indicated, the Board will only have one regular meeting in November. A special meeting for the Annual Organization of the Board will be scheduled per Board Policy #9321.2 Meetings – Annual Organization Meeting of the Board.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriate regarding the approval of the regular meeting dates for 2023.



**Date:** October 25, 2022  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Discussion & Action if any regarding CABA Delegate Assembly

Enclosed in your packets is information about this years CABA Delegate Assembly that is being held on Thursday, November 17<sup>th</sup>. Former Board member Joyce Hall was our previous CABA Delegate. CABA has assembled several proposed resolutions that affect public education, Boards of Education and CABA. Only delegates can vote on the proposed resolutions.

It would be appropriate for Board members to select a delegate and/or representative to attend this year's CABA Delegate Assembly and represent Enfield.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriate regarding the appointing a CABA Delegate to attend this year's assembly.



## EHS Career Day 2022 Needs You!

Do you have an occupation that you are passionate about?  
Is your career path something you would be willing to share with students?

We will be hosting our 1<sup>st</sup> school wide Career Day on **Wednesday November 23<sup>rd</sup> from 7:15-9:30am.**

Each volunteer will be placed in a classroom with a teacher. Students will proceed to each of their classes and find a different guest speaker in each room. This means each volunteer will meet with 3 different groups of students over the course of four individual time blocks. Each question-and-answer session will last 25 minutes. Attached is a list of sample questions, there is no need to prepare a presentation. Here is a **sample** schedule:

Block	Start	End		
1	7:26	7:52	0:26	Career Question & Answer Session
2	7:57	8:22	0:25	Career Question & Answer Session
3	8:27	8:52	0:25	Refreshments in the Career Center
4	8:57	9:22	0:25	Career Question & Answer Session

We are looking for 110 volunteers. If you can help us or have any questions, please contact us by email.

Colene Ceniglio  
Career Counselor Enfield Public Schools  
[cceniglio@enfieldschools.org](mailto:cceniglio@enfieldschools.org)  
860-763-8853

Jami Botteron  
Career Counselor Enfield Public Schools  
[jbotteron@enfieldschools.org](mailto:jbotteron@enfieldschools.org)  
860-253-6593

## Sample Questions for Guest Speakers

Hello and thank you for considering volunteering at our first Enfield High School Wide Career Day! We are trying to provide our students with the opportunity to get first-hand information about a variety of careers. We greatly appreciate you taking the time to speak with our students. Here are some sample questions that students might ask. If there are any questions, you are not comfortable with answering you can just say "pass". We hope you can join us on November 23<sup>rd</sup>.

1. What is a typical "Day in Your Work Life" like?
2. How many days a week do you work? How many hours a week and per shift?
3. What are the working conditions like (stress, pace, physical comfort, travel, environment, relocation, hours, routine vs. crisis, etc.)?
4. What is your educational background?
5. Why did you choose this career?
6. How would someone know if this career is best for them?
7. What are the three things that you wish you did as a high school student to better prepare you for your career?
8. What (if anything) might you do differently in your career path? What are common mistakes people make choosing this career?
9. What is your least favorite part about your job?
10. Biggest myth about your job?
11. What is the strangest thing you have ever done in your job?
12. Was this the career you thought you were going to have? Or when you were in high school what did you think you wanted to do?
13. What skills and experience do you recommend for someone pursuing this career path?
14. What is the outlook for this career? How do you see the jobs in this field changing over the next five years? What can someone do to prepare for such changes?
15. What would you be doing right now if you were not here? What is the most exciting minute of your job?
16. What are the best opportunities available to people entering this career? How does someone create opportunities for pursuing this career path? Any suggestions for gaining experience?
17. What opportunities are there for advancement in your career?
18. Will you receive a pension when you retire?
19. Please do not feel you have to share the amount. But do you get overtime opportunities?
20. What is your impact in your current position? To your company or organization?



**ENFIELD PUBLIC SCHOOLS**  
**Enfield, Connecticut*****Business/Non-Instructional Operations***

3240

***Non-Resident Admission and Tuition Fees******General Provisions***

*The following terms and conditions are to be used as guidelines when determining eligibility of a non-resident student to enroll or continue enrollment in the Enfield Public Schools. This policy shall not be applied to decisions about enrollment of students who reside in a town that has a designated high school agreement with the Enfield Public Schools or to non-resident students who are otherwise entitled to attend Enfield Public Schools in accordance with law.*

- A. The Superintendent or his/her designee may approve the enrollment or continuation of enrollment of a non-resident student if class size and other considerations such as the availability of resources permit. The Superintendent shall make decisions regarding class size and/or the availability of resources.*
- B. The Superintendent or his/her designee shall not hire additional staff to permit enrollment or continuation of enrollment for a non-resident student under this policy.*
- C. The Superintendent or his/her designee shall make the decision about class assignment.*
- D. The decision to permit non-resident enrollment shall be for one school year or less but may be extended from year to year at the discretion of the Superintendent or his/her designee. Such extension decisions shall be made on an annual basis.*
- E. This policy does not obligate the Enfield Board of Education to provide special education programs or services or create unique programs for students. If a non-resident student is enrolled or continued in enrollment in the Enfield Public Schools and such student is eligible for services under the Individuals with Disabilities Education Act ("IDEA"), the Enfield Board of Education shall not act as the local education agency for such child. In instances where special or additional services are provided for a non-resident student, a supplemental tuition or fee may be charged based upon the actual costs associated with providing the special or additional services.*
- F. Application for initial enrollment shall be made in writing on a form supplied by the Superintendent or his/her designee.*
- G. Application for continued enrollment shall be made on an annual basis, in writing on a form supplied by the Superintendent or his/her designee.*
- H. No student applying for enrollment pursuant to subsections G or H, above, shall be enrolled in the Enfield Public Schools until the Board has received tuition payment on behalf of such student in accordance with Section II, below.*

***Business/Non-Instructional Operations***

***Non-Resident Admission and Tuition Fees***

***General Provisions (continued)***

- I. At the discretion of the Superintendent or his/her designee, the candidate for initial or continued enrollment shall be interviewed by the principal or assistant principal of the school at which enrollment or continued enrollment is sought.*
- J. The non-resident student's immediate past principal or responsible administrator must make a recommendation on behalf of the child, attesting to his/her good citizenship, in order for the student to be eligible for initial or continued enrollment.*
- K. All non-resident students or their parents or guardians, or the school district of residence, shall provide necessary transportation to and from school.*
- L. A non-resident student's continuation in the Enfield Public Schools will be contingent upon the student's compliance with all applicable rules and regulations of the Enfield Board of Education and the individual school, satisfactory attendance and academic progress, and the availability of staff and school resources. The Superintendent or his/her designee may terminate the non-resident student's enrollment at any time if, in his or her opinion, continuation is not in the best interest of the school system or the student. Only non-resident students who meet the criteria set forth in this policy may enroll or continue in enrollment in the Enfield Public Schools.*

***Tuition and Fees***

- 1. The annual tuition fee for grade K-12 regular program students will be calculated as follows:
  - a. The base rate will be the average per-pupil cost as reported by the CPSE (Connecticut Public School Expenditures) data on net current expenditure per pupil.**
- 2. Tuition may be paid in full prior to the first day of school or per the following schedule: September 1, or the first day of school, whichever comes first, December 1 and March 1.*
- 3. If a non-resident special education student's IEP/504 Accommodation Plan includes provisions requiring additional expenditures, those costs will be added to the student's yearly tuition fee.*
- 4. A tuition charge for students enrolled or withdrawn at times other than the beginning and end of the school year will be determined on a pro rata basis.*

## ***Business/Non-Instructional Operations***

### ***Non-Resident Admission and Tuition Fees***

#### ***Waiver of Tuition and Fees for Certain Students***

*Non-resident students may be allowed to attend a local school without tuition upon the approval of the Superintendent of Schools following written parental request when:*

- A. A family moves from the district after the beginning of the fourth quarter of the current school year; or*
- B. A family residing outside the district demonstrates firm plans to move into the district within the current school year. The parent or legal guardian must sign an agreement to make payments on September 1, December 1 and March 1., if residency is not achieved by the stated date, in order for the child or children to continue attending the Enfield Public Schools. If a non-resident special education student's IEP/504 Accommodation Plan includes provisions requiring additional expenditures, those costs will be added to the student's quarterly tuition fee.*
- C. Non-resident students may be allowed to attend a local school with a tuition adjustment upon the recommendation of the Superintendent and approval of the Board of Education following written parental request if the Superintendent of his/her designee makes a finding that when extraordinary circumstance(s) regarding the child and/or their parent(s) supports a tuition adjustment.*

#### ***Tuition and Fees for Children of Non-resident Staff***

*Children of non-resident staff may be allowed to attend the Enfield Public Schools with the written approval of the Superintendent of Schools following a written request. The guidelines in Section I, General Provisions and Section II, Tuition & Fees above shall apply to such requests except for the payment terms and schedule described below.*

- 1. The annual tuition for these students will be based on the staff member's length of continuous service in the Enfield School System.*
  - a. Total of 0-5 years of completed service – the staff member will be charged 75 percent of the tuition rate established under Section II.*
  - b. Total of 5-10 years of completed service – the staff member will be charged 50 percent of the tuition rate established tuition rate established under Section II.*
  - c. Total of 10 or more years of completed service – the staff member will be charged 30 percent of the tuition rate established under Section II.*
- 2. Tuition payment will be made on a payroll deduction basis.*
- 3. If special education services are required, and the student's IEP/504 Accommodation Plan includes provisions requiring additional expenditures, the staff member shall be charged those additional costs as fees in addition to the tuition charge without any proration or reduction for years of service.*

***Business/Non-Instructional Operations***

***Non-Resident Admission and Tuition Fees***

*Legal Reference:*      *Connecticut General Statutes*

*10-35 Notice of discontinuance of high school service to nonresidents.  
10-220(a) Duties of boards of education.*

**Policy Adopted:**

**ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT**

**Minimum Duty-Free Lunch Periods for Teachers**

**4113.12**

*The Board of Education, in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff.*

*Legal Reference: Connecticut General Statutes*

*PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.*

**Policy Adopted:**

**ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT**

***Instruction***

**6141.51**

***Advanced Courses or Programs, Eligibility Criteria for Enrollment***

***Purpose***

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

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

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

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

***Definitions***

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

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

***Procedures/Criteria/Guiding Principles***

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

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

***Instruction***

***Advanced Courses or Programs, Eligibility Criteria for Enrollment***

***Procedures/Criteria/Guiding Principles (continued)***

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

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

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

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

**Advanced Courses or Programs, Eligibility Criteria for Enrollment**

***Procedures/Criteria/Guiding Principles (continued)***

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

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

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

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

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

***Evaluation***

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

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

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

**Policy Adopted:**



**ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT**

***Instruction***

**6172.1**

***Gifted and Talented Students Program***

*The Board of Education (Board) recognizes its responsibility to identify gifted and talented students within the school district [and to provide these students with appropriate instructional adaptations and services. The Board is committed to providing identification and assessment which is responsive to students' economic conditions, gender, developmental differences, disabling conditions and cultural diversity.*

*For purposes of this policy, "gifted and talented students" means a child identified by the Planning and Placement Team (PPT) as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.*

*The identification process is based on a multi-criteria assessment process, typically including both subjective and objective data. The process must include multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.*

*The final determination in the identification of students as gifted and/or talented must be done by a Planning and Placement Team (PPT). Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staffs.*

*It is recognized that identified students may be accommodated in a variety of ways, such as, but not limited to, the provision for supplementary materials, extensions to the curriculum and accelerated placement options.*

*Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:*

- 1. an explanation of how such student was identified as gifted and talented;*

***Instruction***

***Gifted and Talented Students Program*** (continued)

- 2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;*
- 3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and*
- 4. any associations in the state that provide support to gifted and talented students.*

*Legal Reference: Connecticut General Statutes*

*10-76a-(e) Definitions.*

*10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.*

*Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.*

*P.A. 19-184 An Act Concerning the Provision of Special Education.*

*Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.*

*P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.*

**Policy Adopted:**

**ENFIELD PUBLIC SCHOOLS  
Enfield, Connecticut**

***New Construction***

**7230.2**

***Indoor Air Quality***

*The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.*

***Indoor Air Quality in Existing Facilities***

*The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.*

*The District shall report biennially, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long range facilities program, its air quality program, and green cleaning program.*

*Prior to January 1, 2008 and every three (3) years thereafter, for any District facility that has been constructed, extended, renovated or replaced on or after January 1, 2003, the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality within such buildings, such as the Environmental Protection Agency's Tools for Indoor Air Quality for Schools Program. The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education meeting and also posted on the District's website.*

*The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:*

- 1. the heating, ventilating, and air conditioning (HVAC) systems;*
- 2. radon levels in the air and water;*
- 3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;*
- 4. chemical compounds of concern to indoor air quality, including volatile organic compounds;*
- 5. pest infestation, including insects and rodents;*
- 6. pesticide usage;*
- 7. the presence and plans for removal of certain hazardous substances identified under federal law;*
- 8. ventilation systems;*
- 9. plumbing, including water distribution systems, drainage systems, and fixtures;*

## ***New Construction***

### ***Indoor Air Quality***

#### ***Indoor Air Quality in Existing Facilities (continued)***

10. *moisture incursion (leaks);*
11. *the facilities' overall cleanliness;*
12. *building structural elements, including roofing, basements, and slabs;*
13. *the use of space, particularly in areas designed to be unoccupied; and*
14. *the provision of indoor air quality maintenance training for building staff.*

*Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board directs the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.*

*Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.*

*Prior to January 1, 2024, and every five years thereafter, the local or regional Board of Education shall provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building under its jurisdiction. Such inspection and evaluation shall be performed by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing, or a mechanical engineer. Such heating, ventilation and air conditioning systems inspection and evaluation shall include, but need not be limited to:*

1. *Testing for maximum filter efficiency*
2. *Physical measurements of outside air delivery rate*
3. *Verification of the appropriate condition and operation of ventilation components*
4. *Measurement of air distribution through all system inlets and outlets*
5. *Verification of unit operation and that required maintenance has been performed in accordance with the most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers*
6. *Verification of control sequences*
7. *Verification of carbon dioxide sensors and acceptable carbon dioxide concentrations indoors, and*
8. *Collection of field data for the installation of mechanical ventilation if none exist.*

*The ventilation systems inspection and evaluation shall identify to what extent each school's current ventilation system components, including any existing central or non-central mechanical ventilation system, are operating in such a manner as to provide appropriate ventilation to the school building in accordance with most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers. The inspection and*

## ***New Construction***

### ***Indoor Air Quality***

#### ***Indoor Air Quality in Existing Facilities (continued)***

*evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Any such corrective actions shall be performed, where appropriate, by a contractor, who is licensed in accordance with chapter 393. The local or regional Board of Education conducting an inspection and evaluations pursuant to this subsection shall make available for public inspection the results of such inspection and evaluation at a regularly scheduled meeting of such Board and on the Internet website of such Board and on the Internet website, if any, of each individual school. The local or regional Board of Education shall not be required to provide for a uniform inspection and evaluation under this subdivision for any school building that will cease to be used as a school building within the three years from when such inspection and evaluation is to be performed.*

#### ***Indoor Air Quality in New or Renovated Facilities***

*In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:*

- 1. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.*
- 2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can effect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.*
- 3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.*
- 4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore, mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.*
- 5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.*

## *New Construction*

### *Indoor Air Quality*

#### *Indoor Air Quality in New or Renovated Facilities (continued)*

- 6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs.*
- 7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.*
- 8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.*
- 9. Attention must be given to the selection of carpeting, carpet adhesives and synthetic materials which may emit odorous and irritating volatile organic vapors degrading indoor air quality.*
- 10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.*
- 11. Consider the economic feasibility of achieving dehumidification through air conditioning.*
- 12. Install temperature control systems, which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.*
- 13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.*

*Legal Reference: Connecticut General Statutes  
10-220 Duties of boards of education  
10-231(f) Indoor air quality committees  
10-282(19) Definitions  
10-283 Applications for grants for school building projects  
10-286 (a)(9) Computation of school building project grants  
10-291 Approval of plans and site. Expense limit  
10-292 Review of final plans by Commissioner of Education. Exceptions;  
role of local officials  
10-231g Green Cleaning Program at schools: Definitions,  
Implementation, Notice  
PA 22-118 An Act Concerning the State Budget for the Biennium Ending  
June 30, 2023*

**Policy Adopted:**

**ENFIELD PUBLIC SCHOOLS  
Enfield, Connecticut**

**Students**

**5118**

**Non-Resident Students and Students Relocating**

**Section 1 – Students of Parents Moving into Enfield**

Students who are to be residents of Enfield within a given school year but who are not in residence at the time of their entrance into the Enfield schools may attend the Enfield schools without a tuition charge being made, but only under the following conditions:

- a. Application for such attendance must be made in writing and some evidence of proof of eventual residency must be presented to the Superintendent of Schools.
- b. Such tuition-free attendance will be effective only up to forty (40) school days from the time the student enters the Enfield schools.
- c. An extension of the time stipulated above may be made under unusual circumstances only at the discretion of the Board of Education, providing further written application is made by the parents.
- d. Transportation of such students during the period of non-residency shall be the responsibility of the parents.

**Section 2 – Students of Parents Moving Away from Enfield**

- a. Students who have been in attendance in the Enfield Schools in a given school year may continue in attendance for the remainder of the school year without a tuition charge being made even though the family residence has been changed to another town; providing, in the judgment of the Superintendent of Schools, the education of the student would be detrimentally effected by a change of school during the year and the stipulation of paragraph “c” of this section has been met.
- b. Permission for such non-resident students to attend the Enfield Public Schools without a tuition charge will be granted only if in the opinion of the Superintendent of Schools, the student has given evidence of responsible citizenship, proper attitude and serious effort during the time the student has been in attendance in the Enfield Schools. These standards in citizenship, attitude and effort must be maintained as long as the student attends the Enfield Public Schools.
- c. Transportation of such students during the period of non-residency shall be the responsibility of the parents.

**Students**

**5118**

**Non-Resident Students and Students Relocating** (continued)

**Section 3 – Students of Parents Moving Within the Town of Enfield to a Residence Located in a Zone Assigned to a Different Enfield School**

- a. Students who have been in attendance in a particular Enfield school may continue in attendance at that school for the remainder of the school year even though the family residence has changed to a different Enfield school neighborhood, providing, in the judgment of the Superintendent of Schools, the education of said student would be detrimentally effected by a change of schools during the current school year.
- b. Permission for such student to continue in attendance at the present school for the remainder of the school year will not be granted unless the student has demonstrated responsible citizenship, proper attitude and serious effort during the time the student has been in attendance in the Enfield Schools.
- c. Transportation of such students during this period shall be the responsibility of the parent(s).

**Section 4 – Tuition Students**

When a non-resident student is admitted to the Enfield Public Schools for reasons other than as described in Sections 1 and 2, ~~above and as a result of a requirement mandated by the State of Connecticut or for an extraordinary reason approved by the Enfield Board of Education,~~ the tuition rate shall be 105% the previous year's per pupil cost for regular or special students applicable ***please see policy #3240 for tuition rates for non-resident student fees.***

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined (amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.

10-33 Tuition in towns in which no high school is maintained.

10-35 Notice of discontinuance of high school service to nonresidents.

10-55 Pupils to attend regional school.

10-253 School privileges for children in certain placements, nonresident children and children in temporary shelters.

<b>Policy Adopted:</b>	<b>May 13, 1969</b>	<b>Reviewed:</b>	<b>September 22, 2009</b>
<b>Revised:</b>	<b>October 28, 1997</b>	<b>Revised:</b>	<b>February 23, 2021</b>
<b>Revised:</b>	<b>January 23, 2007</b>	<b>Revised:</b>	



ENFIELD PUBLIC SCHOOLS  
ENFIELD, CONNECTICUT

RESIDENCY REPORT

(To be filled out by Student/Parent/Legal Guardian)

Date \_\_\_\_\_

1. Student's Name \_\_\_\_\_ D.O.B. \_\_\_\_\_  
Last First Initial

2. Student's Enfield Address \_\_\_\_\_ Phone \_\_\_\_\_  
No. Street

3. When did student move to Enfield? Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

4. Former Address \_\_\_\_\_  
No. Street Town State

5. Former School \_\_\_\_\_ Grade \_\_\_\_\_

6. Address \_\_\_\_\_ Date last attending \_\_\_\_\_

7. Name of Student's Father \_\_\_\_\_

Father's Address \_\_\_\_\_  
No. Street Town Phone

8. Name of Student's Mother \_\_\_\_\_

Mother's Address \_\_\_\_\_  
No. Street Town Phone

9. Name of Students Court Appointed  
Legal Guardian (*if applicable*) \_\_\_\_\_

Guardian's Address \_\_\_\_\_  
No. Street Town Phone

10 Name of Person with whom Student is Living \_\_\_\_\_

Relationship \_\_\_\_\_

Address \_\_\_\_\_  
No. Street Town Phone

**ENFIELD PUBLIC SCHOOLS  
ENFIELD, CONNECTICUT**

**AFFIDAVIT OF PARENT/GUARDIAN**

I hereby attest that \_\_\_\_\_ is my \_\_\_\_\_.  
(Student's name)

Moreover, I attest that he/she resides with \_\_\_\_\_ who is  
\_\_\_\_\_ at \_\_\_\_\_  
(Relationship to Student) (Street Address) (Telephone #)

I attest that the above-named student is residing with the above individual in Enfield because

\_\_\_\_\_  
\_\_\_\_\_

I further attest that the above-named student intends to live permanently with the above individual at the above address for \_\_\_\_\_ days and \_\_\_\_\_ nights per week and that I am not providing payment for having the above-named student reside with anyone in Enfield.

As a parent/legal guardian of the student named in this Affidavit, I attest to the accuracy of the information contained in this form. I understand that should the above-named student be found to be attending the Enfield Public Schools illegally, the Town of Enfield reserves the right to pursue legal remedies under Connecticut state law, including but not limited to Section 10-186.

I also understand that a fraudulent statement about the above-named child on this form will result in revocation of registration for my child in the Enfield Public Schools.

\_\_\_\_\_  
(Name) (Signature)  
\_\_\_\_\_  
(Date)

Subscribed and sworn to, before me, this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_

Notary Public \_\_\_\_\_

My commission expires \_\_\_\_\_

## CERTIFICATION OF RESIDENCY

(For families living with someone who is the owner/tenant of residence in Enfield)

As a part of our residency verification process, we are requesting that you, as the owner/tenant of the residence in Enfield, verify that:

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Name of Student(s): \_\_\_\_\_

and his/her parent(s)/guardian(s): \_\_\_\_\_

reside at: \_\_\_\_\_ with me.

I, \_\_\_\_\_ certify that the above-named student(s) and parent(s)/guardian(s)

*(Local Resident/Relative/etc.)*

reside with me at the above listed address, in a residence owned or occupied by me in the Town of Enfield. I realize that if I make a false statement as to the residency, I may be held liable for a share of the cost of the education of the said student(s) if they, in fact, do not reside in Enfield. My relationship to student(s) is \_\_\_\_\_.

I can be reached at home (860) \_\_\_\_\_, work (860) \_\_\_\_\_, or cell (860) \_\_\_\_\_.

- I agree to notify the school immediately regarding the termination of the student's full-time physical presence (permanent residency) in the Town of Enfield, in which event the student will no longer be eligible for free school privileges. Finally, I understand that should the student be found to be attending Enfield Public Schools illegally, the Town of Enfield reserves the right to recover the costs of such education from me, the undersigned.
- I will cooperate with the Town of Enfield when an investigation is conducted to verify residency of the above-name student(s).
- I understand that a false statement may lead to the disenrollment of the above-name student(s) and may lead to my prosecution under the criminal statutes of the State of Connecticut, which is stated below (Larceny 53a-122). I also understand that this document may be used as evidence in a court of law.

**LARCENY 1<sup>ST</sup> DEGREE, 53a-122** – *The property or service is obtained by DEFRAUDING A PUBLIC COMMUNITY and such property exceeds \$2,000.*

**Class B Felony** – *Not less than 1 year nor more than 20 years and/or a fine up to \$10,000.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Legal Resident of Enfield)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Parent or Guardian of Student(s))

### OATH

Both personally appeared \_\_\_\_\_ & \_\_\_\_\_ and subscribed  
To and swore to the truth of the foregoing before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Date Commission Expires

**ENFIELD PUBLIC SCHOOLS  
Enfield, Connecticut**

**Students**

**5144.4**

**Discipline - Physical Exercise and Discipline of Students**

The Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. *The Board requires that each student in elementary school shall have not less than twenty minutes daily in total devoted to physical exercise, except that a Planning and Placement Team may alter such schedule for child requiring special education and related services. Further, the Board permits, in its elementary schools, including an additional amount of time, beyond the required twenty minutes for physical exercise, devoted to undirect play during the regular school day, subject to the approval of the building administration.*

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

**1. Loss of Recess as Disciplinary Consequence**

Except as provided below, school employees may NOT prevent a student in elementary school from participating in *the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. Recess or in and other sustained opportunities for physical activity during classroom learning as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.*

~~Loss of recess or other physically active learning opportunities as a form of discipline may be permitted on a case-by-case basis if approved in writing by the building administration prior to the imposition of the discipline. Such approval may be granted for safety reasons, as a last resort before in-school suspension, or in extraordinary situations when alternative strategies to address student misconduct have been ineffective.~~

~~This restriction shall not apply to students who are receiving in-school suspension.~~

*School employees may prevent or restrict recess when:*

- a. A student poses a danger to the health or safety of other students or school personnel;*  
*or*

## **Students**

### **Discipline - Physical Exercise and Discipline of Students**

#### **Loss of Recess as Disciplinary Consequence (continued)**

- b. It is limited to the shorter recess period if there are two or more recess periods in the school day, so long as the student is allowed to participate in at least 20 minutes of physical activity during the school day.*

*Recess prevention or restriction may be imposed only once during a school week, unless the student is a danger to the health or safety of other students or school personnel. Recess prevention or restriction is not allowed for a student's failure to complete their work on time or for the student's academic performance. Discipline may be imposed before recess begins and/or imposed during recess. Appropriate interventions shall be used to redirect a student's behavior during recess.*

#### **2. Physical Activity as Punishment**

School employees may NOT require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

#### **3. Wellness Instruction**

School employees shall not prevent students from participating in physical exercise during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The Superintendent of Schools is authorized to develop guidelines to implement this policy.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For the purpose of this policy, "school employee" means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

## **Students**

### **Discipline - Physical Exercise and Discipline of Students** (continued)

Any employee who fails to comply with this policy may be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of District students and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the District.

(cf. 6142.10 – Health Education Program)

(cf. 6142.101 – Wellness)

(cf. 6142.61 – Physical Activity)

(cf. 6142.6 – Physical Education)

Legal Reference: Connecticut General Statutes

10-221o Lunch periods. Recess (~~as amended by P.A. 12-116, An Act Concerning Educational Reform, and P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools~~)

10-221u Boards to adopt policies addressing the use of physical activity as discipline. (~~as amended by PA 18-15~~)

*PA 22-81 An Act Expanding Preschool and Mental and Behavioral Services for Children*

**Policy Adopted:** February 23, 2021  
**Policy Revised:**

ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT**Instruction****6140****Curriculum**

In accordance with state statutes, the prescribed course of study shall include at least the following subject matter:

1. The arts, including dance, music, art and theater;
2. Career education;
3. Consumer education;
4. Health and safety, including, but not limited to, human growth and development; nutrition; first aid including CPR training; disease prevention and cancer awareness, including age and developmentally-appropriate instruction in performing self-examinations for screening breast and testicular cancer; community and consumer health, physical mental and emotional health, including youth suicide prevention, substance abuse prevention including opioid use and related disorders; safety, including the use of social media, and may include the dangers of gang membership; and accident prevention;
5. Language arts, including reading, writing, grammar, speaking and spelling;
6. Mathematics;
7. Physical education;
8. Science, which may include the climate change curriculum;
9. Social studies, including citizenship, economics, geography, government, history, and Holocaust and genocide education and awareness *and Asian American and Pacific Islander (AAPI) Studies (effective 2025-26 school year)*;
10. African-American and Black Studies;
11. Puerto Rican and Latino Studies;
12. Native American Studies *(effective 2023-2024 school year)*;
13. Computer programming instruction; and
14. At least on the secondary level, one or more world languages and vocational education.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculum for the District

## **Instruction**

### **Curriculum** (continued)

and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers shall teach within the approved curricula.

(cf. 6110 - Provisions of Negotiated Agreements)  
(cf. 6121 - Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes  
10-16b Prescribed courses of study, as amended by PA 08-153, PA 21-2  
JSS, Sections 374, 375, 376.  
10-16c et seq. re Family life education.  
10-17 English language to be medium of instruction.  
10-17 et seq. re Bilingual instruction.  
10-18 Courses in United States history, government and duties and  
responsibilities of citizenship.  
10-18a Contents of textbooks and other general instructional materials.  
10-18 bet seq. re Firearms safety programs.  
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training  
of personnel. Evaluation of programs by alcohol and drug abuse commission  
and department of education.  
10-19a et seq. re Substance abuse prevention team.  
10-24 Course in motor vehicle operation and highway safety.  
10-21 et seq. re Vocational education and cooperation with business.  
10-220 Duties of boards of education as amended by PA 08-153.  
10-221a High School graduation requirements  
**PA 22-80 An Act Concerning Childhood Mental and Physical Health  
Services in School.**

**Policy Adopted: May 10, 2022**  
**Policy Revised:**





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

## ENFIELD BOARD OF EDUCATION

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

DRAFT

October 25, 2022

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

Re: Schedule of Regular Meetings for 2023 – Enfield Board of Education

Dear Mrs. Bailey:

The dates for regular scheduled meetings for the Enfield Board of Education for 2023 are herein submitted. The Board of Education plans to meet on the second and fourth Tuesday of each month on the presented schedule.

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

January 10	April 25	September 12
January 24	May 9	September 26
February 14	May 23	October 10
February 28	June 13	October 24
March 14	June 27	November 28
March 28	July 11	December 12
April 11	August 22	

*Note: Only one meeting has been scheduled in November due to upcoming Municipal Elections for the 2023-25 Board of Education members. A special meeting may be added in November 2023.*

Sincerely,

Tina LeBlanc  
Madam Chair

Ref: Board Policy #9321

**ENFIELD PUBLIC SCHOOLS  
Enfield, Connecticut**

**9321**

**Bylaws of the Board**

**Time, Place and Notification of Meetings**

**Regular Meetings of the Board** – Regular meetings of the Board shall be held on the second and fourth Tuesday of each month at 7:00 PM except for the following months:

December - Second Tuesday only

July – Second Tuesday only

August – Fourth Tuesday only

**Special Meetings of the Board** – Special meetings shall be called by the Chairperson upon a written request of one-third of the members or whenever deemed necessary by the Chairperson. Written notice of all special meetings shall be given to the members of the Board at least 24 hours previous to the time stated for the meeting to convene. Said notice shall indicate the purpose of such special meetings; and no other business shall be transacted at such meetings except upon the unanimous vote of the whole Board.

Special meetings are to be held on other days of the week (other than Mondays) so as not to conflict with Town council meetings.

**Adjournment of Meetings** – Meetings shall adjourn no later than 10:30 PM. Extensions in time of adjournment may occur should two-thirds of the members present so approve (in the event five members are in attendance, it will be necessary to have 4 affirmative votes for an extension in time of adjournment; if seven members are in attendance, it will be necessary to have five affirmative votes).

Legal Reference: Connecticut General Statutes  
1-200 (2) Definitions. “Meeting”  
1-206 Denial of access to public records or meetings.  
1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3.  
1-227 Mailing of notice of meetings to persons filing written request.  
1-228 Adjournment of meetings. Notice.  
1-229 Continued hearings. Notice.  
1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.  
10-218 Officers. Meetings.

Bylaw adopted by the Board: October 24, 2017

**ENFIELD PUBLIC SCHOOLS**  
**Enfield, Connecticut**

**9321.2**

**Bylaws of the Board**

**Meetings – Annual Organization Meeting of the Board:**

The Board of Education shall be organized at its first regularly scheduled meeting or at a Special Meeting held within the time limits set by law following the biennial election. The meeting shall be called to order by the Chairperson, Vice-Chairperson or the Secretary of the Board for the preceding year, in that order of priority, provided one of these officers is still a member of the Board. If none of the former officers is still a member of the Board, the meeting shall be called to order by the Town Clerk. The person calling the meeting to order shall preside until a Chairperson is chosen.

The new Chairperson of the Board shall take office upon election. The Board shall then elect a vice-Chairperson and a Secretary.

All officers of the Board shall hold office for a term of two years until their successors are elected and have qualified, except in case of removal as herein provided.

Whenever there is a vacancy in the office of Chairperson, Vice-Chairperson or Secretary, the Board shall elect a new officer to fill the vacancy during the unexpired term of office. Such election shall take place at the next regularly scheduled meeting following the effective date of termination.

**Election of Officers** – Nominations will be received from the floor. A majority of five (5) votes of the members of the Board shall be required for election.

**Public: Executive Session** – All meetings of the Board for the official transaction of business shall be open to the public. The Board may at its discretion, meet in executive session to discuss confidential matters. Such action to go into executive session shall be voted and in accord with Connecticut State Statutes.

**Minutes** – All motions of the Board shall be recorded in the minute book of the Board. The votes of each member of the Board upon any motion requiring roll call vote, shall be recorded in the minutes. The minute book shall be kept on file as the permanent official record of all Board action and shall be open to inspection of the public unless such inspection would:

1. Adversely affect the public security of the financial interest of the Town of Enfield, or
2. Be injurious to the reputation or character of a person.

Denial of the right of inspection shall be in writing generally stating the reason, therefore.

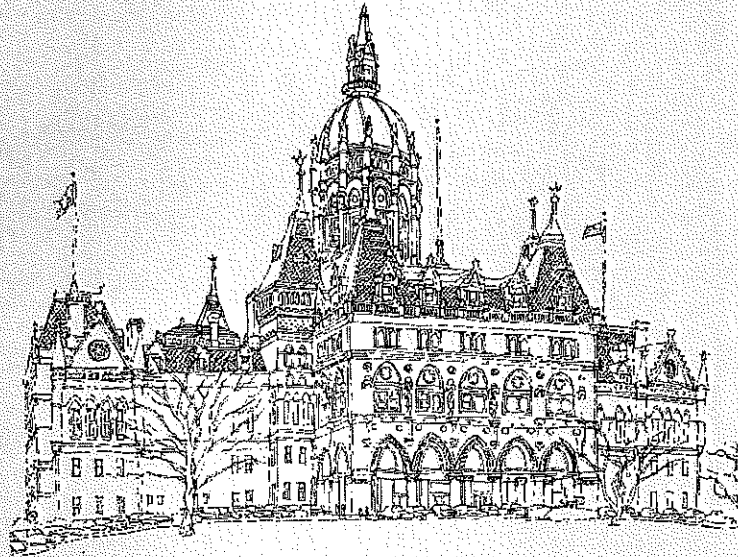
Legal Reference: Connecticut General Statutes  
1-225 Meetings of government agencies to be public. (as amended by PA 07-213)

Bylaw adopted by the Board: October 24, 2017

Item # 11c.

**Report of the 2022  
CABE  
Government Relations Committee**

## **2023 Proposed Resolutions**



# **Delegate Assembly**

**Thursday, November 17, 2022**

**3:00 PM Registration**

**3:30 - 6:00 PM Delegate Assembly**

**Mystic Marriott Hotel, Groton**

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Dear CABA Member:

This report is designed to assist member boards, their delegates and alternate delegates to the CABA Delegate Assembly prepare for the discussion and deliberation which will take place on important issues affecting public education, public boards of education and the Connecticut Association of Boards of Education.

Prior to the Delegate Assembly, all members of CABA member boards receive this copy of proposed new resolutions, existing resolutions to which modifications are proposed, and resolutions recommended for deletion. Copies of all existing resolutions are available on CABA's website.

Resolutions adopted at the annual CABA Delegate Assembly become the official positions of the Connecticut Association of Boards of Education. Further, from these positions, the State Relations Sub-Committee of the Government Relations Committee will develop some concepts into a specific legislative package.

Upon registration, all delegates will be mailed a copy of all existing resolutions.

The CABA Government Relations Committee will present to the Delegate Assembly this report of proposed resolutions for 2023. Prefacing the report is a section to help the delegates and alternates to prepare for the Delegate Assembly and a section outlining the operating procedures for the Delegate Assembly. Resolutions which contain a broad, overriding position of the Association are designated "Belief" and will be acted on in the same manner as all other resolutions. While each resolution contains title, issue and rationale sections, **ONLY THAT SECTION CLEARLY MARKED RESOLUTION OR BELIEF WILL BE VOTED UPON.**

Please note that in order to expedite the business of the Assembly, the delegates will be asked to vote on the Consent Calendar (resolutions taken from existing resolutions and not substantially revised) of the report as a unit and without debate. Any delegate may request the removal of a resolution from the Consent Calendar and, when removed, the resolution will be considered on the Regular Calendar (resolutions which are new and require full discussion, and those taken from existing resolutions that have been substantially revised).

Any amendments to proposed resolutions must be submitted in writing to the Delegate Assembly.

We wish to express our sincere thanks to those local and regional boards of education that submitted resolutions this year and to the members of the Resolutions Committee, whose names appear elsewhere in this booklet, for

their commitment of time and hard work toward developing the substance of this report. Also, we wish to thank the members of the full Government Relations Committee for their devotion to the task of delivering this resolutions report, complete with the Committee's carefully considered recommendations, to the membership.

We urge you to attend the CABA Delegate Assembly on November 17, 2022, at the Mystic Marriott Hotel in Groton. Registration for the Assembly will begin at 3:00 p.m. and the business of the Assembly will begin at 3:30 p.m.

We look forward to seeing you on the 17<sup>th</sup> of November.

Respectfully submitted,

Your CABA Government Relations Committee

Meg Scata, Vice President for Government Relations, Portland  
Ethel Grant, Resolutions Chairman, Naugatuck  
Becky Tyrrell, Federal Relations Chairman, Plainville  
Chris Wilson, State Relations Chairman, Bristol

## **PREPARING FOR THE DELEGATE ASSEMBLY**

### **1. Appointment of Delegates**

Appoint your delegate(s) as provided for in CABA Bylaws, Art. 3, Sec. 3.2, from among the members of your board to represent your board of education.

### **2. Appointment of Alternates**

Appoint alternate delegate(s) from among the members of your board, to assist your delegate(s) and to vote should your delegate(s) be absent.

### **3. Non-voting Participants**

Any member of a member board of education and any other member of the Association may participate in discussion (CABA Bylaws, Art. 8, Sec. 8.2) at the Delegate Assembly.

### **4. Position Development**

Schedule time at your next board meeting to discuss the resolutions included in the report and to give guidance to your delegate(s) and alternate delegate(s) so that they may best represent the views of your board. For your convenience, sheets containing the titles of consent and regular calendar resolutions with columns for recording your board's position on each, have been included in the back of this booklet.

## **OPERATING PROCEDURES FOR THE DELEGATE ASSEMBLY**

### **1. Parliamentary Authority**

Unless otherwise specified in the CABA Bylaws, the latest edition of "Robert's Rules of Order" shall govern the transaction of business (CABA Bylaws, Art. 8, Sec. 8.3).

### **2. Non-voting Participants**

Any member of a member board and any other member of the Association may participate in discussion of the resolutions or amendments to the resolutions but only local and regional board of education designated delegates or their designated alternates may vote (CABA Bylaws, Art. 8, Sec. 8.2).

### **3. Voting**

Each CABA member board in good standing, is entitled to at least one vote on each motion (CABA Bylaws, Art. 3, Sec. 3.2). The vote of a majority of delegates present and voting shall be required for the adoption of a resolution. A designated alternate delegate may vote in the absence of the designated delegate.

### **4. Resolutions**

Only resolution proposals that have been included in this Report of the 2022 CABA Government Relations Committee, mailed to local boards at least four weeks before the Delegate Assembly, will be acted upon by the Delegate Assembly (CABA Bylaws, Art. 7, Sec. 7.5c1). No additional resolutions may be submitted for Delegate Assembly action.

### **5. Amendments**

Amendments to proposed resolutions must be submitted in writing to the Delegate Assembly (CABA Bylaws, Art. 7, Sec. 7.5c1). Amendments to proposed resolutions may be submitted to the Delegate Assembly by a delegate or, in the delegate's absence, by his/her alternate delegate.

## **SPECIAL RULES FOR THE DELEGATE ASSEMBLY: TO BE ADOPTED AT THE OUTSET OF THE DELIBERATIONS OF THE DELEGATE ASSEMBLY**

### **1. Speaking Time**

Total speaking time for each Assembly participant on each resolution shall be limited to five minutes.

### **2. Consent Calendar**

Prior to voting on the Consent Calendar as a unit and without debate, any delegate may request the removal of a resolution from the Consent Calendar and, when removed, the resolution will be considered on the Regular Calendar.

### **3. Regular Calendar**

Voting will proceed item by item on the resolutions included on the Regular Calendar unless there is unanimous consent of the Assembly to consider and vote upon any group of regular calendar resolutions as a unit.

### **4. Amendments**

Each amendment shall be submitted in writing, to the Chairman of the Resolutions Committee, prior to the discussion of the amendment in the Delegate Assembly.

### **5. Voting**

All voting shall be by a show of hands. Each delegate will be given a voting sign and will raise the voting sign to register his/her vote. Upon request of a voting member of the Delegate Assembly, or at the discretion of the presiding officer, tellers will count the vote.

# 2023 PROPOSED RESOLUTIONS

**Title:** II.1 SCHOOL CLIMATE, CULTURE, SAFETY AND SECURITY

**Issue:** The need to address school climate, culture, safety and security in a comprehensive manner.

**Resolution:** CABE urges all school boards to:

1. address the influence of violence affecting children using school board policies, parent education programs, peer mediation, student assistance teams, and the school district curriculum to maintain an environment that fosters learning and growth.
2. [develop,] review and maintain safety plans that address prevention, preparedness, mitigation and emergency response and recovery.
3. address environmental, health and safety risks, as well as potential security breaches in coordination with appropriate local, state and federal agencies.

## CABE SUPPORTS STATE EFFORTS TO:

1. **STUDY AND RECOMMEND BEST PRACTICES FOR REDUCING SCHOOL BASED ARRESTS FOR ALL STUDENTS.**
2. **STUDY AND RECOMMEND BEST PRACTICES FOR ADDRESSING THE HIGHER INCIDENCE OF SCHOOL BASED ARRESTS FOR STUDENTS OF COLOR.**
3. **STUDY AND MAKE RECOMMENDATIONS FOR TRAINING FOR STAFF AND STUDENTS ON DE-ESCALATION TECHNIQUES AND CULTURAL SENSITIVITY.**
4. **STUDY AND RECOMMEND A UNIFORM REPORTING SYSTEM FOR SCHOOL BASED ARRESTS SO ALL DISTRICTS ARE REPORTING NUMBERS THE SAME WAY.**
5. **IDENTIFY POSSIBLE GRANT FUNDING TO SUPPORT ACCELERATED REDUCTIONS IN SCHOOL BASED ARRESTS.**

CABE urges the state and federal government to provide greater and sustained resources for locally determined programs that are critical to school safety, including emergency preparedness and response training, school resource officers, school counseling, and inter agency coordination.

CABE urges greater and sustained resources that expand access to mental health services and support comprehensive wraparound services to schools that include a range of community resources to address safety and intervention.

CABE also urges the General Assembly to direct the State Department of Education to develop resources for teachers dealing with students that have experienced trauma.

*From an existing resolution/The Government Relations Committee recommends adoption.*

### Explanation of

**change:** Editorial change in the first #2 and resolution "III.3 School Climate" was combined.

**Title:** II.2 STUDENT ACHIEVEMENT AND ASSESSMENT

**Issue:** The need to use student tests as teaching tools and as part of the district's instructional program and to assure local school board involvement in assessment, accuracy and relevancy of data used to assess the condition of education in the State of Connecticut.

### Resolution:

1. CABE urges boards of education to affirm their commitment to the improvement of student learning and inform district staff, students, parents, and the community about raising student achievement and to:
  - Openly evaluate data on student achievement indicators;
  - Review/revise district goals to focus on academic and personal development;
  - Strive to find methods to remove barriers to learning; and
  - Create a school climate that fosters an excitement for learning.
2. CABE urges boards of education, the State Board of Education and the General Assembly to recognize the broad range of attributes that contribute to student success, including but not limited to academic achievement, critical thinking, community service and integrity.
- [3. CABE urges the state and federal government to provide on-going funding resources and technical assistance in a timely manner to districts to evaluate assessment data and allow greater use of data-driven decision making in the adjustment of curriculum, instructional practice, and provide high quality professional development.]
3. CABE urges the General Assembly to create and fund a system designed to share successful curricula and/or programs enhancing student achievement among school districts using the State Department of Education and Regional Education Service Centers.
4. CABE supports efforts to improve student assessment programs that enhance individual student achievement and are part of a planned program for meeting educational objectives. CABE is opposed to a federal testing program.
5. CABE urges the State Department of Education to provide boards of education with explanatory and instructional materials one full year prior to implementing any new or revised statewide assessments.
6. CABE urges the State Department of Education to increase support and funding for educational programs supporting the arts.
7. CABE calls on the Governor, General Assembly and State Board of Education and administrators to reexamine public school accountability systems in this state, and to develop a multi-faceted assessment system, which:
  - a. does not require extensive standardized testing;
  - b. more accurately reflects the broad range of student learning; and
  - c. is used to support students and improve schools.



8. CAFE urges Congress to limit the mandate for student testing to grades 4, 6, 8 and 10 or 11 in the areas of English language arts and mathematics.
9. CAFE urges the State Department of Education to exclude student test results for state assessments from the statistics for district progress if those students have been attending a district school for less than an academic year as of the testing date.

*From an existing resolution/The Government Relations Committee recommends adoption.*

**Explanation of**

**change:** Item 3 is recommended for deletion. SDE data research is of a high quality.

**Title: II.3 EARLY CARE AND EDUCATION LINKING PARENTAL INVOLVEMENT**

**Issue:** The need for early care and education programs and linking parent involvement to ensure learning readiness.

**Resolution:** CAFE supports:

1. continued efforts by the General Assembly to appropriate sufficient funding to make early care and education programs available to all children in need;
- [2. joint efforts by the State Department of Education and other public and private child and family service agencies to promote and encourage a wide range of public and private provider preschool programs and services to co-exist and prosper statewide;]
2. local school board flexibility to design, develop and implement early childhood education programs to increase the likelihood of children's school success and decrease special education costs; and
3. state and federal incentive grants, including technical and financial assistance to districts that offer early childhood education programs, full or extended day kindergarten and programs providing for identification of preschool students with special needs and parental involvement programs.

CAFE urges school boards to:

1. institute programs for parents which can increase their knowledge of children's social, physical, mental and psychological development, and ultimately increase the likelihood of children's school success, and to encourage parents to take advantage of school services for young children;
2. identify and remove impediments to parental involvement; and
3. review their kindergarten and readiness programs to assure that such programs are designed to provide each child with learning tasks appropriate to the child's developmental level.

**CAFE URGES STATE GOVERNMENT TO FULLY FUND UNIVERSAL PRE-K IN ALL OF ITS PUBLIC SCHOOL DISTRICTS IN STATE APPROVED PROGRAMS.**

*From an existing resolution/The Government Relations Committee recommends adoption.*

**Explanation of change:** Item 2 is recommended for deletion and resolution "III.4 Universal Pre-K" was combined. A wide range of public and private care is in place.

**Title: II.4 LOCAL PROGRAM POLICY DECISIONS**

**Issue:** Local and regional boards of education are best able to take local considerations into account in their decision-making.

**Resolution:** CAFE supports the local development of specific subject area requirements, course content requirements, and staff and resource requirements  
**PROMOTING EFFECTIVE AND EFFICIENT PRACTICES** that:

1. grow out of local goals and specific local learning objectives based upon local student needs; **AND**
2. result from local policy decisions regarding program, staffing and resource priorities, [and]
- [3. result from local policy decisions regarding effective and efficient practices.]

*From an existing resolution/The Government Relations Committee recommends adoption.*

**Explanation of**

**change:** Line 3 was added to the first paragraph.

**Title: II.5 GOVERNMENT REGULATION AND DATA ACQUISITION**

**Issue:** The complexity, remoteness and burdensome quality of much of the vast body of rules promulgated by federal and state agencies.

**Resolution:** CAFE urges:

1. the state and federal governments to reduce the number and complexity of regulations directed at education, including the administrative burden associated with implementing education laws;
2. the state and federal governments to focus on data that is needed to improve student performance;
3. the State Department of Education to continue existing efforts to simplify its data collection, eliminate duplication and unnecessary data collecting; **AND**
4. the state board of education to formally adopt regulations when rules are needed to enforce the statutes and to refrain from applying guidelines as regulations or incorporating guidelines by reference into regulations, [and]
- [5. the General Assembly to refrain from circumventing the regulatory development process through legislation requiring adherence to guidelines.]

*From an existing resolution/The Government Relations Committee recommends adoption.*

**Explanation of**

**change:** Line 5 recommended for deletion. SDE has regularly issued guidance without creating new mandates.

*From an existing resolution/The Government Relations Committee recommends adoption.*

**Title: II.6 PROFESSIONAL DEVELOPMENT**

**Belief:** The improvement of instruction relies heavily on the continued or increased competency of existing staff members, especially in periods of stable or declining enrollments. Therefore, CAFE supports:

**Resolution:**

1. local and regional boards of education developing high quality professional development programs for school district staff, alone or in cooperation with other school boards, agencies, or institutions; **AND**
2. teacher preparation institutions and universities upgrading and expanding professional development programs and graduate programs for teachers and administrators; [and]
- [3. the maintenance of high quality, rigorous programs to improve professional practice by all professional development providers.]

*From an existing resolution/The Government Relations Committee recommends adoption.*

**Explanation of**

**change:** Line 3 recommended for deletion. The issue is addressed in #1.

**Title: II.7 Funding or Revision of Connecticut General Statute 10-76d(12)(e)(1)**

**Issues:** Connecticut General Statute 10-76d(12)(e)(1) is an unfunded mandate which imposes a requirement on special education transportation, specifically, that “[a]ny local or regional board of education which provides special education pursuant to any mandates in this section shall provide transportation, **to and from, but not beyond the curb of, the residence of the child, unless otherwise agreed upon by the board and the parent or guardian of the child**” (emphasis added).

The Thomaston Board of Education urges the state governments to recognize that not all Connecticut’s special education students require special education transportation and further that not all Connecticut’s special education students require “transportation, to and from, but not beyond the curb of, the residence of the child.” Such stipulations and requirements of CGS 10-76d(12)(e)(1) are tantamount to a violation of the Individuals with Disabilities Education Act (IDEA) Sec. 300.114 LRE Requirements. Sec. 300.114(a)(2)(ii) indicates that “[s]pecial classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

Moreover, IDEA Sec. 300-34(16)(c) defines transportation as including:

- (i) Travel to and from school and between schools;
- (ii) Travel in and around school buildings; and
- (iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

IDEA does not require “transportation, to and from, but not beyond the curb of, the residence of the child, unless otherwise agreed upon by the board and the parent or guardian of the child” as does CGS 10-76d(12)(e)(1).

**Resolution:** The Thomaston Board of Education urges the state government to recognize the misalignment of CGS 10-76d(12)(e)(1) with IDEA, by funding the unfunded mandate that requires public school districts to provide “transportation, to and from, but not beyond the curb of, the residence of the child, unless otherwise agreed upon by the board and the parent or guardian of the child” or by amending CGS 10-76d(12)(e)(1) with federal IDEA and eliminate the unfunded mandate.

**Submitted by:** Thomaston Board of Education 9/21. The Government Relations Committee recommends rejection.

**Statement of reason for recommendation:** The existing language creates the presumption that transportation will not extend beyond the curb.

# DELETIONS

## Title: III.1 FORCED SEPARATION OF CHILDREN AND FAMILIES

**Issue:** Young children that experience forced separation from their families suffer significant emotional damage.

**Resolution:** GABE urges the federal government and General Assembly to avoid actions/initiatives such as the traumatic forced separation of children from their families that proves disruptive to the delivery of a quality education.

**Explanation of change:** Deletion – not part of board purview.

## Title: III.2 COORDINATION OF SERVICES TO CHILDREN AND FAMILIES

**Issue:** The need to better meet student needs through coordination of services.

**Resolution:** GABE urges the state, local, and federal government to support interagency partnerships to connect children and families with comprehensive services such as special education, counseling, health, nutrition, family support and juvenile delinquency prevention.

GABE urges all school boards to develop a process for structuring voluntary interagency partnerships.

**Explanation of change:** Deletion - interagency council have been established.

## Title: III.3 SCHOOL CLIMATE

**Issue:** The slow pace of reduction of school based arrests especially for children of color.

**Resolution:** GABE supports the state efforts to:

1. study and recommend best practices for reducing school based arrests for all students.
2. study and recommend best practices for addressing the higher incidence of school based arrests for students of color.
3. study and make recommendations for training for staff and students on de-escalation techniques and cultural sensitivity.
4. study and recommend a uniform reporting system for school based arrests so all districts are reporting numbers the same way.
5. identify possible grant funding to support accelerated reductions in school based arrests.

**Explanation of change:** Resolution is recommended for deletion it was combined into "II.1 School Climate, Culture, Safety and Security" resolution.

## Title III.4 UNIVERSAL PRE-K

**Issue:** The need to reduce, and eliminate the achievement/opportunity Gap.

**Resolution:** GABE urges state government to fully fund universal Pre-K in all of its public school districts in state approved programs.

**Explanation of change:** Deletion - Resolution was combined into the "II.3 Early Care and Education Linking Parental Involvement" resolution.

## Title: III.5 CONNECTICUT EDUCATION NETWORK

**Issue:** It is necessary that full state and federal funding be provided for any mandated programs. The passage of legislation making state mandates on local boards of education unenforceable unless said mandates are fully funded year to year by the state legislature will provide an equity of access for instructional resources.

**Resolution:** GABE urges the General Assembly to fully fund the GEN and direct the Connecticut Commission for Educational Technology to provide internet access to all public schools through the GEN at no cost to school districts and the State of Connecticut to insure internet access to all public school students.

**Explanation of change:** Deletion - this decision has been made permanent.

**CONSENT CALENDAR**

ITEM NO.	CABE RESOLUTION	BOARD VOTE	
		YES	NO

**GOVERNANCE**

I.1	PUBLIC EDUCATION AS A PUBLIC POLICY PRIORITY		
I.2	LOCAL GOVERNANCE OF PUBLIC EDUCATION		
I.3	CREATING EDUCATIONAL EXCELLENCE THROUGH ECONOMIC, RACIAL AND ETHNIC INTEGRATION		
I.4	21 <sup>ST</sup> CENTURY SKILLS		
I.5	REMOTE LEARNING		
I.6	E-LEARNING AND SNOW DAYS		
I.7	FLEXIBILITY TO EMPLOY INDIVIDUALS IN CAREER AND TRADE FIELDS AS INSTRUCTORS		
I.8	PUBLIC SCHOOL CHOICE		
I.9	AUTHORITY OF BOARDS OF EDUCATION		
I.10	CIVILITY		
I.11	ANTI-HATE SPEECH		
I.12	STUDENT DISCIPLINE		
I.13	DAILY SCHEDULE FOR SECONDARY SCHOOLS		
I.14	PARENT/FAMILY/SCHOOL INVOLVEMENT POLICY		
I.15	KINDERGARTEN SCHOOL AGE ENTRY		
I.16	THE LEGISLATIVE – SCHOOL BOARD PARTNERSHIP		
I.17	DRUG, TOBACCO AND ALCOHOL USE		
I.18	STUDENT SUCCESS		
I.19	TECHNICAL EDUCATION AND CAREER HIGH SCHOOL SYSTEM		
I.20	PROGRAMS FOR STUDENTS WHO ARE ENGLISH LEARNERS		
I.21	PUBLIC SCHOOL DESEGREGATION INITIATIVES		
I.22	HEALTH AND WELLNESS EDUCATION		
I.23	SOCIAL AND EMOTIONAL LEARNING		
I.24	FREEDOM OF INFORMATION ACT		
I.25	TEACHER TENURE		
I.26	CERTIFIED EDUCATOR SHORTAGES		
I.27	CONNECTICUT STATE TEACHERS' RETIREMENT		
I.28	PROFESSIONAL STANDARDS AND EDUCATOR PREPARATION		
I.29	EDUCATOR EVALUATION AND SUPPORT		
I.30	TEACHER AND ADMINISTRATION SALARY SYSTEMS		
I.31	NON-PARTISAN BOARDS OF EDUCATION		
I.32	SCHOOL BOARD MEMBER PROFESSIONAL DEVELOPMENT		
I.33	BOARD OF EDUCATION ETHICS		
I.34	BOARD OF EDUCATION SERVICE		
I.35	REMOVAL OF VERMICULITE FIREPROOFING		
I.36	PREVAILING WAGES FOR CONSTRUCTION PROJECTS		
I.37	PERFORMANCE ACCOUNTABILITY OF CONTRACTORS WORKING ON PUBLIC CONSTRUCTION PROJECTS		

**FINANCE**

I.38	PUBLIC SUPPORT FOR PUBLIC EDUCATION		
I.39	THE FEDERAL ROLE IN PUBLIC ELEMENTARY AND SECONDARY EDUCATION		
I.40	THE SCHOOL FINANCE SYSTEM		
I.41	PUBLIC EDUCATION FUNDING		
I.42	MINIMUM BUDGET REQUIREMENT		

ITEM NO.	CABE RESOLUTION	BOARD VOTE	
		YES	NO
I.43	BOARD OF EDUCATION BUDGETS		
I.44	PROMOTING EFFICIENCIES AMONG AND BETWEEN DISTRICTS		
I.45	TAX REFORM		
I.46	MAGNET SCHOOL, CHOICE AND CHARTER FUNDING		
I.47	FUNDING FOR CAPITAL IMPROVEMENTS		

**LABOR RELATIONS**

I.48	TEACHER NEGOTIATION ACT		
I.49	TEACHER TERMINATION HEARINGS		
I.50	IMPACT NEGOTIATION		
I.51	UNEMPLOYMENT COMPENSATION		
I.52	MANDATED BENEFITS		

**SPECIAL EDUCATION**

I.53	FEDERAL SPECIAL EDUCATION ISSUES		
I.54	PLACEMENTS BY THE DEPARTMENT OF CHILDREN AND FAMILIES		
I.55	SPECIAL EDUCATION EXCESS COST GRANT		
I.56	LEAST RESTRICTIVE ENVIRONMENT		
I.57	SPECIAL EDUCATION DUE PROCESS		

**REGULAR CALENDAR**

II.1	SCHOOL CLIMATE, CULTURE, SAFETY AND SECURITY		
II.2	STUDENT ACHIEVEMENT AND ASSESSMENT		
II.3	EARLY CARE AND EDUCATION LINKING PARENTAL INVOLVEMENT		
II.4	LOCAL PROGRAM POLICY DECISIONS		
II.5	GOVERNMENT REGULATION AND DATA ACQUISITION		
II.6	PROFESSIONAL DEVELOPMENT		
II.7	FUNDING OR REVISION OF CONNECTICUT GENERAL STATUTE 10-76D(12)(E)(1)		

**DELETIONS**

III.1	FORCED SEPARATION OF CHILDREN AND FAMILIES		
III.2	COORDINATION		
III.3	SCHOOL CLIMATE		
III.4	UNIVERSAL PRE-K		
III.5	CONNECTICUT EDUCATION NETWORK		

## CABE Government Relations Committee & Sub-Committee

### Resolutions, State Relations, and Federal Relations

<p>Elizabeth Brown <b>President</b> Waterbury</p> <p>Eileen Baker Old Saybrook</p> <p>Janice Cupee Stratford</p> <p>Lindsay Dahlheim Region 1</p> <p>Ethel Grant <b>Resolutions Chair</b> Naugatuck</p> <p>Ann Grosjean Willington</p> <p>Ann Gruenberg Hampton</p> <p>Donald Harris <b>Immediate Past President</b> Bloomfield</p> <p>John Hatfield Seymour</p>	<p>Leonard Lockhart <b>First Vice President</b> Windsor</p> <p>Marion Manzo Region 15</p> <p>Bob Mitchell Montville</p> <p>John Prins <b>VP for Professional Development</b> Branford</p> <p>Meg Scata <b>VP for Government Relations</b> Portland</p> <p>Lon Seidman <b>Secretary/Treasurer</b> Essex</p> <p>Lydia Tedone Simsbury</p> <p>Becky Tyrrell <b>Federal Relations Chair</b> Plainville</p>	<p>Karen Vibert Bristol</p> <p>Sharon Voroschak Ansonia</p> <p>Christopher Wilson <b>State Relations Chair</b> Bristol</p> <p style="text-align: center;"><b>Staff to the Committee</b></p> <p>Patrice McCarthy <b>Executive Director and General Counsel</b></p> <p>Sheila McKay <b>Senior Staff Associate for Government Relations</b></p> <p>Gail Heath <b>Administrative Associate for Government Relations</b></p>
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## 2022 CABE Board of Directors

<p style="text-align: center;"><b>Executive Committee</b></p> <p>Elizabeth Brown <b>President</b> Waterbury</p> <p>Leonard Lockhart <b>First Vice President</b> Windsor</p> <p>Meg Scata <b>Vice President for Government Relations</b> Portland</p> <p>John Prins <b>Vice President for Professional Development</b> Branford</p> <p>Lon Seidman <b>Secretary/Treasurer</b> Essex</p> <p>Donald Harris <b>Immediate Past President</b> Bloomfield</p> <p>Chris Wilson <b>Member at Large</b> Bristol</p> <p style="text-align: center;"><b>Committee Chairs</b></p> <p>Ethel Grant <b>Resolutions Chair</b> Naugatuck</p> <p>Becky Tyrrell <b>Federal Relations Chair</b> Plainville</p> <p>Chris Wilson <b>State Relations Chair</b> Bristol</p>	<p style="text-align: center;"><b>City Representatives</b></p> <p>John Weldon City Representative Bridgeport</p> <p>AJ Johnson City Representative Hartford</p> <p>Yesenia Rivera City Representative New Haven</p> <p>Andy George City Representative Stamford</p> <p style="text-align: center;"><b>Associates</b></p> <p>Eileen Baker Associate Old Saybrook</p> <p>Ann Gruenberg Associate Hampton</p> <p>Robert Mitchell Associate Montville</p> <p>Tony Perugini Associate Cheshire</p> <p>Joseph Wilkerson Associate Bloomfield</p> <p>Lydia Tedone <b>NSBA Director</b> Simsbury</p> <p style="text-align: center;"><b>Area Directors</b></p> <p>Marion Manzo <b>Area 1 Director</b> Region 15</p>	<p>Doug Foyle <b>Area 2 Co-Director</b> Glastonbury</p> <p>Tyron Harris <b>Area 2 Co-Director</b> East Hartford</p> <p>Jay Livernois <b>Area 4 Director</b> Woodstock Academy</p> <p>Dan Cruson <b>Area 5 Director</b> Newtown</p> <p>Janice Cupee <b>Area 6 Co-Director</b> Stratford</p> <p>Lee Goldstein <b>Area 6 Co-Director</b> Westport</p> <p>George Kurtyka <b>Area 7 Co-Director</b> Derby</p> <p>Robert Guthrie <b>Area 7 Co-Director</b> West Haven</p> <p>Lon Seidman <b>Area 8 Director</b> Essex</p> <p>Carol Burgess <b>Area 9 Co-Director</b> Montville</p> <p>Bryan Doughty <b>Area 9 Co-Director</b> New London</p>
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**BOARD OF EDUCATION  
REGULAR MEETING MINUTES  
OCTOBER 11, 2022**

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

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

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

**MEMBERS ABSENT:** Amanda Pickett

**ALSO PRESENT:** Mr. Christopher J. Drezek, Superintendent; Mr. Andrew B. Longey, Assistant Superintendent; Student Representative Morgan DiFronzo & Student Representative Jimmy Padilla

Madam Chair welcomed out student representatives Morgan DiFronzo and Jimmy Padilla to the dais. This is Morgan's second meeting and Jimmy's first meeting. She also wished Morgan a happy birthday.

Madam Chair stated there was some confusion regarding tonight's meeting not being posted on the Town Website. We confirmed with the Town Clerk that tonight's Board of Education meeting was posted with the Town Clerk on Friday, October 7<sup>th</sup> at 2:49 PM. The agenda was also posted on our website at 2:00 PM. It was also posted outside of Council Chambers doors.

6. **BOARD GUEST(S)** - None
7. **SUPERINTENDENT'S REPORT**
  - a. **EPS Update**

Mr. Drezek stated our students and staff were off today for the holiday and most students will be back in session on Tuesday except for students taking SAT's at the high schools.

Mr. Drezek stated at the last Board meeting he held off on giving an Alliance status update. He attended two meetings last week. One of the meetings was for the CAPSS Alliance Network Committee through CAPSS (Connecticut Association of Public School Superintendent's) and we had our first official meeting with the State Department of Education. Our Chief Academic Officer Ms. Middleton and our Business Manager Mrs. Cisneros also attended this meeting. The tool that is on the TV screen is what we discussed at this meeting. This tool can be found on the State Department of Education's Edsight website. Audience members have cited information from Edsight. This is the Department of Education's database. We spent a good amount of time looking at the tools and resources and what they actually mean to our district.

Mr. Drezek stated one of the things he has struggled with was trying to define being an Alliance District and what it meant. There are several factors to consider like our demographics, free

and reduced lunch status, and special education population. The State defines this for us. He will send this website link to the Board after the meeting. The tool is very easy to use and helps to define who we are. This has been the theme for this school year. We have defined what equity means to us. We had a presentation about our social and emotional learning programs that are being offered in our district. It is important for us to define who we are and what we believe in. The Board has also adopted our equity statement.

Mr. Drezek added that being an Alliance District measures your performance. This meeting focuses on what makes us special and unique and that is why our equity statement is so important.

Mr. Drezek reviewed the home page from Edsight. Each of the dots refer to the per pupil expenditure. We are looking at data from 2020-21 for every school in Connecticut. Enfield is defined with students with high needs. This is when we came back to in-person learning after Covid. He compared our numbers with other schools in like-districts. The numbers will increase based on the needs of our students. He compared Enfield to Ellington and Enfield to Vernon and 46.3% of Enfield High school students are considered as students with high needs.

Mr. Drezek stated our EL or ELL (English Language Learner) students are mostly found in the younger grades so when they get to the high school there is only 1.1% of ELL students. By the time the students get to Enfield High School, they are mostly proficient with English compared to when they started.

Mr. Drezek stated we are currently still offering free lunch to all students. In 2020-21 all students received free lunch regardless of your lunch status. The percentage of students that submitted free/reduced lunch applications at EHS was 40.4%. This number is low because applications were voluntary and were not required to be submitted. We know there are a lot more students that would have been eligible so this number will continue to increase in future years.

Mr. Drezek stated we had 14.6% of students at EHS that were receiving special education services. This includes students that have an IEP for students that are diagnosed with a disability and receive specialized services or accommodations based on their disability. We also have students with a 504 plan which are mostly for medical reasons and for a shorter duration of time. He gave an example of a medical 504 plan. We have seen an increase in the number of 504 plans. Students have anxiety and depression concerns. These concerns are real. These 504's will most likely manifest into IEP's based on the students needs. We will make accommodations for our students and if they are working, that is a good thing. This number will continue to increase.

Mr. Drezek stated he is putting things into context. Two years ago, 46.3% of our high schools students with high needs is low compared to what our numbers are now. These numbers will continue to increase. We need to keep this in mind. This is who we are and where we are, and our kids have needs.

Mr. Drezek compared our per pupil costs with Ellington. Enfield spends \$16,321 per student and Ellington spends \$17,179 per student. Ellington's high needs is 24.6% where Enfield is 46.3%. He reminded Board member that this was the first year we all received Covid relief funds.

Mr. Drezek stated we need to start looking at things differently. Things have changed. We need to compare ourselves to districts that have the same needs as us. Vernon's Rockville High school is more comparable to Enfield High School. He looked at Manchester high school and the per pupil cost is \$21,917. Enfield High schools is \$16,321 per pupil cost. Windsor Locks per pupil cost is \$25,470. The taxpayers in Windsor Locks, Manchester and Vernon are not paying more taxes than we are in Enfield. These three districts are Alliance Districts and have been for the last 10 years. They are receiving additional resources. Resources are given

to districts that have the most needs. These students have needs. The State of Connecticut has all of our data, and they tell us who we are.

Mr. Drezek stated EHS per pupil cost is \$16,321 and JFK is \$15,443. We are spending \$1K more at the high school per student than at JFK. We have discussed equality and equity in this room. We operate in equality. We divide the number of dollars received by the number of students in our district. Sometimes equality creates inequality. If you look at the kids at JFK as defined by the State of CT as 55.8% as students with needs. The free and reduced lunch is at 49.9% and 2% are ELL students. The system that is in place has us spending \$1K less per student at JFK. This is what he meant that we need to change to meet the needs of all our kids.

Mr. Drezek stated our Title I schools (Edgar H. Parkman, Eli Whitney, Prudence Crandall, Hazardville Memorial, Henry Barnard and Enfield Street) get additional resources. The price per pupil cost at Parkman is \$17,293 and the high needs are 56.3%; Whitney is \$17,552 and the high needs are 58.8%; Crandall is \$17,624 and the high needs are 60.6%. These are Title I schools. JFK and EHS have higher numbers of students and cannot be designated as Title I schools. This is how an Alliance Designation can become beneficial for our district. Enfield Street cost per pupil is \$17,951, the high needs are 49.5% and ELL is 5.0%; Henry Barnard cost per pupil is \$18,446, the high needs are 58.9% and ELL 4.8%; and Hazardville Memorial cost per pupil is \$16,500, the high needs are 54.8% and ELL is 7.6%. This is where additional resources like our TESOL staff are being placed. This additional help is needed so they will become proficient in English and performing academically when they get to the high school level.

Mr. Drezek added this makes up our district and our kids have needs. We have an obligation to meet their needs. We started with equity and defined equity statement. This doesn't just include academics. We have students that are homeless and are expected to do the same work as other kids. Our kids are going through a lot. We need to change. Race and social economics is a big part of this. This information is 2 years old. These numbers will continue to increase. We need to compare our district to other districts like us. We need to look at what our needs are. Going forward, you will hear more about this. We are looking at our academic data and we need to change our lens and look at what we are made of what are needs are as a community and making sure we are in line with what our kids need. Things are going to change. This is the direction we are headed in. The Board endorsed our equity statement. This is another continuation in a series of conversations with the Board and audience members about why we are doing this. These are our kids, and this is important to us.

**SUSPEND THE RULES AND ADD AN ITEM ON THE AGENDA:**

Mr. Ryder moved, seconded by Mr. Hamre to add item #7b Student Representatives Report to the agenda.

A vote by **show-of-hands 8-0-0** passed unanimously.

**b. Student Representatives Report**

Student Representative Ms. DiFronzo reported Enfield High School Homecoming Spirit week will be held next week with pep rally. Each day we will have a different activity for students and classes. The Homecoming Dance will be held on Thursday, October 20<sup>th</sup> and our Homecoming Game will be held on Friday, October 21<sup>st</sup>. The theme will be pink out. We will decorate the stands.

Student Representative Ms. DiFronzo has been told that the Astro turf is complete. The track has had its second layer and our track is now red. They are waiting for the lines to be painted on the track on Thursday. We are all set for sports on Monday.



Student Representative Ms. DiFronzo added that Tuesday, October 12<sup>th</sup> is PSAT day for Freshman, Sophomore and Juniors. If any Seniors are planning to go to school, you will meet in the Cafeteria and will work asynchronously.

Student Representative Mr. Padilla stated we have 5 sporting event home games this week for Girls and Boys Cross Country, Girls and Boys Soccer and a Field Hockey Senior Night Game. If you have any additional questions about sports, you can check the Enfield High School Athletic website or the CIAC website. The FOR Club (Friends of Rachel) will hold a shoe fundraiser event. All monies raised will go towards the Pancake Breakfast that will be held this year. There will be collection boxes at the Enfield Public Library and at the Enfield Annex until October 31<sup>st</sup>.

Student Representative Mr. Padilla stated Buzz Robotics will hold an event called Bash the Beast competition on October 15<sup>th</sup> at Old Lyme High School.

Madam Chair thanked both student representatives for their reports.

## **8. AUDIENCES**

Madam Chair read a prepared statement about expectations for audience participation. We will continue to utilize a 4-minute time limit for audience participation tonight. She added that you will need to sign up to talk and she will not call up anyone from the audience to speak. Thank you.

Ray Peabody, Washington Road – Mr. Peabody likes this tool that Mr. Drezek presented. It addresses a lot of his questions. Tom Sirard used to say have the money follow the child. The tool shows this. In the Town Budget Book, we used to be listed as the biggest costs for the town. When you take away the grants and money from the Feds we aren't. He is not in favor of banning any books. Books will help our kids learn and how to think and write. Where do you draw the line. We have a committee for parental advisory, and it is called the PTO. You can get a lot of important information from them. The former Town Manager used to hold quarterly Q&A meetings. These could be held to have open dialogue with parents and increase communication with the Board. He is a stakeholder in our town. He would like Audience Participation to go back to 5 minutes.

Tracy Jarvis, North Maple Street – Mrs. Jarvis appreciates Mr. Unghire for speaking the truth. You are man of integrity. You are taking the heat every time you are up there. She and thanked him. She also thanked Mrs. Cushman for wanting guidelines for books. Guidelines are needed for our libraries. We cannot afford any more mistakes in Enfield. You are both serving as gate keepers. Thank you.

## **9. BOARD MEMBER COMMENTS**

Mrs. Acree stated Prudence Crandall and Henry Barnard combined PTO's held a Bookfair, Bake Sale and Ice Cream Social on Thursday, October 6<sup>th</sup>. They had a great turnout. Crandall will hold their PTO meeting on Thursday, October 20<sup>th</sup> in the Library as well as a pumpkin carving event. They will also collect donations for the Enfield Food Shelf. Crandall's goal is the fill the boat until it sinks. The class that collects the most food will paint Mr. Duperre's hair at an assembly held in November. This sounds like a lot of fun for the students.

Dr. Calnen stated that Head Start held their first Policy Committee meeting on October 7<sup>th</sup>. He reviewed the three primary goals about Head Start – school readiness, parental partnerships and collaboration with community partners. Objectives are assigned to each of the goals. As of October 1<sup>st</sup> 102 slots have been filled and they are expecting to fill the last 2 slots to filled soon. During September, 2,091 meals and 1,204 snacks were given to Head Start students.

Dr. Calnen stated the Stowe Early Learning Center curriculum map for 2022-23 was reviewed

and the first 6 units were reviewed. The Family Educator Organization will start a coffee and conversation series to engage parents and families. This will be the third year for Rosie Ready which has proven to be an excellent resource for families. Over the last year and a half, 1,832 Rosie Ready activities have been completed by our Head Start families. Stowe has made several referrals for energy assistance, food assistance, housing assistance, childcare, WIC and Stowe Social Worker on behalf of the families needing assistance. They are doing a phenomenal job of care coordinating for our families.

Dr. Calnen gave health updates from the Stowe Nurse, she will monitor vision, hearing, height, weight and that every child is seen by a Dentist within 90 days once enrolled. He also spoke about the Circle of Security. He also spoke about trauma and behavioral health problems that need to be addressed urgently.

Mrs. Cushman stated it is unfortunate that Mr. Peabody left. She is not looking to ban books but to define obscenity and have guidelines in place for books in our classrooms and libraries. Banning classic books is not her intention. She added there is a website [ratedbooks.org](http://ratedbooks.org) that parents and teachers can use to read excerpts about a book you might be questioning.

Mrs. Cushman requested through Madam Chair to the Superintendent about the Alliance District and the designation that comes with resources. Is this something the three new districts will receive and is there money available to us now? Mr. Drezek stated at the moment there are no additional funding resources. There is additional resources that are available like training and tools for non-monetary resources. They are in the process for making special education grants available in the future. Nothing has changed from a funding standpoint. The legislative process is coming up and they are advocating for more equity amongst the Alliance Districts to make sure we are all properly funded. He hopes additional funding will be coming.

Mr. Hamre stated on September 19<sup>th</sup> the 6<sup>th</sup> Annual Tri-M Music Honor Society Induction Ceremony was held at EHS in the Auditorium. The purpose of the Tri-M Music Honor Society is to inspire music participation and creative enthusiasm and promote leadership in music to secondary education students. He congratulated the newest members from Enfield High School that were inducted including current members and staff advisors. He congratulated them all and wished he was able to attend this ceremony.

Mr. Hamre stated the JFK PTO meeting will be held on Wednesday, October 12<sup>th</sup> via zoom. As a reminder, the JFK PTO meetings will alternate from in person to via zoom each month. The link for the meeting can be found on the [EnfieldPTO.com](http://EnfieldPTO.com) website. The PTO will have a fund raiser event this Saturday, Paris Night at the Powder Hollow Brewery and Winery at 6:00 PM. Tickets can also be purchased via the [EnfieldPTO.com](http://EnfieldPTO.com) website.

Mr. Hamre stated today is national coming out day for those in LBGTQ Community. There is a local P-Flag chapter at both JFK and Enfield High that holds meetings 2 times a month for students. There is also virtual support at [pflagenfield.org](http://pflagenfield.org).

Mr. Hamre thanked Mr. Drezek for the Alliance District presentation. You can find a lot of information on this website by comparing districts and schools. What stood out to him is equity creates inequality. This really speaks to the needs of making things more equitable. He appreciates this information.

Mr. Hamre addressed one of the audience members comments about book banning and Mrs. Cushman's comments. He was a big fan of Stephen King, Clive Barker and Dean Kuntz when he was in high school. These books are not pornographic or obscene and are not for the meek or timid. He has not heard about the [ratedbooks.org](http://ratedbooks.org) website. This is a great way to screen books that you might be interested in. He will look into this. Back in the 80's and 90's they were concerned about lyrics in songs that played on radio stations. History is repeating itself. Limiting what our children can access is well intended but he does not believe this is the Board's position or responsibility to do this by limiting what our children are reading. He

encourages reading. There is enough cynicism in our world. Ask why they are taking something away.

Mr. Hamre thanked Dr. Calnen for his opening remarks. He works with the homeless communities. The homeless population is growing, and it affects our school district. This will get worse. The Covid resource opportunities will not be available for the homeless this year like they were last year. We will not have the resources to place the homeless in shelters and hotels so they can get away from the elements. He hopes as a community we can be respectful to this situation and address it. He asked for help from any churches or organizations in town to help for the homeless population in preparation for this winter season.

Mr. LeBlanc stated there is a lot to digest from Mr. Drezek's presentation. It is obvious from the English Language Learner category that the numbers improve as they students progress through the grade level. You mentioned that some IEP's will be forever and that is okay. That can't be the case for everything. He is wondering about the numbers in between and the IEP numbers increasing as the students progress through the grade levels. We have had great success with ELL, and he would like to see some of the IEP's on the same trajectory and be taken off of their IEP for those that can be. This is a great tool that shows us where work needs to be done. This has opened up his eyes to see how you are looking at our school district. He agrees with the Superintendent's vision.

Mr. LeBlanc thanked our buildings and grounds staff for making our buildings look so great. The Henry Barnard sign was recently updated. The trailers at JFK are gone and it looks better with the landscaping they are working on. The school is beautiful looking. He is also glad to hear about the EHS turf work being completed. Coaches and athletes are excited to play again at Enfield High School.

Mr. Unghire thanked Tracy Jarvis for her support, and it is greatly appreciated.

Mr. Unghire thanked Mr. Drezek for the Edsight presentation. He will spend some time looking at the data on this website and try to understand it better. Several questions came to his mind as you were talking about students in need and the dollar amounts allocated per student.

Mr. Unghire stated the Hazardville Memorial PTO will meet next Tuesday, October 18<sup>th</sup> virtually. On Wednesday, October 19<sup>th</sup> they will have MCTeacher night which is a fundraiser event at McDonald's from 5-7 PM at 28 Hazard Avenue. A portion of the profits will go to the Memorial PTO. Please come out and support our staff that will be working at McDonald's for this great fundraiser event. On Monday, October 24<sup>th</sup> Memorial will have a Trunk or Treat event from 5-6:30 PM.

Mr. Unghire stated the Enfield High Girls Soccer team visited the Memorial grade 2 students and Kindergarten Teacher Maddie Ludwick's class on October 7<sup>th</sup> about what it takes to be an athlete. They demonstrated and had a small game and stressed the importance about academics, listening and respecting your teachers, healthy eating and drinking lots of water. This was a great learning opportunity for the Enfield High students to see how much the younger students look up to them. This was a great experience for all the students.

Mr. Ryder reminded everyone about the Jack-O-Lantern Festival on October 22<sup>nd</sup> being held on the Enfield Town Green from 4-8 PM. He reached out to all of the PTO's about making a donation to the Jack-O-Lantern Festival to help this event run more smoothly. This is something they have done in the past. You can contact either him or the Jack-O-Lantern Festival representatives with any questions.

Mr. Ryder stated Eli Whitney will have an outside movie night on Friday, October 14<sup>th</sup> at 6:00 PM. You can check in at [Enfieldpto.com](http://Enfieldpto.com) and you need to rsvp to attend this event. Flyers will be sent out about this event. The PTO meeting will be held on Wednesday, October 19<sup>th</sup> at 5:30 PM in the library. Whitney is also accepting candy donations for their Trunk or Treat event on

Wednesday, October 26<sup>th</sup> from 4-6 PM. This is also an early release day.

Mr. Ryder added that Kite will hold their annual meeting on Wednesday, October 12<sup>th</sup>. He hopes this event is well attended and he looks forward to hearing more about what is going on at Kite.

Mr. Ryder announced that Friday, December 9<sup>th</sup> will be Enfield's PTO/School PJ Day to benefit the Connecticut Children's Hospital. More about this event will be coming.

Mr. Ryder stated Meet the Candidates Night will be held at Enfield High School Cafeteria on Wednesday, November 2<sup>nd</sup> from 6-8 PM.

Mr. Ryder stated that ERfC will hold their Farm to Table event on Saturday, October 15<sup>th</sup> and it will be held at the Fairfield Inn & Suites. It will still be held outdoors under a tent from 6-10 PM. Tickets for this event are still available at [erfcinc.org](http://erfcinc.org).

Mr. Ryder stated during the Superintendent's presentation the numbers shown are a couple of years old. Some numbers will improve or get better and some cases they will be worst. The English as a second language number were larger in the younger grades. In the younger grades there are 18-24 students in a classroom. There is one to three children in every classroom that require ELL services. These children are trying to keep up with their peers. This affects every classroom in our schools.

Madam Chair stated the Enfield High Girls Soccer Team qualified for States last week. This is a great accomplishment for them. She was happy to hear about them going to Hazardville Memorial. She loves peer modeling that is happening at our schools, and it is a great opportunity for our student athletes to connect with younger students.

Madam Chair stated the EHS Safe Grad committee will hold a can and bottle drive and clothing drive being held on Saturday, October 15<sup>th</sup> at Enfield High. You can drop off items at the main entrance to the school from 9-1 PM. They are also accepting donations for gift baskets or items. You can go to the [enfieldpto.com](http://enfieldpto.com) website for more information.

Madam Chair stated we are an Alliance District, and we have many needs and will qualify for grants. How is our enrollment? Has our enrollment increased over the past five years? It was projected that our enrollment would decline. Mr. Drezek stated our enrollment is around 5,000 students.

Madam Chair stated she noticed there are a couple hundred less students at JFK and more at the high school. She wasn't sure if that has anything to do with magnet schools. Mr. Drezek stated that data reflects the number of students that withdrew during Covid when we came back to hybrid learning. Looking at the following years numbers will be very interesting. We are living in a post-covid world.

Madam Chair also looked at K-5 student numbers and she feels we are at maximum capacity in our elementary schools. Mr. Drezek agreed we are using up every bit of space in our elementary schools. We try to keep the classrooms around 20 students. Since we consolidated to a true sister school model you will see this during the budget process. We do not like to reduce kindergarten classrooms and try to keep the classroom population as small as possible. We have tapped into the physical space at each of our buildings.

Madam Chair stated the data that we can drill down on from your presentation, can you see where there are any struggles during the transitions years in grade 3 and 6? Mr. Drezek stated yes but not on what you saw from tonight. He just started with the demographic data. That information is one of the other tools we will be looking into. We do see some students that struggle when changing from one environment to another like from grade 6 and grade 9. There are some setbacks.

Madam Chair stated when we consolidated and changed grade configurations there was speculation that our town was too big to accommodate our school age population. The surrounding towns had done the same, but their school population numbers were much smaller. She believes one of the districts went back to a K-5 school configuration.

Madam Chair stated that Mr. Unghire asked about the questions from Board members from the SEL presentation from our last meeting and those questions were not listed in the minutes. She received a list of the questions from Mrs. Zalucki and if anyone else has any additional questions, please let her know and she will work with Mr. Drezek to get them addressed. There was a lot to digest from that presentation.

**10. UNFINISHED BUSINESS:**

**a. Adopt New Policies & Policy Revisions – Second Reading**

Mr. Hamre moved, seconded by Dr. Calnen that the Enfield Board of Education approves the new policies and policy revisions as presented.

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

**11. NEW BUSINESS:**

**a. Discussion & Action Regarding the November 8, BOE Meeting**

Dr. Calnen moved, seconded by Mr. Ryder that the Enfield Board of Education cancels the November 8, 2022 Board of Education meeting.

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

**12. BOARD COMMITTEE REPORTS:**

Curriculum – Madam Chair stated Mrs. Pickett is not here to give an update. They will meet next on October 20<sup>th</sup>.

Finance – Dr. Calnen reported the Finance Committee met on October 4<sup>th</sup>. We will review financial reports later on tonight's agenda. We reviewed nutrition services financial reports and will have the Director of Nutrition Services Diane Edwards attend a future meeting to address questions from committee members. We reviewed TAG investments and will meet with our investors from Wolf Investments this fall.

Policy – Mr. Ryder reported the Policy Committee will meet on October 18<sup>th</sup>.

Madam Chair added that Mrs. Cushman would like the committee to look into defining language on one of the policies.

Leadership – Madam Chair reported Board Leadership has not meet.

Joint Facility – Mr. Ryder reported the Joint Facility Committee meets every other Thursday. He is not sure if a date has been set.

JFK Building Committee – Mr. Ryder reported the JFK Building Committee met on October 6<sup>th</sup>. It was the same night as JFK's open house, so he was unable to attend. He would like to invite the members from the JFK Building Committee to a Board meeting and would also like a tour of the building for Board members.

Joint Security – Mr. Ryder reported the Joint Security Committee is still waiting for a report.

We will reconvene at that point to review the report. No date has been set yet.

Enfield Mental Health Wellness Workgroup – Dr. Calnen reported we have all gained a deeper meaning of the work that is going on by Enfield Public Schools from the SEL presentation we received last meeting. Our school system is dealing with very serious mental health issues and will require on-site professional behavioral health services to address these issues. He would like us to consult with CABA and we could benefit from their expertise and guidance in this area.

Dr. Calnen stated that both he and Mrs. Acree are the Board liaisons on the Mental Health Committee established with the Department of Social Services. We have had nothing on the agenda since last year for this committee. The School Mental Health Committee has a new project to work on, he would like to expand our membership to at least 3 people and formally invite Mrs. Acree to be one of these members.

Madam Chair stated you are suggesting we establish a Board of Education Committee separate from the Town's committee. She would like Mr. Drezek to reach out to CABA for guidance for this Board committee.

Madam Chair stated having more services readily available through grants to help identify mental health issues since we are now an Alliance District is a good idea. Getting more services for our students can definitely be seen when looking at the graph. We can look into expanding this membership and figuring out the next steps for this group.

Enfield Cultural Arts Commission – Mr. Hamre reported the ECAC met on October 4<sup>th</sup>. There are a lot of exciting art specific opportunities they are planning to bring to Enfield. This will go nicely with the diversity we have in town. I caught them off guard when I mentioned we have many different languages that are being spoken in Enfield. They will make a noticeable impact in Enfield and with our students representatives from the High School as well as artworks from the middle school and elementary schools. The expression from art is very therapeutic and a way to handle stress.

### **13. APPROVAL OF MINUTES**

Mr. Hamre moved, seconded by Mr. Ryder that the Regular Meeting Minutes of September 27, 2022, be approved. A vote by **show-of-hands 8-0-0** passed unanimously.

### **14. APPROVAL OF ACCOUNTS AND PAYROLL**

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

- The month of September 2022 the total expenditures amount to \$8,883,889.37, broken down between payroll totaling \$6,787,343.55 and other accounts totaling \$2,096,545.82 and;
- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly document.

A vote by **show of hands 8-0-0** passed unanimously.

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

- The month of September 2022 total Grant and Head Start expenditures amount to \$821,374.37 broken down between payroll totaling \$754,888.09 and other accounts

totaling \$66,486.28; and

- All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly document.

A vote by **show of hands 8-0-0** passed unanimously.

Line Item Transfers if any - None

**15. CORRESPONDENCE & COMMUNICATION** - None

**16. EXECUTIVE SESSION** - None

**17. ADJOURNMENT**

Mr. Hamre moved, seconded by Mr. Unghire to adjourn the Regular Meeting of September 27, 2022.

All ayes, motion passed unanimously. Meeting stood adjourned at 8:44 PM.

Jonathan LeBlanc  
Secretary  
Board of Education

Respectfully Submitted,  
Kathy Zalucki, Recording Secretary