

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

September 5, 2014

Mrs. Suzanne Olechnicki, Town Clerk Enfield Town Hall 820 Enfield Street Enfield, CT 06082

Dear Mrs. Olechnicki,

Be advised that there will be a special meeting of the Board of Education on Tuesday, September 9, 2014. The agenda is listed below.

Special Board of Education Meeting

Date:

Tuesday, September 9, 2014

Time:

6:00 - 6:45 PM

Place:

Thompsonville Room, 820 Enfield Street

AGENDA:

- 1. Call to Order Chairman Sirard
- 2. Pledge of Allegiance Chairman Sirard
- 3. Fire Evacuation Announcement
- 4. Roll Call
- 5. Executive Session for Matters Related to Personnel Superintendent's Contract & Evaluation
- 6. Action if any, regarding Superintendent's Contract & Evaluation
- 7. Adjournment

ENFIELD BOARD OF EDUCATION ENFIELD, CONNECTICUT

Time-Place:

Council Chambers

820 Enfield Street

Enfield, CT

7:00 PM Regular Meeting

Date: 09/09/14

1.	Call	ŧn	Order	_ 7.00	PM
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- 2. Invocation or Moment of Silence Vin Grady
- 3. Pledge of Allegiance Vin Grady
- 4. Fire Evacuation Announcement
- 5. Roll Call
- 6. Board Guest(s)
- 7. Superintendent's Report
 - a. The Learning Briefs
 - b. The Why Card
 - c. Rachel's Challenge Events
 - d. Family Day
- 8. Audiences
- 9. Board Members' Comments
- 10. Unfinished Business
 - a. Continue the Discussion Regarding Sports Consolidation
- 11. New Business
 - a. Policy Revision #9341.8 Participation at Board Meetings by Remote Methods First Reading
 - b. Policy Revision #5123 Promotion/Retention First Reading
- 12. Board Committee Reports
 - a. Curriculum Committee
 - b. Policy Committee
- 13. Approval of Minutes: Regular Meeting Minutes August 26, 2014
- 14. Approval of Accounts and Payroll
- 15. Correspondence and Communications
- 16. Audiences
- 17. Executive Session
- 18. Adjournment



OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Date:

September 9, 2014

To: From: Enfield Board of Education Dr. Jeffrey A. Schumann

Re:

Superintendent's Report

a. <u>The Learning Briefs</u>: Enclosed in your packets are copies of "The Learning Briefs". This information is designed to inform parents/guardians about what their child will be learning during the school year in each grade level. They will be available for parents/guardians during the open houses being held at each elementary school. They will also be posted on our website for parents to access.

- **b.** The Why Card: Each Board member has been provided a "Why Card" with an Enfield Public Schools pin. These were distributed to all staff at our convocation.
- Rachel's Challenge Events: Enclosed in your packets is information about Rachel's Challenge events being held at our schools. We are continuing Rachel Scott's vision and chain reactions. Evening events will be held on September 16th at John F. Kennedy Middle School; September 17th at Enrico Fermi High School and on September 18th at Enfield High School. Each evening event will be held in the Auditorium and will start at 6:30 PM. Parents, students and community members are encouraged to attend any of these worthwhile programs.
- **d.** Family Day: Family Day 2014 will be held on Sunday, September 21st on the Town Green at 11:30 AM. Enclosed in your packets is a press release and an events schedule.



OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Date:

September 9, 2014

To:

Enfield Board of Education

From:

Dr. Jeffrey A. Schumann

Re:

Continue the Discussion Regarding Sports Consolidation

This item has been placed on the agenda for Board members to continue their discussion from the last Board meeting regarding consolidating high school athletic sports. Members from the Building Committee Randy Daigle and Art Pongratz along with Principals, Andy Longey and Paul Newton and our Athletic Coordinator Barry Bernstein are prepared to address the Board and answer any questions.



OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Date:

September 9, 2014

To:

Enfield Board of Education Dr. Jeffrey A. Schumann

From: Re:

Policy Revision - #9341.8 Participation at Board Meetings by Remote

Methods - First Reading

Policy Committee members met on September 3rd and have made several changes to existing Board Policy #9341.8 Participation at Board Meetings by Remote Methods. Mr. Wawer, the Policy Committee Chair is present and will review the proposed changes with Board members and answer any questions. The proposed policy with changes has been placed on the website for public viewing.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriate regarding approving Policy #9341.8 Participation at Board Meetings by Remote Methods as a first reading.



OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Date:

September 9, 2014

To:

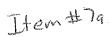
Enfield Board of Education Dr. Jeffrey A. Schumann

From: Re:

Policy Revision - #5123 Promotion/Retention - First Reading

Policy Committee members met on September 3rd and have made several changes to existing Board Policy #5123 Promotion/Retention. Mr. Wawer, the Policy Committee Chair is present and will review the proposed changes with Board members and answer any questions. The proposed policy with changes has been placed on the website for public viewing.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriate regarding approving Policy #5123 Promotion/Retention as a first reading.



The Learning Brief

Grade



Dear Families and Friends,

The Enfield Public Schools is pleased to present The Learning Brief, an overview of student learning in elementary school. The Learning Brief articulates the skills, concepts and key understandings identified for students at each grade level. Enfield's curriculum is based on the Connecticut Core Standards and emphasizes mastering the essential skills necessary in literacy and mathematics. By integrating the sciences, social studies, technology, the arts, and physical education, students engage in learning experiences which develop a holistic understanding of their world. The Enfield plan is a balanced approach to learning and features project-based experiences allowing students to work collaboratively, creatively and critically. These opportunities are carefully designed to support student growth in academics, personal development, social interaction, and civic responsibility.

Enfield's dedicated and talented teachers present the curriculum in rich and diverse ways in order to engage each of our students. With the goal of maximizing each child's potential, the teaching staff is able to accommodate children's diverse needs, learning styles, experiences and interests while promoting continuous educational growth. If you should have any questions about your child's curriculum, your classroom teacher is the best source of information. Your school's principal is also happy to assist in any way.

Working together we can ensure our students flourish academically in a respectful and committed environment dedicated to promoting the joy of learning. I thank you for your partnership. It is a privilege to serve the students and families of Enfield.

Warmest Regards,

Anne T. McKernan

Chief Academic Officer

amckernan@enfieldschools.org



Enfield's Primary Schools

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1318 Enfield Street (860) 253-6565 Katherine Reeves, *Principal* kreeves@enfieldschools.org

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Dr. Jeffrey A. Schumann

Superintendent of Enfield Public Schools superintendent@enfieldschools.org

Thomas J. Sirard

Chairman, Enfield Board of Education tsirard@enfieldschools.org

English Language Arts

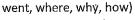
Learning new language skills is the hallmark of Kindergarten. Your child will learn about the alphabet and its role in reading. There will be practice rhyming, matching words with beginning sounds, and blending sounds into words. Vocabulary development is important as your child begins listening to, read, and comprehend books and stories. Your child will learn about the building blocks of the written word in all which a complication of drawing.

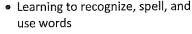
including a combination of drawing, dictating, and writing letters to share ideas and information. Your child will begin to edit and publish his/her own stories to share with classmates and adults.

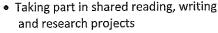


Expectations for all kindergartners include:

- Naming upper-and lower-case letters, matching those letters with their sounds, and printing them
- Comparing the actions & experiences of characters in familiar stories.
- Retelling stories and talking about stories read to them using details from the text
- Using a combination of drawing, dictating, and writing to describe an event, including his or her reaction to what happened.
- Starting an opinion or preference about a topic or book in writing
- Taking part in classroom conversations and following rules for discussions (e.g. learning to listen to others and taking turns when speaking)
- Speaking clearly to express thoughts, feelings, and ideas
- Asking and answering questions about key details in stories or other information read aloud (who, what,









Our main instructional focus in Kindergarten is on representing, relating and operating on whole numbers, initially with sets of objects. Within the study of whole numbers students work on both learning number and what it represents, as well as addition and subtraction concepts. An additional area of focus is on describing shapes and space; exploring the identification of two and three-dimensional shapes in the world around them.

Expectations for all Kindergarteners include:

- Counting how many objects are in a group and comparing the quantities of two groups of objects
- Comparing two numbers to identify which is greater or less than the other
- Understanding addition as putting together and subtraction as taking away from
- Adding and subtracting very small numbers quickly and accurately
- Breaking up numbers less than or equal to 10 in more than one way (for example, 9=6+3, 9=5+4)
- For any number from 1 to 9, finding the missing
- quantity that is needed to reach 10
- Representing addition and subtraction word problems using objects or by drawing pictures
- Solving addition and subtraction word problems involving numbers that add up to 10 or less or by
- subtracting from a number 10 or less
- Describing objects in the environment using names of 2 and 3-dimensional shapes.
- Identifying objects based on relative position, varying orientations and size.

Fact Fluency in Kindergarten

Kindergarten is the year that students begin to build their life-long fluency with operations.

Kindergarteners are required to build an understanding of and fluency with their facts to 5.





"Children are made readers on the laps of their parents." —Emilie Buchwald

Focus on Executive Function

Embedded in the Kindergarten day are the use of techniques and strategies that support our students' development of self-regulation of attention, behavior, and mood to accomplish complex tasks. Research shows that children's executive function behaviors in the early years predict further achievement in reading and mathematics. In Kindergarten lessons may focus on developing skills that support students' ability to error monitor, focus on multiple streams of information at the same time, make decisions based on available information, revise plans as necessary and resist urges to let frustration drive actions.

Content area integration is an important tenet in the design and delivery of your child's curriculum.

Connecting all areas of study to one another and the real world is the major goal of Enfield's curriculum planning.



Students use their LEGO® Creative Builder materials to explore concepts in multiple areas of study.

Social Studies

The Kindergarten Social Studies Curriculum centers on the theme of self. The classroom, the school, and community serve as introductions for the students to geography, rules, citizenship and jobs and services. Students will engage in an exploration of a variety of concepts, including:

- Identifying school rules and learn that rules facilitate order, fairness and safety
- Recognizing national and cultural holidays and symbols of the USA (i.e., the US flag, the White House)
- Knowing the world is home to people, plants and animals and is made up of continents
- Understanding the uniqueness and value of each individual in their world
- Recognizing and use map skills
- connecting maps and globes to real world locations
- Identifying occupations throughout the community

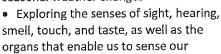
Science

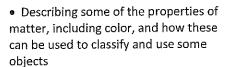
Science explorations in Kindergarten are designed to begin a life-long exploration of the natural world, guiding students to use appropriate tools and vocabulary to observe, measure, describe, and explain the world around them. The curriculum focuses on three primary topics: the life cycles of plants and animals; weather and seasons; and an introduction to senses, matter, and energy.

Expectations in these areas include:

- Using the approach of scientific inquiry in a thoughtful and coordinated attempt to search out, describe, explain, and predict natural phenomena
- Asking specific questions about plants, animals, weather, seasons, and matter
- Making, measuring, and recording observations using tools and mathematics to reach conclusions
- Expanding knowledge and sharing findings with each other through speaking, listening, presenting, interpreting, reading, and writing
- Identifying the different characteristics of plants and animals, including a close examination of life cycles and metamorphosis of butterflies
- Distinguishing adaptations of plants and animals to seasonal weather changes

world





Physical Education and Health

The mission of the EPS PE program is to educate all students to their highest level of academic potential and to teach them the skills and knowledge necessary to lead a healthy



and physically active lifestyle.

In Kindergarten units include basketball,
bowling, cooperative games, coordination,
cup stacking, dance, jump rope and
throwing and catching.

Visual Arts

As students participate in Visual Art Education in Kindergarten, they will work creatively, independently and collaboratively to:

- Experience art processes such as drawing, painting and simple printmaking
- Experience activities that develop motor skills such as cutting, gluing tearing and folding
- Roll and form simple shapes in clay
- · Experiment with a variety of media
- Demonstrate proper holding and usage of tools
- Organize ideas and present them visually.





Music

In Kindergarten the expectations are that students will:

- Sing simple songs a cappella in a limited range of 3-4 notes
- Accurately recognize and demonstrate singing voice, speaking voice, whispering voice and shouting voice
- Speak and/or sing traditional children's rhymes/ chants and songs
- Pat/clap/tap a steady macrobeat
- Demonstrate correct movements while singing or listening in circle games
- Interpret and respond to sounds (high/low, soft/loud) with movement

You are your child's most valuable support.

Please try to:

- Play games such as card playing, Candy Land, Chutes and Ladders, checkers, chess, Yahtzee and Sorry!
- Create Scavenger Hunts for shapes around the house or outdoors.
- Measure objects and spaces (cloth tape measures, rulers) around the house & yard.
- Use everyday objects to allow your child to count and group a collection of objects.
- Have your child count out money to pay for things at the store.
- Have your child create story problems to represent addition and subtraction of small numbers. For example, "Ann had eight balloons. Then she gave three away, so she only had five left."
- Encourage your child to "stick with it" whenever a problem seems difficult. This will help your child see that everyone can learn with effort and perseverance.
- Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.
- Visit Websites with number activities and fact practice. Use technology to help build your child's
 interest in reading. There are several websites where students can read books or articles online with
 help. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or
 teacher for suggestions.
- Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple meanings. Discuss those words and how they add to what the writer is saying.



When we're having fun, we're more open to learning. When we're having fun, we want to keep doing whatever we're doing.

- Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc.
- Ask your child to think about what the message of a story may be or what was learned from an informational book.
- Look for opportunities in everyday places to build your child's vocabulary.
- Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.

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The Learning Brief

Grade

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Warmest Regards,

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Superintendent of Enfield Public Schools superintendent@enfieldschools.org

Thomas J. Sirard

Chairman, Enfield Board of Education tsirard@enfieldschools.org

English Language Arts

In first grade, your child will build important reading, writing, speaking, and listening skills. Students will continue to learn the letters and sounds that make up words. They will think, talk, and write about what they read in stories, articles, and other sources of information. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary.

Expectations for all first graders include:

- Using phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing
- Describing characters, settings, and major events in a story, using key details
- Getting facts and information from different writings
- Writing about a topic, supplying some facts, and providing some sense of opening and closing
- Participating in shared research and writing projects (e.g., exploring a number of "how-to" books and using them to write a sequence of instructions)
- Taking part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion
- Describing people, places, things, and events with relevant details, expressing ideas and feelings clearly and with complete sentences
- Producing and expanding complete simple and compound statements, questions, commands, and exclamations



- Identifying the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word *bat* means a flying mammal or a club used in baseball)
- Learning to think about finer dis-

tinctions in the meanings of near-synonyms (e.g., marching, prancing, strutting, strolling, walking)



"Children are made readers on the laps of their parents."

-Emilie Buchwald

Mathematics

In first grade, your child will build on last year's work and gain important new skills. One of the most important outcomes for the year is to improve speed and accuracy adding with a sum of 20 or less and subtracting from a number 20 or less (e.g., 17 – 8). Another important goal in first grade is adding with a sum of 100 or less; this will rely on understanding what the digits mean in a number such as 63 (namely, 63 is six tens and three ones). Working with multi-digit addition this year will set the stage for second grade, when your child will be working with three-digit numbers and adding and subtracting with larger numbers.

Expectations for all first graders include:

- Quickly and accurately adding numbers together that total up to 10 or less and subtracting from numbers up through 10
- Understanding the rules of addition and subtraction (For example, 5+2=2+5)
- Solving word problems that involve adding or subtracting numbers up through 20
- Understanding what the different digits mean in twodigit numbers (place value)
- Comparing two-digit numbers using the symbols > (more than), = (equal to), and < (less than)
- Understanding the meaning of the equal sign (=) and determining if statements involving addition and subtraction are true or false (For example, which of the following statements are true? 3+3=6, 4+1=5+2)
- · Adding one- and two-digit numbers together
- Measuring the lengths of objects using a shorter object as a unit of length
- Putting objects in order from longest to shortest or shortest to longest



- Organizing objects into categories and comparing the number of objects in different categories
- Dividing circles and rectangles into halves and quarters

Fact Fluency in Grade 1

First Graders are required to build an understanding of and fluency with their facts to 10.

Students use their LEGO® Early Simple Machines materials to explore concepts in multiple areas of study.



Content area integration is an important tenet in the design and delivery of your child's curriculum. Connecting areas of study to one another and the real world is a goal of Enfield's curriculum planning.

Social Studies

The first grade Social Studies curriculum centers on the theme of family. Families provide the springboard for understanding the similarities and differences in holidays and traditions. Students will further expand their understandings of civic responsibilities and patriotic symbols, and will be introduced to fundamental economic concepts. Students will engage in an exploration of a variety of concepts, including:

- Designing classroom rules, routines and responsibilities and compare and contrast to family rules, routines and responsibilities
- Recognizing that families develop traditions that transmit their beliefs and ideas
- Recognizing the Constitution as an important document that guides our country
- Analyzing, comparing and describing how occupations affect community
- Recognizing and differentiating between wants, needs, goods and services



Physical Education and Health

The mission of the Physical Education program is to educate all students to their highest level of academic potential and to teach them the skills and knowledge necessary to lead a

healthy and physically active lifestyle.



First grade units include basketball, bowling, cooperative games, coordination, cup stacking, dance, Jump rope, throwing and catching and Volleyball.

Visual Arts

As students participate in Visual Arts Education in first grade, they will work creatively, independently and collaboratively to:

- Experience art processes such as drawing, painting and simple printmaking
- Experience activities that develop motor skills such as cutting, gluing, tearing and folding
- Experiment with a variety of media
- Identify elements of art in the natural and designed world
- Organize ideas and present them visually
- Use the elements of art and principles of design to communicate ideas

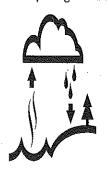


Science

Science explorations in first grade guide students in building upon Kindergarten learning in the use of appropriate tools and vocabulary to observe, measure, describe, and explain the world around them. The first grade science curriculum focuses on three primary topics: the life cycles of plants and characteristics of soil; weather and its impact on human activities; and the physical properties of magnetism.

Expectations in these areas include:

- Using the approach of scientific inquiry in a thoughtful and coordinated attempt to search out, describe, explain, and predict natural phenomena
- Asking specific questions about plants, soil, weather, human responses to weather, magnets, and magnetism
- Making, measuring, and recording observations using tools and mathematics to reach conclusions
- Expanding knowledge and sharing findings with each other through speaking, listening, presenting, interpreting, reading, and writing
- Identifying different groups of plants, parts of plants, plant survival needs, and the uses of different plants
- Exploring the characteristics of soil and its effect on plant life
- Comparing the different types of weather on Earth, and



measuring characteristics of weather that include temperature, wind, and precipitation

- Discussing the impact of weather on human activity
- Describing the properties of magnets, as well as those objects that can be affected by magnetism

Music

In first grade the expectations are that students will:

- Use their singing voice in F and G pentatonic with the following notes: do, re, mi, sol, la
- Mimic pitch exploration exercises
- Maintain a steady beat in simple meter with quarter notes, paired eighth notes, quarter rests
- Echo rhythmic patterns in simple meter with Gordon rhythm syllables while patting/tapping/clapping a steady macrobeat
- · Move appropriately to musical cues and signals
- Interpret and respond to sounds (tempo changes) with movement

You are your child's most valuable support. Please try to:

- Play games such as card playing, Candy Land, Chutes and Ladders, checkers, chess, Yahtzee and Sorry!
- Create Scavenger Hunts for shapes around the house or outdoors.
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- Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple meanings. Discuss those words and how they add to what the writer is saying.
- Ask your child to retell a story in his or her own words by telling what happened first, second, third,
 etc.
- Ask your child to think about what the message of a story may be or what was learned from an informational book.
 - Look for opportunities in everyday places to build your child's vocabulary.
 - Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
 - Build a climate of words at home. Conversation is the basis of writing. Talk through ideas with them; help them discover what they want to say. Provide a suitable place for children to write with a variety of pencils,



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The Learning Brief

Grade

2

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Superintendent of Enfield Public Schools superintendent@enfieldschools.org

Thomas J. Sirard

Chairman, Enfield Board of Education tsirard@enfieldschools.org

5

1

6 | 8

3

English Language Arts

Students in second grade will gain more skills in reading, writing, speaking, and listening. They continue to learn and practice rules for matching sounds to



letters that make up words, and they learn new concepts — such as words that share the same root (e.g., add and additional) — that help them figure out the meanings of new words. They will think, talk, and write about what they read in variety of texts, such as stories, books, articles, and other sources of information including the Internet. Writing will become an exciting way for your child to use newly learned words and phrases to express ideas. As they write and speak, second graders will be more attentive to the formal and informal uses of English and will spell most words correctly in their writing.

Expectations for all second graders include:

- Paying close attention to details, including illustrations and graphics, in stories and books to answer who, what, where, when, why, and how questions
- Determining the lesson or moral of stories, fables, and folktales:
- Using text features (e.g., captions, bold print, indexes)
 to locate key facts or information efficiently
- Writing an opinion about a book he or she has read, using important details from the materials to support that opinion
- Writing stories that include a short sequence of events and include a clear beginning, middle, and end
- Participating in shared research projects (e.g., read books on a single topic to produce a report)
- Taking part in conversations by linking his or her comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic
- Retelling key information or ideas from media or books read aloud



- Producing, expanding, and rearranging sentences (e.g., "The boy watched the movie"; "The little boy watched the movie"; "The action movie was watched by the little boy")
- Determining the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy; pain/painful/painless)

Mathematics

In second grade students will extend their understanding of place value to the hundreds place. They will use this place value understanding to solve word problems, including those involving length and other units of measure. Students will continue to work on their addition and subtraction skills, quickly and accurately adding and subtracting numbers up through 20 and also working with numbers up through 100. They will also build a foundation for understanding fractions by working with shapes and geometry.

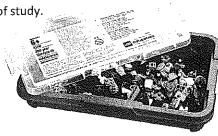
Expectations for all second graders include:

- Quickly and accurately adding numbers together that total up to 20 or less or subtracting from numbers up through 20
- Solving one- or two-step word problems by adding or subtracting numbers up through 100, including solving problems with money
- Understanding what the different digits mean in a three-digit number
- Adding and subtracting three digit numbers
- Measuring lengths of objects in standard units such as inches and centimeters
- Solving addition and subtraction word problems involving length
- Breaking up a rectangle into same-size squares
- Dividing circles and rectangles into halves, thirds, or fourths
- Solving addition, subtraction, and comparison word problems using information presented in a bar graph
- Writing equations to represent addition of equal numbers
- Creating oral and written explanations of mathematical concepts and processes

Fact Fluency in Second Grade

Second grade builds on the previous two years in developing addition and subtraction fluency. Second graders are required to build an understanding of and fluency with their facts to 20.

Students use their LEGO® Build to Express materials to explore concepts in multiple areas of study.



Content area integration is an important tenet in the design and delivery of your child's curriculum.

Connecting areas of study to one another and the real world is a major goal of Enfield's curriculum planning.

Social Studies

The second grade Social Studies curriculum centers on the theme of neighborhood. Students will be introduced to the concepts of immigration/migration through a study of their ancestors. Students will extend beyond their neighborhood community by studying another culture. Students will engage in an exploration of a variety of concepts, including:

- Understanding that rules, routines, and responsibilities are needed for order, fairness, and safety
- Recognizing that a neighborhood is a blending of cultures through its citizens
- Realizing how a community of neighborhood functions
- Understanding that communities work together to both provide and receive goods and services
- Identifying and interpreting neighborhood, United States, and world maps using cardinal directions (map key and compass rose)
- Recognizing major physical and human features such as rural, urban, and suburban and how they affect the way people live and work

Physical Education and Health

The mission of the Physical Education program is to educate all students to their highest level of academic potential and to teach them the skills and knowledge necessary to lead a healthy and physically active lifestyle.



In second grade, units include basketball, bowling, cooperative games, coordination, cup stacking, dance, jump rope, and throwing and catching.

Visual Arts

As students participate in Visual Arts Education in second grade, they will work creatively, independently and collaboratively to:

- Be introduced to color mixing and establish a color/object relationship
- Vary elements within their work to produce contrast and recognize and create visual movement to develop a focal point
- Create and respond to artwork related to a specific theme or subject
- Describe, analyze and examine historical and cultural art forms
- Describe, analyze and interpret the significance of a work of art

Science

Science explorations in second grade guide students toward a deeper understanding of the application of inquiry and in the use of science tools and vocabulary to observe, measure, describe, and explain the world around them. The second grade science curriculum focuses on three primary topics: ancient life, with a focus on dinosaurs; weather, with a focus on the role of water; and the properties and states of matter.

Expectations in these areas include:

- Using the approach of scientific inquiry in a thoughtful and coordinated attempt to search out, describe, explain, and predict natural phenomena
- Asking detailed questions about ancient life, weather and precipitation, and forms of matter
- Making, measuring, and recording observations using tools and mathematics to reach conclusions
- Expanding knowledge and sharing findings with each other through speaking, listening, presenting, interpreting, reading, and writing
- Identifying and classifying the characteristics of different species of ancient life, evaluating dinosaur adaptations, examining fossils, and considering theories about the extinction of the dinosaurs
- Describing the different forms of water in the water cycle, and how the water cycle drives clouds and precipitation
- Exploring the nature of matter on earth: the characteristics of the states of solids, liquids and gases, and how heating and cooling affects the state of matter
- Discussing how changes in the states of matter can affect human safety and the environment

Music

In second grade the expectations are that students will:

- Use their singing voice in F and G pentatonic with the following notes: do, re, mi, sol, la
- Maintain a steady beat in simple meter with half notes, quarter notes, paired eighth notes, quarter rests
- Decode rhythmic patterns in simple meter with Gordon rhythm syllables while patting/tapping/clapping a steady macrobeat (ending on a quarter note)
- Improvise rhythm patterns in simple meter with Gordon rhythm syllables
- Interpret and respond to musical stylistic changes with movement



You are your child's most valuable support. Please try to:

- Play games such as card playing, Candy Land, Chutes and Ladders, checkers, chess, Yahtzee and Sorry!
- Create Scavenger Hunts for shapes around the house or outdoors.
- Measure objects and spaces (cloth tape measures, rulers) around the house and yard.
- Use everyday objects to allow your child to count and group a collection of objects.
- Have your child count out money to pay for things at the store.
- Have your child create story problems to represent addition and subtraction of small numbers. For example, "Ann had eight balloons. Then she gave three away, so she only had five left."
- Encourage your child to "stick with it" whenever a problem seems difficult. This will help your child see that everyone can learn with effort and perseverance.
- Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.
- Visit websites with number activities and fact practice.
- Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online with help. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.
- Read to your child and have him or her read to you every day for at least 15 minutes. Pick out
 words that might be new to your child or words that have multiple meanings. Discuss those words
 and how they add to what the writer is saying.



When we're having fun, we're more open to learning. When we're having fun, we want to keep doing whatever we're doing.

- Ask your child to retell a story in his or her own words by telling what happened first, second, etc.
- Ask your child to think about what the message of a story may be or what was learned from an informational book.
- Look for opportunities in everyday places to build your child's vocabulary.
- Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.

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The Learning Brief

Grade

Dear Families and Friends,

The Enfield Public Schools is pleased to present The Learning Brief, an overview of student learning in elementary school. The Learning Brief articulates the skills, concepts and key understandings identified for students at each grade level. Enfield's curriculum is based on the Connecticut Core Standards and emphasizes mastering the essential skills necessary in literacy and mathematics. By integrating the sciences, social studies, technology, the arts, and physical education, students engage in learning experiences which develop a holistic understanding of their world. The Enfield plan is a balanced approach to learning and features project-based experiences allowing students to work collaboratively, creatively and critically. These opportunities are carefully designed to support student growth in academics, personal development, social interaction, and civic responsibility.

Enfield's dedicated and talented teachers present the curriculum in rich and diverse ways in order to engage each of our students. With the goal of maximizing each child's potential, the teaching staff is able to accommodate children's diverse needs, learning styles, experiences and interests while promoting continuous educational growth. If you should have any questions about your child's curriculum, your classroom teacher is the best source of information. Your school's principal is also happy to assist in any way.

Working together we can ensure our students flourish academically in a respectful and committed environment dedicated to promoting the joy of learning. I thank you for your partnership. It is a privilege to serve the students and families of Enfield.

Warmest Regards, Anne T. McKernan Chief Academic Officer amckernan@enfieldschools.org



Enfield's Intermediate Schools

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Prudence Crandall 150 Brainard Road (860) 253-6464 Altressa Cox-Blackwell, Principal acoxblackwell@enfieldschools.org

Eli Whitney 94 Middle Road (860) 253-7540 Sandra Ingalls, Principal singalls@enfieldschools.org

Dr. Jeffrey A. Schumann

Superintendent of Enfield Public Schools superintendent@enfieldschools.org

Thomas J. Sirard Chairman, Enfield Board of Education tsirard@enfieldschools.org

English Language Arts

Third grade is a pivotal year for your child. Learning to read with fluency and confidence will serve as a foundation for the reading demands in later grades. By practicing with learning-to-read strategies, your child will reliably be able to make sense of multi-syllable words in books. He or she will come to appreciate that words have meanings that are not literal (e.g., a piece of cake) and have relationships to other words (e.g., company and companion). Recognizing and understanding words will help your child read increasingly challenging stories and books and build knowledge about the world around him or her. By the end of the year, your child also will be writing clear sentences and paragraphs on a range of topics, drawing on an expanding vocabulary.

Expectations for all third graders include:

- Reading closely to find main ideas and supporting details in a story
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect)
- Comparing the most important points and key details presented in two books on the same topic
- · Learning the rules of spoken and written English
- Learning and using new words, including words related to specific subjects (such as science words)
- Writing opinions or explanations that group related information and develop topics with facts and details
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters
- Independently conducting short research projects that build knowledge about various topics
- Asking and answering questions about information he
 or she hears from a speaker or while participating in
 classroom discussions, offering appropriate elaboration
 and detail that build on what others have said
- Reading stories and poems aloud fluently, without pausing to figure out what each word means
- Distinguishing the literal and non-literal meanings of words, such as something's fishy and cold shoulder
- Spelling correctly and consulting dictionaries to clarify meanings of words



"The difference between the right word and the almost right word is the difference between lightning and lightening bug."

- Mark Twain

Mathematics

Our main instructional focus in third grade is on representing, relating and operating on whole numbers, initially with sets of objects. Within the study of whole numbers students work on both learning number and what it represents, as well as addition and subtraction concepts. An additional area of focus is on describing shapes and space; exploring the identification of two- and three-dimensional shapes in the world around them.

Expectations for all third graders include:

- Understanding and explaining what it means to multiply or divide numbers
- Multiplying all one-digit numbers from memory (knowing their times table)
- Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40)
- Solving two-step word problems using addition, subtraction, multiplication, and division
- Understanding the concept of area
- Relating the measurement of area to multiplication and division
- Understanding fractions as numbers
- Understanding and identifying a fraction as a number on a number line
- · Comparing the size of two fractions
- Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that 3/1 and 3 are the same number)
- Measuring weights and volumes and solving word problems involving these measurements
- Representing and interpreting data

Fact Fluency in Grade 3

Third grade is the year students are tasked with learning their multiplication and division facts. Third Graders are required to build an understanding of and fluency with their facts within 100.

Students use their LEGO® WeDo Robotics materials to explore concepts in multiple areas of study.



Content area integration is an important tenet in the design and delivery of your child's curriculum.

Connecting areas of study to one another and the real world is a goal of Enfield's curriculum planning.

Social Studies

The third grade Social Studies curriculum centers on the theme of town. The primary focus on the Town of Enfield formally introduces students to the study of history. The study of Enfield also serves as a springboard for students to understand how communities organize themselves politically and economically. Students will engage in an exploration of a variety of concepts, including:

- Examining the impact of the community and how it impacts career choices
- Analyzing the economic factors and effects on Enfield regarding goods and services, producers and consumers
- Recognizing the leaders of his/her town, state & country
- Analyzing their roles as citizens through their understanding of laws in relation to their school, town and country
- Identifying and interpreting map keys in relation to any given map including the compass rose (cardinal and intermediate directions)
- Exploring the history and development of the Town of Enfield by focusing on first settlers, historical figures and historical places



Physical Education and Health

The mission of the Physical Education program is to educate all students to their highest level of academic potential and to teach them the skills and knowledge necessary to lead a healthy and physically active lifestyle.



Third grade units include basketball, bowling, cooperative games, coordination, cup stacking, dance, fitness, jump rope, racquet sports throwing and catching, and volleyball.

Visual Arts

As students participate in Visual Arts Education in third grade, they will work independently and collaboratively to:

- Refine manipulative skills such as fastening techniques, cutting, curling, bending, folding, and overlapping
- Organize ideas and present them visually
- Define and respond with a working art vocabulary
- Use color for its intended meaning; to evoke emotion
- Demonstrate knowledge of rudimentary perspective such as background, middle ground, and foreground
- Integrate art making subjects and themes with other disciplines

Science

Science explorations in third grade introduce students to more in-depth examinations of natural phenomena. Using appropriate science tools and vocabulary to observe, measure, describe, and explain the world around them, students often work collaboratively to explore their science topics through inquiry-based projects. The science curriculum focuses on three primary topics: animals, habitats, and biomes; rocks and minerals; and simple machines.

Expectations in these areas include:

- Using an advanced approach to scientific inquiry to thoughtfully search out, describe, explain, and predict natural phenomena
- Asking detailed questions about animals and their habitats, biomes on Earth, geology and soils, and the functions of simple machines
- Making models, measuring, and recording observations using tools and mathematics to reach conclusions
- Expanding knowledge and sharing findings with each other through speaking, listening, presenting, interpreting, reading, and writing
- Exploring the characteristics of Earth's different biomes, complete with the ecology of their habitats, food webs, predator-prey relationships, and human impacts on ecology
- Identifying and classifying the different types of rocks and minerals, exploring their uses by man, and considering the impact of erosion in soil formation
- Comparing and contrasting different uses of earth materials for reuse and recycling
- Discovering the characteristics of different kinds of simple machines (lever, inclined plane, etc.), and identifying examples of them in real life
- Demonstrating how the forces and motion affect the ability to do work

Music

In third grade the expectations are that students will:

- Use their singing voice in F and G Major with the following notes: do, re, mi, fa, sol, la
- Sing songs a cappella in a range of 5-7 notes
- Maintain a steady beat in simple meter with half notes, quarter notes, paired eighth notes, half rests, quarter rests, ties
- Decode rhythmic patterns in simple meter with Gordon rhythm syllables while patting/ tapping/
 - clapping a steady macrobeat or microbeat (ending on paired eighth notes)
- Move appropriately to musical cues and signals such as performing correct movements to folk dances



You are your child's most valuable support. Please try to:

- Play games such as checkers, chess, Yahtzee, Sorry, Monopoly, Risk, Othello, or card games.
- Have your child create a job plan/schedule for the yard or house.
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The Learning Brief

Grade

4

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Working together we can ensure our students flourish academically in a respectful and committed environment dedicated to promoting the joy of learning. I thank you for your partnership. It is a privilege to serve the students and families of Enfield.

Warmest Regards,

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Chief Academic Officer

amckernan@enfieldschools.org



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Chairman, Enfield Board of Education tsirard@enfieldschools.org

English Language Arts

Building the stamina and skills to read challenging fiction, nonfiction, and other materials is fundamental in fourth grade. Your child will continue to learn about the world as well as build vocabulary skills by reading more complicated stories and poems from different cultures and a range of books on history, science, art, and music. Students also will make important strides in their ability to explain plainly and in detail what a book says; both explicitly and what is implied from its details. Your child will be writing effective summaries, book reports, and descriptions of characters or events that use correct grammar and punctuation.

Expectations for all fourth graders include:

 Describing the basic elements of stories (such as characters, events, and settings) by drawing on specific details in the text



- Paying close attention to key features of informational books and articles: these include understanding the main and supporting ideas; being able to compare and contrast information; and explaining how the author uses facts, details, and evidence to support particular points
- Comparing ideas, characters, events, and settings in stories and myths from different cultures
- Writing summaries or opinions about topics supported with a set of well-organized facts, details, and examples
- Independently conducting short research projects on different aspects of a topic using evidence from books and the Internet
- Paraphrasing and responding to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points
- Reporting orally on a topic or telling a story with enough facts and details
- Writing complete sentences with correct capitalization and spelling
- Relating words that are common in reading to words with similar meanings (synonyms) and to their opposites (antonyms)



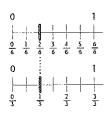
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Mark Twain

Mathematics

In fourth grade your child will use addition, subtraction, multiplication, and division to solve word problems, including problems involving measurement of volume, mass, and time. Students will continue to build

their understanding of fractions—creating equal fractions, comparing the size of fractions, adding and subtracting fractions, and multiplying fractions by whole numbers. They will also start to understand the relationship between fractions and decimals.



Expectations for all fourth graders include:

- Adding and subtracting whole numbers up to 1 million quickly and accurately
- Solving multi-step word problems, including problems involving measurement and converting measurements from larger to smaller units
- Multiplying and dividing multi-digit numbers
- Extending understanding of fractions by comparing the size of two fractions with different numerators and different denominators
- ◆ Creating equal fractions (3/4 = 3x2/4x2 = 6/8)
- Adding and subtracting fractions with the same denominator
- Building fractions from smaller fractions such as: (3/8 = 1/8 + 1/8+1/8)
- Connecting addition and subtraction of whole numbers to multiplying fractions by whole numbers
- Connecting addition of fractions to the concept of angle measurement
- Representing and interpreting data
- Converting fractions with denominators of 10 or 100 into decimals
- · Locating decimals on a number line
- Comparing decimals and fractions using the symbols
 (more than), = (equal to), and < (less than)

Fact Fluency Fourth Grade

By fourth grade students should have mastered the basic facts in all four operations. Ongoing assessment of mixed fluency to improve speed and accuracy will occur. Students should become more capable of mental math application of all basic facts during the year.

Students use their LEGO® StoryStarter materials to explore concepts in multiple areas of study.



Content area integration is an important tenet in the design and delivery of your child's curriculum. Connecting areas of study to one another and the real world is the goal of Enfield's curriculum planning.

Social Studies

The fourth grade Social Studies curriculum centers on the theme of state. Students begin with a study of Connecticut. Students will examine Connecticut's placement on a map of the

world and then expand their study to a geographical, economic, and political overview of the regions of the United States. Students will engage in an exploration of a variety of concepts, including:



- Exploring the history and development of Connecticut by focusing on first settlers, the river towns, the Pequot War, The Fundamental Orders, and The Charter of 1662
- Identifying important state symbols, facts, and people of Connecticut
- Analyzing the economic factors and effects on Connecticut in regards to goods and services, producers and consumers
- Comparing the state of Connecticut to the five regions of the United States in regards to geography, economic, and political aspects of today's culture
- Identifying and interpreting various maps

Physical Education and Health

The mission of the Physical Education program is to educate all students to their highest level of academic potential and to teach them the skills and knowledge necessary to lead a

healthy and physically active lifestyle.

Fourth grade units include basketball, bowling, cooperative games, coordination, cup stacking, dance, fitness, Frisbee, golf, soccer, jump rope, and throwing and catching., and volleyball.

Visual Arts

As students participate in Visual Arts Education in fourth grade, they will work independently and collaboratively to:

- Introduction to watercolor techniques such as wash, dry brush and resist
- Organize ideas and present them visually
- · Experiment with a variety of media
- Use the elements of art and principals of design to communicate ideas including:
 - · Demonstrate a knowledge of depth
 - Incorporate movement using a variety of art media
 - Vary elements in a composition to create contrast
 - Apply a focal dominance in composition through line shape and color

Science

Science explorations in fourth grade expand students' understanding of animal life, land forms, and energy. Through the use of models, experiments, and projects, students often work collaboratively on inquiry-based projects using appropriate science tools and vocabulary to observe, measure, describe, and explain the world around them. The Fourth Grade science curriculum focuses on three primary topics: classification of animal life; landforms and the rock cycle; and forms of energy.

Expectations in these areas include:

- Using an advanced approach to scientific inquiry to thoughtfully search out, describe, explain, and predict natural phenomena
 - Asking detailed questions about animals, landforms, and energy
 - Making models, measuring, and recording observations using tools and mathematics to reach conclusions
 - Expanding knowledge and sharing findings with each other through speaking, listening, presenting, interpreting, reading, and writing



- Examining the characteristics of different animal life, classifying vertebrates and invertebrates, and evaluating animal adaptations for survival
- Considering human needs for nutrition and impacts on animals
- Explaining how the rock cycle impacts Earth's surface and helps create landforms on Earth
- Describing how landforms affect climate, animal and plant life, and human resources, especially in our geographic region
- Examining the wave nature of energy through a detailed study of light, sound, and the behavior of waves

Music

In fourth grade the expectations are that students will:

- Use their singing voice in F and G Major with the following notes: do, re, mi, fa, sol, la, ti, do
- Sing songs a cappella in a range of 6-8 notes
- Maintain a steady beat in simple meter with whole notes, dotted half notes, half notes, quarter notes, paired eighth notes, whole rests, half rests, quarter rests, ties; and in compound meter with dotted quarter notes, quarter notes, single eighth notes
- Read and perform "Pierrot," "Lightly Row," and "Ode to Joy" on the recorder
- Read and notate music in the treble clef (from first line E through fifth line F)

You are your child's most valuable support.

Please try to:

- Play games such as checkers, chess, Yahtzee, Sorry, Monopoly, Risk, Othello, or card games.
- Have your child create a job plan/schedule for the yard or house.
- Have your child use money to pay for things at the store and mentally calculate the change they should receive.
- Have your child create number riddles for the family to solve.
- Encourage your child to "stick with it" whenever a problem seems difficult. This will help your child see that everyone can learn with effort and perseverance.
- Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.
- Visit Websites with number activities and fact practice. Strategy planning games support problem solving.
- Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online with help. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.
- Have your child read every day for at least 20 minutes. Discuss interesting words or phrases they read and how they add to what the writer is saying.
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The Learning Brief

Grade

5

Dear Families and Friends,

The Enfield Public Schools is pleased to present The Learning Brief, an overview of student learning in elementary school. The Learning Brief articulates the skills, concepts and key understandings identified for students at each grade level. Enfield's curriculum is based on the Connecticut Core Standards and emphasizes mastering the essential skills necessary in literacy and mathematics. By integrating the sciences, social studies, technology, the arts, and physical education, students engage in learning experiences which develop a holistic understanding of their world. The Enfield plan is a balanced approach to learning and features project-based experiences allowing students to work collaboratively, creatively and critically. These opportunities are carefully designed to support student growth in academics, personal development, social interaction, and civic responsibility.

Enfield's dedicated and talented teachers present the curriculum in rich and diverse ways in order to engage each of our students. With the goal of maximizing each child's potential, the teaching staff is able to accommodate children's diverse needs, learning styles, experiences and interests while promoting continuous educational growth. If you should have any questions about your child's curriculum, your classroom teacher is the best source of information. Your school's principal is also happy to assist in any way.

Working together we can ensure our students flourish academically in a respectful and committed environment dedicated to promoting the joy of learning. I thank you for your partnership. It is a privilege to serve the students and families of Enfield.

Warmest Regards,

Anne T. McKernan

Chief Academic Officer

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Enfield's Intermediate Schools

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English Language Arts 🧃

By fifth grade your child will read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. Building knowledge about subjects through research projects and responding analytically to literary and informational sources will be key to your child's continuing success. Your child will write stories or essays that are several paragraphs long. By devoting significant time and effort to producing numerous written pieces over short and extended timeframes

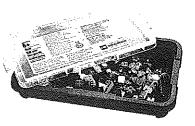


throughout the year, he or she also will gain control over many conventions of grammar, usage, and punctuation as well as learn ways to make himself or herself understood.

Expectations for all fifth graders include:

- Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas
- Identifying and judging evidence that supports particular ideas in an author's argument to change a reader's point of view
- Integrating information from several print and digital sources to answer questions and solve problems
- Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view
- Writing stories, real or imaginary, that unfold naturally and developing the plot with dialogue, description, and effective pacing of the action
- Coming to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas)
- Reporting on a topic or presenting an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate
- Expanding, combining, and reducing sentences to improve meaning, interest, and style of writing
- Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore
- · Producing writing on the computer

Students use their LEGO® Build to Express materials to explore concepts in multiple areas of study.



Mathematics

In fifth grade, students will build their understanding of the place value system by working with decimals up to the hundredths place. Students will also add, subtract, and multiply fractions, including fractions with unlike denominators. They will continue to expand their geometry and measurement skills, learning the concept of volume and measuring the volume of a solid figure.

Expectations for all fifth graders include:

- Quickly and accurately multiplying multidigit whole numbers
- Dividing numbers with up to four digits by two digit numbers
- Using exponents to express powers of 10 (in 102, 2 is the exponent)
- Reading, writing, and comparing decimals to the thousandths place
- Adding, subtracting, multiplying, and dividing decimals to the hundredths place
- Writing and interpreting mathematical expressions using symbols such as parentheses. For example, "add 8 and 7, then multiply by 2" can be written as $2\times(8+7)$.
- Adding and subtracting fractions with unlike denominators (bottom numbers) by converting them to fractions with matching denominators
- Multiplying fractions by whole numbers and other fractions
- Dividing fractions by whole numbers and whole numbers by fractions
- Analyzing and determining relationships between numerical patterns
- Measuring volume using multiplication and addition

Fact Fluency in Fifth Grade

By fifth grade students should be able to use their basic facts in all four operations with flexibility in both mental math and paper and pencil computation. Ongoing assessment will be used to assure speed and accuracy is practiced and maintained.

Physical Education and Health

The mission of the Physical Education program is to educate all students to their highest level of academic potential and to teach them the skills and knowledge necessary to lead a



healthy and physically active lifestyle. Fifth grade units include basketball, bowling, cooperative games, coordination, cup stacking, dance, fitness, Frisbee, golf, soccer, jump rope, throwing and catching, and volleyball.

Content area integration is an important tenet in the design and delivery of your child's curriculum. Connecting areas of study to one another and the real world is the goal of Enfield's curriculum planning.

Social Studies

The fifth grade Social Studies curriculum centers on the theme of American History. Students will examine the explorers from different European societies, their travel, and the impact of their contact with indigenous peoples. Students will also investigate why European nations colonized, who the colonists were, why they settled where they did, and how they organized themselves politically, economically, socially, and religiously. Students will explore the events, actions, and reasons that led to the breakdown of ties between the colonists and Great Britain leading to the American Revolution and the Independence Movement.

Students will engage in an exploration of a variety of concepts, including:

 Comparing and contrasting the motivation, significance, and achievements of major European

explorers

- Examining the impact of European exploration and colonization of Native Americans
- Analyzing and interpreting the geographic, political, and economic factors of the Colonial Era
- Describing and explaining the growing tension and immediate series of events that led the American colonists to declare independence from Britain in 1776
- Identifying the significant battles of the American Revolution and appreciate the contributions of the heroes and heroines to United States history
- Recognizing the significance the Declaration of Independence to our history

Music

In fifth grade the expectations are that students will:

 Use their singing voice in F and G Major with the following notes: do, re, mi, fa, sol, la, ti, do; and in d and e minor with the following notes: la, ti, do, re, mi, sol



- Maintain a steady beat in simple meter with whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, paired eighth notes, single eighth notes, whole rests, half rests, quarter rests, ties; and in compound meter with dotted quarter notes, quarter notes, single eighth notes, three beamed eighth notes
- Read and notate music in treble clef (from middle C to first ledger line A above the staff)
- Recognize and identify the instruments family (strings, woodwinds, brass and percussion)

Science

Science explorations in fifth grade expand students' understanding of animal life, land forms, and energy. Through the use of models, experiments, and projects, students often work collaboratively on inquiry-based projects using appropriate science tools and vocabulary to observe, measure, describe, and explain the world around them. The fifth grade science curriculum focuses on three primary topics: classification of animal life; landforms and the rock cycle; and forms of energy.

Expectations in these areas include:

- Using an advanced approach to scientific inquiry to thoughtfully search out, describe, explain, and predict natural phenomena
- Asking detailed questions about ecosystems, astronomy, electricity, and magnetism
- Making models, measuring, and recording observations using tools and mathematics to reach conclusions
- Expanding knowledge and sharing findings with each other through speaking, listening, presenting, interpreting, reading, and writing
- Comparing and contrasting the ecology, climate, vegetation and culture of the biomes of the world



- Discussing the characteristics of space, including galaxies and our own solar system, the sun, planets, and the Earth's relative position in space
- Analyzing the relationships among the Earth, Sun, and Moon, including gravity, phases of the moon, and tides
- Exploring the forms of energy involved in electricity and magnetism
- Considering the human safety concerns regarding electricity





Visual Arts

As students participate in Visual Arts Education in fifth grade, they will work independently and collaboratively to:

- Understand, select, and apply media, techniques and processes as well as elements and organizational principals of art
- Consider, select and apply a range of subject matter, symbols and ideas
- Understand the Visual Arts in relation to history and cultures
- Reflect upon, describe, analyze, interpret and evaluate their own and other's work
- Make connections between Visual Arts, other disciplines and daily life
- Understand and apply technology media techniques and processes to communicate intended meaning

You are your child's most valuable support.

Please try to:

- Play games such as checkers, chess, Yahtzee, Sorry, Monopoly, Risk, Othello, or card games.
- Have your child create a job plan or schedule for the yard or house.
- Have your child use money to pay for things at the store and mentally calculate the change they should receive.
- Have your child create number riddles for the family to solve.
- Encourage your child to "stick with it" whenever a problem seems difficult. This will help your child see that everyone can learn with effort and perseverance.
- Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.
- Visit websites with number activities and fact practice. Strategy planning games support problem solving.
- Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online with help. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.
- Have your child read every day for at least 20 minutes. Discuss interesting words or phrases they read
 and how they add to what the writer is saying.
- Ask your child to retell a story in his or her own words.



When we're having fun, we're more open to learning. When we're having fun, we want to keep doing whatever we're doing.

- Ask your child to think about what was learned from an informational book or magazine.
- Look for opportunities in everyday places to build your child's vocabulary.
- Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
- Build a climate of words at home. Conversation is the basis of writing. Talk through ideas with them; help them discover what they want to say.

To access all Enfield Public Schools curriculum documents go to:

The EPS Forum - http://www.enfieldtheforum.org/

For a more in depth look at the Connecticut Core Standards go to:

Connecticut State Department of Education - http://ctcorestandards.org/ **The Smarter Balanced Testing Consortium** - http://www.smarterbalanced.org/



Enfield Public Schools http://www.enfieldschools.org

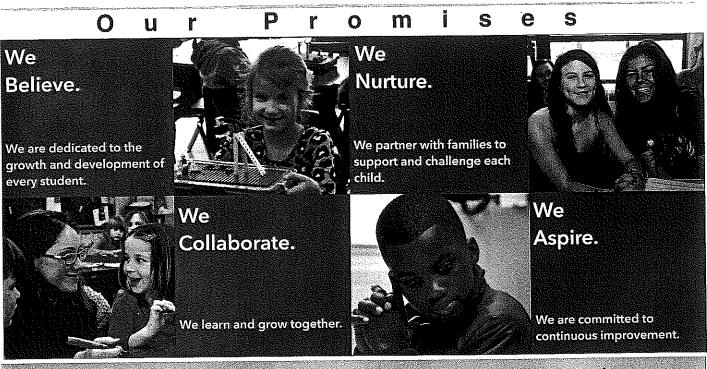


Enfield Public Schools

Vision: A world class school system

Mission: Striving to inspire and develop each individual's gifts and talents

Spirit: Committed to life-long learning



Our Values

- Excellence
- Integrity
- Creativity
- Resilience
- Pride
- Kindness

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- N 18. S. Louis	ELECTRICAL TASECURITY ROUGH-IN		a post comment of the street,	, a filosopous page a companyo									25,073,0	HVAC ROL						
	A political Children of the Ch		30 28-Jan-16	09-Mar-16	:: l								EASTANA .	and the second second	4.5	URITY ROUG	3H-IN	1		
	INTERIOR WALLFRAMING	,,	20 02-Feb-16	28-Feb-16			-		1					INTERIOR V						
a fight parameters.	MECHANICAL PLUMBING ROUGH-IN	large en en algebra en a	40, 02-Feb-16	28-Mar-16	Δ.								ack:	MECHA				İ		
	IN WALL MEP/ TEST/ INSPECTIONS (REQUIRES NEW ADDITION DR.		20 21-Jun-16	19-Jul-16						45	1							4 :	YS (REQUIRE	
terres comments and any	BOARD/TAPE/PRIME WALLS/CEILINGS & SOFFITS		25 20-Jul-16	23-Aug-16		1			i .						æ				VCEILINGS &	SOFFI
Section Sections	CEILING GAID	1 15 20 11	15 24-Aug-16	14-Sep-16	1											CE	LING GRID			
e de la companya de	ARCHITECTURAL FINISHES - MILLWORK/FLODRING/FINISH PAINT/		80 24-Aug-16	15-Dec-16		1	j									3922014440002323			CTURAL FINIS	SHES -
	CEILING DROPS - RODS/FIXTURES	8	8 02-Sep-16	14-Sep-16			į									© C⊟	LING DRO	PS RGD	S/FIXTURES	
	FIFOUT COMPLETED	Ů,	0	14-Dec-16		ľ											•	FITOUT C	OMPLETED	
	2 NEW MUSIC ADDITION				3	1	ĺ	4												
	K, FOUNDATIONS & STRUCTURAL				#	I	1											1		
D2,1000	START PHASE SACONSTRUCTION [AFTER E-WING COMPLETION]	0,	0 25-Nov-15	States and	L	<u> </u>		Anna an an an				ф	START PHAS	E 5A CONSTR	UCTION (AFTER E-WIN	IG COMPL	ETION		
	The state of the s				-		-		ACTOR CONTRACTOR	****************		***************************************		·····		**************				

Start Date: 10-Apr-13 Frilsh Date: 20-Jan-17 Data Date: 21-Aug-14 Run Date: 04-Sep-14 16:40 Page 12 of 13

Pertanting Level of Effort
Actual Work
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Colles' Remariting Work

Syrromany Milestones

Critical Mitestones

Mitestone

ENFIELD HIGH SCHOOLS CONSOLIDATION

04-Sen-14



SciVity ID. Activity Numer 11 10 10 10 10 10 10 10 10 10 10 10 10	- Orig	Rem Start	Ficish	
	Dur	Out		2018 2017
D2 1010 PREPARE SITE/EROSION CONTROL/SITE CLEAR	6	6: 25-Nov-15	03-Dec-15	[Aug Sep Oct Nov Dec Jan Feb Nor Apr Mey Jun 30 [Aug Sep Oct Nov Dec Jan Feb Mar Apr Mey Jun 30 [Aug Sep Oct Nov Dec Jan Feb Mar Apr Mey Jun 30 [Aug Sep Oct Nov Dec Jan Feb Mey Apr Mey Jun 30 [Aug Sep Oct Nov Dec Jan Feb Mey Apr M
D2:1020 ABATE/ DEMO EXISTING D. WING STRUCTURE/FACADE	20	20: 04-Dec-15	04-Jan-16	ABATE/ DEMO EXISTING D-WING STRUCTURE/FACADS
D2 1030 EXISTING STRUCTURE STRUCTURAL MODIFICATIONS	20	20: 04-Jan-16	29-Jan-16	EXISTING STRUCTURE STRUCTURAL MODIFICATIONS
D2 1040 FOOTINGS & FOUNDATION WALLS	45	45 11-Jan-16	11-Mar-16	FOOTINGS & FOUNDATION WALLS
D2 1050 STRUCTURAL FRAME/ DETAIL AND ROOF DECKING	30	30 14-Mar-16	22-Apr-16	STRUCTURAL FRAME/ DETAIL AND ROOF DECKING
D21060 UNDERSLAB UTILITIES	15	15 25-Apr-16	13-May-16	(=) UNDERSIABLITE ITIES
D2,1070 GRADE/PREP/PLACE SOG	10	10 16-May-16	and the second s	g GANDEPRENTLAGE SOG
PREFACADE STREET DE STREET				
D2.1080 ROOF BLOCKING/ PARAPET WORK	15	15 25 Apr-16	13-May-18	MIN BOOF BLOCKING/ PARAPET WORK
D2.1090 EXTERIOR WALL MASONRY & FRAMING/BOARDING	30	30 25-Apr-16	06-Jun-16	EXTERIOR WALL MASONRY & FRAMING/BOARDING
D2.1100 NEW ROOFING/ EXISTING ROOF REPLACEMENT	15	15, 16 May 16	06-Jun-16	NEW ROOFING/EXISTING ROOF REPLACEMENT
D2.1119 CURTAIN WALLERANE & GLAZING	50	20 23-May-18	20-Jun-16	ESSE CURTAIN WALL FRAME & GLAZING
D2.1120 NEW ADDITION OR YIN ACHEIVED	Đ	0,	26-Jun-16	♦ NEWADDITION DRYIN ACHEIVED
FROOT FIRST FLOOR				
D2.1130 PHASE D-2 BIM COORDINATION	15	15 28 Dec-15	18-Jan-16	PHASE D 2 BIM COORDINATION
D2.1140 FHASE D-2 BIM COORDINATION APPROVED	5	5: 19-Jan-16	25-Jan-16	II PHASE D 2 BIM COORDINATION APPROVED
D2,1150; PHASE D-2 DUCT FABRICATION	15	15 26-Jan-16	15-Feb 16	PHASE D'2 DUCT FABRICATION
D2.1160 HVAC ROUGH-IN	10	10:07-Jun-16	20-Jun-16	HVAC ROUGH-IN
02.1170 MECHANICAL/PLUMBING ROUGH IN	20	20 14-Jun-16	12-Jul-16	MECHANICAL/PLUMBING AOUGH IN
D2.1180 ELECTRICAL/FA/SECURITY HOUGH-IN	20	20 21-Jun-16	19-Jul-16	I EE ÉLECTRICAL EN SECURITY ROUGHIN
D2 1190 INTERIOR WALL FRAMING	20	20, 21-Jun-16	19-Jul-16	# Interior wall Framing
DZ,1200 IN-WALL MEP/ TEST/ INSPECTIONS	15.	15 13-Jul-16	02-Aug-18	BIRRI IN-WALL MEP/TEST/ (\$SPECTIONS
D2 1210 BOARD/TAPE/PRIME WALLS/CEILINGS & SOFFITS	20	20 03-Aug-16	20-Aug-16	ROMADITAPÉ/PHÍNÉ WALLSVÖEILINGS & SOFFI
D2.1220 CEILING GRID	de teatre de marie	15 91-Aug-15	more of the state of the Coaster	#
D2:1230 ARCHITECTURAL FINISHES - MILLWORK/FLOORING/FINISH PAINTLE	Anna Train miles	72 02 Sep 16	14-Dec-16	ARCHITECTURAL FINISHES - A
D2.1240 CEILING DROPS - RGD'S/FIXTURES	· · · · · · · · · · · · · · · · · · ·	15 12-Sep-16	engent elimina grana dallata	CELLING DAOPS Reib's FixTures
D2 1250 LOWER LEVEL COMPLETED	0	(0)	14-Dec-16	
D-1 AU DITORIUM RENO & D-2 NEW MUSIC ADD CLOSEOUT				
D2.1260 CLEAN/PUNCHLIST	15	15 14 Dec-16	March State College To Secretary	C(EAN/PUNCHUST
D2:1279 TCO INSPECTIONS	5	5 29 Dec-16		TO INSPECTIONS
D2.1288 PHASE D-2 SUBSTANTIAL COMPLETION	0	9	06-Jan-17*	PRIASE DESUBSTANTIAL C
D2 1290 OWNER FF&E/ MOYEIN	10	10, 09-Jan-17	20 Jan-17	® OWNER FF6€/ MOVEIN

Start Date: 10-Apr-13. Finish Date: 20-Aig-17 Data Date: 21-Aug-14 Run Date: 04-Sep-14 16:40 Page 13 of 13

KONNESCHIER FRANKISIA (Love of Ellos 🌼 TOTAL CONTROL OF STREET Actor: Work

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ENFIELD HIGH SCHOOLS CONSOLIDATION

04-Sep-14



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NFIELD HIGH SCHOOLS CONSOLIDATION				tra francista de la Comencia de Calendario d
PRECONSTRUCTION MURICIPAL SURFERING FOR THE SECOND STREET	ating a strike a same particular			
CONSTRUCTION DOCUMENTS PHASE 2				
5815 POT 2 APPROVAL	0 0 02-Sep-14*	PCT 2 APPROVAL VS. 773 LLI		***
BID AND AWARD	u v uc-569-14:	◆ PCT 2 APPROVAL V5. 723 14		
PIACE 2				
	40.00	- correction accurate any accurate	[
manufaraman and anningappen commercial annina and and and and and and and and and a	10 10 29-Aug-14 12-Sep-14	PREPARE BID PACKAGES - PHASE 2		
The state of the s	25 25 15-Sep-14 17-Oct-14 10 10: 20-Oct-14 31-Oct-14	ADVERTISE AND BID PERIOD - PHASE 2		
5625 SCOPE REVIEW OF BID - PHASE 2 5635 DEVELOP AND SUBMIT GMP - PHASE 2	10 10: 20-Oct-14 31-Oct-14 10 10: 27-Oct-14 07-Nov-14	SCOPE REVIEW OF BID - PHASE 2		
5645 BO/BOE APPROVE GMP - PHASE 2	1 1 10-Nov-14 10-Nov-14	DEVELOP AND SUBMIT GMP - PHASE 2		
4	4 4 11-Nov-14 14-Nov-14	BC/BOE APPROVE GMP - PHASE 2 N AWARD CONTRACTS - PHASE 2		
		* AWARD CONTRACTS - PRASE 2		
MATERIAL PROCUREMENT				
PHASE 1 PROCUREMENT EARLY WORK				
STRUCTURAL STEEL			4 12 12 12 12 12 12 12 12 12 12 12 12 12	1
8000 FAB/DELIVER DERRICK 9-16 - STRUCTURAL STEEL	40 33 28-Jul-14 A 07-Oct-14	FAB/DELIVER DERRICK 9-16 - STRUCTURAL STEEL		and the state of t
7820 FAB/DELIVER DERRICK 1-8 - STRUCTURAL STEEL	26 26 05-Aug-14 A 28-Sep-14	FAB/DELIVER DERRICK 1-8 - STRUCTURAL STEEL		1
8440 PRE/SUB STAIR E-ST1 & E-ST2 PANS & STRINGERS	12 12 21-Aug 14 08-Sep-14	PRE/SUB STAIR E-ST1 & E-ST2 PANS & STRINGERS		
8030 FAB/DELIVER DEHRICK 17-23 - STRUCTURAL STEEL	42 42 21-Aug-14A 20-Oct-14	FAB/DELIVER DERRICK 17-23 - STRUCTURAL STEEL		
16720 REVIAPP STAIR E-ST1 & E-ST2 PANS & STRINGERS	15 15 05 Sep. 14 28 Sep. 14	REVIAPP STAIR E-ST1 & E-ST2 PANS & STRINGERS		oracle desired
16730 FAB/DEL STAIR E-ST1 & E-ST2 PANS & STRINGERS	20 20 30 Sep 14 27-Oct-14	FAB/DEL STAIR E-ST1 & E-ST2 PANS & STRINGERS		
PHASE 2 PROCUREMENT				
CONCRETE				NAME OF THE PERSON OF THE PERS
16630 PREP/SUBMIT SHOP DRAWINGS - REBAR/ CONC MIX	10 10 17-Nov-14 Dt-Dec-14	PREP/SUBMIT SHOP DRAWINGS - REBAR/ CONC MIX		
16640 REVAPPROVE SHOP DRAWINGS - REBARY CONC MIX	5 5 02-Dec-14 08-Dec-14	☐ REVIAPPROVE SHOP DRAWINGS - REBAR/ CONC MIX		
16650 FAB/DELIVER - REBAR/ CONC MIX	5 5 09-Dec-14 15-Dec-14	EL FAB/DELIVER - REBAR/ CONC MIX		TARREST STATE OF THE STATE OF T
MASSING			,	er (gyan
5920 PREP/SUBMIT SHOP DRAWINGS - MASONRY / BRICK	20 20 17-Nov-14 15-Dec-14	PREP/SUBMIT SHOP DRAWINGS - MASONRY / BRICK		de la companya de la
5930 REV/APPROVE SHOP DRAWINGS - MASONRY / BRICK	15 15 16-Dec-14 07-Jan-15 35 35 08-Jan-15 25-Feb-15	REVIAPPROVE SHOP DRAWINGS - MASONRY / BRICK		and the state of t
5940 FAB/DELIVER - MASONRY / BRICK	35 35 08-Jan-15 25-Feb-15	FAB/DELIVER - MASONRY / BRICK		
STRUCTURAL STEEL	10 10 11-Nov-14 24-Nov-14			- An
16660 PREP/SUBMIT SHOP DRAWINGS - C2 CAFE/ HEALTH ADDITION ST 16670 REVAPPROVE SHOP DRAWINGS - C2 CAFE/ HEALTH ADDITION ST		PREPARED OF CHARACTER SHOP DRAWINGS - C2 CAFE/ HEALTH ADDITION		R. Carlos
and the state of t	haranga ibayo sa saddagga se sha Wilinadi na manana na hisia akiki karib	REVIAPPROVE SHOP DRAWINGS - 02 CAFE/ HEALTH ADD	in the second se	
16680 FAB/DELIVER - C2 CAFE/ HEALTH ADDITION STEEL GLASS AND GLAZING	40 40:10-Dec-14 05-Feb-15	FAB/DELIVER - G2 CAFE/ HEALTH ADDITION STEE	71.	
5950 PREP/SUBMIT SHOP DRAWINGS - WINDOWS	40 40 17-Nov-14 14-Jan-15	PREP/SUBMIT SHOP DRAWINGS - WINDOWS	•	
16690 PREP/SUBMIT SHOP DRAWINGS - C2 ADDITION CURTAIN WALL	40 40 17-Nov-14 14-Jan-15	PREP/SUBMIT SHOP DRAWINGS • C2 ADDITION CUR	TAIN 18WI L	
5960 REVAPPROVE SHOP DRAWINGS - WINDOWS	10 10 15-Jan-15 28-Jan-15	REVAPPROVE SHOP DRAWINGS - WINDOWS	JAMA ANATE	·
16700 REVIAPPROVE SHOP DRAWINGS - C2 ADDITION CURTAIN WALL	10 10 15-Jan-15 26-Jan-15	EI REVAPPROVE SHOP DRAWINGS - C2 ADDITION C	IDTAIN WAS I	-
5970 FAB/DELIVER - WINDOWS	60 60 29 Ian 15 22-Apr 15	FAB/DELIVER - WINDOWS	DOLIVER AMER	Name of the Control o
16710 FAB/DELIVER - C2 ADDITION CURTAIN WALL	60 60 29-Jan-15 22-Apr-15	FAB/DELIVER - C2 ADDITION CURTA	, and t	į
GENERAL TRADES	55 00 E-5811 15 ; E2-Apt-13	TANGELIVER - OF ADDITION OUT IN	P TOTAL	ļ
6020 PREP/SUBMIT SHOP DRAWINGS - METAL STUDS / SHEATHING	20: 20: 17-Nov-14 15-Dec-14	PREP/SUBMIT SHOP DRAWINGS - METAL STUDS / SHEAT	i HING	L di
6030 REV/APPROVE SHOP DRAWINGS - METAL STUD / SHEATHING	15 15 16-Dec-14 07-Jan-15	REVIAPPROVE SHOP DRAWINGS - METAL STUD / SHE	1	
6040 FAB/DELIVER · METAL STUDS / SHEATHING	10 10 08-Jan-15 21-Jan-15	CJ FAB/DELIVER - METAL STUDS / SHEATHING		
MEP.		The state of the s		1
5980 PREP/SUBMIT COORDINATION / SHOP DRAWINGS - MEP	60: 60:17-Nov-14 11-Feb-15	PREP/SUBMIT COORDINATION / SHOP DRAWING	S · MEP	
5990 REWAPPHOVE SHOP DRAWINGS - MEP	30 30 31-Dec-14 11-Feb-15	REWAPPROVE SHOP DRAWINGS - MEP	ŢŢ	
The second section of the			A	1
1 Date: 10 April 3 November Resource Level of Erron 💠 💠 Cobcal M	hirstones	ENFIELD HIGH SCHOOLS CONSOLIDATION	¥	
Th Date: 20-Jan-17 Date: 21-Aug-14 Date: 21-Aug-14	,	·	<u>arangan dan kabupatèn dan kab</u>	
Actual Work	i	04-Sen-14		

Finish Date: 20-Jan-17 Data Date: 21-Aug-14 Run Date: 04-Sep-14 16:40 Page 1 of 13 Acrusi Level of Effor Acrusi Vook

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Summing Makestones

04-Sep-14

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yily ID	Activity Hame	Ong Dur	Rem Start Our	Finish	2015 Terransian in the community of the	2016: 2017
0006	L. The Control of the	30	30: 22-Jan-15	04-Mar-15	Aug Sep Oct Nov Dec Jen Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Basic FAB DELIVER - DUCT WORK	Jun Jul Aug Sep Oct Ney Dec Jen Feb Mar Apr May Jun
6010	FAB/DELIVER - MEP EQUIPMENT	20	80 22-Jan-15	13 May 15	FABOELIVER - MEP EQUIPMENT	
eres ha castrolla	RUCTION PHASE	polecencia (170/OLLIVEN INC. EQUI MEN	
SCORNER HINGS	reference frances and a second commentation of the second control		hi ghalkati Pad			
and the same and the	RUCTION PHASE SUMMARY	-, Heati,	ANGEL COLORGIANO			
5630	PHASE 1 & 2 FERMI "E" NEW ADDITION	351	and the property of a fact that the second	18-Nov-15	PHASE 1 & 2 FERML E' NEW !	ODITION
5640	PHASE C-2 NEW CAFE/ HEALTH ADDITION	175	176 17-Nov-14	27-Jul-15	PHASE C-2 NEW CAFE HEALTH ADDITION	
5720	PHASE C-2 RENOVATE CAFETERIA/KITCHEN [C-WING]	150	150 24-Dec-14	27-Jul-15	PHÁSE G-2 RENOVATE CAFETERIANOTCHEN I	
5650	PHASE B RENOVATE GYM AND LOCKER ROOMS	150	150 22-Jun-15	22-Jan-16		E GYM AND LOCKER ROOMS
6100	SITE PARKING - 1ST SUMMER	44	44 i 29 Jun-15'	28 Aug 15	SITE PARKING - (ST SUMMER	
5670	PHASE 3A- ABATE AND DEMO EXISTING SCIENCE WING	50	50 25-Nov-15	05-Feb-16	PHASE 3A-ABAT	E AND DEMO EXISTING SCIENCE WING
5710	PHASE A-1, A-2 MAIN LOBBY ADDITION	165 189	165 25-Nov-15	19-Jul 16		PHASE A-1, A-2 MAIN LOBBY ADDITION
5700	PHASE A-1, A-2, C-1 FENOVATE 1ST, 2ND & 3RD FLRS	adjustment of the	189 25 Nov-15	22×Aug 16		PHASEA 1, A 2, C RENOVATE 1ST, 2ND 8 3R
5680	PHASE 0-2 NEW MUSIC ADDITION	282	282 25-Nov-15	04-Jan-17		PHASE D-2 NEW MUSICA
5690 5730	PHASE D-1 BENOVATE AUDITORIUM	.257 43	257 04-Jan-16 43 22-Jun-16	04-Jan-17		PHASE D-1 RENOVATE A
6410	PHASE A-L RENOVATE LOWER LEVEL A WING SITE PARKING - 2ND SUMMER	45	45 27-Jun-16"	22-Aug-16 29-Aug-15		PHASE AL RENOVATE LOWER LEVEL A WING SITE PARKING 200 SUMMER
and the second second	The property of the second	40		E2:1/62, 12		THE PROPERTY OF THE PROPERTY O
rchin <i>e</i>	ODITION BIM COORDINATION					
7530	RISER BIM COORDINATION	15	18: 21-Nov-14	15-Dec-14	RISER BIN COORDINATION	
8040	RISER BIM COORDINATION APPROVED	5	5 16-Dec-14	22-Dec-14	1 RISER BIM COORDINATION APPROVED	
8050	RISER DUCT FABRICATION	15	15, 23-Dec-14	14-Jan-15	RISER DUCT FABRICATION	
	LEVEL UNDER SLAB		10, 20,000-14	14-7417-10		
8063	LOWER LEVEL UNDER SLAS SIM COORDINATION	10	10: 14-Nov-14	28-Nov-14	ET LOWER LEVEL UNDER SLAB BIM COORDINATION	
8066	LOWER LEVEL UNDER SLAB BIM COORDINATION APPROVED	5	5 01-Dec-14	05-Dec-14	0 LOWER LEVEL UNDER SLAB BIM COORDINATION APPROVED	
8069	LOWER LEVEL UNDER SLAB PIPE FABRICATION	5	5 08-Dec-14	12-Dec-14	I LOWER LEVEL UNDER SLAB PIPE FABRICATION	
4000 4000	and the contract of the contra					
8060	LOWER LEVEL BIM COORDINATION	10	10: 16-Dec-14	30-Dec-14	LOWER LEVEL BIM COORDINATION	
8090	LOWER LEVEL ABLE TO INSTALL MEP SLAB SLEEVES	0	0 31-Dec-14		LOWER LEVEL ABLE TO INSTALL MEP SLAB SLEEVES	
8070	LOWER LEVEL BIM COORDINATION APPROVED	5	5 31-Dec-14	07-Jan-15	LOWER LEVEL BIM COORDINATION APPROVED	
8080	LOWER LEVEL DUCT FABRICATION	15	15 QB-Jan-15	29-Jan-15	LOWER LEVEL DUCT FABRICATION	
	LUNDER SEAD					
16760	LEVEL 1 UNDER SLAB BIM COORDINATION	10	10: 01-Dec-14	12-Dec-14	THE LEVEL 1 UNDER SLAB BIM COORDINATION	
16770	LEVEL 1 UNDER SLAB BIM COORDINATION APPROVED	5	5 15-Dec-14	10-Dec-14	D LEVEL I UNDER SLAB BIM COORDINATION APPROVED	
16780	LEVEL 1 UNDER SLAD PIPE FABRICATION	5	5 22-Dec-14	29-Dec-14	O LEVEL I UNDER SLAB PIPE FABRICATION	
HAVES						
6100	LEVEL 1 BIM COORDINATION	10	10 31-Dec-14	14-Jan-15	TEVEL I BIM COORDINATION	
8130	LEVEL 1 ABLE TO INSTALL MEP SLAB SLEEVES	0	0 15-Jan-15	· · · · · · · · · · · · · · · · · · ·	◆ LEVEL 1 ABLE TO INSTALL MEP SLAB SLEEVES	
8110	LEVEL 1 BIM COORDINATION APPROVED	. 5	5 15-Jan-15	21-Jan-15	D LEVEL 1 BIM COOADINATION APPROVED	
8120	LEVEL 1 DUCT FABRICATION	15	15 22-Jan-15	11-Feb-15	LEVEL 1 DUCT FABRICATION	
U-VEID						
8140	LEVEL 2 BIM COORDINATION	10	10, 15-Jan-15	28-Jan-15	LEVEL 2 BIM COORDINATION	
8170	LEVEL 2 ABLE TO INSTALL MEP SLAB SLEEVES	0	0 29 Jan 15	A COLOR DE LA COLO	♦ LEVEL 2 ABLE TO INSTALL MEP SLAB SLEEVES	
8150	LEVEL 2 BIM COORDINATION APPROVED	5	5 29-Jan-15	04-Feb-15	LEVEL 2 BIM COORDINATION APPROVED	
8160	LEVEL 2 DUCT FABRICATION	15	15 05-Feb-15	25-Feb-15	LEVEL 2 DUCT FABRICATION	
NAVE 2						
8180	LEVEL 3 PIM GOORDINATION	10		11-Feb-15	EVEL 3 BIM COORDINATION	
8210	LEVEL 3 ABLE TO INSTALL MEP SLAB SLEEVES	0	0 12 Feb 15	-5-2-5	♦ LEVEL 3 AFILE TO INSTAUL MEP SLAB SLEEVES	
0018	LEVEL 3 BIM COORDINATION APPROVED	5	5, 12-Feb-15	18-Feb-15	LEVEL 3 BIM COORDINATION APPROVED	
8200	LEVEL 3 DUCT FABRICATION	15	15, 19-Feb 15	11-Mar-15	LEVEL 3 DUCT FABRICATION	

Start Date: 10-Apr-13 Finish Onte: 20-Jani-17 Deta Date: 21-Aug-14 Run Date: 04-Sep-14 16:40 Page 2 of 13

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Summary Neterlandes

04-Sep-14



Activity ID	Activity Name	Ong Rem Sart Our Dur	Faret	2015
			0. 31 . 31	2015. 2016 2017. [Aug Sep Ont Nov Dee Jan Feb Mar Apr May Jun Jul Aug Sep Oct May Jun Jul Aug Oct Aug
	DITTOM PHASE I EARLY WORK - CONSTRUCTION			
SITEWO				
- 6990	UNDERPINNING - SOUTH SIDE	19 16:14-Jul-14 A	04-Apr-18	UNDERPRINING SOLITH BIDE
7060	BACKFILL SITE RETAINING WALL M - FILL LOT G	14 7 01-Aug-14 A	29-Aug-14	BACKFILL SITE RETAINING WALL #4: FILL LOT G
7430	DEVELOP LOT F - BINDER	15 8 12-Aug-14A	02-Sep-14	DEVELOP LOT F BINDER
7260	DEVELOP LOT H - TEMP, THADE PARKING	5 4 20 Aug-14 A	28-Aug-14	O DEVELOP LOT H TEMP TRADE PARKING
5930	SITE RETAINING WALL#2 - MODULAR BLOCK	12 12 27-Aug-14	12-Sep-14	SITE RETAINING WALL #2 - MODULAR BLOCK
7900	TEMP DEVELOP LOT G - PASSABLE	5 5 02-Sep-14	98-Sep-14	O TEMP DEVELON LOTTE - PASSABLE
6880	ESTABLISH LAYDOWN AREA & TRADE PARKING AREA	3 3 15 Sep-14"	17-Sep-14	I ESTABLISH LAYDOWN AREA'S TRADE PARKING AREA
7580	BACKFILL FOUNDATIONS - FERMI ADDITION	30 30 18-Sep-14	29-Oct-14	BACKFIL FOUNDATIONS : FERMI ADDITION
7400	SEED/TURF - LOT F/G	5 5 24-Sep-14	30-Sep-14	D SEECTURE LOT FIG.
7160	NEW TELE/DATA/CATY SERVICE TO FERMI ADDITION	30 30 31-Obj-14*	12-Dec-14	NEW TELEDATA/CATV SERVICE TO FERMI ADDITION
7150	NEW PRIMARY ELECTRICAL SERVICE TO FERMI ADDITION	30 30 10-Nov-14	22-Dec-14	NEW PRIMARY ELECTRICAL SERVICE TO FERMINADDITION
7590	STORM DRAINAGE - NORTH LOOP	25 25 15 Dec-14	20-Jan-15	STÓRM ĎRAÍNAGĘ - NÖRTÝ LOÓP
7620	INSTALL NEW ELECTRICAL NORTH SIDE LOOP	15 15 07-Jan-15	27-Jan-15	INSTALL NEW ELECTRICAL NORTH SIDE LOOP
7100	SITE RETAINING WALL #1 - MODULAR BLOCK	10 10 26-Jan-15	10-Feb-15	SITE RETAINING WALL #1-MODULAR (LOCK
7340	EXTEND WATER LINE NORTHWEST SIDE	10 10 06-Apri-15*	17-Apr-15	EI EXTÉND WATER LINE NORTHWEST SIDE
7610	DEVELOP REALIGNED ACCESS ROAD TO LOT HAREA	. 20 20 20-Apr-15	15-May-18	DEVELOP REALIGNED ACCESS RIQAD TO LOT HAREA
7210	COMPLETE STORM DRAINAGE - LOT C	10 10 29 Jun-15*	13-Jul-15	COMPLETE STORM DRAMAGE LOTO
6970	SITE RETAINING WALL#3 - MODULAR BLOCK	5 5 14-Jul-15	20-Jul-16	U SITE ASTAINING WALLES - MODULAR BLOCK
7220	SITE LIGHTING CONDUIT - LOT C	5 6 14-Jul-15	20-Jul-15	a site Lia it this condult. Lot c
7360	COMPLETE STORM DRAINAGE LOTE	5 5 14-Jul-15	20-Jul-15	D COMPLETE STORM DRAINAGE LOTE
7280	SITE LIGHTING CONDUIT - LOTS A & B	5 5 21-Jol-18	27-Jul-15	D SITE LIGHTING CONDUTT A COTS A X B
7370	SITE LIGHTING CONDUIT - LOT E	6 5 21 Jul-15	27-Jul-15	a site ughting conduit Lotte
7350	EXTEND WATER LINE NORTHEEAST SIDE	10 10 21-Jul-15	03-Aug-15	EXTEND WATER LINE NORTH EAST SOE
7230	LOT C/BUS LOOP DEVELOPMENT AND FINISHES	30 30 21-Jul-15	31-Aug-15	LOT BARUS LOOP DEVELOPMENT AND FINISHES
7240	MAIN ENTRY ROAD DEVELOPMENT AND FINISHES	90 30,21-Jul-15	31-Aug-15	MAIN ENTRY ROAD DEVELOPMENT AND PINISHES
7380	LOT E DEVELOPMENT AND FINISHES	25 25 28-Jul-15	31-Aug-15	LOT 6 DEVELOPMENT AND FINISHES
7290	COMPLETE LOT A & SOUTH LOOP DEVELOPMENT & FINISHES	80 80 28 Jul-15	17-Nov-15	COMPLETE LOT A & SOUTH LOOP DEVELOPMENT & FINISHES
7300	LOT B DEVELOPMENT & FINISHES	80 80 28 Jul-15	12-Nev-15	101 B DEVELOPMENT & FINISHES
7410	LANDSCAPING - FERMI ADDITION/LOT F/LOT G/LOT A, B AND C/ C.	20 20 01-Sep-15	29-Sep-15	LANDSCAPING - FERMIADDITIONA OT FACT GAOT A, B AND CACAFERIES ATH
7310	COMPLETE LOT F/G/J DEVELOPMENT & FINISHES	45 45 18 Nov-15"	22-Ján-18	COMPLETE LOT P/G/J DEVELOPMENT & FINISHES
7600	COMPLETE TEMP ACCESS TO LOADING DOCK @ LOT E AREA	0 Q: -	22 Jan 18	◆ COMPLETE TEMP ACCESS TO LOADING DOCK @ LOT EAREA
7180	COMPLETE STORM DRAINAGE LOT D	10 10 15 Aug-16	26-Aug-16	LEI COMPLETE STOMM AND
7190	SITE LIGHTING CONDUM - LOT D	5 5 29-Aug-16	02-Sep-16	to target and the second secon
7250	EXTEND WATER LINE - LOT D	5 5 29 Aug 16	02-Sep-16	II EXTERIO WATER LINE LOT D.
7200	LOT D DEVELOPMENT AND FINISHES	50 50 05 Sep 16	14-Nov-16	COT ID DEVELOPMENT AND FINISHE
7460	LANDSCAPING - LOT DIE	10 10 25-Oct+16	08-Nov-16	CO LANDSCAPING LOCKE
FOUND!	TICHS			
6440	LOWER FLOOR AREA E-1 FOUNDATIONS	20 3 29-Jul-14 A	25-Aug-14	LOWER FLOOR AREA E 1 FOUNDATIONS
8450	LOWER FLOOR AREA E-2 FOUNDATIONS	25 23 19-Aug-14 A	23-Sep-14	LOWER FLOOR AREA E. 2 FOUNDATIONS
6460	FIRST FLOOR AREA E-2 FOUNDATIONS	25 25: 24-Sep-14	28-Oct-14	FIRST FLOOR AREA E 2 FOUNDATIONS
STRUG	UHALSTEEL			
6470	ERECT STEEL- PARTE-1	15 15 06 Oct-14	24-Oct-14	enéor dreek, pántén
6490	DECKING/DETAIL - PART E-1 LOW ROOF	8 8 08-Où-14	17-Oct-14	D DECKING DETAIL FART E-1 LOW ROOF
6500	DECKING/DETAIL - PART E-1 STRUCTURE	95 35 19-Dci-14	01-Dec-14	DECKING/DETAIL - PART E - I STRUCTURE
6520	LOW ROOF DECKTURN-OVER - E-1	0 0	17-Oct-14	◆ LOW ROOF DECK TURN-OVER - E-1
6500	1ST FLOOR DECKTURN-OVER E-1	0 0	26-Oct-14	★ st FLoor beck tunn-over e-1
6480	ERECT STEEL - PART 6-2	15 15: 05:Nov-14	25-Nov-14	Em Ent CT \$YEEL - PART #-2
Stari Date 10.	water the state of			

Stan Date: 10-Apr-13 Finish Date: 20-Jan-17 Data Date: 21-Aug-14 Run Date: 04-Sep-14 16:40 Page 3 of 13

ENFIELD HIGH SCHOOLS CONSOLIDATION



Astivity ID	Activity Name On Control of Contr	Rem Stort) Finish	
	Activity Name Ori	Dur D		2017.
6540	2ND FLOOR DECK TURN-OVER E-1		تباد التابية	Aug Sep Jost New Jose Jan [Feb] Mer Lapr Mey Joan Jul [Aug] Sep Jost New Jose Jan [Feb] Mer Lapr Muy Jun Jul [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun Jul Jul [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun Jul Jul [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun Jul [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun Jul [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun Jul [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun Jul [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun Jul [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun Jul [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun [Aug] Sep Oct New Jose Jan [Feb] Mer Lapr Mey Jun [Aug] Sep Oct New Jose Jan [Aug]
6510	DECKING/DETAIL - PART E-2 STRUCTURE 3	A street in	07-Nov-14	◆ 2ND FLOOR DECK TURN OVER E-1
6560		5 35 12-Nov-14	02-Jan-15	DECKING/DETAIL - PART 6-2 STRUCTURE
7320	3RD FLOOR DECK TURN-OVER E-1	o otto extense a cili con anci-	20-Nov-14	◆ SAD FLOOR DECK TURN-OVER E-1
1 1 1 1 1 1 1 1 1 1	The state of the s	·	25-Nov-14	
6580	ROOF DECK TURN-OVER 5-1	3 0	01-Dec-14	♣ ROOF DECK TURN-OVER EN
6550	2ND FLOOR DECK TURN-OVER SECOND HALF E-2	3 . 0	04-Dec-14	♦ 2ND FLOOR DECKTURN OVER SECOND HALF E-2
7440	3RD FLOOR DECK TURN-OVER FIRST HALF OF E-2	3i	12-Dec-14	◆ 3RD FLOOR DECK TURN-OVER FIRST HALF OF E-2
6570	3RD FLOOR DECK TURN-OVER SECOND HALF E-2	0	19 Dec 14	* PRO FLOOR DECK TURN-OVER SECOND HALF'E-2
6590	ROOF DECK TURN-GYER E-2) 0	: 02-Jan-15	ROOF DECK TURN-OVER/E-2
	N METAL DECK		en militare de la company	
	OOR - PART E-1			
6600	the best of the filler and analysis and best for the control of th	2 10-Nov-14	11-Nov-14	MER SLEEVES: 1ST-FLOOR E-1
6610	MESH REINFORGING -"1ST FLOOR E-1	4 21-Nov-14	25-Nov-14	I MESH REINFORCING 1ST FLOOR E-1
8820	\$80 - Sept. Earlier Library 1 (1994) and 1 (1994) and 1 (1994) are the contract of the contrac	1 28 Nov 14	28-Nov-14	L ALACE CONCRETE - 1ST PLOOR E-1
EL SE 2nd EL	ODR - PART E-1			
6670	MER SLEEVES - 2ND FLOOR E-1	\$ 21-Nov-14	24-Nov-14	I NER SLEEVES - 2ND FLOOR E-1
6860	MESH REINFORCING - 2ND FLOOR E-1	4 05-Dec-14	18-Dec-14	D MESH REINFORCING - 2ND FLOOR E-1
8690	PLACE CONCRETE - 2ND FLOOR E-1	1 11 Dec 14	11-Dec-14	, a li FLACE CONCRETE AND FLOOR É 1
3rd FLI	OOR-PART E-I			
6730	MEP SLEEVES - SRO FLOOR E-1	2 02-Dec-14	03-Dec-14	MEP SLEEVES - 3RD FLOOR E-1
5740	MESH REINFORCING - 3RD FLOOR E-1	4 15-Ced-14	16-Dec-14	MESE RENFORCING 3RD FLOOR E1
6750	PLACE CONCRETE: 3RO FLOOR E-1	1 19-Dec-14	19-Dec-14	PLACE CONCRETÉ - 3RD FLOOR E.1
2nd FL	oor-partez-isthack		ariamine:	
7470	MEP SLEEVES - 2ND FLOOR E-2 IST HALF	2 15 Onc-14	15-Ded-14-	1 MEP SLEEVES 2ND FLOOR E-2 IST MALF
7480	ogi tinki, Januarana, jaminini i filman atattiyinggan tititi kingallaga	4 17-Dec-14	22-Dec-14:	0 MESH REINFORDING - 2ND FLOOR 6:21ST HALF
7490	PLACE CONCRETE, 2ND FLOOR E-2 1ST HALF	1 23-Dec-14	23-Dec-14	I PLACE CONCRETE - 2ND FLOOR E-2:1ST HALF
2nd FL	OOR PART E-2 2ND HALF		editti di muni reci. Periodi	
6700	MEP SLEEVES - 2ND FLOOR E-2 2ND HALF	2 22-Dec-14	23-Dec-14	I MEP SLEEVES - 2ND FLOOR E-2 2ND HALF
6710	MESH RENFORCING - 2ND FLOOR & 2 2ND HALF	4 24 Dec 14	38-Dec-14	MESH REINFORCING- 2ND FLOOR E-2 2ND HALF
6720	PLACE CONCRETE - 2ND FLOOR E-2 2ND HALF	1 31-Dec-14	31-Dec-14	PLACE CONCRETE - 2ND FLOOR 5-2 2ND HALF
3rd FL	DOR-PART EXTERNALE			
7500		2 29 Dec-14	30-Dec-14	MEP SLEEVES - 3RD FLOOR E-2 1ST HALF
7510	MESH REINFORCING - 3RO FLOOR E-2 1ST HALF	4 31-Dec-14	06-Jar-15	D MESH REINFORCING - 3RD FLOOR E-21ST HALF
7520	PLACE CONCRETE : 38D FLOOR E/2 1ST HALF	- James and James and Patrick Addition of the property	07-Jan-15	I PEACE CONCRETE - SHD FLOOR E-2 1ST HALF
C. Markethiller	OOR - PART E-2 IND HALF			
6760	MEP SLEEVES - SRD FLOOR E-2 2ND HALF	2 05-Jan-15	06-Jen-15	I MEP SLEEVES 3RD FLOOR E-2 2ND HALF
5770	MESH REINFORCE G 3RD FLOOR E 2 PND HALF	4 07-Jan-15	12-Jan-15	I MESH REINFORCING - 3FID FLOOR E-2 2ND HALF
6780	PLACE CONCRETE : 3RD FLOOR E-2 2ND HALF	1 13-Jan-15	13-Jan-15	I PLACE CONCRETE: 3RB FLOOR E-2 2ND HALF
The state of the s	14-70			
\$3,000,000,000,000,000,000,000,000,000,0	EL OOR			
6050	The second secon	15 15 Dec-14	08-Jan-15	USLAB PLUMBING - LOWER FLOOR
8420	U/SLAB SLECTRICAL - LOWER FLOOR . 24	alamana har faranza za za interior la	13-Jan-15	U/SIAB ELECTRICAL - LÓWER FLÓOR
246 6060	alough by the first of the state of the stat	7, 14-Jan-15	22-Jan-15	D Stab ON GRADE LOWER FLOOR
IST FL		C TT VEHICLE	water at the second	
5070	WANTER STANDARD - FIRST FLOOR 11	15 07-Jas-15	27-Jan-15	ETTI U/SLAB PLUMBING - PRST FLODA
8430	USEAS EECTRICAL FIRST FLOOR		27-Jan-15	SAS ELECTRICAL PRIST FLOOR
0800	. Salari Para, madaya 120 Salari Salari , ili mana ili mama anana mananana 🗸 🚾 🗸 🚾 alai - 🖪 ili garar san rasi, ras	15 28-129-15	17-Feb-15	SEE SLAB ON GRADE FIRST FLOOR
	E' ADDITION PHASE 2 FACADE & FITOUT - CONSTRUCTION			ISS SUPPORTURE FIRST FLOOR
N STATES	A A MANAGE AND TO THE MEAN AND A STANDARD CONTRACT OF THE SECOND SERVICE AND ADDRESS OF THE ADDR			
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	and the second s			

Siart Date: 10-April 3 Finish Date: 20-Jan-17 Data Date: 21-Aug-14 Run Date: 04-Sep-14 16:40 Page 4 of 13

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ENFIELD HIGH SCHOOLS CONSOLIDATION



	Dur	Dur		2015 2016 (Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec	2017
7450 INSTALL STAIRS	30	30 05-Jan-15	13-Feb-15	INSTALL STARS	Sant Lucial Mer. (1949: Uses Co.
OOFING				The state of the s	
6090 ROOFING	15	15 05-Jan-15	23-Jan-15	BOOFING	
16146 ROOFING EDGE/ FLASHING	25	25 14-May-15	. 18-Jun-15	ROOFING EDGE/ FLASHING	
XTERIOR WALL					
6110 METAL STUD FRAMING/SHEATHING/AVB @ EXTERIOR WALL	39	30 22-Jan-15	17-Mer-15	METAL STUD FRAMING/SHEATHING/AVB @ EXTÉRIOR WALL	
5120 BRICK VENEER @ EXTERIOR WALL	34	34 26 Feb 15	14-Apr-15	**************************************	
1180 CURTAINWALL/WINDOWS - EXTERIOR WALL	52	52 23-Apx-15	07-Jul-15	CURTAINWALLAWINDOWS - EXTERIOR WALL	
1140 METAL PANELS - EXTERIOR WALL	53	53 23-Apr-15	08-Jul-15	METAL PANELS - EXTERIOR WALL	
1220 ACHIEVE DRYN FOR DRYWALL START	siamontopublet	0 14-May-15	nii de alemani de la	♦ ACHIEVE DRYIN FOR DRYWALL START	
OUTHELEVATION		endrese kende	04-Feb-15	SOUTH - FRAME/SHEATHING EXTERIOR WALL	
7540 SOUTH - FRAME/SHEATHING EXTERIOR WALL 5230 SOUTH - AVE EXTERIOR WALL	10 5	19122-Jan-15 5 05 Feb-15	11-Feb-15	E SOUTH - FRAME/SHENIBRIG EXTERIOR WALL	
8280 SOUTH - BRICK VENEER EXTERIOR	6	5 26 Feb-15	05-Mar-15	8 SOUTH - BRICK VENEER EXTERIOR	
8250 SOUTH - METAL PANELS	12	12 23-Apri-15	08 May 15	SOUTH - METAL PANELS	
8240 SOUTH- CURTAIN WALL/ WINDOWS	15	15 23 Apr-15	13-May-15	SOUTH - CUFITAIN WALL/ WINDOWS	
AST ELEVATION COLUMN STATES OF THE STATES OF			i i o emaj i o	and John John Photography	
18740 EAST - CMU EXTERIOR [STAIR TOWER]	15	15 05-Jan-15	23-Jan-15	EAST - CMU EXTERIOR (STAIR TOWER)	
5270 EAST - FRAME/SHEATHING EXTERIOR WALL	8	8 05 Feb-15	15 Feb:15	EI EAST - FRAME/SHEATHING EXTERIOR WALL	:
8220 EAST AVBEXTERIOR WALL	10	10 17-Feb-15	02-Mar-15	☑ EAST - AVB EXTERIOR WALL	
8310 EAST - BRICK VENEER EXTERIOR	15	15 06-Mar-15	26-Mar-15	EZL EAST - BRICK VENEER EXTERIOR	1
8290 EAST - CURTAIN WALL/WINDOWS	10	10 14-May-15	28-May-15	EE EAST - CURTAIN WALL/WINDOWS	1 1
8300 EAST - METAL PANELS	14	14 14-May-15	03-Jun-15	ELD EAST - METAL PANELS	
NORTH ELEVATION	kaniana)				
8390 NORTH - FRAME/SHEATHING EXTERIOR WALL	10	10 17-Feb-15	02 Mar 15	D NORTH - FRAME/SHEATHING EXTERIOR WALL	
8330 NORTH - AVB EXTERIOR WALL	8	8 03-Mer-15	12-Mai-15	☐ NORTH - AVB EXTERIOR WALL	
8360 NORTH-BRICK VENEER EXTERIOR	15	15 27-Mar-15	16-Aor-15	NORTH - BRICK VENEER EXTERIOR	
8340 NORTH - CURTAIN WALL WINDOWS	15	15 29-May-15	18-Jun-15	NORTH - CURTAIN WALL/WINDOWS	
8950 NORTH - METAL PANELS	12	12 04-Jun-15	19-Jun-15	D NORTH - METAL PANELS	
NEST ELEVATION		12			
18750 WEST - CMU ELEVATOR SHAFT	12	12 26-Jan-15	10-Feb-15	■ WEST • CMU ELEVATOR SHAFT	
8370 WEST - FRAME SHEATHING EXTERIOR WALL	8	6 03-Mar-15	10-Mar-15	☐ WEST - FRAME/SHEATHING EXTERIOR WALL	
8380 WEST - AVB EXTERIOR WALL	5	8-11-Mar-15	17-Mar-15	Ø WEST - AVB EXTERIOR WALL	
8410 WEST - OMU & BRICK VENSER EXTERIOR	20	20 18-Mar-15	14-Apr-16	WEST - CMU & BRICK VENEER EXTERIOR	2
8390 WEST - CURTAIN WALL/ WINDOWS	12	12 19-Jun-15	107-Jul-15	WEST - CURTAIN WALL WINDOWS	•
8400 WEST - METAL PANELS	12	f2 22-Jun-15	08-Jul-15	WEST - METAL PANELS	. 1
TERIORFITOUT					
ND FLOOR - TO SO FAIR TO PRINCIPLE OF A PARTIE OF A PA		oh os tter to	At Aug 12	MANN MED AVERBUGAN BALIGUIN, AND ELOAD	
8159 MEP OVERHEAD ROUGH IN 2ND FLOOR	20 25	20 05-Mar-15 25 26-Mar-15	01-Apr-15	MANN MEP OVERHEAD ROUGH IN - 2ND FLOOR CHUSTUD FRAME INTERIOR WALLS AND IN-WALLMEP - 2ND FLOOR	
6180 CMUSTUD FRAME INTERIOR WALLS AND IN-WALL MEP - 2ND FLO.	25 20	20 14-May-15	29-Apr-15 11-Jun-15	DRYWALLPRIME PAINT - 2ND FLOOR	
6210 DRYWALL/PRIME PAINT - 2ND FLOOR 6240 CEILINGS AND MEP DROPS - 2ND FLOOR	20 15	15 12-Jun-15	02-Jul-15	CEILINGS AND MEP DROPS - 2ND FLOOR	
8270 MILLWORK/CASEWORK - 2ND FLOOR	80	20 12-Jun-15	10-Jul-15	MILLWORK/CASEWOAK - 2ND FLOOR	
6360 FLOORING - END FLOOR	20	20 26 Jun-15	24-Jul-15	FLOORING - 2ND FLOOR	
8330 MISC: ARCH: MEP FINISHES - 2ND FLOOR	20	20 13 Jul-15	07-Aug-15	MISC. ARCH/MEP FINISHES - 2ND FLOOR	
RD FLOOR		to Kentality and the	MAIL NO.	manus (iliano) in the state of	
8180 MEP OVERHEAD ROUGH IN - SAD FLOOR	20	20 02-Apr+15	29-Apr-15	MEP OVERHEAD ROUGH IN - 3RD FLOOR	•
8190 CMUSTUD FRAME INTERIOR WALLS AND ROWALL MEP - 3RD FLO	AT CALLERY OF THE PARTY OF THE	25 30-Apr-15	04-Jun-15	CMU/STUD FRAME INTERIOR WALLS AND IN-WALL MEP - 3RD FLOOR	
6220 DRYWALL/PRIME PAINT - BRO FLOOR	the Same water or being before	20 05-Jun-15	02-Jul 15	DRYWALUPRIME PAINT - SRD FLOOR	ī

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ENFIELD HIGH SCHOOLS CONSOLIDATION



ID Activity Name	Orig Rem Start Dur Dur	Finish	2015. 2016.	
6250 CEILINGS AND MEP DROPS - 3RD FLOOR	15 15 06-Jul-15	24-Jul-15	SECTION OF DROPS - 3RD FLOOR	Gard 12
6280 MILLWORK/CASEWORK - SRD FLOOR	20 20 13-Jul-15	07-Aug-15	MILLWORK/GASEWORK - 3RD FLOOR	
6318 FLOCAING - 3RD FLOCK	20 20 27-Jul-15	21-Aug-15	FLOORING - 3RD FLOOR	
6340 MISC ARCH MEP FINISHES - 3RD FLOOR	20 20 10-Aug-15	04-Sep-15	MISC, ARCH/MEP FINISHES - 3RD FLOOR	
TST PLOOP	communication in a little of the facility	eddagaeddidaga		
6170 MEP OVERHEAD ROUGH-IN - 1ST FLOOR	20' 20 30-Apr-15	28-May-15	MEP OVERHEAD ROUGH-IN - 1ST FLOOR	
6200 CMU/STUD FRAME INTERIOR WALLS AND IN-WALL MEP - 1ST FLO,	25 25 05 Jun-15	10-Jul-15	CMU/STUD FRAME INTERIOR WALLS AND IN-WALL MEP - 1ST FLOOR	
6230 DRYWALL/PRIME PAINT - 1ST FLOOR	20 20 19-Jul-15	07-Aug-18	RIB DRYWALL/PRIME PAINT - IST FLOOR	
6290 MILLWORK/CASEWORK - 1ST FLOOR	10 10 10-Aug-15	21-Aug-15	■ MILLWORK/CASEWORK - 1ST FLOOR	
5260 CEILINGS AND MEP DROPS - 1ST FLOOR	15 15 10-Aug-15	28-Aug-15	CEILINGS AND MEP DROPS - 1ST FLOOR	
6920 FLOORING - 1ST FLOOR	20 20 24 Aug 15	21-Sep-15	FLOORING - IST FLOOR	
6350 MISC, ARCH, MEP FINISHES - 1ST FLOOR	25 25 15-Sep-15	19-Oct-15	MISC, ARCH, MEP FINISHES - 1ST FLOOR	
LOWER LEVE		112000	annual Milos, Milos Co., Part Loon	
GENERAL				
The state of the s	40 40 01-Apr-15*	27-May-15	INSTALL COOLING TOWER CT1/ CONDENSER PUMPS & PINING	
18520 INSTALL COOLING TOWER CT// CONCENSER PUMPS & PINING		tal discourse on the second contract of the second	MEP OVERHEAD ROUGH-IN - LL	
16540 MEP OVERHEAD ROUGH IN LL	and the second of the second o	25-Jun-15		
16880 CMUSTUD FRAME INTERIOR WALLS AND IN-WALLMEP - LL	25 25 19-Jun-15	24-Jul-15	CMU/STUD FRAME INTERIOR WALLS AND IN-WALL MEP - LL	
18960 DRYWALLPRIME PAINT-IL	20 20 27-Jul-15	21-Aug-15	DRYWALLPRIME PANT - LL	
16580 MILLWORK/CASEWORK LL	10 10 24-Aug-15	04-Sep-15	∰ MILLWORK/CASEWORK - LL	
16570 CELLINGS AND MEP DROPS - LL	15 15 24-Aug-15	14-Sep-15	- SEED CEILINGS AND MEP DROPS - LL	
16590 FLOORING, LL	20 20 31-Aug-15	28-Sep-15	FLCORING (LL	
18800 MISC, ARCHAMEP FINISHES - LL	25 25 15-Sep-15	19-Oct-15	MISC, ARÇH, MEP FINISHES - LL	
POWER				
15540 GENERATOR FAD WORK	5 5 30-Apr-15	06-Mey-15	S GENERATOR PAD WORK	
15390 SET GENERATOR	1 1 14-May-15	14-May-15	I SET GENERATOR	
8420 INSTALL SWITCHGEAR	10 10 14-May-15	28-May-15	INSTALL SWITCHGEAR	
15410 FRAMEBOARD ELECTRICAL ROOM	10 10 29-May 15	/11-Jun-15	☐ FRAME/BOARD ELECTRICAL ROOM	
8430 PULL FEEDER TO SWITCHGEAR - ELEC RM.	19 19 29 May-15	24-Jun-15	PULL FEEDER TO SWITCHGEAR - ELEC RM.	
15350 PERMANENT POWER TO SWITCHGEAR	0 0	24-Jun-15	◆ PERMANENT POWER TO SWITCHGEAR	
16090 COMPLETE POWER SYSTEM & ENERGIZE	10 10 25-Jun-15	05-Jul-15	COMPLETE POWER SYSTEM & ENERGIZE	
18380 FULL ENERGIZED POWER	0 0	09-Jul-15	♦ FULL ENERGIZED POWER	
15380 ELECTRICAL SYSTEMS TESTING	25 26 10 Jul-15	13-Aug-15	ELECTRICAL SYSTEMS TESTING	
MECHANICAL	as as as as a	VINE OF STATE		
MECHANICAL 18120 MECHANICAL ROOM OH RA	50 50 23-Jkm-15	02-Apr-15	MECHANICAL ROOM OH R/I	
15320 SET RTUS - ROOF LEVEL	1 1 25-Jan-15	26-Jan-15	I SET RTU'S - ROOF LEVEL	
and Add to the way of the COLD Add the said and the said a	5 5 07-May-15	13-May-15	I MECH EQUIPMENT PAD WORK	
18100 MECH EQUIPMENT PAD WORK	8: 8:14-May-15	一点 经保险 经经济 化二二二二二二二二二二二二二二二二二二二二二二二二二二二二二二二二二二	E SET MECHANICAL EQUIPMENT	
16110 SET NECHANICAL EQUIPMENT	35 35 27-May-15	26-May-15 15-Jul-15	MECHANICAL EQUIPMENT TRIMITIE-IN	
18130 MECHANICAL EQUIPMENT TRIMITIE-IN	Zana razzo de millim de menor - Secana entra a regiono conserva	and an armonyment of the	O RTU START-UP	
15370 RTU START-UP	Company of the second s	+14-7ul-15		
15220 START UP SYSTEMS	30 30 10 Jul 15	20 Aug-15	START-UP SYSTEMS	
9320 FLUSH MECHANICAL SYSTEMS	10 10 15-Jul-15	28-Jul-15	FLUSH MECHANICAL SYSTEMS	
15530 START RUNNING AIR SYSTEMS (VATH NO RETURN AIR)	6 0 16-Jul-15	بالمرون يوسي	◆ START RUNNING AIR SYSTEMS [WITH NO RETURN AIR]	
9000 WATER BALANCING	15 15 21-Aug-15	11-Sep-15	WATER BALANCING	
8770 TESTING AND BALANCING VAIR	20 20 21 Aug-15	18-Sep-15	TESTING AND BALANCING - AIR	
15400 COMMISSIONING	60 60 21-Sep-15	14-Dec-15	COMMISSIONING	
ERMI "E" ADDITION CLOSEOUT			No. of the second secon	
6360 PUNCHLIST	20 20 20-Oct 15	16-Nov-15.	PUNÇHLIST	
6080 TESTING SYSTEMS	20 20 20 Cct-15	19-Nov-15	TESTING SYSTEMS	
6398 SUBSTANTIAL COMPLETION TOO 10915	0 0	16-Nov-15*	♦ SUBŞTANTIAL COMPLETION - TCO	
	the state of the s			
ite: 10-Apr-13 Remaining Level of Effort & Capasil	ditestories		ENFIELD HIGH SCHOOLS CONSOLIDATION	
216: 20-Jan-17 processes Actual Level of Ellen	•	***************************************		
ate: 21-Aug-14			04-Sep-14	
16: 04-Sep-14 16:40 Summer Summer Age Work Children Child				
01.335 Calique Remaining Work		1		2000

ACTION ACTIONS TO THE PROPERTY OF THE PROPERTY	rig Rem Starl	is Finen t negative	
		1-TV-N	2016 2016 2016 2016 2016 2016 2017 2016 2017
5660 PHASE 2 MOVE-IN	6 6 17-Nov-15	24-Nov-15	PHASE 2 MOVE-IN
PHASE C-2 NEW PAPETHEALTH ADDITION		Act of the same	PHASE 2 MOVE-IN
SITEMORK FOUNDATIONS & STRUCTURAL			
©C2 1000 START PHASE C-2 CONSTRUCTION	0 0 17-Nav-14	**************************************	♦ START PHASE C-2 CONSTRUCTION
G2.1010 PREPARE SITE/EROSION CONTROL/SITE CLEAR	6 6 17-Nov-14	24-Nov-14	B PREPARE SIFE EROSION CONTROL SITE CLEAR
C2.1020 FOOTINGS & FOUNDATION WALLS	36 38 18 Dec-14	05-Feb-15	FOOTINGS & FOUNDATION WALLS:
C2.1040 STRUCTURAL FRAME DETAIL AND ROOF DECKING	20 20 06 Feb-15	05-Mar-15	ETTO STRUCTURAL FRAME/ DETAIL AND ROOF DECKING
C2.1060 UNDERSLAB UTILITIES	10 10 16-Feb-15	27-Feb-15	CI UNDERSLAGUTILITIES
02.1070 FORM/REBAR/PLACE SOD	8 8 24 Feb-15	03-Mar-15	E FORM/REBAR/PLACE/SOD
C2.1080_GRADE/PREP/PLACE SOG	8 8 02-Mar-15	11-Mar-15	EI GRADEPREPIPLACE SOG
C& 1960 SLAB ON METAL DECK	2 2 05-Mar-15	08-Mar-15	I SCAB ON METAL DECK
CZ.1970, SPRAY ON FIREPROOFING	3 3 10 Marc 15	12-Mar-15	1 SPRAY ON FIREPROOFING
FACADE			
C2 1090 ROOF BLOCKING/ PARAPET WORK - NEW ADDITION	10 10 06-Mar-15	19-Mar-15	☐ ROOF BLOCKING/PARAPET WORK - NEW ADDITION
C2.1190 EXTERIOR WALL MASONRY & FRAMING/BOARDING	30 30 06-Mar-15	16-Apr-15	EXTERIOR WALL MASONRY & FRAMING/BOARDING
C2.1110 ROOFING - NEW ADDITION	10 10 20-Mar-15	02-Apr-15	□ ROOFING NEWADDITION
C2.1570 RELOCATE EXISTING UTILITIES, CONDENSEING UNITS	10 10 20-Mar-15	02-Apr-15	B RELOCATE EXISTING UTILITIES, CONDENSEING UNITS
C2 1130 NEW ADDITION DRYIN ACHEIVED	0 0	16-Apr-15	◆ NEWADDITION DRYIN ACHEIVED
C2.1120 CURTAIN WALL FRAME & GLAZING	20 20 23-Apr-15	20-May-15	CURTIANWALLFRAME & GLAZING
FITOUT ALOWER LEVEL			
	15 15 17 Nov-14	06-Dec-14	PHASE C-2LL BIM COORDINATION
C2 1150 PHASE C 2 LL ASLE TO INSTALL MEP SLAB SLEEVES	0 0 09 Dec-14		◆ PHASE C-2 LLABLE TO INSTALLMEP SLAB SLEEVES
C2.170 PHASE C-21L BIM COORDINATION AFFROYED	5 5 09 Dec 14	15-Dec-14	D PHASE C.2 LL BIM COORDINATION APPROVED
C2:1180 PHASE C-2 LL DUCT FABRICATION	15 15 16 Dec-14	07-Jan-15	Priase C-2/L Duct Fabrication
C2.1210 HVAC ROUGH IN (2.54PTS)	10 10 12-Mar-15	25-Mar-15	E3: HVXC HOUGH-In (2 SHIFTS)
C2.1220 MECHANICALPUNBING ROUGH IN (2.5HFTS)	15 15 16-Mar-15	03-Apr-15	ED MECHANICALPRUMBING ROUGH IN (2 SHIFTS)
	15 15 19-Mar-15	08-Apr-15	TINTERIOR WALFFRAMING
C21230 ELECTRIC ROOM PITOUT	30 30 36-Mar-15	05-May-15	ELECTRIC ROOM FITOUT
C2.1190. SET ROOF TOP UNITS! DUCT	15 15 03-Apr-15	23-Apr-15	SET ROOF TOP UNITS/DUCT
C2.1200 ELECTRICALFA/SECURITY ROUGH-IN	12 12 17 Apr. 15	04-May-15	☐ ELECTRICAL/FASECURITY RÖUGHINN
02.1250 IN-WALL MEP/TEST/ INSPECTIONS	10 10 24-Apr-15	07-May-15:	D IN WALL MEP/TEST/INSPECTIONS
C2.1260: BOARDYTAPEPRINE WALLS/CEILINGS & SOFFITS	15 15 08-May-15	29-May-15	BOARD/TAPE/PRIME WALLS/CEI, NGS & SOFFITS
C2.1270 CELING GRIO	15 15 01 Jun-15	19-Jon-15	CELLING GRID.
C2.1280 ARCHITECTURAL FINISHES - MILLWORK/FLOORING/FINISH PAINT/	30 30 01 Jun-15	13-Jul-15	ARCHITECTURAL FINISHES - MILLWORK/FLOORING/FINISH PAINT/MISC
C2.1890 CELING DROFS - RGD'S/FIXTURES	15 15 10-Jun-15	30-Jun-15	celung drops: radisprintes:
C2 1300 LOWER LEVEL COMPLETED	0 0	13-Jul-15	◆ LOWER LEVEL COMPLETED
FITOUT-FIRSTIFICOUR			
C2.1310 PHASE C-2 L1 BIM COORDINATION	15 15 09-Dec-14	30-Dec-14.	PHASE C. 2 LI BIM COORDINATION
C2.1320 PHASE C-2.1.1 ABLE TO INSTALL MEP SLAB SLEEVES	0 0 31-Dec-14		◆ PHASE C-2 L1 ABLE TO INSTALL MEP SLAB SLEEVES
C2.1330 PHASE C-2 L1 BIM COORDINATION APPROVED	5 5 31-Dec-14	07-Jan-15	CI PHASE C-2 LI BIM COORDINATION APPROVED
02.1340 PHASE C-2 L1 DUCT FABRICATION	15 15 08-Jan-15	28-Jan-15	EDI PHASE C-2 LI DUCT FABRICATION
C2.1360 HVAC ROUGH-IN (2 SHIFTS)	10 10 20 Mar-15	02-Apr-15	☐ HVAC ROUGH-IN (2 SHIFTS)
C2.1980: STAIR 1	3 3 23 Mar-15	25-Mar-15	I STÁIR 1
C2.1370 MECHANICAL/PLUMBING ROUGH-IN (2 SHIFTS)	15 15 24-Mar-15	13-Apr-15	MECHANICAL/PLUMBING ROUGH IN (2 SHIFTS)
C2.1380 INTERIOR WALL FRAMING	15 15 27-Mer-15	16-Apr-15	INTERIOR WALL FRAMING
C2.1350 ELECTRICAL/FA/SECURITY ROUGH-IN	20 20 03-Apr-15	30-Apr-15	ELECTRICAL/FASECURITY ROUGH N
C2.1390 IN-WALL MEP/ TEST/ INSPECTIONS	10. 10 17 Apr-15	30-Apr-15	© IN-WALL MEP/ TEST/ INSPECTIONS
C2.1400 BOARD/TAPE/PRIME WALLS/CEILINGS & SOFFITS	20 20 01 May 15	29-May 15	E33 BOARD/TAPE/PRIME WALLS/CELINGS & SOFFITS
	15 15 22 May-15	12-Jun-15	E⊒ CELING CRID
ow, my owners with		a construction	

Start Date: 10:Apr-13: Finish Date: 20-Jan-17 Data Date: 21-Aug-14 Run Date: 04-Sep-14 16:40 Page 7 of 13

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ENFIELD HIGH SCHOOLS CONSOLIDATION



Activity ID 100000 Activity Name 1000000000000000000000000000000000000	Oral	Remi Start	Finish	Livering the second	
	Orig f	Dur		ANALYSI MARKATTARA (SANALA MARKATTARA) (SANALA MARKATTARA) MARKATTARA (SANALA MARKATTARA) MARKATTARA (SANALA M	2017
COLUMN ADOLETTOTION CONTROL TO ANNUARY ACCUSATION DAMPE.				Aug Sep Oct Nov Dec Jan Feb Mar Are May Lim Jul Aug Sep Oct Nov Dec Jan Feb Mar Aix May Jun Jul Aug Sep Oct Nov Dec	Jon Fee Mar Age May Jon Jin
C2.1420 ARCHITECTURAL FINISHES - MILLWORK/FLOORING/FINISH PAINT/	30	30 27-May-15	08-Jul-15	ARCHITECTURAL FINISHES MILWORK/FLOORING/FINISH PAINT/MISO	
C2-1430 CEILING DROPS - RGD'S/FIXTURES	15	15 03-Jun-15	23-Jun-15	EII CEILING DROPS - RGD'S FIXTURES	
C2.1440 FIRST LEVEL COMPLETED	0	mmaathitaaniiniineessi 	08-Jul-15	♦ FIRST LEVEL COMPLETED	
PHASE C-2 RENOVATE CAPETERIA/ KITCHEN (C WING)					*
DEMO/PREP WORK					V PROMINON
C2.15:0 START PHASE C-2 CONSTRUCTION EXISTING CAPEMITCHEN CL		D 24-Dec-14*	a a a a a a a a a a a a a a a a a a a	♦ START PHASE G-2 CONSTRUCTION [EXISTING CAFEM/TCHEN CLOSED]	
C2.1520 TEMP PARTITIONS	5,	5 24-Dec-14	31-Dec-14	TEMP PARTITIONS	
C21540 ABATE/MAKESAFE INTERIOR (2 SHIFTS)	10	10:02-Jan-15	. 15-Jen-15	EI ABATE/ MAKESAFE INTERIOR (2 SHIFTS)	
C2.1950 DEMO EXISTING BOILER ROOM	10	10 G2-Jan-15	15 Jan-15	EI DEMO EXISTING BOILER ROOM	
G2.1850 ASIATE/REMOVE/TEMP EXISTING WINDOWS	20	20 02-Jan-15	29-Jan-15	ABATE/HEMOVE/TEMP EXISTING WINDOWS	
D2 1560 DEMOLITION WORK - LOWER & FIRST FLOOR (2 SHIFTS)	10	10 09 Jan 15	22 Jan 15	EI DEMOLITION WORK - LOWER & FIRST FLOOR (2 SHIFTS)	
C2:1580, EXISTING STRUCTURE SHORING A MODIFICATIONS	.20	20 30-Jan-15	26-Feb-15	EXISTING STRUCTURE SHORING & MODIFICATIONS	W BET A V
C2.1590 INSTALL NEW WINDOWS	20	20:30-Jan-15	26-Feb-15	INSTALL NEW WINDOWS	000
C2.1600 FIRE WALL CONSTRUCTION	20	20 30-Jan-15	26-Feb-15	FIRE WALL CONSTRUCTION	
C21630 REPLACE ROOF	20	20 02 May 15"	27-Mar-15	REPLACE ROOF	
FITOUT - LOWER LEVEL					
C2:1610 PHASE C-2 LEBIM GOORDINATION	15	15 02-Dec-14	22-Dec-14	PHASE 0-2 LL 8IM COORDINATION	
C2.1620 PHASE C-2 LL BIM GOORD NATION APPROVED	\$	5 23-Dec-14	30-Dec 14	E PHASE C-2 LL BIM COORDINATION APPROVED	
C2.1630 PHASE C-2 LL DUCT FABRICATION	10	10 31-Dec-14	14-Jan-15	PHASE C-2 LL DUCT FABRICATION	
C2:1640 HVAC ROUGH-IN	10	10 23-Jan-15	05-Feb-15	☐ HVAC ROUGH-IN	
C2:1850 ELECTRICAL/FASECURITY HOUGH-IN	20	20 27-Jan-15	23-Feb.15	ELECTRICAL/FA/SECURITY ROUGH-IN	
C2.1660 MECHANICAL/PLUMBING HOUGH IN	20	20 30 Jan-15	26-Feb-15	MECHANICAL/PLUMBING ROUGH-IN	
CZ 1670 INTERIOR WALL FRAMING	5	5 06-Feb 15	12-Feb-15	INTERIOR WALL FRAMING	
CZ 1880 IN-WALLMEP, TEST/ INSPECTIONS	10	10 13-Feb-15	26-Feb-15	III IN-WALL MEP/ TEST/ INSPECTIONS	
CZ 1890 MECHANICAL/EQILER ROOM FITOUT	45	45 13 Feb-15	18-Apr 15	MECHANICAL/BOILER ROOM FITOUT	
C2.700 BOARD/TAPE/PRIME WALLS/CELINGS & SOFFITS	20	20: 30-Mar-15	24-Apr-15	BOARD/TAPE/PRIME WALLS/CEILINGS & SOFFITS	
C2 1710 CELING SRID	15	15 27-Apr-15	15-May 15	CER CERING GRID	
CE 1720 ARCHITECTURAL FINISHES - MILLWORKFLOORING/FINISH PAINT/	55	55 27-Apr-15	14-Jul-16	ARCHITECTURAL FINISHES - MILLWORK/FLOORING/FINISH PAINT MISC	
C2.1730 CEILING DROPS - RGD'S/FIXTURES	15	15:06-May-15	27-May-15	CEILING DROPS - RGD'S/FIXTURES	V O
C2.1740 LOWER LEVEL COMPLETED	è.	0	13-Jul-15	◆ LOWER LEVEL COMPLETED	T T T T T T T T T T T T T T T T T T T
FITOURIC FIRST IT O.O.F.					:
C2.1750 PHASE C-2 L1 BIM COORDINATION	15	15 23-Dec-14	14-Jan-15	PHASE C-2 L1 BIM COORDINATION	
C2 1760, PHASE C-2 L1 BIM COORDINATION APPROVED	- 3	. 5 15-Jan-15	21-Jan-16	D PHASE C-2 L1 BIM COORDINATION APPROVED	
C21770 PHASE C-2 LI DUCT FABRICATION	16	10 22-Jan-15	04-Feb-15	EI PHASE C-2 LI DUCT FABRICATION	*
CZ 1780 ELECTRICAL/FA/SECURITY ROUGH IN	30	30 23 Jan 15	05 May 15	ELECTRICALFASECURITY ROUGH IN	
C21790 FIVAC ROUGH IN	10	10 05-Feb-15	18-Feb-15	☐ HVAC ROUGH-IN	Valenta
C2:800 NECHANICALPLUMBING ROUGH IN	30	30 12 Feb 15	25-May-15	ENERTY MECHANICALPLUMBING ROUGH W	Pomos
C2:1610 INTERIOR WALL FRAMING	15	15 19-Feb-15	11-Mar-15	INTERIOR WALL FRAMING	4.
G2:1820 IN-WALL MEP: TEST/ INSPECTIONS	12	12:02:Mar:15	17-Mar-15	III IN-WALL MEP/TEST/ INSPECTIONS	
G2:1840 KITCHENISERVERY FITOUT A EQUIPMENT	48	48 18-Mer-15	22-May-15	MTCHEN/SERVERY FITOUT & EQUIPMENT	100000
CZ.1850 BOARD/TAPE/PRIME WALLS/CEILINGS & SOFFITS	20	20 26-Mar-15	22-Apr-16	BOARD/TAPE/PRIME WALLS/CERLINGS & SOFFITS	10 m
C2.1850 CEILING GRID	15	15 23 Apr-15	13-14ay-15	CELING GHID	
C2.1860 ARCHITECTURAL FINISHES - MILLWORK PLOORING FINISH PAINT	60	60 23 Apr-15	17-Jui-15	ARCHITECTURAL PINISHES MILLWORK/FLOORING/FINISH PAINT/MISC	
C21870 CELING DROPS - REDISFIXTURES	15	15 01-May 15	22-May 15	CELLING DROPS - RGD'SFIXTURES	,
C2 1880 FIRST LEVEL COMPLETED	9	a	13-Jul-15	♦ FIRST LEVEL COMPLETED	· ·
C-2 NEW CAFE/HEALTH ADDITION & CAFE/KITCHEN RENO CLOSEOUT	dina in	THE PERSONNEL			
C2.1890 CLEANPUNCHLIST	(CG (CG))	5 14-Jul-15	20-Jul-15	B CLEAN/PUNCHLIST	,
G2.1900 TEST & BALANCE	5	5: 14-Jul-15	20-Jul-15	O TEST & BALANCE	
C2.1910 COMMISSIONING	30	30 14-Jul-15	24-Aug-15	COMMISSIONING	
Commence of the second				Light desired Community of the Community	
and the second s	·				······

Start Date: 10-Apr-13 Finish Date: 20-Jan-17 Oata Date: 21-Aug-14 Fun Date: 04-Sep-14 18:40 Page 8 of 13

Farranny Level of Elled

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ENFIELD HIGH SCHOOLS CONSOLIDATION



Activity ID	Activity Name	I One!	Rem Start	Finish	
		Ong Dur	Our		2016 2016
G2.1920	TCO INSPECTIONS	5	5 10-Aug-15	14-Aug-15	Paul Sep (Ozt (Nov Dec Jan (Feb) Mez (Anc May) Jen (Jul Aug) Sep (Oct Nov Dec Jan (Feb) Mez Azz Mey (Jul) Jul Aug (Sep (Oct Nov Dec Jan (Feb) Mez (Acc May) Jul)
C2 1930	C 2 SUBSTANTIAL COMPLETION		a a	14-App-15*	D TOO INSPECTIONS
	OWNER FF&E/MOVEN	10	10 17-Aug-15	28-Aug-15	COS = 111 - 11 GEOWNER AFABE MOVERN
PHASE	RENOVATE GYMNASIUM & LOCKER ROOMS	-		the state of the s	- Cafe/Hrath D OWNER FF & MOVEIN
	MONATOR SALES OF THE SALES OF T				
16350	PHASE 8 BIM COORDINATION	15	15 17-Acr-15*	07-Mey-15	
16370	PHASE B 8M COORDINATION APPROVED	5	5 08 May 15	14-May-15	PHASE B BIM COORDINATION:
18390	PHASE B DUCT FASHICATION	15	15 16-May-15	05-Jun-18	D PHASE B BIM COORDINATION APPROVED
R401	HEP WORK	197	(9:10-May-10	uavauny ra-	PHASE B DUCT FASRICATION
B 1990		D C	.0: 22-Jun-15*		
B, 2200	TEMPORARY PARTITIONS	. U	5 22 Jun 15	200 1	◆ START PHASE BICONSTRUCTION
B.2210	PARAPET & REPLACE ROOFING / SKYLIGHTS	30	30: 22-Jun-15	26-Jun-15	■ TEMPORARY PARTITIONS
B.1982	ABATE/REMOVE/TEMP EXISTING WINDOWS (DBL SHIFT)	5	5 29-Jun-15	03-Aug-15	PARAFET & REPLACE ROOF ING / SKYLIGHTS
B.2000	ABATE/ MAKESAFE INTERIOR (DBL SHIFT)	12	CARLES - CANADALIA CA	06-Jul-15	D ABATE/REMOVETEMP EXISTING WINDOWS (DBL SHIFT)
B.1992	INSTALL NEW WINDOWS	12	12 29-Jun-15	15-Jul-15	ABATE MAKESAFE INTERIOR: (DRI. SHIFT)
B.2010	DEMOLITION WORK		5 07-Jul-15	13-Jul-15	D INSTALL NEW WINDOWS
8,2240	REPAIR/ REPOINT EXTERIOR VENEER	20 30	20 07-Jul-15	03-Aug-15	Massai DeMOLITION WORK
Control of the second	Anna and the state of the state	30	30 07-Jul-15	17-Aug-15	REPAIA/ REPOINT EXTERIOR VENEER
	ORDINATED WORK [WITHIN B PHASE AREA]				
3. Baran	CORRIDOR EGRESS WORK	130	130 22-Jun-15	23-Dec-15	CORRIDOR EGRESS WORK
September 1	GYMNASIUM REWORK FIRE WALL	130	130, 22-Jun-15	23-Dec-15	GYMNASIUM REWORK FIRE WALL
	TEAM HOUMS NORTH SIDE (GIRLS LOCKER ROOM)				
Story Services Harris & Charles out to	PHASE BAREA GLOSED		Q 03-Nev-14*		♦ PHASE BARGA CLOSED
8.2180	START PHASE B CONSTRUCTION NORTH SIDE	3	0 17-Nov-14	TOTAL SECURITOR SET SOLA.	STAFT PHASE B CONSTRUCTION NORTH SIDE
B 2170	ARATE MAKEBAFÉ	12	12 17-Nov-14	03-Dec-14	E ARIATE/MAKESAFE
B.2180	DEMOLITION WORK	20	20 28-Nov-14	28-Dec-14	DENOLITION WORK
8.2060	HVAO ROUGH-IN	30	30 08-Jun-15	20-Jul-15	HVAC ROUGH IN
B.2080	ELECTRICAL/FASECURITY ROUGH-IN	30	30 10-Jun-15	22-Jul-15	I CONTROL PROPERTY AND CONTROL OF THE CONTROL OF TH
8.2070	MECHANICAL/PLUMBING ROUGH-IN	30	30 15 Jun-15	27-Jul-15	MECHANICAL/PLUMBING INDUGHNI
8.2090	INTERIOR WALLEPAMING	15	15 22-Jun-15	13-Jul-15	TO THE STATE OF TH
B 2100	N-YALLMEP TEST INSPECTIONS	15	15 29 Jun 15	20-Jul-15	IN-WALLMEP/TEST/INSPECTIONS
8.2110	BOARD/TAPE/PRIME WALLS/CEILINGS & SOFFITS	20	20, 21-Jul-15	17 Aug 15	BOARD/TAPE/PHIME WALLS/CELLINGS & SOFETTS
8,2120	CELING GRID	15	15 16 Aug 15	05-Sep-15	CELLING GRID
8.2140	ARCHITECTURAL FINISHES - MILLWORKIFLOORING/FINISH PAINT/	55	95 18-Aug-15	03-Nov-15	ARCHITECTURAL FINISHES - MILLWORK/FLOORING/FINISH/FAINT/MISC
8.2130	CEILING DROPS - RGD'S/FIXTURES	8	8 27 Aug-15	08-Sep-15	CO CELING ORIOPA. RAD'S/FIXTURES
	SOUTH LOCKER/TEAM ROOMS COMPLETED	0	0,	03-Nov-15	◆ SOUTH LOCKER/TEAM ROOMS COMPLÉTED
	TEAM ROOMS- SQUTH SIDE				
B.1890	HVAC ROUGH-IN	15	15 04-Aug-15	24-Aug-15	
8,1910	ELECTRICAL/FA/SECURITY ROUGH-IN	50	20 06-Aug-15	02-Sep-15	ELECTRICAL/FASCURITY ROUGH IN
B.1920	INTERIOR WALL FRANKIC	15	15 11-Aug-15	31-Aug-15	DITERIOR WALL FRANING
8,1900	MECHANICAUPLUMBING ROUGH-IN	20	.20 11-Aug-15	08-Sep-15	MECHANICAL PLUMBING HOUGH (N)
B 1930	IN-WALLNEP/TEST/INSPECTIONS	15	15 18 Aug-15	08-Sep-15	III III III III III III III III III II
8,1940	BOARD/TAPE/PRIME WALLS/CEILINGS & SOFFITS	15	15 09-Sep-15	29-Sep-15	BOM BOARDITAPEPRIME WALLSICEILINGS & SOFFITS
8.1950	CEILING GRID	10	10 30-Sep-15	13-Oct-15	Decino de de la companya de la comp
B.1970	ARCHITECTURAL FINISHES MILLWORKFLOORING/FINISH PAINT/	55	55 30-Sep-15	16-Dec-15	ARCHITECTURAL PINISHES MILLWORKPLOORING/FINISH PAINTAINSO
B,1960	CEILING DROPS - AGD'S/FIXTURES	8.	8 09-Oct-15	20-Oct-15	to cening profes aggregationes
	SOUTH LOCKER/TEAM ROOMS COMPLETED	Ø	9	18-Dec-15	SOUTH LOCKER/TEAM ROOMS COMPLETED
PERSONA					
	CLEAMPUNCHLIST	20	20, 17-Dec-15	15-Jan-16	CLEANPUNCHLIST
B,2220	TEST & BALANCE	10	10 04-Jan-16	15-Jan-18-	D TEST & BALANCE
Start Date: 18.0					The state of the s

Start Date: 10-Apri-13 Finish Date: 20-Jan-17 Date Date: 21-Aug-14 Bain Date: 04-Sep-14 16:40 Page 3 of 13

ENFIELD HIGH SCHOOLS CONSOLIDATION



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D pogo	United States of the Land States				tug Sep Oct Nov Dec Jam Feb Mer Apr (May) Joh Jud (Aug Sep) Oct Nov Dec Jam Feb Mar Apr (May Jud) Jud (Aug Sep) Oct Nov (Dec Jam Feb) Mer Apr (May Jud) Jud (Aug Sep) Oct (Nov Dec Jam Feb) Mer Apr (May Jud)
	TCO INSPECTIONS	5	5 18-Jan-16	22-Jan-16	TOO INSPECTIONS
B 2230	COMMISSIONING	30	30 10-jan-16	26-Feb-16	COMMISSIONING
Acres to A Section 1	PRASE 8 SUBSTANTIAL COMPLETION		0	22-Jan-16*	♦ PHASE B'SUBSTANTIAL COMPLETION
erection in the second	OWNER FERE MOVEIN	5	5 25-Jan-16	29-Jan-15	GAM. B OWNER FF85 MOVEIN
	A ABATE & DEMO EXISTING SCIENCE WING			A Part of the Control	
	REP WORK				
	START PHASE 3A CONSTRUCTION (AFTER E WING COMPLETION)	0	0 25-Nov-15		V4. 10 12 14 ♦ START PHASE 3A CONSTRUCTION (AFTER E WING COMPLETION)
	TEMPORARY PARTITIONS	5	6 25-Nov-15	02-Dec-15	₩ TEMPOHANIY PARTITIONS
	ABATE/ MAKESAFE	12	12 03-Dec-15	18-Dec-15	ABATÉ/ MAKESAFE
3A.1820	DEMOLITION WORK	40	40 10-Dec-15	05-Feb-16	DEMOLITION WORK
3A,2190	PHASE 3A SUBSTANTIAL COMPLETION	0	0	05-Feb-161	PHASE 3A SUBSTANTIAL COMPILETION
PHASE A	L'RENOVATE LOWER LEVEL [A WING]				
DEMO: P	REP WORK				
AL.1040	START PHASE A-L CONSTRUCTION	Ĝ	0 22-Jun-16*	and the second second second second	• STATE PHASE AL CONSTRUCTION
AL.1950	TEMPORARY PARTITIONS	3	3 22-Jun-16	24-Jun-16	I TEMPORARY PARTITIONS
AL_1862	ABATE/REMOVE/TEMP EXISTING WINDOWS	5	5 27-Jun-16	01-Jul-16	O ABATEAREMOVETEM EXISTING WINDOWS
AL, 1050	ABATE/ MAKESAFE INTERIOR (DBL SHIFT)	- 6	6 27-Jun-16	: 05-Jul-16	M ASATE/MAKESAFE INTERIOR (OBLISHIET)
	DEMOLITION WORK (DBL SHIFTS)	6	6 05-Jul-16	12-Jul-18	a designition work (designifits)
AL.1872	INSTALL NEW WINDOWS	В	8 05-Jul-16	14-Jul-16	O INSTALL NEW WINDOWS
and the second sections of	LOWERLEVEL				
CONTRACTOR OF THE PARTY OF THE	PHASE A-LLL BIM COORDINATION	15	15: 21-Mar-16	08-Apr-16	### PHASEA-LLL BM COORDINATION
	PHASE A-LILL BIM COORDINATION APPROVED	., ten, úliú in. 5	5 11-Apr-16	15-Apr-16	8 PHASE A ELLI BIM COORDINATION APERIOVED
	PHASE A-L LL DUGT FABRICATION	15	15 18-Apr-18	06-May 16	職 PHASE AL LL DUCT PARTICATION
	HVAC ROUGH-IN	A	8 06-Jul-16	15-Jul-16	## HWAC ROUGHIN
an incressor and a consider	MECHANICAL/PLUMBING ROUGH IN	12	12 06-Jul-18	21-Jul-16	ET MECHANICAL/PLUMBING ROUGH-IN
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ENFIELD BOARD OF EDUCATION ENFIELD, CONNECTICUT PARTICIPATION AT BOARD MEETINGS BY REMOTE METHODS Provided a quorum is physically present, a Board member may participate in a meeting by video or audio conference if they are prevented from physically attending because of: (1) employment or district business; (2) a time sensitive or other urgent situation; or (3) personal/family vacation. If a member wishes to participate in a meeting by video or audio, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board Chairman and will make the appropriate arrangements. Approval to remotely participate with less than 24 hours advanced notice will be granted solely by the Board Chairman, or in the Chairman's absence, by the Vice Chairman. Any member may remotely participate in up to two (2) four (4) meetings per calendar year; additional requests will be refused. A Board member who participates in a meeting remotely, as provided in this policy, may participate in all aspects of the Board meeting including voting on any items. Any meeting with a member participating remotely must be chaired by a physically present officer of the Board (Chairman, Vice Chairman or Secretary of the Enfield Board of Education). Any modifications to this policy will require a minimum of seven (7) affirmative votes majority vote of the Board.

Policy Adopted: September 28, 2010

Revised:

ENFIELD BOARD OF EDUCATION ENFIELD, CONNECTICUT

4 5

PROMOTION/RETENTION

5123.

I. Promotion or Retention Policy: Grades K-5

Promotion/retention of students from grade to grade is determined on an individual basis. To decide whether a student who is not progressing satisfactorily should be advanced to the next grade, all objective evidence (tests, samples of work, attendance, etc.) is brought together and recommendations of all persons, including parental and/or guardians concerned with the progress of the student are considered. Final action taken is determined by what is best for the individual student. The principal of the school is responsible for making the decision concerning the promotion, retention, or of a student.

A. <u>Promotion</u> - A student promoted is one who is meeting the standards expected for the particular grade level.

B. <u>Retention</u> - A student retained is one who is functioning below the expected standard, as outlined on the student report card and would benefit by repeating the grade.

II. Promotion: Grades 6-8

A. A minimum grade point average of 4.0 (C-) is required to be promoted from grade 6 to grade 7, from 7 to grade 8 and from grade 8 to the high school level.

B. Students not achieving the required 4.0 (C-) shall have the opportunity to attend summer school to attain the required grade point average. Students returning to the same grade for a second year shall be required to repeat the course of study prescribed for such grade.

C. The grade(s) earned in summer school are combined with those earned during the school year to raise a student's GPA to a minimum of 4.0 (C-).

D. Students will enroll in English and/or Math summer school. Literacy and numeracy skills emphasized in these summer school courses are essential for strong academic achievement at all grade levels and for successful performance on the State Standardized Test.

E. The principal is responsible for making the final decision concerning student promotion or retention.

III. Promotion: Grades 9-12

A. Grade 9 to Grade 10

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IV. Special Education Students

Special education students will be subject to the general policy regarding retention and promotion, unless extenuating circumstances are in evidence

- 1. A minimum of (4) credits are required to be promoted from grade 9 to grade 10. Included in those (4) credits are Students must earn (1) credit in Mathematics and (1) credit in English.
- 2. Students who do not earn the required (4) credits or who do not earn the required (1) credit in Mathematics and English shall have the opportunity to attend summer school in order to be promoted. Students must meet the summer school requirements as described in BOE Policy #6174 - Summer School in order to earn credits toward promotion in summer school.

B. Grade 10 to Grade 11

- 1. All students are promoted to grade 11 at the conclusion of Grade 10. A minimum of (10) credits are required to be promoted from grade 10 to grade 11. Students must earn (2) credits in Mathematics and (2) credits in English included in the (10) credits.
- 2. Students who do not earn the required (10) credits shall have the opportunity to attend summer school in order to be Students must promoted. meet the summer school requirements as described in BOE Policy #6714 - Summer School in order to earn credits toward promotion in summer school.

C. Grade 11 to Grade 12

- 1. A minimum of (16.5) credits are required to be promoted from grade 11 to grade 12. Promotion to grade 12 can be made at the conclusion of the school year, at the conclusion of summer school, or at the conclusion of the first semester of the school year. Students promoted after the first semester will be assigned to a senior homeroom but must have the capability of graduating that school year in order to be promoted.
- 2. Students who do not earn the required (16.5) credits shall have the opportunity to attend summer school to earn up to (2) of the required number of credits for promotion. Students must meet the summer school requirements as described in BOE Policy #6174 - Summer School in order to earn credits toward promotion in summer school.
- D. The principal is responsible for making the final decision concerning student promotion or retention.

Proposed Changes – First Reading 09-09-14

101		which might exclude such students from the grading policy as determined
102		by the P.P.T.
103 104		It is expected that the P.P.T. will anticipate exemptions to Board policy
104		as early in the program planning stages as may be feasible.
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109		Exceptions to the above policy may be requested by the administration
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BOARD OF EDUCATION REGULAR MEETING MINUTES **AUGUST 26, 2014**



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 August 26, 2014.

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

MEMBERS PRESENT:

Peter Jonaitis, Raymond Peabody, Lori Unghire, Vin Grady, Tina

LeBlanc, Timothy Neville, Stacy Thurston and Tom Sirard

MEMBERS ABSENT:

David Wawer

ALSO PRESENT:

Dr. Jeffrey Schumann, Superintendent; Mr. Christopher

Drezek, Deputy Superintendent

6. BOARD GUEST(S) None

7. SUPERINTENDENT'S REPORT

- Staff Convocation & Professional Learning as presented a.
- EHS construction Update as presented b.
- First Day of School as presented c.
- d. Strategic School Profiles - as presented
- Grants Update as presented e.
- f. Personnel Report – as presented

8. **AUDIENCES**

Melissa Bednarz, Happy Times Preschool - Ms. Bednarz stated she lives in Enfield and is the principal/teacher at Happy Times Preschool. She is here tonight on behalf of two of her students. They will turn 5 at the end of December. The twins have received speech services while they were at Head Start last year. They are no longer eligible for speech services since the parents are opting to hold them back one year due to the lateness of the birthdays. She has spoken to Mrs. Seigel regarding the children continuing speech services. Since they will not be enrolled in the Enfield Public School system, they are not eligible to receive services. She does not want to see the children lose the progress they have made. She would like to know if the Board can make an exception for these children because they are 31 hours short of January 1st deadline. The children are not ready for kindergarten. The parent's medical insurance does not cover speech services. Can the policy be changed? She needs guidance regarding what she should do next. Thank you for your time concerning this matter.

9. **BOARD MEMBER COMMENTS**

Mr. Jonaitis would like us to help these kids out. He is not sure what we can legally do.

Mr. Jonaitis is not happy with what is going to be done at Stowe and with the way the Board approved this. We could have used Stowe as an annex building for the grade 9 students. He also wanted to start a special education school for profit or an alternative education program at Stowe.

Mr. Jonaitis asked about the Grants Report that was included in the Board packet. He asked for grant information several months ago and this is all that we received. The Chairman was aware of the request and said it was okay to wait until August to receive the requested information. Mr. Neville made an attempt and explained items that were being done via the Curriculum Committee.

Mr. Jonaitis added that this has been all handled very unprofessionally.

Mr. Peabody attended some Fermi soccer games over the summer. He thanked both Mr. Bernstein and Dr. Schumann for the new goals and nets.

Mr. Peabody added that both he and Mrs. LeBlanc met with parents to discuss items with them. He is planning to continue doing this to help keep the lines of communication open.

Mr. Peabody thanked Mrs. West for her work with the Finance Committee and submitting State reports for us. The Town is working on compiling a crystal report so the Board can have financial reports done in a way that we would like to see them.

Mr. Peabody would like to see the school liaisons to get/purchase books and give them to our schools.

Mr. Peabody stated the vacated Stowe building put us in a bad financial place and we made a decision that would help us out financially. We will have a preschool program and several other programs housed in the Stowe building for an early childhood learning center. We are doing what is best with the cards we were dealt.

Mrs. Unghire also hopes that we can address the speech services issue and find an answer for them. She wished all the students, faculty and staff a happy new school year and hopes they all have a great year.

Mr. Grady also wished everyone a healthy and prosperous school year.

Mr. Grady was also saddened by Mr. Johnson's death. It was an honor to serve with him on this Board. Chuck stood by his decisions. He wishes his family well during this trying time.

Mr. Grady stated he has the utmost respect for people in our military services. Both my father and nephew were Marines. We have also had Board members that have served for our country. His daughter is now in the Air force Reserves. He is very proud of his daughter and wishes her luck. He thanked all of the service men and woman for taking the risk to serve our country.

Mr. Neville also echoes Mr. Peabody comments. We have a lot of work ahead of use with technology subcommittee. He congratulated Mr. Grady about his daughter joining the military. He knows you are very proud of her and so are we.

Mr. Neville addressed the audience member Mrs. Bednarz by stating he does not know the answer to your question. He is sure the administration will look into this. He thanked her for fighting for her kids. It makes him feel good when he sees a teacher fighting for their kids.

Mrs. LeBlanc stated that she knows Mrs. Bednarz. Her kids all went to Happy Times. No parent ever regrets keeping their child back a year when it comes to late birthdays. She also kept a child back because of his birthday. She does not know the answer but will continue to look into this. She is not sure if there is a loop hole with our policy. If the State changed the starting date to September like Massachusetts has, this wouldn't be an issue. Sending a child to school if they are not ready is setting them up to fail.

Mrs. LeBlanc also welcomed the students and staff back to school. She hopes they all have a great, safe and happy school year.

Chairman Sirard stated that he was also saddened by Chuck Johnson's death. He was a personal friend. He was one of the hardest working Board members we ever had. He went through our entire policy book and made changes to many of the policies. He was a man of integrity and dedication. He served Enfield well and should be remember by our town and the students. He will be missed.

Chairman Sirard welcomed back students and staff. He hopes that everyone has a prosperous school year. Our school construction is progressing with controlled chaos. He is asking for everyone's patience. All things worthwhile take time and patience.

Chairman Sirard directs the Superintendent to look into what we can do for the two students that the parents have redshirted them from starting kindergarten. Parents know what is best for their children. This is a special circumstance. He would like this to be given a priority. Ms. Bednarz should have an answer soon.

Chairman Sirard stated CREC PSA was supposed to still be in the Stowe building for the remainder of this year. They vacated the building early which leaves Enfield responsible for around \$820K that is due to the State. We quickly came up with another plan. We try to do our due diligence with lengthy discussions but time was not on our side. It is what it is. A lot of the discussions that are held are done during committee work. We need to take the recommendation from the Superintendent seriously. Information is available and any Board member can attend any subcommittee meeting.

Chairman Sirard stated when you are looking for heroes, look at their chests not the numbers on their jersey. We often forget what a real hero is. Mr. Johnson was very proud of our military. He congratulated Mr. Grady about his daughter joining the military forces.

Chairman Sirard stated that he has been working on SPED billing issues. We are very close to finding an alternate source. This is something he has been looking into and believes we can get private insurance. This is something that has not been done in Connecticut since 1994. He has been very tenacious about this item.

Chairman Sirard also welcomed back the students and staff to the new school year.

10. UNFINISHED BUSINESS - None

11. NEW BUSINESS

a. <u>DISCUSSION & ACTION IF ANY, REGARDING THE NOVEMBER 11, 2014 BOE</u> REGULAR MEETING CONFLICT

Dr. Schumann stated November 11th is Veteran's Day and schools and offices are closed. We have proposed several options for the Board to consider.

Mr. Grady moved, seconded by Mrs. Thurston that the Enfield Board of Education cancel the

November 11, 2014 Board meeting.

Discussion:

Mr. Neville is in favor of canceling the November 11th Board meeting. He also likes the idea of canceling the November 25th meeting and holding a Special meeting on November 18th. He would suggest we add audience participation to the November 18th meeting.

Mr. Jonaitis stated students have school on November 24th and a half day on November 25th. He is not in favor of canceling the November 25th meeting.

Chairman Sirard stated that he is hearing that the Board would like to cancel the November 11th meeting. A motion has been made. He asked for a roll call vote.

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

Mr. Neville moved, seconded by Mr. Peabody that the Enfield Board of Education schedule a special meeting on November 18th and add audience participation to the meeting.

Discussion:

Mr. Jonaitis stated you are suggesting to cancel the November 25th Board meeting and have a special meeting with audience participation.

Mr. Neville stated that is correct.

Mr. Jonaitis would like to keep the November 25th meeting as planned

Mr. Neville stated the choice is should we have one meeting or two in November. We can hold two meetings if the Board chooses to.

Chairman Sirard stated for clarity purposes we are currently discussing holding a special meeting on November 18th to include audience participation. The next item we will discuss is the regular meeting on November 25th.

Mr. Jonaitis stated he just asked Mr. Neville for clarification regarding the motion and he included the November 25th meeting in his motion.

Chairman Sirard stated he is clarifying the discussion. He asked for a roll call vote.

Mr. Jonaitis asked if the motion will include canceling the November 25th meeting.

Chairman Sirard stated the motion does not include canceling the November 25th meeting. He asked the recording secretary for clarification.

Mrs. Zalucki stated the original motion did not include canceling the November 25th meeting.

Chairman Sirard stated the motion is to schedule a special meeting on November 18^{th} and to include audience participation. He asked for a roll call vote.

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

Mr. Neville moved, seconded by Mrs. Thurston that the Enfield Board of Education cancel the regular meeting on November 25^{th} .

Discussion:

Mr. Jonaitis would suggest keeping the meeting on November 25th. We can cancel it if needed.

Chairman Sirard stated we can cancel the November 25th meeting or we can table this item and address it at another time.

Mr. Grady moved, seconded by Mr. Peabody that the Enfield Board of Education table canceling the November 25th Regular Board meeting.

Dr. Schumann stated it would be out of order to table this item because you would be delaying action. You can either act on the motion or withdraw the motion.

Both Mr. Grady and Mr. Peabody withdrew their motion to table.

Mr. Neville stated we can schedule or cancel a meeting at anytime. He is not willing to withdraw his original motion at this time. The original motion is still on the table.

Mr. Neville moved, seconded by Mrs. Thurston that the Enfield Board of Education cancel the regular meeting on November 25th.

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

Chairman Sirard added that if there is a need for a special meeting, one can be scheduled.

b. DISCUSSION REGARDING SPORTS CONSOLIDATION

Dr. Schumann stated this was discussed at a previous meeting and was presented to the CIAC for the purpose of consolidating both high school athletic programs for the start of this school year. The policy of the CIAC will allow two athletic teams to consolidate teams one year in advance. We attempted to do this two years in advance but were denied. The CIAC policy requires that we notify them in the middle of September in order for them to act on this item in November. We have placed this item on the agenda so the Board can continue this discussion and will place it on the September 9th agenda for the Board to approve.

Mr. Neville understands the reasons for this and supports this. He would like to see what will be done so the public will know. He does not think opening up the combined high school and sports teams the same year is a good idea. We need to know the pros and cons for doing this. And what we will gain by doing this. The public needs to be involved with this. Doing everything during the first year the school opens up would not be a good idea. He believes the pros will outweigh the cons.

Mr. Peabody stated a presentation would be a good idea. He would like us to notify the booster clubs about this. He believes getting them involved earlier rather than later would be a good thing.

Mr. Jonaitis asked if something has happened with the time table with the construction that is forcing this upon us. He thought that everything that was going to be done would accommodate the sports teams.

Chairman Sirard stated the project has been fast tracked. The original schedule was done prior to the fast tracked plan.

Mrs. LeBlanc stated many items need to be ironed out with the consolidation. Students are walking home after practices. Some students will need to stay after school as well as many

other scenarios like busing students for games and practices. We also have the student support academy during the winter to consider. We also need to consider students taking makeup exams and tests that will need to be transported to the other schools for athletics. She thinks having this on the agenda is an excellent idea. Parents need to aware of what is going to happen. Captains will need to be picked in a different way. Coaches will also need to be aware of this. She would like the building committee to be included with this. There will also be construction issues that will need to be addressed. This needs to be well thought out.

Mr. Jonaitis stated he hopes the Board has the wisdom to do this early. There is an emotional side to this. There are so many kids and parents thinking they will be the last team. There will be many different emotions being felt at both schools. Let's not wait until the last minute and go through what we went through before.

Chairman Sirard stated one of the reasons he asked for this to be on the agenda is for us to get the word out and no one will be surprised. The public will have an opportunity to speak.

Mrs. LeBlanc stated it is very important to the students to know where they will be playing and practicing. The more answers we have, the better.

Mr. Neville stated we need to get this information out and we need a timeline. What is the timeline September or December?

Dr. Schumann stated the CIAC will need to be notified in mid September. He will have Mr. Bernstein and the two secondary principals attend the September 9th Board meeting. They will be prepared to provide the Board with information regarding consolidating the two athletic programs.

Mr. Neville would like to know if we can get the information out before the September 9th meeting. If we have the answers to the questions, it will help with this. It is critical that we inform people about this. Factual data needs to be disseminated.

Mr. Peabody stated timing will be critical. We may need a plan "A" and plan "B". We need to include the parents and booster clubs about this. We need to proactively look at the consolidation. We met with some of the parents after the last CIAC attempt. He feels we can do this in a much more organized manner than the last attempt.

Mr. Grady asked if we can send out something about this on our website or send out a phone message about the meeting.

Dr. Schumann stated we can but he is not sure what we would say. Mr. Grady stated just a reminder about the meeting so parents cannot say they didn't know about it.

Dr. Schumann stated if this is an action the Board would like to see done, he would recommend the Board making a motion about this. He would feel better if this was a directive from the Board since the message would be going out to the entire community.

Mr. Jonaitis stated he thinks that he is hearing that this is what we are going to be doing. He wants to be sure this is what we will be doing. He would like to see the justification that this is what we need to do. If we don't need to do this, we should wait and let the two teams go to the end.

Mrs. LeBlanc stated that her mind is not made up. She needs the information before she can make a decision about this. She will make a decision based on the information that is presented.

Mr. Neville is in favor of the consolidation of teams. He wants the facts with the pros and cons for consolidating the two athletic programs one year earlier. He does not want to broadcast this via our school messenger. We shouldn't use our messenger system for our meetings. We are having a discussion tonight and he is sure that the newspapers will be putting something about this out for the public to read.

Chairman Sirard stated a lot of discussion was brought out last year about this. The public has the opportunity to come to the next Board meeting on September 9th to discuss this and voice their opinions. The public can contact us and we can share this information with everyone. We can also hold an additional meeting regarding this if needed. He is also not in favor of sending out a school messenger message about this.

Mr. Grady stated the only reason he brought this up was because we were criticized in the past for not informing the public.

Mr. Jonaitis stated we started this process listing the pros as a cost saving measurement.

Mr. Peabody stated that he lived through the Fermi field's issue. He echoes Mrs. LeBlanc's comments regarding students wanting to know where they will be playing and practicing. We should use our website to get information out to the public. We don't want to get caught by not notifying the public.

Mr. Neville knows that we will not please everyone with our decisions. Using our school messenger system to send out information is not the way. If we use our system for this, we will be using it for everything and they may not listen to our messages.

Mr. Jonaitis asked if a motion was made. Chairman Sirard stated he does not believe there will be a need for a motion.

Mr. Jonaitis asked about using the school newspapers to get the word out. Mr. Neville stated there would not be enough time. Mr. Jonaitis added we can send out a flyer about this.

Chairman Sirard stated the media is here in the audience. He is confident they will get the word out about this. This will be placed on the next Board agenda for action. This was not solely a financial reason for us attempting to do this. There were other reasons for doing this. A lot of good things will come from doing this.

c. <u>DISCUSSION & ACTION IF ANY, REGARDING EDUCATION EVALUATION PLAN</u>

Dr. Schumann we implemented our evaluation plan for half of the staff last year. We have submitted our revised plan to the State and they have approved them. The Board will now need to approve the revised education evaluation plan. Mr. Longey, the interim EHS principal and EHS teacher Mr. Hargraves are the co-chairs of the Education Plan Committee and they are present and will review the revised plan with the Board.

Mr. Longey and Mr. Hargraves reviewed the four teacher evaluation plan changes for 2014-15. We have reduced the number of teaching domains, teacher observation schedule and timeline has been revised, student learning objectives (SLO's) have been reduced and added domains and indicators for five specialist areas.

Chairman Sirard stated you did a great job presenting this information. He extends his complements to the committee and you both. You took a bad situation and made it a workable solution.

Mr. Jonaitis knows that you did a conscientious and good job. The concept concerns him. It

takes a new teacher a good 5 to 7 years to come into their own. He hopes there is some breathing room for them to learn from their mistakes along the way.

Mr. Jonaitis asked about the tenured teachers receiving one evaluation every three years. Some teachers go thru the 7 year cycle and may need a knock on the door to wake them up. Who is going to evaluate the evaluator? He believes that each administrator should spend time in the classroom teaching every couple of years so they don't forget what it is like. He doesn't want to see the evaluators all giving textbook answers. Teachers all have their different strengths and he hopes the provisions in the plan will address this. He has heard a lot of positive feedback from these evaluations. The SLO that you referred to, is this that large book that the administrators had?

Mr. Hargreaves stated it most likely was the teacher's artifacts.

Mr. Longey added that some of the teachers literally brought a cart full of materials for us to review. Some teachers are using technology and can send their files directly to the evaluator. There are efficient ways to do this and we are trying to find a balance.

Mr. Jonaitis stated that he likes item number 4. Specialist teachers are important and he is glad some changes were made in this area.

Mr. Peabody thanked both Mr. Longey and Mr. Hargraves for tailoring the program to meet the needs of Enfield. Input from our employees is important. Thank you and the other committee members for a job well done.

Mr. Neville echoes' Mr. Peabody's comments and he likes the changes that were made to the specialist's area. He asked if we can continue to evaluate the evaluation system and make improvements.

Mr. Hargraves stated we made changes last year. We asked for feedback from the teachers at the end of last year on how we can improve this evaluation system. Those changes were made before we submitted the plan to the State for their input. This is a living document and we will continue to make changes again in order to improve our evaluation system. He is sure we will ask teachers at the end of this year on how we can improve the system and will make any needed changes.

Mr. Neville appreciates the dialogue in order to make improvements with the evaluation system. He agrees with Mr. Jonaitis regarding the feedback with the quality dialogue with the evaluators and the teachers. That is the best part of education, knowing what we know and how can we improve it so our kids will learn better. Congratulations on a job well done.

Mrs. Unghire thanked Mr. Longey and Mr. Hargaves for their presentation. She asked if the evaluators are teachers or administrators. Mr. Longey stated they are principals, vice principals, department chairs, STEAM and Humanities Coordinators.

Dr. Schumann added every evaluation must be signed off by an administrator who has their 092 certification. We can use other staff to collect documentation from the teachers. The final evaluation must be signed off by an administrator. We can collect documentation from other certified individuals like the department chairs, STEAM and Humanities Coordinators. We are also working with the State regarding the collection for elementary evaluations documentation.

Mr. Jonaitis stated this is where he hopes there is a degree of flexibility. He doesn't want to see any teachers being forced to do something a certain way. A teacher might be able to justify why they are doing something a certain way.

Mr. Longey stated the system is based on a rubric and is evidence based. He will not evaluate a teacher based on how he used to do it. The teacher will show us evidence based on the rubric. It is clear about what is expected from each teacher.

Mr. Hargraves stated teachers will meet with the evaluator in the beginning of the year. This first meeting is very important. A consensus of what is expected is needed otherwise problems will occur. There is an appeals process that is in place. Everything is built into the evaluation system. This is one of the developmental pieces with the evaluation system.

Mr. Jonaitis asked if a teacher can ask for a different evaluator. Mr. Longey stated it is not in the plan. Mr. Jonaitis stated staff can have conflicts with certain personnel.

Mr. Hargraves stated on an individual case, accommodations were made and another set of eyes were brought in. This helped to rectify the situation.

Mr. Jonaitis added that he is glad to hear that this has been included in the evaluation process.

Chairman Sirard stated the changes are temporary because this is an evolving program. Mr. Drezek and Dr. Schumann helped with the flexibility of this program and they should be recognized for their efforts. This is not a finalized document. We may adopt this evaluation plan but it is under a waiver.

Mr. Jonaitis added it is not just the document. He knows everyone worked hard on this. He wants to see this work for the betterment of the students and the teachers.

Mr. Neville agrees with Mr. Jonaitis. He added the tone has changed and we are working together to help the teachers and students learn. This is going to continue. He has gone through 8 different evaluation systems.

Mr. Grady moved, second by Mr. Peabody to accept the Teacher Evaluation Plan changes for 2014-15 as presented.

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

12. BOARD COMMITTEE REPORTS

<u>Finance Report</u> – Mrs. LeBlanc reported the Finance Committee met earlier today and this item will be discuss later on the agenda.

<u>Future Use of Fermi</u> – Chairman Sirard reported we are waiting for information from the Town and then the committee will meet again.

Mr. Neville asked where we are with this. We were supposed to be given an update from the committee. He knows requests were made for information from architects and data. Do we have a timeline for this yet?

Mr. Peabody stated we are still waiting for some kind of response from the Town. We have gone as far as we can. We have a score card in place that is posted on the website. Now we need hard data from the Town.

Chairman Sirard added that timing is everything. During the summer, everything slowed down due to vacations. He hopes the committee will be ready to present a report to the Board during the first few months of school. The Board will then need to digest this information and make a decision.

Mr. Neville added that based on the information he has read, we are straying from the original charge of the committee. The charge was do we need the school or don't we. We are doing a bird walk around a lot of different issues. He doesn't want to see us go off to far from what the original charge was. He is not trying to put anyone on the spot.

Mrs. Thurston added that she believes the committee will have an answer for the Board within the next month. The committee members needed to see the numbers and the information before they can make a decision. They are just as antsy about this and want to resolve this.

Mr. Jonaitis has seen things about studies being conducted and adding on to JFK which has a direct correlation to what is going on at Fermi. Is there something going on about adding on to JFK?

Chairman Sirard stated information has been requested. Nothing has been withheld. Committee members have made many requests and the information has been provided to them.

Mr. Jonaitis asked if we are looking at doing something at JFK.

Chairman Sirard stated the committee asked for information and can ask for any kind of information they need to form their decision. The Board of Education will make that determination.

Mrs. Thurston stated some of the information is public knowledge. People are taking this one step further and posting things that should not be out there at this time.

Mr. Jonaitis asked about the trailers behind Stowe. Is anything going to be done with them?

Chairman Sirard stated the trailers belong to CREC.

Dr. Schumann added that we were informed today that CREC is waiting for CL&P to disconnect the electricity so they can move them. It will take 4 to 6 weeks for this to be done.

Mr. Jonaitis asked if there is any chance that we can use those trailers to replace the ones at JFK. We explored this item and CREC is not interested.

13. APPROVAL OF MINUTES

Mr. Grady moved, seconded by Mr. Peabody that the Regular Meeting minutes of July 8, 2014 be approved. A vote by **show-of-hands 6-0-2** passed with Mrs. LeBlanc and Mr. Jonaitis abstaining.

Mr. Grady moved, seconded by Mr. Peabody that the Special Meeting minutes of July 16, 2014 be approved. A vote by **show-of-hands 5-0-2** passed with Mrs. LeBlanc, Mr. Jonaitis and Mrs. Unghire abstaining.

Mr. Grady moved, seconded by Mr. Peabody that the Special Meeting minutes of July 23, 2014 be approved. A vote by **show-of-hands 7-0-1** passed with Mrs. Unghire abstaining.

14. APPROVAL OF ACCOUNTS PAYROLL

a. For the Month of June 2013/14

Mrs. LeBlanc moved, seconded by Mr. Grady that the Enfield Board of Education accept the

superintendent's certification as follows: "I hereby certify that in the month of June, total expenditures amount to \$5,668,360.21, broken down between payroll totaling \$2,683,096.20 and other accounts totaling \$2,985,264.01. All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly documented."

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

b. For the Month of July 2014/15

Mrs. April moved, seconded by Mr. Grady that the Enfield Board of Education accept the superintendent's certification as follows: "I hereby certify that in the month of July, total expenditures amount to \$1,200,192.45, broken down between payroll totaling \$417,356.16 and other accounts totaling \$782,836.29. All payments have been made in accordance with the approved budget and are properly accounted for within the books of accounts. Copies of approval for check invoices are properly documented."

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

c. Line Item Transfers, if any

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Mrs. LeBlanc moved, seconded by Mr. Grady that the Enfield Board of Education accepts the Superintendent's line item transfers as follows:

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From:	Certified Salaries	\$	628,323
	Benefits		407,417
	Repairs/Maintenance		7,201
	Transportation		30,000
	Other Insurances		63,897
	Postage		8,288
	SPED Tuition		75,353
•	Travel		12,730
	Other Purchased Services		59,871
	Equipment		56,913
	Total	\$1	,349,993
To:	Non-certified Salaries	\$	121,380
	Salaries, Other		632,213
	Professional Services		337,170
	Transportation		117,648
	Magnet School Tuition		85,251
	General Supplies		7,158
	Athletic Supplies & Equipment		48,708
	Textbooks		465
	Total	\$1	,349,993

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

- 15. **CORRESPONDENCE AND COMMUNICATIONS** None
- 16. AUDIENCES None
- 17. EXECUTIVE SESSION

Board members agreed that they do not need to hold an Executive Session tonight to finish the Superintendent's evaluation and contract. They would like to hold an Executive Session before the September 9th Board meeting to continue their work regarding the Superintendent's evaluation & contract.

18. **ADJOURNMENT**

Mr. Grady moved, seconded by Mrs. Thurston to adjourn the Regular Meeting of August 26, 2014.

All ayes, motion passed unanimously.

Meeting stood adjourned at 8:55 PM.

Vincent M. Grady Secretary Board of Education Respectfully Submitted,

Kathy Zalucki, Recording Secretary