

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

Time-Place:

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

Date: 11-22-22

7:00 PM Regular Meeting

<https://youtu.be/K292lt-Tzfs>

- 1. Call to Order – 7:00 PM**
- 2. Invocation or Moment of Silence – Joshua Hamre**
- 3. Pledge of Allegiance – Joshua Hamre**
- 4. Fire Evacuation Announcement**
- 5. Roll Call**
- 6. Board Guest(s)**
 - a. Enfield Kid Mayor**
 - b. EHS Tri-M Students**
 - c. Randy Daigle**
- 7. Superintendent’s Report**
 - a. Student Representative Update**
 - b. Thanksgiving Break & Staff PL Day**
 - c. Torchlight Parade & Carol Sing**
 - d. EPS Update**
- 8. Audiences**
- 9. Board Members’ Comments**
- 10. Unfinished Business**
 - a. Adopt New Policies & Policy Revisions – Second Reading**
- 11. New Business**
 - a. Approve Head Start Federal Grant for 2023-24**
- 12. Board Committee Reports**

- Curriculum Committee	- JFK Building Committee
- Finance, Budget Committee	- Joint Security Committee
- Policy Committee	- Enfield Mental Health Wellness Workgroup
- Leadership Committee	- Enfield Cultural Arts Commission
- Joint Facilities Committee	- Any Additional Committees
- 13. Approval of Minutes:**
 - Special BOE Meeting Minutes: October 25, 2022
 - Regular BOE Meeting Minutes: October 25, 2022
- 14. Approval of Accounts and Payroll:**
 - For the Month of October 2022
 - Line Item Transfers, if any
- 15. Correspondence and Communications**
- 16. Executive Session**
- 17. Adjournment**



Date: November 22, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Board Guest(s)

- a. **Enfield Kid May:** We welcome our 6-12 Social Studies Coordinator Joel Senez to tonight's meeting. We are pleased to announce our 2022-23 Kid Mayor – Tristen Courchesne. Mr. Courchesne is a grade 5 student at Prudence Crandall Elementary School. Mr. Senez will share his campaign video with the Board.

Mayor Cressotti and Madam Chair LeBlanc will present Mr. Courchesne with a plaque as our 2022-23 Kid Mayor.

- b. **EHS Tri-M Students:** We also welcome Mark Reppucci, our K-12 Music Coordinator along with Enfield High School Tri-M Honor Society students. Enclosed in your packet is information about this program and the requirements. Mr. Reppucci will introduce the Tri-M members that are present tonight.
- c. **Randy Daigle** – Tonight our JFK Building Committee Chairman Randy Daigle is here to give the Board an update on the John F. Kennedy renovation project. He will introduce any Building Committee members that are present. Please join me by welcoming Mr. Daigle.



Date: November 22, 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. **Thanksgiving Break & Staff PL Day:** All Enfield Public Schools will dismiss early with lunch on Wednesday, November 23rd. All schools and offices will be closed on Thursday, November 24th and Friday, November 25th for the Thanksgiving Break. All schools and offices will reopen on Monday, November 28th. We wish everyone a happy Thanksgiving. Students will also be dismissed early with lunch on Wednesday, December 7th for a staff half day PL.

- c. **Torchlight Parade & Carol Sing:** Enclosed in your packet is an invitation to attend the Torchlight Parade & Carol Sing that will be held on Sunday, December 4th starting at 6:00 PM from Enfield Street Elementary School. This event has been another long time tradition in Enfield that will end at the Town Green for the tree lighting ceremony. Students from the Enfield High School Marching Eagles will participate in the parade, as well as the Enfield Community Band, chorus students from both the JFK and EHS and grade 4 and 5 chorus students will also be at the Carol Sing on the Town Green.

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



Date: November 22, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Adopt New Policy & Policy Revisions – Second Reading

Board members approved at the October 25th Board meeting the First Reading for several proposed new policies and policy revisions. Listed below are the five (5) new policies and three (3) current policies with 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 Second Reading.



Date: November 22, 2022
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Approve Head Start Federal Grant for 2023-24

Our Early Childhood Initiatives Director Jaclyn Valley is requesting the Board's approval for Head Start Federal Grants that total \$988,456 from the Department of Health and Human Services. She is also requesting approval for \$11,241 for Training and Technical Assistance.

Enclosed in your packet is a detailed memo from Ms. Valley for their Year 5 Federal Head Start grant, an update on Year 4 Goals and Objectives, this year's proposed budget summary, signed Policy Committee Approval Statement and SF-424B Statement of Assurances. I can address any questions from the Board at this time.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriately approving the 2023-24 Head Start Federal Grant, SF-424B Submission Statement and Governing Board Approval Statement.

TRI-M MUSIC HONORS SOCIETY

The **Tri-M Music Honor Society** Chapter 2487 at Enfield High School is a program of the National Association for Music Education (NAfME), which focuses on **creating future leaders in music education and music advocacy**. The three M initials stand for **Modern Music Masters**. The purpose of this organization is to inspire music participation, create enthusiasm for scholarship, stimulate a desire to render service, and promote student leadership. Students inducted into membership must meet the criteria and eligibility application requirements established by the National Association and local chapter 2487 by-laws.

Eligibility:

Candidates for active student membership shall be chosen by a committee made up of Enfield High School Music Department faculty members, appointed by, and including, the Chapter Advisor(s). Candidates for active student membership shall be chosen from those students enrolled in the music department. Candidates, at the time of their selection, shall meet the following requirements:

- They must have been enrolled in a music ensemble and/or class for at least one semester of the current school year at Enfield High School;
- They must exhibit leadership, service, and character in their ensembles, academics, and activities while at Enfield High School; and
- They must have maintained for the previous semester at least an A average grade in music with at least a B average grade in other subjects.

Enfield High School Tri-M Officers and Returning Members:

Anna Bemiss-President, Katherine Knapp-Vice-President, Harley Griffin-Secretary, Kayla Surprenant and Kyrah Spruill-Treasurer/Historian, Brianna Carlin, Anna Carillo, Lindsey Ciechowski, Betsy Davis, Olivia Grigaitis, Amy Loc, and Aiden Payer.

Enfield High School New Tri-M Inductees:

Chiara Boothby, Madison Bohan, Emma Boisvere, Kayla Bouchard, Evan DiPietro, Jaci Estrada, Madison Gilbert, Haleigh Ketchale, Harper Minalga, Aurianna Palmer, Angelina Shi, Sandhya Sowrirajan, Ari Swanger, Kallianna Zaugg.

Enfield High School Chapter Advisors:

Mrs. Ashley Schell, Mr. Raymond Cole, Mrs. Amanda Urquhart Tilghman and Mr. Michael Stewart.



Item #7c.

Please Join Us for

The Torchlight Parade & Carol Sing

Sunday, December 4, 2022

*Parade kicks off at 6:00 PM from Enfield Street School.
Carol Sing to follow at 7:00 PM on the Town Green.*

*Please call the Senior Center
at 860-763-7425 for more information.*

We hope to see you there.



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 *of color* 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 *of color* 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.

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

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 _____
No. Street Phone

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 1ST 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 forgoing 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 unidirect 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 unidirected 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:

Item #11a.



Stowe Early Learning Center

**Enfield Head Start
117 Post Office Road**

Ms. Jaclyn Valley, Director of Early Childhood Initiatives

860-253-5320

Fax: 860-253-0096



To: Mr. Christopher J. Drezek
Regarding: Approval of FY 2023 Federal Head Start Grants
From: Jaclyn Valley
Date: November 16, 2022

Enfield Head Start is requesting Board approval to apply for grants totaling \$988,456 from the Department of Health and Human Services to serve 102 children and their families at Enfield Head Start. Additionally, \$11,241 will be requested for Training and Technical Assistance.

I have attached the budget and program goals as well as a summary of proposed objectives and indicators of achievement for each area for which funding has been requested. The goals and objectives were developed in partnership with families and stakeholders through an update of the community assessment and our annual self-assessment which included a review of community, program and services data, information from focus groups, and an analysis of child assessment data. The school readiness goals, a requirement of Head Start, were determined after reviewing Fall 2022 assessment results and family input during discussions at the November 2022 Policy Committee meeting.

Training and technical assistance funds are allocated to Head Start required trainings around the CLASS observation system and CPR/First Aid as well as trainings to build teacher's capacity in teaching preschool with an equity lens, inquiry-based teaching and learning, trauma sensitive schools, and attendance at New England Head Start regional conferences.

Enfield Head Start Budget Summary



Office of Head Start

01CH010841-001 - Enfield Head Start

FY2023 - 03/01/2023-02/29/2024 - Non-Competing Continuation

Head Start - Budget Categories

<i>Budget Category</i>	<i>Program Operations</i>	<i>Training Technical Assistance</i>	<i>Non-Federal Share</i>
Personnel	\$860,103	\$0	\$453,135
Fringe Benefits	\$98,956	\$0	\$52,675
Travel	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Supplies	\$5,740	\$0	\$0
Contractual	\$12,500	\$0	\$0
Construction	\$0	\$0	\$0
Other	\$11,157	\$11,241	\$0
Total Direct Charges	\$988,456	\$11,241	\$505,810
Indirect Charges	\$0	\$0	\$0
Total	\$988,456	\$11,241	\$505,810

UPDATE on Year 4 Goals and Progress:

Year 4: Goal 1: Children will make progress on school readiness goals as identified by Fall 2021 assessments.

Objective 1: Children will demonstrate progress with domains of the HSELOF developmental indicators aligned to the CT ELDS.

Expected Outcomes

Children will demonstrate two gradients of progress on each indicator below as measured by TS GOLD:

CTELDS-Cognition

ELOF Domain: Approaches to Learning/subdomain: Cognitive self-regulation (Executive Function)

*CTELDS-Social Emotional Development

ELOF Goal P-SE 3 and 5 Early learning experiences will support children to develop social relationships.

CTELDS-Language and Literacy, ELOF Goal P-LC. 5/6 Early learning experiences will support children to understand language, acquire print concepts, and demonstrate book appreciation and knowledge

CTELDS-Mathematics ELOF Goal P-Math 9/10 Early learning experiences will support children to understand shapes and spatial relationships

CTELDS-Physical Development and Health ELOF Goal P-PMP 1/2 Early learning experiences will support children to develop gross motor skills.

**Measured by TSGOLD/DECA*

Progress:

Fall 2021 data:

TSGOLD objectives

Social emotional 2: 45% Below WHE

Social /emotional 3: 62% Below WHE

Physical 6: 49% Below WHE

Language 9d: 60% Below WHE

Language 10: 54% Below WHE

Math 20 a, b, c: 68% Below WHE

Math 21: 75% Below WHE

Math 23: 76% Below WHE

Cognition 12a: 48% Below WHE

Cognition 13: 42% Below WHE

Cognition 14b: 43% Below WHE

Literacy 15a: 87% Below WHE

Literacy 16a: 58% Below WHE

Literacy 17b: 80% Below WHE

Literacy 18 a, b, c: 67% Below

WHE

Literacy 19b: 81% Below WHE

**WHE-Widely held expectations by age*

Spring 2022 data:

TSGOLD objectives

Social emotional 2: 5% Below WHE

Social /emotional 3: 12% Below WHE

Physical 6: 6 % Below WHE

Language 9d: 16% Below WHE

Language 10: 15% Below WHE

Math 20 a, b, c: 29% Below WHE

Math 21: 25% Below WHE

Math 23: 18 % Below WHE

Cognition 12a: 6% Below WHE

Cognition 13: 4% Below WHE

Cognition 14b: 1% Below WHE

Literacy 15a: 31 % Below WHE

Literacy 16a: 24% Below WHE

Literacy 17b: 18% Below WHE

Literacy 18 a, b, c: 18% Below

WHE

Literacy 19b: 24% Below WHE

**WHE-Widely held expectations by age*

100% of students with an IEP made progress on their goals and objectives as measured

**WHE-Widely held expectations by age*

Year 4: Goal 2: Enfield Head Start will partner with families to support student progress towards meeting developmental milestones as outlined in the Head Start Early Learning Outcomes Framework (ELOF) and the CT Early Learning and Development Standards (CTELDS).

Objective 2.1 Engage families in meaningful ways through a partnership focused on shared responsibility for positive child development.

Expected Outcomes

- 85% of families will engage with at least 2 monthly challenges sent home (monitored through staff-family communication and the virtual gallery), as well as remain active Ready Rosie users throughout the school year.

Progress:

- Distributed 1-1 iPads to all families with access to Microsoft Teams for LIVE events (Policy Committee meetings, Family Educator Organization meetings, family workshops around bedtime routines, facilitating inquiry learning at home, the kindergarten transition, etc.)
- Process art materials sent home with explanations of the project, guiding questions for families to use when facilitating engagement with materials, and monthly challenges connected to curricular units. A Microsoft Teams page has been established for families to post their child's creations into a virtual gallery.
- Workshops scheduled for families with the Gesell at Yale Program in Early Childhood and the CT Science Center.

2.2 Family Education Goals address at least one learning outcome stated above (Goal 1/Obj. 1)

- 75% of families will meet the education goal they set for their child.

Progress:

- 71% of families met the education goal they set for their child. Those who made progress but needed more time will continue those goals during the 22-23 school year.

Year 4: Goal 3: Enfield Head Start will collaborate with community partners to meet the needs of families with young children.

Objective 3.1 Explore options and make recommendations for expanding infant/toddler care for income eligible families.

Expected Outcomes

- Create an exploratory committee with community partners, families, and staff.
- Develop a report to understand barriers and to make recommendations based on the work of a committee comprised of families, community partners, and program staff.

Progress:

- We contracted with Cross Sector Consulting to support our exploration.
- A white paper report detailing the findings is complete and has been shared with stakeholders.
- At this time, this goal has been met and we have determined that while the data does not indicate the need to add Early Head Start seats, we also recognize the data does not include a large response rate from the targeted population.

Objective 3.2 Increase awareness and use of community programs and services available to families and their children, including pregnant women

Expected Outcomes

- Comprehensive resource list developed and distributed to families and community agencies
- At least 50% of families will access at least one resource to support family well being

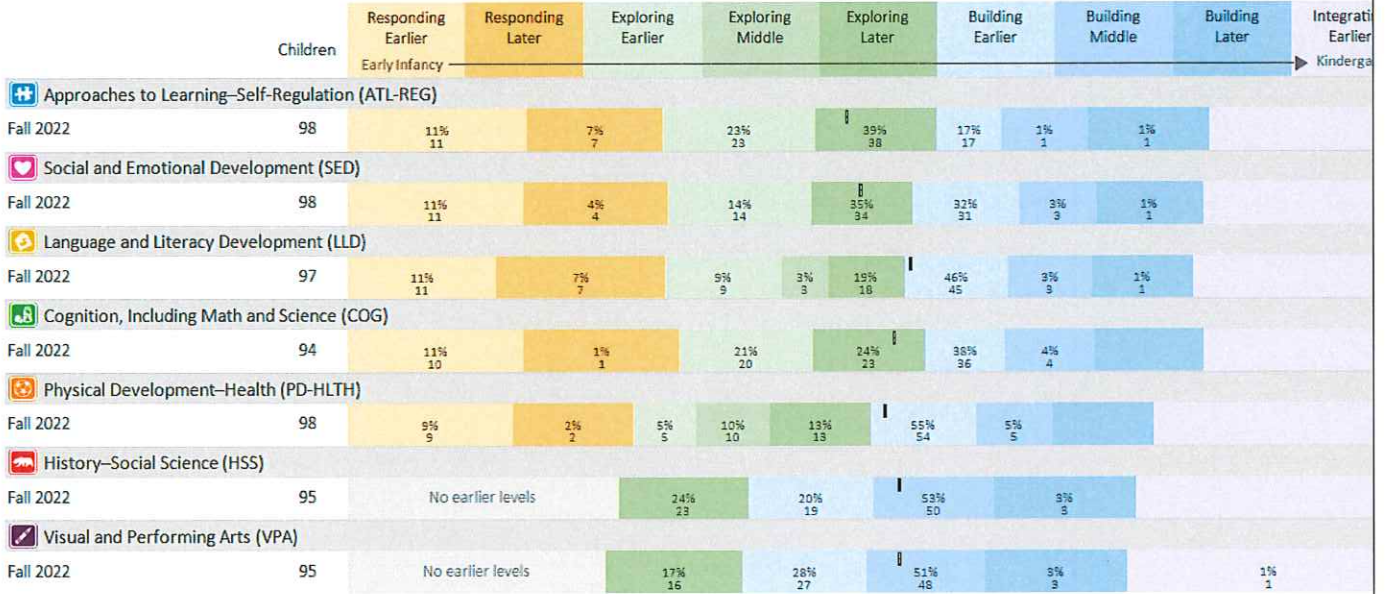
Progress:

- Family Advocates update the guide seasonally with input from families and stakeholders
- Family access being tracked
- Committee has been meeting monthly since February
- Guides are distributed to 100% of HS families
- Marketing is now being done in partnership with KITE (Key Initiatives to Early Education), one of our community partners

Year 5 Goals, Expected Outcomes, Challenges, Progress, and Revisions:

Year 5: Goal 1: Children will make progress on school readiness goals as identified by Fall 2022 assessments.				
Objective(s)	Expected Outcomes	Challenges	Progress/Outcomes/Evidence	Revisions
<p>1.1 Children will demonstrate forward progress within the domains outlined in the Desired Results Developmental Profile DRDP (aligned to the HSELOF & CTELDs).</p> <p>*Data reviews at the program and classroom level to include the following subgroups:</p> <ul style="list-style-type: none"> • Age • Students receiving special education services • English Learners • Race • Ethnicity • Gender • Any other subgroup shown to require additional attention 	<p><i>Children will demonstrate at least one year of progress on the DRDP's developmental progression in the following areas of development:</i></p> <p>Approaches to Learning-Self Regulation</p> <p>Social and Emotional Development</p> <p>Language and Literacy Development</p> <p>Cognition, Including Math and Science</p> <p>Physical Development-Health</p> <p>History-Social Science</p> <p>Visual and Performing Arts</p> <p><i>*Measured by DRDP/DECA</i></p>	<p>Consistency and continuity of knowledge of the standards and strategies to support development</p> <p>Families understanding the importance of executive functioning and how to support it at home</p> <p>Developing social skills during a pandemic where interactions remain limited, and masking is in place to ensure safety</p> <p>Attendance inconsistencies due to children exhibiting symptoms where COVID must be ruled out</p>	<p><u>Fall 2022 data:</u></p> <p><i>DRDP Objectives</i> <i>See Chart Below</i></p> <p><u>Winter 2023 data:</u></p> <p><u>Spring 2023 data:</u></p> <p>DECA: % Of students classified as area of need Fall 2022</p> <ul style="list-style-type: none"> • Initiative: 9% • Self-Regulation: 20% • Attachment/Relationships: 14% • Total Protective Factors: 17% • Behavioral Concerns: 19% <p><u>Winter 2023:</u></p> <ul style="list-style-type: none"> • Initiative: • Self-Regulation: • Attachment/Relationships: • Total Protective Factors: • Behavioral Concerns: <p><u>Spring 2023:</u></p> <ul style="list-style-type: none"> • Initiative: • Self-Regulation: • Attachment/Relationships: • Total Protective Factors: • Behavioral Concerns: 	<p>Fall 2022 DECA and DRDP data informed expected outcomes focus areas</p> <p>The lingering impact of the pandemic on young children and the community at large calls for the inclusion of social emotional supports for children, families, and staff.</p> <p><i>Prior to 2020, practice for our program was to administer the DECA one time at the beginning of the year and address areas of need accordingly with the family support staff, the family, and any necessary outside referrals. Moving forward we will administer a pre and post DECA and use the mid to monitor students in need.</i></p>

Enfield Head Start



1.2 Children with an IEP will make progress on their IEP goals and objectives as measured

*Specific measures to be determined by Planning and Placement Team.

Including children with disabilities other than speech and language with appropriate services

Building staff capacity to support students with special education through instruction, assessment, and environment

2022-2023 to date 11% of students enrolled have IEPs, 45% of students enrolled with IEPs have disabilities other than speech and language. 55% of students enrolled with IEPs have speech and language goals only

With the new CT SEDS system for the Special Education Process, families have portals that allow them to see their child's documents quickly and easily. The system allows for translation which provides access to our families who speak a language(s) other than English.

- Data, Tools, or Methods for Tracking Progress:**
- DRDP data for: Approaches to learning, social and emotional development, language and literacy, cognition including math and science, physical development-health, history-social science, and visual and performing arts
 - DECA baseline, mid, and post data
 - Lesson plan review
 - Professional development plan, calendar, sign in sheets
 - Documented evidence of strategies through observation
 - IEP goal and objective review
 - Professional development plan includes EF and social-emotional development

- Person(s) responsible:**
- Classroom teacher
 - Education manager,
 - Director

- Activities or Action Steps to Meet Objective(s) above:**
- Implementation of Second Step Early Learning, Social-Emotional Curriculum
 - Fidelity to Executive Function Project Strategies, as evidenced by classroom walkthroughs and observations
 - Dual language learners that are Spanish dominant are supported in the home language

- Resources will be accessed to support families and children whose home language is other than Spanish or English
- Classrooms will have books, music, and labels in each child’s language, created in partnership with families
- Use of RTI protocol to support students’ social-emotional development, including school psychologist and behavior technician
- Early Screening Inventory (ESI) administered individually to children before or within the first 45 days of entering Enfield Head Start *Screening team to determine if children may need a referral to special education
- Devereux Early Childhood Assessment (e-DECA) will be administered individually to children after they have been with their teacher for four weeks but, no later than 45 days, to determine if children may need a referral to our ECSRBI team
- A series of professional development with the Gesell Institute focused on trauma, play-based learning, and addressing challenging behaviors
- Classroom observations
- Lesson plan checks
- Targeted professional development

Year 5: Goal 2: Enfield Head Start will partner with families to support student progress towards meeting developmental milestones as outlined in the Head Start Early Learning Outcomes Framework (ELOF) and the CT Early Learning and Development Standards (CTELDS).

Objective(s)	Expected Outcomes	Challenges	Progress/Outcomes/Evidence	Revisions
2.1 Engage families in meaningful ways through a partnership focused on shared responsibility for positive child development.	85% of families will participate in 1 or more of the following: family engagement opportunities: <ul style="list-style-type: none"> • Ready Rosie users throughout the school year. • In person or virtual events offered • Leadership opportunities (Policy Committee or FEO) 	Timing of and topics of sessions offered Identify ways to increase participation in offered opportunities Buy-in for importance of family engagement Transportation COVID 19 hesitations with regards to group sizes and in person events Making virtual or “send home” opportunities meaningful and creating monitoring with follow up check ins part of our process	Distributed 1-1 iPads to all families with access to Microsoft Teams for access to virtual events (Policy Committee meetings, Family Educator Organization meetings, family workshops, etc.). Workshops scheduled for families with the Gesell at Yale Program in Early Childhood, the CT Science Center, and Circle of Security Parenting Classes to be offered.	The addition of Ready Rosie, using State HS supplemental funds and in partnership with our Grantee, Manchester HS, will increase family engagement and make it meaningful to each individual family/child. Our building is open to visitors and volunteers again!
2.2 Family Education Goals address at least one learning outcome stated above (Goal 1/Obj. 1)	75% of families will meet the education goal they set for their child.	Sustaining family participation in engagement opportunities to impact education goals	Goal setting to occur between November 1 st through January 1 st .	No change
Data, Tools, or Methods for Tracking Progress:			Person(s) responsible:	
<ul style="list-style-type: none"> • The Parent Training Calendar and attendance sheets • Family goal progress 			<ul style="list-style-type: none"> • Classroom teacher • Family support manager 	

<ul style="list-style-type: none"> • Monthly reports to Policy Committee • Home Visit forms • Child Plus • Ready Rosie data connected to personalized playlists 	<ul style="list-style-type: none"> • Family advocates
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Activities or Action Steps to Meet Objective(s) above:

- Determine priorities of families based on their education goals to determine topics for family activities.
- Family support manager will work with family advocates to ensure communication is consistent regarding engagement opportunities
- Family support manager will facilitate Ready Rosie with family advocates and families
- Family support office will monitor use of Ready Rosie and engagement in other family engagement offerings including FEO, Policy Committee, and take-home activities, and planned nights.
- Teachers and family advocates will provide information and resources during home visits to strengthen families and encourage their participation in the Enfield Community.
- Collaboration with other agencies to support families

Year 5: Goal 3: Enfield Head Start will collaborate with community partners to meet the needs of families with young children.

Objective(s)	Expected Outcomes	Challenges	Progress/Outcomes/Evidence	Revisions
3.1 Explore options and make recommendations for expanding infant/toddler care for income eligible families.	<p>Create an exploratory committee with community partners, families, and staff</p> <p>Develop a report to understand barriers and to make recommendations based on the work of a committee comprised of families, community partners, and program staff</p>	<p>Ensure accuracy of data</p> <p>Limited available resources/funding in our community and state</p> <p>Getting all voices to be represented in the conversations/surveys</p>	<p>Data from three focus groups</p> <p>Updated community assessment</p>	<p>School closure due to COVID began on March 12th and continued through September. The pandemic took precedence during this time, and this goal was pushed to be addressed Spring-Fall 2021.</p> <p>Our community assessment provided some additional information as well as updated information regarding childcare in the state of CT from the Office of Early Childhood.</p> <p>2021-2022: We contracted with Cross Sector Consulting to support our exploration. A white paper report detailing the findings is</p>

				complete and has been shared with stakeholders. At this time, this goal has been met and we have determined that while the data does not indicate the need to add Early Head Start seats, we also recognize the data does not include a large response rate from the targeted population.
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Data, Tools, or Methods for Tracking Progress: <ul style="list-style-type: none"> • Number of subsidized infant/toddler spaces available for families • Waiting list data • Number of families needing infant/toddler care for work or school • Meeting calendar, agendas, minutes • Report 	Person(s) responsible: <ul style="list-style-type: none"> • Family support staff • Director 	Dates: <ul style="list-style-type: none"> • Completed Spring2021-Spring 2022 • <i>Revisit in next community assessment</i>
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Activities or Action Steps to Meet Objective(s) above:				
<ul style="list-style-type: none"> • Establish partnership with KITE collaborative and FRC • Set goals and action steps for the committee • Collect and analyze data; explore funding and space options • Develop report and share with stakeholders 				

Year 5: Goal 3: Enfield Head Start will collaborate with community partners to meet the needs of families with young children.

Objective(s)	Expected Outcomes	Challenges	Progress/Outcomes/Evidence	Revisions
3.2 Increased awareness and use of community programs and services available to families and their children, including pregnant women	<p>Comprehensive resource list developed and distributed to families and community agencies, seasonally</p> <p>At least 50% of families will access at least one resource to support family well being</p> <p>In partnership with Enfield Adult Education, English classes are being offered</p>	<p>No systems or specific mechanisms previously in place to understand what services are available across a range of stakeholders, especially as funding changes</p> <p>Getting participants for Circle of Security</p>	<ul style="list-style-type: none"> • Family Advocates update the guide seasonally with input from families and stakeholders • Family access being tracked • Committee meets monthly • Guides are distributed to 100% of HS families • Marketing is now being done in partnership with KITE (Key Initiatives to Early Education), one of our community partners. • English classes, volunteer opportunities, and Circle of Security opportunities discussed in detail at Home Visits 	The document will continue to address needs brought on by COVID 19 including, but not limited to food insecurity, heating assistance, technology support, mental health resources, and educational opportunities. It will largely focus on testing and updated vaccination information for children under 5.

	<p>weekly at SELC for Head Start families. Volunteer opportunities will be made available for families taking these classes to enhance language acquisition. Continuing education pathways will be shared with families.</p> <p>In partnership with KITE and the FRC, teachers are participating in the Circle of Security Parent Training. Families will be referred for upcoming classes which will support common language and shared techniques between staff and families creating consistency in relationships and responses for our kids.</p>			
<p>Data, Tools, or Methods for Tracking Progress:</p> <ul style="list-style-type: none"> • Meeting calendar, agendas, minutes • Resource document developed • Partnering with Key Initiatives to Early Education (KITE) collaborative to create a multimedia marketing plan translated into multiple languages • Data on family service usage; referrals made by family advocates 		<p>Person(s) responsible:</p> <ul style="list-style-type: none"> • Family support staff • KITE 		<p>Dates:</p> <ul style="list-style-type: none"> • Seasonally updated • EL classes and COS run during Fall/Winter and Spring as applicable
<p align="center">Activities or Action Steps to Meet Objective(s) above:</p> <ul style="list-style-type: none"> • Set goals and action steps for obtaining, organizing, and disseminating information • Consider system of sustainability that maintains updates based on need 				

Additional trend data driving discussions around instructional practices, family engagement, and school readiness:

The following demonstrates % of students classified as area of need by the eDeca, a strength-based assessment and planning system designed to promote resilience in children ages four weeks to six-years-old.

<i>Fall 2020</i>	<i>Fall 2021</i>	<i>Fall 2022</i>
<ul style="list-style-type: none"> • Initiative: 7% • Self-Regulation: 11% • Attachment/Relationships: 7% • Total Protective Factors: 7% • Behavioral Concerns: 9% 	<ul style="list-style-type: none"> • Initiative: 6% • Self-Regulation: 11% • Attachment/Relationships: 7% • Total Protective Factors: 5% • Behavioral Concerns: 4% 	<ul style="list-style-type: none"> • Initiative: 9% • Self-Regulation: 20% • Attachment/Relationships: 14% • Total Protective Factors: 17% • Behavioral Concerns: 19%

About the DRDP[®] Instrument

The Desired Results Developmental Profile (DRDP)[®] is a developmental continuum from early infancy to kindergarten (from birth to five) entry that can be used for both formative purposes and summative reporting, and is Head Start Early Learning Outcomes Framework (ELOF) aligned. To learn more about the research behind the DRDP[®], visit our [About the DRDP[®] page](#) or visit the [Technical Report](#) for the Desired Results Developmental Profile (2015).

- ✔ Researched-based, valid, reliable, and universally-designed assessment.
- ✔ Appropriate for children with disabilities and dual-language learners.
- ✔ Meets the federal [Office of Special Education Programs \(OSEP\)](#) requirements.
- ✔ Aligned with Head Start ELOF: [Infant/Toddler & Preschool](#).
- ✔ Birth to five developmental continuum: reflects the development progress for children, birth to five years of age.

DRDP (2015)

An Early Childhood Developmental Continuum

Measures at-a-Glance

Preschool Comprehensive View

+ Domain Name: Approaches to Learning—Self-Regulation • Domain Abbreviation: ATL-REG

Number	Measure Name	Page Number
1	Attention Maintenance*	1
2	Self-Comforting*	2
3	Limitation*	3
4	Curiosity and Initiative in Learning	4
5	Self-Control of Feelings and Behavior	5
6	Engagement and Persistence	6
7	Shared Use of Space and Materials	7

♥ Domain Name: Social and Emotional Development • Domain Abbreviation: SED

Number	Measure Name	Page Number
1	Identity of Self in Relation to Others	8
2	Social and Emotional Understanding	9
3	Relationships and Social Interactions with Familiar Adults	10
4	Relationships and Social Interactions with Peers	11
5	Symbolic and Sociodramatic Play	12

📖 Domain Name: Language and Literacy Development • Domain Abbreviation: LLD

Number	Measure Name	Page Number
1	Understanding of Language (Receptive)	13
2	Responsiveness to Language	14
3	Communication and Use of Language (Expressive)	15
4	Reciprocal Communication and Conversation	16
5	Interest in Literacy	17
6	Comprehension of Age-Appropriate Text	18
7	Concepts About Print	19
8	Phonological Awareness	20
9	Letter and Word Knowledge	21
10	Emergent Writing	22

🗣️ Domain Name: English Language Development • Domain Abbreviation: ELD

Number	Measure Name	Page Number
1	Comprehension of English (Receptive English)*	23
2	Self-Expression in English (Expressive English)*	24
3	Understanding and Response to English Literacy Activities*	25
4	Symbol, Letter, and Print Knowledge in English*	26

🧠 Domain Name: Cognition, Including Math and Science • Domain Abbreviation: COG

Number	Measure Name	Page Number
1	Spatial Relationships*	27
2	Classification	28
3	Number Sense of Quantity	29
4	Number Sense of Math Operations	30
5	Measurement	31
6	Patterning	32
7	Shapes	33
8	Cause and Effect	34
9	Inquiry Through Observation and Investigation	35
10	Documentation and Communication of Inquiry	36
11	Knowledge of the Natural World	37

🏃 Domain Name: Physical Development—Health • Domain Abbreviation: PD-HLTH

Number	Measure Name	Page Number
1	Perceptual-Motor Skills and Movement Concepts	38
2	Gross Locomotor Movement Skills	39
3	Gross Motor Manipulative Skills	40
4	Fine Motor Manipulative Skills	41
5	Safety	42
6	Personal Care Routines: Hygiene	43
7	Personal Care Routines: Feeding*	44
8	Personal Care Routines: Dressing*	45
9	Active Physical Play	46
10	Nutrition	47

📖 Domain Name: History—Social Science • Domain Abbreviation: HSS

Number	Measure Name	Page Number
1	Sense of Time	48
2	Sense of Place	49
3	Ecology	50
4	Conflict Negotiation	51
5	Responsible Conduct as a Group Member	52

🎨 Domain Name: Visual and Performing Arts • Domain Abbreviation: VPA

Number	Measure Name	Page Number
1	Visual Art	53
2	Music	54
3	Drama	55
4	Dance	56

*Conditional Measures

Sample Measure in detail

Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation

ATL-REG 5: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Calms when comforted by an adult	Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult	Calms self when a familiar adult initiates contact, moves close, or offers a special thing	Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed	Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
Possible Examples <ul style="list-style-type: none"> Lessens or stops crying when picked up by an adult. Relaxes in an adult's arms when being held. Quiets to the voice of a familiar adult. 	Possible Examples <ul style="list-style-type: none"> Reaches toward a familiar adult to be comforted and nestles into the adult when held. Vocalizes to a familiar adult and calms when the adult reaches over to pat child's stomach. Looks toward a familiar adult when startled, and relaxes when picked up. 	Possible Examples <ul style="list-style-type: none"> Gets up and looks for an adult after falling down, and then resumes play when the adult gives a reassuring look. Stops crying after an adult offers a toy similar to the toy another child took. Calms when an adult moves to sit closer on the floor. 	Possible Examples <ul style="list-style-type: none"> Lets go of another child's toy and accepts a different toy after a familiar adult communicates, "She's playing with the blue truck. You can use the red one." Gets a towel when an adult suggests that they work together to clean up a spill that the child is upset about. Accepts an adult's invitation to move closer, after noticing child's worried look when an unfamiliar adult enters the room. 	Possible Examples <ul style="list-style-type: none"> Waits to ride a favorite tricycle without trying to take it from another child. Pauses and sighs after tower falls down, and then starts to rebuild it when an adult asks, "Do you want to make it again?" Frowns, but goes to play with something else, when an adult communicates that it is not yet time to go outside. 	Possible Examples <ul style="list-style-type: none"> Insists that another child return a favorite doll, but when refused, asks a familiar adult for help. Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes a toy without asking. Communicates, "Tôi muốn ngồi ở đây," ["I want to sit here," in Vietnamese], when upset that there are no empty chairs near a friend. 	Possible Examples <ul style="list-style-type: none"> Offers a toy in exchange when another child has a desired toy. Asks another child who is painting at an easel, "When is it my turn? I've been waiting." Leaves the block area after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children in play. 	Possible Examples <ul style="list-style-type: none"> Communicates, "I want a turn. Can I use the scooter after you go around two times?" after watching another child ride for a while. Communicates, "Don't push!" to another child trying to fit at the water table, and then says, "Here's a plate," and moves over. Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story. Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence



ATL-REG 5

Self-Control of Feelings and Behavior

ATL-REG 5

**U.S. DEPARTMENT OF HEALTH AND HUMAN
SERVICES COMPENDIUM OF REQUIRED
CERTIFICATIONS AND ASSURANCES**

Office of Head Start

Updated July 29, 2014

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

SF424B Assurances – Non-Construction Programs

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Regarding Compliance with Compensation Cap (Level II of the Executive Schedule)

Federal funds will not be used to pay any part of the compensation of an individual employed by a Head Start and/or Early Head Start agency if that individual's compensation exceeds the rate payable for Level II of the Executive Schedule.

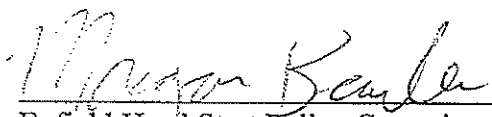
POLICY COMMITTEE APPROVAL STATEMENT

Enfield Head Start

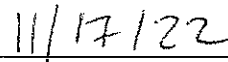
Delegate

The enclosed grant application has been reviewed and approved at the Policy Committee meeting held on November 4, 2022.

The Policy Committee or a sub-committee of Policy Committee was involved in the meaningful preparation of this application including the development of the goals and budget.



Enfield Head Start Policy Committee Chairperson



Date

GOVERNING BOARD APPROVAL STATEMENT

Enfield Head Start

Delegate

The enclosed grant application has been reviewed and approved at the Board of Education meeting held on November 22, 2022.

The Policy Committee or a sub-committee of the Governing Board was involved in the meaningful preparation of this application including the development of the goals and budget.

Mrs. Tina LeBlanc
Enfield Board of Education, Chairperson

Date

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

Certification of Filing and Payment of Federal Taxes

As required by the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Act, 2008 (Public Law 110-161, Division G, Title V, section 523), as a prospective financial assistance recipient entering into a grant or cooperative agreement of more than \$5,000,000, I, as the duly authorized representative of the applicant, do hereby certify to the best of my knowledge and belief, that:

1. The applicant has filed all Federal tax returns required during the three years preceding this certification
2. The applicant has not been convicted of a criminal offense pursuant to the Internal Revenue Code of 1986 (U.S. Code - Title 26, Internal Revenue Code)
3. The applicant has not, more than 90 days prior to this certification, been notified of any unpaid Federal tax assessment for which the liability remains unsatisfied, unless the assessment is the subject of an installment agreement or offer in compromise that has been approved by the Internal Revenue Service and is not in default, or the assessment is the subject of a non-frivolous administrative or judicial proceeding.

Submission Statement

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	<input type="text" value="Mrs."/>	* First Name:	<input type="text" value="Tina"/>
Middle Name:	<input type="text"/>		
* Last Name:	<input type="text" value="LeBlanc"/>		
Suffix:	<input type="text"/>		
* Title:	<input type="text" value="Madam Chair"/>		
* Telephone Number:	<input type="text" value="(860) 253-6531"/>	Fax Number:	<input type="text"/>
* Email:	<input type="text" value="tleblanc@enfieldschools.org"/>		
* Signature of Authorized Representative:	<input type="text"/>	* Date Signed:	<input type="text"/>
* Submitted by:	<input type="text"/>	Date Submitted:	<input type="text"/>

DRAFT

**BOARD OF EDUCATION
SPECIAL MEETING MINUTES
OCTOBER 25, 2022**

A special meeting of the Enfield Board of Education was held on October 25, 2022, in the Scitico Room located at 820 Enfield Street, Enfield.

1. **CALL TO ORDER:** The meeting was called to order at 6:00 PM by Tina LeBlanc.
2. **INVOCATION OR MOMENT OF SILENCE:** Tina LeBlanc
3. **ROLL CALL:**

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

MEMBERS ABSENT: Jonathan LeBlanc

ALSO PRESENT: Mr. Christopher Drezek, Superintendent of Schools; Mr. Andrew Longey, Assistant Superintendent; and Attorney Rich Mills

4. **EXECUTIVE SESSION**

- a. **Matter(s) Related to Attorney Client Privilege Communications Concerning First Amendment Issues**

Mr. Hamre moved, seconded by Mr. Ryder that the Board enter into Executive Session
A vote by **show-of-hands 8-0-0** passed unanimously.

Mr. Drezek, Mr. Longey and Attorney Mills joined the Board in Executive Session at 6:01 PM.

No Board action occurred while in Executive Session.

Open Session:

The Board returned to open session at 7:15 PM.

5. **ADJOURNMENT**

Dr. Calnen moved, seconded by Mr. Hamre to adjourn the Special Meeting of October 25, 2022.

All ayes, motion passed unanimously. Meeting stood adjourned at 7:16 PM.

Jonathan LeBlanc
Secretary
Board of Education

Respectfully Submitted,

Andrew B. Longey, Assistant Superintendent

**BOARD OF EDUCATION
REGULAR MEETING MINUTES
OCTOBER 25, 2022**

A regular meeting of the Enfield Board of Education was held in Council Chambers on October 25, 2022.

1. **CALL TO ORDER:** The meeting was called to order at 7:23 PM by Madam Chair LeBlanc.
2. **INVOCATION OR MOMENT OF SILENCE:** Janet Cushman
3. **PLEDGE OF ALLEGIANCE:** Janet Cushman
4. **FIRE EVACUATION ANNOUNCEMENT:**
5. **ROLL CALL:**

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

MEMBERS ABSENT: Jonathan LeBlanc

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

6. **BOARD GUEST(S)**

a. **Enfield High School Career Day**

Mr. Drezek welcomed Enfield High School counselors Colleen Ceniglio and Jamie Botteron.

Mrs. Ceniglio thanked the Board for allowing them to be a guest tonight. We are finally back on track with all of our programs prior to Covid happening. We have meet with all freshman students and are now meeting with juniors and non-college bound seniors. We have taken several field trips to area companies and have administered the ASVAB for students interested in the military.

Mrs. Botteron spoke about the upcoming career day on November 23rd from 7:15-9:30 AM. We are looking to place a guest speaker in every classroom. We need 110 speakers and are looking for 35 additional speakers. If you are interested or know someone that would like to be a guest speaker, please contact us.

Mrs. Pickett thanked them for their presentation. She has heard many great things about your program. She will check her calendar to see if she can attend. She inquired about the college connections pathways program and how you are supporting this. Mrs. Ceniglio stated that Mr. Dague and Mr. O'Connell work with us planning educational pathways for our students. We are trying to expose the students to as many different career paths as possible. We will be going out again on November 4th with a smaller group of students. Planning is harder now with classwork in full swing. Our kids know what is on TV and what their family does. They are very interested in crime scene work.

Mrs. Pickett urged them to express pathways in our culinary program at EHS. They are doing amazing work at the high school.

Mr. Hamre thanked them for this huge undertaking. He works in human services, and this would not be an interesting area to talk about. He asked if they are looking into the arts as a

career path. Mrs. Ceniglio stated we are trying to bring in a huge variety of career paths to expose to the students. Students can sign up for different speakers and they are being exposed to career paths they might not have thought about.

Mr. Hamre added he has a friend that is in theatre, music and the arts. He will ask them if they are interested.

Mrs. Acree thanked them for the presentation and for introducing our students to so many different career opportunities. You are preparing them for the future. Thank you for your hard work.

Mr. Unghire also thanked them and can see the value in your program. You are opening our students eyes to many different areas. So many of our students have no idea of what they want to do after high school. Exposing them to a variety of careers and professions will inspire them towards a career path. He applauds you for what you are doing. Mrs. Ceniglio hopes that they will be future presenters for our program.

Mr. Ryder thanked them for coming and hopes that we can fill some of your open slots. He and his wife will be there. Thank you for what you are doing. He was glad to hear that you met with freshman students. Mrs. Ceniglio added coming to the career center is part of the PE/Health program for a quick meet and great and to explain about the career center and what we offer students.

Mr. Ryder is glad the students were able to meet with you and see the career center.

Madam Chair stated when her son was at Enfield High, you sent him a card about a fire science program that sparked an interest in him. It was still on her refrigerator. Her son went in a totally different direction. You have such an expansive network in our community and getting former students to attend career day. She will also be there. Can grad students and college coaches attend? Mrs. Ceniglio stated yes. We have a lot of students that are interested in sports, and they do not understand the process and work ethic that is required. They are learning a lot about interpersonal skills and working hard. This helps them to see the bigger picture.

Madam Chair thanked them for attending. She is a big fan of the career center. She is glad you were able to see all of the freshman students. It was great to see you both. She is glad they have had the opportunity to meet with all freshman students.

Mrs. Ceniglio and Mrs. Botteron thanked them.

b. Randy Daigle

Mr. Drezek stated the Mr. Daigle was unable to attend tonight. We will try to place him on our next Board meeting agenda.

Madam Chair added she saw Mr. Daigle's presentation at the Town Council meeting, and it was wonderful, and she can't wait to see our presentation.

7. SUPERINTENDENT'S REPORT
a. Student Representative Update

Madam Chair welcomed student representative Kayla Surprenant to the dais. This is Kayla's first meeting.

Student Representative Morgan DiFronzo stated we are finishing spirit week and the turnout was great at the EHS pep rally and football game. The homecoming dance was sold out and everyone had a great time. She thanked the members from the student council. The Enfield Lamplighters play "One in a Million" will be held on November 18th at 7:00 PM and on

November 19th at 2 & 7:00 PM. Tickets are \$5 for students and \$10 for adults. The Astro Turf at Enfield High is completely done, and it looks great. We held our first game today on the field. We will hold a “pink out” day on Friday, October 28th. She cannot wait to see everyone’s pink!

Student Representative Kayla Surprenant stated the National Honor Society will induct new members on November 1st at 6:00 PM. The Instrumental Music Association will hold 2 separate fundraiser events. They will hold a Chili Cookoff on November 13th from 1-4 :00 PM and the fees are \$8 for students and \$10 for adults. There will also be raffles. The EHS Jazz Band will be playing music during this event. They will also be selling holiday wreaths until November 10th. On October 29th at 12:30 PM the EHS Marching Band will be performing at Veteran’s Memorial Stadium in New Britain for the Marching Band Champions Competition. We will also recognize our senior athletes on October 25th for Girls Volleyball, October 28th Girls Swimming, November 1st Girls Soccer and on November 2nd for Boys Soccer.

b. Early Release Days, Election Day & Veteran’s Day – as presented

c. EPS Update

Mr. Drezek stated EHS student Sydney Marshall is up for the WFSB Athlete of the Week for her hat trick last week in soccer. Unfortunately, she is up against his nephew who he will be voting for. He had 7 touchdowns last week. He wished her good luck.

Mr. Drezek stated Dr. Wiley will hold a Digital Citizenship night events at Henry Barnard on November 14th, Enfield Street on November 15th and Hazardville Memorial on November 17th. There will be two session to choose from – 5:15-6 PM & 6:15-7 PM. We have a lot of technology in our district and these events will help our families. Flyers for these events will be going home with students. Parents can learn about using iPads and internet safety and Enfield Public Schools best practices. We are excited to roll this out to our families.

Mr. Drezek stated he will send out a SchoolMessenger message about his Superintendent’s Advisory Council tomorrow. There is a simple application to complete if you are interested. He is looking for representation from our entire community. The agenda will be driven by what the group would like to discuss. The only requirement is you must have a child in the Enfield Public Schools. He is not sure how many people will respond.

Mr. Drezek stated as we started this school year, a theme about what this year means and what we are going to do in order to meet our kids where they have been expressed at our Board meetings. At our last meeting, he spoke about data on EdSight - who are we and what makes up our demographic and identifying our kids needs. Mr. LeBlanc asked about an academic update at our last meeting. He wants to make sure we are putting things in context. This information is our first snapshot post-covid. We discussed how important our equity statement is and establishing it. We provided a SEL presentation and the programs that are available for our students. We have shown you what our students needs are. We need to take into account what has occurred over the past two years.

Mr. Drezek stated the national report card has been released. This is the first opportunity as a nation and a state to look at how are kids are doing academically. The numbers are what they are and will drive our decision and the supports we will be putting into place. We need to take into account what occurred in 2019 until now. The state Department of Education released our scores, and we can see how we measure up to other states and the national average. Traditionally, we have always outpaced other states in certain areas. He reviewed percent proficiency in Math and Reading. The numbers have decreased Statewide. We can break these scores down, but we are outpacing some of the percentages. You can break this down further by race. The state scores are outpacing national scores slightly in some areas. This all needs to be taken into context. We need to make adjustments in how we operate. We know what happened to our kids and this keeps him up at night. Closing our schools was a bad thing.

Mr. Drezek stated our demographic numbers are what they are. There is an achievement gap. We need to meet our kids where they are. We have an obligation to meet them there. We need to address this and partner with everyone. We cannot do this alone. This is why he is starting his parent advisory group. We have given our kids technology and they are struggling. We need to continue our work and are all on the same page. Ms. Middleton will be attending an upcoming meeting as a guest and will review this information with the Board. The Curriculum Committee will start looking at this data in November. We will address the budget in January, and this will be reflected in his presentation and everything he has been talking about since September.

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.

Greg Gray, Enfield Street – Rev. Gray spoke about his concerns with banning books. A list of books was distributed at a Curriculum Committee meeting. He spoke about some books including the bible and the context in the books.

Lynn Kostek, Teach Street – Mrs. Kostek stated being here is like a breath of fresh air. What has been going on is horrifying and needs to end. Our children look up to the adults and the members of the Board. You need to respect each other. It is all about the kids. This needs to end. Posting things on Facebook needs to end. She also would like us to check audience speaker addresses.

Brandon Jewell, Gatewood Drive – Mr. Jewell is the president of PFlag of Enfield and our support groups will start on November 7th for in-person sessions. We will meet the first Monday of each month in-person and virtually the third Saturday of each month. He invited the student representatives to participate in GSA at EHS. Book banning is ridiculous. He is okay with setting guidelines. The books that were on the list were all LGBTQ related. You need to stop with the lies and hate.

Juliette Leith, Katherine Road – Mrs. Leith stated you have a responsibility to answer our questions. Parents want answers to their questions that have not been addressed about the health curriculum. Many Boards of Education are hearing about pornographic lessons. Opting out is not the answer. A school voucher system is an equitable solution

Kelly Jackson, Meade Lane – Mrs. Jackson stated a student was threatened during a fundraiser event for a football team. We had a community conversation about racism. Racism is when her son was ignored by the police. Lets protect our black and brown students. This is not the first time something like this has happened. Ignoring this does not change the outcome.

Peter Jonaitis, Farmstead Circle – Mr. Jonaitis stated he can talk about retirement at career day. At the last Board meeting, he didn't finish talking. He raised his family and 3 kids in Enfield. He is proud to call Enfield his home. He reviewed the national report card yesterday. He speaks for himself as a resident of Enfield. Be careful when you are looking at the data. What are you going to do to get us off from being an Alliance District. The attack on Board members needs to stop. If you are resident, you should be paying taxes in Enfield. He wished everyone a happy Thanksgiving.

Liz Davis – North Maple Street – Mrs. Davis stated great job tonight from our student representatives. She spoke about the video's being displayed about her and about bullies. She does not need anyone to defend her. You all know the truth about her. She is very secure

about herself. Targeting the LGBTQ community is wrong. You need to let this go. They just want attention. We are teaching our children to ignore bullies. We do not tell the parochial schools how to teach. We might want to take a look at the bible. Thank you for what you are all doing.

9. BOARD MEMBER COMMENTS

Mrs. Acree stated Prudence Crandall has started their fire prevention drills. Students will wear pink on October 28th for \$1 for breast cancer research. They will also hold a Trunk or Treat event at Asnuntuck from 6-8 PM on October 28th. Candy donations are welcome. Spirit week will start on the week of October 31st. Each day students will wear something different.

Dr. Calnen stated covid numbers have been increasing including hospitalizations. The variants of Omicron are out there. He urged everyone to get vaccinations and booster shots for protection during the winter season. The Covid pandemic has infected our children academically and emotionally. We need to do everything we can to keep our schools open. Please get vaccinated.

Dr. Calnen stated Stowe Early Learning Center Sparkler application will assist with referrals for students at risk and are being used in early childhood development centers. The Sparker app can assist with three areas. ECDC will soon receive their Sparkler code as well as the Enfield Food Shelf. ECDC will eventually start working with pediatricians. Using the Sparkler app could be a real game changer for children at-risk.

Mrs. Cushman read an e-mail she recently sent out about her comments and the need for guidelines. She added that there is a study about youth opioid use that is linked to sexual risky behavior from the CDC and National Center for Drug Abuse Statistics. These are valid concerns regarding books. She did provide a list of books in an email to the Policy Committee members. The idea of banning books was not her intention. It is about defining what is healthy and what is safe for our students. People are talking about banning books like Mark Twain, Shakespeare and Stephen King, which is totaling off topic. The majority of people in our community are not aware of the books that are out there and that our students have access to across the nation. The majority of these books happen to target the LGBTQ community and that is unfortunate. The questions and concerns she has raised apply to the safety and health of our youth. She apologizes if it seems like she is targeting a single population. She has read the book mentioned by an audience member. She does not believe books like that have a place in our schools.

Mr. Hamre thanked Leslie Lawler for the JFK update. JFK has listed their club catalog on the EnfieldPTO.com website. Students can sign up online if they would like to be part of any of the clubs. JFK students will dress up for Halloween on October 31st.

Mr. Hamre congratulated the Enfield High School Football team for an incredible game. They lost by 2 points, but it was a great game and they played really hard.

Mr. Hamre added the Instrumental Music Association are raising funds for the bands because they do not receive any money from game ticket sales. They fundraise as much as they can. He is looking forward to the Chili Cook-off.

Mr. Hamre stated the GSA Pride Gay meetings are free to attend and food is provided. PFlag will provide the desserts.

Mr. Hamre addressed an audience members comments about us being an Alliance District. The superintendent explained this, and this is outside of our scope. He thanked audience members for your comments.

Mr. Hamre stated the National Report Card results show that we are not the only district that

is struggling and suffering. This will continue to be a generational thing we need to recover from. He looks forward to the Superintendent's Advisory Council.

Mr. Hamre shared a story about his child's music choices. It is intense music. He also congratulated the Lamplighters and wished them all the best with their upcoming performance.

Mr. Hamre stated cold weather protocols are fastly approaching. Please be aware that this also affects our students.

Mr. Hamre stated at a previous meeting he asked about a policy about removing Board members. We discussed this at the Policy Committee meeting and there is no way to do this. Individuals are elected and will remain until they resign, or their term runs out. He knew this but asked about this anyway. He is a member on the Policy Committee and an alternate on the Curriculum Committee.

Mr. Hamre added at the Curriculum meeting, Mrs. Cushman mentioned sending out an e-mail. This was not e-mailed to us, it was handed to us as a document. The document did not show who the email was sent from, and he asked for this information and requested it via the Chair to the Superintendent. This information came back to me from other Board members who did receive the e-mail with the senders information that had been removed to protect their identity. Protecting this sender is fine. Mrs. Cushman is also an alternate for the Curriculum Committee. Mrs. Acree is a member on the Curriculum Committee and when we discussed items from the table, this document was given to her by Mrs. Cushman. Mrs. Acree was not aware of this document.

Mr. Hamre is now asking via the Chair to the Superintendent about a policy and procedures for removing Board members from committees that are disruptive. There have been a number of instances of harming our children by limiting protections and removing policies that are in place to protect them. This is an intense disservice to the students of this district, and it goes against everything this district is trying to accomplish by protect all students every day. By actively trying to remove materials the LGBTQ community would find interesting or helpful.

Mr. Hamre asked about these books at the Policy Committee meeting and if they were actually in our schools. These books are not in our schools, and we trust our teachers. He is defending our students, teachers and our IT department. Everything has been done with our strict and stringent protocols that are in place to limit access of inappropriate materials from our students while utilizing the technology they need to receive their education. We do not allow them to access inappropriate materials. We are doing everything we can to prevent this from happening.

Mr. Hamre requests via the Chair to the Superintendent to see what we can do to remove a Board member from a subcommittee so we can limit the amount of damage being done to the children the need the most protection.

Mr. Unghire stated Hazardville Memorial will be collecting Halloween costumes for their fundraiser on November 1st. They buy back costumes for the next year and sell them for \$5. This fundraiser event will provide funds for the PTO.

Mr. Unghire stated parents will go to administrators with complaints and concerns and if they cannot get the satisfaction they are looking for, they will appeal to Board members. We are representing the parents interest and try get the answers they are looking for. We have been trying to address parents' concerns. We will not all agree on every item as a Board. At times, these issues are important to us as Board members. Thank you.

Mrs. Pickett wished those participating Happy Diwali that was held yesterday to the families in our community. She encourages you to research about this holiday.

Mrs. Pickett is very interested in the digital citizenship night. She will participate at this event as a family. She discusses family partnership at every Curriculum meeting and parent feedback. This is amazing and she thanked Dr. Wiley.

Mrs. Pickett also looks forward to the Superintendent Advisory Council. We had discussed this as a Board about a forming a committee. She fully supports this being the Superintendent's committee and not a Board committee. She would like to see this committee match our student demographic and look at race, ethnicity, language, ability, disability, socioeconomic status and having the council reflect our student population. We need to hear the voices from our families.

Mrs. Pickett was sorry she missed our last meeting with the EdSight data presentation. The information is interesting, and you can tell a story about our students. We need to look at disaggregated data because this is where our equity work lies. She looks forward to discussing our budget, student's needs and how we are addressing equity and resources. We talk about achievement gaps, but it is more like an opportunity gap and the opportunities we provide to all our students.

Mrs. Pickett agrees about partnering with families. We cannot solve everything in our schools and need help from our families. We need to review our MOU's and work smarter, not harder with supports for our students and defining some of these amazing partnerships.

Mrs. Pickett addressed some of the comments made tonight, when it comes to restrictions on books, please refer to our equity statement. This is something we all agreed with. We need to encourage folks to understand this. When we look at curriculum resources, we need to make sure they are representing our students and they have access to information that resonates to them.

Mrs. Pickett addressed Mrs. Jackson and the incident with her son. We do not control the Enfield Police Department. She is one person. She has encouraged us to look at our MOA with our SRO's and the Enfield Police Department about their definition, their roles, responsibilities for SRO's, their training, supports they are receiving and how they are involved with our behavior responses. Unfortunately, these incidents are predictable. We need to address hate speech and when it is used. We also need to look at our athletic fundraising protocols and at athletic events. There is work that we can do. She has faith in our district and the equity work that is being done.

Mrs. Pickett thanked all the volunteers, families and businesses that were at the Jack-O-Lantern Festival. This was another great event and her kids loved it. Thank you everyone.

Mrs. Pickett added the Heritage Fair is back. They are looking for help planning this event. They will meet on November 9th at 6:30 PM at Alcorn. If you have any questions, please contact Amy Witbro.

Mrs. Pickett urged everyone to look at the Enfield Street newsletter. They will have their Trunk or Treat on Friday, October 28th. Parent Teacher Conferences are coming up and they will also have a book fair.

Mr. Ryder stated Henry Barnard and Prudence Crandall will hold a Trunk or Treat on October 28th from 6-8 PM at Asnuntuck Community College. You must RSVP if you plan to attend. If it rains the event will be held at Crandall indoors.

Mr. Ryder stated Parkman will hold their mini-me pumpkin contest from 9-3 PM on October 28th. He will be a guest judge. This is a really fun event.

Mr. Ryder attended the Teacher of the Year event at Hazardville Memorial for Amber Venoutsos along with several Board members, Town Council Members, Mr. Drezek, Mr. Longey and Town

Manager Mrs. Zoppo. He also invited Mr. Drezek, Mr. Longey and Madam Chair to see the playscape that was put in.

Mr. Ryder stated Meet the Candidates Night will be held on October 27th at 6:00 PM at Enfield High School cafe.

Mr. Ryder added the Eli Whitney Trick or Trunk event will be held on October 26th from 4-6:00 PM. If it rains it will be moved to October 27th. The Whitney Wolves Walk-a-Thon will be held on October 28th and the classroom with the most participation will be able to silly string the principal at an upcoming assembly.

Mr. Ryder thanked the audience members for waiting for them and for speaking tonight.

Madam Chair attended the Kite meeting last week. PLA spoke to us about the placemats that students colored. They gave each of us at the Kite meeting some of these placemats. They are all works of art, and she thanked them. The food was prepared by Chef O, and it was amazing. She thanked everyone for preparing the food.

Madam Chair stated at the TOY ceremony at Memorial, she loved listening to the teachers and how they bounce ideas off of each other. You felt the love in the room. This is something our teachers missed during Covid. They love to teach, and it shows in everything they do.

Madam Chair will attend the mini-me pumpkin contest at Parkman. This is a great event if you can attend. It is hard to judge them. She thanked them for inviting them.

Madam Chair stated the Enfield High School Marching Band will attend a Band Concert in New Britain. She wished them all good luck.

Madam Chair added the Enfield High Safe Grad will hold their Safe Grad Auction on December 3rd. They are looking for donations. They raised \$1,000 from their Bottle & Can collection drive and 3,700 pounds of clothing. They are thankful for the communities support.

Madam Chair looks forward to the Digital Citizenship nights for families to attend. Will we get an invitation for this. Mr. Drezek stated yes.

Madam Chair stated we did have some bussing issues for some of the unified sporting events. The parents and students were upset. She hopes we do not miss any other events.

Madam Chair sends her condolences to Officer Alex Hamz and Sargent Dustin Demonte's families and to Officer Alec Luato. What happened was horrific. Listening about their lives last week was heart wrenching. Last week we had a swatting incident. A student commented on how hard it was to go back to class and pretend that everything was okay. Our kids are dealing with a lot and are scared. They are under so much pressure. Our teachers are also worried about the safety of their students. Teachers have died protecting their students. This is unnecessary. We are sorry this happened. Our students understand what is happening. Having this happen on a day we were honoring our fallen police officers was horrible.

Madam Chair thanked our audience members for speaking tonight. You offered some thought provoking ideas. Seeing that we are new to being an Alliance District, it is really hard to get a hold on exactly what I could suggest. We are now just getting our national report card results which are very telling. Our speakers have all shown how passionate they are on whichever side of the isle you are speaking about. She also understands Mrs. Jackson's concerns. She supports your son and she spoke to you after the Community Conversation. She commends your son for how he handled this and apologized that he had to go through this.

10. UNFINISHED BUSINESS: - None

11. NEW BUSINESS:

a. Adopt New Policies & Policy Revisions – First Reading

Mrs. Pickett moved, seconded by Mr. Hamre that the Enfield Board of Education approves proposed new policies #3240, 4113.12, 6141.51, 6172.1 and 7230.2 and proposed policy revisions #5118, 5144.4 and 6140 as first readings.

Discussion:

Mrs. Acree stated she was not offended by the word “minority.” As an African American woman, she does not find that word as being offensive. When she thinks of minority, she thinks of it differently. She is wondering if someone stated their objection to this word, like a student or someone in our community.

Mrs. Pickett stated if we are using the word minority in a mathematical term it would not pertain to this. Students of color are almost an equal statistic, and our demographics are shifting drastically. This would be even more problematic. If we are using the word “minority students” to describe students, it doesn’t accurately define students of color. There is guidance from the State and best practices about the term “minority” and it is offensive based on statistics. She totally respects your opinion and perspective. We do not speak for all people of color. Calling them people of color is more acceptable from the State and work around equity. The word “minority” is offensive because it is related to statistical numbers. Calling them people of color is a strength based term. That was the recommendation she made to adjust the language. The word minority was not defined in the policy. So we needed to clarify who we were talking about.

Mrs. Pickett addressed Policy #5144.4 and the recess option as a discipline measure and as long as we are offering a different recess measure. Our kids need recess. She supports this policy but just wanted to address this.

Mr. Hamre added we discussed this at the Policy Committee meeting. The physical activity portion is still in the policy. It would be taken into consideration for those concerns mentioned.

Mr. Ryder added there is a separation between the word recess and the term of physical activity.

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

b. Approve 2023 Schedule of Regular Board of Education Meetings

Mrs. Pickett moved, seconded by Mr. Ryder that the Enfield Board of Education approves the 2023 Schedule of Regular Board of Education Meetings.

Discussion:

Mr. Ryder stated we usually cancel the April meeting due to Spring Vacation week. If we cancel a meeting, we will follow our normal schedule of meetings that month or schedule an additional special meeting if needed. Mr. Drezek stated that is correct.

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

c. Discussion & Action if any regarding CABA Delegate Assembly

Mrs. Pickett moved, seconded by Mr. Hamre that the Enfield Board of Education appoints a CABA Delegate.

Discussion:

Madam Chair asked if any Board member would be willing to participate as our CABE Delegate.

Mr. Hamre nominated Scott Ryder to be our CABE Delegate.

Mr. Ryder stated he accepts the nomination. This is something that is near and dear to his heart. He has previously attended some CABE Conferences. To fill Joyce Hall's seat, he would be honored to be our CABE Delegate and represent the Enfield Board of Education at the November 17th CABE Delegate Assembly.

Mrs. Pickett moved to amend the previous motion, seconded by Mr. Unghire that the Enfield Board of Education appoints Scott Ryder as our CABE Delegate.

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

12. BOARD COMMITTEE REPORTS:

Curriculum – Mrs. Pickett reported the Curriculum Committee met on October 20th. She thanked the staff for their presentations. We are changing some of the course names, descriptions and content that is taught. We also discussed equity and ESOL credits at the high school. She thanked Dr. Burr for making credit changes for ESOL students. She encouraged ESOL students to reach out to your counselors about this. She also thanked Mr. Dague for his graphic demonstrating the six programs for our students preparing for post-secondary careers. She is very impressed with the work our district is doing expanding career and college connections. She is looking forward to attending the high school program of studies night. We also discussed our TAG policy, and we will also discuss some of the policies presented tonight. Mrs. Cushman also provided us with some questions regarding the pizza assignment. She would like Mrs. Cushman to share those questions with Ms. Middleton, Mr. Drezek, Madam Chair and myself.

Finance – Dr. Calnen reported the Finance Committee will meet next on November 7th.

Policy – Mr. Ryder reported the Policy Committee met on October 18th. Tonight we heard several policy first readings. Our next meeting will be held on November 15th.

Leadership – Madam Chair reported Board Leadership has not meet.

Joint Facility – Mr. Ryder reported the Joint Facility Committee will meet on November 10th.

JFK Building Committee – Mr. Ryder reported Mr. Daigle was going to give an update tonight. He did not prepare anything additional for tonight. He looks forward to seeing Mr. Daigle at our next meeting.

Joint Security – Mr. Ryder reported the Joint Security Committee will be meeting very soon to discuss a safety project. He is waiting for a date for our next meeting.

Madam Chair thanked our Town Manager Ellen Zoppo for answering that e-mail.

Enfield Mental Health Wellness Workgroup – Dr. Calnen reported there is nothing new to report at this time.

Enfield Cultural Arts Commission – Mr. Hamre reported the ECAC was well represented at the Jack-O-Lantern Festival. He spoke with Mr. Scioscio prior to the Curriculum Meeting about our talented artistic teachers. It was nice that he could share with him about a benefit the

Opera House Players will be having to benefit our local Loaves & Fishes. Our teachers are invited to this upcoming production on December 7th. Mr. Scioscio shared this information with our teachers that might be interested. He also discussed with Ms. Middleton about the EHS Marching Band, and they have been invited to put together a program for the Marching Band and Drum Line.

Madam Chair stated she purchased a shirt from the band at the football game. Mr. Hamre added they do everything they can to fundraise to support the bands at JFK and EHS.

13. APPROVAL OF MINUTES

Mr. Ryder moved, seconded by Mr. Hamre that the Regular Meeting Minutes of October 11, 2022, be approved. A vote by **show-of-hands 8-0-0** passed unanimously.

14. APPROVAL OF ACCOUNTS AND PAYROLL - None

15. CORRESPONDENCE & COMMUNICATION - None

Mrs. Drezek stated he forgot to add one more item to his Superintendent's Report. We will continue with free lunches during the month of November for all our students. We need to give a 30 day notice to when this change might occur. Mrs. Edwards is currently working on a plan to extend this even further. We are extending free lunch past October 31st and through the first part of November with the hopes that we can continue this further. He will give another update at our next Board meeting.

Madam Chair thanked Mr. Drezek for the update and clarification.

16. EXECUTIVE SESSION - None

17. ADJOURNMENT

Mr. Ryder moved, seconded by Mr. Hamre to adjourn the Regular Meeting of October 25, 2022.

All ayes, motion passed unanimously. Meeting stood adjourned at 9:24 PM.

Jonathan LeBlanc
Secretary
Board of Education

Respectfully Submitted,

Kathy Zalucki, Recording Secretary