

**ENFIELD BOARD OF EDUCATION**

**ENFIELD, CONNECTICUT**

**Time-Place:**

**Council Chambers**

**Date: 06-13-23**

**820 Enfield Street**

**Enfield, CT**

**7:00 PM Regular Meeting**

<https://youtube.com/live/6Uhyeyd-w8U>

1. Call to Order – 7:00 PM
2. Moment of Silence – Tina LeBlanc
3. Pledge of Allegiance – Tina LeBlanc
4. Fire Evacuation Announcement
5. Roll Call
6. Board Guest(s)
  - a. Enfield's Mayor & Town Manager
7. Superintendent's Report
  - a. Student Representative Update
  - b. Last Day of School
  - c. EHS Graduation
  - d. EPS Update
8. Audiences
9. Board Members' Comments
10. Unfinished Business
  - a. Proposed New Policy & Policy Revision – Second Reading
11. New Business
  - a. Approve Head Start 2023-24 Program Improvement Plan
  - b. Action, if any regarding the June 27, 2023 BOE meeting
12. Board Committee Reports

- Curriculum Committee	- Joint Facilities Committee
- Finance, Budget Committee	- JFK Building Committee
- Policy Committee	- Joint Security Committee
- Leadership Committee	- Enfield Mental Health & Wellness Workgroup
- PK-5 School Modernization Committee	- Enfield Cultural Arts Commission
13. Approval of Minutes:
  - Special BOE Meeting Minutes: May 23, 2023
  - Regular BOE Meeting Minutes: May 23, 2023
14. Approval of Accounts and Payroll:
  - For the month of 2023
  - Line Item Transfers if any
15. Correspondence and Communications
16. Executive Session
17. Adjournment



**Date:** June 13, 2023  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Board Guest(s)

- a. **Enfield's Mayor & Town Manager:** Tonight, we welcome Mayor Bob Cressotti and Town Manager Ellen Zoppo-Sassu. They are here to give the Board an update.



**Date:** June 13, 2023  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Superintendent's Report

- a. **Student Representative Update:** Each of our Enfield High School Student Representatives may have some information or comments to share with the Board regarding events/happenings at Enfield High.
- b. **Last Day of School:** The last day of school for all Enfield Public students Thursday, June 15<sup>th</sup>. We wish all students and staff a safe and enjoyable summer. The first day of school for 2023-24 school year is on Tuesday, August 29<sup>th</sup>.
- c. **EHS Graduation:** Enfield High School will hold their graduation ceremony on Friday, June 16<sup>th</sup> outside on the athletic field at 7:00 PM. Board members have received invitations for the 2023 graduation ceremony. Enclosed in your packet is a quorum agenda for the graduation ceremony. We congratulate all graduating students and wish them the best with their future endeavors.
- d. **EPS Update:** I will update the Board regarding our schools at this time.



**Date:** June 13, 2023  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Proposed New Policy & Policy Revisions – Second Reading

Board members approved a first reading for a proposed new policy and proposed policy revision at your May 23<sup>rd</sup> meeting. These policies are enclosed in your packets and have been placed on the website for public input. Tonight, the members of the Policy Committee are recommending a second and final reading for these two policies.

**New Policy:**

- 6144 Controversial Issues

**Policy Revision:**

- 9121 Chairperson

Policy Committee Chair Scott Ryder and/or Policy Committee Liaison Assistant Superintendent Longey can address any Board member questions regarding these policies.

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



**Date:** June 13, 2023  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Approve Head Start 2023-24 Program Improvement Plan

Our Early Childhood Initiatives Director Jaclyn Valley is requesting the Board's approval for the 2023-24 Head Start Program Improvement Plan.

Enclosed in your packet is a memo with additional information; Governing Board Approval Statement; Policy Committee Approval Statement and a Self-Assessment Summary and Program Improvement Plan for 2023-24. Members from the Enfield Head Start Policy Committee have reviewed and approved the plan.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriate to approve the Head Start 2023-24 Head Start Program Improvement Plan as presented.



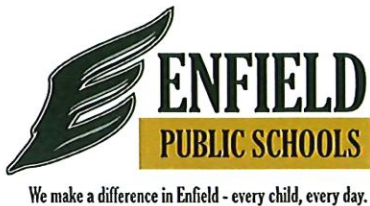
**Date:** June 13, 2023  
**To:** Enfield Board of Education  
**From:** Mr. Christopher J. Drezek  
**Re:** Action if any regarding the June 27, 2023 BOE Meeting

I will address this item at this time with the Board.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriate regarding the June 27, 2023 BOE meeting.



Item #7c.



## OFFICE OF THE SUPERINTENDENT

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

June 9, 2023

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

Dear Mrs. Bailey:

Please be advised, there is a possibility that a quorum of the Board may be in attendance at the Friday, June 16, 2023 Enfield High School Graduation being held at Enfield High at 7:00 PM. The rain date for this event is Saturday, June 17<sup>th</sup>. This is not a Board meeting and no Board actions shall occur.

cc: BOE

**ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT****Instruction****6144****Controversial Issues****Introduction**

*Open, constructive dialogue about issues of public concern is a hallmark of lifelong learning and responsible citizenship. This includes the discussion of controversial social, political, and economic topics and policies.*

*The Enfield Board of Education (Board) believes in the following principles, honoring teachers' academic freedom as well as students' individual identities:*

- 1. The District shall create a safe, inclusive learning environment where students are able to participate freely in academic dialogue as speakers and listeners. The school environment shall be used to provide balanced information and ideas on issues of opinion so that students may formulate their own positions and opinions.*
- 2. Schools and classrooms are an environment where students must feel physically and emotionally safe. The District aspires to create a climate in which students consistently feel a sense of belonging and membership. Therefore, the schools must be a place free from a discourse that is intentionally harmful toward others or expresses hatred, bigotry, bias, or otherwise is reasonably intentionally hurtful to others.*

*It is the duty of the educational community to model for our students the ideals of acceptance of diversity and respect for civil discourse. It is incumbent upon educators to establish an emotionally safe environment for students to explore new ideas. It is our role to teach varied ideologies and political perspectives; engage students in critical thinking; and facilitate students' discovery of their own ideals and thoughts, all while modeling respectful dialogue and authentic inquiry.*

*At times, due to the nature of public discourse, educators may be reluctant to engage in discussion of controversial topics in an effort to avoid the perception of bias or judgment. Teachers must be keenly aware of their position of influence and that the classroom is not a forum to promote a particular political vantage point. As partners in our students' education, we shall aspire to promote healthy, authentic dialogue in our classrooms and corridors.*

**Definition of a Controversial Issue**

*An idea, viewpoint or topic can be considered controversial if, "a number of people disagree about statements and assertions made in connection with the proposition. Issues that deeply divide a society, which generate conflicting explanations and solutions based on alternative value systems, are considered controversial." The scope of issues that might be considered controversial is quite broad. The content of these issues may vary from local problems to issues international in scale.*



## ***Instruction***

### ***Controversial Issues (continued)***

#### ***Engagement of Students in Learning About and Discussing Controversial Issues***

***The inclusion of controversial topics in the curriculum helps to:***

- ***Develop students' critical thinking skills;***
- ***Improve interpersonal skills, and***
- ***Prepare students for their roles as contributors to a pluralistic democracy.***

***The productive treatment of controversial subjects demands a classroom climate conducive to the free expression of ideas. This should include the opportunity to hear a wide range of views, student freedom to express ideas, and teacher willingness to discuss ideas. Additional considerations include the following:***

#### ***A. Selection of Issues***

***Topics of classroom discussion should, first and foremost, always be driven by the District curriculum. In selecting discussion issues, teachers should also consider their students' interest, experience, and expertise regarding the issue; the relevance of issues to their students' lives; their students' maturity level; and the significance of the issue to society.***

#### ***B. Preparation of Students for Discussion***

***Teachers should invest time to train their students in discussion techniques. Teachers and students cooperatively determine guidelines for interaction, and both realize establishing a rhythm and flow of discussions will take practice and patience.***

***Ensuring that students are adequately prepared to handle an issue in a discussion format requires that teachers provide informational resources and that students have an opportunity to acquire background knowledge prior to the discussion. Background information may be provided through readings, lectures, films, guest speakers, or field trips.***

#### ***C. Establishment of an Open Discussion Climate***

***The creation of an intellectually safe environment for student participation is one of the most important elements of successful discussions. Teachers should model appropriate discussion behaviors by carefully listening to and respecting students' contributions. Teachers should tolerate widely divergent views and encourage the expression of them in order to establish a non-threatening arena for the exposition of ideas. Students must understand that they should not interrupt each other's comments and that they may disagree without being disagreeable.***

#### ***D. Maintenance of Focus and Direction***

***District teachers should work to provide the necessary structure for constructive***



## *Instruction*

### *Controversial Issues*

#### *D. Maintenance of Focus and Direction (continued)*

*discussions. An agenda for the discussion might include defining the problem, summarizing and analyzing evidence, suggesting possible solutions, hypothesizing consequences of solutions and relating the issue to the personal experience of the students.*

#### *E. Intellectual Balance, Encouraging Equal Participation*

*A primary role of the teacher in facilitating the learning of curriculum and moderating classroom discussions is to ensure that students are exposed to the full range of perspectives on any issue considered. Teachers should actively solicit a wide array of opinions about discussed issues and expose students to a fair hearing of competing points of view. If important viewpoints on a given issue are not expressed, they may be elicited through careful questioning; or they may be provided by asking students to role-play someone who would present that perspective. To achieve a level of balanced participation it is often necessary to actively draw reticent students into the discussion and to limit the contributions of more outspoken students. The establishment of a participation system is generally helpful in addressing this problem.*

#### *F. Guiding Principles*

*Above all, the District objective is to allow students to figure out their views about, and stance on issues themselves. The Board believes effectively and responsibly addressing controversial issues in the educational process provides a unique opportunity to partner with families. To that end, the Board pledges its commitment to these guiding principles:*

- We aim to create a safe, inclusive learning environment where students are able to participate freely in academic dialogue as speakers and listeners.*
- Schools and classrooms are an environment where students feel physically and emotionally safe. We aspire to create a climate where students consistently feel a sense of belonging and membership.*
- We respect the inquisitiveness of learners as well as the family and community belief systems which they bring to school.*
- The US Constitution is the law of the land and a cornerstone of our curriculum. We aim to present relevant features of the US Constitution in timely and meaningful contexts. In the spirit of the Constitution, we underscore that all students, regardless of their opinion or conviction, warrant respect.*
- We are open and available to help students with any confusion they may experience in the process of political debate, whether that be with educators or*

## ***Instruction***

### ***Controversial Issues***

#### ***Guiding Principles (continued)***

*their peers. Students should feel free to seek out the support of a guidance counselor, teacher, or administrator if they feel the need to discuss any issue.*

#### ***Requests from Groups or Individuals Outside the Schools***

*No permission will be granted to non-school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the Board's policy on community use of school facilities.*

*No permission will be granted to outsiders for distribution of literature on controversial issues to students in general or to class groups.*

*A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.*

- (cf. 0521.1 – Anti Racism)*
- (cf. 0521.2 – Commitment to Religious Neutrality)*
- (cf. 0523 – Equity and Diversity)*
- (cf. 1312 – Public Complaints)*
- (cf. 4118.21 – Academic Freedom)*
- (cf. 5131.911 – Bullying/Safe School Climate)*
- (cf. 5145.2 – Freedom of Speech/Expression)*
- (cf. 6141 – Curriculum Design/Development/Revision)*
- (cf. 6141.2 – Recognition of Religious Beliefs and Customs)*
- (cf. 6142 – Basic Instructional Program)*
- (cf. 6142.1 – Family Life and Sex Education)*
- (cf. 6142.10 – Health Education)*
- (cf. 6144.1 – Exemption from Instruction)*
- (cf. 6144.3 – Controversial Speakers)*
- (cf. 6145.5 – Organizations/Associations-Equal Access)*
- (cf. 6160 – Educational Resources and Material)*
- (cf. 6161 – Equipment, Books and Materials)*
- (cf. 6161.1 – Evaluation/Selection of Instructional Materials)*
- (cf. 6162.51 – Student Privacy/Surveys of Materials/Inspection of Materials)*
- (cf. 6177 – Use of Commercially Produced Video Recordings)*



***Instruction***

***Controversial Issues***

***Legal Reference:***     ***Connecticut General Statutes***  
***31-51q Liability of employer for discipline or discharge of employee on***  
***account of employee's exercise of certain constitutional rights.***  
***Academic Freedom Policy (adopted by Connecticut State Board of***  
***Education, 9/9/81)***  
***Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)***  
***Garcetti v. Ceballos, (2006) 547 U.S. 410***  
***Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th***  
***Cir.)***  
***Mayer v. Monroe County Community School Corporation, (2007) 474***  
***F.3d 477 (7th Cir.)***

***Policy Adopted:***

**ENFIELD PUBLIC SCHOOLS  
Enfield, Connecticut**

**Bylaws of the Board**

**9121**

**Chairperson**

The Chairperson shall preside at all meetings of the Enfield Board of Education and shall perform other duties as directed by law, State Department of Education regulations, and by this Board. In carrying out these responsibilities, the Chairperson shall:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
2. Consult with the Superintendent in the planning of the Board's agendas.
3. Confer with the Superintendent on crucial matters which may occur between Board meetings.
4. Appoint Board committees, subject to Board approval.
5. Call special meetings of the Board as necessary.
6. Be public spokesperson for the Board at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Board meetings.
8. Assume such other duties as may be authorized by the Board.
9. Appoint a Clerk of the Board.

As presiding officer at all meetings of the Board, the Chairperson shall:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
4. Recognize persons who desire to speak and protect the speaker who has the floor from disturbance or interference.
5. *If necessary, the Chairperson may clear the room so that the Board can continue the meeting.*



## **Bylaws of the Board**

### **Chairperson (continued)**

- 6 5. Explain what the effect of a motion would be if it is not clear to every member.
- 7. 6. Restrict discussion to the question when a motion is before the Board.
- 8. 7. Answer all parliamentary inquiries, referring questions of legality to the Board attorney.
- 9.-8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

The Chairperson shall have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

(cf. 9020 - Public Statements)  
(cf. 9325 - Meeting Conduct)

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings.

Bylaw adopted by the Board: October 24, 2017

## **Bylaws of the Board**

### **Chairperson (continued)**

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(cf. 9020 - Public Statements)

(cf. 9325 - Meeting Conduct)

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings.

**Bylaw adopted by the Board: October 24, 2017**

**Bylaw Revised:**

Item #11a.

## Stowe Early Learning Center

Enfield Head Start  
117 Post Office Road

Ms. Jaclyn Valley, Director of Early Childhood Initiatives

860-253-5320

Fax: 860-253-0096



**To:** Mr. Christopher J. Drezek  
**Regarding:** Endorsement of Self-Assessment Plan  
**From:** Jaclyn Valley  
**Date:** June 7, 2023

Enfield Head Start is requesting Board approval of our 2023-2024 Program Improvement Plan. Head Start Standards 45 CFR §1302.11(b) and 45 CFR §1302.102(b)(2) (i-iii) require Head Start programs to establish ongoing assessment of program goals. Furthermore, a program must effectively oversee progress towards program goals on an ongoing basis and annually must:

- Conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting goals, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness.
- Communicate and collaborate with the governing body and policy council, program staff, and parents of enrolled children when conducting the annual self-assessment, including the plan.
- *Submit findings of the self-assessment, outlined in a program improvement plan which includes approaches to either strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program goals, and adapt strategies to better address the needs of sub-groups the responsible HHS official through Enfield's grantee, Manchester Head Start.*

A sub-committee of the Enfield Head Start Policy Committee was involved in the development of this plan and will meet to officially approve it on June 12, 2023. I have included the document for your review.

Please let me know if you have any questions.

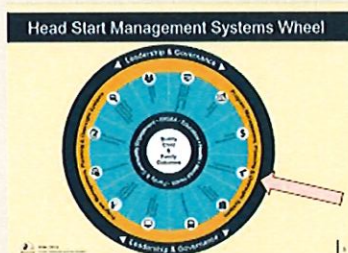


# HEAD START SELF - ASSESSMENT PLAN

2023

## WHY DO WE DO THIS?

- For continuous improvement
- To focus on what is achieved each year in the five-year cycle
- Ultimately, to ensure high-quality PK programming for HS eligible students and their families



## Head Start Performance Standards:

45 CFR §1302.11(b)  
45 CFR §1302.102(b)(2)(i)-(iii)



**FOR THE PURPOSES OF THESE SLIDES THE  
MANAGEMENT TEAM CONSISTS OF:**

KELLY BOWLES, FAMILY SUPPORT MANAGER

JENNIFER MAIER, HEALTH MANAGER

SHANNON STEERE, EDUCATION/DISABILITIES  
MANAGER

JACLYN VALLEY, DIRECTOR

**STAKEHOLDERS CONSISTS OF:**

FAMILIES

STAFF

COMMUNITY PARTNERS

POLICY COMMITTEE REPRESENTATIVES

BOARD OF EDUCATION REPRESENTATIVES

DISTRICT REPRESENTATIVES



Pre  
Early  
March

- Management Team reviews data from service areas and monitoring summaries to identify areas of focus and reveal larger questions to be answered.
- Management Team summarizes and prepares data.



## Design Process April

- Identify participants
- Invite internal and external team members
- In person meeting
- All participants view all data.
- Data gallery walk with reflection stations in small expert groups
- Whole group reconvenes to formulate discoveries and make recommendations to inform program planning
- Seek approval of SA plan from Policy Council and BOE

5

## Engage Team April 28, 2023

- One week prior to the event Director will share:
  - Virtual Orientation including tips on how to be a good team member
  - All data to be reviewed
  - The self assessment plan
  - 21-22 Program Improvement Plan with monitoring updates

6

## Analyze and Dialogue

May 5, 2023

11:00-1:00

- Celebrate strengths
- Explore systemic issues
- Review and analyze data and seek additional data as needed
- Engage in dialogue in small expert groups using guiding questions
- Examine progress on goals and objectives
- Identify opportunities

7

## Recommend

May 5, 2023

- Consolidate discoveries
- Identify final recommendations to inform Program Improvement Plan
- Self Assessment team members/participants will complete an exit slip to provide feedback on the process to inform the design for next year.

8



## Prepare Report May - June

- Director prepares self-assessment report/Program Improvement Plan (PIP)
- PIP is shared with Policy Committee and BOE for approval
- PIP is submitted with annual grant application to Regional Office

9

## Post June

- Management Team reviews feedback and makes notes to plan for 2024 Self Assessment
- Confirm and revise goals and action plans
- Share with stakeholders

10

## GOVERNING BOARD APPROVAL STATEMENT

Enfield Head Start

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*Delegate*

The enclosed Program Improvement Plan has been reviewed and approved at the Board of Education meeting held on June 13, 2023.

The Policy Committee or a sub-committee of the Governing Board was involved in the annual Head Start self-assessment process which informed this plan.

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Mrs. Tina LeBlanc  
Enfield Board of Education, Madam Chair

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Date

## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

**Program Name:** Enfield Head Start

**Dates of Self-Assessment (program year data):** May 5, 2023 (data from 2022-2023)

### Methodology:

- Enfield HS conducted the self-assessment in person using break out groups to review and analyze data from the program year across health, family, and education as it pertains to our guiding and supporting questions.
- The self-assessment team was inclusive of staff, Policy Council, Board, State Dept. of Education, and community members/partners of varied experience and expertise.
- An orientation to self-assessment presentation was emailed to all members ahead of time to orient them to the process.
- Data was shared with all participants one week prior to the meeting along with additional resources to provide context. Example: Program Performance Standards, a copy of Enfield Head Start's Family Partnership Agreement.
- The program gathered participants as a whole group and randomly assigned groups to conduct the data walk.
- The Director and Management Team welcomed the group, facilitated introductions, and explained the structure of the meeting.
  - Find your group based on the number written on your sign in tag.
  - Gather at the station that corresponds to your group number.
  - Each group will spend 5 minutes reviewing and responding to the data, recording celebrations, opportunities, and answering other focus questions posed in that station.
  - Each group rotated through eight stations, spending 5 minutes each recording their thoughts on post its.
  - Once the 8 rotations were complete, each group returned to their starting station and spend 15 minutes sorting everyone's thoughts into a larger area of the meeting space into 4 buckets: Celebrations/Opportunities/How can we better orient families to the comprehensive services Head Start has to offer and ensure they understand their role in the partnership/Other.
  - Once the sorting was complete, everyone returned to the larger group area to complete a three final recommendations graphic organizer and to plan for debrief.
  - Each participant shared out, we concluded with the rest of the plan, had lunch, and participants completed an exit slip prior to leaving.

Policy Council Approved: \_\_\_\_\_; Board Approved: \_\_\_\_\_



## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

- The self-assessment was conducted on May 5, 2023, and program leaders synthesized the information from the meeting into this Program Improvement Plan in May/June.

### Questions we wanted to answer during this self-assessment:

- How do we go about engaging the future families of HS in the importance of their child's school readiness and their life-long learning?
- How do we support children's healthy development?
- How can we continue to meet the needs of Head Start families according to HS standards to ensure children are ready for kindergarten?
- How can we better orient families to the comprehensive services Head Start has to offer and ensure they understand their role in the partnership.

### Data included:

- Program demographics
- Child Outcome data to date by program and disaggregated by age, race/ethnicity/primary language/special education.
- Progress on Goals and objectives
- Health and wellness
- Referrals
- Attendance
- Social emotional
- Family Partnership Agreements
- Current orientation practices and systems in place

### Questions to think about when reviewing the data:

What are the strengths you see? What patterns or trends do you see?

- What areas need more attention?
- Why did we fail to make progress?
- What limitations are we placing on our thinking? Where can we innovate?
- What systems recommendations do you have based on this data? Please focus on suggestions not solutions and systems instead of details.

Policy Council Approved: \_\_\_\_\_; Board Approved: \_\_\_\_\_

# Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

## Participants in the Self-Assessment Process

Jaclyn Valley, Director		
Shannon Steere, Education-Disabilities Manager	Kelly Bowles, Family Support Manager	Jennifer Maier, Health Manager
<b>Focus Group Participants</b>		
<ul style="list-style-type: none"> <li>Danielle Girard, Policy Committee Chair</li> <li>Casey DeHorta, teacher</li> <li>Michelle Middleton, Chief Academic Officer Enfield Public Schools</li> <li>Amanda Pickett, CSDE liaison Culture and Climate</li> <li>Don Ellis, Enfield Fire Department</li> <li>Asmaa Mohamed, parent</li> </ul>	<ul style="list-style-type: none"> <li>Michelle Zaugg, KITE Program Coordinator</li> <li>Morgan Beaulieu, parent and Family Advocate</li> <li>Jennifer Penquite, Ed/Tech Enfield Public Schools</li> <li>Maria Burrows, Family Advocate</li> <li>Valerie Pino, ACC Social Services Intern</li> </ul>	<ul style="list-style-type: none"> <li>Gerald Calnen, BOE/HS liaison</li> <li>Jocelyn Murphy, HS parent</li> <li>Lori Clavette, program manager for Mobile Dental CHC</li> <li>Cindy Eugenio, family advocate</li> <li>Mena Atweh, parent</li> <li>Ahmad Atweh, parent</li> </ul>

## Program Areas of Strengths and Accomplishments Identified

Area of Strength	Accomplishment Description
Fiscal	<p>Continued and new funding opportunities allow for:</p> <ul style="list-style-type: none"> <li>expansion of current services</li> <li>additional staff</li> <li>increased access to work surrounding equity, mental health, and school readiness</li> <li>the addition of a language and literacy assistant position</li> </ul>
Professional Development	<p>Over 50 hours of professional development in the areas of:</p> <ul style="list-style-type: none"> <li>Equity, Diversity, Inclusion</li> <li>Music for Social Emotional Learning</li> <li>Circle of Security</li> </ul>

Policy Council Approved: \_\_\_\_\_; Board Approved: \_\_\_\_\_

## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

	<ul style="list-style-type: none"> <li>• Resilience Boosting Classrooms/Schools</li> <li>• Inquiry Based teaching and learning</li> <li>• Special Education</li> <li>• Writing in the PK Classroom</li> <li>• Apple/iPad Training</li> </ul>
Physical & Mental Health & Nutrition	<ul style="list-style-type: none"> <li>• Collaboration with KITE/UCONN nutrition program</li> <li>• Collaboration/classroom visits with KITE/UCONN dental students</li> <li>• Mask mandate lifted</li> <li>• Vaccine mandate lifted</li> <li>• COVID 19 Mitigation Policy established</li> <li>• Upcoming Mobile Dental Fall 2023-2024</li> <li>• MOU with Smiles in Bloom (Dental Home to a 43% currently enrolled families)</li> <li>• Supported oral health via weekly information in the newsletter, sent home dental kits with each child, and classroom lessons!</li> <li>• Collaboration with FRC social worker and school psychologist</li> <li>• Quality improvement funding focused on resilience boosting classrooms</li> <li>• Circle of security training for staff and offered to families</li> </ul>
Family Engagement	<ul style="list-style-type: none"> <li>• Collaboration with KITE and FEO that affords opportunities for family engagement year round</li> <li>• 2 Science Center Nights</li> <li>• A Community Conversation around Equity</li> <li>• Rocking Chair Readers</li> <li>• Quarterly FEO Meetings</li> <li>• Circle of Security Sessions offered to families</li> <li>• Home Visits and Family Conferences</li> <li>• Family partnership agreements</li> <li>• Fire Prevention Night</li> <li>• Ready Rosie Family Engagement Curriculum</li> <li>• Six Head Start Families consistently participated and invested in our monthly Policy Committee Meetings</li> </ul>
Family Support	<ul style="list-style-type: none"> <li>• Family Advocates</li> <li>• Four families accessed our Adult Ed English classes offered at SELC for parents during the day with volunteer opportunities for practice</li> </ul>

Policy Council Approved: \_\_\_\_\_; Board Approved: \_\_\_\_\_

## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

	<ul style="list-style-type: none"> <li>• Head Start Policy Committee and Family Educator Organization provide opportunities for families to have input into decision making and planning)</li> <li>• Families surveyed on holidays celebrated, bedtime routines, mealtime routines, family structure, etc. in beginning of year to ensure representation and alignment between home and school</li> <li>• Families help label items in home languages.</li> <li>• Families are invited to support curriculum</li> <li>• Seasonal Family Resource Guide</li> </ul>
Community Engagement	<ul style="list-style-type: none"> <li>• Relationships with community organizations that help our families via referrals. To name a few:</li> <li>• Food Shelf</li> <li>• WIC</li> <li>• Enfield Housing Authority</li> <li>• Magic Carpet</li> <li>• Good Will</li> <li>• Adult Ed</li> <li>• Asnuntuck Community college</li> <li>• Participation in FEO, Health Advisory,</li> <li>• Participation in FEO, Health Advisory, and Policy Committee</li> <li>• 10 Standing MOU's include representation from multiple agencies.</li> <li>• KITE</li> </ul>
Education	<ul style="list-style-type: none"> <li>• NAEYC Accreditation ACHIEVED</li> <li>• Strong systems between pupil services and HS to support children with IEPs</li> <li>• English Learner screenings administered at SELC for kids heading to K supports placement</li> <li>• Two visits from outside districts in CT to learn about how to implement PLAY in the PK classroom, discuss curriculum, and intentional environments supported by Executive Function strategies</li> <li>• Successful implementation of the new assessment tool, Desired Results Developmental Profile (DRDP) in it's first year</li> <li>• Awareness of diverse cultures embedded throughout the curriculum, not just during cultural heritage months</li> <li>• Includes teaching about people in non-traditional roles</li> <li>• Includes background building to eliminate barriers that exist due to different background experiences</li> <li>•</li> </ul>

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## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

Governance	<ul style="list-style-type: none"> <li>• Increased family participation in Policy Committee</li> <li>• Strong partnership between BOE and PC!</li> <li>• Working towards alignment of governance procedures between Grantee (Manchester Head Start) and Delegate (Enfield Head Start)</li> </ul>
Future Issues	<ul style="list-style-type: none"> <li>• We commit to always making it priority to continue to work as a cohesive group with the other early childhood professionals, families, and community partners in Enfield to create a safe space for children and families throughout the summer and upon returning Fall 2023 and beyond.</li> </ul>
Ongoing monitoring of areas of concern	<ul style="list-style-type: none"> <li>• Addressing systemic program attendance issues and looking for alignment to K-2</li> <li>• Staff attendance...HOW DO WE INCREASE IT?</li> <li>• Creation of a "Holiday" guidebook to embed into the curriculum through an equity and NAEYC lens</li> <li>• Improving family orientation practices</li> </ul>

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# Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

## Areas for Program Improvement by Priority/Focus Area/Goal

Areas to Improve / Recommendations:	Expected Outcome:	Action Steps to Improve:	Persons Responsible and Date	Status/Follow Up	Resources/TTA that will be applied to improvement efforts
<p>1. Enhance children's natural interest in math and their disposition to use it to make sense of their physical and social worlds.</p> <p><i>This recommendation supports the following program goals:</i></p> <p>1: Children will make progress on school readiness goals as identified by Fall assessments.</p> <p><b>*A strong Home-School connection/partnership contributes to higher student outcomes</b></p> <p>2: Enfield Head Start will partner with families to</p>	<ul style="list-style-type: none"> <li>Evidence of children using math to communicate things about their world</li> <li>Increased confidence around math</li> <li>Use numbers and counting to explore their world</li> <li>Notice shapes, patterns, and colors</li> </ul>	<ul style="list-style-type: none"> <li>Actively introduce mathematical concepts, methods, and language through a variety of developmentally appropriate experiences and instructional strategies                             <ul style="list-style-type: none"> <li>Example: When counting answers for the question of the day explain how to organize a group of names into an array as a strategy for organized counting.</li> </ul> </li> <li>Provide ample time, materials, and adult support for children to engage in play in a context in which they explore and</li> </ul>	<p><b>Beginning Fall 2023:</b></p> <ul style="list-style-type: none"> <li>Leadership Team</li> <li>Teachers</li> <li>Family Support Office</li> </ul>	<ul style="list-style-type: none"> <li>During planned professional learning sessions</li> <li>During 1-1 coaching sessions focused on math</li> <li>Monthly at management meetings</li> <li>At PLC with teachers in Fall, Winter, Spring and as needed to review math</li> </ul>	<ul style="list-style-type: none"> <li>Monthly book study with CREC resource group consultant: Big Ideas of Early Mathematics: What teachers of young children need to know.</li> <li>Purchase of more math materials</li> <li>Emphasis on specific math content highlighted in lesson plans and differentiated according to student data</li> </ul>

## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

support student progress towards meeting developmental milestones as outlined in the Head Start Early Learning Outcomes Framework (ELOF) and the CT Early Learning and Development Standards (CTELDS).	<ul style="list-style-type: none"> <li>Grapple with real world problems such as balancing a tall block building or sharing pieces of a toy with peers</li> </ul>	<p>manipulate mathematical ideas with interest.</p> <ul style="list-style-type: none"> <li>Example: <i>When retelling the Three Billy Goats Gruff, provide students with different building materials with different weights and challenge them to build a bridge strong enough to hold the weight of the objects that symbolize goats.</i></li> <li>Build confidence and capacity of staff and family members in supporting early math development through professional development, coaching, PLC discussions, and classroom family engagement events centered around the following:               <ul style="list-style-type: none"> <li><i>Number and Operations/Counting and Cardinality/Number</i></li> </ul> </li> </ul>	<p>data from the DRDP</p> <ul style="list-style-type: none"> <li>At child family update meetings and ECSRBI team meetings</li> </ul>	
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# Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

			<p><i>Names/Recognition of Quantity</i></p> <ul style="list-style-type: none"> <li>o <i>Geometry and Spatial Sense</i></li> <li>o <i>Measurement, Data, Sorting and Classifying</i></li> <li>o <i>Patterns/algebraic thinking</i></li> <li>o <i>Displaying and analyzing data</i></li> <li>o <i>Connecting math and literacy</i></li> </ul> <ul style="list-style-type: none"> <li>• Increased intentionality when planning for mathematical experiences in the classroom including questions (how many? What's missing? Why do you think this is a pattern? Which group has the most? How many are left? How many are there now? How many did they start with? How many were added?), vocabulary, assessment, and models counting, making groups, using comparing words to model and discuss measuring</li> </ul>		
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## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

			(heavier, taller, shorter, etc.) <ul style="list-style-type: none"><li>Example: Invite children to sort and organize prepared materials by different attributes and ask follow up questions related to comparing quantity. Record these observations as anecdotal records to support progress reporting.</li><li>Plan for and host family numeracy night</li><li>Send at home math connections to align with units</li></ul>		
2. Strengthen our approaches to enhancing children's abilities to comprehend and tell stories, become skilled conversationalists, and begin to	<ul style="list-style-type: none"><li>Refined oral language skills</li><li>Understanding symbols</li><li>Learning about letters and words</li></ul>	<ul style="list-style-type: none"><li>Provide playful opportunities in the classroom to elevate their communication skills.</li><li>Example: Offer wordless books with illustrations that depict</li></ul>	<ul style="list-style-type: none"><li>Leadership Team</li><li>Ed Manager</li><li>Teachers</li><li>Language and Literacy assistant</li></ul>	<ul style="list-style-type: none"><li>During planned professional learning sessions around Hegerty phonological and</li></ul>	<ul style="list-style-type: none"><li>Training on Hegerty Phonological and phonemic awareness program</li><li>Implement strategies and</li></ul>

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## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

understand the mechanics of written language.	<ul style="list-style-type: none"> <li>Recognition of the use of writing</li> <li>Recognition of the use of reading</li> </ul>	<p><i>stories children can narrate; provide photo sequences depicting a sequence of events from the classroom and encourage children to recall and narrate</i></p> <ul style="list-style-type: none"> <li>Include intentional environmental print in the environment to support recognition that words are represented by symbols.</li> <li><i>Example: Materials with brand logos and labels that are familiar to children placed in dramatic play; Labels to organize materials using pictures and words; Adult observation of relevant written labels/symbols that children encounter during the day (example: EXIT)</i></li> <li>Support connections between language sounds</li> </ul>	<ul style="list-style-type: none"> <li>Speech and Language pathologist</li> </ul>	<p>phonemic awareness</p> <ul style="list-style-type: none"> <li>During 1-1 coaching sessions focused on language and literacy</li> <li>Monthly at management meetings</li> <li>At PLC with teachers in Fall, Winter, Spring and as needed to review math data from the DRDP</li> <li>At child family update meetings and ECSRBI team meetings</li> </ul>	<p>recommendations from A Writers World Book Study (22-23 SY)</p> <ul style="list-style-type: none"> <li>Purchase of more literacy specific materials</li> </ul> <p>Emphasis on specific literacy content highlighted in lesson plans and differentiated according to student data</p>
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# Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

			<p>and printed words and letters.</p> <ul style="list-style-type: none"> <li>• <i>Example: many opportunities for children to see their own name, trace it, build it, and write it; predictable books with repeating text; ask children to describe pictures they have drawn or their play plans and record their words below</i></li> <li>• Intentional exposure to uses of writing as well as opportunities to practice</li> <li>• <i>Example: Writing materials available throughout the day and the environment; vocabulary charts and word rings accessible; model everyday writing and narrate "what and why;" encourage name writing; keep the writing/publishing center stocked and rotate materials often</i></li> <li>• Surround children with various kinds of texts</li> </ul>		
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Policy Council Approved: \_\_\_\_\_; Board Approved: \_\_\_\_\_

## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

			<p>connected to activities of interest.</p> <ul style="list-style-type: none"> <li>• <i>Example: Offer different types of books, create an inviting reading environment, add print-based props for pretend play, block play, and outdoor play; use pictures and words to communicate instructions; model reading and engage in discussions related to the reading; when questions are asked, model finding answers in books rather than simply answering</i></li> <li>• Add Heggerty Phonemic Awareness Program to support alignment to Kindergarten Phonics Program</li> </ul>			
<p><b>3. Establish a stronger system of communication and collaboration with pediatricians to support the physical and mental health</b></p>	<ul style="list-style-type: none"> <li>• Increased rate of follow up on referrals for mental health, vision, hearing, vaccines, asthma, allergies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a team to establish contacts with pediatricians</li> <li>• Outline a sustainable system and put the process in place with family</li> </ul>	<p>Begin planning summer 2023</p> <ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Health Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly when referrals are discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Continued Circle of Security Parenting Training</li> <li>• Licensing for CHC space</li> </ul>	

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## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

<p><b>of Enfield Head Start students.</b></p> <p><b>a. Expand MOU with FRC to include Circle of Security training to teachers as part of onboarding to ensure we maintain consistency of practice as staff turns over.</b></p> <p><b>b. Partner with the Director of Medical Education at CCMC to explore the possibility of including a medical student/resident in the Head Start Health Office</b></p> <p><b>c. Increase partnership with CHC to include mobile dental and on-site mental health</b></p>	<ul style="list-style-type: none"> <li>Teachers will be able to model and support the COS model and encourage families to participate in the training in support of caregivers' developing specific relationship capacities rather than learning techniques to manage behavior.</li> <li>Support Health Office with tracking physicals, referrals, and dentals</li> <li>Expanded partnership in the health community</li> <li>Compliance with dental visits</li> </ul>	<p>support, health, and education staff to follow</p> <ul style="list-style-type: none"> <li>Ensure releases are in place</li> <li>Schedule training for staff with Husky on oral health and nutrition</li> <li>Identify training dates- cycles to offer to families beginning in the fall for COS</li> <li>Contact CCMC to begin the conversation</li> <li>Get portables licensed for use of mental health space</li> <li>Work with CHC to identify a clinician who has infant/toddler mental health training</li> <li>Health manager working with CHC to secure dates and process for mobile dental to start in the fall</li> </ul>	<ul style="list-style-type: none"> <li>FRC Social Worker</li> <li>BOE Liaison between HS and Pediatricians</li> <li>Family advocates</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Annually when MOUs are renewed</li> <li>Monthly when PD calendars are evaluated</li> </ul>	<ul style="list-style-type: none"> <li>Approval of mobile dental space</li> </ul>
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Policy Council Approved: \_\_\_\_\_; Board Approved: \_\_\_\_\_

## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

counseling services	<ul style="list-style-type: none"> <li>• Access to mental health providers for students and families on site</li> </ul>				
4. Conduct an audit of approaches to family engagement, including orienting families to our school, program, community, and the comprehensive services Enfield Head Start has to offer in order to refine these processes.	<ul style="list-style-type: none"> <li>• Completed inventory of programs and resources available to families</li> <li>• Simplified, predictable and accessible messaging protocol for sharing information with families</li> <li>• Strengthened ties to neighbors and the community through strategic classroom placements and engagement offerings</li> <li>• Written orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Inventory current practices and identify strength and areas for improvement</li> <li>• Work with stakeholders to create predictable messaging with simplified language</li> <li>• Use addresses as part of classroom placements</li> <li>• Plan for and create written orientation procedures that extends beyond one event</li> <li>• Partner with EPS technology department to create digital forms and welcome kit</li> <li>• Identify and secure dates and important to do items and create the check list</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning Summer 2023</li> <li>• Leadership Team</li> <li>• Family support office</li> <li>• KITE</li> <li>• EPS</li> <li>• technology team</li> <li>• Site Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Late summer/early fall</li> <li>• Monthly at manager meetings</li> <li>• Monthly at Family Advocate meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder input</li> <li>• Established timeline</li> </ul>

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## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

	<p>procedures from intake/enrollment through transition to K</p> <ul style="list-style-type: none"> <li>Digital welcome kit including beginning of the year forms to reduce paperwork and an orientation video</li> <li>Creation and distribution of a year at a glance/to do checklist for families (ex. flu vaccine, updated dental visit every 6 months, conference dates, home visits, etc.</li> </ul>				
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## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

### *Professional Development Identified to Address Program Improvement Recommendations*

Topic	Resources Needed
Digital Citizenship for PK for staff and families	District Provided
iPad training for staff and families	District Provided/Apple Coaching (grant funds secured)
Heggerty Phonological and Phonemic Awareness	Grant funding secured
Big Ideas for Early Mathematics: What Teachers of Young Children Need to Know book study	Grant funding secured

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# Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

## Progress toward Previous Goals and Objectives from Program Goals for Grant Year 5

### Program Goal #1:

<b>Objectives:</b>	<b>Year 5: Goal 1: Children will make progress on school readiness goals as identified by Fall 2022 assessments.</b>
<b>Outcomes achieved</b>	<p><u>Children will demonstrate at least one year of progress on the DRDP's developmental progression in the following areas of development:</u></p> <p>Approaches to Learning-Self Regulation</p> <p>Social and Emotional Development*</p> <p>Language and Literacy Development</p> <p>Cognition, Including Math, and Science</p> <p>Physical Development-Health</p> <p>History-Social Science</p> <p>Visual and Performing Arts</p> <p><i>*Measured by DRDP/DECA</i></p>

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# Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

Other  
Comments

The developmental progression band across the top correlates to the following ages:

- Yellow = 0-12 months
- Green = 12-36 months
- Blue = 36-48 months and ideally where we want SELC students to be performing
- Darkest blue and purple = 48-60 months (late PK into K)

Each row has a black median line that stand for the middle value of the data set.

Ratings that fall to the left of the median line indicate that the child scored at an earlier developmental level than 50% of the same age children in the sample.

Those falling to the right scored at a later developing level than 50% of the same age children in the sample.

4/27/2023 12:59 PM

5042 - DRDP Group Progress Report

Program Term: FY 2022-2023 | < No Agency > • All Classrooms: Enfield Head Start < No Site > • All Classrooms: Enfield Head Start < No Classroom > 1, 10, 11, 12, 3, 9 | Time Frame: Fall 2022 through Spring 2023 | Domain: AC-REG-SED: LLO-COG: PD-HLTH: HSS: VPA | Subgroup: None | Optional Data: Child Counts: Child Percentage: Median Score Lines | Page Break: After Each Location | Language: English | Enrollment Status: All | Page Group: Not Filtered | Program Option: All | Reportable.

Enfield Head Start

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Approaches to Learning—Self-Regulation (ATL-REG)															
Children															
Early Infancy															
Responding Earlier		Responding Later		Exploring Earlier		Exploring Middle		Exploring Later							
Building Earlier		Building Middle		Building Earlier		Building Middle		Building Later							
Integrating Earlier									Kindergarten						
Winter 2023															
97		1N		2N		2N		2N							
94		1N		2N		2N		2N							
Fall 2022															
97		1N		2N		2N		2N							
94		1N		2N		2N		2N							
Winter 2023															
97		1N		2N		2N		2N							
94		1N		2N		2N		2N							
Fall 2022															
97		1N		2N		2N		2N							
94		1N		2N		2N		2N							
Winter 2023															
96		1N		2N		2N		2N							
93		1N		2N		2N		2N							
Fall 2022															
96		1N		2N		2N		2N							
90		1N		2N		2N		2N							
Winter 2023															
94		1N		2N		2N		2N							
90		1N		2N		2N		2N							
Fall 2022															
95		1N		2N		2N		2N							
94		1N		2N		2N		2N							
Winter 2023															
94		1N		2N		2N		2N							
94		1N		2N		2N		2N							
Fall 2022															
95		1N		2N		2N		2N							
94		1N		2N		2N		2N							
Winter 2023															
94		1N		2N		2N		2N							
94		1N		2N		2N		2N							
Fall 2022															
95		1N		2N		2N		2N							
94		1N		2N		2N		2N							
Winter 2023															
93		1N		2N		2N		2N							
93		1N		2N		2N		2N							

The vertical line represents the median domain scaled score for the group.

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5042 - DRDP Group Progress Report

Program Term: FY 2022-2023 | < No Agency > • All Classrooms: Enfield Head Start < No Site > • All Classrooms: Enfield Head Start < No Classroom > 1, 10, 11, 12, 3, 9 | Time Frame: Fall 2022 through Spring 2023 | Domain: AC-REG-SED: LLO-COG: PD-HLTH: HSS: VPA | Subgroup: None | Optional Data: Child Counts: Child Percentage: Median Score Lines | Page Break: After Each Location | Language: English | Enrollment Status: All | Page Group: Not Filtered | Program Option: All | Reportable.

Enfield Head Start

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The developmental progression band across the top correlates to the following ages:

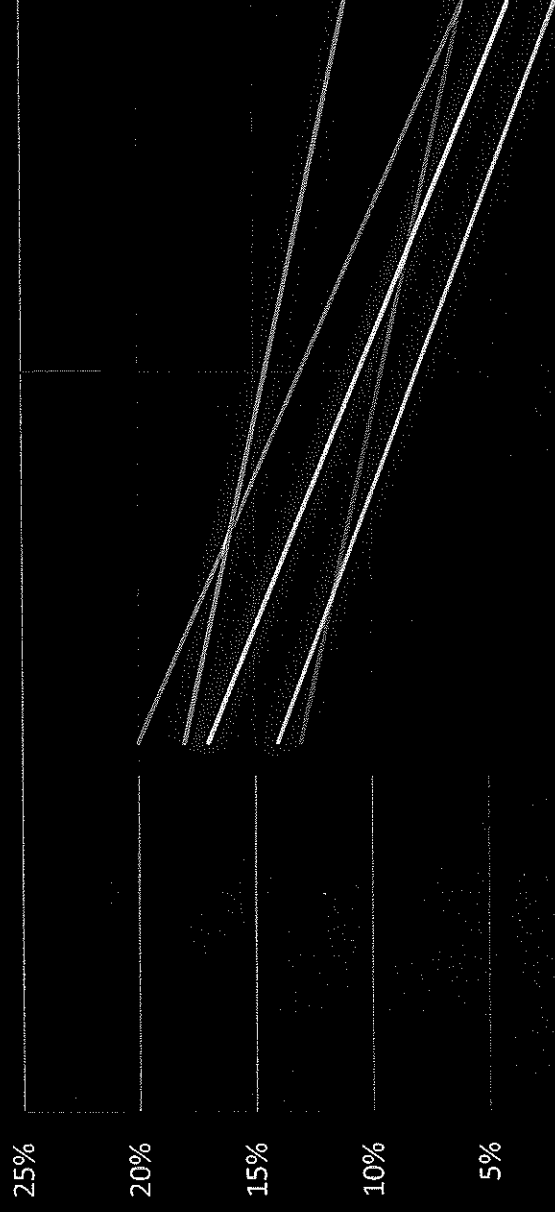
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Each row has a black median line that stand for the middle value of the data set.

Ratings that fall to the left of the median line indicate that the child scored at an earlier developmental level than 50% of the same age children in the sample.

Those falling to the right scored at a later developing level than 50% of the same age children in the sample.

## 2022-2023 E-DECA Social Emotional Data



	Pre	Mid	End
Initiative	13%	6%	6%
Self Regulation	20%	6%	2%
Attachment/Relationships	14%	4%	4%
Total Protective Factors	17%	11%	11%
Behavioral Concerns	18%	11%	11%

## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

### Program Goal #2:

<b>Objectives</b>	Enfield Head Start will partner with families to support student progress towards meeting developmental milestones as outlined in the Head Start Early Learning Outcomes Framework (ELOF) and the CT Early Learning and Development Standards (CTELDS).
<b>Outcomes achieved</b>	<p>85% of families will participate in 1 or more of the following: family engagement opportunities:</p> <ul style="list-style-type: none"> <li>• Ready Rosie users throughout the school year.</li> <li>• In person or virtual events offered</li> <li>• Leadership opportunities (Policy Committee or FEO)</li> </ul> <p><i>*94% of families participated in 1 or more family engagement opportunities this year</i>  <i>*86% of families engaged in at least 2 opportunities</i>  <i>*83% of families engaged with Ready Rosie at least once during the school year</i></p> <ul style="list-style-type: none"> <li>• 75% of families will meet the education goal they set for their child.</li> </ul> <p><i>*84% of families met their education goals this school year.</i></p>

### Program Goal #3:

<b>Objectives</b>	Enfield Head Start will collaborate with community partners to meet the needs of families with young children.
<b>Outcomes achieved</b>	<ul style="list-style-type: none"> <li>• Explore options and make recommendations for expanding infant/toddler care for income eligible families.</li> <li>• Develop a report to understand barriers and to make recommendations based on the work of a committee (community assessment findings will be shared to inform the report)</li> </ul>

Policy Council Approved: \_\_\_\_\_; Board Approved: \_\_\_\_\_



## Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

As part of our Community Assessment, we included an exploratory committee to look at infant-toddler needs in our community. You can access it [here](#).

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

**\*80 out of the 102 families (78%) have accessed at least one resource to support family well-being**

[illegible]

- This work is overseen by the Head Start Family Support Office but shared with the entire Enfield Community. The resource guide is being distributed to 100% of our Head Start families and Family Advocates follow up to add a human component to the resources available and support access.

# Enfield Head Start Self-Assessment Summary and Program Improvement Plan 23-24

ENFIELD HEAD START	
2022-2023 REFERRALS	
3	
CATEGORY	TOTAL
Energy Assistance	37
Food Assistance	11
WIC	35
Dental	2
Housing	15
Child Care	6
Adult Education	2
ELL	8
Magic Carpet	2
211 counseling	1
Goodwill Center	5
TOTAL REFERRALS	124

Policy Council Approved: \_\_\_\_\_; Board Approved: \_\_\_\_\_

Item #13.

**BOARD OF EDUCATION  
SPECIAL MEETING MINUTES  
MAY 23, 2023**

**DRAFT**

A special meeting of the Enfield Board of Education was held on May 23, 2023, in the Scitico Room located at 820 Enfield Street, Enfield.

1. **CALL TO ORDER:** The meeting was called to order at 6:36 PM by Tina LeBlanc.

2. **MOMENT OF SILENCE:** Tina LeBlanc

3. **ROLL CALL:**

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

**MEMBERS ABSENT:** Jonathan LeBlanc & Amanda Pickett

**ALSO PRESENT:** Mr. Christopher Drezek, Superintendent & Mr. Andrew Longey, Assistant Superintendent

4. **EXECUTIVE SESSION**

a. **Matter(s) Related to Personnel – Interview Candidate for Administrative Opening**

Mr. Ryder moved, seconded by Mr. Hamre that the Board enter into Executive Session. A vote by **show-of-hands 7-0-0** passed unanimously.

Mr. Drezek and Mr. Longey joined the Board in Executive Session at 6:38 PM.

No Board action occurred while in Executive Session.

**Open Session:**

The Board returned to open session at 7:00 PM.

5. **ACTION, IF ANY, ON THE APPOINTMENT FOR ADMINISTRATIVE OPENING**

Madam Chair moved, seconded by Mr. Unghire that the Enfield Board of Education appoints Candidate A to be the Principal at Hazardville Memorial.

A vote by **roll-call 7-0-0** passed unanimously.

6. **ADJOURNMENT**

Mr. Hamre moved, seconded by Mr. Ryder to adjourn the Special Meeting of May 23, 2023.

All ayes, motion passed unanimously. Meeting stood adjourned at 7:02 PM.

Jonathan LeBlanc  
Secretary  
Board of Education

Respectfully Submitted,

Andrew B. Longey, Recording Secretary

**BOARD OF EDUCATION  
REGULAR MEETING MINUTES  
MAY 23, 2023**

A regular meeting of the Enfield Board of Education was held in Council Chambers on May 23, 2023.

1. **CALL TO ORDER:** The meeting was called to order at 7:07 PM by Madam Chair LeBlanc.
2. **MOMENT OF SILENCE:** Joshua Hamre
3. **PLEDGE OF ALLEGIANCE:** Joshua Hamre
4. **FIRE EVACUATION ANNOUNCEMENT:**
5. **ROLL CALL:**

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

**MEMBERS ABSENT:** Jonathan LeBlanc

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

6. **BOARD GUEST(S)**

**a. Buzz Robotics**

Mr. Drezek welcomed Buzz Robotics advisors Caroline Marr and Lauren Jefferson to tonight's meeting. Ms. Marr and Ms. Jefferson introduced EHS students Sophie Carrier, Kathia Diaz and Jimmy Paddilla. The students provided the Board with an update about Buzz members, the field trip to Boston Dynamics, their build season, their design, team spirit, team volunteering, competitions, awards they received and fundraising. They thanked Mr. Unghire for arranging for the trip to Boston Dynamics. They also thanked the Board for their continued support.

Mr. Unghire thanked them for being here tonight. It is a privilege to work with you. He enjoys being the liaison to Buzz Robotics. Your dedication and commitment is to be commended. You have learned many skills from being part of Buzz Robotics. He saw the team compete at Western New England College and it was impressive. Your visit to Boston Dynamics left them extremely impressed by all of you. Thank you.

Mr. Ryder congratulated them on winning several team spirit awards. This is very important, and you are all having fun with this extra-curricular activity. He asked them about their fundraising efforts and what their goal is. He would like to share their fundraising events on social media.

Ms. Marr stated they have held pasta suppers, paint nights, can and bottle drives and donor choose events for supplies they receive from parts to spirit items. She will send the information to Mr. Ryder. We have also applied for grants. Ms. Jefferson added this information can be found on our website at [buzzrobotics.org](http://buzzrobotics.org). Click on the sponsor tab and you can also find out a lot of information about our team there. Thank you.

Mrs. Pickett stated you have sparked my interest with Buzz Robotics. Hearing about your Spirit Award and your first District Award you received is exciting and speaks volumes about



your team. Thank you and congratulations.

Mr. Hamre also congratulated them for receiving the Team Spirit awards they received two times is amazing. We have a wonderful facility, tools and staff that are helping to make this inspiration possible. Thank you.

Mrs. Acree thanked and congratulated them all for your hard work, dedication and volunteering. Receiving the Team Spirit Award is amazing. Thank you for your creativity and ingenuity.

Mrs. Cushman also thanked them. She attended the competition at Western New England College and was also very impressed. She learned a lot from watching you compete. She asked if any of them are drivers? Ms. Diaz stated she is a coach for the driver. She tells them where to move the robot.

Mrs. Cushman asked them if they took on any new responsibilities with being a team member? Mr. Padillia stated he is the lead programmer. It was a challenge managing the team. Ms. Diaz stated she took on the role of being a coach. It was a learning experience. She also helped with running the Buzz Social Media Account. Ms. Carrier was in charge of safety and was one of the safety captains. She is also in charge of scouting. She would look at what other teams were doing and strategize about their abilities compared to ours. She is also the student representative that chooses our alliances at each competition.

Mrs. Cushman thanked them for being here tonight.

Dr. Calnen congratulated them on the great job and teamwork. He asked them if being on Buzz has influenced them with any future plans? Mr. Padilla stated he will pursue computer engineering or something in the computer science field. Ms. Diaz wants to be an engineer. She is not sure what field she will go into yet. Ms. Carrier stated she also wants to go into the engineering field but is not sure of the area.

Madam Chair stated the grade 8 students will be visiting EHS. Will you try to recruit any of them? Ms. Diaz stated we were able to recruit a lot of incoming students this year. We will hand out flyers about Buzz Robotics when they visit. We also attend community events.

Madam Chair stated one of your events fell on the same night as the Prom and students attended the Buzz event in their dresses and suits. The students responded they attended both events and were dressed up.

Madam Chair added there is a balance for the students with your classwork during build season. Winning the Spirit Award is what we want to see from our students. This speaks volumes about your character. She is glad you were able to attend Boston Dynamics. Mr. Unghire was very excited to plan this event for you. She also thanked Ms. Marr, and Ms. Jefferson and your families for your support. We are all very proud of your accomplishments and commitment. Thank you.

## **7. SUPERINTENDENT'S REPORT**

### **a. Student Representative Update**

Student Representative Kayla Surprenant gave an update on EHS sports for Girls Lacrosse, Boys Lacrosse, Girls Tennis, Girls Softball, Boys Baseball. The Track team competed at the CCC Conference championship. She congratulated all the athletes for making All Conference. Girls Tennis will compete in the State Tournament, and the Golf Team is also headed to the CIAC State Championship. The Track Team will compete in the LL State Championship on Wednesday, May 31<sup>st</sup>. The Track Team will host their annual Spit Fire Track meet on June 7<sup>th</sup> at EHS from 4-5 PM for students in grade PK-5. They are looking for non-perishable donations

to donate to the Enfield Food Shelf. The Unified Sports meet will be held on June 7<sup>th</sup> at 5:30 PM at EHS.

Student Representative Morgan DiFronzo stated Senior dues are needed by Friday. The class picnic and class night is being held on June 2<sup>nd</sup> and fees are also due on Friday. Safe Grad permission slips and fees are also due Friday. The senior prom was last week, and it was fantastic. The Junior Class has started their NGSS testing. Spring elections were held for the 2023-24 school year. EHS Awards and Scholarships will be held on May 31<sup>st</sup>. Tomorrow is an early release for all students. Grade 8 students will be visiting us. We held a cultural fair last week that was amazing. We had two EHS students receive perfect SAT scores, congratulations to Jimmy Padilla and Lukas Phimvongsa. Credit loss appeal packets are available. Map tournament (kickball) will be starting up today. It is really a lot of fun and you can win a huge trophy.

Madam Chair added the students will wear their medals at graduation.

- b. **Memorial Day** – as presented
- c. **Incoming Grade 6 Parent Information Night** – as presented
- d. **EHS Scholarship & Awards Ceremony** – as presented
- e. **EPS Update** – as presented

## 8. AUDIENCES

Madam Chair will allow each speaker 4 minutes to talk.

Maureen Griffin, Abbe Road – Mrs. Griffin spoke about a Town Council members inappropriate comments made about the conditions of vehicles and students that receive free lunches. An apology is needed. We need to look at the priorities before cutting any funding. We are feeding all of our students and cutting funding is wrong. You do not know what their financial situations are. It should be about the children and educating them no matter who they are or where they live.

## 9. BOARD MEMBER COMMENTS

Mrs. Acree stated Crandall students finished their SBAC testing and thanked parents for making sure students were prepared. She provided an update about upcoming events at Prudence Crandall. She attended the Spring Concert on May 17<sup>th</sup>. The students sounded wonderful. She also thanked all of our amazing Crandall music teachers. Mr. Duperre and staff wished all students a happy summer vacation.

Dr. Calnen provided an update about KITE. They will meet again in September and will meet every two months with invited guest speakers.

Dr. Calnen asked Mr. Drezek about the health education requirements that we discussed at the Curriculum meeting. How do we know that we are in compliance with the Department of Agriculture and Wellness Policy under the Federal school lunch program and the school district's wellness council that is mandated by the USDA Lunch Program.

Mr. Drezek stated your first question will be addressed under new business. In order for us to be in line with Federal and State Regulations, we need to certify what we are doing. He will send the entire Board the information about our wellness council.

Mrs. Cushman would like to recognize the youth vote discussion that was held on May 10<sup>th</sup> on the 19<sup>th</sup> amendment. She thanked the students and advisors for planning this event and congratulated the hosts and moderators.

Mrs. Cushman addressed a comment that was made by an audience member via an FOI

request from the last meeting. She did not comment at the last meeting because she was not aware of this proposed \$1.4 million dollar cut and wanted to discuss this further with the Republican caucus before commenting. She believes in upholding fiscal responsibility. We are invested in our community, schools, and care deeply about our students and education for our children. When free lunches were no longer going to be available for all our students, we continued to serve them at a cost of \$1 million dollars. The reason the suggestion was made to cut the budget by \$1 million dollars was based on the returns we would receive from the State to cover lunches. This decision was not made for staff reductions but to take advantage of an unexpected reimbursement from the State. The remaining \$400K in cuts came from a plan they felt would make our schools safer and more fiscally responsible. These suggestions were made during budget deliberations without receiving a detailed budget as was previously provided in the past.

Mr. Hamre provided an update about upcoming events at JFK. He thanked the PTO for all the work they do for the students. He added the Enfield Food Shelf, Enfield Loaves and Fishes and the Enfield Safe Harbor need donations yearlong. Housing and food insecurities do exist.

Mr. Hamre has previously spoke about removing a Board member from a subcommittee. Madam Chair has made her decision about this. It is important to understand this. Limiting protections and restrictions should not happen. Everyone should feel welcome and should be supported including the LGBTQ population. Safe spaces are needed for our students. The flags are there so they know they are supported.

Mr. Hamre agreed with Mrs. Griffin that anyone can be one paycheck away from bankruptcy which will lead to food insecurity and housing concerns. No one should look down their nose at anyone. He appreciates your observation.

Mr. Unghire stated he attended a Town Council meeting where Mr. Kruzel brought something to his attention.

Madam Chair asked Mr. Unghire if this is a budget related question, can it wait until we get to that item on the agenda to address the \$250K reduction? Mr. Unghire would like to ask Mr. Drezek about this now.

Mr. Unghire stated Mr. Kruzel mentioned per student amounts, and it looks like we are not allocating enough for our per pupil cost. A percentage of our tax dollars are allocated to our students. Many towns maintain their school facilities which is included in their school budget and that dollar amount is then calculated into the per pupil cost. The town is responsible for our facilities. If we were to do this, what would our per pupil costs be?

Mr. Drezek stated it is in there. It is called in-kind services. Even though the town is paying the bill, when we file with the State, the Town Finance Director provides that number to Mrs. Cisneros. It is all the same money and is included in the per pupil cost.

Mrs. Pickett added you can look at the State website to find this information.

Mrs. Pickett thanked our teachers, families and staff for everything you are doing. She also thanked the Enfield Street PTO. She encouraged families to look at the weekly newsletter. She provided an update on upcoming Enfield Street events.

Mrs. Pickett stated she would like to see a grade 2-3 transition night like the incoming grade 6 parent information night. This will help families and students transition.

Mrs. Pickett asked about any summer programming. Mr. Drezek stated we will have some summer programming, but it will not be as robust as in the past. Some of the programs are mandatory and some of our summer programming is not free due to financial constraints. We will have credit recovering programs as well as an art program. The past free summer school,

transportation and meals programs the funding unfortunately has run dry.

Mrs. Pickett added this is a lost opportunity for families and students. It is unfortunate to hear this, but she knew this was coming. She would love to see on our website a one stop shop for summer programs for families to view.

Mrs. Pickett thanked the Town Council for passing our budget. It is important to understand public school funding. You can go to the State website at [public.edsite.ct.gov](http://public.edsite.ct.gov) to learn about funding information for public schools. The Town Council has a challenging job. She finds it interesting that they received a limited plan but knew how to cut it. Thank you.

Mr. Ryder thanked everyone that participated in the Townwide Tag Sale. We had 100 address on the map Saturday, May 20<sup>th</sup> and raised over \$2,500. This was our 11<sup>th</sup> year and we have raised almost \$20K that benefits the Enfield Food Shelf. Thank you everyone that participated.

Mr. Ryder also thanked the EHS Baseball Team, students, families, Mr. Gaucher and Madam Chair. He had a lot of fun at the EHS senior night that was held at Dunkin Donut Park. He threw out the first pitch and announced the game. He urged graduating students to take a moment to reflect and appreciate upcoming events and activities. There are a lot of last events that will be happening, and it goes by so quickly. We have 16 full days of school left and the last day of school is on June 15<sup>th</sup>. He will DJ at Enfield Street and at Eagle Academy. He looks forward to spending time with our staff and students.

Mr. Ryder provided an update about events happening at Eli Whitney. Thank you.

Madam Chair stated the EHS Boys Baseball team senior night at Dunkin Park was a really fun night. It was a great game, and she congratulated the seniors. Unfortunately, they did not win. She also congratulated Mr. Ryder on his first pitch.

Madam Chair attended the PTO president's meeting. Henry Barnard and Prudence Crandall have an amazing partnership. She would love to see the other sister schools form the same kind of partnership that helps families.

Madam Chair attended the PLA Graduation Ceremony. She is very proud of the graduates. They have formed a strong bond and shared some deeply felt moments with each other. The project they have chosen is called "Enfield Hug." They will provide resources for families in Enfield, which is a great idea. Both she and Jaclyn Valley support this initiative. This is another great community project.

Madam Chair spoke about the Safe Grad front row parking spot event. It closes on May 31<sup>st</sup> and the drawing will be on June 1<sup>st</sup>. She also spoke about fundraising efforts for Safe Grad.

Madam Chair attended Kite's Buddy Bench dedication for Dr. Calnen. You can see the bench at the Pearl Street Library. The last 2 days of school will be half days and lunch will be served.

Madam Chair stated May is Mental Health Awareness Month. Please check on your friends and yourself and don't be afraid to reach out for help.

**10. UNFINISHED BUSINESS: None**

**11. NEW BUSINESS:**

**a. Approve Lester J. Bodley Scholarship Recipients**

Mr. Unghire moved, seconded by Mr. Ryder, that the Enfield Board of Education approves the 2023 Lester J. Bodley memorial Scholarships for student A and Student B.

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

**b. Discussion and Action regarding the 2023-24 Healthy Food Certification**

Mr. Hamre moved, seconded by Mrs. Pickett, that the Enfield Board of Education elects to not certify the 2023-24 Healthy Food Certification Statement as presented.

**Discussion:**

Mr. Ryder added this would affect food sales and PTO fund raising events. Mr. Drezek stated once we certify, we can continue to sell food items that do not meet the healthy food certification requirements. We are recommending the Board does not certify the 2023-24 Food Certification recommendation.

Mrs. Pickett asked if this would prevent us from applying for grants. Mr. Drezek stated this will not limit us from exploring any grants the Nutrition services department may apply for.

Mr. Drezek added pursuant to C.G.S. Section 10-215f, the Board must certify that all food items offered for sale to students in the Enfield Public Schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2023 through June 30 2024. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from sources including but not limited to school stores, vending machines, school cafeterias, culinary programs and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

Madam Chair stated this will be a no vote.

A vote by **roll call – 0-8-0** failed.

**c. Revise the 2023-24 School Calendar**

Mrs. Pickett moved, seconded by Mr. Ryder, that the Enfield Board of Education revise the 2023-24 school calendar as presented.

**Discussion:**

Mrs. Pickett stated many districts are all over the map. She would like to see us solicit feedback before we set the next calendar.

Mr. Drezek stated you can advocate for a regional calendar. We used to follow the CREC regional calendar so there wouldn't be any issues. Once you ask for opinions, be careful, you will receive many different scenarios.

Mrs. Pickett stated she understands that not everyone will be happy. When we make the decision about our calendar, we should use multiple sources.

Mr. Ryder stated the calendar is set based on our Board Policy. We can look at the policy and move the month back once dates are set. We can look at both options.

Mr. Drezek added we also look at setting firm graduation dates. It would have been helpful this year to wait a couple of weeks.

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

**d. Proposed New Policy & Policy Revision – First Reading**



Mr. Hamre moved, seconded by Mrs. Acree, that the Enfield Board of Education approves Policy #6144 Controversial Issues as a First Reading.

**Discussion:**

Mrs. Pickett asked if this is a mandated policy and if it is necessary. We just approved a Civil Discourse policy. What is the purpose of this policy? The name of the policy is also controversial. We seem to be over policing.

Mr. Longey stated it is not mandated.

Mr. Ryder stated the Civil Discourse policy is related to behavior and this policy is related to classroom instruction.

Mr. Longey stated this policy has been discussed by the Policy Committee since last fall. We do not need to have this policy. It will give teachers and administrators some guidance. It can be considered as over policing. The subcommittee is recommending this policy be approved.

Mr. Hamre added this is another policy to consider. This policy can preempt any controversial issues.

Mr. Ryder stated this policy shows where it says this or that for staff when we are asked to show us where this is written. We have been discussing this policy for several months.

Mrs. Cushman stated she felt the policy gives our teacher guidelines for discussions with students. The wording in the policy deals with opinions with balanced ideas. She would like some stronger vocabulary to use in this policy so they can come up with conclusions and come up with their own personal opinions. She would like to leave out opinion and replace it with balanced scholarly objective information.

Mr. Unghire stated he reviewed this policy in detail, and we discussed using some alternative wording. Mrs. Cushman had some alternative wording that could enhance the policy. The policy is good, but it could be better.

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

Mrs. Pickett moved, seconded by Mr. Hamre, that the Enfield Board of Education approves Policy #9121 Chairperson as a First Reading.

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

**e. Approved FY2023-24 Budget**

Dr. Calnen moved, seconded by Mrs. Pickett that the Enfield Board of Education adopts the FY2023-24 Budget as presented:

**Discussion:**

Mr. Unghire stated we are not just discussing the \$250K reduction from the Health Insurance line item.

Mr. Ryder added we are approving the new budget number of \$75,928,354.

Mrs. Pickett stated if we receive our Alliance District funding, the town cannot decrease us by that amount. The purpose of the funding is to supplement our funding for education because we are underfunded. She is thankful for the Democratic caucus for voting yes on the budget.

Some districts are having their budgets slashed. There is one town in Connecticut where they can vote 3 different ways, yes, no and it is too low. She asked for a greedy budget. We are underfunded and our students and staff deserve more.

Mr. Hamre stated the proposed budget cut was based on a reimbursement we may or may not receive. We are responsible for our budget. He thanked the members of the Town Council. The budget we requested will not increase any services we provide. It will maintain our current services without any staff reductions.

Mr. Ryder stated when he listened to the Town Council discussing the budget, there wasn't any clarity about the 2% carryover. He asked Mr. Drezek to clarify this. In the past, we have been able to carryover, which is now the law. We do not have the 2% to carryover and where did it go.

Mr. Drezek stated it wasn't always agreed for us to carryover money for the next fiscal year. We are saving our own money by freezing our budget. We have a great Business Manager Lorena Cisneros, and she plans appropriately. This was a different year. We do not have it. Our special education costs are up 20%, and our outplacements have increased dramatically. We have our Eagle Academy that has brought some of our outplaced kids back to us. We now have over 25 students at Eagle Academy and there is no more room. There has been an increase with outplacements. The Alliance District threw a curve at us and the Town. We redid our tennis courts and parking lots. We allocated funds to do this. We have stretched our funds the best that we can. We cannot misuse any federal funding. Adjustments have been made. A lot has changed this year. We needed to make some security enhancements this year. We are dealing with inflation, teacher shortages and with supply chain issues. Everything is costing more. This also applies to staff. We have used our 2% reserve. If we need additional funding, we will need to ask the Town Council for more money. We will not spend more than what we are given.

Mr. Ryder thanked Mr. Drezek. It is important for everyone to hear the specifics.

Mr. Unghire stated when we voted on the proposed budget, he voted no. He felt the budget was incomplete and lacked the level of detail that has been provided to previous boards and was insufficient. It was not because of the amount. He represents the taxpayers of Enfield. The Town Council found opportunities for savings that would not cut staff or services. We did not take advantage of those savings. He will not support the budget tonight. He feels more detail is needed.

Madam Chair stated when we presented the budget to the Town Council, we asked them to call us if there were any questions. We have asked for questions from both caucuses. It is not for the Town Council to make recommendations about cuts for us. If the Town Council reduces our budget, Mr. Drezek will then meet with his department heads about reductions. The 2% carryover can be found on page 19 and is explained in detail. It was pretty clear in the presentation why the 2% was no longer available. Regarding ARPA funds, we partnered with the Town last year. We were able to pave Enfield Street and Henry Barnard parking lots and repair the tennis courts at Enfield High to complete some badly needed projects.

Madam Chair asked Mr. Drezek to explain about the Nutrition Services process and why they cannot write a \$1million dollar check.

Mr. Drezek stated it is not our money. This is federal money. All monies collected from Nutrition Services are for reimbursable meals that are provided to our students. In order for the meal to be considered as a reimbursable meal, we must serve certain portions whether the students eat them or not (meals must include grains, milk, fruit, vegetables and protein). The Federal government does not care if they eat the items or throw them out. Prior to Covid, we would charge for the meals.

Mr. Drezek stated during Covid, all students were provided free meals. We had drive through stations for students at JFK and EHS. We were still serving our students food. Nutrition Services is self-funding. In your budget book on page 40 it lists what Nutrition Services charges us. We were not billed during Covid. We were eating the expenses. They need to carry 3 months of operating costs and can keep \$900K in the bank for major repairs or capital expenses. It cost \$280K per month for nutrition services to feed our students. We have 2 new kitchens. The need for equipment is not needed now. They also need to pay their bills within 30 days. The Federal Government will reimburse them in 8 weeks.

Mr. Drezek stated the cost for food did not stay the same even though we are using federal bids because of an act of God – Covid. Supplies are costing more because of supply chain issues. We are finally starting to catch up. We charge \$2.25 per meal and the Federal Government will reimburse us \$4. This will equal up to \$1.4 million dollars.

Madam Chair stated that is money that we will pay back to ourselves because we fronted it.

Mr. Drezek added the money is still in Nutrition Services reserves. We legally need to allow this money to remain in her account to cover our bills. If we do not pay our bills within 30 days, we will not receive any food.

Madam Chair stated if we cut that, we would actually be out of \$2 million. Because \$1 million makes us flush with a little extra.

Mr. Drezek stated it is \$4 per meal. There is money in the reserves that exceeds her 3 month carryover. We cannot legally take that money. One of the allowable expenses for this extra money is there needs to be a reason. If it is an approved expense through the Nutrition Services program, we could use it. We cannot use it to put a roof on a building. If we wanted to start a Farm to School program, we could use the funds for this. This would be considered as an allowable expense. We cannot take the funds to balance our budget unless we asked permission from the state to repay us back the money, we fronted Nutrition Services. We did not charge students for lunch, this is an allowable expense. We had money in the reserves to continue feeding our students for free. This was an allowable expense. We can ask for permission to do something.

Mr. Hamre stated the superintendent is knowledgeable and has excellent staff in the finance department. We have discussed this during our monthly finance meetings. We have asked these questions at these meetings. We have not had a Republican representative at our finance meetings for the last several months. We discussed surplus funds, and the balance was also explained to us. We ask these questions because we are responsible to our taxpayers. Mr. Unghire will vote no. We were given a heads-up by the superintendent that the budget would look different and would be in a different format. Both budgets that were presented included the same information. The format change was known. Turning down the budget because it doesn't look the same is wrong.

Mr. Unghire stated we were told it would be different. He thought it would be better with more detail not less detail. The bottom line number is not enough. We have a responsibility to our taxpayers, and we are doing our due diligence. Half of the budget for the town is for education. We need more.

Mrs. Pickett understands the process. We received a 5 page overview. She sent in questions to be addressed to the chair. We were then given a 35 page color coded budget document. The line items have been consistent from past budgets. Voting no is still no.

Mr. Unghire stated yes, we were provided with a 34 page document. The 5 summary pages were made into 34 pages. There was not more detailed provided.

Mrs. Pickett added you could have asked questions about specific line items. There was a

process in place and the information provided in the budget reflected this. If you have questions, you should have asked about them as part of the process that was explained to all of us.

Mr. Ryder stated he is tired of listening to this. You are playing games with our students and staff. Send a Republican representative to the Finance Committee meetings. It has been a long time since there was 3 members at the Finance meetings. There has been no members from your caucus attending these meetings. You then need to communicate with the Town Council members in your caucus and get on the same page.

Mr. Ryder called for the vote.

Madam Chair stated there is some frustration here. She went to the Town Council meetings about the budget. She was frustrated because they were claiming ignorance and claimed they didn't know. We presented the budget on January 24<sup>th</sup>. We then presented it to the Town Council on May 1<sup>st</sup>. We offered for them to contact us with any questions they might have. Saying there was not enough information is not true. There was plenty of information and time to address any questions.

Madam Chair stated one of the speakers at that Town Council meeting had an excellent point. They asked what other department from the town was asked to reduce their budget by 48%. The Town Council is playing catchup. There was a credit card bill that was due. They are trying to not raise taxes. What are the new services added? She thanked the members of the Democratic Town Council for doing their homework and for asking us questions and getting acclimated to our budget. There was a Democratic Town Council member that did not like the budget and took the time to ask us questions about the way our budget was prepared. Mrs. Zoppo said for our next budget cycle, we need to get together and let us know what you are looking for. It was also mentioned that even though this budget process is over, we need to continue with a budget check in in November. We have good plans. They are asking about the 2% carryover and where did it go. It was explained at the January 24<sup>th</sup> meeting and asking for us to cut \$1.4 million because we might get money from our Alliance Grant. You can't spend what we don't have. She does not believe what the State is saying. The Nutrition Services money is a process, and nothing moves quickly with the government. People need to look long and hard at the budget and the reason for not cutting the education budget. She thanked the Democratic Town Council members for supporting our budget.

Madam Chair called for the question. Moved by Hamre, seconded by Mr. Ryder.

A vote by **roll call – 5-3-0** passed with Mr. Unghire, Mrs. Cushman and Mrs. Acree in dissent.

## **12. BOARD COMMITTEE REPORTS:**

Curriculum – Mrs. Pickett reported Curriculum Committee met on May 18<sup>th</sup>. We reviewed our new middle school health curriculum and K-12 health scope and sequence. She thanked Mr. Dube for his detailed presentation. She would like the information he provided committee members posted on our website for parents to review. She also spoke about the opt-out process for lessons. She is proud of the work we are doing. She would like to see more discussions with the Town Social Services department. The next Curriculum meeting will be held on June 22<sup>nd</sup>.

Finance – Dr. Calnen reported the next Finance Committee meeting will be held on June 5<sup>th</sup>.

Policy – Mr. Ryder reported the Policy Committee met on May 16<sup>th</sup>. We have cancelled the June 20<sup>th</sup> Policy Committee meeting and will meet again in the fall. Mr. Longey will reach out to committee members with any legislative updates he receives over the summer months. We discussed a proposed flag proposal presented by Mrs. Cushman and we decided not to move forward with this item at this time.

Leadership – Madam Chair reported Board Leadership did not meet.

Joint Facility – Mr. Ryder reported the Joint Facilities Committee will meet on May 25<sup>th</sup> virtually.

JFK Building Committee – Mr. Ryder reported the JFK Building Committee cancelled their May meeting. He is not sure when they will meet next.

Joint Security Committee – Mr. Ryder reported the Joint Security Committee meeting date has not been set yet.

Enfield Mental Health Wellness & Workgroup – Dr. Calnen did not have anything new to report regarding the Enfield Mental Health Wellness & Workgroup.

Madam Chair added she would like to see more of a joint partnership between the town and school. They are sending out a survey and Mr. Dube will receive the results.

Mrs. Pickett added they will share the overall data with Mr. Dube.

Madam Chair stated there should be more of a partnership with the school district.

Enfield Cultural Arts Commission – Mr. Hamre provided the Board with a detailed report. He thanked everyone involved with all of the past productions that occurred during the month. He also wished Reilly's Dance performers good luck with their upcoming dance recital. He gave an update regarding the Gazebo concert series and his concerns.

PK-5 School Modernization Committee – Mr. Ryder does not have any updates. Mr. Drezek stated the bids went out on Friday. He added that both Mr. Dague and Mr. Gerber will be meeting with potential contractors. He will keep you updated with any additional information.

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

Mrs. Pickett moved, seconded by Mr. Hamre, that the Regular Meeting Minutes of May 9, 2023, be approved. A vote by **show-of-hands 8-0-0** passed unanimously.

### **14. APPROVAL OF ACCOUNTS AND PAYROLL - None**

### **15. CORRESPONDENCE & COMMUNICATION**

Madam Chair reported that Board members have received invitations for the EHS Graduation Ceremony and reminded them to RSVP your attendance to the Superintendent's office.

### **16. EXECUTIVE SESSION - None**

### **17. ADJOURNMENT**

Mrs. Pickett moved, seconded by Mr. Hamre, to adjourn the Regular Meeting of May 23, 2023.

All ayes, motion passed unanimously. The meeting stood adjourned at 9:26 PM.

Jonathan LeBlanc  
Secretary  
Board of Education

Respectfully Submitted,  
  
Kathy Zalucki, Recording Secretary