

ENFIELD PUBLIC SCHOOLS

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**

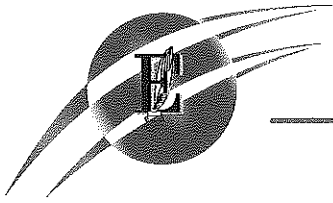
**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

Time-Place:

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

Date: 09/09/14

- 1. Call to Order – 7:00 PM**
- 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**

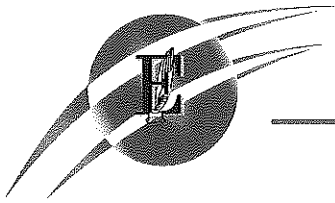


ENFIELD PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Date: September 9, 2014
To: Enfield Board of Education
From: Dr. Jeffrey A. Schumann
Re: Superintendent's Report

- a. **The Learning Briefs:** 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.
- c. **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.

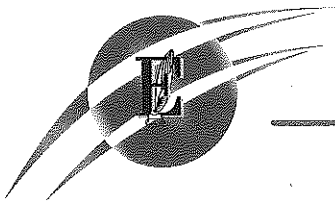


ENFIELD PUBLIC SCHOOLS

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.



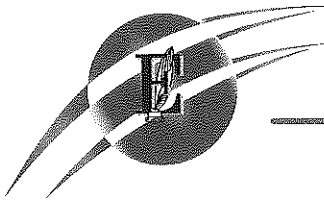
ENFIELD PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Date: September 9, 2014
To: Enfield Board of Education
From: Dr. Jeffrey A. Schumann
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.



ENFIELD PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Date: September 9, 2014
To: Enfield Board of Education
From: Dr. Jeffrey A. Schumann
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
K

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.

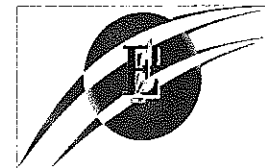
Working together we can ensure our students flourish academically in a respectful and committed environment dedicated to promoting the joy of learning. I thank you for your partnership. It is a privilege to serve the students and families of Enfield.

Warmest Regards,

Anne T. McKernan

Chief Academic Officer

amckernan@enfieldschools.org



Enfield's Primary Schools

Enfield Street School 1318 Enfield Street (860) 253-6565 Katherine Reeves, <i>Principal</i> kreeves@enfieldschools.org	Hazardville Memorial 68 North Maple Street (860) 763-7500 James Graham, <i>Principal</i> jgraham@enfieldschools.org	Henry Barnard 27 Shaker Road (860) 253-6540 Nancy Hayes, <i>Principal</i> nhayes@enfieldschools.org	Nathan Hale 5 Taylor Road (860) 763-8899 Irene Roman, <i>Principal</i> iroman@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

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 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, went, where, why, how)
- Learning to recognize, spell, and use words
- Taking part in shared reading, writing and research projects



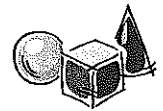
"Children are made readers on the laps of their parents."

—Emilie Buchwald

Mathematics

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.



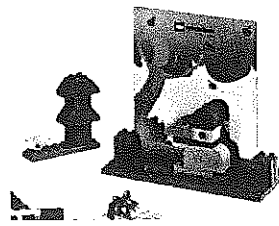
Focus on Executive Function

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.

KINDERGARTEN

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.

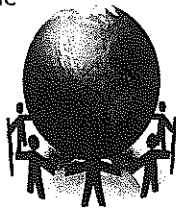


Students use their LEGO® Creative Builder materials to explore concepts in multiple areas of study.

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

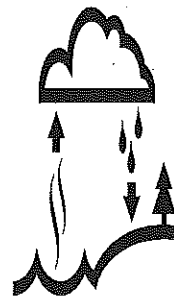


Science

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



- Exploring the senses of sight, hearing, smell, touch, and taste, as well as the organs that enable us to sense our world
- Describing some of the properties of matter, including color, and how these can be used to classify and use some objects

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.

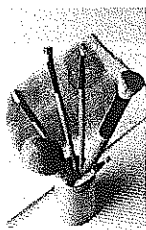
In Kindergarten units include basketball, bowling, cooperative games, coordination, cup stacking, dance, jump rope and throwing and catching .



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.

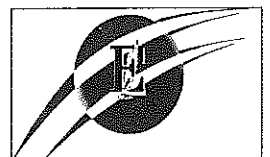
To access all Enfield Public Schools curriculum documents go to:

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>

The Learning Brief

Grade

1

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.

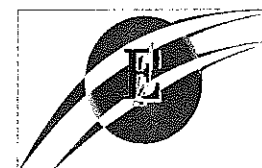
Working together we can ensure our students flourish academically in a respectful and committed environment dedicated to promoting the joy of learning. I thank you for your partnership. It is a privilege to serve the students and families of Enfield.

Warmest Regards,

Anne T. McKernan

Chief Academic Officer

amckernan@enfieldschools.org



Enfield's Primary Schools

Enfield Street School

1318 Enfield Street

(860) 253-6565

Katherine Reeves, *Principal*

kreeves@enfieldschools.org

Hazardville Memorial

68 North Maple Street

(860) 763-7500

James Graham, *Principal*

jgraham@enfieldschools.org

Henry Barnard

27 Shaker Road

(860) 253-6540

Nancy Hayes, *Principal*

nhayes@enfieldschools.org

Nathan Hale

5 Taylor Road

(860) 763-8899

Irene Roman, *Principal*

iroman@enfieldschools.org

Dr. Jeffrey A. Schumann*Superintendent of Enfield Public Schools*

superintendent@enfieldschools.org

Thomas J. Sirard*Chairman, Enfield Board of Education*

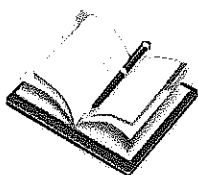
tsirard@enfieldschools.org

English Language Arts

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 distinctions 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 two-digit 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

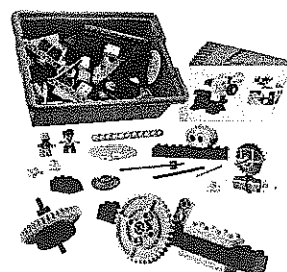


- Organizing objects into categories and comparing the number of objects in different categories
- Dividing circles and rectangles into halves and quarters

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.



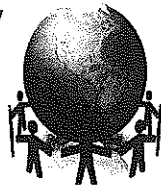
Grade 1

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

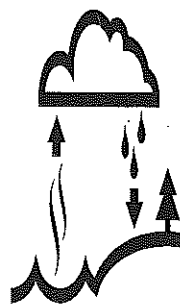


Science

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.
- 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.
- 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.



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.

- 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,

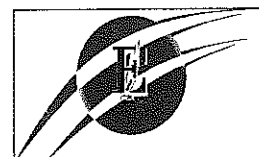
To access all Enfield Public Schools curriculum documents go to:

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>

The Learning Brief

Grade
2

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.

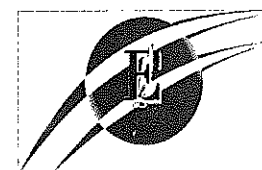
Working together we can ensure our students flourish academically in a respectful and committed environment dedicated to promoting the joy of learning. I thank you for your partnership. It is a privilege to serve the students and families of Enfield.

Warmest Regards,

Anne T. McKernan

Chief Academic Officer

amckernan@enfieldschools.org



Enfield's Primary Schools

Enfield Street School

1318 Enfield Street
(860) 253-6565

Katherine Reeves, *Principal*
kreeves@enfieldschools.org

Hazardville Memorial

68 North Maple Street
(860) 763-7500

James Graham, *Principal*
jgraham@enfieldschools.org

Henry Barnard

27 Shaker Road
(860) 253- 6540

Nancy Hayes, *Principal*
nhayes@enfieldschools.org

Nathan Hale

5 Taylor Road
(860) 763-8899

Irene Roman, *Principal*
iroman@enfieldschools.org

Dr. Jeffrey A. Schumann

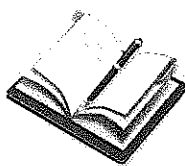
Superintendent of Enfield Public Schools
superintendent@enfieldschools.org

Thomas J. Sirard

Chairman, Enfield Board of Education
tsirard@enfieldschools.org

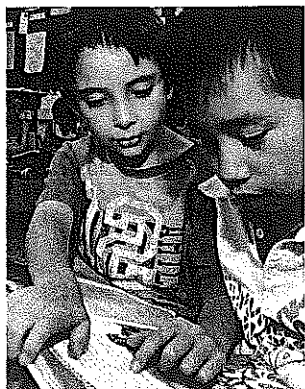
English Language Arts

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:

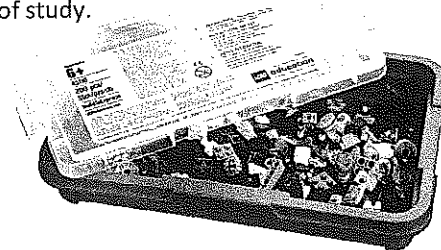
- Quickly and accurately adding numbers together that total up to 20 or less or subtracting from numbers up through 20
- Solving one- or two-step word problems by adding or subtracting numbers up through 100, including solving problems with money
- Understanding what the different digits mean in a three-digit 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

H	T	O
5	6	8
1	2	3

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.

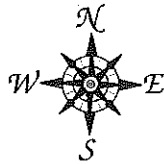


***Content area integration is an important tenet in the design and delivery of your child's curriculum.
Connecting areas of study to one another and the real world is a major goal of Enfield's curriculum planning.***

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.

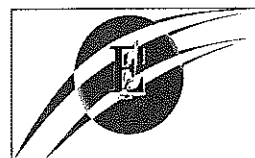
To access all Enfield Public Schools curriculum documents go to:

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>

The Learning Brief

Grade

3

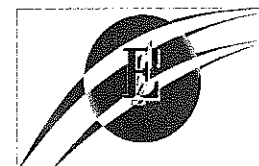
Dear Families and Friends,

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

Edgar J. Parkman
165 Weymouth Road
(860) 253-6570
Maureen Sampl, *Principal*
msampl@enfieldschools.org

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

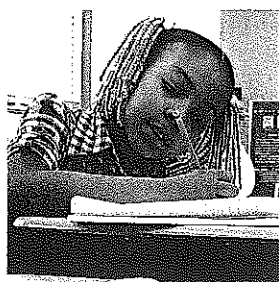
Thomas J. Sirard
Chairman, Enfield Board of Education
tsirard@enfieldschools.org

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:

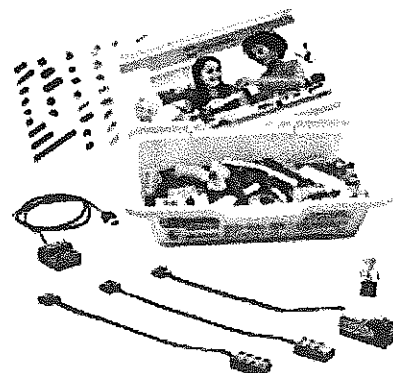
- Understanding and explaining what it means to multiply or divide numbers
- Multiplying all one-digit numbers from memory (knowing their times table)
- Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40)
- Solving two-step word problems using addition, subtraction, multiplication, 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 $\frac{3}{1}$ 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

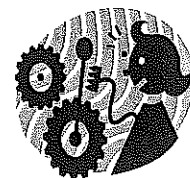


Science

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

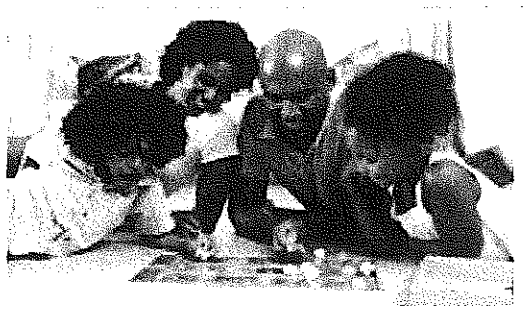
In third grade the expectations are that students will:

- 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.
 - 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.
 - 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.

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.

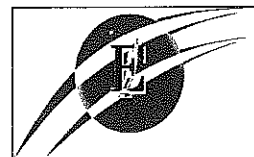
To access all Enfield Public Schools curriculum documents go to:

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>

The Learning Brief

Grade
4

Dear Families and Friends,

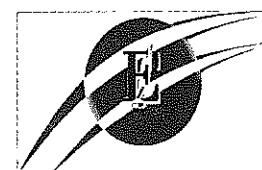
The Enfield Public Schools is pleased to present The Learning Brief, an overview of student learning in elementary school. The Learning Brief articulates the skills, concepts and key understandings identified for students at each grade level. Enfield's curriculum is based on the Connecticut Core Standards 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

Edgar J. Parkman
165 Weymouth Road
(860) 253-6570
Maureen Sampl, *Principal*
msampl@enfieldschools.org

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

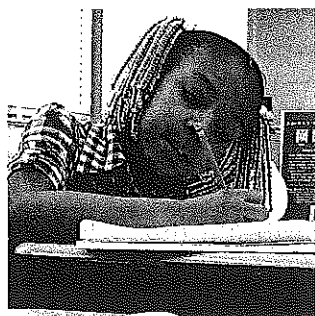
Thomas J. Sirard
Chairman, Enfield Board of Education
tsirard@enfieldschools.org

English Language Arts

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)

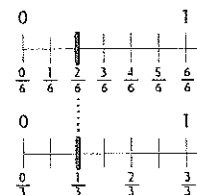


"The difference between the right word and the almost right word is the difference between lightning and lightening bug."

- 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.



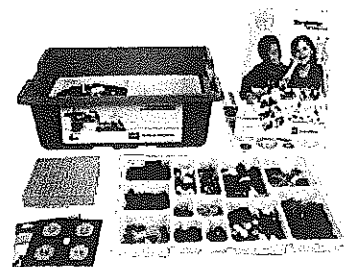
Expectations for all fourth graders include:

- 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 ($\frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{6}{8}$)
- Adding and subtracting fractions with the same denominator
- Building fractions from smaller fractions such as: ($\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$)
- 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

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



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



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.
- Ask your child to retell a story in his or her own words.
- 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.



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.

- 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.

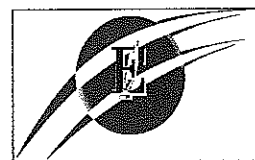
To access all Enfield Public Schools curriculum documents go to:

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>

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

amckernan@enfieldschools.org



Enfield's Intermediate Schools

Edgar J. Parkman

165 Weymouth Road

(860) 253-6570

Maureen Sampl, *Principal*

msampl@enfieldschools.org

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

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

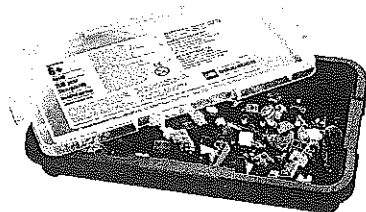


throughout the year, he or she also will gain control over many conventions of grammar, usage, and punctuation as well as learn ways to make himself or herself understood.

Expectations for all fifth graders include:

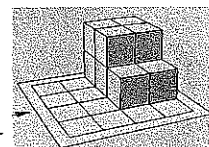
- Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas
- Identifying and judging evidence that supports particular ideas in an author's argument to change a reader's point of view
- Integrating information from several print and digital 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 multi-digit 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×(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.



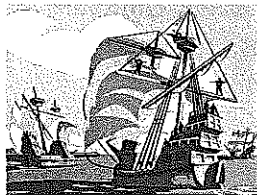
***Content area integration is an important tenet in the design and delivery of your child's curriculum.
Connecting areas of study to one another and the real world is the goal of Enfield's curriculum planning.***

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:

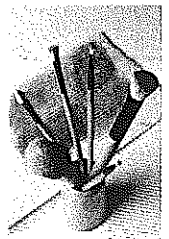
- Using an advanced approach to scientific inquiry to thoughtfully search out, describe, explain, and predict natural phenomena
- Asking detailed questions about ecosystems, astronomy, electricity, and magnetism
- Making models, measuring, and recording observations using tools and mathematics to reach 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:

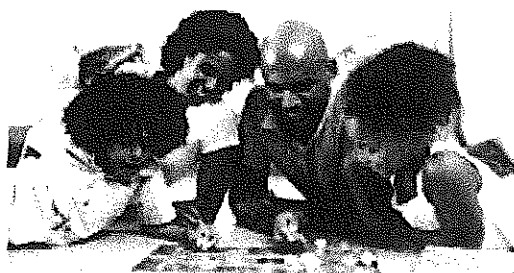
- Understand, select, and apply media, techniques and processes as well as elements and organizational principals of art
- Consider, select and apply a range of subject matter, symbols and ideas
- Understand the Visual Arts in relation to history and cultures
- Reflect upon, describe, analyze, interpret 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.

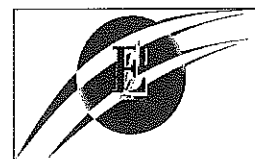
To access all Enfield Public Schools curriculum documents go to:

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

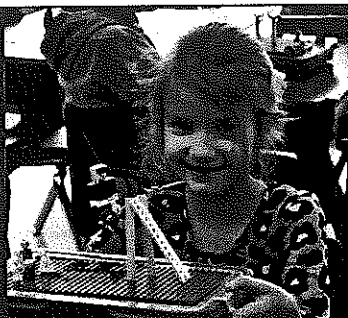
Mission: Striving to inspire and develop each individual's gifts and talents

Spirit: Committed to life-long learning

O u r P r o m i s e s

**We
Believe.**

We are dedicated to the growth and development of every student.



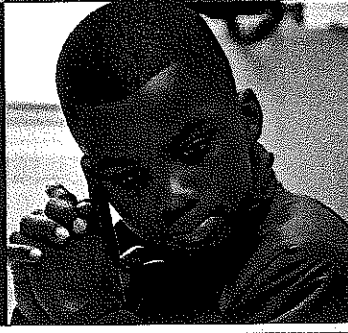
**We
Nurture.**

We partner with families to support and challenge each child.



**We
Collaborate.**

We learn and grow together.



**We
Aspire.**

We are committed to continuous improvement.

Our Values

- Excellence
- Integrity

- Creativity
- Resilience

- Pride
- Kindness

ENFIELD HIGH SCHOOLS CONSOLIDATION

Gilbane

Start Date: 10-Apr-13
Finish Date: 20-Jan-17
Data Date: 21-Aug-14
Run Date: 04-Sep-14 16:40
Page 11 of 13

Reviewed w/ BL 9/4/14

[illegible]

[illegible]

Activity ID	Activity Name		Orig Dur	Rm Dur	Start	Finish
6540	2ND FLOOR DECK TURN-OVER E-1		0	0		07-Nov-14
6510	DECKING/DETAIL - PART E-2 STRUCTURE		35	35	12-Nov-14	02-Jan-15
6580	3RD FLOOR DECK TURN-OVER E-1		0	0		20-Nov-14
7320	2ND FLOOR DECK TURN-OVER FIRST HALF OF E-2		0	0		25-Nov-14
6580	ROOF DECK TURN-OVER E-1		0	0		01-Dec-14
6550	2ND FLOOR DECK TURN-OVER SECOND HALF E-2		0	0		04-Dec-14
7440	3RD FLOOR DECK TURN-OVER FIRST HALF OF E-2		0	0		12-Dec-14
6570	3RD FLOOR DECK TURN-OVER SECOND HALF E-2		0	0		19-Dec-14
6590	ROOF DECK TURN-OVER E-2		0	0		02-Jan-15
SLAB ON METAL DECK						
1st FLOOR - PART E-1						
6600	MEP SLEEVES - 1ST FLOOR E-1		2	2	10-Nov-14	11-Nov-14
6610	MESH REINFORCING - 1ST FLOOR E-1		4	4	21-Nov-14	25-Nov-14
6620	PLACE CONCRETE - 1ST FLOOR E-1		1	1	28-Nov-14	28-Nov-14
2nd FLOOR - PART E-1						
6670	MEP SLEEVES - 2ND FLOOR E-1		2	2	21-Nov-14	24-Nov-14
6680	MESH REINFORCING - 2ND FLOOR E-1		4	4	05-Dec-14	10-Dec-14
6690	PLACE CONCRETE - 2ND FLOOR E-1		1	1	11-Dec-14	11-Dec-14
3rd FLOOR - PART E-1						
6730	MEP SLEEVES - 3RD FLOOR E-1		2	2	02-Dec-14	03-Dec-14
6740	MESH REINFORCING - 3RD FLOOR E-1		4	4	15-Dec-14	16-Dec-14
6750	PLACE CONCRETE - 3RD FLOOR E-1		1	1	19-Dec-14	19-Dec-14
2nd FLOOR - PART E-2 1ST HALF						
7470	MEP SLEEVES - 2ND FLOOR E-2 1ST HALF		2	2	15-Dec-14	16-Dec-14
7480	MESH REINFORCING - 2ND FLOOR E-2 1ST HALF		4	4	17-Dec-14	22-Dec-14
7490	PLACE CONCRETE - 2ND FLOOR E-2 1ST HALF		1	1	22-Dec-14	23-Dec-14
2nd FLOOR - PART E-2 2ND HALF						
6700	MEP SLEEVES - 2ND FLOOR E-2 2ND HALF		2	2	22-Dec-14	23-Dec-14
6710	MESH REINFORCING - 2ND FLOOR E-2 2ND HALF		4	4	24-Dec-14	30-Dec-14
6720	PLACE CONCRETE - 2ND FLOOR E-2 2ND HALF		1	1	31-Dec-14	31-Dec-14
3rd FLOOR - PART E-2 1ST HALF						
7500	MEP SLEEVES - 3RD FLOOR E-2 1ST HALF		2	2	29-Dec-14	30-Dec-14
7510	MESH REINFORCING - 3RD FLOOR E-2 1ST HALF		4	4	31-Dec-14	06-Jan-15
7520	PLACE CONCRETE - 3RD FLOOR E-2 1ST HALF		1	1	07-Jan-15	07-Jan-15
3rd FLOOR - PART E-2 2ND HALF						
6760	MEP SLEEVES - 3RD FLOOR E-2 2ND HALF		2	2	09-Jan-15	09-Jan-15
6770	MESH REINFORCING - 3RD FLOOR E-2 2ND HALF		4	4	07-Jan-15	12-Jan-15
6780	PLACE CONCRETE - 3RD FLOOR E-2 2ND HALF		1	1	12-Jan-15	13-Jan-15
SLAB ON GRADE						
LOWER FLOOR						
6050	U/S LAB PLUMBING - LOWER FLOOR		15	15	15-Dec-14	06-Jan-15
6420	U/S LAB ELECTRICAL - LOWER FLOOR		20	20	15-Dec-14	13-Jan-15
6060	SLAB ON GRADE - LOWER FLOOR		7	7	14-Jan-15	22-Jan-15
1ST FLOOR						
6070	U/S LAB PLUMBING - FIRST FLOOR		15	15	07-Jan-15	27-Jan-15
6430	U/S LAB ELECTRICAL - FIRST FLOOR		15	15	07-Jan-15	27-Jan-15
6080	SLAB ON GRADE - FIRST FLOOR		15	15	28-Jan-15	17-Feb-15
FERMI "E" ADDITION PHASE 2 FACADE & FITOUT - CONSTRUCTION						
STAIRS						

12/8/14

12/30/14

Legend:

- Remainder Level of Effort
- Actual Level of Effort
- Access Work
- Revolving Work
- Civil or Foundation Work
- Structural Work
- Other Work
- Minor Work
- Major Work

ENFIELD HIGH SCHOOLS CONSOLIDATION

04-Sep-14

Activity ID	Activity Name	Orig Dur	Rem Dur	Start	Finish	2015												2016												2017											
						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	Jan	Feb	Mar	Apr	May	Jun	Jul
7450	INSTALL STAIRS	30	30	05-Jan-15	13-Feb-15																																				
ROOFING																																									
8090	ROOFING	15	15	05-Jan-15	23-Jan-15																																				
16140	ROOFING EDGE/FLASHING	25	25	14-May-15	18-Jun-15																																				
EXTERIOR WALL																																									
8110	METAL STUD FRAMING/SHEATHING/AVB @ EXTERIOR WALL	39	39	22-Jan-15	17-Mar-15																																				
8120	BRICK VENEER @ EXTERIOR WALL	34	34	26-Feb-15	14-Apr-15																																				
8130	CURTAIN WALL WINDOWS - EXTERIOR WALL	52	52	23-Apr-15	07-Jul-15																																				
8140	METAL PANELS - EXTERIOR WALL	83	83	23-Apr-15	08-Jul-15																																				
8220	ACHIEVE DRYIN FOR DRYWALL START	0	0	14-May-15																																					
SOUTH ELEVATION																																									
7540	SOUTH - FRAME/SHEATHING EXTERIOR WALL	10	10	22-Jan-15	04-Feb-15																																				
8220	SOUTH - AVB EXTERIOR WALL	5	5	05-Feb-15	11-Feb-15																																				
8260	SOUTH - BRICK VENEER EXTERIOR	6	6	28-Feb-15	05-Mar-15																																				
8230	SOUTH - METAL PANELS	12	12	23-Apr-15	08-May-15																																				
8240	SOUTH - CURTAIN WALL/ WINDOWS	15	15	23-Apr-15	13-May-15																																				
EAST ELEVATION																																									
16740	EAST - CMU EXTERIOR [STAIR TOWER]	15	15	05-Jan-15	23-Jan-15																																				
8270	EAST - FRAME/SHEATHING EXTERIOR WALL	8	8	05-Feb-15	15-Feb-15																																				
8280	EAST - AVB EXTERIOR WALL	10	10	17-Feb-15	02-Mar-15																																				
8310	EAST - BRICK VENEER EXTERIOR	15	15	06-Mar-15	26-Mar-15																																				
8290	EAST - CURTAIN WALL/ WINDOWS	10	10	14-May-15	28-May-15																																				
8300	EAST - METAL PANELS	14	14	14-May-15	03-Jun-15																																				
NORTH ELEVATION																																									
8320	NORTH - FRAME/SHEATHING EXTERIOR WALL	10	10	17-Feb-15	02-Mar-15																																				
8330	NORTH - AVB EXTERIOR WALL	8	8	03-Mar-15	12-Mar-15																																				
8360	NORTH - BRICK VENEER EXTERIOR	15	15	27-Mar-15	16-Apr-15																																				
8340	NORTH - CURTAIN WALL/ WINDOWS	15	15	29-May-15	18-Jun-15																																				
8350	NORTH - METAL PANELS	12	12	04-Jun-15	19-Jun-15																																				
WEST ELEVATION																																									
16750	WEST - CMU ELEVATOR SHAFT	12	12	26-Jan-15	10-Feb-15																																				
8370	WEST - FRAME/SHEATHING EXTERIOR WALL	8	8	03-Mar-15	10-Mar-15																																				
8380	WEST - AVB EXTERIOR WALL	5	5	11-Mar-15	17-Mar-15																																				
8410	WEST - CMU & BRICK VENEER EXTERIOR	20	20	18-Mar-15	14-Apr-15																																				
8390	WEST - CURTAIN WALL/ WINDOWS	12	12	19-Jun-15	07-Jul-15																																				
8400	WEST - METAL PANELS	12	12	22-Jun-15	08-Jul-15																																				
INTERIOR FIT-OUT																																									
2ND FLOOR																																									
6150	MEP OVERHEAD ROUGH-IN - 2ND FLOOR	20	20	05-Mar-15	01-Apr-15																																				
6180	CMU/STUD FRAME INTERIOR WALLS AND IN-WALL MEP - 2ND FLO.	25	25	26-Mar-15	29-Apr-15																																				
6210	DRYWALL/PRIME PAINT - 2ND FLOOR	20	20	14-May-15	11-Jun-15																																				
6240	CEILINGS AND MEP DROPS - 2ND FLOOR	15	15	12-Jun-15	02-Jul-15																																				
6270	MILLWORK/CASEWORK - 2ND FLOOR	20	20	12-Jun-15	10-Jul-15																																				
6300	FLOORING - 2ND FLOOR	20	20	28-Jun-15	24-Jul-15																																				
6330	MISC. ARCH./MEP FINISHES - 2ND FLOOR	20	20	13-Jul-15	07-Aug-15																																				
3RD FLOOR																																									
6160	MEP OVERHEAD ROUGH-IN - 3RD FLOOR	20	20	02-Apr-15	29-Apr-15																																				
6190	CMU/STUD FRAME INTERIOR WALLS AND IN-WALL MEP - 3RD FLO.	25	25	30-Apr-15	04-Jun-15																																				
6220	DRYWALL/PRIME PAINT - 3RD FLOOR	20	20	05-Jun-15	02-Jul-15																																				

Start Date: 10-Apr-13
 Finish Date: 20-Jan-17
 Data Date: 21-Aug-14
 Run Date: 04-Sep-14 16:40
 Page 5 of 13

Plumbing Level of Detail
 Actual Level of Elevation
 Actual Work
 Planned Work
 Original Remaining Work
 Summary Milestones

</

Activity ID	Activity Name	Orig Dur	Rem Dur	Start	Finish
5660	PHASE 2 MOVE-IN	6	6	17-Nov-15	24-Nov-15
PHASE C-2 NEW SAFE HEALTH ADDITION					
SITEWORK, FOUNDATIONS & STRUCTURAL					
C2.1000	START PHASE C-2 CONSTRUCTION	0	0	17-Nov-14	
C2.1010	PREPARE SITE/ EROSION CONTROL/ SITE CLEAR	6	6	17-Nov-14	24-Nov-14
C2.1020	FOOTINGS & FOUNDATION WALLS	36	36	18-Dec-14	05-Feb-15
C2.1040	STRUCTURAL FRAME/ DETAIL AND ROOF DECKING	20	20	06-Feb-15	05-Mar-15
C2.1060	UNDERSLAB UTILITIES	10	10	16-Feb-15	27-Feb-15
C2.1070	FORM/REBAR/PLACE SOG	8	8	24-Feb-15	03-Mar-15
C2.1080	GRADE/PREP/PLACE SOG	8	8	02-Mar-15	11-Mar-15
C2.1960	SLAB ON METAL DECK	2	2	05-Mar-15	06-Mar-15
C2.1970	SPRAY ON FIREPROOFING	3	3	10-Mar-15	12-Mar-15
FACADE					
C2.1090	ROOF BLOCKING/ PARAPET WORK - NEW ADDITION	10	10	06-Mar-15	19-Mar-15
C2.1100	EXTERIOR WALL MASONRY & FRAMING/BOARDING	30	30	06-Mar-15	16-Apr-15
C2.1110	ROOFING - NEW ADDITION	10	10	20-Mar-15	02-Apr-15
C2.1570	RELOCATE EXISTING UTILITIES, CONDENSEING UNITS	10	10	20-Mar-15	02-Apr-15
C2.1130	NEW ADDITION DRYIN ACHIEVED	0	0		16-Apr-15
C2.1120	CURTAIN WALL FRAME & GLAZING	20	20	23-Apr-15	20-May-15
FITOUT - LOWER LEVEL					
C2.1150	PHASE C-2 LL BIM COORDINATION	15	15	17-Nov-14	06-Dec-14
C2.1160	PHASE C-2 LL ABLE TO INSTALL MEP SLAB SLEEVES	0	0	09-Dec-14	
C2.1170	PHASE C-2 LL BIM COORDINATION APPROVED	5	5	09-Dec-14	15-Dec-14
C2.1180	PHASE C-2 LL DUCT FABRICATION	15	15	16-Dec-14	07-Jan-15
C2.1210	HVAC ROUGH-IN (2 SHIFTS)	10	10	12-Mar-15	25-Mar-15
C2.1220	MECHANICAL/PLUMBING ROUGH-IN (2 SHIFTS)	15	15	16-Mar-15	03-Apr-15
C2.1230	INTERIOR WALL FRAMING	15	15	19-Mar-15	06-Apr-15
C2.1240	ELECTRIC ROOM FITOUT	30	30	26-Mar-15	06-May-15
C2.1190	SET ROOF TOP UNITS/ DUCT	15	15	03-Apr-15	23-Apr-15
C2.1200	ELECTRICAL/FA/SECURITY ROUGH-IN	12	12	17-Apr-15	04-May-15
C2.1250	IN-WALL MEP/ TEST/ INSPECTIONS	10	10	24-Apr-15	07-May-15
C2.1260	BOARD/TAPE/PRIME WALLS/CEILINGS & SOFFITS	15	15	05-May-15	29-May-15
C2.1270	CEILING GRID	15	15	01-Jun-15	19-Jun-15
C2.1280	ARCHITECTURAL FINISHES - MILLWORK/FLOORING/FINISH PAINT/	30	30	01-Jun-15	13-Jul-15
C2.1290	CEILING DROPS - RGD'S/FIXTURES	15	15	10-Jun-15	30-Jun-15
C2.1300	LOWER LEVEL COMPLETED	0	0		13-Jul-15
FITOUT - FIRST FLOOR					
C2.1310	PHASE C-2 L1 BIM COORDINATION	15	15	09-Dec-14	30-Dec-14
C2.1320	PHASE C-2 L1 ABLE TO INSTALL MEP SLAB SLEEVES	0	0	31-Dec-14	
C2.1330	PHASE C-2 L1 BIM COORDINATION APPROVED	5	5	31-Dec-14	07-Jan-15
C2.1340	PHASE C-2 L1 DUCT FABRICATION	15	15	09-Jan-15	29-Jan-15
C2.1360	HVAC ROUGH-IN (2 SHIFTS)	10	10	20-Mar-15	02-Apr-15
C2.1980	STAIR 1	3	3	23-Mar-15	29-Mar-15
C2.1370	MECHANICAL/PLUMBING ROUGH-IN (2 SHIFTS)	15	15	24-Mar-15	13-Apr-15
C2.1380	INTERIOR WALL FRAMING	15	15	27-Mar-15	16-Apr-15
C2.1350	ELECTRICAL/FA/SECURITY ROUGH-IN	20	20	03-Apr-15	30-Apr-15
C2.1390	IN-WALL MEP/ TEST/ INSPECTIONS	10	10	17-Apr-15	30-Apr-15
C2.1400	BOARD/TAPE/PRIME WALLS/CEILINGS & SOFFITS	20	20	01-May-15	29-May-15
C2.1410	CEILING GRID	15	15	22-May-15	12-Jun-15

2015												2016												2017													
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	Jan	Feb	Mar	Apr	May	Jun	Jul		
FEMI												PHASE 2 MOVE-IN																									
◆ STAFF PHASE C-2 CONSTRUCTION																																					
□ PREPARE SITE/ EROSION CONTROL/ SITE CLEAR																																					
□ FOOTINGS & FOUNDATION WALLS																																					
□ STRUCTURAL FRAME/ DETAIL AND ROOF DECKING																																					
□ UNDERSLAB UTILITIES																																					
□ FORM/REBAR/PLACE SOG																																					
□ GRADE/PREP/PLACE SOG																																					
□ SLAB ON METAL DECK																																					
□ SPRAY ON FIREPROOFING																																					
□ ROOF BLOCKING/ PARAPET WORK - NEW ADDITION																																					
□ EXTERIOR WALL MASONRY & FRAMING/BOARDING																																					
□ ROOFING - NEW ADDITION																																					
□ RELOCATE EXISTING UTILITIES, CONDENSEING UNITS																																					
◆ NEW ADDITION DRYIN ACHIEVED																																					
□ CURTAIN WALL FRAME & GLAZING																																					
□ PHASE C-2 LL BIM COORDINATION																																					
◆ PHASE C-2 LL ABLE TO INSTALL MEP SLAB SLEEVES																																					
□ PHASE C-2 LL BIM COORDINATION APPROVED																																					
□ PHASE C-2 LL DUCT FABRICATION																																					
□ HVAC ROUGH-IN (2 SHIFTS)																																					
□ MECHANICAL/PLUMBING ROUGH-IN (2 SHIFTS)																																					
□ INTERIOR WALL FRAMING																																					
□ ELECTRIC ROOM FITOUT																																					
□ SET ROOF TOP UNITS/ DUCT																																					
□ ELECTRICAL/FA/SECURITY ROUGH-IN																																					
□ IN-WALL MEP/ TEST/ INSPECTIONS																																					
□ BOARD/TAPE/PRIME WALLS/CEILINGS & SOFFITS																																					
□ CEILING GRID																																					
□ ARCHITECTURAL FINISHES - MILLWORK/FLOORING/FINISH PAINT/MISC.																																					
□ CEILING DROPS - RGD'S/FIXTURES																																					
◆ LOWER LEVEL COMPLETED																																					
□ PHASE C-2 L1 BIM COORDINATION																																					
◆ PHASE C-2 L1 ABLE TO INSTALL MEP SLAB SLEEVES																																					
□ PHASE C-2 L1 BIM COORDINATION APPROVED																																					
□ PHASE C-2 L1 DUCT FABRICATION																																					
□ HVAC ROUGH-IN (2 SHIFTS)																																					
□ STAIR 1																																					
□ MECHANICAL/PLUMBING ROUGH-IN (2 SHIFTS)																																					
□ INTERIOR WALL FRAMING																																					
□ ELECTRICAL/FA/SECURITY ROUGH-IN																																					
□ IN-WALL MEP/ TEST/ INSPECTIONS																																					
□ BOARD/TAPE/PRIME WALLS/CEILINGS & SOFFITS																																					
□ CEILING GRID																																					

Activity ID	Activity Name	Orig Dur	Rem Dur	Start	Finish	2015												2016												2017																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
						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	Jan	Feb	Mar	Apr	May	Jun	Jul																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
C2.1920	TCO INSPECTIONS	5	5	10-Aug-15	14-Aug-15																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															

Cafe/Heath!

- TCO INSPECTIONS
- C-2 SUBSTANTIAL COMPLETION
- OWNER FF&E MOVEIN

- PHASE B BIM COORDINATION
- PHASE B BIM COORDINATION APPROVED
- PHASE B DUCT FABRICATION

- START PHASE B CONSTRUCTION
- TEMPORARY PARTITIONS
- PARAPET & REPLACE ROOFING / SKYLIGHTS
- ABATE/REMOVE/TEMP EXISTING WINDOWS (DBL SHIFT)
- ABATE/MAKESAFE INTERIOR (DBL SHIFT)
- INSTALL NEW WINDOWS
- DEMOLITION WORK
- REPAIR/REPOINT EXTERIOR VENEER

- CORRIDOR EGRESS WORK
- GYMNASIUM REWORK/ FIRE WALL

- PHASE B AREA CLOSED
- START PHASE B CONSTRUCTION NORTH SIDE
- ABATE/MAKESAFE
- DEMOLITION WORK

- HVAC ROUGH-IN
- ELECTRICAL/FA/SECURITY ROUGH-IN
- MECHANICAL/PLUMBING ROUGH-IN
- INTERIOR WALL FRAMING
- IN-WALL MEP/TEST/ INSPECTIONS
- BOARD/TAPE/PRIME WALLS/CEILING & SOFFITS
- CEILING GRID
- ARCHITECTURAL FINISHES - MILLWORK/FLOORING/FINISH PAINT/MISC
- CEILING DROPS - RGD'S/FIXTURES
- SOUTH LOCKER/TEAM ROOMS COMPLETED

- HVAC ROUGH-IN
- ELECTRICAL/FA/SECURITY ROUGH-IN
- INTERIOR WALL FRAMING
- MECHANICAL/PLUMBING ROUGH-IN
- IN-WALL MEP/TEST/ INSPECTIONS
- BOARD/TAPE/PRIME WALLS/CEILING & SOFFITS
- CEILING GRID
- ARCHITECTURAL FINISHES - MILLWORK/FLOORING/FINISH PAINT/MISC
- CEILING DROPS - RGD'S/FIXTURES
- SOUTH LOCKER/TEAM ROOMS COMPLETED

- CLEAN/PUNCHLIST
- TEST & BALANCE

Start 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

- Resourcing Level of Effort
- Actual Level of Effort
- Actual Work
- Remaining Work
- Coldest Remaining Work
- Summary Milestones
- On-site Milestones
- Milestones

ENFIELD HIGH SCHOOLS CONSOLIDATION

04-Sep-14



ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT

PARTICIPATION AT BOARD MEETINGS BY REMOTE METHODS 9341.8

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**

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

B. Retention - 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

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 promoted. Students must 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.

IV. Special Education Students

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

which might exclude such students from the grading policy as determined by the P.P.T.

It is expected that the P.P.T. will anticipate exemptions to Board policy as early in the program planning stages as may be feasible.

V. Exceptions

Exceptions to the above policy may be requested by the administration from the Board of Education.

Approved:	June 16, 1986
Effective:	September 1, 1986
Revised:	May 29, 1998
Revised:	May 19, 2005
Revised:	February 24, 2009
Revised:	May 13, 2014
Revised:	

DRAFT

**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
4. **FIRE EVACUATION ANNOUNCEMENT:** Chairman Sirard announced the fire 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**

- a. Staff Convocation & Professional Learning – as presented
- b. EHS construction Update – as presented
- c. First Day of School – as presented
- d. Strategic School Profiles – as presented
- e. Grants Update – as presented
- 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 remembered 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. DISCUSSION & ACTION IF ANY, REGARDING THE NOVEMBER 11, 2014 BOE 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 18th 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 25th.

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 be 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. DISCUSSION & ACTION IF ANY, REGARDING EDUCATION EVALUATION PLAN

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

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

Future Use of Fermi – 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

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

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