

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

Time-Place:

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

Date: 05/22/18

7:00 PM Regular Meeting

- 1. Call to Order – 7:00 PM**
- 2. Invocation or Moment of Silence – Ashley Depeau**
- 3. Pledge of Allegiance – Ashley Depeau**
- 4. Fire Evacuation Announcement**
- 5. Roll Call**
- 6. Board Guest(s)**
 - a. Winter 2017-18 Athletic Recognition**
 - b. JFK Thursday Night School & Program Update**
 - c. District Goal Presentations**
- 7. Superintendent's Report**
 - a. Student Representatives**
 - b. Memorial Day Parade & No School**
 - c. EHS Honors Breakfast**
 - d. Rachel's Challenge Kindness Carnival**
 - e. Enfield Gets Ready for Kindergarten**
 - f. Enfield Adult Education Graduation**
 - g. Grants Report**
 - h. Personnel Report**
 - i. May/June Events**
- 8. Audiences**
- 9. Board Members' Comments**
- 10. Unfinished Business**
 - a. Policy Revisions – Approve the 2000 Series – *Second Reading***
- 11. New Business**
 - a. Approval of Head Start FY2018 Federal COLA Grant & Community Assessments**
 - b. 2018 Lester J. Bodley Memorial Scholarship Recipients**
- 12. Board Committee Reports**

a. Curriculum Committee	d. Leadership Committee	g. Any Other Committees
b. Finance, Budget Committee	e. Joint Facilities Committee	
c. Policy Committee	f. EHS Building Committees	
- 13. Approval of Minutes:**
 - Regular Meeting Minutes – May 8, 2018**
- 14. Approval of Accounts and Payroll**
 - For the Month of April 2018**
 - Line Item Transfers, if any**
- 15. Correspondence and Communications**
- 16. Executive Session**
 - a. Matter(s) related to Personnel**
- 17. Adjournment**



Date: May 22, 2018
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Board Guest(s)

- a. **Winter 2017-18 Athletic Recognition:** We welcome our Athletic Director Cory O'Connell to the Board meeting. Tonight, we will recognize our student athletes and coaches from the Winter 2017-18 season. Enclosed in your packet is a memo from Mr. O'Connell.
- b. **JFK Thursday Night School & Program Update:** JFK Assistant Principal Dave Iacobucci, JFK Guidance Counselor Shannon Kudryk and Director of Youth Services Jean Haughey are here tonight to give the Board an update regarding the JFK Thursday Night School and program update.
- c. **District Goal Presentation:** We welcome some of our Administrators to tonight's meeting. They will be discussing this year's progress on two of our goals.



Date: May 22, 2018
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Superintendent's Report

- a. **Student Representatives:** Enclosed in your packet, you will find a report with events/happenings at Enfield High School. Each Student Representative may have some additional information or comments to share with the Board.
- b. **Memorial Day Parade & No School:** The Memorial Day Parade will be held on Sunday, May 27th at 1:00 PM. The parade will start from Enfield Street School and will end at the Town Hall. Schools and offices will be closed in observation of Memorial Day on Monday, May 28th.
- c. **EHS Honors Breakfast:** Board members have been invited to attend this year's Enfield High School Honors Breakfast on May 30th, 31st and June 1st starting at 7:30 AM. The event will be held in the EHS cafeteria. Enclosed in your packets is a memo with additional information.
- d. **Rachel's Challenge Kindness Carnival:** Members from the FOR Club (Friends of Rachel) will hold a Kindness Carnival on Friday, June 1st at Enfield High School in the gym from 4:30 – 7:30 PM. Additional information is enclosed in your packets.
- e. **Enfield Gets Ready for Kindergarten:** The Enfield Public Schools will hold the Enfield Gets Ready for Kindergarten event for all incoming 2018/19 Kindergarten students. The event will be held on Tuesday, June 5th at 6:30 PM. Registration is required. There is a link available on our website for registrations or you can call 860-253-6552 for assistance. Enclosed in your packets is a flyer with additional information.
- f. **Adult Education Graduation:** The 2018 Adult Education Graduation Ceremony will be held on Thursday, June 7th at 7:00 PM at the Enfield Municipal Annex building in the Lower Level Library.
- g. **Grants Report:** Enclosed in your packets is the Grants report through May 2018.
- h. **Personnel Report:** Also enclosed in your packets is the Personnel report through May 2018.
- i. **May/June Events:** Listed below, you will find some of the events happening in our schools during May and June.

- 05-23-18 Gr. 7 Instrumental Concert will be held in the JFK Auditorium starting at 7:00 PM;
- 05-24-18 EHS Orchestra & Jazz Combo Concert will be held in the EHS Auditorium starting at 6:30 PM;
- 05-29-18 Gr. 5 Parkman Instrumental & Choral Spring Concert will be held in the Edgar H. Parkman APR starting at 6:30 PM;
- 05-31-18 EHS Chorus Concert will be held in the EHS Auditorium starting at 6:30 PM;
- 06-04-18 Crandall Chorus Concert will be held in the Prudence Crandall APR starting at 7:00 PM;
- 06-05-18 Gr. 8 Instrumental Concert will be held in the JFK Auditorium starting at 7:00 PM;
- 06-06-18 Gr. 6-8 Chorus Concert will be held in the JFK Auditorium starting at 7:00 PM;
- 06-11-18 Whitney Instrumental Concert will be held in the Eli Whitney APR at 6:30 PM.



Date: May 22, 2018
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Policy Revisions – Approve the 2000 Series – Final Reading

Board members approved a first reading for the 2000 series at their last meeting. The 2000 series has been posted on the website for public input.

Mr. Regnier, the Policy Committee Chair or Mr. Longey, may have some additional comments regarding the 2000 series to share with the Board.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriate regarding approving the 2000 series as a second and final reading.



Date: May 22, 2018
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Approval of Head Start FY2018 Federal COLA Grant & Community Assessments

We welcome our Head Start Director Deb Clement and Kelly Bowles, Family Support Manager to tonight's meeting. They will give an update regarding the Enfield Head Start program.

Mrs. Clement is requesting Board approval to apply for a Federal Cost-of-Living (COLA) grant. Enclosed in your packet is information regarding this as well as the 2018 Community Assessment for Enfield Head Start.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriate regarding Approving the Head Start FY2017 Federal COLA Grant and Community Assessments as presented.



Date: May 22, 2018
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: 2018 Lester J. Bodley Memorial Scholarship Recipients

Since 2004, the Enfield Board of Education has announced the recipients of the Lester J. Bodley Memorial Scholarships at a Board meeting. These scholarships are awarded each year to a male and female graduate from Enfield High School.

Enclosed in your packet is information provided by the Enfield High School Common Application Selection Committee. Due to student confidentiality and the timing of their scholarship program, they are recommending that both students be referred as Student A and Student B instead of announcing their names publicly.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriately to award the 2018 Lester J. Bodley Memorial Scholarships for Student A and Student B as presented.



Date: May 22, 2017
To: Enfield Board of Education
From: Mr. Christopher J. Drezek
Re: Executive Session

The Board of Education needs to discuss the following item:

- Matter(s) Related to a Personnel

Therefore, I recommend that the Enfield Board of Education enter executive session, with the appropriate personnel invited, for the reasons described above. An affirmative vote of two-thirds of the members present and voting is required. Board members can remain in Council Chambers for the executive session.

ENFIELD HIGH SCHOOL ATHLETIC DEPARTMENT

1264 Enfield Street Enfield, CT 06082 860-253-6524 F: 860-253-5555

Mr. Cory O'Connell – Director of Athletics

coconnell@enfieldschools.org

TO: Chris Drezek, Superintendent

FROM: Cory O'Connell, Director of Athletics

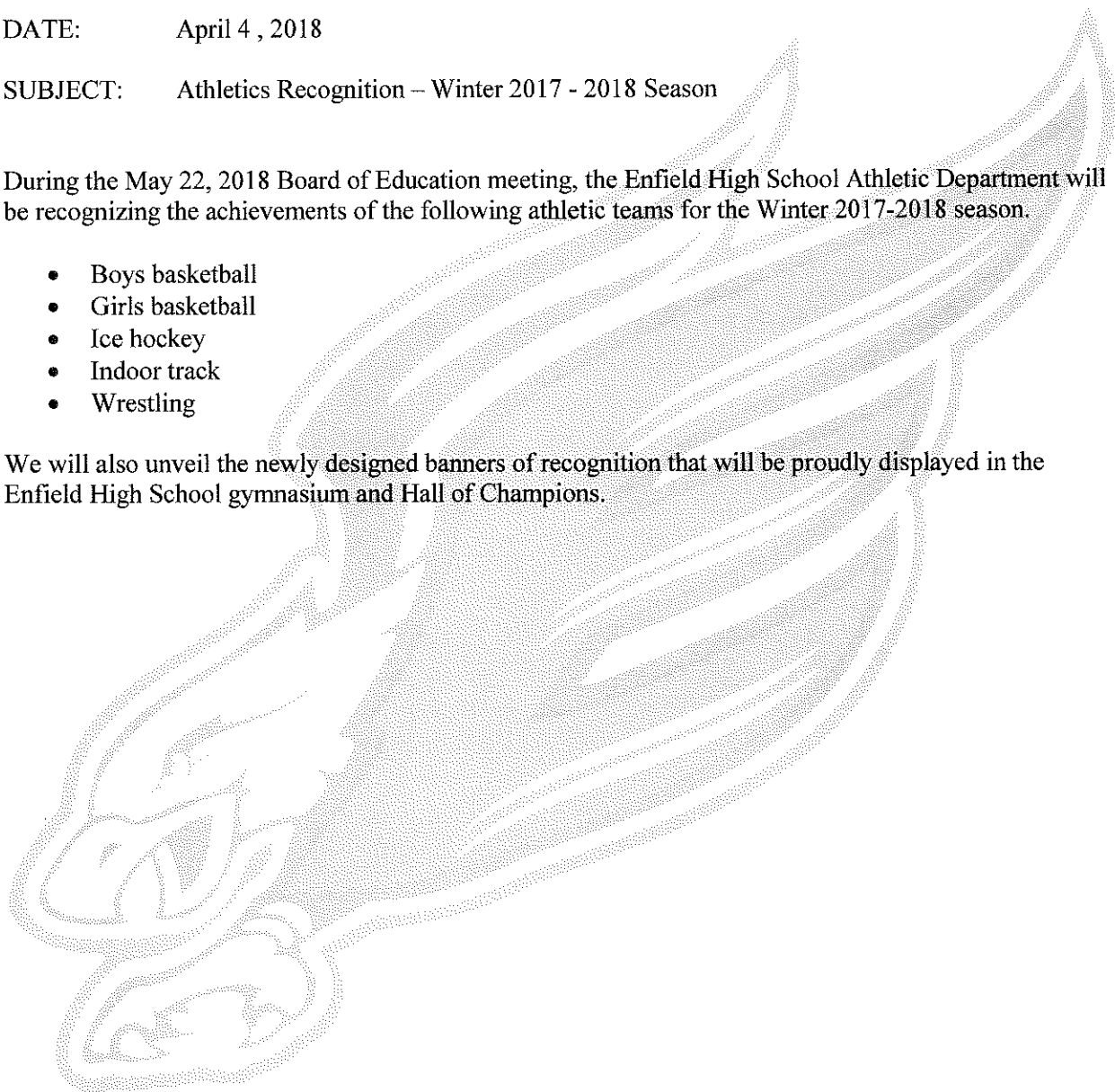
DATE: April 4, 2018

SUBJECT: Athletics Recognition – Winter 2017 - 2018 Season

During the May 22, 2018 Board of Education meeting, the Enfield High School Athletic Department will be recognizing the achievements of the following athletic teams for the Winter 2017-2018 season.

- Boys basketball
- Girls basketball
- Ice hockey
- Indoor track
- Wrestling

We will also unveil the newly designed banners of recognition that will be proudly displayed in the Enfield High School gymnasium and Hall of Champions.





ENFIELD PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Dear Partner,

We would like to thank you for considering Enfield Public Schools as a potential partner with your business, corporation, or agency. Enclosed in this folder you will find information related to all the current partners as well as all the agencies working with our students, as well as for the community. We are looking for any type of commitment, large or small, that would benefit all stakeholders. There are several ways in which our partnership can thrive and we invite you to look over all the enclosed materials to see what existing partnerships look like and how your company/agency could have a positive impact on our school community, and subsequently, our community.

Some of the existing partnership arrangements include:

- Job Shadowing
- Career fair visits
- Guest speaker opportunities
- Site visits
- Scholarships

Enclosed you will also find the business card of a contact person to whom you could reach out to if you find you have questions or ideas you wish to share. Please feel free to contact them.

Sincerely,

Building Representative

Therapeutic Summer Program for JFK

July 2018

LOGISTICS

JFK is partnering with Enfield Youth Services at the Lamagna Center to house and fund a therapeutic summer program for current 6th and 7th graders who attend JFK. The program will run for 9 days (July 9-11, July 16-18 and July 23-25) for 4 hours each day (9am-1pm) in the month of July. Lunch and snacks will be provided for each student funded by Youth Services. Youth Services will also pay for 2 teachers and 1 head teacher for the program at a rate similar to the teacher contract.

GOAL

The main goal of this therapeutic summer program is to engage the student both academically and therapeutically during the summer to prevent regression in the areas of Math and English, as well as socially and emotionally. This program will give these students a place to go to work on their study skills, organizational skills and focus on their goals for the future. The therapeutic aspect will also help them get to know themselves better while focusing on their strengths and trying to improve self-advocacy skills in their areas of weakness.

CRITERIA

Students will be selected based on specific criteria by a committee of stakeholders. That criteria is, but is not limited to low grades, poor study skills, low self-esteem, attendance issues, weak organizational skills, lack of social skills/awareness, and students who would highly benefit from therapeutic services and academic enrichment.

STAKEHOLDERS' COMMITMENTS

Youth Service Commitment

- House the summer program at the Lamagna Center and provide 2 classrooms and one "common area" for staff and students
- Provide therapist(s) to meet with students during the program day/hours
- Provide therapeutic wellness check ins/groups weekly to students and work on strategies, goals, personal/social issues
- Support the school staff during the summer program hours
- Provide lunch/snacks to the students who attend program
- Provide the BOE with the funding to be able to pay teachers/head teacher
- Conduct home visits, behavioral health assessments and screenings for all students attending program
- Make referrals to community resources and follow up with families as needed
- Hire the 2 teachers and 1 head teacher

JFK Commitment

- Hire the 2 teachers and 1 head teacher
- One administrator from JFK will be available via phone/email if an emergency arises that cannot be handled by the head teacher or Youth Service staff
- One administrator will do a quick site visit to the program once a week while it is in session
- Teachers are to teach 2 sessions of English or Math to the two groups of students as well as prep, instill classroom management strategies, record and correct assignments, follow Code of Conduct policy for EPS staff
- Head teacher to be point person to make daily schedules (academics and therapy), monitor behaviors and contact parents (both positive contact as well as negative), be present on home visits to student homes (with Youth

Services) prior to the beginning of the program (as much as possible within the school day)

- Head teacher will also record attendance, running records of daily events, monitor students at arrival, breaktime (so teachers can get a break), dismissal and other times as needed
- Teachers and head teacher to ensure the program area at the Lamagna Center is clean and left the way it was found
- Create a committee who will recommend students to the program and then pare it down to around 20-30 students to interview for a commitment (may have waiting list??)

Parent Commitment

- a home visit by a Youth Service therapist and a school staff prior to the start of the summer program
- an intake assessment and screenings for the student performed by a Youth Service therapist
- a signed agreement saying that their student will attend all 9 days of the program (with wiggle room to miss 1 day due to an emergency if it arises)
- a signed permission form stating that their student can either walk home, get picked up, can ride their bike home or can stay at the Lamagna Center at dismissal of the program
- a signed agreement stating that the summer program will follow the same Code of Conduct and Discipline Policy that the school follows, and students will adhere to the rules

Student Commitment

- Attend all 9 sessions
- Participate in the classroom and therapy discussions
- Complete assignments assigned by the teachers
- Practice the 4R's
- Obey and follow school/district rules and policies

Permission for Dismissal

I, _____, give my child,
_____, permission to attend the JFK Therapeutic Summer
Program at the Lamagna Center.

Upon being dismissed daily at 1:00, my child will: (circle all that apply)

- Walk home

- Be picked up by _____ (list all people allowed to pick up)

- Able to ride their bike home

- Able to stay at the Enfield Youth Center in the Lamagna Center upon completion of
Summer Program*

*Please note that the Enfield Youth Center is a drop-in program and participants are able to come and go during the hours of operation. If students remain at this program at 1pm, the attached Youth Center enrollment form and \$20 fee are required (payment plans can be made upon request).

*****DISCLAIMER***** I also understand that my child needs to attend regularly (no more than one absence) and needs to adhere and obey to all school rules and policies. I also understand that my child can be asked to leave the program if they are not following these rules.

Signed: _____

Date: _____

Proposed Daily Schedule (can be flexible)

- 9:00 – 9:15** Students arrive
Attendance/review of rules/review of schedule for the day
Break into 2 groups
Some students meet with therapist/counselor
- 9:15-10:30** Session #1
Group 1 has English
Group 2 has Math
- 10:30-10:45** Break
Students get drinks/use restroom/meet with therapist or counselor
- 10:45-12:00** Session #2
Group 1 has Math
Group 2 has English
- 12:00-12:30** Wrap up
Students may start homework
Students will meet with therapist/counselor
- 12:30-1:00** Dismissal
Staff wait with students until they are picked up
If appropriate and time allows, students may meet with therapist/counselor
Staff clean-up/prep for following day

****We are aiming at an 70/15/15 ratio between the three supports for this program****

Proposed daily **academic** contact hours with teachers per student = approx. 2.5 hours

Proposed weekly **therapeutic** time with therapist = approx. 30-45 minutes (may be done both individually and in a small group)

Proposed weekly **study/organizational skills and goal setting** with lead teacher = approx. 30-45 minutes (may be done both individually and in a small group)

Enfield Public Schools Partnership Catalog 2017-2018

Educational Programming

Office/School	Partner	Length	Frequency	Description	Needs	Miscellaneous
Memorial	United Way	Started in Spring 2014	3 days per week	Volunteer Readers Program		
Head Start	Michelle Mattia, RD from Shop Rite	3 years	When requested.	Michelle reviews our menus, gives workshops to our parents and staff, and meets with individual families to give resources and ideas to meet their child's nutritional needs.	She helps address obesity issue with students.	

JFK Middle	Asnuntuck Community College	3 years	Two to three days a week	<p>Asnuntuck Community College provides staffing, software, equipment and instructional resources to teach 3D design and additive manufacturing to JFK 7th and 8th grade students. This is done through the 5th year program in which students in 7th and 8th grade receive instruction from ACC and Enfield teachers to expose them to career opportunities in manufacturing and design. In high school, student can then elect to take a series of course at Enfield High and ACC concurrently to earn half of their associate's degree credits in one of five areas upon graduating. Then continue on to ACC and receive their associate's degree within one year after graduating high school.</p>	<p>The partnership provides technical skills needed for college and career readiness. It also provides a low cost opportunity to receive a higher education degree in fields with high employment potential.</p>	
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Central Office	LEGO Education	3.5 years	multiple times a week	EPS and LEGO Education is in year 3 of the Building Tomorrow Project. They have supplied product, training, coaching support, and financial support to our seven elementary schools.	Enhancing EPS curricula and working on students' critical thinking, collaboration, communication, and problem-solving skills.	
Hale	Lego	4 years	ongoing	Teachers integrate Lego into everyday curricula. A teacher support representative comes to work with teachers and myself at least two times a month. Additionally, two teachers at Hale are Lego advocates for our building. They attend meetings at the Lego facility and bring the information back to their grade level teams.	Students are given an avenue to create and visualize; using Lego bricks, to support them as they acquire new skills and concepts.	

Central Office	KITE	KITE has provided Kindergarten teachers in Enfield opportunities for professional development in Executive Functioning and the integration of play. They have also provided small grants for Kindergarten teachers to purchase items needed to support these two initiatives.	at least 2 years, possibly longer	grants are once/year;	Developmentally appropriate instruction at the kindergarten level as well as a focus on teaching executive functioning skills.	
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EPS	Enfield Garden Club	Poetry contest for 6th through 8th graders and an essay contest for high school students	1 year	once/year	Allows students to write creatively, and take knowledge from multiple subjects in order to express themselves and speak on a subject of importance. In this case, the subject was saving the frogs. Students applied knowledge from English, Social Studies and Science classes in order to write a poem or essay based on frogs and their importance in the world. High school winners can receive a scholarship from the Garden Club.	
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Memorial	United way	3 mornings a week / about 20 volunteers	4 years	<p>Volunteers read with students one on one, once a week in our school library. The volunteer is able to ask them some questions, make connections and talks about the book. (The student may or may not be able to read the text. If not, the volunteer would read aloud.) Our school librarian monitors them. We the LA consultants help select a couple students from each class to work a volunteer.</p>	<p>Someone to talk to about books and reading. They can ask some simple comprehension questions about the story or text and relate the book to experiences. It would be like reading with someone at home. Many families struggle to find quality time to talk about books and read together. It can help with motivation for reading as well.</p>	<p>United way wants to put in lessons but that really doesn't need to happen. This type of book sharing should be for experience and time talking about books. At one point the person in charge from the United way wanted lessons and teacher's feedback but we scaled it back. Teachers have enough on the plates then to add on another person to meet with. I realize she wanted it to have a more academic focus, but students in k-2 bring read to and talking about the text is developmentally appropriate. The United way also wanted the time to be 45 minutes long but we talked them into 30 minutes. Teachers needed these students to be in a classroom for important instruction. Another factor is the attention span of these students sitting with a book is 30 minutes max.</p>
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EPS	Enfield Public Library	6-12 grades are affected. The secondary school libraries work in partnership with the Enfield Public library to provide a Enfield Public Library Card with all Enfield student ID cards. In addition, the library provides job shadowing opportunities.	9 years +	Fall (during the school year as needed)	This provides all secondary students with a public library card that they can then use to check out materials at any CT public library for school and personal use. This all gives them access to any of the databases that the public library provides.	Lifetouch(JFK and Enfield High) & Grynn & Barrett (Fermi High) have also been involved since those companies print up the student ID cards that have the Enfield Public Library Card printed on the back of the student ID card.
Crandall	AW Hastings	We have a volunteer who is coming in to be an active part of our classroom.	1 month	We are trying for once a week.	The students get to have a relationship with an adult that works in the community and maybe this adult could become a role model. Also, maybe they will be exposed to something they have never had a chance to experience before. You never know how one person can influence another so this opportunity opens the door for just that.	We are just getting started but so far it has been a great experience for the students and me.

Fermi High	UConn Early College Experience	Offer a UCONN environmental course	2 Years	ongoing	Students can earn college credit, this is an avenue which is typically easier for or students to obtain college credit then the AP route.	20 students are enrolled to take this course next year and information/assistance from UCONN will be utilized
ETLA	Springfield College	Off-site visit to the Springfield College Campuses	11 Years	21 Days	Classes in Sports Disability, Outdoor Education Rope Course, Swimming, Canoeing, Disc Golf, East campus Hike, Motor Development and Culinary classes. Again this fall the ETLA students teamed up with the Men's and Women's Lacrosse teams on "Humanics Day". This is a school wide event to give back to the community and the city of Springfield. The ETLA students and the lacrosse players worked on the trails at East Campus to prepare them with new mulch, cleared broken tree limbs and got the trails ready for the many activities they are used for each school year. Provides students with team-building and leadership opportunities	

					as well as the ability to explore the fields of allied health and physical education as a possible career choice.	
EPS	Lisa's Light of Hope	Presentations on nutritional and eating disorder information	6 years	Twice a year	Provides students with nutritional and eating disorder information from a personal perspective	
EPS	Melanoma Education Foundation (S. Fine)	Provides skin cancer prevention resources (pamphlets/videos) Self-check mirrored box available for students to see the damage already done to their skin through sun exposure	4 years	Once a year	Information for the students on the dangers of sun exposure	
EPS	Eastern Connecticut Health Network	Provides students with a wealth of informational resources, from nutrition to disease prevention services	5 years	once/semester	The need for our students to have health resources	

EPS	American Heart Association	Good resource materials to combat childhood obesity, setting up a healthy home, stress management skills, weight management, and smoking cessation. Partnership with a few district schools for Jump-Rope for Heart fundraising initiatives.	9 years	Once a year	The need for students to receive education related to good heart health and support for national health organizations	
EPS	St. Francis Hospital	Presentation called "Let's Not Meet by Accident" at St. Francis in the ER, trauma unit, and Mid-flight area illustrating the real-life repercussions of drunk/distracted driving	4 years	Once a year	Informs students on the real-life repercussions of drunk/distracted driving	
Secondary Schools	Pratt And Whitney	NEW	Summer/School Year events and lectures	In support of STEM initiatives at the secondary level; Stimulate women to achieve full potential in careers as engineers and leaders. Expand the image of the engineering profession as a positive force in improving the quality of life.	Visit schools to do lectures about Engineering. We also visit schools to do STEM activities.	

				Demonstrate the value of diversity.		
EPS	Community Health Center	6 years	Ongoing	On-site clinical social work and at the elementary level dental	Social/emotional support Dental for families in need	
K-5 Schools	Junior Achievement	New	Once a year	Program provides students with an opportunity to learn skills and participate in whole group discussions involving real world skills	Curriculum enhancement, Student Discourse, Math skills/Banking	
EPS	Logan Tech	3 years	As Needed	They provide assistive devices from this company for nonverbal students.		
Eli Whitney	Brooks Brothers	New	On going	Links to Libraries		

Social Service Resources

OfficeSchool1	Partner	Length	Frequency	Description	Needs	Miscellaneous
EHS/Fermi /JFK	Shop Rite	3 Years	monthly	Each month Shop Rite recognizes a student that displays positive citizenship throughout the school and community. Shop Rite recognizes the student at each of the 3 schools and within their store. In addition, Shop Rite makes a donation on behalf of the student to a charity of the student's choice.		
JFK Middle	Youth Services/EPD	1 year	a few times a year	Members from JFK, Youth Services and representatives from Enfield Police Department came together to create opportunities for staff to have more interventions when reaching our at risk students. Together we served on a committee called Go JFK! And received a grant from the state to bring in professional development, for example, Applebaum and consultant Jeffrey Bensen	Continuing to provide staff with best practices of interventions to implement with our hard to reach students.	

Parkman	The Network Against Domestic Abuse	A member of the Network staff comes to Parkman 3 times a year and presents lessons on healthy friendships, feelings and building self-esteem to all grade 3 – 5 students.	4 years	3 times per year	The students learn about the following during the lessons: 1. self-esteem: focus is on handling what others say about the student and feeling good about themselves 2. Feelings: learning coping skills, appropriate ways to handle anger, frustration and being sad 3. Healthy friendships: focuses on recognizing unhealthy friendships and how to avoid them or prevent them	
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EPS	Network Against Domestic Abuse	Presenters provide valuable information on bullying, conflict resolution, teen dating/violence prevention, building healthy relationships, coping skills, and consent and sexual assault.	More than 5 years	once/semester	Meeting the students' social-emotional needs through informational lessons	
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EPS	Community Health Center	6 years	Ongoing	On-site clinical social work and at the elementary level dental	Social/emotional support Dental for families in need	
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Career Readiness

OfficeSchool1	Partner	Length	Frequency	Description	Needs	Miscellaneous
K-5 Schools	Junior Achievement	New	Once a year	Program provides students with an opportunity to learn skills and participate in whole group discussions involving real world skills	Curriculum enhancement, Student Discourse, Math skills/Banking	
Alcorn	Country Diner	11 years	2- 3 times per week	Joe Ravalese provides a work environment for my students age 18-21 The students from ETLA work cleaning and bussing tables at the Country Diner.	The students develop job skills, social and communication skills. They learn responsibility and their importance to the job site.	
ETLA	Danny's Pizza	1 years	2- 3 times per week	Danny provides a work environment for disabled students 18-21 years of age.	Students develop job skills, social skills, communication skills and understand their importance to this job.	

Fermi High	Network Against Domestic Abuse	Fermi NHS has donated items collected to the NADA, on several occasions throughout the year. This is a way for NHS students to obtain service hours and for non-members to donate their time, monies, or products to NADA. As a result, NADA has given Fermi free water bottles, lanyards, and reusable shopping bags.	4 years	every quarter (once per 3 months)	Humanity/compassion of human suffering, understanding their role in a global society, being responsible citizens, and being of service to those in need.	It is always good for the soul to help others less fortunate, especially those in your town.
EPS	Springfield College	Off-site visit to the Springfield College Campus	Multiple Years	Twice a year	Provides students with team-building and leadership opportunities as well as the ability to explore the fields of allied health and physical education as a possible career choice. As well as provides recreation opportunities to ETLA students.	

EHS/JFK (Indirect)	University of Hartford	Panel discussions/Mock Interviews	2 Years	Annually	District networking for highly qualified teachers	
EPS	360 Credit Union	Provides resources for Teen Leadership classes on personal finance-balancing a check book and budgeting	5 years	once/semester	Resources and expertise in the area of personal finance for students	
Henry Barnard	Bill and Robyn Taylor (Citizen Drivers Trucker Buddies)	2005-present	Monthly	They are roaming geography teachers sharing their travels and writing post cards to students.	They build background knowledge for students to enhance comprehension with fiction and non-fiction text.	
ETLA	Growth Company	5+ years	Weekly	Provides a work environment for disabled students 18-21 years of age.	Students develop job skills, social skills, communication skills and understand their importance to this job.	
ETLA	Brian Knox	5+ years	As needed	Local audiologist that supports servicing our hearing aid equipment		
Enfield High School	Cirtec Medical Systems	New	Annually	Extended an invitation to attend their open house. This is a world class design,		

				development and manufacturing business.		
JFK	<ol style="list-style-type: none"> 1. Jon Hurd – System Administrator Connecticut Online Computer Center(COCC) 2. Kristy Reid- Engagement Manager ADNET Technologies (13Blue) 3. Lisa Morgan – Judge (14 Red) 4. Leslie Bennett- Manufacturing Manager Cirtec Medical 5. Travis Mistretta- Ticket Sales Account Executive Yard Goats 6. Tony Campanelli- Owner Tony's Landscaping and Lawn Service LLC 7. Katherine Scibelli – Emergency Medical Technician (EMT) 8. Anthony Campanelli- Counselor State 	New	Annually	Participants in the 8 th Grade Career Fair	Students rotate through a variety of presenters that explain aspects of their career and answer student questions related to what it is like to work in their field of expertise.	

	<p>Department of Correction</p> <p>9. Benjamin Stralka – Athletic Trainer- Hartford Health Care</p> <p>10. Joanna Fornwalt- MSW, LCSW Social Worker</p> <p>11. Michael Polo – President and Founder of ACMT Inc</p> <p>12. MaryAnn Stroiney – Nurse</p> <p>13. Darren Goddard- Director, Underwriting Program Management, Construction & Marine, The Hartford Financial Services Group, Inc.</p> <p>14. Enfield Fire Department</p> <p>15. Kim Trimble – Director of Human Resources 360 Federal Credit Union</p> <p>16. Filipe M. Pereira- Architectural</p>					
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	Designer Crosskey Architects 17. Heather Harris- Respiratory Therapist- Hospital Relations Coordinator for Life Choice Donor Services					
Pre-K	Home Depot	3 years	Annually	Come to preschool one time yearly to work in the program allowing the little ones to wear apron, use simple tools, make birdhouse or little tool caddy		
Enfield High <i>Additional</i>	1. International Brotherhood of Electrical Workers Union 2. Independent Electrical Contractors 3. Hartford Job Corps. 4. Lincoln Tech 5. Porter and Chester 6. Springfield Technical Community College – Admissions 7. Springfield Technical Community College – Cosmetology	New	Annually	Career Training Expo was set-up similar to a College Fair but will feature local tech/trade training programs, certificate programs, and military branches.		

	8. Asnuntuck Community College – Admissions 9. Asnuntuck Community College – Machining and Welding 10. Asnuntuck Community College – Certificate Programs 11. The Fire Academy 12. Gateway Community College – Admissions 13. Goodwill Career Center 14. NETTTS 15. Bricklayers and Allied Craftworkers Union 16. Carpenters Union 17. Michael Polo – President and founder of ACMT 18. Army National Guard 19. Airforce 20. Army 21. Marines					
Enfield High	Allied Rehabilitation Centers, Inc. Enfield Fire District 1 Enfield High School	New	Annually	Job Shadowing opportunities arranged for Enfield High School students to participate in during the Fall and Spring semesters	Students get career type exposure to make informed decisions regarding course selection in high school	

	<p>Enfield Police Department</p> <p>Enfield Public Library</p> <p>Freshwater Veterinary Hospital</p> <p>Gaylord Hospital, Wallingford</p> <p>Innovest Financial Svcs</p> <p>J R Russo & Assoc., East Windsor</p> <p>P2 Automation, LLC, Southington</p> <p>Parkman School</p> <p>Small Town Auto, East Windsor</p> <p>Town of Enfield</p> <p>Town of Enfield, Family Resource Center</p> <p>Western New England University, Springfield, MA</p> <p>WWLP 22 News, Chicopee</p> <p>1. Country Diner</p> <p>2. Grassmere</p> <p>3. Enfield Public Library</p>				and post-secondary decisions.	
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ETLA Summer Youth	4. Asnuntuck C.C. – Machinery 5. Molina’s Restaurant – High Street 6. New England Preschool Academy- Post Office Road 7. Enfield High School – Custodial Staff (past summers) JFK custodial Staff is also interested. 8. Loaves & Fishes 9. Enfield Food Shelf 10. Enfield Fire Department 11. Enfield Adult Daycare – past summers 12. Gigi’s Produce – business interested, did not place anyone 13. Garden Dream – Taylor Road, past summers 14. Enfield Senior Center – past summers 15. Enfield Police Explorers- past summers	Varies	Every Summer	Offering Summer employment opportunities		
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Panel Presentations 2017-2018

Medical Panel-

Lindsey Nelson-Cardiac Nurse, Mike Liguore-PT, Rachel Fraser-OT, Leslie Muska-PA, Julie Angelica Nurse, Tracy Frenette-PT, Sandra Stoeter-ER Nurse

Criminal Justice Panel-

Detective Castle, Penny Geyer-State Medical Examiner, Tony Campanelli- State Department of Corrections Counselor, Hannah Dessert- Security Contractor- trying to get into FBI

Social Services Panel-

Jackie Byrne- Child Advocate, Jullian Gillchrest- Counselor Network Against Domestic Abuse, Dr. Dodd-Director of The Institute of Living, Elijah Thompson and Flavia- grad students

Law Panel-

Judge Morgan, Rebecca Olesen-paralegal/ mediation counselor, Brittany Christiansen-corporate law

Internship/Job Shadowing

Katilee Boisvert – Corporate Attorney

Ken Shanke- Jersey Mikes

Elliot Levy- STCC Workforce Internship Coordinator

Dave Russell- EDAC Manufacturing

Don- Don's Automotive

Dr. Zinn - UCONN Animal Science Department

Courtney Perzan Account Management, Wolfpack – Sports Management

Sharon Foran- Stratford High School- Medical Career Pathway

Anne Morris Local Community and Employment– Lego Business Careers

Lindsey Fyfe- Real Art Ways

Lauren Turenne-CCSU Admissions- Freshman Visitation

Benefactors

OfficeSchool1	Partner	Length	Frequency	Description	Needs	Miscellaneous
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Enfield High K-5	*COSTCO	4 years 5 Years	once a year Once a year	Pancake breakfast sponsor along with Shop Rite, Big Y, and Stop and Shop. Provides 70 backpacks/school	The need of kindness to the community. School supplies	
Enfield High	Elizabeth Baptist Church	one time donation	NA	This church donated money.	A variety of school supplies were purchased which benefitted both students and faculty.	
EHS/JFK	*Shop Rite	3 Years	monthly	Each month Shop Rite recognizes a student that displays positive citizenship throughout the school and community. Shop Rite recognizes the student at each of the 3 schools and within their store. In addition, Shop Rite makes a donation on behalf of the student to a charity of the student's choice.		
Alcorn	*Country Diner	10 years	2- 3 times per week	Joe Ravalese provides a work environment for my students age 18-21 The students from ETLA work cleaning and bussing tables at the Country Diner.	The students develop job skills, social and communication skills. They learn responsibility and their importance to the job site.	

Alcorn	*Danny's Pizza	10 years	2- 3 times per week	Danny provides a work environment for disabled students 18-21 years of age.	Students develop job skills, social skills, communication skills and understand their importance to this job.	
Enfield High	*American Legion	23 years	Once a year	The Enfield Rotary has sponsored a Girls Basketball Tournament, including both Enfield and Fermi along with two other area teams. They run and provide workers for the entire tournament. In addition, they give hooded sweatshirts to all players and coaches, approximately 60-75 per year. They have also make a generous donation to both Enfield and Fermi programs for \$1, 000 per year.	Athletic fund raising	

Central Office	KITE	KITE has provided Kindergarten teachers in Enfield opportunities for professional development in Executive Functioning and the integration of play. They have also provided small grants for Kindergarten teachers to purchase items needed to support these two initiatives.	At least 2 years, possibly longer	grants are once/year;	Developmentally appropriate instruction at the kindergarten level as well as a focus on teaching executive functioning skills.	
JFK	*Toner Plastics	Provides a great discount on 3D printer plastic to supply the JFK Technology Education department	NEW	As needed	As a result of this significant discount, students are able to print large projects that would otherwise not be possible	

EPS	College Admissions Representatives Women's Club Of Enfield Dr. Robert J. Foley Scholarship Foundation State of Connecticut Tissue Organ Organization Scholastic Arts Awards CAS Awards Congressional Art Exhibition Rotary Club Smith College BKM	Supports the Enfield Public Schools Visual Arts Department	Ongoing	Varies	Monetary Supplies Scholarships	
Enfield High	Women of Innovation – Connecticut Technology Council	Upcoming	Once a Year	Scholarship awards for students interested in technology education	Monetary	

Primary and Intermediate Schools K-5	*Costco	2005- Present	1x Year	Provide Backpacks for K-5 schools in August each year	Students in need are provided backpacks in September and throughout the year.	
Primary and Intermediate Schools	Hazardville United Methodist Church	2012-Present	1x Year	Provide clothes, games, and art supplies to students at the holiday time	Students in need receive additional clothing, games, and art supplies	
Henry Barnard	Olive Garden	2013-Present	1 x Year	Provide salad for literacy and numeracy family nights	Students are provided food before the educational event	Special Event Sponsor
Henry Barnard	Staples	2013	1x a Year	Provide school supplies	Students supplies for classrooms	
ETLA	Lions Club	10 Years+	annually	Provides a holiday for ETLA students		
Enfield High School	MacDonald's Brookside Plaza Enfield, CT	New	annually	\$2000 scholarship by Gomez Family		
Enfield High School	*Rotary Club	24 years	On-going	Have donated over \$25,000 In scholarship and donations	Students have also benefited from their sponsorship of the Rotary Basketball Tournament	
EPS	*Awards and More	10+ Years	On-going	Have donated plaques, trophies, and medals for student recognition		



EHS Student Representative Report – May 22, 2018

- EHS Honors Breakfast will be held on May 30th for students A-E at 7:30 AM in the Café;
- EHS Honors Breakfast will be held on May 31st for students F-N at 7:30 AM in the Café;
- EHS Chorus Concert will be held on May 31st at 6:30 PM in the Auditorium;
- EHS Honors Breakfast will be held on June 1st for students O-Z at 7:30 AM in the Café;
- Rachel's Kindness Carnival will be held on June 1st at 4:30 PM in the Gym.

Monday, May 21			Game Time	Bus Time
<u>HOME</u>				
CANTON	@	ENFIELD BOYS TENNIS	3:45 P.M.	
RHAM	@	ENFIELD BASEBALL (Varsity)	3:45 P.M.	
<u>Away</u>				
JFK Outdoor Track	@	Edwards (South Windsor High School)	4:00 P.M.	2:40 P.M.
Enfield Baseball (JV)	@	RHAM High School	3:45 P.M.	2:15 P.M.
Enfield Softball (JV)	@	RHAM (Veteran's Park – Hebron)	3:45 P.M.	2:15 P.M.
Enfield Softball (Varsity)	@	RHAM High School	3:45 P.M.	-----
Enfield Boys Volleyball	@	Maloney High School (JV)	4:00 P.M.	2:15 P.M.
Enfield Boys Volleyball	@	Maloney High School (Varsity)	5:00 P.M.	-----
Enfield Girls Lacrosse (JV)	@	E.O. Smith (Farrell Field)	5:00 P.M.	3:45 P.M.
Tuesday, May 22				
<u>HOME</u>				
CCC EAST TRACK MEET	@	ENFIELD HIGH SCHOOL	3:45 P.M.	
EAST GRANBY (Varsity)	@	ENFIELD BASEBALL (Powder Hollow)	3:45 P.M.	
ELLINGTON (JV)	@	ENFIELD BOYS LACROSSE	6:00 P.M.	FERMI
<u>Away</u>				
JFK Baseball	@	East Hartford MS	3:45 P.M.	2:40 P.M.
JFK Softball	@	East Hartford MS	3:45 P.M.	-----
Enfield Golf	@	Manchester Country Club	3:00 P.M.	1:45 P.M.
Enfield Baseball (Freshman)	@	Manchester High School	3:45 P.M.	2:15 P.M.
Enfield Softball (Freshman)	@	Southington High School	4:00 P.M.	2:15 P.M.
Wednesday, May 23				
<u>HOME</u>				
E.O. SMITH	@	ENFIELD BOYS LACROSSE (JV)	4:00 P.M.	
<u>Away</u>				
JFK Baseball	@	Sage Park MS (Windsor)	3:45 P.M.	2:40 P.M.
JFK Softball	@	Sage Park MS (Windsor)	3:45 P.M.	-----
JFK Outdoor Track	@	Sage Park MS (Windsor)	4:00 P.M.	2:40 P.M.
Enfield Golf	@	Ellington Ridge Country Club	3:00 P.M.	1:45 P.M.
Enfield Baseball (Varsity)	@	Conard High School	3:45 P.M.	2:15 P.M.

Thursday, May 24				
<u>HOME</u>				
SOUTH WINDSOR	@	ENFIELD GOLF (Grassmere CC)	3:00 P.M.	
MALONEY	@	ENFIELD SOFTBALL (Freshman)	3:45 P.M.	
<u>Away</u>				
Friday, May 25		NO GAMES SCHEDULED		
Saturday, May 26				
<u>HOME</u>				
<u>Away</u>				
JFK Outdoor Track	@	State Meet (Manchester High School)	TBA	TBA
Enfield Boys Tennis	@	Hall High School (1 player)	8:30 A.M.	TBA
Sunday, May 27		NO PRACTICES OR GAMES		



ENFIELD HIGH SCHOOL

1264 Enfield Street
Enfield, CT 06082
Phone: 860-253-5540
Fax: 860-253-5555

Principal
Erin E. Clark

Assistant Principal
Laura M. Gagnon

Assistant Principal
Cornell P. Clark

May 2, 2018

Dear Special Guest,

You are cordially invited to our 2nd Annual Honors Breakfast ceremonies. At this event, we honor students who have been on the Honor Roll for each of the past three marking periods this year. This is an accomplishment worthy of celebration! Parents and students are invited to attend a breakfast where we will recognize each student for their academic success. The dates of the celebration are May 30th, May 31st, and June 1st. The ceremony (held in the EHS cafeteria) will begin with a breakfast (provided by our very own Chef Josh Ogradowski and his culinary classes) and will end with the presentation of an award to each student. We hope that you will make time in your busy schedule to share in one or all of these mornings with us. We understand if you cannot attend, but please know that we would be very grateful if you could be present for this joyous event.

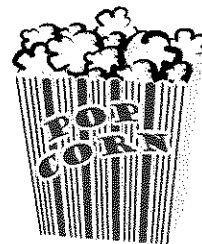
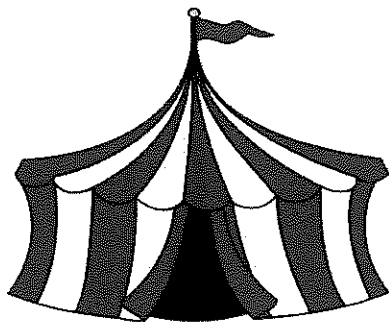
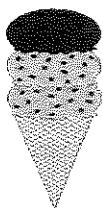
Since we will recognize over 400 students, we will honor the students whose last names begin with A to E on May 30th, students whose last names begin with F to N will attend on May 31st, and students whose last names begin with O to Z will attend on June 1st. Here are the details for the 2018 EHS Honors Breakfast:

Last names beginning with A to E:	Wednesday, May 30 th
Last names beginning with F to N:	Thursday, May 31 st
Last names beginning with O to Z:	Friday, June 1 st

We kindly request that you RSVP with Mary Beth Lamagna at (860)763-8804 or mlamagna@enfieldschools.org by May 18th. If you have any questions, please do not hesitate to contact me at (860) 253-5543 or eclark@enfieldschools.org.

Sincerely,

Erin E. Clark
Principal



The Rachel's Challenge Kindness Carnival is BACK!!!

Celebrating another Year of Kindness and Compassion in Enfield Schools

Save the Date: Friday, June 1, 2018

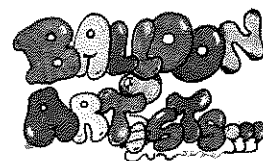
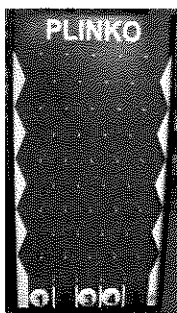
TIME: 4:30PM – 7:30PM

WHO: All Town of Enfield Pre K - 5th Grade students

WHERE: Enfield High School

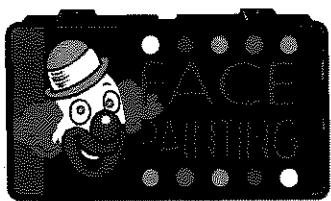
COST: Games are **FREE** when you pay with a
'Kindness coin'- otherwise only 25 cents per game

**Each Enfield Student will receive 5 coins when entering the carnival*



Parental supervision **is required** at the carnival & on the bus

- Games! Prizes! Face painting! Popcorn! Pizza! Ice Cream! Crafts! Animals!
- Special Guest appearance by the Enfield High Eagle and much more!



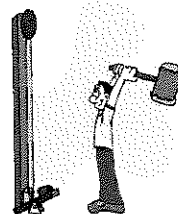
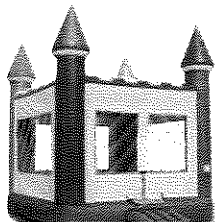
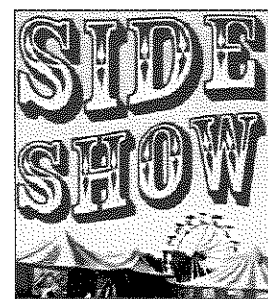
Free Round trip shuttle service to
The Carnival for those that want it!

Pick up/returns at the following locations
every ½ hour between 4:00pm-7:30pm:

BUS #1 PARKMAN, WHITNEY, JFK THEN TO EHS

BUS #2 BARNARD, CRANDALL, Alcorn THEN TO EHS

BUS #3 HMS, HALE THEN TO EHS



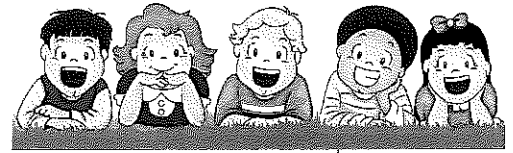
To help you and your child prepare for school this fall,
you are invited to:

Enfield Gets Ready for Kindergarten!

Date: Tuesday, June 5th

Time: 6:30 PM - 7:30 PM

Location: Henry Barnard School
27 Shaker Road



Explore activities in:
**Math, Literacy, Science,
Building Vocabulary,
Social Studies, Self Help Skills,
and Pretend Play**

**Tour a
kindergarten
classroom**

**Receive Free
Materials**



Please register by Monday, May 28th using the event
registration link on www.enfieldschools.org
or call (860)253-6552.



This event is for **PARENTS ONLY**.

If leaving a message state the number of adults attending,
the number of children needing child care, and their ages.
*If you will be using the child care we provide, plan on arriving
15 minutes early to sign in.*

***Due to large attendance at this event, if you can mak
other child care arrangements, please do so.***

Item # 79.

ENFIELD PUBLIC SCHOOLS

FY 2018 GRANTS

	<u>Applied For</u>	<u>Awarded</u>	<u>Date Submitted</u>	<u>Approval Date</u>
Adult Education - (Grant Portion)	96,484.00	96,303.00	4/7/2017	2/5/2018
Adult Education - Cooperative	60,404.00	60,404.00	4/7/2017	9/6/2017
Adult Education Program Enhancement Project Grant (PEPG)	40,000.00	40,000.00	4/25/2017	10/2/2017
Open Choice Magnet School (from PSIS Report - ## STUDENTS)		480,062.00	-	1/30/2018
SHEFF Open Choice Academic, Student and Social Support	83,500.00	117,700.00	1/12/2018	3/21/2018
CREC - EPS Prekindergarten STEAM - Consortium	-	277,076.00	10/1/2017	10/1/2017
Head Start Federal Grants (FY 3/1/17 - 2/28/18)	824,234.00	847,147.00	10/25/2016	3/7/2017
Head Start State Grants (Enhancement, Extended Services, Early Link)	123,020.00	113,454.00	5/16/2017	8/8/2017
IDEA Section 611, Special Education Assistance (FY 07/01/17-06/30/19)	1,287,968.00	1,329,835.00	4/27/2017	6/8/2017
IDEA Section 619, Preschool Education (FY 07/01/17-06/30/19)	51,865.00	48,677.00	4/27/2017	6/8/2017
Perkins	61,647.00	62,198.00	6/29/2017	10/13/2017
Perkins Innovation (7/01/17 - 09/30/17)	100,000.00	100,000.00	7/27/2017	9/22/2017
Smart Start Grant- Capital Improv.(5/1/17-6/30/18)	75,000.00	75,000.00	10/25/2016	5/31/2017
Smart Start Grant- Operations (7/1/17-6/30/19)	65,000.00	65,000.00	10/25/2016	7/13/2017
Smart Start Cohort I (07/1/17-06/30/19)	120,000.00	120,000.00	3/28/2017	7/13/2017
Title I Entitlement	-	786,258.00	11/20/2017	11/30/2017
Title II Entitlement	-	146,522.00	11/20/2017	12/6/2017
Title III Entitlement	-	14,872.00	11/20/2017	11/30/2017
Title IV Enrichment Grant	-	13,488.00	12/21/2017	12/7/2017
TOTAL	2,989,122.00	4,793,996.00		

ENFIELD PUBLIC SCHOOLS

FY 2019 GRANTS

	<u>Applied For</u>	<u>Awarded</u>	<u>Date Submitted</u>	<u>Approval Date</u>
Adult Education - (Grant Portion)	96,484.00	-	4/10/2018	Pending
Adult Education - Cooperative	60,404.00	-	4/10/2018	Pending
Adult Education Program Enhancement Project Grant (PEPG)	40,000.00	-	5/16/2018	Pending
IDEA Section 611, Special Education Assistance (FY 07/01/18-06/30/20)	1,329,835.00	-	4/20/2018	Pending
IDEA Section 619, Preschool Education (FY 07/01/18-06/30/20)	48,677.00	-	4/20/2018	Pending
Head Start State Grants (Enhancement, Extended Services, Early Link)	113,483.00	-	4/17/2018	Pending
Head Start Federal Grants (FY 3/1/18 - 2/28/19)	847,146.00	847,146.00	10/16/2018	3/6/2018
Emergency Impact AID for Displaced Student (Entitlement)	-	-	5/14/2018	Pending
TOTAL	2,536,029.00	847,146.00		

5/17/2018

**CERTIFIED PERSONNEL MATTERS
NOVEMBER 27, 2017 THROUGH MAY 18, 2018**

RETIREMENTS:

<u>NAME</u>	<u>DOH</u>	<u>EFFECTIVE DATE</u>	<u>POSITION / LOCATION</u>
Barbara Brooks	09/01/94	06/30/18	Reading - Hazardville Memorial
Tracey Carne	09/01/83	06/30/18	Music - JFK & Parkman
Joanne Cardell	09/01/80	06/30/18	Special Education - Enfield High
Shelley Dickinson	09/01/00	06/30/18	Math - JFK Middle
David Emery	09/01/81	06/30/18	Special Education - Enfield High
Richard Fahey	09/01/78	06/30/18	Coordinator Art – District Wide
Dale Gregoire	10/04/00	06/30/18	Grade 2 – Hazardville Memorial
Donald Gumaer	09/01/14	06/30/18	Technology Education – Enfield High
Mark Hines	09/01/98	06/30/18	Math – JFK Middle

RESIGNATIONS:

<u>NAME</u>	<u>DOH</u>	<u>EFFECTIVE DATE</u>	<u>POSITION / LOCATION</u>
James Soar	09/01/17	03/02/18	Science – JFK Middle
Tara Nelson	09/01/17	05/25/18	Grade 1 – Henry Barnard
Kate Hasychak	09/01/15	06/30/18	Math – Enfield High
Molly Laflamme	09/01/08	06/30/18	Math – JFK Middle
Erica Mastronardi	09/01/17	06/30/18	School Counselor – Enfield High
Jennifer Miller	06/30/15	06/30/18	Principal – Prudence Crandall
Samantha Robinson	09/01/17	06/30/18	Science – Enfield High

**NON-CERTIFIED PERSONNEL MATTERS
NOVEMBER 24, 2017 THROUGH MAY 18, 2018**

RETIREMENT:

<u>NAME</u>	<u>DOH</u>	<u>EFFECTIVE DATE</u>	<u>POSITION / LOCATION</u>
Jacqueline Smith	08/31/01	02/09/18	Nurse – Enfield High

RESIGNATIONS:

<u>NAME</u>	<u>DOH</u>	<u>EFFECTIVE DATE</u>	<u>POSITION / LOCATION</u>
Heather Melendez	08/27/15	01/02/18	Adm. Secretary 10 mth – JFK Middle
Rhonda Rawlintis	08/31/04	01/02/18	Sr. Administrative Secretary – Henry Barnard
Margaret Reynolds	10/12/12	04/20/18	Medicaid Clerk – Pupil Services
Dawn Lawson	09/04/12	04/27/18	Nurse – Henry Barnard
Janette Colon	11/01/17	05/04/18	Nurse – Elementary Floater

NEW HIRES:

<u>NAME</u>	<u>DOH</u>	<u>EFFECTIVE DATE</u>	<u>POSITION / LOCATION</u>
Gina Picard	01/16/18	01/16/18	Sr. Administrative Secretary – Henry Barnard
Carla White	08/29/17	01/16/18	Adm. Secretary 10 mth – JFK Middle
Tina Demers	04/23/18	04/23/18	Medicaid Clerk – Pupil Services
Kelly Flanagan	05/16/18	05/16/18	Nurse – Henry Barnard

A new policy to consider.

Administration

**SECOND
READING**

Concept and Roles in Administration

Within the guidelines established by Board of Education policy, law and employee agreements, the Superintendent shall direct and coordinate the administrative staff in implementing the educational philosophy, and achieving the goals and general objectives of the Board of Education.

The Board of Education expects the administration to demonstrate leadership and to resolve the inevitable problems which will arise both inside the school system and in its relations with the community. Further, the administration is expected to develop good working relationships with the community for the achievement of common goals.

The Superintendent of Schools is encouraged to conduct the operations of the school system according to the management team concept.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

The following has been jointly approved by the CABE Board of Directors (3/30/16) and the CAPSS Board of Directors (4/1/16). It is a revision of the previous document. This was developed as a result of a joint effort of CABE and CAPSS with assistance provided by LEAD Connecticut and the Connecticut State Department of Education. It provides the basis for a regulation on this important issue of school governance and the board-superintendent relationship.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016

"The school leadership team – school board and superintendent – is critical to the success of public education. Great things can happen when the elected and executive leadership of a school system are in agreement about goals and expectations. That requires candor and collaboration, and a shared commitment to the mission of ensuring that all children have access to a great education."

Thomas Gentzel, Executive Director, National School Board Association, and Daniel Domenech, Executive Director, American Association of School Administrators, 2014

Preface:

Connecticut's educational leaders recognize the power and potential to improve teaching, learning and student achievement in our public schools through cooperative, purposeful and professional working relationships between Superintendents and Boards of Education. The functions of our publicly elected Boards and hired Superintendents are subject to shifting demographic, cultural, and regulatory pressures. Meanwhile, in this continually evolving context, robust working relationships between school Boards and Superintendents, based on proven practices, consistently prove to be key drivers of high-achieving school districts.

This document is CABE and CAPSS view on the nature of and expectations for working relationships between Boards of Education and Superintendents. We intend it as a statewide reference for both groups to work toward strengthening strategic partnerships that empower student achievement. Our attempt is to capture best practices in this area, understanding that many of the issues addressed must be determined at the local level. We recognize that Superintendent/Board relationships vary, reflecting the diversity of our cities and towns.

We hope that this reference will continue to facilitate ongoing statewide discussions among and between Boards of Education and Superintendents for the districts that serve our students.

For success, the Board of Education and the Superintendent of Schools in any school district must share the same goals and vision for providing students with quality education. While Board and Superintendent roles are different, they should complement each other. For the greatest success, Board members and the Superintendent must work collaboratively as a governance team, with each clear on their roles and areas of responsibility, respecting the others' roles and responsibilities and collaborating effectively on shared responsibilities.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Our stance aligns with the AASA-NSBA foundational position: In general, “the Board is a legislative body that develops, evaluates and oversees education policies. The Superintendent is the professional educator chosen by the Board to implement policies and to provide professional leadership (and vision) for a district’s schools.”

School districts with high-quality governance teams and high student achievement are characterized by excellent working relationships between the Superintendent and Boards of Education. **The focus of the relationship must always be collaboration on behalf of children.**

Governance Statement: Uses for This Document

This Governance Statement is intended to be used as a tool for discussion between boards and superintendents. It takes into account the thoughts of board members, former and current superintendents and others versed in leadership. It is not designed as a one-size-fits-all recipe. Rather, it is based on what the authors see as the best road to take to build that strong relationship.

We recommend that all boards and their superintendents discuss their expectations for each other as soon as any of the members of the Leadership Team (the Board of Education and the Superintendent) change. Thus, with changes due to board elections, appointment of a new board member, the hiring of a new superintendent or whenever the board and superintendent believe it is in the interests of their relationship to have a discussion of expectations, the Team should take part in a retreat. The Governance Statement can serve as a good starting place for those discussions.

These discussions should occur in a retreat format, usually with a trusted facilitator. While certainly the companion Board Self-Assessment contained in the Team Assessment document should be used to pinpoint the views of both board members and the superintendent, the Governance Statement itself, with its list of board responsibilities, superintendent responsibilities and those they share, should be well-known to new and experienced board members and superintendents.

Every district has different board members, a different superintendent, different demographics, and other unique characteristics that will help inform such a retreat. That is to be expected and is actually a strength of Leadership Teams: local control is based on an understanding that different localities have different needs and wants.

Because of that, we encourage your Leadership Team to discuss the responsibilities and determine how best you can work together to ensure they are carried out in a thoughtful, positive way, all aimed at strengthening your student achievement. At times when difficult, contentious issues come before the Board, it can be helpful to return to the Governance Statement and have another discussion of expectations.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Joint Board/Superintendent Responsibilities

The primary responsibility of a Board and Superintendent is to foster a district culture that makes student achievement its primary focus. These are specific joint responsibilities that will accomplish this goal.

- To work together with the community to develop a vision for the school district with a primary focus on student achievement.
- To develop goals that align with the vision for the district and foster continuous improvement.
- To institute a process for long-range and strategic planning that aligns with the vision for the district.
- To communicate and interpret the school district's mission to the public and listen, and incorporate appropriate community perspectives into Board action.
- To provide community leadership on educational issues by creating strong linkages with appropriate organizations, agencies and other groups to provide support for healthy development and high achievement for all children.
- To participate in professional development specifically regarding their roles and responsibilities and on relevant content areas.
- To support Board actions and decisions.
- To collectively execute their legal responsibilities.
- To set aside time, at least regularly, to discuss school Board/Superintendent relations.
- To belong to, actively support, and participate in their professional organizations, and encourage each other to do so.
- To ensure that professional development opportunities, consistent with district goals, are available to all Board members and school district employees.
- To ensure district adherence to federal and state laws and Board policies.
- To advocate, at the national and state levels, for students and the school district and promote the benefits of public education.
- To collaborate with other school Boards, Superintendents, agencies, and other bodies to inform state and federal policy makers of local concerns and issues relative to education.
- To work collaboratively with agencies, and other bodies, as appropriate, on an ongoing basis.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Board of Education's Responsibilities	Superintendent of Schools' Responsibilities
<ul style="list-style-type: none"> To hire, support, evaluate and work effectively with the Superintendent of Schools. 	<ul style="list-style-type: none"> To work effectively with the Board, serving as the school Board's chief executive officer and educational leader for the Board, district, and community.
<ul style="list-style-type: none"> To establish and regularly review all policies, ensuring they are lawful and designed to improve the quality of the school district. 	<ul style="list-style-type: none"> To implement policies approved by the Board and recommend changes, if appropriate, and to develop, implement and inform the Board of administrative procedures necessary to implement Board policy.
<ul style="list-style-type: none"> In consultation with the Superintendent, to conduct an annual formal evaluation of the Superintendent of Schools that: 1) reflects the significant complexities and wide variety of responsibilities inherent to the role; 2) identifies areas of success and targeted professional development; and 3) focuses on student achievement in the proper context. 	<ul style="list-style-type: none"> To participate, as appropriate, in his/her annual evaluation, by providing data and other information that will inform the evaluation.
<ul style="list-style-type: none"> To inform the Superintendent, through the established chain of command, of potential barriers to the realization of the board's vision for the school system. 	<ul style="list-style-type: none"> To proactively identify and address potential barriers to the realization of the board's vision for the school system.
<ul style="list-style-type: none"> To refer communications such as questions complaints and personnel inquiries to the Superintendent, as appropriate, and to encourage adherence to the established chain of command. 	<ul style="list-style-type: none"> To respond to communications, as appropriate, and ensure the adherence and appropriate response through the chain of command, and to keep Board members informed about district issues in a timely manner.
<ul style="list-style-type: none"> To seek the Superintendent's recommendation before taking action. 	<ul style="list-style-type: none"> To provide the Board with well-informed recommendations.
<ul style="list-style-type: none"> To make decisions based on data. 	<ul style="list-style-type: none"> To facilitate effective, data-driven decision making.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Board of Education's Responsibilities	Superintendent of Schools' Responsibilities
<ul style="list-style-type: none"> To adopt, advocate for and oversee the school budget, which is responsive to district goals and meets the needs of all students. 	<ul style="list-style-type: none"> To prepare, advocate for and implement the annual budget that addresses district goals and meets the needs of all students; and report regularly to the Board on the status of the budget and any concerns or other issues about which the Board should be informed.
<ul style="list-style-type: none"> To delegate to the Superintendent responsibility for all administrative functions, except those specifically reserved to the Board through Board policy. 	<ul style="list-style-type: none"> To oversee the organization and management of the district's day-to-day operations.
<ul style="list-style-type: none"> To conduct an annual self-evaluation of its own leadership, governance and teamwork and take appropriate action pursuant to that evaluation. 	<ul style="list-style-type: none"> To participate, as appropriate, in the annual self-evaluation of the Board, and assist with follow-up.
<ul style="list-style-type: none"> To provide leadership development opportunities for the Superintendent. 	<ul style="list-style-type: none"> To engage in leadership development opportunities provided by the Board.
<ul style="list-style-type: none"> To have the Board leadership work with the Superintendent to develop meeting agendas that include student achievement. 	<ul style="list-style-type: none"> To work closely with the Board leadership to develop meeting agendas that include student achievement.
<ul style="list-style-type: none"> To determine and include in district policy, hiring procedures that clearly define Board and Superintendent responsibilities, and to participate in termination procedures and decisions as prescribed by Connecticut General Statutes. 	<ul style="list-style-type: none"> To, as pursuant to Board policy, hire personnel for the school district and ensure that each employee is properly supervised and evaluated; and to make recommendations for termination of employment.
<ul style="list-style-type: none"> To establish, in accordance with state statute, a professional staff evaluation process that is based on effective performance. 	<ul style="list-style-type: none"> To implement the Board-established professional staff evaluation process that is based on effective performance, in accordance with state statute.
<ul style="list-style-type: none"> To ensure there is a supportive, smoothly-operating Board/Superintendent leadership team, which results in an effective and efficient school district. 	<ul style="list-style-type: none"> To serve as a key, effective member of the Board/Superintendent leadership team and to lead the district staff to meet the district's goal.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Board of Education's Responsibilities	Superintendent of Schools' Responsibilities
<ul style="list-style-type: none"> To share relevant information for the betterment of the district with the Board/Superintendent leadership team. 	<ul style="list-style-type: none"> To communicate research information, performance results and educational needs to the Board for possible Board action.
<ul style="list-style-type: none"> To hold Superintendent accountable for alignment of district activities with district vision. 	<ul style="list-style-type: none"> To ensure that actions of the entire district align to the district vision.
<ul style="list-style-type: none"> Belongs to, actively supports, and participates in professional organizations (e.g., CABA, NSBA and encourages the Superintendent of Schools to actively support and participate in their professional organizations. (CAPSS, AASA) 	<ul style="list-style-type: none"> Belongs to, actively supports, and participates in professional organizations (e.g., CAPSS, AASA and encourages the Board of Education to actively support and participate in their professional organizations (CABA, NSBA)

For more information on the specific duties of the Superintendent, it is recommended that the Board and Superintendent examine the Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut. It is intended to focus specifically on effective superintendent leadership and is included at the end of this document.

The Relationship between the Board Chair and the Superintendent

By the nature of the position, the Board Chair plays a key role in ensuring the effective functioning of the governance team. The Chair serves as the liaison between the Board and the Superintendent. The Board Chair will often have a very different relationship with the Superintendent of Schools than others on the Board. Because of this relationship, it is crucial that Board Chairs be chosen carefully. Ability to serve as representative of the Board and, as appropriate, partner with the Superintendent, should be critical considerations in selecting the Board Chair.

The Chair should also recognize that his or her role is dependent upon the support of the Board, and that action generally requires the vote of the Board.

Usually the Chair and Superintendent collaborate on developing the meeting agenda and other operational issues facing the Board. (Sometimes Board officers do this with the Superintendent.) The Superintendent will depend on the Chair for guidance, and the Chair should look to the Superintendent for the same, not only in setting the agenda, but also in carrying out other joint Board/Superintendent responsibilities. Both the Board Chair and the Superintendent should develop and maintain a close, positive working relationship.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

The Superintendent is a non-voting member of the district leadership team, and should be accorded the proper respect. The Board and the Superintendent work together to ensure that they make all decisions consistent with the ethical standards they've established.

The Chair has the unique role of communication with all Board members and provides appropriate information on any issues that arise in the district. The Superintendent also has a role in seeing that the Chair gets any help or information they need to make sure this communication takes place.

The Chair has a responsibility to ensure that the Superintendent can do his/her job without undue outside interference. The Chair must also ensure that individual Board members understand their roles and responsibilities, not only in terms of the Board/Superintendent relationship, but also as the Board relates to the students, community, staff, government agencies, and others affected by the Board. Understanding that Board members are individuals, with different opinions and agendas, the Board Chair still has the responsibility, to the extent possible, for keeping everyone "on the same page." In particular, the Chair must make every effort to ensure that once district policy has been properly established, the Board speaks "in one voice" as the Superintendent implements that policy. This will, in the long run, pay dividends in terms of credibility of the Board and will lead to more efficient and effective Board action.

For more information on the work of the Board Chair, please see the CAGE publication, "Who's In Charge? A Guide for Board of Education Chairs".

Conclusion

While this position paper attempts to outline the various roles and responsibilities of Boards of Education and School Superintendents, its primary purpose is to emphasize the importance and necessity of a close working relationship between the two, based on trust, an understanding of each other's unique roles and abilities, and a shared vision for the school district's success. Not only is such a relationship a necessary prerequisite for this success, but also, the lack of a trusting, collaborative relationship between a Board of Education and its Superintendent is a blueprint for failure.

The focus for Boards and Superintendents must always be: How can we work together to ensure educational excellence for our children?

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

References

- Dervarics, Chuck and O'Brien, Eileen, "Eight Characteristics of Effective School Boards: full report," Center for Public Education, January 28, 2011
- Connecticut Association of Boards of Education, "Who's in Charge? A Guide for Board of Education Chairs."
- Hanover Research, "Review of Effective Superintendent Leadership and Development Practices," May, 2013
- CAGE, Who's In Charge, discussion of the role of the Board Chair, 2011.

Regulation approved:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

Successful Superintendents of Schools are visionary CEOs who lead dynamic enterprises in a shifting climate of policy, politics, society, economics, and law. Balancing and managing national reform and accountability initiatives against local circumstances, they create the conditions that drive their school district's leadership, quality of instruction, and student achievement. Research has shown that the nation's most successful Superintendents possess highly developed leadership, vision, and strategic thinking skills, and that these skills, combined, influence student achievement.

Together, CAFE and CAPSS have created the following framework to help guide Superintendent evaluation and development. CAFE/CAPSS regularly revises this document to reflect continuing developments that shape Superintendents' areas of responsibility.

I. Educational Leadership

Grounded in relationships, the Superintendent enlists and guides school district stakeholders toward the district's educational goals, demonstrating an intense focus on continuous district improvement.

Working with the Board of Education, community, and staff, the Superintendent:

- develops and implements a vision that inspires action and commitment;
- develops and implements a district leadership plan that guides decision making;
- aligns resources to drive a district-wide strategy for improving the performance of all students;
- establishes systems that build staff capacity and hold staff accountable for results;
- establishes and sustains a culture of continuous improvement and accountability;
- purposely aligns systems and structures that support the strategic operating plan;
- identifies the values and ethics under which the schools function.

Serving as the Board of Education's educational leader and chief executive, the Superintendent:

- works with the Board of Education, staff and community to facilitate the development and implementation of a vision of learning that sets high performance expectations for all students and staff;
- promotes a positive school culture in which there is an effective instructional program and a comprehensive professional development plan for staff;
- belongs to, actively supports, and participates in professional organizations (e.g., CAPSS, AASA) and encourages the Board of Education to actively support and participate in their professional organizations (CAFE, NSBA);
- uses knowledge of research-based best practices related to learning, teaching, student development, organizational development, and data management to optimize learning for all students.

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility
(continued)

II. Organizational Management

Effective facilitation of the day-to-day operations of the school district and its programs requires leadership in organizational management. This includes establishing systems and appropriate delegation of tasks for:

- consistent with Board of Education policy, recruiting, hiring, and retaining personnel for the school district who show potential to best meet the needs of all students;
- providing a system of support, supervision, and consistent evaluation to ensure effectiveness of certified and classified staff;
- preparing, advocating for, and implementing an annual budget that addresses district goals and meets the needs of all students;
- implementing policies adopted by the Board of Education and recommending appropriate changes; and informing the Board of administrative procedures necessary to implement Board policies;
- ensuring the health and safety of students and staff;
- reporting regularly to the Board of Education on all relevant matters.

III. Community and Board of Education Relations

Community and Board of Education relations are critical to the success of the Superintendent and the school system.

Community relations: The Superintendent works in partnership with the Board of Education and the community to:

- establish a vision, goals, and objectives for the district;
- communicate regularly and clearly with the community;
- provide data and information to assist with the evaluation of the district operations and programs;
- represent the district to the community;
- maintain positive working relationships with key local, regional, and state organizations and agencies.

Board relations:

Working in a professional manner, the Superintendent:

- provides professional advice and keeps the Board of Education informed and updated on educational issues and the school system's needs and operations, by providing appropriate recommendations and supporting data.
- responds to communications from staff and community, as appropriate; ensures the adherence and appropriate response through the chain of command; and keeps Board of Education members informed about significant operational issues in a timely manner.

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility
(continued)

IV. Staff Relations

No chief executive officer, including a superintendent of schools, can lead a successful organization without establishing healthy and productive relationships with the organization's staff members. To establish such relationships, a superintendent must ensure that systems are in place that:

- provide for a safe and orderly work environment for all staff;
- delegate authority appropriately to all staff members;
- give all staff members sufficient authority and support to meet their responsibilities;
- provide all staff members with effective, relevant, and ongoing professional development aligned with their responsibilities and opportunities for advancement;
- provide all staff members the information they need to meet their responsibilities;
- provide for substantial consideration of input from staff members on all important policy and procedural decisions that involve them;
- provide for regular and systemic communication to all staff members with respect to all major organizational goals, objectives, and management issues.

V. Personal and Professional Qualities and Relationships

Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. The Superintendent, with poise and diplomacy, must:

- maintain high standards of ethics, honesty, and integrity in all professional matters;
- continue to refine and develop their skills and contemporary knowledge;
- make decisions based on sound professional practice;
- interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district;
- strongly advocate for public education and support their convictions;
- maintain a healthy balance between professional obligations and personal life.

VI. Growth in Student Achievement

Every school district's core mission is to prepare all students for the future by ensuring their growth in achievement. The Superintendent does not deliver instruction directly to students but must set expectations and take specific actions that establish a culture conducive to growth in student achievement.

The Superintendent must establish systems for:

- involving stakeholders throughout the system to establish instructional and achievement goals;

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility
(continued)

- collecting data on a regular basis regarding student achievement in all programmatic areas;
- analyzing data to identify areas of instruction requiring focus and emphasis;
- developing and implementing plans to ensure growth in student achievement and for revising those plans regularly, in accordance with relevant student achievement data;
- holding staff accountable for implementing plans to enhance student achievement and for the intended growth in student achievement;
- determining whether achievement growth strategies are successful and methods to conduct relevant assessments;
- setting, in concert with the Board of Education, assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments;
- setting, in concert with the Board of Education, reasonable and assessable goals for their performance -- within the context of available resources and Board support -- for the Superintendent's proposals.

Reference: Connecticut Superintendent Leadership Competency Framework developed by LEAD Connecticut

A new policy to consider.

Administration

Participatory Management

Philosophy

The Board of Education is committed to excellence in teaching student achievement, community involvement, and general operations throughout the school district. The Board believes the optimum way in which this commitment may be achieved is through the cooperative use of the talent and wisdom of all of the employees of the district. The Board encourages programs of employee involvement, participatory problem solving and decision making processes. Specifically, participatory management shall be understood to be management which:

1. Encourages participation and creativity among staff
2. Builds commitment to shared goals
3. Structures employee involvement so employees are routinely involved in decisions which affect them and sets a high priority on advocating those ideas.
4. Develops a strong sense of trust and collegiality among all staff in the pursuit of excellence for the district.

Therefore, all supervisory personnel including principals, assistant principals, department heads, directors, Assistant Superintendent and the Superintendent shall be expected to create and maintain a work environment that encourages employee participation, enhances communications within the district, promotes the general welfare of students and the morale of staff. All employees are called upon to work cooperatively and openly in pursuit of our common goal of excellence.

(cf. 2001.1 - Participatory Management – Staff Involvement)

(cf. 2003 - Participatory Management – Guidelines for Decision Making Teams)

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Participatory Management

Staff Involvement in Decision Making

The Board will encourage employee participation in decision-making for the school district.

Such participation will include, as appropriate to areas, programs and schools, involvement in:

1. Curriculum
2. Operational issues
3. Budget
4. Facilities Planning
5. Personnel

The Board believes that policy decisions regarding the curriculum, instruction, and the overall school program should be reached with meaningful participation by the professional staff in a process which culminates in a recommendation to the Board by the Superintendent. However, such participation should be interpreted as contributing to the establishment of policy not as setting it, which is a right ultimately reserved to the Board.

The Board believes that such participation by the administrators and school staff should be conducted in a spirit of cooperation and with the clear focus that student learning is the most important function of a classroom and a school. What is best for the students of our schools should always be the guiding principle that underscores any decision-making process related to the instructional program.

The Superintendent will ensure that each building administrator establishes a process by which meaningful participation by the staff is sought during every phase of decision-making. The process should recognize and further the school staff's collective sense of responsibility for school-wide student performance. The Board encourages the use of staff development opportunities specifically directed toward cultivating the school staff's research, analytical, and decision-making abilities.

In addition, the Board believes greater involvement in decision-making by the staff should be accompanied by an increased level of accountability for results. Therefore, any proposals by the professional staff for alterations to the instructional program or any system-wide and/or school goals resulting from collaborative decision-making processes should incorporate evaluation procedures that are linked to student outcomes. Evaluations of the professional staff, then, should include an assessment of how effectively they have worked toward and achieved these common goals.

Administration

Participatory Management

Staff Involvement in Decision Making (continued)

The Board believes that the Principal must play a leadership role in the development of new proposals for the instructional program, both in maintaining a consistent focus on student outcomes and in providing the necessary research and technical support for the school staff. The Superintendent will provide, in turn, specific support systems for principals that are designed to develop their instructional leadership skills.

The Board reserves the right to make the final decision on questions of school policy. The Board will endeavor to respect the judgment of the decision-making processes prior to reaching a decision on behalf of the public and the students of the district.

(cf. 2002 - Participatory Management – Philosophy)

(cf. 2003 - Participatory Management – Guidelines for Decision Making Teams)

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Goals and Objectives

The Board of Education believes that proper administration is vital to a successful educational program. The coordination and supervision of all aspects of the operations of the district's schools, pursuant to the policies of the Board, are necessary for the development and maintenance of an effective learning environment. Administrative duties and functions are to be assessed in terms of their contributions to the improvement of education in the district. The Superintendent of Schools, as chief executive officer of the district, is to provide the leadership necessary to support this objective.

District administration is to be organized so that all divisions and departments of the central office and all schools operate within a system guided by Board policies, which are implemented through the Superintendent. All personnel will have the necessary authority and responsibility (clearly defined and correlated to their roles) to carry out their respective assignments within this framework. Accountability will rest with these same personnel for the effectiveness with which their duties are performed.

Major goals of district administration will be:

1. to effectively manage the district's various departments, units and programs;
2. to provide professional advice and counsel to the Board and to advisory groups established by Board action. This includes the review of policy alternatives and the subsequent recommendation from among them;
3. to perform managerial duties as will best assure effective learning programs, including but not limited to:
 - a. ensuring the effective implementation of Board policy;
 - b. addressing the on-site needs of the district's schools;
 - c. providing leadership in keeping abreast of current educational developments;
 - d. arranging for effective staff development programs;
 - e. coordinating cooperative efforts at improving learning programs, facilities, equipment and materials; and
 - f. providing channels for the upward flow of information necessary and useful in the design and development of school policy.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Equal Employment Opportunity

All personnel policies and practices of the Board of Education will be in accord with equal employment opportunity practices as determined by state and federal legislation. A job description and required qualifications for a position to be filled will be made available to all applicants. Equal employment opportunity means that equal employment possibilities are available to all protected groups and that no individual will be discriminated against because of race, gender, color, religion, national origin, age, sex, sexual orientation, gender identity or expression, disability, or unrelated abilities to perform the duties of the position.

The district's staffing plan should be designed to ensure that the public schools are continuously moving toward integrated staff at all levels, in all schools, and in other areas throughout the system.

The Board believes in the importance of the district's practices to support the concept of staff balance. Within each group of employees there will be represented, when possible, a cross-section of employees of different gender, racial and ethnic backgrounds, and length of administrative and teaching experience.

Under the balanced-staff concept, the staff and students will benefit greatly by having exposure to a diverse staff.

Legal References: Title VII of the Civil Rights Act of 1964, 42 U.S.C., sub 2000e.
 Age Discrimination in Employment Act, 29 U.S.C. Sec 621.
 Executive Order 11246.
 Connecticut General Statutes
 Connecticut Constitution Article I, Section 20; Amendment V Equal Rights
 Protection Amendment.
 46a-51 (8), (17), (18) Discriminatory practices.
 46a-58(a) Deprivation of rights.
 46a-60 Discriminatory employment practices prohibited.
 46a-79 State policy re employment of criminal offenders.
 46a-80 Denial of employment based on prior conviction of crime.
 46a-81 Sexual orientation discrimination, defined
 10-153 Discrimination on account of marital status.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
 Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Professional Development

The Board of Education recognizes the importance of professional development opportunities for new and experienced administrators. Administrators should provide positive role models for other staff and students by adopting the dual roles of teacher and learner. Formal acknowledgment of the importance of these reciprocal roles and responsibilities will lead to sustained professional growth and learning among administrative staff, which will, in turn, benefit the school community.

A philosophy that promotes continued learning for all educators should permeate professional development programs and practices. The philosophy should specifically support different learning needs, based on experience, and an investment in the professional growth of future school leaders:

1. Innovative programs should be developed and established for teachers who aspire to administrative positions. A special effort should be made to encourage women and minorities to seek administrative positions.
2. For new administrators, a comprehensive orientation program should include broad-based exposure to district practices and resources, provision of mentor support from experienced administrators, and development of an individualized professional growth plan that targets priority learning needs.
3. For experienced administrators, flexible professional development opportunities should be entertained, allowing for career advancement support and long-term areas of professional pursuit.

All administrators should be exposed to professional growth opportunities and educational practices that address ways to foster excellence, diversity and equity in the school community. Professional development programs should be developed to assist and alert participants to issues related to the impact of racial, ethnic, and gender bias in the classroom, in the schools, and in the broader community.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Organizational Chart

The Superintendent shall establish an Organizational Structure which shall be represented in an organizational chart and presented to the Board of Education for approval. The Organizational Chart shall provide an orderly means of achieving district goals and identify lines of primary responsibility for all employees of the school district.

The lines of responsibility shall be structured to enhance:

- the coordination, consistency and delivery of instruction
- the implementation of policy
- communication of goals and objectives
- conflict resolution
- understanding of individual roles and responsibilities as they relate to student, staff, and administration

The Organizational Chart shall be kept current. All changes within the chart shall be subject to approval by the Board of Education. Should there be a change in the philosophy and goals which form the basis for the Organizational Structure the Board shall direct the Superintendent to establish a new chart which reflects those changes and submit it for Board approval.

Should the Board of Education, as a result of temporary constraints, find it necessary to restructure lines of responsibility, it shall request that the Superintendent amend the Organizational Chart in an appropriate manner. The amended chart shall be presented to the Board of Education for approval on a temporary basis, not to exceed one year, and shall be referred to as the Amended Organizational Chart. At the end of that time, Board approval shall be required to extend the use of the amended chart, with a designated time established for its review.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Lines of Responsibility

Lines of responsibility in the school district shall be structured to:

1. Develop educational programs most appropriate for students.
2. Clarify responsibility from students through teachers, administrators and the Superintendent, to the Board of Education.
3. Tell each member of the staff to whom he/she is responsible and for what functions.
4. Whenever possible, have each member of the staff responsible to only one immediate supervisor for any one function.
5. Designate a person to whom a staff member can appeal a disagreement with the person to whom the staff member is directly responsible.
6. Inform each staff member to whom he/she can go for help in working out his/her own functions in the district program.
7. Keep each staff member advised of policies, functions and progress of the district.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policies, presently numbered 2110 adopted 9/25/12, 2112.14 adopted 11/25/08 and 2112.9 adopted 10/27/59, appropriate as combined and renumbered.

Administration

Superintendent Job Description

Title: Superintendent of Schools

Responsible to: Board of Education

The Superintendent of Schools is the Chief Executive Officer of the Board of Education and is responsible to the Board for the most effective and efficient operation possible within resources allocated.

Performance Responsibilities

General

1. Supervises, either directly or through delegation, all activities of the school system according to the policies of the Board.
2. Interprets and clarifies the purposes and needs of the school system to Board, staff, and public.
3. Coordinates the total educational program and provides leadership in its development and improvement.
4. Represents the district in its dealings with other school systems, institutions and agencies, community organizations, and the general public.
5. Reports to the Board matters material to the understanding and proper management of the schools.
6. Employs personnel as may be necessary within the limits of budgetary provisions. No position may be filled unless the Board has previously approved a position description for that position. Periodically provides the Board of Education with lists of appointees, such lists to become a part of official Board of Education minutes. Administrative and supervisory personnel are subject to the approval of the Board.
7. Makes all administrative decisions within the school system necessary to the proper function of the school district.
8. Administers the appropriate implementation of all constitutional or statutory laws, state and charter regulations, and Board policies.

Administration

Superintendent Job Description

Performance Responsibilities

General (continued)

9. Exercises power to make regulations and gives such instructions to school employees and students as may be necessary to implement Board policy.
10. Acts at own discretion if action is necessary in any matter not covered by Board policy, reports such action to the Board as soon as practicable, and recommends policy in order to provide guidance in the future.
11. Delegates at own discretion to other employees of the Board the exercise of any powers or the discharge of any duties with the knowledge that the delegation of power or duty does not relieve the Superintendent of final responsibility for the action taken under such delegation.
12. Assumes responsibility for the effective and efficient operation of the schools, and the various specialized areas of administration including pupil services, business management, plant management, transportation, and research.
13. Initiates and guides the development of policies for Board consideration, and develops such administrative regulations and procedures as may be necessary to implement Board policies.
14. Performs annual performance evaluation on immediate subordinates.
15. Shall have the authority to close the schools temporarily, whenever conditions, in his judgment, are such as to endanger the health and well-being of students.
16. In cooperation with the Chairperson of the Board and Executive Committee, prepares the agenda for meetings of the Board of Education.
17. Attends and participates in all regular and special meetings of the Board.
18. Performs such other tasks as may from time to time be assigned by the Board.

Administration

Superintendent Job Description

Performance Responsibilities (continued)

Noninstructional

1. Assumes responsibility for the overall financial planning of the district for the preparation of the annual budget, and submits it to the Board for review and approval.
2. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget. Shall approve for correctness bills, accounts, and payrolls for all employees.
3. Guides the process of fiscal planning and budgetary development and interpretation.
4. Files, or causes to be filed, all reports required by the state and the Enfield Board of Education.
5. Acts as purchasing agent for the Board, and establishes procedures for the purchase of books, materials, and supplies.
6. Maintains adequate records for the schools, including a system of financial accounts; business and property records; and personnel, school population, and scholastic records. Acts as custodian of such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.

Instructional

1. Defines educational needs and formulates policies and plans for recommendation to the Board.
2. Formulates school objectives, policies, plans, and programs; and prepares (or causes to be prepared) and presents facts and explanations necessary to assist the Board in its duty of legislation for the schools.
3. Recommends the establishment or alteration of attendance boundaries for all schools in the interest of good administration of the instructional program, and approves the special transfer of students from one neighboring district to another only when, in the Superintendents opinion, conditions in each case warrant such action.
4. Represents the schools before the public, and maintains, through cooperative leadership, both within and without the schools, such a program of publicity and public relations as may keep the public informed as to the activities, needs, and successes of the schools.

Administration

Superintendent Job Description

Performance Responsibilities

Instructional (continued)

5. Maintains directly or through delegation such personnel records, pupil accounting records, business records, and other records, which are required by law and by Board policy.
6. Keeps abreast of latest educational trends by the most effective means.
7. Studies and revises, together with the staff, all curriculum guides and courses of study, on a continuing basis.
8. Authorizes field trips of an educational nature.

Office Hours

The Superintendent shall keep regular office hours in the space provided by the Board of Education, with other accommodations by arranged appointment.

Reports on Performance of Teachers

She/he shall report to the Board of Education the failure of any teacher or other employee to do satisfactory work, to comply with the rules of the Board or to follow out his/her directions. She/he shall require each Principal to report to him or the Assistant Superintendents, once each semester, on the probationary teachers. In cases where unsatisfactory progress is evident or some difficulty is foreseen, a conference will be arranged to include the Principal, Superintendent, and/or Assistant Superintendent. Before the re-election of a probationary teacher in February of each school year, the Superintendent of Schools shall submit a Teacher's Evaluation Record from the Principal of the school concerned along with the Superintendent's own recommendation concerning such re-election. Upon request of the Superintendent of Schools, Principals shall also submit a Teacher's Evaluation Record on any teacher already on tenure.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Assistant Superintendent of Schools

The Assistant Superintendent of Schools shall perform such duties and exercise such activities as may be required of or conferred upon him/her by the law, the Superintendent of Schools and/or the Board of Education. The Assistant Superintendent functions as an integral and contributing member of the district's management team. S/he will provide leadership in developing, achieving, and maintaining the best educational programs and services as directed by the Superintendent. S/he will assist the Superintendent in the areas of curriculum, instruction, learning, staff development, supervision, remediation, securing state/federal funding, personnel, and evaluation.

Hiring

The Board of Education will act upon the recommendation of the Superintendent of Schools with regard to the hiring of an Assistant Superintendent. In carrying out his/her duties, the Assistant Superintendent shall be guided by the applicable job description.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new regulation to consider.

Administration

Assistant Superintendent of Schools

The major areas of responsibility for the Assistant Superintendent are:

1. Assists the Superintendent in directing the administration and coordination of the district's educational programs and assumes responsibility for the school system in the absence of the Superintendent.
2. Supervises the work of recruiting, selecting, assigning, transferring, counseling, and administering professionally certified employees.
3. Supervises teacher evaluation and professional development programs.
4. Supervises district-wide research and testing for measuring the effectiveness of the total educational program.
5. Plans and coordinates public information and relation efforts of the school system.
6. Assists in the preparation and administration of the budget.
7. Supervises and coordinates curriculum and instructional improvement programs in conjunction with supervisory staff, Principals and teachers.
8. Initiates and administers in-service programs in conjunction with supervisory staff, Principals, and teachers.
9. Assumes responsibility for development and publication of school calendar.
10. Insures a continuous orientation program for new teachers and administration.
11. Seeks ways and means of continually improving and implementing the supervisory and administrative services in the total school program.
12. Participates in appropriate local, state and national professional meetings.
13. Attends Board meetings and prepares such reports for the Board as the Superintendent may request.
14. Assists in supervising, evaluating and directing the work of all administrative personnel.
15. Conducts and coordinates Principals' meetings.
16. Counsels administrators, teachers, students, and parents relative to student suspensions, expulsions and discipline.
17. Consults with school department personnel regarding interpretation of implementation of Board of Education policies and administrative rules and regulations.
18. Assists in the development, interpretation and administration of policies, personnel contracts, administrative rules, and long-range educational planning.
19. Performs such other tasks and assumes such other responsibilities as the Superintendent may from time to time assign.

Regulation approved:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policies, presently numbered 2212 and 2212.2 adopted 11/25/08, appropriate as combined and renumbered.

Administration

Principal

General Functions

The Principal shall act as the Chief Administrative Officer for the school(s) the Principal is assigned to, and the Principal is directly responsible to the Superintendent for the total program in that school. All personnel, certified and classified, as well as students and visitors, are under the Principal's authority when in the school(s) under the Principal's supervision. The Principal is responsible for the full and accurate implementation of both Board of Education policy and administrative regulations emanating from the Superintendent of Schools.

Supervision of Students

The Principal will require that all students be under the direct supervision of a member of the staff at all times during the school day. In the event a teacher must be absent for a brief period of time from the group the teacher is supervising, arrangements must be made so that another member of the staff assumes this responsibility. In fulfilling this policy, the Principal will be responsible for establishing teacher schedules allocating the necessary teachers to both outdoor and indoor supervision at lunch and recess periods. This schedule will also involve supervision before the arrival of the first school bus in the morning and after school hours until the departure of the last bus.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new regulation on this topic to consider.

Administration

Principals

The Principal shall be responsible to the Superintendent of Schools. He/she shall develop the educational program of his/her school in accordance with the needs of the students and within the framework of the established policy for the total school system. The teachers and all other personnel of the school shall be directly responsible to the Principal for the satisfactory fulfillment of the duties assigned to them. The Principal shall administer and supervise his/her school in accordance with policies and regulations prescribed by the Board of Education and the Superintendent of Schools. The Principal shall have the following specific duties and responsibilities:

1. guide and encourage the school's professional personnel in their educational work and their professional growth, so as to secure continuous improvement of instruction and to promote healthy growth and adjustment of the students;
2. create an environment wherein teachers and students may achieve mutual understanding, a high sense of morale, and the best possible working conditions;
3. take all precautions to safeguard the safety, health, and well-being of students and staff members, including formulation of plans to meet emergencies;
4. be responsible for maintaining close and cooperative relations with parents and the community, and interpret them to the educational program of the school;
5. keep the Superintendent of Schools informed about the conditions and needs of the schools;
6. maintain an inventory of supplies, equipment and furniture within the school, estimate the annual financial requirements of the school in conjunction with preparation of the annual school budget, and submit requisitions for supplies, equipment, and other items required by the school;
7. provide for office hours within his/her school unit beyond the school year as needed in order to promote the best interests of his/her schools; and
8. perform such other duties as may be requested by the Superintendent of Schools.

The Principal will be responsible for community relations, administration, business management, personnel, students, and instruction. The Principal further, will exercise direct control through his/her own office over those non-instructional functions which are performed; these would include custodial services, cafeteria operations, transportation, and maintenance of plant and grounds.

The Principal will also schedule and arrange through his/her own office the use of the school building and facilities by outside organizations.

The Principal will attend system-wide Principals' meetings and will receive the information given to all Principals in the school system.

Regulation approved:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Assistant Principals

The Assistant Principal shall perform duties as may be delegated to him/her by the Principal and shall assume the responsibilities of the Principal in case of the latter's absence.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Curriculum Administrator, Leaders and Coordinators

Appointment

The Superintendent may appoint such Curriculum Administrator, Curriculum Leaders, and Curriculum Coordinators as he/she shall deem necessary, to carry out the purposes of the Board and expedient in the public interest.

Functions

Such instructional support staff shall be responsible to the Superintendent or designee and shall keep the Superintendent or designee informed of all activities under their jurisdiction by whatever means the Superintendent and designee deem appropriate.

Curriculum Leaders and Coordinators will provide expertise in specific areas of the curriculum and exert leadership in the continuous development, implementation, and evaluation of the K-12 programs. It will also be the function of these staff members to work cooperatively with principals, directors, and staff in curriculum development and implementation.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Director of Finance and Operations

Reports to: Superintendent of Schools

Supervises: The Director of Finance and Operations shall be responsible for the management, operation, supervision, coordination and implementation of the cafeteria, transportation, facilities inventory, data processing, purchasing, and financial recordkeeping programs and the staff who work in these programs.

Qualifications: Certification: Must possess valid certification as a School Business Manager in Connecticut.

Performance Responsibilities:

1. Supervises and takes responsibility for the financial business of the district, including handling of all funds, accounting and reporting procedures and long-range planning.
2. Administers, through the Director of Facilities Coordinator, the operation of the school plant.
3. Administers the student transportation program.
4. Administers the data processing program.
5. Administers through the Cafeteria Manager, the district's school lunch program.
6. Acts as advisor to the Superintendent in the preparation of the school budget and establishes a program of budget forecasting and control.
7. Develops and administers a program for purchasing supplies and equipment.
8. Assumes responsibility with the Superintendent for the employment, job status and supervision of business office personnel.
9. Develops in-service training programs for business personnel.
10. Maintains an up-to-date inventory of school property.
11. Prepares all bidding documents, including notice to bidders, instruction to bidders, specifications and form of proposal.
12. Works to maintain effective district-community relations and interprets the financial concerns of the district to the community.
13. Facilitates the work of the district's auditor in the auditor's development of the annual financial audit.
14. Prepares and/or causes to have prepared all required state and federal financial reporting documents.

Administration

Director of Finance and Operations

Performance Responsibilities (continued)

15. Administers all grant applications, follow-up, and accounting and/or assists appropriate staff in these functions.
16. Consults with the Superintendent and other personnel on questions relating to the district's business and financial concerns and performs additional duties as assigned.
17. Assumes such other functions as may be delegated by the Superintendent of Schools.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new regulation to consider.

Administration

Director of Management and Personnel Services

The major areas of responsibility of the Director of Management and Personnel Services shall include the following:

Business Services

1. Supervise the financial affairs of the district, including handling of all funds, accounting and reporting procedures, insurance programs and long-range planning.
2. Develop and administer a program for purchasing supplies and equipment.
3. Supervise data processing procedures to provide management information, evaluation techniques, and long-range forecasts.
4. Assume responsibility for the employment and job status of business office personnel.
5. Supervise clerical personnel in the business office.
6. Supervise a program of budget control.
7. Develop in-service training programs for business personnel.
8. Serve as a consultant on any grant proposal originating in the district.
9. Supervise the development of monthly and annual financial reports as required.
10. Consult with Superintendent and other personnel on questions relating to the district's business affairs.
11. Supervise the district's supporting services of property, transportation, purchasing, food and business services.
12. Work to maintain effective district-community relations, and interprets the financial concerns of the district to the community.
13. Maintain an up-to-date inventory of school property.
14. Compile necessary statistical data for the preparation of the fiscal budget.
15. Prepare financial reports as required by state and federal agencies having jurisdiction over public school funds.

Administration

Director of Management and Personnel Services (continued)

Business Services (continued)

16. Advise Superintendent on business and financial questions and performs additional management duties as assigned.

Personnel Services

1. Negotiate and implement all classified personnel bargaining union and non-union contracts and agreements.
2. Establish and maintain appropriate personnel records for all staff members.
3. Serve as a resource person for the staff on the district's employee benefit programs, including group health insurance, disability insurance, retirement plans, sick leave, personal leave, other leaves of absence, and other related or emerging employee benefit plans.
4. Administer all employee benefit programs.
5. Keep abreast of governmental statutes, regulations, and rules relating to personnel administration, and advise interested parties of the provisions of the law.
6. Assist with research pertaining to personnel, including salary research, studies of staff characteristics, professional standards, and other pertinent projects.
7. Draw up job descriptions for new staff positions and coordinate the periodic review and revision of existing job descriptions for non-certified personnel.
8. Recruit competent office, buildings and grounds, and food services personnel.
9. Plan and direct programs of orientation, in-service education, and performance training, and provide for a periodic written performance evaluation of all non-certified personnel.
10. Develop and maintain personnel handbooks for classified employees.
11. Process recommendations for termination of non-certified employees, assembling substantiating information for dismissal of employees and arranging any necessary conferences and hearings.
12. Conduct exit interviews of non-certified personnel leaving the district.

Regulation approved:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Director of Curriculum and Instruction

A. Qualifications

1. Hold or be eligible for Connecticut certification as an Intermediate Administrator or Supervisor.
2. Advanced degree preferred.
3. Evidence of significant accomplishments in K-12 curriculum and instruction.
4. At least three years of experience as a school administrator, preferably with experience in district-wide program responsibilities.
5. Knowledge and experience in the areas of curriculum development, instruction, staff development, testing, and evaluation.
6. Knowledge of current cognitive theory and current pedagogical practice.

B. Reports to the Superintendent of Schools

C. Performance Responsibilities

1.0 General

- 1.1 In consultation with the superintendent and administrators, establish short and long term action plans for the position on a defined priority basis, and prepare strategies for achieving action plan goals.
- 1.2 Attend Board meetings and prepare reports as requested by the superintendent.
- 1.3 Be knowledgeable about governmental statutes, regulations, and rules pertaining to curriculum, instruction, and teacher evaluation and provide advice to interested parties of the relevant provisions of the law.
- 1.4 Draft and propose Board policies related to curriculum and instruction.
- 1.5 Coordinate the preparation and submission of all state and federal reports in the area of responsibilities, testing all reports to verify their accuracy before recommending approval and signature by the Superintendent.
- 1.6 Assist in the development and management of the budget that pertain to curriculum, testing, instruction, staff, development, and other areas as directed by the Superintendent.
- 1.7 Lead the administrators in examining and interpreting the results of the CMT, CAPT, and other assessment instruments, and in sharing those results with the Board and the public.
- 1.8 Chair the district's staff development committee.
- 1.9 In conjunction with the district's library/media specialist, oversee the development of building-level professional libraries containing educational materials for staff use, including a variety of curriculum guides, professional journals, and instructional materials.

Administration

Director of Curriculum and Instruction

C. Performance Responsibilities (continued)

- 1.10 Monitor CEU and CEU equivalent applications.
- 1.11 Write grants in support of the educational program.
- 1.12 Accept additional assignments in the areas of responsibility as directed by the Superintendent.

2.0 Curriculum

- 2.1 Supervise, coordinate, and evaluate the implementation of a Pre-K-12 Curriculum Master Plan under the general direction of the Superintendent and in accord with the district's strategic plan.
- 2.2 Direct the development and improvement of the curriculum, ensuring implementation and articulation of curriculum within and among buildings.
- 2.3 Establish a district-wide curriculum format.
- 2.4 Chair the K-12 Curriculum Council.
- 2.5 Coordinate and assess the development of new programs in curriculum, instruction, and program assessment.
- 2.6 Coordinate the preparation, editing, distribution, and maintenance of all printed and/or electronic curriculum materials, guides, and related materials.
- 2.7 Present curriculum reports to the Board as directed by the Superintendent.
- 2.8 Serve as Executive Secretary to the Board's Education Committee.
- 2.9 Conduct and coordinate research studies, disseminate and interpret findings to staff, administration, Board members, students, parents, and other appropriate parties.
- 2.10 Collaborate with building administrators and other appropriate staff under the direction of the Superintendent, to improve professional development and training opportunities related to curriculum issues.
- 2.11 Coordinate all state-wide and federal standardized testing programs and ensure, within reasonable limits, the synchronizing of the curriculum to these assessment instruments.
- 2.12 Assist in the selection of materials for curriculum implementation.

3.0 Instruction

- 3.1 Support the superintendent and administrators in all areas related to teacher recruitment.
- 3.2 Develop, propose, and coordinate programs to retain high performing teachers.
- 3.3 Provide overall leadership in the implementation and continuous improvement of the teacher evaluation program.

Administration

Director of Curriculum and Instruction

3.0 Instruction (continued)

- 3.4 Develop, organize, and/or conduct staff development programs as appropriate.
- 3.5 Encourage sound instructional innovation by supporting teacher inquiry and action research.
- 3.6 Consult with administrators regarding the supervision and evaluation of teachers whose performance requires improvement.
- 3.7 Assume leadership responsibilities in data warehousing under the supervision of the Superintendent.
- 3.8 In consultation with the Superintendent, pursue grant opportunities within areas of responsibility and administer same.
- 3.9 Study all federal and state legislation, projects, and programs for the possibilities and opportunities they offer for educational grants, entitlements, and allocations offered relevant to the needs of the district.
- 3.10 Coordinate the writing of all project proposals to be submitted to the State Department of Education or other designated agencies for approval in the manner required by law.
- 3.11 Complete all state reports in a timely manner within areas of responsibility.
- 3.12 Evaluate, with administrators, projects proposed by members of the staff for their relevance to the district's plans and needs.

4.0 Public and Community Relations

- 4.1 Establish and maintain productive relationships with local community groups and individuals to foster understanding and to solicit support for curriculum, instruction, and assessment initiatives.
- 4.2 Answer public and parent inquiries regarding curriculum, instruction, and implementation issues.
- 4.3 Address student and parent appeals relative to curriculum and instructional issues as directed by the Superintendent.
- 4.4 Coordinate all public information regarding curriculum and instructional programs.

D. Terms of Employment

- 1.0 12-month employee under the terms of the contract with the Enfield Administrators' Association.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Athletic Director

The athletic director is an individual responsible for administering the athletic program of a school or school district under the jurisdiction of the Board of Education (Board). The supervision of athletic coaches is the responsibility of the athletic director. The athletic director shall work with other administrators in the development and monitoring of all athletic/physical education related programs.

Note: *An "athletic coach" means any person holding a coaching permit issued by the State Board of Education hired by the Board of Education to coach a sport for a sport season as part of intramural or interscholastic athletics for a school or school district.*

Qualifications

Two levels of athletic director qualifications exist, one for school director and one for school district director. Both standards apply to those hired on or after October 1, 2013.

A school athletic director must hold a State Board of Education (SBE)-issued coaching permit and a (1) state teaching certificate or (2) national athletic administrators' association-issued certificate, as approved by the State Department of Education (SDE).

A school district director must hold a SBE-issued coaching permit and a (1) state teacher's certificate with an intermediate administrator and supervisor endorsement or (2) national athletic administrators association-issued master certificate, as approved by SDE.

Any director responsible for evaluating coaches who are certified teachers, administrators, or other certified school staff must hold a state teacher's certificate with an intermediate administrator and supervisor endorsement.

School or school district athletic directors hired before October 1, 2013, who do not meet the standards listed above can continue to serve in their current positions if they meet the current director qualifications stated in State Department of Education regulations. The regulations require (1) nonsupervisory directors at a school to hold a coaching permit, (2) supervisory directors at a school to hold a permit and teacher's certificate, and (3) district directors or directors who evaluate certified staff to hold a teacher's certificate with an endorsement for intermediate administration or supervision. **Note:** *The Board of Education is prohibited from hiring a person "grandfathered" in at another district for its district, unless the person can meet the standards listed for hiring after October 1, 2013.*

Administration

Athletic Director (continued)

Duties of the Athletic Director (*School or District*)

The responsibilities of a school or district athletic director include the following:

1. Ensuring that each athletic coach in the athletic program holds a SBE-issued coaching permit;
2. Supervising and annually evaluating athletic coaches, according to the provisions of P.A.13-41;
3. Supervising students participating in interscholastic athletics;
4. Possessing knowledge and understanding of the governing authority for interscholastic athletics and the related rules and regulations;
5. Administering and arranging the scheduling of and transportation to athletic activities and events;
6. Administering and arranging the hiring of officials;
7. Ensuring a safe and healthy environment for all athletic activities and events; and
8. Any other duties relevant to the organization and administration of the athletic program for the school or school district.

(cf. 4115.3 – Evaluation of Coaches)

Legal Reference: Connecticut General Statutes

P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors

10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)

10-149 Qualifications for coaches of intramural and interscholastic athletics coaches (as amended by P.A. 13-41)

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Superintendent of Schools

The Board of Education will elect and fix the term of office and salary of a Superintendent who serves as the Chief Executive Officer of the Board and has authority and responsibility for the supervision of the school system.

At the request of the Superintendent, the Board shall provide a written contract of employment which includes salary, benefits and term of office of the Superintendent.

Each year, the Board will evaluate the Superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the Superintendent.

Legal Reference: Connecticut General Statutes

10-157 Superintendents.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, presently numbered 2111 adopted 11/25/08, appropriate as renumbered.

Administration

Superintendent of Schools

Appointment

Whenever there is a vacancy in the Office of the Superintendent of Schools, the Board shall elect, at a special meeting called for that purpose, a Superintendent for a term of office not to exceed three years. The Superintendent must be elected by a two-thirds vote (6) of the membership of the whole Board.

Legal Reference: Connecticut General Statutes

10-157 Superintendents

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, presently numbered 2112.4 adopted 5/12/15, appropriate as renumbered, modified and with addition of legal reference.

Administration

Employment of Administrators

When employing administrators and other persons of leadership within the school system, the Superintendent shall seek out and recommend candidates who are most qualified for the job.

For those administrative and supervisory positions which report directly to the Superintendent and Deputy Assistant Superintendent (including but not limited to the following positions: Directors, Principals, Supervisor of Facilities, Business Manager, Deputy Assistant Superintendent of Schools, and directly reporting coordinators), the Superintendent shall provide the Board with a list of all applicants, resumes of those candidates interviewed, and present the most qualified candidate to the Board to be interviewed. Upon completion of the interview, the Superintendent shall nominate the candidate who, in his/her professional opinion, is best qualified for the position. The Board shall accept or reject such nomination within one month from its submission. If the Board rejects such nomination, the Superintendent shall submit to the Board another nomination and the Board shall accept or reject such nomination within one month from their submission.

For those administrative and supervisory positions not included above (including but not limited to coordinators reporting to Directors, Vice Principals/Housemasters, Assistant Supervisor of Facilities), the Superintendent shall provide the Board with resumes of the candidates interviewed and shall nominate the candidate who, in his/her professional opinion, is best qualified for the position. If the Board rejects such nomination, the Superintendent shall submit to the Board another nomination and the Board shall accept or reject such nomination within one month from their submission.

Legal Reference: Connecticut General Statutes

10-151(b) Employment of teachers. Definitions. Tenure, etc. (as amended by P.A. 12-116, An Act Concerning Educational Reform)

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, presently numbered 2210 adopted 11/18/08, appropriate as renumbered.

Administration

Transfer of Administrators

This policy sets forth the guidelines for implementing the routine transfer of administrators in the Enfield Public School System.

The intent of this policy is two-fold: (1) to provide an opportunity for professional growth, and (2) to improve the educational environment throughout the school system by encouraging periodic renewal and revitalization of all faculty members at the affected schools. To the extent practical, such transfers are not to interfere with the completion of significant projects (i.e., accreditation projects, or the introduction of school wide curriculum changes).

The Board delegates to the Superintendent of Schools the responsibility for transfer assignments of personnel under this policy and outlines the following guidelines for the Superintendent's guidance:

1. Transfers will be based primarily on the best interest of the school district with the secondary consideration being the desire and interest of the school administrator. Administrator transfers may be initiated by the administrator or the Superintendent.
2. The administrator's involvement in normal year-to-year projects shall not preclude being transferred. However, when possible, involvement in significant projects (i.e., those having strategic import to the school system) shall be taken into consideration prior to any transfer being implemented.
3. Reassignment is assumed to be a positive action, which provides the opportunity for professional growth for the individuals involved. By "individuals" is meant not only the transferred personnel, but also the staffs, students, parents, and the community members at the school(s) involved.
4. Applicable contract language if any, between the Board and the Enfield School Administrators' Association (ESAA) pertaining to involuntary transfers will be in effect.
5. To assure reasonable stability and the implementation of multi-year plans, administrators should normally be allowed a minimum of seven (7) years in a building.
6. Normally and whenever possible, the Superintendent shall notify affected individuals of their transfer no later than the June 1 preceding the beginning of the school year in which the transfer will take effect.

The Superintendent of Schools may waive these guidelines when he/she believes that a school's geographic location, specific instruction program, or other unusual circumstances require an administrator to remain longer at or move sooner from a school.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Orientation of Administrative Personnel

The Board of Education, cognizant of the special importance of a sound beginning experience for each new administrator and of the adjustment each new staff member must make in a new situation, consonant with its philosophy to ensure the best possible instruction and educational service for students and the best possible professional growth and development for its administrative personnel, shall, therefore, strive to provide appropriate, timely and substantial orientation and in-service training for its administrative personnel.

To this end, the Superintendent shall be responsible for the development and implementation of orientation programs for new administrative personnel and for the institution and implementation of in-service training programs and activities to orient administrative personnel to newly adopted educational programs and procedures. In carrying out this responsibility, the Superintendent will involve various administrative, supervisory, and other professional staff members and resource persons from within the school system and from outside the school system as deemed appropriate.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Administrative Operations

The Board of Education will determine the policies to guide the decision-making process governing all activities of the schools. In setting these policies, it may seek the advice and assistance of the employees or their organizations, and other relevant persons or groups.

The Superintendent is responsible to the Board for the administration of the schools under applicable laws and the policies of the Board. In addition, the Superintendent shall prepare in detail, where applicable, the rules and regulations for implementing the approved policies.

The Superintendent shall organize the staff so all clearly understand the functions of each and the relationship between and among them; establish clear lines of communication, both vertically and horizontally; establish the necessary councils and committees to provide for efficient operation. All groups shall be given specific responsibilities, and channels shall be established so that the recommendations or decisions of each group can be heard and reviewed by the administration and, where appropriate, by the Board.

The Superintendent shall balance the delegation of responsibility with commensurate authority subject to legal powers of the Board.

(cf. 2121 - Lines of Responsibility)

(cf. 2220 – Representative and Deliberate Groups)

Legal Reference: Connecticut General Statutes

10-157 Superintendents

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, presently numbered 2450 adopted 11/25/08, appropriate as renumbered.

Administration

Review of Administrative Decisions

In the situations which arise within the schools where the Board has provided no guides for administrative action, the Superintendent shall have power to act, but the decision shall be subject to review by action of the Board. It shall be the duty of the Superintendent to inform the Board promptly of such action, and the need for policy.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy.

Administration

Representative and Deliberative Groups

The Board of Education encourages the Superintendent and administrative staff to create and maintain appropriate groups such as councils, cabinets and committees to:

1. Foster good communications with the staff, students and the public.
2. Allow staff, students, and the public a voice in decisions affecting them.
3. Establish effective channels of communication for the public, the students and the district staff.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Administrative Councils and Committees

The Board authorizes the Superintendent to establish such permanent or temporary councils and committees as the administration deems necessary for proper administration of Board policies and for the improvement of the total educational program.

All councils and committees created by the Superintendent shall be for the purpose of obtaining, to a maximum degree, the advice and counsel of personnel of the district and to aid in district communication. Functioning in an advisory capacity, such groups may make recommendations for submission to the Board through the Superintendent. However, such groups shall exercise no inherent authority. Authority for establishing policy remains with the Board and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils and committees shall be defined by the Superintendent and may be changed at his/her discretion.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Consultants

Consultants may be hired on a part-time basis to provide data and expertise to assist the Superintendent, Board and the professional staff in carrying out their purposes. All consultants must be approved by the Superintendent, and cases involving honorarium and/or other costs must be within the approved Board of Education budget parameters. If budgeted funds are not available, Board approval must be secured prior to the invitation and arrangement for visitation by such person or persons,

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Control and Communication Channels and Systems

Records and Recordkeeping

The Superintendent will ensure that all legally required and other appropriate and necessary records are maintained on file by the Enfield School District, including financial accounts, business records, property inventories, personnel information, school population, scholastic records, and other information appropriate to District operation.

The Superintendent of Schools is the custodian of all records maintained in the Central Office. The School Principals are the custodians of all student records maintained in the office of each District School.

All Central Office and Principals' Office records will be stored as required by state or federal statute and regulations either in fireproof files or other suitable storage containers and will be treated according to the general provisions governing public records.

Legal Reference: Connecticut General Statutes
 1-18 Disposition of original documents
 1-213 to 1-225 The Freedom of Information Act.
 4-193 Agency's duties re: personal data
 7-27 Municipal records to be kept in fire-resistive vaults or safes.
 7-27a Destruction of original land records or instruments
 10-15b Access of parent or guardians to student's records.
 10-209 Records not to be public.
 17b-90 Disclosure of information concerning program applicants and participants
 17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedures for aggrieved persons. Regulations.
 19a-215 Reports of diseases on the commissioner's list of reportable diseases and laboratory findings. Confidentiality.
 46b-11 Closed hearings and records
 46b-124 Confidentiality of records of juvenile records
 46b-56 (e) Access to Records of Minors.
 11-8b Transfer or disposal of public records
 Federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C.1232s.).

Policy adopted:

ENFIELD PUBLIC SCHOOLS
 Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy.

Administration

Policy and Regulation Systems

Policy Manual

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible policies and bylaws adopted by the Board, and the regulations of the administration. Board policies, Board bylaws, and administrative regulations shall be published in a manual, maintained in current condition, and made available to all persons concerned.

Policies

Policies are statements of intent adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the district.

The Superintendent is an integral part of this policy-making process recommending to the Board areas requiring policy adoption or change. The Superintendent shall develop a regulation specifying how policies will be developed and presented to the Board.

Regulations

Consistent with policy, the Superintendent shall specify required staff actions, and design the administrative arrangements under which the schools are to be operated. Those regulations and procedures which apply throughout the district shall be designated as "regulations," and placed in the district policy manual. Regulations shall be presented to the Board but the Board will not adopt regulations unless requested to do so by the Superintendent or unless required by federal or state law. The Superintendent is responsible for development and implementation of district regulations. He/she shall develop a system involving staff members in development and implementation of regulations. Regulations should be complete, consistent with adopted Board policy, and capable of reasonable implementation.

Bylaws

Bylaws are the rules governing internal operations of the Board of Education. When need for a new bylaw, or modification of an existing bylaw is recognized, the Board will consider an effective new or modified bylaw for adoption. The same procedure used for development of policies shall be used for development of bylaws.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new regulation to consider.

Administration

Policy and Regulation Systems

Functions and Composition of Committees and Channels

1. Board of Education

The Board of Education is responsible for the development of policy and, according to law, must adopt policy (cf. 9311). It receives recommended drafts from the Superintendent, individual Board members and/or the policy committee. The Board may accept and adopt drafts, return them to the policy committee or Superintendent with requests for specific changes, or reject them outright. The Board may originate a request for a needed policy through the policy committee and/or Superintendent.

2. Superintendent of Schools

The Superintendent of Schools transmits recommended policy drafts to the Board with request for action. The Superintendent receives drafts from the Chairperson of the appropriate committee, and may accept drafts, or refer them back with requests for specific changes. The Superintendent must act within thirty (30) days and notify the committee of his/her action. The Superintendent approves rules and regulations (cf. 9313). The Superintendent may receive and approve drafts, return them to the submitting committee with request for specific changes, or reject them outright.

3. Committees

Each area of policies shall have a committee of Board of Education members and others if desirable to receive recommendations for new or modified policies or rules and regulations.

The committee will also recommend its own policy changes. The committee shall review once each year all the policies in the particular area for improvements. At least one administrator shall meet with the committee as well as the person who shall write drafts as requested.

Distributing Revised Pages to Manual Holders

Whenever the Board adopts, revises or deletes policies or bylaws, and whenever the administration approves, revises or deletes regulations, all holders of policy, bylaw and regulations manuals must be notified.

The notification task is a responsibility of the Superintendent or designee, and the Superintendent or designee is assigned to care for the manuals and to see that they are all kept current.

Copies of new or revised policies, bylaws and regulations should be prepared and distributed to all manual holders with the aid of a form furnished by the Central Office. Actual copies of the new material will be attached to the form prior to its being distributed.

The Superintendent is responsible for the care of the manuals, and shall keep a master file of the distributed materials, and check all manuals at least annually for currency.

Regulation approved:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Administrative Reports/School District Annual Report/Announcements

The Board shall require reports from the Superintendent of Schools concerning the state of the school system.

The Superintendent shall be responsible for submitting to the Board an annual report indicating the effectiveness of the instructional program, the condition of the schools, and plans and suggestions for their improvement as well as other items of interest to the Board members.

The Board shall file an annual financial report with the State in accordance with the law.

Legal Reference: Connecticut General Statutes

10-157 Superintendent of Schools

10-222 Appropriations and budget

10-224 Duties of the Secretary

10-227 Returns of receipts, expenditures and statistics to state board.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Treatment of Outside Reports

Within a reasonable time after receiving reports from such outside agents as the auditor, fire department, and health officer, the Superintendent will inform the Board of the action taken upon the recommendations made in such reports.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Educational Research in District Schools

All requests to conduct research within the School must be directed to the Superintendent of Schools. The following criteria will be utilized to make a determination regarding approval of such requests:

1. The study results in direct benefits or provides direct services to the children within the school district.
2. The study provides in-service opportunities for the growth and development of faculty and/or staff.
3. There shall be no expenditures of district funds or use of staff/faculty time unless there are benefits as described in 1 and 2 above.
4. Students participating in studies, authorized by school administration, must have the approval of their parents.

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new regulation to consider.

Administration

Educational Research in District Schools

A screening committee, consisting of individuals named by the Superintendent, will assist in the process of determining the suitability and appropriateness of all research requests. Such determination will depend upon the applicant satisfactorily addressing the "Criteria for Research Approval" (see below), as well as any other recommendations for modification or clarification that are suggested by the screening committee.

It is expected that all applicants, both from within the system and from without, will submit a written request for permission to conduct research, along with an explicit proposal addressing the "Criteria," and all materials to be used in the research project. An interview with the applicant also may be required.

All requests for permission to conduct educational research must be approved prior to the commencement of the project.

In-System Requests for Project Approval

A staff member who wishes to conduct a research project involving no cost to the system will usually be restricted to the member's assigned school. It is presumed that the applicant will have secured the permission of the building Principal prior to submitting the required documents mentioned above. Modifications to the instructional program, if any, required by staff member research projects, should be minor.

System-wide research efforts, initiated by central administration or other individuals within the district, involving broader based data collection efforts, and undertaken for internal use only, will be bound by the same application procedures mentioned above. The Superintendent or his designee, may make a specific request of the screening committee and the school committee to waive these requirements.

Out-of-System Requests for Project Approval

Individuals or groups who seek permission to conduct research projects within the school district, and who are not part of the professional staff, must adhere to the application requirements outlined above. Moreover, while the School Committee wishes to cooperate with reasonable requests to conduct research, its primary obligation is to protect the rights of students who may be requested to participate.

Administration

Educational Research in District Schools (continued)

Proposals and collateral materials will be reviewed by the Superintendent, as well as the system research screening committee. Approval will be based upon the acceptability of projects and their congruence with the following "Criteria for Research Approval." Proposed projects should:

- Offer promise of improving educational practice;
- Be organized so that there are few, if any, interruptions to the regular school programs;
- Pertain to relevant education problem;
- Contain an appropriate research design;
- Spell out procedures clearly;
- Respect the rights of individuals, including the confidentiality of personal data about students and employees;
- Obtain "informed consent" from the parents of all participating students.

Performance Expectations for Approved Studies

Once a project proposal has been approved, the investigator will be obligated to fulfill the following:

- Respond to any concerns that are raised in the course of the research by participants, parents, teachers, or others who become involved;
- Whenever possible make any necessary adjustments which do not compromise the integrity or validity of the study;
- Secure approval for any publication of outcomes, enabling the Superintendent to determine if identification of the school or system will be in the best interest of the school district;
- Submit copies of all documents and any other materials developed as a consequence of the study, including, but not restricted to, theses, videotapes, summary reports, booklets, and any other account of project outcomes;
- Provide, if feasible, opportunities for professional staff and others to learn from the research findings and to utilize the results to improve instruction for children.

Administration

Educational Research in District Schools (continued)

Performance Expectations for the District Public Schools

Upon receipt of a written request for permission to conduct research and supporting documentation, the system agrees to do the following;

- Carefully consider the application at one of the regularly scheduled meetings of the proposal screening committee.
- Interview the applicant, if necessary, to gather additional information about the proposed project;
- Assist in modifying the design or procedures if a proposal is deemed to have merit, but deficient in some minor way;
- Inform each applicant of the decision of the screening committee, and when permission is denied, offer a thorough explanation of why approval has not been granted;
- Provide any reasonable assistance to those investigators whose proposals have been approved.

Regulation approved:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A Code of Ethics adopted by the AASA Governing Board on March 1, 2007 to review.

Administration

Statement of Ethics for Administrators

An educational administrator's professional behavior must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates and students.

The educational leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for each and every student.

To these ends, the educational leader subscribes to the following statements of standards.

The educational administrator:

1. Makes the education and well-being of students the fundamental value of all decision making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state, and national laws.
5. Advises the Board of Education and implements the Board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
7. Avoids using his/her position for personal gain through political, social, religious, economic, or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.
12. Commits to servicing others above self.

Regulation approved:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

New material to consider.

Administration

Connecticut School Leadership Standards

The Board of Education endorses the following “Connecticut School Leadership Standards” adopted by the Connecticut State Board of Education. These “Standards” represent the performance expectations desired of school administrators in this District.

I. Performance Expectation 1: Vision, Mission, and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.

Element B. Shared Commitments to Implement the Vision, Mission and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Element C. Continuous Improvement toward the Vision, Mission and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

II. Performance Expectation 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

III. Performance Expectation 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A. Welfare and Safety of Student, Faculty and Staff: Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

Administration

Connecticut School Leadership Standards

III. Performance Expectation 3: Organizational Systems and Safety (continued)

Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

IV. Performance Expectation 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.

Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Element C. Community Resources: Leaders access resources shared among schools, district, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

V. Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.

Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

VI. Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

Administration

Connecticut School Leadership Standards

VI. Performance Expectation 6: The Education System (continued)

Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.

Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.

Legal Reference: “Common Core of Leading: Connecticut School Leadership Standards,” adopted by the Connecticut State Board of Education, June 27, 2012.

Section 10-145d-400a. Code of Professional Responsibility for Educators

Regulations of Connecticut State Agencies, Section 10-145d-400b
Connecticut Code of Professional Responsibility for School
Administrators

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Administration

Code of Professional Responsibilities

The Board of Education endorses the following “Connecticut Code of Professional Responsibility for School Administrators.” This “Code” represents the principles and standards that the Board expects to guide the decisions and actions of all District administrators.

Preamble

This code of professional responsibility for school administrators reaffirms and codifies the principles and standards that have guided the school administrator profession over the years. The principles set forth in this code are intended to guide the conduct and assist in the appraisal of conduct for the members of the profession and the public they serve. The code cannot, and does not address every situation in which choices and decisions must be made. The code recognizes the ability of the members of the profession to make administrative decisions that are in the best interest of the students and all individuals associated with the school district in which the members serve.

The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. Administrators must focus the energies of schools on student learning above all else. In addition, the code recognizes the administrator’s responsibility to the public, their colleagues and all staff members to foster high standards for professional educators, provide leadership, encourage diversity in curriculum and staff, and promote a quality educational program. By setting forth a code of professional responsibility for school administrators separate from the code applicable to teachers, there is a recognition of the similar but different responsibilities that the two groups have to the students they serve. Both codes seek to codify standards for the education profession to promote a quality system of education for the students in our state. The additional responsibility an administrator accepts in the performance of his or her duties is reflected in this code.

Responsibility to the Student

The professional school administrator, in full recognition of obligations to the student, shall:

1. Make the well-being of students the fundamental value on all decision making and actions;
2. Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
3. Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;

Administration

Code of Professional Responsibilities

Responsibility to the Student (continued)

4. Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion or sexual orientation.
5. Foster in students the full understanding application and preservation of democratic principles and processes;
6. Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
7. Assist students in the formulation of positive goals;
8. Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
9. Develop within students, fundamental critical thinking skills and problem-solving techniques;
10. Ensure quality education for all students;
11. Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;
12. Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
13. Promote ongoing development and evaluation of curriculum.

Responsibility to the Profession and Staff

The professional school administrator, in full recognition of obligations to the profession, shall:

1. Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
2. Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
3. Encourage student learning through the effective support of all staff engaged in the learning process;
4. Encourage the participation of administrators and teachers in the process of curriculum development and educational decision making;
5. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;
6. Promote the employment of only qualified, certified educators, and qualified non-certified staff;
7. Encourage promising, qualified and competent individuals to enter the education profession; and
8. Maintain the confidentiality of all information obtained in the proper course of one's administrative duties and dispense the information when prescribed or directed by law, governing board policy or professional practice.

Administration

Code of Professional Responsibilities

Responsibility to the Community

The professional school administrator, in full recognition of the public trust vested in the educational professional, shall:

1. Be cognizant of the influence of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements;
2. Obey local, state and national laws;
3. Implement the governing board policies and administrative rules and regulations;
4. Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
5. Pursue appropriate measures to address those laws, policies and regulations that are inconsistent with sound educational goals;
6. Avoid misusing administrative position for personal gain;
7. Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
8. Promote the principles and ideals of democratic citizenship; and
9. Endeavor to secure equal educational opportunities for all children.

Responsibility to the Student's Family

The professional school administrator, in full recognition of the responsibility to the student's family, shall;

1. Respect the dignity of each family, its culture, customs and beliefs;
2. Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
3. Respond in a timely fashion to families' concerns;
4. Consider the family's perspective on issues involving its children;
5. Encourage participation of the family in the educational process; and
6. Foster open communication among the family, staff and administrators.

(cf. 4118.22 – Code of Ethics)

Legal Reference: Connecticut Code of Professional Responsibility for School
 Administrators
 Regulation of Connecticut State Agencies
 Section 10-145d-400a
 Section 10-145d-400b

Policy adopted:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

A recommended process jointly developed and adopted by CABE and CAPSS.

Administration

Evaluation of the Superintendent

Preface

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community.

It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement, adopted March 2004 and revised in 2014, and the CABE Superintendent evaluation instrument and the Board self-assessment. The Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education.

CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement has to be a factor in the assessment of the Superintendent's evaluations. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

Administration

Evaluation of the Superintendent (continued)

To increase the effectiveness of the school district's Leadership Team and the overall performance of the Board of Education and its individual members, CABA and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year.

An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates and oversees education policy. CABA and CAPSS strongly recommend Board of Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district. It is important that the Board factor the Superintendent's perspective into its self-assessment.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools and the Board of Education self-assessment. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily as necessary. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

Recommended Evaluation Process

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board of Education as needed.

Administration

Evaluation of the Superintendent (continued)

Beginning of New Evaluation Year Meeting – July/September

Step 1: The Board conducts its self-evaluation and goal-setting.

Step 2: The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

Step 3: In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.

Mid Year Evaluation Meeting – December / January

Step 1: The Board reviews its performance in light of previously established goals.

Step 2: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Step 3: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end.

End of the Year Evaluation of the Superintendent – May / June

Step 1: The Superintendent shares a verbal "Year in Review" self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent's job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Step 2: The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education's Executive Session discussion regarding the Superintendent's performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

Administration

Evaluation of the Superintendent (continued)

Step 3: A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy and Superintendent's contract. The purpose of this follow-up meeting is to share and discuss the Board of Education's draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, also should be examined as it is intended to focus specifically on effective superintendent leadership. It is included at the end of this document.

Step 4: The formal performance evaluation is completed and presented either verbally or in writing to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent's contract. It is important to note that if the Board of Education's performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

Regulation approved:

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

(Reviewed and approved by Policy Review Committee)

Recommended Evaluation Process and Timeline Flowchart

<p style="text-align: center;">Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)</p>	
Step 1:	Board Self-Evaluation and Goal Setting
Step 2:	Leadership Team Goal / Priority Setting.
Step 3:	Superintendent's Professional Goals and Objectives.
<p style="text-align: center;">Mid-Year Evaluation Meeting December / January (Conducted in executive session)</p>	
Step 1:	Board Reviews Its Performance
Step 2:	Informal Leadership Team discussion regarding progress on goals and objectives.
Step 3:	Targeted informal feedback provided to Superintendent regarding his/her performance.
<p style="text-align: center;">End of Year Evaluation of the Superintendent May / June</p>	
Step 1:	Superintendent presents "year in review" self-assessment to Board of Education regarding his/her performance.
Step 2:	Board of Education evaluates the Superintendent's job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided.
Step 3:	Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation.
Step 4:	Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy.
<p>Note: Superintendent's Evaluation is a public document subject to FOIA.</p>	

Memorandum

To: Chris Drezek

Cc: Andy Longey

From: Deb Clement

Date: 5/18/18

Re: FY 2019 Head Start COLA Grant

Enfield Head Start is requesting Board approval to apply for a COLA increase totaling \$21,736 from the Department of Health & Human Services to serve 104 Enfield Head Start children. We also will be requesting approval on the Community Assessment.

I have attached the budget for federal grant, and I will be present at the May 22nd Board meeting to answer any questions and give an update on the program.

Thank you for your attention to this matter.

Deb Clement, Director
Enfield Head Start



Community Assessment 2018

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Key Facts about Enfield's Young Children & Their Families

- Enfield has 1,953 children under age 5.²
- Of the 19 early child care centers in Enfield only five are NAYC (National Association of Education for Young Children) accredited. There is one Head Start program.
- Minority student enrollment has steadily increased from 10% to 25% from 2000 to 2014. While diversity enhances the community overall, it is challenging to provide culturally competent early child care and education for all children, including immigrant families with limited English language proficiency. In 2014, there were 30 different languages spoken in the homes of students of Enfield's Public Schools. The number of ELL (English Language Learners) students in K-3rd Grade is 66. Fourteen percent of Enfield Head Start students were ELL in the 2017/2018 school year.
- In 2017, Enfield Public Schools enrolled 315 kindergartners. This is a decrease from the 415 enrolled in 2014. 28% of Kindergartners came to school with no preschool experience which is less than 2014 when 35% without preschool experience.
- Out of the 315 kindergarten students, 143 qualify for free lunch and 21 qualify for reduced.
- 223 preschool enrollments in the Enfield Public Schools, 2017-2018.
- There were 321 births in Enfield from July 1, 2013 through June 30, 2014, and 112 referrals to Birth to Three, with 112 being served.
- In the 2016/2017 school year 79 three and four-year old's qualified for special education. 65 of these children were enrolled in the Enfield Public School Integrated Preschool and 14 were enrolled in the Enfield Head Start program. The spectrum of diagnosis for the Integrated Preschool was: Developmental Delays (41), Autism (12), speech (7), Multiple Disabilities (3), and Hearing Impairment (1). In addition, there were 18 children receiving itinerant Speech therapy, but did not participate in the preschool program. The 14 Head Start children received speech services.
- 36.1% of Enfield Public School students qualified for free and reduced lunch in 2013/2014 compared to 23.4% in the 2006/2007 school year.
- Poverty rate (2012-2016) 8.2% in Enfield and 10.4% in CT. ¹
- The following is what the parents on the Head Start waiting list requested for hours: 54% six-hour day, 14% ten-hour day, 18% part-day, and 28% the summer program.
- Temporary Family Assistance (CTA) 132, Supplemental Nutrition Assistance (SNAP) 1,752. ²

- The Enfield Head Start program data documented the decrease in need for care from 7:00-7:30 a.m. to 4:30-5:00 p.m. During the 2016-2017 school year only two families needed this time. This year, 2017-2018 school year, four families occasionally use these times, but said they didn't really need them. For the 2018-2019 school year the extended day families stated the 7:00-7:30 and 4:30 to 5:00 times were not needed.

Early Education and Care Resources

- There is one Head Start program in Enfield that has 104 slots.
- There are 28 School Readiness slots in Enfield.
- There is a total of 92 students in the Enfield Public Schools Integrated Preschool program for the 2017/2018 school year.
- The Enfield Public Schools received grant money to open four preschool classrooms for a total of 70 slots. These slots are for Enfield and Hartford students.
- Care 4 Kids subsidized 313 children in 2014, down from 368 in 2010. ³

Health and Environmental Issues

- **Childhood Obesity** (which can lead to juvenile diabetes, high blood pressure, heart disease, and social/emotional concerns). In the 2016/2017 school year, approximately 31% of children enrolled in Enfield Head Start had a Body Mass Index considered to be overweight/Obese. This decrease in the 2017/2018 school year to 20%.
- **Tooth decay** is the most common and chronic disease in Children and causes debilitating pain, along with academic and social problems. In Enfield, the problem is intensified because many households' water is provided by a company which does not fluoridate.
- **Asthma** diagnoses in 2008/2009 of Connecticut children were 13.1% reported as confirmed asthmatics, and the highest percentage of asthma-related hospital visits was for children under 10. At Enfield Head Start during the 2016/2017 school year 15% of the children had asthma or received treatment for asthma symptoms. This went down to 9% in 2017/2018.
- **Domestic Violence/Neglect.** In 2015 the State Department of Children and Families had substantiated 41 reports of abuse/neglect/uncared for children. This is down from the 130 in 2010.
- **Homelessness.** In the 2016/2017 school year, 24 of the 100 families participating in Enfield Head Start reported a period of homelessness. This decreased in the 2017/2018 school year to 10%.

Resources for Families with Young Children

- **Enfield Family Resource Center:** Educational home visits, developmental screenings, and parenting groups, parent and child playgroups.
- **Nurturing Families Network:** Support for expectant and first-time parents.
- **Enfield Recreation Department:** Play groups and enrichment classes for children birth to 5.
- **Enfield Public Schools Partnership Program:** Literacy, math, and school transition workshops and a variety of events for parents of children PreK to grade 3.
- **Enfield Public Libraries:** First Steps Program, Story Hour Programs, and parent and teacher collections which focus on literacy.
- **Enfield Adult Education:** Provides educational childcare and literacy activities for children whose parents are in English as a Second Language or GED classes.
- **Parent Leadership Academy:** Provides leadership training and opportunities for parents to be agents of change in the community.
- **“Magic Carpet”** town wide public bus service.
- **Full day Kindergarten**

1. US Census Bureau 2012-2016 American Community Survey 5-Year Estimates
2. CERC Town Profile, 2017
3. Kids Count Data Book



ENFIELD HIGH SCHOOL

1264 Enfield Street
Enfield, CT 06082
Phone: 860-253-5540
Fax: 860-253-5555

Principal
Erin E. Clark

Assistant Principal
Laura M. Gagnon

Assistant Principal
Connell P. Clark

May 17, 2018

Dear Mr. Drezek and Members of the Enfield Board of Education,

Enfield High School has nominated Nicholas Martin and Alyssa Haskins for the 2018 Lester J. Bodley Scholarship. Nicholas will be attending the University of Connecticut in Storrs and Alyssa will be attending Southern Connecticut State University in New Haven this fall. The eligibility requirements of the Bodley scholarship specify that the \$500.00 awards be given to a male and a female student in the Enfield High School senior class who are well-rounded, college-bound and have demonstrated leadership skills throughout their high school careers. Nick and Alyssa clearly meet these criteria. The Lester J. Bodley estate further stipulates that the scholarship recipients must be approved and publicly announced by the Enfield Board of Education at one of its meetings.

I look forward to hearing from you regarding Nick and Alyssa's confirmation as the 2018 Lester J. Bodley Scholarship recipients. Please do not hesitate to contact me if you have any questions about these fine students.

Sincerely,

Kari Monteforte
Guidance Secretary
Enfield High School

**BOARD OF EDUCATION
REGULAR MEETING MINUTES
MAY 8, 2018**

DRAFT

A regular meeting of the Enfield Board of Education was held at Town Hall in Council Chambers, located at 820 Enfield Street, Enfield, CT on May 8, 2018.

1. **CALL TO ORDER:** The meeting was called to order at 7:00 PM by Walter Kruzel.
2. **INVOCATION OR MOMENT OF SILENCE:** Scott Ryder
3. **PLEDGE OF ALLEGIANCE:** Scott Ryder
4. **FIRE EVACUATION ANNOUNCEMENT:** Walter Kruzel announced the fire evacuation announcement.
5. **ROLL CALL:**

MEMBERS PRESENT: Rich Regnier, Charlotte Riley, Tina LeBlanc, Sarah Hernandez, Tim Neville, Scott Ryder and Walter Kruzel

MEMBERS ABSENT: Chris Rutledge & Ashley Depeau

ALSO PRESENT: Mr. Christopher J. Drezek, Superintendent; Mr. Andrew B. Longey, Assistant Superintendent; EHS Student Representative, Meghan Connery

6. **BOARD GUEST(S)**

a. **Teacher Appreciation**

Chairman Kruzel welcomed EHS teacher Tod Couture. On behalf of the Board of Education and Teacher Appreciation week, he presented a plaque to Mr. Couture.

Mrs. Riley read the engraving – The Board of Education would like to thank the teachers of Enfield for making a difference for every child. The plaque was made by Mr. Dague's students at Enfield High.

Chairman Kruzel added that all our staff has does a phenomenal job at all of our schools and this is the least that we can do to recognize our teachers. Please share this with the teachers.

b. **BUZZ Robotics**

Mr. Drezek welcomed BUZZ Robotics students and advisors. EHS students Lori, Lauren and Sarah gave the Board an overview of this year's build season and competitions. They have completed their 23rd year. There are 15 students and 18 mentors. We finished as Alliance Captains and were eligible to compete in the district championship in the Carver Division in Austin, Texas. They were defeated but gained valuable experience. They thanked the Board and the Administration for their continued support to BUZZ Robotics.

Board members congratulated them for this year's competitions.

Mrs. Riley congratulated BUZZ Robotics. She does not know a lot about your competitions but is extremely in awe of what you are doing. Her son wants to be part of this. He is only in first grade and is chomping on the bit now. How old do you need to be to get involved with robotics? The students responded that we have a Lego League that starts at the middle school

that he can join. We also have a FIRST Tech Challenge team at the middle and high school and BUZZ Robotics at the high school for interested students to join.

Mrs. Riley congratulated them for a great job. She is so proud of all of you.

Mrs. LeBlanc thanked the BUZZ Robotics team. She is not mechanically inclined and is in awe of what you are doing. Your dedication and hard work amazes her. People do not realize what the volunteers do starting in January. You should all be commended, and you make us all very proud. She thanked them.

Mrs. LeBlanc asked if any of them are interested in engineering. The students responded that they are juniors and seniors and they are interested in pursuing engineering in college.

Mrs. LeBlanc added that she went on a college tour and their guide was an engineering major. She had such a passion for this. Thank you and you make us proud.

Mr. Neville agreed with Mrs. LeBlanc's comments. We love to hear about your journey and getting to the winner's circle. He thanked the mentors for continuing to be involved with our BUZZ Robotics program year after year. Thank you.

Mrs. Hernandez also congratulated the BUZZ Robotics team for a job well done. She asked the students what have you taken from this experience. The students responded that they have learned how to work with a team, how to get our voices out there and the difficulties of being a woman in STEM and how to present ourselves in a professional environment. They have gained self-confidence, working as a collaborative and how to communicate effectively. We have learned a different kind of education from being part of BUZZ Robotics. They have also learned about teamwork and leadership.

Chairman Kruzel attended your kickoff party. You have all done a lot of work getting ready for your competitions. He saw your competition in Hartford. He urged our longtime mentors to keep doing what you are doing – mentoring our students. What you are doing amazes him. You have put Enfield on the map. This is the success we want to hear about. Thank you all for what you are doing.

Mr. Drezek stated watching their competitions was amazing and he looks forward to next year. This is as competitive as any sporting event he has ever seen. Keep up the good work. Thank you.

Mr. Drezek added that Mr. Couture is the president of the Enfield Teacher's Association.

7. SUPERINTENDENT'S REPORT

- a. Student Representatives – as presented
- b. LEGO Event – as presented
- c. JFK Jr. National Honor Society Induction Ceremony – as presented
- d. May Events – as presented

Mr. Drezek added 6 of the 8 JFK students from the Statewide Invention Convention have been selected to participate at the National Invention Convention in Dearborn, MI. He will confirm this with Mr. Dague to see if all 6 will be attending.

8. AUDIENCES - None

9. BOARD MEMBER COMMENTS

Mr. Ryder thanked our teachers for everything they do. A lot of the PTO's are organizing many

different events throughout the week to thank our teachers. Gifts are not required, but notes or drawings are appreciated. We should be thanking our teachers all the time.

Mr. Ryder attended the EHS play the Music Man and JFK play Aladdin Jr. They were both fantastic. He thanked the students, advisors, teachers and parents for both productions. So much time goes into these productions. If you were not able to attend this year, please try to attend one next year. Both plays were amazing.

Mr. Ryder read the first chapter of the One Book, Three Schools at Eli Whitney. He had a great time reading with the students. He encourages everyone to read this book.

Mr. Ryder congratulated the BUZZ Robotics team. What you are doing is fantastic.

Mr. Ryder added the Eli Whitney girls are participating in the Girls on the Run program where 15 girls will compete in the 5K run that is sponsored by CIGNA on May 19th. The students will be recognized at an upcoming assembly and the entire school will walk laps to see what the students have been working on.

Mr. Regnier also echoed all comments about our teachers and thanked them for what they are doing for our students before school, during school and after school – thank you.

Mr. Regnier thanked the BUZZ Robotics team for coming tonight. What they are doing is great.

Mr. Regnier stated any senior that participated in Enfield Youth Soccer is eligible to apply for a scholarship. They will be awarding 2 scholarships this year to any student that participated. You can go to their website for detail.

Mr. Regnier stated Hazardville Memorial will hold a Math and Reading night on Monday, May 14th at 6:00 PM.

Mr. Regnier asked about recess at the K-5 schools. The students in the K-2 schools have recess for 15 minutes a day. He would like this to continue at the 3-5 schools. There are many benefits to having recess. He would like to continue this discussion with the Curriculum or Policy Committee members – Recess for 15.

Mrs. Riley stated she is wearing her Henry Barnard Big Cat shirt. She thanked the teachers and support staff for all their hard work at Henry Barnard. She also thanked all the teachers across the district for everything you are doing. Thank you.

Mrs. Riley stated the Henry Barnard PTO will hold a special person's dance on May 19th. We finished our book at Henry Barnard. She likes Mr. Regnier's #Recessfor15 idea.

Mrs. LeBlanc thanked all the teachers that have made a difference in her kid's lives and all the student's lives. This is one of the best Board of Education she has been part of. We all fully support our teachers and what they are doing for all the students in Enfield. She gave an extra special thanks to the teachers at EHS. You make such an impact with our students lives.

Mrs. Hernandez also echoed the comments made tonight and expresses her extreme gratitude. She attended the Music Man and Aladdin Jr plays. They were both amazing and filled her and her family with such joy. Well done!

Mrs. Hernandez thanked Mrs. Clark for giving her this information to share. We have a very rich diverse community in Enfield. There are programs available for students that have gender identity questions. Enfield is doing a great job helping students. We have diversity training and mental health supports. CHC provides counseling services for our students at JFK and at the High School free of charge. We support everyone in Enfield and are glad you are part of

Enfield's diverse fabric.

Mr. Neville stated this Board has done a great job highlighting our teachers. We appreciate them and support them. They are our greatest assets and our students are our greatest product. We need to show them we support them by not cutting any staff. He thanked them for everything they do. He knows Mr. Couture will bring the plaque to show the teachers how much we appreciate them.

Mr. Neville thanked the BUZZ Robotics team. He attended your competitions years ago when his son participated. It is great to see the mentors that have been doing this for many years. You all work together collaboratively and have accomplished so much. Thank you.

Mr. Neville stated that a former JFK assistant principal passed away two weeks ago. He expressed his condolences to the family of Frank Perrotti. He was a wonderful man and had a wonderful life teaching students. We salute you. He would like a card sent to his family.

Mr. Neville thanked Mr. Ryder for your opening comments.

Chairman Kruzel stated his twins turned 21, and his daughter just graduated from college a year early. The graduation ceremony was phenomenal. That is why he missed the plays because he was out of town.

10. UNFINISHED BUSINESS - None

11. NEW BUSINESS

a. Policy Revisions – Approve the 2000 Series – First Reading

Mr. Neville moved, seconded by Mrs. Hernandez that the Enfield Board of Education approves the 2000 Series as a first reading.

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

12. BOARD COMMITTEE REPORTS

a. Curriculum Committee

Mr. Neville reported the Curriculum Committee met on May 1st. He reviewed the notes from the meeting about learning strategies, structured literacy, textbooks for AP US Government and AP Comparative Government, Modern World History and Latin. We also discussed science pathways.

b. Finance, Budget Committee

Mrs. Riley reported the Finance, Budget Committee will meet on May 14th. We will discuss the TAG program. This is open to the public and Board members are welcome to attend. We can look at our options to expand the TAG program.

c. Policy Committee

Mr. Regnier reported the Policy Committee will meet on May 15, 2018 and we will start reviewing the 3000 series.

d. Leadership Committee

Chairman Kruzel reported the Leadership committee met tonight.

e. Joint Facilities Committee

Chairman Kruzel reported they meet every Thursday and are finalizing plans for June.

Mr. Neville added we have had some great discussions about the concept. Chairman Kruzel thanked Mr. Drezek for getting our questions answered so quickly..

f. EHS Building Committee

Chairman Kruzel reported the EHS Building Committee will meet on May 24th. We are finishing up with the last stages of the project.

g. Any Other Committees - None

13. APPROVAL OF MINUTES

Mrs. Riley moved, seconded by Mr. Neville that the Regular Meeting Minutes of April 24, 2018 be approved. A vote by **show-of-hands 7-0-0** passed unanimously.

Mr. Neville moved, seconded by Mrs. Riley that the Special Meeting Minutes of May 2, 2018 be approved. A vote by **show-of-hands 7-0-0** passed unanimously.

14. APPROVAL OF ACCOUNTS PAYROLL - None

15. CORRESPONDENCE AND COMMUNICATIONS - None

16. EXECUTIVE SESSION

Mr. Neville moved, seconded by Mrs. LeBlanc that the Enfield Board of Education enter into Executive Session for Matter(s) Related to Personnel.

A vote by **show-of-hands 7-0-0** passed unanimously.

The Board remained in Council Chambers for the Executive Session. Both Mr. Drezek and Mr. Longey joined the Board in Executive Session.

No Board action occurred while in Executive Session.

17. ADJOURNMENT

Mrs. Riley moved, seconded by Mr. Neville to adjourn the Regular Meeting of May 8, 2018.

All ayes, motion passed unanimously.

Meeting stood adjourned at 8:30 PM.

Tina LeBlanc
Secretary
Board of Education

Respectfully Submitted,

Kathy Zalucki, Recording Secretary